

**DOCTOR OF AUDIOLOGY
(AUD)**

UNIVERSITY OF CINCINNATI

**DEPARTMENT OF COMMUNICATION
SCIENCES AND DISORDERS**

Rev. 10/12/12

Dear Student:

This handbook is designed to provide information about the Doctor of Audiology (AuD) program at the University of Cincinnati for new students and to guide students through the program.

Section I provides general information about the program at the University of Cincinnati and describes the application process. This section is directed primarily toward prospective students. General information for students just entering the program is provided in Section II.

Sections III, IV and V provide detailed information about course work, practicum and research at the AuD level. The beginning student should read these sections carefully and refer to them each semester to review course and practicum requirements. The research section (V) should be followed carefully during completion of the research requirement.

Students are responsible for following the requirements outlined in the handbook; however, additional information will be provided by the Academic Advisor, Practicum Director and Director of Graduate Studies. The Practicum Seminar and Graduate Seminar are particularly important sources of updated information. Finally, always feel free to ask questions when anything is unclear.

To beginning students, welcome to the program. We trust you will have a rewarding and enjoyable experience at the University of Cincinnati.

Sincerely,

Lisa Kelchner, Ph.D.
Director of Graduate Studies

Nancy A. Creaghead, Ph.D.
Department Head

TABLE OF CONTENTS

SECTION I - GENERAL INFORMATION FOR PROSPECTIVE STUDENTS.....	5
<i>University of Cincinnati</i>	5
<i>Communication Sciences and Disorders</i>	5
<i>Levels of Preparation</i>	5
<i>Mission</i>	6
<i>Admission Requirements</i>	7
<i>Application Procedures</i>	7
<i>Financial Assistance</i>	9
<i>Ohio Residency</i>	11
<i>Academic Performance</i>	11
SECTION II - GENERAL INFORMATION FOR MATRICULATED STUDENTS.....	12
<i>Keys</i>	13
<i>Student Organization</i>	13
<i>Information Technology and Instructional Equipment Fees</i>	13
<i>Libraries</i>	13
<i>Non-Discrimination Policy</i>	14
<i>Right to Review Records</i>	14
<i>Academic Honesty</i>	15
<i>Expectations for Classroom Etiquette</i>	15
<i>Graduate Student Grievance Procedures</i>	16
<i>Standards and Procedures for Probation, Suspension and Dismissal</i>	16
<i>Pre-Registration Procedures and Requirements</i>	18
<i>Registration</i>	19
<i>University Breaks</i>	19
<i>Computer Use</i>	19
SECTION III - ACADEMIC PROGRAM.....	23
<i>Prerequisite</i>	24
<i>Learning Markers</i>	24
<i>Doctor of Audiology Graduate Curriculum</i>	24
<i>Electives</i>	27
<i>Required Courses For Certification As A School Audiologist in Ohio</i>	27
<i>Au.D. Doctoral Capstone Projects: Guidelines</i>	27

<i>Case Studies and Grand Rounds</i>	32
<i>Portfolio and Final Case Study</i>	33
<i>National Examination in Audiology</i>	33
<i>Graduation</i>	33
SECTION IV - CLINIC PRACTICE	35
<i>Practicum Guidelines</i>	36
<i>Essential Requirements for Clinical Practicum</i>	36
APPENDIX A – Knowledge and Skills Competency Areas for ASHA Certification	39

ADDITIONAL INFORMATION REGARDING GRADUATE PROGRAMS

Although the contents of this handbook are in compliance with the rules and policies of the University of Cincinnati Graduate School, the reader may consult the University Graduate Handbook for greater detail online at www.grad.uc.edu.

SECTION I

GENERAL INFORMATION FOR PROSPECTIVE STUDENTS

University of Cincinnati

The University of Cincinnati is located in the southwestern corner of the State of Ohio. Its founding date, 1819, represents the establishment of Cincinnati College and the Medical College of Ohio. The University became a municipal university in 1870, under a state act. It remained a municipal university until July, 1977, when it became the newest member of the state university system. There are twenty colleges or schools housed within the University of Cincinnati, with an enrollment on all campuses that exceeds 39,000 students. Over 5,000 undergraduate and graduate degrees are awarded each year.

Communication Sciences and Disorders

The undergraduate program in communication sciences and disorders and the graduate program with specialties in Speech-Language Pathology and in Audiology comprise the Department of Communication Sciences and Disorders, located in the College of Allied Health Sciences which is housed in the French East Building on the University's medical/east campus. The program in Speech-Language Pathology which leads to a Masters Degree in Communication Sciences and Disorders and to the Doctor of Audiology (AuD) are both accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program in Public School Certification is coordinated by a faculty member in the Department of Communication Sciences and Disorders.

The program in Communication Disorders began in 1967. There is a graduate enrollment of about 200 master's students (first and second year oncampus and distance learning), 32 Au.D. students, 36 doctoral students, and an undergraduate enrollment of approximately 200.

The faculty consists of twelve full-time and six part-time doctoral level faculty members and six clinical faculty members. Most Speech-Language Pathology and Audiology faculty members hold the ASHA Certificate of Clinical Competence, as well as Ohio licensure in Speech Pathology and/or Audiology.

Levels of Preparation

There are three levels of preparation in Audiology at the University of Cincinnati. The first level leads to the Bachelor of Science Degree, the second fulfills the requirements for an entry-level clinical practitioner (Doctor of Audiology), and the third culminates with the Doctor of Philosophy.

The first, or B.S. level, is devoted to establishing an understanding of normal growth and development of human communication processes. Although students obtain exposure to the management of communication disorders at this level, the bachelor's degree is considered to be a

pre-professional one. Courses taken by the students at this level include Speech and Hearing Science, Phonetics, Anatomy and Physiology of the Speech and Hearing Mechanisms, Speech and Language Development, and Statistics. In addition to the above, introductory courses in Speech-Language Pathology and Audiology are offered: Audiometry, Rehabilitative Audiology, and Clinical Management of Communication Disorders. Options in areas such as education, research, business, linguistics and health careers are available. Upon completion of a bachelor's degree, students should demonstrate knowledge of the normal development and exercise of communication and should be able to recognize abnormal communicative behaviors.

Students who elect to pursue the Doctor of Audiology complete graduate course work in Psychoacoustics, Hearing Evaluation, Hearing Aids, Habilitative/Rehabilitative Audiology and Speech and Language Development in order to prepare them to evaluate hearing disorders and provide appropriate management. In order to provide the AuD student with adequate advanced didactic and practicum experience with persons manifesting communication disorders, a minimum of four years of study is necessary, including at least two summer terms. As a component of the program, all AuD students must complete a research capstone project.

The program involves in-depth study of the various disorders of communication coupled with practicum experience in the areas of study.

Although not a formal part of the curriculum, AuD students are encouraged to complete education courses for State of Ohio Public School Certification. Completion of this option requires one semester placement in a school setting as well as successful completion of the *Challenging Learner in Society* course. All AuD graduates are eligible for the ASHA Certificate of Clinical Competence and licensing in the State of Ohio upon completion of their program.

The third, or Ph.D. level, prepares students for leadership in research, teaching and/or clinical service in Audiology and Speech and Hearing Science. This level of study emphasizes research techniques in human neurology, Speech and Hearing Science, experience in college teaching and supervision, and the opportunity to explore the theoretical aspects of clinical techniques. Ph.D. students are expected to complete course work in the major area and to demonstrate research competency. Students must also demonstrate, through a dissertation, contribution to knowledge in the areas of Speech and Hearing Science, basic development processes of hearing in humans or animals or Audiology.

Mission

The mission of the Communication Disorders Graduate Program is to educate students to become competent speech-language pathologists, audiologists, teachers, and/or researchers who are committed to scientific inquiry and lifelong learning, to add to the knowledge base of the discipline, to provide public service to enhance the lives and dignity of individuals with communication disorders, and to embrace diversity.

The goal of the professional preparation program in speech-language pathology and audiology is to provide each student with the theoretical background and knowledge base, clinical practice

experiences, and research experience to meet the mandated requirements of practice, to provide competent, ethical, and caring assessment and management services, to develop and use evidence-based practice, and to be lifelong learners.

The goals and mission of the Ph.D. program are to prepare students for leadership positions where they will educate future professionals, advance the knowledge base of the discipline, and promote and support the highest quality services in clinical settings. This mission is consistent with the Department's mission to educate clinicians and leaders and to contribute to the basic scientific study of the processes of human communication and the prevention of communication disorders.

Graduates of the Master's Degree Program in Communication Sciences and Disorders with a major in Speech-Language Pathology and the Doctor of Audiology Program are prepared for positions as speech-language pathologists and audiologists in all health care and educational settings throughout the United States. There is a shortage of speech-language pathologists and audiologists in Ohio and in the region, especially in school settings. Graduates of the Ph.D. program are prepared for careers as teachers and researchers in higher education and other research settings. The program is committed to educating teachers and researchers to meet the critical need in the discipline in Ohio as well as throughout the United States.

Admission Requirements

Applicants must meet the following admission requirements:

1. Bachelor's degree. For students who enroll in the program, an official transcript with Bachelor's degree posted must be received by the CSD department prior to the beginning of the first semester.
2. 3.0 minimum overall undergraduate grade point average.
3. A minimum score of 100 IBT on the TOEFL for students whose native language is not English.

Students entering the professional preparation program in audiology must have a well-rounded undergraduate degree or complete a set of prerequisite courses prior to beginning the graduate program.

Students who do not meet the admission requirements stated above may be admitted on a provisional basis. These students must maintain a 3.0 average during their first two semesters of study to be admitted to full status and to be eligible for financial aid if available.

Application Procedures

Two applications must be submitted as part of the Graduate Application Process:

Application to University of Cincinnati

- An online application to the Communication Sciences and Disorders AuD Program must be submitted to the University of Cincinnati Graduate School by January 15 at www.grad.uc.edu/ApplyOnline.aspx . A non-refundable application fee of \$85 payable to The University of Cincinnati must accompany the application. For your program, select Audiology, AuD.
- TOEFL score if English is not the applicant's native language must be sent by the test site directly to the University of Cincinnati.

No other application materials should be sent or submitted to the University of Cincinnati.

Application to CSDCAS

- An online application to the Master’s Degree Program in Communication Sciences and Disorders with a major in speech-language pathology must be completed through CSDCAS (Communication Sciences and Disorders Centralized Application Service) at <https://portal.csdcas.org/>. Click on “apply now for the 2012-2013 academic year” to find detailed instructions regarding development of a profile and submission of materials. All application materials must be received by CSDCAS by January 15, including:
 - application
 - extracurricular, volunteer and leadership activities, honors, and awards
 - personal essay limited to one page; This essay is an opportunity to describe educational goals, academic strengths and weaknesses, personal qualities, characteristics, and skills that may enhance success in the graduate program and/or profession
 - academic information (courses, grades, etc.)
 - transcripts from each college or university attended
 - GRE scores must be sent by ETS directly to CSDCAS (code is 0734)
 - three letters of reference: It is strongly recommended that reference letters be written by instructors who can speak to your academic abilities and potential success as a graduate student
 - application fee of \$100 for the first graduate program application and \$45 for each additional graduate program application

If you experience problems or have questions, contact CSDCAS Customer Service at (617) 612-2030 or at csdcasin@csdcas.org.

The initial review process for completed files begins in January and takes approximately 6-12 weeks. Incomplete files will not be reviewed. Admission decisions will be made in writing only.

All unclassified students wishing to register for graduate courses offered by the department must secure the permission of the Director of Graduate Studies and permission of the particular instructor offering the course in question as a prerequisite to registering for any course. Unclassified graduate students may be admitted to the Graduate Division for study, but not

admitted for graduate degree programs. They may take courses for graduate credit, but the number of credits taken under this classification will not exceed 9 graduate credits.

Before admission to the University is completed, all foreign students must fulfill U.S. Immigration Service requirements and register with the International Services and Foreign Student and the International Services Office. The Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE) are required of all applicants whose native language is not English. This test must be taken in the student's own country before admission is granted. This requirement may be waived for a foreign student who has completed an academic program of two or more years in duration at an accredited American college or university. Presently the minimum TOEFL score acceptable for graduate work in the Department of Communication Sciences and Disorders is 100.

The Oral English Proficiency (OEP) Testing Program was implanted in 1986 to assess the oral English language skills of graduate students who are nonnative speakers of English and receive financial awards from general University funds. Students are required to take the test at the beginning of their first semester of study. Their oral English skills are rated in four areas: 1) pronunciation; 2) grammar; 3) fluency; and 4) overall intelligibility. Those who pass are certified for oral English proficiency and may assume the full range of duties associated with the financial awards. Those who do not pass are recommended for English as a Second Language (ESL) course that is suited to their needs. Students whose oral English proficiency has not been certified may not assume instructional responsibilities. Oral Proficiency testing is conducted four times during the academic year (September, December, March, and May) to accommodate new arrivals and students who have prepared to retake the test. Each student can only be tested twice during an academic year.

Upon arrival at the University of Cincinnati, all international students are required to carry student health insurance. Semester fees (reflecting the number of accompanying dependents) will be assessed at each registration period.

Financial Assistance

The program has a number of University Graduate Scholarships that can be awarded to first-year students on the basis of quality of academic record (grade point average, Graduate Record Examination scores, and letters of recommendation). Students who do not receive scholarships during the first year of study are still eligible for scholarships during summer school and subsequent years of study. Most students receive financial support of some kind during the second and third year of study, including scholarships, graduate teaching assistants, or partial stipends. Awards for the second and third years are based on grades, faculty ratings of academic performance, clinical practice progress, and general aptitude. Requests for financial assistance are made at the time of application; requests may also be made during graduate study when notified of availability of additional financial aid resources. International students who receive tuition grants and/or stipends must participate in the Oral English Proficiency Testing required by the University. In order to be eligible for financial aid, students must be registered for 10 or more graduate credits each semester to be considered a full-time graduate student. Students receiving fellowships or assistantships must register for a minimum of 12 credit hours for each semester they are funded.

The University of Cincinnati has endorsed and is governed by the following resolution adopted by many colleges and universities in the United States and Canada: Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institute after April is conditional on presentation by the student of the written release from any previously accepted offer.

Students must be registered for 10 or more graduate credits each semester exclusive of audit credits to be considered a full-time graduate student. Students receiving Graduate Assistantships, University Graduate Scholarships, or fellowships must register for a minimum of 12 credit hours for each semester they are funded. Graduate Students that have attempted 174 graduate semester credit hours at the University of Cincinnati are not eligible for a University award for enrollment beyond the 174. The workload requirements of students who hold assistantships are determined by the academic department but they are generally expected to provide a maximum of 20 hours per week in departmental service. In addition, they must register full time each semester (maximum of 18 credits). Thus, when these students are employed over and above their assistantships, a number of legitimate academic concerns can be raised (including length of time to earn their degrees). The following policy recommendations are to be followed:

- a. One course per semester (or the equivalent FTE% for non-instructional assignments) is the maximum part-time workload allowable for those who have a graduate assistantship.
- b. The department will closely monitor the academic progress of students holding more than one University appointment/employment. This may include semester grade reports and a progress report for each student's file.
- c. Continued academic progress is expected; should progress be slow, the additional appointment may be terminated.

Graduate students are responsible for notifying the Department by April 1 of their intention to enroll full-time for summer semester and the next academic year. Students who do not give such notice will not receive a tuition scholarship or be eligible for additional financial aid.

Students are required to maintain a 3.0 overall grade point average in graduate school in order to retain funding through the Department. Students whose grade point average falls below 3.0 and those who receive incomplete grades for fall semester of the first year may retain financial aid for spring semester. Students who do not have an overall 3.0 grade point average and/or have two or more incompletes at the end of spring semester will lose their funding as of summer of the first year. The same policy will hold for all future semesters. Students may retain funding with a 3.0 overall

grade point average and one incomplete. However, all incompletes must be resolved prior to fall of the second year, unless the course must be repeated.

Ohio Residency

The Department of Communication Sciences and Disorders suggests that all Communication Sciences and Disorders non-foreign non-Ohio resident graduate students reside in Ohio during their graduate study and take the appropriate steps to become Ohio residents in order to receive in-state graduate tuition rates during their second and subsequent years of study. Application for residency, however, does not guarantee approval for residency for in-state tuition rates. The eligibility criteria and required documentation for Ohio residency can be found on the Registrar's web site at www.uc.edu/registrar.

Academic Performance

All students will be periodically reviewed in terms of academic and clinical practice performance. Graduate students who fall below the 3.0 quality point average required for graduation, or who demonstrate a serious deficiency in professional content areas or clinical practice will not be continued on financial support, and may expect to be reviewed by the faculty with regard to continuation in the graduate program.

The specific academic requirements for the Doctor of Audiology are shown in Section III.

Each student's previous academic and practical experiences will be evaluated in relation to the suggested program to determine the actual graduate course of study. Students should expect to enroll in a number of courses in the major area, which may be similar in title to courses taken at the undergraduate level. The third and fourth year of study in the AuD Program are devoted particularly to completion of practicum experiences, development and completion of research projects, and/or school and clinical internship experiences.

Fourth year students often complete clinical internships outside of the Cincinnati area. These students are responsible for all program requirements and are expected to make arrangements to be on campus for the student conference (if presenting), capstone research defense if not completed in the 3rd year and exit interview. Any exceptions must be arranged in writing at least one semester in advance.

SECTION II

GENERAL INFORMATION FOR MATRICULATED STUDENTS

The first component of the Doctor of Audiology program is academic preparation. During the first year of study, each graduate student will be assigned an academic advisor from the full-time faculty. The student should continue to meet with this adviser periodically to insure that the program has continuity and that all academic requirements for ASHA certification and state licensure are met. The advisor should be apprised of special interests or goals such as public school certification, so that plans to satisfy such requirements may be made from the first semester of the program.

During the first semester, the advisor and the student should outline the course work for the entire year of study. In some cases it will be necessary to enroll in courses which have the same title as courses taken at the undergraduate level. There is, however, often substantial difference in content and reading between undergraduate and graduate courses. In some exceptional cases, required courses may be covered by reading and conference or other forms of individual study, if this is agreeable to the faculty advisor and the course instructor.

Students must be registered for 10 or more graduate credits each semester to be considered full-time graduate students. Students receiving fellowships or assistantships must register for a minimum of 12 credit hours for each semester they are funded.

A second important part of the graduate program is clinical practicum. Students have a practicum assignment each term that they are enrolled in the program, either on-campus or in a cooperating practicum site. Students without an undergraduate background in Speech and Hearing will not receive a practicum assignment until at least the second semester of the first year. Clinic practice requirements are discussed in detail in Section IV of this handbook.

A third aspect of the program is the completion of a portfolio/case conference clinical examination. This examination is taken during the second semester of the third year. It may be repeated once, if failed, it may be passed with stipulations for further study, or a repeat examination, or it may be passed without stipulation.

A fourth step in the program is related to the requirements for the completion of a graduate research capstone. The proposal for the capstone is submitted no later than the first term of the third year of study, and approved by the program faculty. Each student will be expected to present their research at the college PRAISE conference in the Spring term of their second, third or fourth year. Finally, all students will be required to submit their research for publication in a professional journal or for presentation at a state, national or international convention. .

After completion of all academic and clinical requirements for the degree and passing of the National Examination in Audiology (i.e., the PRAXIS exam), graduates are eligible for certification by ASHA, and/or a state license in Ohio. Other states may have slightly different

requirements and one would do well to check early in their course of study to determine how modifications in the course of study can be made to accommodate those differences.

Keys

Each student is entitled to access to the Communication Sciences and Disorders Clinic therapy, audiology clinic, preschool and clinic materials rooms and department general labs. Procedures for obtaining keys will be explained during graduate orientation. Keys must be returned to the Communication Sciences and Disorders office (344 French E) at the end of the student's graduate program. Students will be charged \$25 for keys lost or stolen and for keys not returned before graduation or upon request. Unpaid fines will result in the inability to obtain transcripts and diplomas.

Student Organization

The University of Cincinnati has a National Student Speech-Language-Hearing Association (NSSLHA) chapter to which any student in Communication Disorders may belong. The graduate students are also represented in the University-wide Graduate Student Association. The University of Cincinnati also has a Student Audiology Association (SAA) chapter to which any AuD student may belong. All students are invited to assist the NSSLHA and SAA chairs in the development of the student organizations. Students may also be associate members of the Ohio Speech and Hearing Association, the Southwestern Ohio Speech, Language and Hearing Association, and the Ohio Council of Audiology.

Information Technology and Instructional Equipment Fees

All full-time and part-time undergraduate, graduate and professional students in all programs (except Raymond Walters College, Clermont College and M.D. programs) are charged an Information Technology and Instructional Equipment (ITIE) fee. This fee is used to fund improved access to and assistance with information technology and to fund other types of instructional equipment.

Fees will be automatically assessed on billing statements at the time of registration and will be subject to the same refund percentages as the Instructional Fee, the General Fee, and the Non-resident surcharge.

These monies are used to purchase therapy and laboratory supplies, VHS and audio tape recorders, prerecorded VHS tapes, camcorders, sound level meters, computers and computer software, etc. for student use and to provide equipment maintenance and technical support salaries.

Libraries

The Jean W. Rothenberg Collection in Communication Disorders is housed in the Health Sciences Library in the Medical Sciences Building on east campus. Additional holdings in our field are also in Langsam Library. The Public Library of Cincinnati and Hamilton County is a

valuable resource as well. The Curriculum Resource Center in the west campus Blegen Library has a variety of therapy materials and references that may be of value. There are also a variety of computer resources for students within the department labs on the ground level and in the College's student computer rooms on the third floor in French East. The Health Sciences Library at the College of Medicine offers free one-two hour instructional sessions on computer library access as well as other useful instructional classes such as E-mail Remote Access, Blackboard, Outlook, and Internet. They also offer free introductory, intermediate and advanced sessions on software such as Word, Excel, Access, and PowerPoint. Students are encouraged to use this valuable free resource.

Non-Discrimination Policy

The University of Cincinnati reaffirms its policy that discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, disability, status as disabled veteran or veteran of the Vietnam era, or age shall not be practiced in any of its activities. Furthermore, where past or present discrimination continues to have an adverse impact upon protected class members such as minority groups, women, disabled, Vietnam era veterans, or disabled veterans, the University will take affirmative action in carrying out its policy of non-discrimination and equal opportunity for all. Complaints involving the abridgement of this policy should be addressed to the Affirmative Action Coordinator. For more information visit <http://www.uc.edu/trustees/rules/RuleDetail.asp?ID=81>.

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law, such as records maintained by a physician or psychiatrist, or parents' financial statement. Educational records are maintained in such offices as Student Records, Financial Aid, Career Development and Placement and Educational Advising.

In order to gain a review of such records, along with any appropriate explanation or interpretation, the student should first address the proper university, collegiate, or departmental office. Should the student encounter any difficulty in obtaining the kind of review requested, the question should be referred to the Office of the Registrar. An individual may challenge the content or the right to review a student record by appealing to the Family Educational Rights and Privacy Act Committee. It is the policy of the University of Cincinnati that the kinds of student records referred to in this statement will be review able by any qualified student at any reasonable time. Copies of any portion of the record will be provided at cost, except transcripts of students' permanent academic records for which the University's transcript policy will apply.

It is the policy of this institution that all student records, other than "Directory Information," are to be treated with confidentiality so that the only access afforded University faculty or staff is on a "need-to-know" basis. The office responsible for the maintenance of any particular student record will be responsible for seeing to it that such confidentiality is maintained.

The University considers the following information as Directory Information: The student's name, address, telephone number, email address, college, class, major field of study, dates of attendance, registration status, and degrees and awards received.

Academic Honesty

Academic dishonesty in any form is a serious offense and cannot be tolerated in an academic community. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance, may result in a failing grade in a course and/or suspension or dismissal from the Graduate Division.

Expectations for Classroom Etiquette

The following are Department-wide expectations for courtesy to other students and to instructors and guest speakers in the classroom during class lecture/meeting time. Additional expectations may be found in course syllabi. Sanctions for violating these expectations may be found in the course syllabi and announced in class.

1. Consistent attendance and punctuality is expected. Syllabi of particular classes may include specific expectations regarding notification of absence or tardiness. Students are responsible for all materials presented in class during their absence.
2. Cell phones and other personal electronic devices must be turned **off** at all times during class. This means that they cannot be put on silent ring or vibration, and text messaging cannot occur.
3. Computers are to be used **solely** for instructor-directed in-class activities pertinent to the class in session. The following activities are not permitted during class time: Net surfing, reading emails, working on assignments for other classes, etc. This is a matter of courtesy to your instructors and to your fellow students.
4. Continuous/lengthy side conversations with classmates are not permitted during lectures, guest lectures, whole-class discussion, student presentations, etc. This is a matter of courtesy to instructors and fellow students.
5. Students are expected to remain in the classroom during tests and exams, unless explicit permission is granted for medical reasons.
6. Students may not alter switch settings on the classroom computer and/or electronic controls.
7. The Bahmann room is to be used for scheduled patients, classes, conferences, and meetings only. It should not be used as a lounge or dining room during or between classes. The electronic equipment, computer, and video projector should be used only in preparation for and during scheduled classes in this room. The last person out of

the Bahmann room is expected to shut down all electronic equipment, the computer, and video projector, and lock and close the door.

Graduate Student Grievance Procedures

It is the policy of the University to provide an opportunity for the resolution of disputes involving graduate students in a fair and collegial manner and within the department if possible. These procedures establish a formal process for graduate students to request review and redress of certain grievances arising out of their academic relationships with their departments, their colleges, or the University of Cincinnati.

The department of Communication Sciences and Disorders abides by the Graduate School's Grievance Procedures which can be viewed at the following link: [Graduate Student Grievance Procedures](#).

Complaints against graduate education programs or complaints against the Council on Academic Accreditation may also be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech Language-Hearing Association
2200 Research Blvd.
Rockville, MD 20850

Procedures for filing a complaint with the CAA can be found at www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm.

Concerns about graduation, practicum, advising or the conduct of faculty or other graduate students should always be taken up first with the relevant faculty member of student. Unresolved concerns should be addressed to the Department Head. The University has an Ombudsman who may be consulted on issues that seem beyond the scope of the program or department, including issues of sexual harassment, or discrimination of any sort. It is the student's responsibility to advise the faculty and the Department Chair about the need for assistance with financial, health or academic problems that might interfere with study or practicum performance.

It is the responsibility of the Admissions Committee to notify all applicants of acceptance or rejection.

Standards and Procedures for Probation, Suspension and Dismissal

Policy and Procedures for Probation

Students may be placed on probation for academic, research or clinical practicum deficiencies. The progress of each student is monitored each semester by the faculty by reviewing grade reports, practicum and research performance and progress. Problems identified by a faculty

member, the practicum coordinator, or any practicum or research supervisor are discussed at faculty meetings. Students who fail to maintain a B (3.0) average on all course work or who fail to make satisfactory progress toward their degree will, upon vote of the faculty, be placed on academic probation for the ensuing semester.

The student will remain on probation for the period that the cumulative GPA is below 3.0, but will be allowed to continue in the program as long as grades in all graduate-level courses are above 3.0 for each individual semester. The student may be dismissed if grades for any semester while on probation are below 3.0.

Students may also be placed on probation for clinical practicum deficiencies. Problems identified by a faculty member, the practicum coordinator, or any practicum or research supervisor are discussed at faculty meetings. A meeting(s) is subsequently scheduled between the student and the Academic Advisor, Clinic Coordinator, Graduate Program Director, or Department Head. The purpose of this meeting is to address the concern and problem-solve a solution. Written documentation of the problem, criteria for, and results of the meeting are presented to the student and to the faculty, with a copy for the student's file.

The probationary period will be determined by the faculty but may continue for the term in which the infraction occurred, or may continue beyond that. If resolution of the practicum deficiencies cannot be reached during the probationary period, decision for dismissal is made by vote of the entire faculty.

Policy and Procedures for Dismissal

Students may be dismissed for academic, research or clinical practicum deficiencies. The progress of each student including those on probation is monitored each semester by reviewing grade reports, practicum and research performance and progress. Unresolved problems identified by a faculty member, the practicum coordinator, or any practicum or research supervisor are discussed at faculty meetings. When unresolved deficiencies are identified, a meeting(s) is scheduled between the student and the Academic Advisor, Clinic Coordinator, Graduate Program Director, or Department Head. The purpose of this meeting is to address the concern and problem-solve a solution. Written documentation of the problem, criteria for dismissal/retention, and results of the meeting are presented to the student and to the faculty, with a copy entered into the student's file. The student is also encouraged to respond to the faculty in written form. Any subsequent meetings are similarly documented.

Students, who are unable to maintain a 3.0 GPA, are unable to resolve practicum or any misconduct issue resulting in probation will be dismissed. Any student who receives an F in any two courses, either concurrently or in different semesters, will result in immediate dismissal with no probationary period. Receiving a GPA below 2.0 (excluding incomplete) for any specific grading period will result in immediate dismissal with no probationary period.

Decision for dismissal is made by vote of the entire faculty. The Department Head then has a final meeting with the student, to inform him/her about the decision and provide information

about options for further academic or employment opportunities. A student dismissed from the graduate program may file a written petition with the Director of Graduate Studies for readmission. In making a decision regarding readmission, the faculty may consider extenuating circumstances surrounding the unsatisfactory grades and the probability that the student can successfully complete the program with at least the 3.0 GPA required to graduate.

If a dismissed student wishes to be considered for readmission in the subsequent semester a petition must be filed within three working days of receipt of the written dismissal notice. If a previously dismissed student is readmitted, all previously earned grades remain on the permanent record and will be computed in the overall grade point average. Students will be specifically warned of possible termination by the Director of Graduate Studies and will be advised of needed improvements.

Students will be fully informed of all decisions affecting their status in the program and each has the right to appeal under grievance procedures drawn up by the Graduate School.

Pre-Registration Procedures and Requirements

Supplementary Information Form

The Supplementary Information form must be completed prior to registration by the following individuals: (a) new students entering the University, (b) students not enrolled in the previous academic year, (c) students who transfer to another college, (d) students who have earned their Bachelor's degree and are admitted to the Doctor of Audiology program.

When filling out this form, the student is to enter the program name (CSD) on the line "(Program Major)". The form is to be returned to the academic unit as requested.

Physical Examination

A physical examination and proof of immunization for measles, mumps, rubella, and hepatitis B series is required of each new graduate student accepted into the program. A tuberculin Tine Test or chest x-ray within three months of registration is required.

Name Change Request Form

Name Changes must be completed by students who have legally changed their name. Students should immediately change their name by going to One Stop on the UC website at <http://onestop.uc.edu/>. Select Forms and then Name Change Request. A name change will not be accepted in the Department until the name change is formally changed on the student database through the Office of the Registrar.

Change of Address

Address Changes must be completed by students who have moved. Students should immediately change their address by going to One Stop (My Information) on the UC website. The student is to inform the Department Office (344 French East) immediately of a change of address and/or phone number.

Transfer of Credits

As a means of assuring that the character and standards embodied in graduate degrees awarded by the University of Cincinnati are preserved, limits are set on the amount of work completed at other institutions which can be included as fulfilling graduate degree requirements. These limits complement residency requirements, and are stated as follows:

The minimum requirement for the Doctor of Audiology degree is four years full-time graduate student, or its equivalent. Eligibility for graduation requires a minimum of ninety (90) graduate credits, the latter half of which must be completed while in residence at the University of Cincinnati. Graduate credits to be transferred from another institution will be approved by the advisor and Communication Disorders faculty. In no case can credit for the research requirements be satisfied by transfer from another institution.

Students who have done work at other graduate schools may choose to petition for transfer of credits earned elsewhere toward an AuD, master's or doctoral degree at U.C. The petition should be submitted through the Director of Graduate Studies. The merit of the petition will be judged according to the standards and procedures of the graduate program to which application has been made, subject always to the instructions outlined in the policy above.

Normally, credit hours allowed for a transfer course will not exceed the semester credit hours of any U.C. course(s) which cover equivalent material. In addition, courses eligible for transfer credit should have been taken within the five years prior to application.

Registration

The UC Schedule of Classes provides the courses offered each semester at U.C. To view the schedule click on the following link: [The UC Schedule of Classes](#).

University Breaks

Students in the graduate program will have academic or practicum responsibilities that may extend into one or more of the University breaks. Therefore, students wanting leave during the graduate program must obtain prior permission from the Clinical Practicum Coordinator, School Practicum Coordinator, Faculty Supervisor, Graduate Program Director, or Department Head.

Computer Use

Computer Requirements

All students are required to have access to a computer with the following:

1. Windows 7 or newer or Mac OS X Snow Leopard or Lion or newer

2. Application Software: Word 2007 or later (Office 2010 for Windows or Office 2011 for Mac preferred). All students have the option of buying Microsoft Office 2010 directly from the UC bookstores, on either Uptown Campus, for \$9.70. Contact the UC Main Computer Store at 513-556-2679 with any questions.

3. Virus protection software: All computers connecting to the UC network are required to have some kind of virus protection. There are no restrictions on the use of any virus protection software. The anti-virus software packages preferred by CSD for Windows machines are Microsoft Security Essentials, which is available directly from Microsoft.com (<http://windows.microsoft.com/en-US/windows/products/security-essentials>), and McAfee, which is available from the UC website (<http://www.uc.edu/ucit/ware/software.html>). The preferred Apple anti-virus software is Sophos Anti-Virus Free Edition, which is available from the Sophos.com website (<http://www.sophos.com/en-us/products/free-tools/sophos-antivirus-for-mac-home-edition.aspx>)

Computer & Network Hardware

4. **Broadband Internet Connection:** A 768 kbs (kilobits per second) bandwidth connection, guaranteed. Examples of broadband connections are Roadrunner, offered by Time Warner Cable, and Zoomtown, offered by Cincinnati Bell.
5. **x86 Processor:** Minimum Dual Core Intel or AMD processor running at 1.6 GHz or faster.
6. **Memory:** 2 GB of RAM minimum, 4 GB+ preferred.

Blackboard

All of your courses at U.C. will use Blackboard. If you are not familiar with Bb, you can access it through www.blackboard.uc.edu. It can also be reached under UC Tools on the UC webpage, www.uc.edu.

Blackboard(BB) Plugins -Go to BB. Click on the BB support (from the MY UC BB Home Page). Under system requirements, click on **Plugins**, and then you have to download the following:

Adobe Acrobat Reader
Flash Player
Shockwave Player
Windows Media Player
QuickTime for Windows

Browser Requirement for Blackboard

It is recommended that BB be accessed through Internet Explorer 8.0 or higher, Firefox 12 or Higher, or Safari 5 or higher.

In order for certain areas of BB to function properly, you will have to go to BB support (from the MY UC BB Home Page) and then click on System requirements, then click on browsers and follow the instructions according to the browser version that you have. You will be given instructions how to download and enable *Java* and *cookies*.

Blackboard Support can be reached at 513-556-1602 or contact the Blackboard Support Team <http://blackboard.uc.edu/support>. The staff is extremely helpful and will be able to walk you through any difficulties you may be having or contact

Taking Tests in Blackboard

The single most common problem with online test taking occurs when a student's computer loses connectivity with the Blackboard server. If this occurs during test taking, it is very likely that your answers will be lost. There are a number of things you should do to minimize the likelihood of this problem occurring both before and during the online assessment. Use the handy checklist below to minimize problems during the exam.

- **When taking a test in Blackboard, you should:**
- Use the **current version and correct settings** of your preferred web browser. This information can be found on our support site under the System Requirements section at <http://blackboard.uc.edu/support>.
- Use a **reliable** and, if possible, **fast** internet connection (DSL, cable, or other broadband).
- Check the **inactivity timeout period** set by your Internet Service Provider and find out if it can be disabled or if there is a way to work around it before you begin the test.
- Have **scrap paper** handy to write down your answers as you take the test as a back-up in case your test submission is not successful.
- **Log out and back into Blackboard just before beginning a test** to ensure you have the maximum 3 hour time period to take the test.
- **Periodically click the "Save" button during the test** to record your answers. This option will only appear if all of the test questions are presented on one screen.
- **During the test, you should not:**
- **Resize or minimize** the browser window.

- Use the **Back button** on your browser.
- **Double click** on the link to begin the test or on any buttons or links inside the test.
- Leave the test window **open and unattended** for any period of time.

If you do experience technical difficulties during your exam, contact your instructor via email immediately to alert them to the problem. Be as descriptive as possible in your email about what you were doing when the problem occurred, including the date and time in your description.

Student UConnect Email Address

It is mandatory that all students activate their UConnect E-mail address and update it on Blackboard. Often the email addresses that you have put into Blackboard such as Yahoo, AOL, hotmail, etc... cannot support the documents that UC sends you.

To activate the UConnect E-mail address, you should go to <http://www.uc.edu/ucit/email/uconnect.html> which has the available email functionality information.

The default password is your full birth date (MMDDYYYY). Immediately, you should change this temporary password to a unique, personal password.

SECTION III

ACADEMIC PROGRAM

Each AuD student is required to complete the following academic program in order to receive the Doctor of Audiology (AuD) degree from the University of Cincinnati and to meet requirements for Ohio State Licensure. As most state licensure or registration laws are very similar to Ohio's, graduates should be eligible for licensure in most, if not all, states. Completion of the program provides the opportunity to meet all requirements for ASHA certification.

To be eligible for licensure in the state of Ohio, Audiology graduates must meet a minimum of 75 semester hours, of which 36 must be at the graduate level. The distribution of course work is as follows.

A. Basic Science Course work	21 credits
Biological Science	3
Physical Science	3
Behavioral and/or Social Sciences	3
Mathematics	3
 Basic human communication processes including: Anatomic and physiologic bases, physical and psychophysical bases, linguistic and psycho-linguistic aspects	 23
B. Professional Area	54 credits
	36 at graduate level
Audiology:	45
Auditory Pathology	9
Habilitation/Rehabilitation	9
 Speech/Language Path:	9
Speech Disorders	5
Language Disorders	5
C. Related Area	
No specific requirement	

To be eligible for certification from the American Speech-Language-Hearing Association, graduates must complete a minimum of 75 graduate semester credits. The student must document that they have demonstrated mastery across a number of knowledge and skill competencies that are appropriate for a beginning Audiology practitioner. The specific competencies that the student must master are listed in Appendix A. The program is responsible

for assessing each student’s mastery of these competencies. The curriculum to be presented below has been designed such that all students will have ample opportunities to demonstrate the competencies required by the certification standards. These assessments will be completed as a part of the student’s classroom and clinical experiences. The results of the assessment will be shared with the student on a regular basis and will be available for student review via a web-based tracking program. Details regarding the assessment program and the tracking program will be presented and explained during the student’s first term in the program.

Prerequisite

The following prerequisite courses need to be taken prior to beginning the graduate program:

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
CSD-3061	Audiology I	3
CSD-4012	Neurological Foundations of Communication	3
MATH 1021	College Algebra	3

- Biological Science Course
- Physical Science Course
- Social/Behavioral Science Course
- Statistics Course

Learning Markers

Learning markers (competencies) are developed for each course and practicum assignment. They are used to ensure that all students have met training program requirements. A student may receive a passing grade in a course without having satisfied all of the learning markers. This means that the student must complete the remaining learning markers for that course through other experiences prior to graduation. Students must satisfy all first-year class and practicum learning markers by August 4th of the first year (or earlier, at the discretion of the instructor). Failure to pass the first-year learning markers will delay entry into second-year practicum experiences.

Doctor of Audiology Graduate Curriculum

The following listing represents the required curriculum for the Doctor of Audiology at the University of Cincinnati. Note that a number of elective courses are listed. These are opportunities for students to explore areas of interest across other areas important to the practice of Audiology. A listing of recommended elective courses can be obtained from your academic advisor. Students, in consultation with their advisor, may choose to complete other elective courses that address specific areas of interest.

AuD Semester Curriculum Schedule

Rev. 10/08/12

Course	Instructor	Credits
FIRST YEAR		
<i>Fall</i>		
8050 Advanced Hearing Science	Scheifele	4
8051C Advanced Neurological Basis of Communication Disorders	Scheifele	3
8099 Comparative Auditory & Vocal Mechanisms (Elective) OR other elective from the approved list	Scheifele	3
SPED7014 First Language Acquisition	R. Kretschmer	3
8090 Graduate Seminar	Stein	1
8080 Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	1
<i>Spring</i>		
8052 Anatomy & Physiology of the Peripheral Auditory System	Zhang	4
8060C Diagnostic Audiology	Staff	3
8071 Assessment & Selection of Amplification Systems	Clark	5
8090 Graduate Seminar	Stein	1
8080 Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	1
<i>Summer</i>		
7042 Research Design in Communication Sciences & Disorders	Cahill	3
8080 Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	1
SECOND YEAR		
<i>Fall</i>		
8062C Auditory Evoked Potentials I	Zhang	3
8064 Medical Audiology	Earl	3
8068 Vestibular Assessment and Rehabilitation	Bachmann	4
8075 Audiologic Management & Counseling	Clark	4
8070 Individual Work in Audiology	Staff	1-15
8090 Graduate Seminar	Stein	1
8080 Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	1
8082 Audiology School Practicum	Stein	1-3
<i>Spring</i>		
8016 Noise and Hearing	Scheifele	3
8065 Pediatric Audiology: Assessment	Hunter	3
8067 Auditory Processing Disorders	Earl	2
8070 Individual Work in Audiology	Staff	1-15
8090 Graduate Seminar	Stein	1
8080 Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	1
8082 Audiology School Practicum	Stein	1-3
<i>Summer</i>		
8080 Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	1

THIRD YEAR

Fall

8073	Cochlear Implantation: Theory & Practice	Houston	3
8076	Pediatric Audiology: Early Intervention	Kretschmer	3
8020	Seminar in Animal Audiology (Elective) OR other elective from the approved list	Scheifele	3
8093	Audiology Capstone	Staff	3
8090	Graduate Seminar	Stein	1
8080	Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	3
8082	Audiology School Practicum	Stein	1-3

Spring

8063	Auditory Evoked Potentials II	Zhang	2
8079	Practice Management	Clark	3
8093	Audiology Capstone	Staff	3
8090	Graduate Seminar	Stein	1
8080	Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	3
8082	Audiology School Practicum	Stein	1-3

Summer

8080	Audiology Practicum for 1 st , 2 nd & 3 rd Yr AuD Students	Stein	1
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FOURTH YEAR

Fall

9091	Seminar: AuD Fourth Year Clinical Experience (online)	Keith	1
8084	Audiology Fourth Year Externship	Stein	2

Spring

9091	Seminar: AuD Fourth Year Clinical Experience (online)	Keith	1
8084	Audiology Fourth Year Externship	Stein	2

Grand Total 94

Electives

Students are required to take at least two electives during the course of the AuD Program. Students are strongly encouraged to take electives from the following list:

CSD8020	Seminar in Animal Audiology
CSD8099	Comparative Audition and Vocal mechanisms
ASL1003	Orientation to Deafness
ASL1001	Beginning ASL I
ASL 1002	Beginning ASL II
ASL1993	Beginning ASL III
ASL2003	Psychosocial Aspects of Deafness
ASL1004	History of Deaf Heritage
ASL2004	Legal Issues of Deafness
EDST2001	Human Development: Early and Middle Childhood
EDST2002	Human Development: Adolescence and Adulthood
PSYC2005	Child and Adolescent Development
PSYC2007	Psychology of Adulthood and Aging

Other possible Elective courses to be taken can be found by selecting the link below.

[Other Electives](#)

Required Courses for Certification as a School Audiologist in Ohio

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
CSD-8082	Audiology School Practicum	3
SPED-6001	Individuals with Exceptionalities (Fall semester on-line)	3
	OR	

Other elective course work may be pursued either within or outside the department. Advisors can provide further information. See Mrs. Janet Stein for specific questions relating to certification as a School Audiologist.

In addition to the listed coursework, all students will be expected to complete:

- 1.) A minimum of 2000 hours of supervised clinical practicum. Details of the practicum requirement are described in Section IV of this handbook.
- 2.) A research capstone project. Details for this requirement are provided below and in Section V of this handbook.
- 3.) A series of clinical case study presentations. Details are presented below.

4.) A reflective portfolio and clinical oral examination. Details are presented below.

Au.D. Doctoral Capstone Project

GUIDELINES FOR Au.D. DOCTORAL CAPSTONE PROJECTS

INTRODUCTION

The policies and procedures outlined by this document are designed to be used by the Au.D. program as a guide for doctoral capstone projects. The guidelines contained in this document will be especially useful for students, project advisors, and committee members as they plan and complete the capstone project.

The following guidelines are divided into two general areas: 1) purposes of the capstone project are outlined under a single section and 2) procedures designed to guide a capstone project.

PURPOSES OF CAPSTONE PROJECTS

All Au.D. students must complete a capstone project. The faculty recommends that the capstone be completed by the end of the third year, and must be completed before graduation. The capstone must be presented at the College's PRAISE conference in the spring of the 2nd, 3rd, or 4th year. Additionally, we encourage students to submit their capstone project to state, regional, national or international meetings as a poster or presentation or to a peer reviewed journal for publication.

The capstone is not limited to research based investigations. The design can include a research project, evidence based position papers, business plans, critical literature reviews with applications to clinical problem solving, development of clinical protocols based on published research findings, etc. The capstone project can be written as either a traditional thesis or a publishable paper.

The purposes of the capstone project are:

- to create an opportunity for students to engage in an in-depth study of an area of audiology
- to foster the student's appreciation for research and evidence based practice
- to enhance the student's capacity to be a critical consumer of audiologic research
- to provide a forum conducive for the student to demonstrate critical thinking

In general, regardless of the format, it is envisioned that typical capstone projects will minimally consist of a literature review centered on a specific aspect of the practice of audiology, followed by an assessment or projection of impact upon existing practices.

THE CAPSTONE PROJECT

I. REQUIREMENTS

The completed capstone project must be approved by the student's capstone committee, and presented orally in a format defined by the committee. The steps and guidelines associated with completion of the capstone project are outlined as follows.

II. PROCEDURAL STEPS

A. Initiation

The initial step in the capstone project is to identify an area of interest. At this stage, the topic or format of the project need not be specific, but the student should have a general idea about the area of interest. The majority of ideas for capstone projects arise from reading the literature (often associated with course assignments), as the result of discussions with course instructors, classmates or other program students, or with other professional colleagues. For these reasons, it is beneficial for students to actively discuss possible capstone project ideas with course instructors, mentors, and/or classmates. The faculty recommends that students spend the first year of the AuD program exploring ideas for a capstone project. During the 2nd year students should decide on their topic and complete the formalities described below, and by the spring of the 3rd year have completed all aspects of the project.

B. Selection of the Capstone Project Committee

Once a student has an idea, topic, or an area of interest for a capstone project, the next step is to identify a chair and committee. At a minimum, the capstone project committee must consist of a chair and one other member who are internal to the CSD program as evidenced by a formal appointment, at any level, within the department.

External members can, and are encouraged, to serve on a committee. The criteria for serving are that they hold the academic credentials required to oversee and accomplish the capstone project. The student has the right to make the final decision as to the composition of the capstone project committee.

Students need to select carefully the chair of their capstone project. In addition to providing assistance in selecting other committee members, it is expected that the student and chair will interact closely to refine the original capstone project idea into its final form, develop a proposal, conduct the project, write the final narrative, and moderate the student's oral

presentation. In this respect, the chair is expected to provide guidance and mentorship to the student during all phases of the capstone experience, and, as necessary, to consult with the other committee members as the project is developed, initiated and brought to fruition.

C. The Capstone Project Format

In general the format of the capstone project is as follows:

INTRODUCTION

- Type and purpose of project
- Why is this project important
- Review of the relevant literature
- Research hypotheses (when applicable)

PROCEDURE:

- Describe in detail the methods used to complete the project

RESULTS

DISCUSSION

LIMITATIONS OF THE STUDY

APPENDICES (If appropriate)

REFERENCES

III. THE PROPOSAL

A project proposal will be submitted to the student's committee for review, discussion, and approval before the student begins the research. The purpose of the proposal is to find common agreement and approval by the committee, so that the student has a clear path to follow. The proposal should be clearly and concisely written but can be brief, e.g. 4 to 5 pages in length.

Sufficient detail should be provided in the proposal so that each section contains a clear and succinct description of the project. The proposal must provide fundamental direction for the capstone project that subsequently will be followed as the project is completed.

1. The title of the capstone project should be brief, but descriptive and suggest the project's purpose.

2. The introduction section should describe the type (i.e., research, survey development, position paper, literature review, assessment or management protocol, etc.) and purpose (i.e., typically a theoretical rationale based on literature review) of the project. The purpose of the project should support, and logically lead to a statement of the importance of the project. In many cases, the purpose and importance of the project can be broken down further into more precise sub-components or position statements.
3. The literature review should contain major research studies or published reports that are relevant to the student's project
4. The procedures section of the capstone proposal addresses the methodological approaches the student will use to complete the project. Minimally it includes how the project will be conducted, specific procedures that will be employed, decision criteria, types of evidence (data) that will be collected and the anticipated sources of such evidence, and how the information collected will be analyzed and described. The procedure section usually concludes with a statement summarizing the scope of the project and listing expected limitations.
5. Students should include as appendices any information that might be distracting, or which is not needed in the body of the proposal. Appendices may include copies of questionnaires, models, computer programs or software applications specific to the project, formulas and calculations, and detailed description of instrumentation or assessment instruments, etc.
6. Each proposal must include a list of references – a listing of the books, articles and other sources that the student has cited in the proposal narrative using the *APA Style Manual* for references listed as part of the capstone project.
7. If the project involves human or animal subjects, once accepted by the committee the proposal must have IRB or IACUC approval. When there is no pre-existing approval the application must be prepared by the student with the assistance of the chair. Directions on how to prepare an IRB/IACUC application and the required forms can be obtained from the University of Cincinnati web site. **A capstone project must not begin until all necessary approvals are obtained.**
8. When the proposal is completed it will be circulated among the audiology faculty for information and review, and presented in oral format to the student's committee with the public invited. Final approval of the project rests with the student's committee.

D. Oral Presentation

After the committee has reviewed the preliminary draft, the student must schedule an oral presentation of the capstone project. At a minimum, the members of the student's committee

must attend the oral presentation. The format and venue of the oral presentation will be decided by the committee.

Typically, oral presentations consist of a brief 10-to-15 minute summary of the project, followed by a discussion of the project by committee members and the student, and finally an open discussion of the project by all individuals in attendance.

E. The Final Manuscript

All capstone projects, regardless of format (i.e., research, critical literature review to support position statement, development of an assessment/management based protocol, etc.), must be presented as a formal manuscript. The final draft of this manuscript contains any changes to the preliminary draft as agreed upon by the student and capstone project committee. The document should be placed on a disc and submitted to the department secretary to be placed in each student's permanent folder. It is expected that the organization of the final manuscripts may vary from project-to-project; however, the final manuscript must contain the following in the order listed here:

- Title page
- Acknowledgement page (optional)
- Abstract
- Table of contents
- List of tables (required only if there are two or more tables)
- List of figures (required only if there are two or more figures)
- Key to symbols, abbreviations, or nomenclature (optional)
- Text of the capstone project
- Appendices (optional)
- References

If the capstone is to be submitted to the Graduate School as a formal thesis, the student should consult the Graduate School web site for details on preparation and submission of the final manuscript. The decision about whether to submit the document a formal thesis will be made by the student and the capstone advisor.

Case Studies and Grand Rounds

Students will present formal case studies to faculty and other students on a number of different occasions. Guidelines for developing a case presentation will be provided. First-year students will present a case of their choice during their second semester. Second- and third-year students will be given cases typical of those seen in a medical setting for presentation. (Note that the schedule for presenting the case studies during the second year is subject to change and students may be expected to present their cases during either semester. Students will be provided notification well ahead of time if these changes are necessary.) Finally, third-year students will be given either a child or adult case to present with the reflective portfolio during their second semester clinical orals (see portfolio section below). Faculty and peer feedback will be provided

at each of these presentations and students may be asked to develop more cases or complete additional study if the presentation is considered unsatisfactory. These decisions will be made in consultation with the student's advisor.

In addition to the case study activities, students will be expected to participate in various case grand round experiences across the four years of their AuD program. The presentation of grand rounds cases will take place as part of the graduate seminar course. The process for preparing and presenting cases will be explained during the student's first year experience in the graduate seminar course.

Portfolio and Final Case Study

Each student will create a reflective portfolio documenting development as both a student and a professional. The portfolio should contain reflections from semesters of the program as well as limited materials from early in the course of study or practicum experience through the present time that will support their reflections on critical thinking, professional development and clinical acumen. The portfolio may be in paper or electronic form.

The reflective portfolio and comprehensive case study will be completed and presented to faculty and students in an oral format during the second semester of the third year. Students in clinical placements outside of Cincinnati will be expected to return to campus for this presentation. A formal evaluation of performance will be conducted by the audiology faculty with a decision of satisfactory completion of the requirement, need to repeat the oral examination, alternative work or failure to complete the requirement. A second opportunity will be given to complete the assignment and failure in the second attempt will result in termination of the student's degree program.

National Examination in Audiology

For purposes of obtaining both state licensure and national certification, all students must take and complete the national examination in Audiology known as the PRAXIS exam. Details on this examination will be provided as a part of the Graduate Seminar course. Students are strongly encouraged to take the national examination by March/April of the 3rd year. Students must request that scores be sent to the University of Cincinnati when they register for the test. The UC Department of Communication Sciences and Disorders recipient code is R0238.

Graduation

Application for Graduation

To graduate, students must complete a minimum of 90 graduate semester credits. Student must document that they have demonstrated mastery across a number of knowledge and skill competencies that are appropriate for a beginning Audiology practitioner as listed in Appendix A. The program is responsible for assessing each student's mastery of these competencies as a part of classroom and clinical experiences. The curriculum has been designed such that all

students will have ample opportunities to demonstrate the competencies required by program accreditation and licensure standards.

To apply for graduation you must complete the online graduation process. Students will be notified by the department when the website is available to apply for graduation as well as the application deadline. To apply online go to the Graduate School's website at <http://www.grad.uc.edu/graduation.aspx>. Deadlines are firm and failure to meet them will delay graduation. If a student does not actually graduate in the semester in which they have applied to graduate, his or her application to graduate is voided. Consequently, he or she must submit another online application for graduation. Students will be assessed a graduation application fee each time they apply for graduation.

Exit Interview

Students are required to meet with the Department Head prior to graduation in order to verify completion of degree requirements. Students are responsible for scheduling this appointment. The following must be completed before the exit interview occurs:

1. All course, practicum and research grades are changed to complete.
2. All learning markers and trackables have been met and are "green" on SAMS.
3. The final version of the thesis or publishable paper is received and approved by the advisor and committee (if applicable)
4. Announcement of the thesis defense on the Graduate School's website (if applicable) or the capstone research in the Department.
5. Electronic Thesis (EDT) submitted to the Graduate School (if applicable).
6. The student's ASHA application has been completed and signed by the Department Head.
7. Submission of the following requirements to the CSD Department Office:
 - a) Committee Approval form (thesis and publishable papers only)
 - b) Thesis/Publishable Paper/Capstone/Independent Study Defense Certification form
 - c) IRB Data form (if applicable)
 - d) An electronic copy of the thesis, publishable paper, capstone or independent study research and the abstract saved on a disk
 - e) Any keys to department facilities that had been obtained have been turned into the Department Head or Department Office.

If one does not complete the degree requirements during the normal 4-year program, degree candidacy must be kept current by registering each academic year for at least 1 credit hour. Students have 5 years from the time of initial full time registration in the AuD program to complete the degree.

SECTION IV

CLINIC PRACTICE

Students must submit written evidence of 25 hours of supervised observation before beginning practicum. Graduate students who have completed undergraduate prerequisites (including observation) will typically begin practicum on-campus during the first semester of graduate study. Off-campus assignments may begin during the second year and will continue for every semester of the AuD program.

Graduate students are normally assigned to an off-campus facility for two consecutive semesters. However, the length and timing of such assignments will always be determined by the Audiology Practicum Coordinator. Interest in a particular type of experience should be discussed with the Coordinator.

Graduate students are expected to continue practicum during exam week and during semester breaks unless special arrangements are made in the schedule at the beginning of the clinical assignment. Because class schedules may be altered each semester, practicum schedules may need to change at the beginning of a new semester. First year students will typically be scheduled for 4-8 hours per week.

As with the academic requirements outlined above, the clinical hour's requirements for ASHA certification and Ohio state licensure are different. For AuD students, ASHA requires 1826 hours (12 month full-time-equivalent) of clinical practicum that is supervised by a person holding ASHA CCC typically obtained in the 4th year. In addition, students must demonstrate competence across a broad array of clinical skills. (These skills are delineated in Appendix A.)

Students must obtain a minimum of 2,000 clinical clock hours in order to graduate with the AuD degree as well as fulfill ASHA and Ohio licensure requirements.

The following outlines the minimum clinical clock hours a student must obtain in a variety of areas with specific populations in order to meet the requirements set forth by the Communication Sciences and Disorders Department's AuD program:

EVALUATION: 80 hours
Adults - 40
Children - 40

TREATMENT: 20 hours

AMPLIFICATION: 80 hours
Adults - 10
Children - 10

SPEECH PATHOLOGY: 15 hours
Screening - 15
with normal hearing persons

For audiology licensure in the state of Ohio, a student must obtain a Doctor of Audiology degree from an audiology program accredited by an organization recognized by the United States Department of Education which includes UC.

The above are all minimum requirements, and students should expect to exceed these minimums in all categories of practicum. In addition, practicum experiences will be designed to enable students to gain the knowledge and skills necessary to meet the requirements of the ASHA CCC-A. Successful completion of practicum experiences will be based on acquisition of appropriate knowledge and skills rather than on completion of a specific number of practicum hours. All hours during the 4th year must be supervised by persons with ASHA certification and all others by a person with an active state license.

Practicum Guidelines

Students are required to read the *Practicum/Clinic Handbook* and adhere to the policies, procedures and requirements discussed therein.

Essential Requirements for Clinical Practicum Form

ESSENTIAL REQUIREMENTS FOR CLINICAL PRACTICUM DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS UNIVERSITY OF CINCINNATI

Essential Requirements, as distinguished from academic standards, refer to the essential qualities and abilities that are considered necessary for a student's success in clinical/practicum programs.

The Communication Sciences and Disorders program at the University of Cincinnati is responsible for the welfare of clients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice in the profession of speech-language pathology or audiology.

When requested, the University will provide reasonable accommodations to otherwise qualified students with documented disabilities through the Disability Services Office (556-6823; www.uc.edu/aess/disability.html). Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to ensure that those students with or without accommodations can meet the essential requirements of the clinical program required for graduation.

IN ORDER TO SUCCESSFULLY PASS PRACTICUM AND COMPLETE NECESSARY COMPETENCIES, REQUIRED FOR ASHA CERTIFICATION STUDENTS SHOULD BE ABLE TO:

PHYSICAL ABILITIES –

- Provide a safe environment for others in responding quickly to emergency situations and in the application of universal precautions
- Sustain necessary physical stamina to complete the required work schedule
- Move independently to, from and within the work setting
- Manipulate screening/diagnostic materials necessary to complete an overall assessment

- Manipulate materials and/or patient utilized equipment (for example, AAC devices, hearing aids) for clinical practice in a safe manner
- Accurately monitor through both visual and auditory modalities materials and equipment used for assessment and treatment of patients

BEHAVIORAL SOCIAL AND COMMUNICATION ATTRIBUTES

- Maintain emotional/mental health required for building professional and collaborative relationships with clients and colleagues
- Maintain composure and emotional stability in demanding or changing situations
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of clients
- Show respect for individuals with disabilities and for individuals of different ages, genders, race, religion, sexual orientation, cultural and socioeconomic backgrounds
- Speak English intelligibly, including the ability to model English phonemes, with satisfactory voice, fluency and resonance for clear communication
- Demonstrate responsibility for lifelong professional growth and development
- Conduct oneself in an ethical and legal manner upholding the ASHA and or AAA Code of Ethics and university and federal privacy policies
- Understand the Scope of Practice and Practice Standards in the field of Speech Language Pathology and Audiology
- Demonstrate honesty, integrity and overall professional behavior

COGNITIVE ABILITIES

- Comprehend, retain, integrate, synthesize and apply written and verbal information sufficient to meet curricular and clinical demands
- Seek relevant case information to formulate a diagnosis and develop a treatment plan
- Generate discipline-specific documents and clinical reports in English
- Reflect on clinical and academic performance and self assess performance accurately

Procedures for Essential Requirements

The Department of Communication Sciences and Disorders at the University of Cincinnati has developed a list of essential requirements and abilities that are considered necessary for a student's successful academic and clinical performance in the professions of Speech Language Pathology and Audiology.

Dissemination:

The list of Essential Requirements for the Department of Communication Sciences and Disorders will be given to undergraduate students in the CSD program who are applying for admission for graduate study as well as those students who are admitted to graduate study within the program from other universities.

Procedure when a student does not meet essential requirements:

- Instructor or clinical supervisor identifies student as not meeting an essential requirement.

- Instructor/clinical supervisor alerts student’s advisor and department chair (if identified in academic setting) or clinic director (if identified as a part of clinical practicum).
- Conference will be held with the student and include the instructor/clinical supervisor, department chair/clinic director to review the concern(s) with the student and recommend a course of action. An action/remediation plan will be signed by all parties involved.
- Documentation of the conference and the recommended course of action will be placed in the student’s file.

Please review the essential requirements for clinical practicum document and sign the statement below:

I certify that I have read and understand the essential requirements document and that I believe to the best of my knowledge that I meet each of these standards either with or without accommodations. I will contact the Office of Disabilities to determine what accommodations are available. I understand that if I am unable to meet these standards, I may be dismissed from the program.

(Student Signature) _____

(Date) _____

APPENDIX A

KNOWLEDGE AND SKILLS COMPETENCY AREAS FOR ASHA CERTIFICATION

National certification is available through both the American Speech-Language-Hearing Association (ASHA) and the American Board of Audiology (ABA). While state licensure (or registration) is a legal requirement for the practice of audiology in all 50 states and the District of Columbia, certification is a voluntary credential that often reflects a further dedication to ongoing continuing education that may be above and beyond state licensing (registration) requirements. Students should consult directly with their academic advisor for specific information on clinical practicum supervision that may pertain to certification through the American Speech-Language-Hearing Association. All ASHA requirements for certification (including supervised practicum with an ASHA certified audiologist) must be met *in full prior to graduation* for this certification to be awarded at any time.

Knowledge and skill competencies attained prior to graduation are consistent with those required for ASHA or ABA certification and Ohio state licensure. For definition purposes, this section contains excerpts from the certification standards defining eligibility for the Certificate of Clinical Competence in Audiology from the American Speech-Language-Hearing Association. The complete text of the certification standards can be obtained from the Communication Sciences and Disorders department office or from the ASHA website at <http://www.asha.org>. Students should discuss with their academic adviser any specific supervision requirements to obtain ASHA certification. Students who are not interested in obtaining ASHA CCC-A following their fourth year experience, and who will not seek an ASHA certified audiologist to supervise their fourth year experience, will be asked to sign a statement to that effect before accepting a fourth-year externship placement

Standard IV: Knowledge and Skills Outcomes

Applicants for certification must have a foundation of prerequisite knowledge and skills.

Applicants for certification must have acquired knowledge and developed skills in four areas: foundations of practice, prevention and identification, evaluation, and treatment.

Standard IV-A: Prerequisite Knowledge and Skills

A1. The applicant must have prerequisite skills in oral and written or other forms of communication.

A2. The applicant must have prerequisite skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics.

Standard IV-B: Foundations of Practice

The applicant must have knowledge of:

- B1. Professional codes of ethics and credentialing
- B2. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- B3. Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program
- B4. Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems
- B5. Normal development of speech and language
- B6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
- B7. Normal processes of speech and language production and perception over the life span
- B8. Normal aspects of auditory physiology and behavior over the life span
- B9. Principles, methods, and applications of psychoacoustics
- B10. Effects of chemical agents on the auditory and vestibular systems.
- B11. Instrumentation and bioelectrical hazards
- B12. Infectious/contagious diseases and universal precautions
- B13. Physical characteristics and measurement of acoustic stimuli
- B14. Physical characteristics and measurement of electric and other nonacoustic stimuli
- B15. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
- B16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems
- B17. Health care and educational delivery systems
- B18. Ramifications of cultural diversity on professional practice
- B19. Supervisory processes and procedures
- B20. Laws, regulations, policies, and management practices relevant to the profession of audiology
- B21. Manual communication, use of interpreters, and assistive technology

Standard IV-C: Prevention and Identification

The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:

- C1. Interact effectively with patients, families, other appropriate individuals, and professionals
- C2. Prevent the onset and minimize the development of communication disorders
- C3. Identify individuals at risk for hearing impairment
- C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures

- C5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures
- C6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems

Standard IV-D: Evaluation

The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. At a minimum, applicants must have the knowledge and skills necessary to:

- D1. Interact effectively with patients, families, other appropriate individuals and professionals
- D2. Evaluate information from appropriate sources to facilitate assessment planning
- D3. Obtain a case history
- D4. Perform an otoscopic examination
- D5. Determine the need for cerumen removal
- D6. Administer clinically appropriate and culturally sensitive assessment measures
- D7. Perform audiologic assessment using physiologic, psychophysical and self-assessment measures
- D8. Perform electrodiagnostic test procedures
- D9. Perform balance system assessment and determine the need for balance rehabilitation
- D10. Perform aural rehabilitation assessment
- D11. Document evaluation procedures and results
- D12. Interpret results of the evaluation to establish type and severity of disorder
- D13. Generate recommendations and referrals resulting from the evaluation process
- D14. Provide counseling to facilitate understanding of the auditory or balance disorder
- D15. Maintain records in a manner consistent with legal and professional standards
- D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)
- D17. Use instrumentation according to manufacturer's specifications and recommendations
- D18. Determine whether instrumentation is in calibration according to accepted standards

Standard IV-E: Treatment

The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:

- E1. Interact effectively with patients, families, other appropriate individuals, and professionals
- E2. Develop and implement treatment plan using appropriate data
- E3. Discuss prognosis and treatment options with appropriate individuals

- E4. Counsel patients, families, and other appropriate individuals
- E5. Develop culturally sensitive and age-appropriate management strategies
- E6. Collaborate with other service providers in case coordination
- E7. Perform hearing aid, assistive listening device, and sensory aid assessment
- E8. Recommend, dispense, and service prosthetic and assistive devices
- E9. Provide hearing aid, assistive listening device, and sensory aid orientation
- E10. Conduct aural rehabilitation
- E11. Monitor and summarize treatment progress and outcomes
- E12. Assess efficacy of interventions for auditory and balance disorders
- E13. Establish treatment admission and discharge criteria
- E14. Serve as an advocate for patients, families, and other appropriate individuals
- E15. Document treatment procedures and results
- E16. Maintain records in a manner consistent with legal and professional standards
- E17. Communicate results, recommendations, and progress to appropriate individual(s)
- E18. Use instrumentation according to manufacturer's specifications and recommendations
- E19. Determine whether instrumentation is in calibration according to accepted standards