



ARIZONA STATE  
UNIVERSITY

## **STUDENT HANDBOOK**

**Doctor of Audiology (AuD) Program  
Department of Speech & Hearing Science**

**Fall 2009**

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## INTRODUCTION

Welcome to the Department of Speech and Hearing Science (SHS) at Arizona State University and to the graduate program in audiology. The Doctor of Audiology (AuD) degree program at ASU is based on a research-to-practice philosophy and is designed to prepare audiologists for autonomous clinical practice. The clinical doctorate model at ASU stresses the integration of academic classroom learning and practical experience across a broad spectrum of clinical specialties and practice environments. We believe that our AuD curriculum provides a strong foundation in the scientific knowledge base and a wide range of clinical field experiences that should prepare AuD graduates with the tools necessary for evidence-based clinical practice. The successful AuD candidate will have the diagnostic and rehabilitative skills necessary to fulfill the current Scope of Practice in Audiology specified by the American Speech-Language-Hearing Association (ASHA). The ASU AuD curriculum also is designed to enable AuD students to meet current standards required for ASHA certification in Audiology.

The purpose of this handbook is to provide AuD students with the basic information needed throughout their course of study and to assist students in navigating their way through the graduate degree program and certification process. This Handbook and the Audiology Clinic Manual are the primary resources of information regarding policies, regulations, and academic and clinical requirements which must be met to satisfactorily complete the AuD degree, state licensure, and ASHA certification. This Handbook is not meant to be an exhaustive collection of all policies at Arizona State University. Students also should review the ASU Graduate Catalog (<http://catalog.asu.edu/>), which is the final source regarding University policies on graduate programs. Some of the information provided in the Handbook also is available on the Department's AuD website (<http://shs.asu.edu/>) and in the Department and Graduate School publications. If additional questions and concerns arise that are not formally addressed in these sources, your academic advisor will be a valuable asset as you progress through the program. You are urged to maintain close contact with your advisor and to seek additional information as the need arises. Academic and clinical faculty members also are available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures. It is however, the responsibility of AuD students to be informed about all academic and clinical requirements of the AuD program at ASU.

## ARIZONA STATE UNIVERSITY

Arizona State University (ASU), in central Arizona's Valley of the Sun, is one of the premier metropolitan public research universities in the nation. Its enrollment of approximately 66,000 students ranks Arizona State as the largest of America's institutions of higher learning. ASU's reputation as a center of teaching and research is growing at pace with its student body, faculty, and academic programs. ASU is accredited by the North Central Association of Colleges and Secondary Schools and was named to Research Extensive (formerly Research I) status in 1994, recognizing ASU as a premier research institution. Arizona State University's Tempe campus of 580 acres is located in Tempe, a historic city of approximately 160,000 in the fast-growing metropolitan Phoenix complex, which has a population of over 1,500,000. The University, therefore, has the dual advantages of location in moderate-sized city and proximity to all the resources of a metropolitan center. ASU is research-driven but focused on learning-teaching,

which is carried out in a context that encourages the creation of new knowledge. ASU offers outstanding resources for study and research, including libraries and museums with important collections, studios, and performing arts spaces for creative endeavor, and unsurpassed state-of-the-art scientific and technological laboratories, and research facilities. The faculty includes recipients of prestigious academic and professional awards, including membership in the national academies. ASU currently ranks *third* among public universities nationwide and *eighth* overall nationally in its enrollment of freshmen merit scholars. The university champions diversity and is international in its scope, welcoming students from all 50 states and nations across the globe.

## DEPARTMENT OF SPEECH AND HEARING SCIENCE

Currently, the Department of Speech and Hearing Science has an enrollment of approximately 220 undergraduate majors, 100 graduate students, 23 full-time faculty, 11 adjunct faculty, and over 30 community professionals who participate in various aspects of our academic and/or clinical training programs. The Department offers a broad academic curriculum, comprehensive clinical experiences, and active research programs in a variety of areas.

### ACADEMIC FACULTY AND AREAS OF EXPERTISE

**Tamiko Azuma, Associate Professor**, Ph.D., Arizona State University. Language, particularly semantic processing, and memory impairments underlying communication disorders in normal aging, stroke, Alzheimer's disease, and Parkinson disease.

**Sid P. Bacon, Professor and Divisional Dean of Natural Science**, Ph.D., University of Minnesota. Auditory perception; effects of cochlear hearing loss on auditory perception.

**Lin Bian, Assistant Professor**, M.D., Peking University School of Medicine; Ph.D., University of Kansas. Auditory electrophysiology; otoacoustic emissions.

**Michael F. Dorman, Professor**, Ph.D., University of Connecticut. Speech perception; cochlear implants; neural plasticity in children.

**Shelley Gray, Associate Professor**, Ph.D., University of Arizona. Child language development and disorders; early literacy assessment and intervention; lexical acquisition and treatment in young children with specific language impairment.

**David Ingram, Professor**, Ph.D., Stanford University. Linguistics; childhood language acquisition; normal and disordered phonological development; bilingual language acquisition.

**Julie M. Liss, Associate Professor**, Ph.D., University of Wisconsin-Madison. Motor speech disorders; perception of dysarthric speech; dysphagia; neurological basis of communication.

**Andrea L. Pittman, Assistant Professor**, Ph.D., University of Wisconsin-Madison. Pediatric audiology; amplification; speech perception.

**M. Adelaida Restrepo, Associate Professor**, Ph.D., University of Arizona. Language assessment and intervention in bilingual and Spanish-speaking children; literacy development and intervention in Latino children; specific language impairment in Spanish-speaking and bilingual children.

**M. Jeanne Wilcox, Professor, Ph.D.,** Memphis State University. Early intervention; family-centered practice; early childhood language development and disorders; promoting literacy in young children with and without disabilities; early assistive technology.

**Heather Harris Wright, Assistant Professor, Ph.D.,** University of Georgia. Aphasia and other acquired neurogenic disorders; impact of working memory ability on language processing; changes in language function in the healthy older adult.

**William Yost, Professor and Department Chair, Ph.D.** Indiana University. Auditory perception involving pitch, temporal modulation, and localization of sound sources especially in reverberant space; environmental noise; and computational models of hearing.

### CLINICAL FACULTY AND AREAS OF EXPERTISE

**Catherine K. Bacon, Clinical Associate Professor. Speech-Language Pathology.** M.A., University of Minnesota. Early intervention; assessment in naturalistic settings; early childhood speech-language development and intervention.

**Gail Belus, Clinical Associate Professor. Audiology.** Au.D., Arizona School of Health Sciences. Balance disorders, aural rehabilitation, and practice management.

**Jean C. Brown, Clinical Associate Professor. Speech-Language Pathology.** Ph.D., Arizona State University. Classroom-based preschool communication programming; family-centered early intervention services; multi-cultural concerns and issues.

**Teresa A. Cardon, Faculty Research Associate.** Speech Language Pathology. M.A., California State University, Fullerton. Autism specialist; early intervention strategies; social skills strategies; family training/education.

**Miriam Garlant, Clinical Assistant Professor. Speech-Language Pathology.** M.S., Arizona State University. Spanish-English bilingual assessment and intervention; literacy development in school-age English language learners.

**Dawn Cosgrove Greer, Clinical Associate Professor. Speech-Language Pathology.** M.A., University of Kansas. Early language and communication development; early intervention strategies; family training/education.

**Kelly Ingram, Clinical Associate Professor. Director of Speech and language Clinic.** M.S., Purdue University. Neurogenic communication disorders in children and adults; normal and disordered phonology; speech disorders.

**Addie Lafferty, Faculty Research Associate,** Speech-Language Pathology. Ph.D. Arizona State University. Early Childhood Interventions, Emergent language and literacy skills.

**Ingrid McBride, Clinical Associate Professor. Director of Audiology Clinic.** Au.D., University of Florida. Advanced technology hearing aids; assistive technology for the hard-of-hearing and deaf; aural rehabilitation; diagnostic audiology.

**Zarin Mehta, Clinical Associate Professor. Audiology.** Ph.D., Wichita State University. Diagnostic and medical audiology, speech perception, and aging.

**Shereen Thomas, Faculty Research Associate. Speech-Language Pathology.** M.S., Arizona State University. Home-based AzEIP/0-3 years assessment and early intervention; family training/education; language and literacy development in preschool children.

**Kathryn Wexler, Clinical Associate Professor. Audiology.** AuD., Salus University (formerly Pennsylvania School of Optometry). Pediatric Audiology; advanced technology hearing aids; evoked potentials; aural rehabilitation.

#### **ADJUNCT FACULTY AND AREAS OF EXPERTISE**

**Stephen P. Beals.** M.D, Wayne State University School of Medicine. Founder/Co-Director of Southwest Craniofacial Center. Transfacial approaches to skull base; use of dynamic orthotic cranioplasty in treatment of abnormal head shapes; anthropometric investigation of adult skull asymmetry.

**Tanis Bryan.** Ph.D., Communication Disorders, Northwestern University. Learning Disabilities. (Also holds an Adjunct appointment in Special Education).

**Michael J. Cevette,** Ph.D., Speech Pathology & Audiology, (ASHA certified) University of Utah. Director of Audiology, Mayo Clinic, Scottsdale. Auditory brainstem response; neonatal hearing evaluation and intervention.

**Drake D. Duane,** M.D., Wayne State University School of Medicine. Director, Arizona Dystonia Institute; Director, Institute for Developmental Behavioral Neurology, Scottsdale. Developmental and acquired disorders of learning; communication, memory, attention, mood, and temperament; spasmodic torticollis and related involuntary movement disorders.

**Edward F. Joganic.** M.D., University of Arizona College of Medicine. Co-Director, Southwest Craniofacial Center, Phoenix. Craniofacial reconstruction due to trauma, atrophy, and anomalies.

**Richard C. Katz.** Ph.D., University of Florida. Chief, Audiology and Speech Pathology Service, Phoenix VA Medical Center. Neurogenic communication disorders in adults; microcomputer applications in aphasia treatment.

**George P. Prigatano.** Ph.D., Bowling Green State University, Ohio. Neuropsychology, Barrow Neurological Institute, St. Joseph's Hospital & Medical Center, Phoenix. Pediatric information processing deficits; neuropsychological testing in behavioral neurology.

**Martin Robinette,** Ph.D., Audiology, (ASHA certified) Wayne State University Professor of Audiology Mayo Medical School. Consultant, Audiology, Department of Otorhinolaryngology, Mayo Clinic Scottsdale. OAE's and differential diagnosis; medical audiology.

**Katherine Ross.** Ph.D., Vanderbilt University. Speech-Language Pathologist, Carl T. Hayden Veterans Administration Medical Center, Phoenix. Aphasia in adults.

**Wayne Staab,** Ph.D., Hearing and Speech Sciences, (ASHA certified) Michigan State University. Secretary American Auditory Society; Consultant, hearing aid amplification.

**Kytia Voller.** M.D., Columbia University College of Physicians and Surgeons. Researcher, Institute of Developmental Behavioral Neurology. Learning disabilities; attention deficit hyperactivity.

## **AMERICAN SIGN LANGUAGE FACULTY**

(These faculty members are not eligible to serve on graduate committees.)

**Pamela Howard, Lecturer.** M.A., Linguistics-ESL, California State University, Fresno. American Sign Language; Deaf culture.

**Donna Leff, Lecturer.** M.A., Deaf Education, Georgia State University, Atlanta. American Sign Language; Deaf culture.

**Robin O'Brien, Lecturer.** B.A., Recreation & Leisure Studies, Gallaudet University. American Sign Language; Deaf culture.

**Paul Quinn, Lecturer/ASL Program Coordinator.** B.A., Deaf Studies, California State University, Northridge. American Sign Language; Deaf culture.

**Julie Stylinski, Lecturer.** M.A., Education, University of Phoenix. American Sign Language; Deaf culture.

## **ADMINISTRATIVE STAFF**

**Cissy Longmore,** Operations Coordinator

**Marta Joy,** Business Manager

**Kathie Smith,** Administrative Assistant

**Vicky Bellendir,** Administrative Assistant

## **PROGRAM OF STUDY FOR THE DOCTOR OF AUDIOLOGY (AuD) DEGREE**

The Doctoral Program in Clinical Audiology for **post-baccalaureate** students is designed for full-time students over a period of 45 months, including four fall and four spring semesters, and three summer sessions. The four-year course of study for the AuD degree is comprised of basic science coursework, professional knowledge coursework, and clinical practicum experiences. The curriculum is designed such that upon completion students will have satisfied all academic and clinical requirements necessary for clinical certification in audiology (CCC-A) by ASHA. The goal of the curriculum is to assure the acquisition of knowledge and skills at the completion of each phase of the educational program. Satisfactory completion of all requirements for ASHA certification will be determined by outcome-based formative and summative assessments completed throughout the degree program. The AuD program requires 95 semester credit hours, of which 63 are required academic credits provided through the Department of Speech and Hearing Science, and 32 are required clinical credits. The AuD program at ASU is designed for full-time graduate students. Full-time commitment is critical because graduate courses are offered only once per academic year or every other year and course content and the sequence of courses are closely tied to clinical practicum assignments. Moreover, full-time enrollment assures timely completion of the program. A typical four-year course sequence for students entering the AuD program is shown in Appendix A. All graduate students are expected to maintain a 3.00 grade point average throughout their program of study in order to graduate from the AuD Program. It is the *responsibility of all graduate students* to be familiar with the **Academic and Clinical Standards for AuD Degree Students** (Appendix B).

### **Graduation Requirements\***

- Successful completion of 63 semester credit hours of required academic coursework
- Successful completion of 32 semester credit hours of clinical experiences
- A grade of **B** or better for all academic courses and clinical experiences
- Achieve a passing score (600) on the ASHA Praxis national certification examination in audiology

**Please also see:** Requirements for Clinical Certification by ASHA (pg. 22). This paper work **MUST** be completed in order to graduate.

### **Undergraduate Prerequisites (credits):**

Anatomy and Physiology of the Ear (3)  
Introduction to Audiology (3)  
Anatomical and Physiological Bases of Speech (3)  
Language Science (3)  
Speech and Language Acquisition (3)  
Acquired Speech and Language Disorders (3)

### **Graduate Requirements (credits):**

#### **Academic Coursework:**

500: Research Methods (3)  
502: Basic Audiometry (4)  
504: Amplification I (4)  
505: Survival Sign Language (2) +  
508: Pediatric Audiology (3) \*  
510: Amplification II (3) \*  
511: Auditory Perception by the Hearing Impaired (3) \*  
513: Neurophysiology of the Auditory System (3)  
516: Auditory Evoked Potentials (3) \*  
517: Balance Assessment (3)  
518: Auditory Rehabilitation (3) \*  
519: Advanced Audiometry (3)  
520: Auditory Pathologies/Disorders and Otoneurologic Applications (4)  
522: Hearing Conservation/Instrumentation (3) \*  
524: Counseling for the Hearing Impaired (2) +  
525: Audiology Practice Management (3) \*  
552: Physiological Measures of Auditory Function (3) \*  
555: Cochlear Implants (3) \*  
589: Audiology Grand Rounds (1 credit spring first year; 1 credit fall second year) (2)  
Electives (typically two courses of 3 credits each, clinical rotation, or research^)(6)

\* denotes courses offered every other year

+ denotes courses offered during the summer

### Clinical Practice Rotations

- 580: Clinical Observation (ASU and off-campus) (1)
- 580: Clinical Practicum 1 (2)
- 580: Clinical Practicum 2 (2)
- 580: Clinical Practicum 3 (3)
- 580: Clinical Internship 1 (3)
- 584: Clinical Internship 2 (3)
- 584: Clinical Internship 3 (3)
- 590: Audiology Clerkship (15)

Total Academic Credits: 63

Total Clinical Practice Credits: 32

**Total Credits (Academic & Clinical): 95**

**Examination Requirement:** National ASHA Praxis (certification) examination  
**Passing score: 600**

### **^Optional Research Experience**

Students can choose to take one or two of their electives in independent study with a faculty mentor for research experience. Students who elect this option shall register for SHS 792: Research. The research experience will be developed around the student's interests, ongoing auditory research at the University, and the background of the student. The SHS 792 registration shall be for a minimum of 3 credits each semester and must be approved by the director of the research program in which the student elects to participate. Descriptions of Department research laboratories are available on the Department web site at <http://shs.asu.edu/labs>. It is the student's responsibility to contact and meet with the program director (faculty) prior to the start of the third year. Some faculty may require a directed reading prior to beginning the research to determine the student's area and level of interest.

### **Transfer Credit Policy: Academic Courses**

The ASU Graduate Catalog contains a description of Transfer Credit Policy for the Graduate College. It is the policy of the Division that, at the academic unit's discretion, doctoral programs may include up to **twelve (12) hours** of appropriate, graduate level coursework undertaken at another university, and not previously counted towards any other degree, towards the ASU hours required for a doctoral degree. Departmental regulations for transfer of academic courses stipulate that a transfer of credits from another institution for graduate credit may be allowed under the following conditions:

1. The student must have taken the courses at an accredited college or university.
2. The courses that will be transferred must be graduate level courses.
3. The student must have obtained an A or B grade or the equivalent in the courses.
4. The student's academic advisor or graduate committee must approve these transferred courses as part of the student's Program of Study.

Students who completed graduate level courses as a student with non-degree status at ASU may transfer a maximum of **nine (9) semester hours** to the degree program if they meet the same criteria specified above (see the current ASU Graduate Catalog for verification at <http://catalog.asu.edu/>). The taking of courses for graduate credit as an undergraduate or non-degree student does not ensure admission to graduate study or acceptance of the acquired graduate credits as a part of the program of study.

### **Transfer Policy: Clinical Clock Hours**

Students must complete a minimum of **1820 clock hours** of supervised clinical experience in order to receive a Doctor of Audiology Degree at Arizona State University. Students may transfer up to a **maximum of 150** of the minimum 1820 practicum clock hours. In order to transfer practicum clock hours from another college or university:

1. Students must submit to the Chairperson of the Department of Speech and Hearing Science and the Director of the Audiology Clinic a record of the clock hours signed by the supervisor.
2. The supervisor must have held the applicable Certificate of Clinical Competence in speech-language pathology or audiology from ASHA.
3. The supervisor must have provided supervision during 25% of the student's therapy hours and 50% of the diagnostic hours.
1. Students must have received a grade of B or better if letter grades were assigned or a pass if the experience was graded pass/fail.

**Please note that time limits also apply to transfer credits.** If a transfer course is approved for inclusion in your Program of Study, the time clock starts from the date that course was taken. Functionally, this means that credits taken more than two years prior to admission to the AuD program are not eligible for transfer. The reason for time limits to transfer credits is because it will take approximately four years to complete the remaining sequence of academic and clinical requirements and Graduate College regulations stipulate that all requirements must be met within a consecutive six-year time period. Although exceptions are occasionally made, they are rare, and in most cases students are required to observe the six-year time limit.

### **Undergraduate Deficiency Coursework**

Students with an undergraduate degree in another discipline will be required to complete all courses as listed in Table 1. Also, in some cases the admissions committee or an advisor may determine that a student with an undergraduate degree in speech and hearing science has insufficient basic science preparation for graduate level professional coursework. In these instances, selected courses will be required. Students will be notified of possible deficiency requirements in their admission letter, with specific requirements to be determined through advisor review. For all students, the student's advisor will review final undergraduate transcripts with the student and may identify some deficiency requirements during this process. Although the content of these courses is undergraduate in nature, students register for courses at a graduate level and should expect extra requirements during the course. Deficiency courses count toward the credit hours required for the AuD degree and the student is expected to maintain a 3.0 grade

point average throughout. The same standards of academic conduct and achievement apply to deficiency coursework as it does to AuD coursework.

**Table 1**  
**Deficiency Coursework for the AuD degree<sup>1</sup>**

*Fall Semester:*

SHS 310	Anatomical/Physiological Bases of Speech
SHS 311	Physical/Physiological Bases of Hearing
SHS 367	Language Science (3 credits)

*Spring Semester:*

SHS 375	Speech Science (3 credits; SHS 310 and SHS 311 are prerequisites)
SHS 501 (401)	Introduction to Audiology (3 credits; SHS 311 is a prerequisite)
SHS 565 (465)	Speech & Language Acquisition (3 credits; SHS 367 is a prerequisite)

*Total Credits:* 18 Semester Hours

<sup>1</sup> Students should enroll in the SHS 500-level section if available.

In addition, students should also have met the Knowledge and Skills Acquisition (KASA) requirements of ASHA as outlined in Table 2 during their undergraduate degree. If these requirements are not met the student may be asked to complete these requirements prior to being admitted to the AuD program or the student may have to complete these courses during their four-year AuD program, which may prolong their program of study.

**Table 2**  
**ASHA Knowledge and Skills Acquisition**

**Standard IV-A**

<b>Prerequisite Knowledge and Skills</b>	<b>Recommended Courses</b>	
Life Sciences	BIO 201	Human Anatomy & Physiology
Physical Sciences	PHY 101	Intro. to Physics
Behavioral Sciences	PGS 101	Intro to Psychology
Mathematics	MAT 170	Pre-calculus <i>or</i>
	PSY 230	Intro to Statistics

**Other Graduate Program Policies**

(Please see ASU Graduate College web site at <http://graduate.asu.edu/>; also see Appendix G\*: LINKS)

**Non-registration:** A graduate student who does not enroll at any point during one calendar year (Fall/Spring/Summer semesters) is automatically withdrawn from the program. According to current policy, doctoral students who find it necessary to suspend their graduate studies may request a Leave of Absence not to exceed two consecutive semesters, including summer. The form required to petition the Graduate School for a leave of absence is available on the Graduate College web site (<http://graduate.asu.edu/>).

**Master's Degree Hours Credited Toward a Doctoral Program of Study:** At the academic unit's discretion, programs may "blanket count" (i.e., doctoral students are not required to list individual courses) up to 30 hours from a previously awarded and recognized master's degree on the doctoral Program of Study. Once the University has recognized the awarding of a master's degree from another university, academic units should include the following statement on the doctoral Program of Study:

*"Please accept <#> hours of credit from the <degree name> awarded at <institution name and degree award date>."*

### **AuD Courses**

(Also see Department web site at: <http://shs.asu.edu/> and General Department Graduate Guide for other graduate and undergraduate courses offered in the Department)

#### **SHS 500 Research Methods.** (3 credits)

This course is a survey of research methods in areas related to speech, language, and hearing. The overall goal of this course is to cultivate an understanding of the scientific method through readings, activities, lectures, and discussions. Topics include the scientific method, the basics of designing and conducting research, theoretical development, data analysis, and interpretation of results.

#### **SHS 502 Basic Audiometry.** (4 credits)

This course covers the bases, purposes, rationales, and procedures for the core clinical tests of auditory function in adults and children. Prerequisites: Concurrent or previous enrollment in SHS 513, or instructor approval.

#### **SHS 504 Amplification I.** (4 credits)

Operation, electroacoustic measurement, selection and prescriptive fitting of amplification devices. Prerequisites: SHS 513, SHS 502, SHS 515, or instructor approval.

#### **SHS 505 Survival Sign Language.** (2 credits)

This course is designed to facilitate effective manual and alternative methods of communication with deaf individuals in clinical settings. Prerequisites: none.

#### **SHS 508 Pediatric Audiology.** (3 credits)

This course emphasizes the principles and procedures for early identification and management of congenital and early-onset hearing loss. Prerequisites: SHS 502, or instructor approval.

#### **SHS 510 Amplification II.** (3 credits)

Verification and validation of hearing aid performance, benefit and satisfaction. Fitting considerations for pediatric and geriatric populations. Prerequisites: SHS 513, SHS 502, SHS 515, SHS 504, or instructor approval.

#### **SHS 511 Auditory Perception by the Hearing Impaired.** (3 credits)

Psychophysical methods and behavioral aspects of hearing with an emphasis on the perceptual consequences of sensorineural hearing loss. Prerequisites: SHS 513 or instructor approval.

**SHS 513 Neurophysiology of the Auditory System.** (3 credits)

This course focuses on the neurophysiology of the normal auditory system and on changes associated with hearing loss. Prerequisites: instructor approval.

**SHS 516 Auditory Evoked Potentials.** (3 credits)

Electrophysiologic assessment of the peripheral and central auditory nervous system. Prerequisites: SHS 502, SHS 513, or instructor approval.

**SHS 517 Balance Assessment.** (3 credits)

Clinical analysis and treatment of balance disorders and dizziness. Prerequisites: Concurrent or previous enrollment in SHS 513, or instructor approval.

**SHS 518 Auditory Rehabilitation.** (3 credits)

Study and clinical application of assistive technology and rehabilitative services for managing the effects of hearing impairment. Prerequisites: Concurrent or previous enrollment in SHS 502 and SHS 504, or instructor approval.

**SHS 523 Advanced Audiometry.** (3 credits)

This course covers advanced procedures in diagnostic audiometry in both adults and children. Prerequisites: SHS 502 and 513, or instructor approval.

**SHS 520 Auditory Pathologies and Disorders / Otoneurologic Applications** (4 credits)

This course familiarizes students with major diseases, pathologies, and disorders of the human auditory system as well as advanced otologic, neurologic, and audiologic approaches in the differential diagnosis of peripheral and central disorders. Prerequisites: SHS 502, SHS 513, SHS 516, SHS 552, or instructor approval.

**SHS 522 Hearing Conservation/Instrumentation.** (3 credits)

This course examines the prevention, identification, physiological effects, and management of hearing loss due to noise exposure. Prerequisites: SHS 502, SHS 513, or instructor approval.

**SHS 524 Counseling for the Hearing Impaired.** (2 credits)

Theories of counseling emphasizing the psychosocial and emotional impact and the management of individuals with hearing loss and their families. Prerequisites: SHS 502, SHS 504, or instructor approval.

**SHS 525 Audiology Practice Management.** (3 credits)

Business practice issues, quality assurance and professional ethics for the practicing audiologist. Prerequisites: SHS 502, SHS 504, or instructor approval.

**SHS 552 Physiological Measures of Auditory Function.** (3 credits)

This course focuses on the measurement of otoacoustic emissions and acoustic immittance. Prerequisites: SHS 502, SHS 513, or instructor approval.

**SHS 555 Cochlear Implants.** (3 credits)

This course covers the research and clinical aspects of cochlear implantation with a focus on the principles of speech coding strategies. Prerequisites: instructor approval.

**SHS 580 Clinical Practicum (in Audiology).** (1–6 credits)

Supervised observation and clinical experiences in audiology. Clinical experiences occur within the ASU Speech and Hearing Clinic and affiliated programs. May be repeated for credit.

Prerequisites: instructor approval; student must not have provisional admission status.

**SHS 584 Internship (in Audiology).** (1-6 credits)

Off-campus directed clinical experiences in audiology. May be repeated for credit. Prerequisites:

SHS 580; student must consult with coordinator before registration.

**SHS 589 Audiology Grand Rounds.** (1 credit)

Grand Rounds bridges clinical and academic knowledge through case studies, application of emerging research, and clinical workshops. Prerequisites: SHS 502, or instructor approval.

**SHS 590 Audiology Clerkship.** (15 credits)

The Clerkship is designed to provide students with advanced, intensive clinical experiences within selected audiological facilities. Prerequisites: SHS 580 and approval of faculty coordinator.

**Electives (6 credits)**

Research, coursework, or clinic.

## **FINANCIAL ASSISTANCE**

The number of graduate students provided with financial support varies from semester to semester depending on state and federal appropriations. The support, which is offered on a competitive basis, consists of tuition scholarships, graduate teaching, research, and clinical assistantships, and Veterans Affairs traineeships. All students are considered for financial assistance at the time of their admission. The main criterion used in making decisions about an appointment is academic performance. There are also a number of options for financial assistance for graduate study through the Graduate College, including scholarships, fellowships, assistantships, student loans, and work-study. More information can be found at <http://graduate.asu.edu/financial/index.htm>. Graduate students seeking financial aid counseling should contact the main Student Financial Aid office in the Student Services building at 480-965-3355 or by email at [financialaid@asu.edu](mailto:financialaid@asu.edu).

### **Teaching Assistants, Research Assistants, and Clinical Assistants**

The specific duties of teaching, research, and clinical assistants will vary depending on the Department needs each semester. If you have some special skills, you should inform the Department accordingly. We would like to profit from your previous experiences. Examples of duties performed by teaching, research, clinical assistants, and work-study students are listed below.

**Teaching Assistants - University/College Funding:**

1. Preparation of materials for classroom presentations.
2. Giving, monitoring, and grading examinations.
3. Classroom demonstrations and presentations.
4. Teaching laboratory sections.
5. Library research.
6. Holding office hours for students.
7. Review sessions for course material and exams.

**Research Assistants - Grant Funding:**

1. Setting up and maintaining equipment and instruments used in experiments.
2. Running subjects and collecting data.
3. Statistical treatment of data.
4. Preparation of materials for presentations, manuscripts, and grant proposals.
2. Library research.
3. Transcription and data coding.

**Clinical Assistants - University, College, Clinic, Federal Work-Study Funds:**

1. Scheduling patients and therapy rooms.
2. Maintaining financial records including billing and charge slips.
3. Maintaining clinical records.
4. Monitoring and reporting when clinical materials need to be ordered.
5. Maintaining therapy rooms, equipment, and audiology instruments.
6. Processing hearing aid repairs and new orders.

## ADVISING

An academic advisor is assigned to each AuD student during orientation week before the start of the fall semester. Students should meet with their academic advisor during orientation week discuss the plan of study. The primary roles of the academic advisor are to advise the student in matters pertaining to the program of study and to monitor the student's progress in the attainment of specific knowledge and skills and the completion of all academic and clinical requirements during the program of study. **To assure that your academic program runs smoothly, plan to consult with your academic advisor prior to registration for classes during each semester of your enrollment.** The Graduate Committee oversees student performance and progress toward degree completion. The Graduate Committee for AuD students consists of the: (1) academic advisor, (2) Director of the Audiology Clinic, and (3) Department Chairperson. The academic advisor serves as the chairperson of the AuD Graduate Committee.

## CHECK SHEETS

Several tracking documents (Appendices C, D, E and F) have been developed to assist the student and the academic advisor in systematically tracking and monitoring the satisfactory completion of academic coursework, clinical practicum, and progress toward the attainment of the knowledge and skills required in the ASHA Standards (Appendix D). According to the

ASHA guidelines, “The applicant shall maintain documentation of academic coursework, practicum hours, and practicum supervision verified by the program. This documentation must demonstrate that the applicant possesses the knowledge and skills delineated in Standard IV. This documentation shall be made available (to ASHA) upon request.” By keeping current and accurate advising check sheets, AuD graduate students and advisors know precisely which courses and competencies are needed to complete degree and certification requirements.

The **Doctor of Audiology requirements check sheet** (Appendix C) contains a list of all required courses and clinical practica for the AuD degree as well as exit requirements. All AuD graduate courses are offered on a once-a-year or every-other-year basis. As a result, any failure to complete a required **graduate course during the appropriate semester of enrollment will delay graduation**. The ASU KASA (Knowledge and Skills Acquisition) forms (Appendices D and E) provide a summary of specific knowledge and skills required by the ASHA certification guidelines and where within the AuD curriculum the areas are covered. Information regarding the completion of various knowledge/skill competencies in the ASHA certification standards will be provided by the course/clinic instructors to the Department’s Graduate Secretary for electronic entry into each student’s KASA data base. The Department Chair will complete the KASA summary (Appendix E) at the completion of the student’s degree program for submission to ASHA for certification. The **Clinic Clock Hour summary** (Appendix F) is designed to track the accumulation of clinical hours, variety of practicum experiences and the acquisition of clinical knowledge and skills outcomes.

### **Clinical Experiences for the AuD Student**

In order to be recommended to ASHA for Clinical Certification in Audiology, and to comply with standards effective for applications made to the Association after January 1, 2007, a student must accumulate the equivalent of 12 months full-time supervised clinical practicum (1820 hours). Individuals who hold the Certificate of Clinical Competence in the appropriate area of practice must provide the supervision. Practicum enrollment in the first three years is concurrent with coursework registration. The clinical component of the AuD program stresses the importance of students first gaining exposure, then supervised experience, and eventually independent service provision as they progress through a series of diverse campus-based and off-campus clinical placements at a wide variety of facilities. Clinical placements are selected to provide students with experience in audiological service provision across the life span, across diverse populations, and across the entire scope of practice in audiology from diagnostic services through rehabilitative management of hearing-impaired children and adults. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care.

The AuD clinical training program has been designed such that upon completion students will have met all of the clinical requirements for ASHA certification as an audiologist. In addition, all students will have met the standard of excellence set for graduates from our professional training program. In meeting our standards for quality clinical services, it is important for students to understand that they will gain more than the minimum experiences required for certification because we are preparing students to assume the roles and functions of an audiologist across a variety of settings and service delivery models. The clinical placements will typically result in

the accumulation of over 2000 hours of practicum experience across different clinical settings and populations in order to obtain and demonstrate skills across the scope of practice in audiology. Based on this training model, program graduates will maximize their employment opportunities upon entry into the professional job market.

The clinical rotations are carefully sequenced to evolve in scope and complexity. Following a semester of observation, first- and second-year students will spend a minimum of three semesters in university-based clinical rotations at the Department's Speech and Hearing Clinic (SHS 580), under the supervision of clinical faculty. Beginning with the second semester of the second year, students are typically ready to continue their training in at least three or four approved off-campus internship placements throughout the Phoenix metropolitan area (SHS 584). Students who are not determined to be ready for external practicum placement will enroll in subsequent registrations at the ASU Speech and Hearing Clinic until they are judged as competent to be placed in external practicum sites. Clinical rotations are chosen to match program goals, level of student preparation, and student interest. Participating clinical sites are carefully selected based on: (1) their commitment to the education of AuD students, (2) certification/licensure status of the clinical supervisors, (3) state-of-the-art facilities and equipment, and (4) the variety of broad-based clinical experiences and diverse clinical populations they are able to offer. During the spring or summer semester of the third year, AuD students will continue practicum in external placements or they may be granted a paid assistantship to work in the ASU clinic as autonomous clinicians and to mentor 1<sup>st</sup>-year AuD students. The assignment of advanced third-year students to beginning second-semester first-year students will facilitate the development of clinical mentor and supervisory skills of program graduates. The student dyads will be supervised by one of the program's certified and licensed faculty supervisors assuring development of foundational clinical skills for the beginning student. As previously stated, a research experience can be completed in lieu of the Clinical Internship 4.

The culmination of the clinical portion of the program is the ***Audiology Clerkship***, which involves full-time residency placement for at least nine months in approved regional or national facilities. Registration for the Audiology Clerkship is SHS 590, which is for 6-credit hours/semester over the course of two semesters and 3-credit hours for one summer session. The Audiology Clinic Policy and Procedures Manual and the Clinical Rotations Externship Manual provide further information regarding policies and procedures for on- and off-campus clinical rotation placements.

Enrollment in clinical practicum places significant time demands on students during the workweek. Student clinicians registered for clinical practica should be prepared to devote approximately 5-15 hours per week to the preparation, implementation, and analysis of clinical experiences. Each practicum credit hour represents 45 client contact hours. In a typical 15-week semester, students registering for two credits of SHS 580 are typically in clinic one half day and are responsible for the service delivery and reports/chart notes for approximately two patients; students registering for three credits of SHS 580 are typically in clinic for one full day and are responsible for the service delivery and report/chart notes for approximately four patients. Additionally, each student participates in one 8-week aural rehabilitation group. During an 8-week summer clinic, students registering for two credits are typically in clinic 1 full day and are responsible for the service delivery and reports/chart notes for approximately four patients as

well as participation in one 8-week aural rehabilitation group. Students gaining experience at off-campus sites (SHS 584) and registered for 3 credit hours are expected to spend 1.5 to 2 full days at their practicum site during a 15-week clinic and 2 to 2.5 days per week during an 8-week clinic.

All students enrolled in clinical practicum are expected to abide by the ASHA Code of Ethics (<http://www.asha.org/default.htm>) and the AAA Code of Ethics (<http://www.audiology.org/>). Violations of the Code of Ethics may result in permanent dismissal from practicum placement opportunities, and may additionally subject the student to dismissal from the academic degree program. Additionally, strict adherence to HIPAA guidelines (<http://www.hhs.gov/ocr/privacy/index.html>) also is essential to protect the confidentiality of our patients. It is important to understand that the welfare of the patient is just as important as the training needs of the student. Participation in clinic should be seen as a privilege rather than a right. Clinical practicum students are expected to maintain professional dress and demeanor. Unprofessional conduct, or any conduct which compromises the quality of care to clinic patients, may result in dismissal from clinical rotation placements and from the academic degree program.

### **Required Audiology Practica**

Our clinical training program is structured around the concept of completing core clinical placement requirements and adding areas of emphasis desired by the student. All students are required to complete six or seven clinical rotation placements, including a minimum of three on-campus and three or four off-campus placements, plus the 4<sup>th</sup>-year placement. Typically, the program of study includes 8 academic semesters and three summer (8-week) terms. Students must receive a grade of B or better for satisfactory completion of each practicum registration. All students must complete clinical rotations in the following areas:

1. ASU: Adult and school-aged diagnostics and hearing aids
2. ASU: Pediatric diagnostics and hearing aids
3. ASU: Diagnostics, balance assessment, and electrophysiology
4. Internship emphasizing hearing aid dispensing

### **Elective Audiology Practica**

Students can select clinical placement electives from the list below based on their professional interests.

- Internship: ENT Private Practice office; all ages
- Internship: Private Audiology and Hearing Aid Dispensing Practice; primarily adults
- Internship: Educational Audiology; preschool and school-aged children
- Internship: Private Hospital; all ages or adults only or children only
- Internship: Government Hospital; all ages or adults only or children only
- Internship: Outpatient Audiology and Vestibular Clinic; all ages, or primarily adults
- ASU Clinic or Internship: Aural Rehabilitation with children
- ASU Clinic or Internship: Aural Rehabilitation with adults

The varied electives allow students to tailor their clinical training program based on their individual areas of interest. Students are free to indicate clinical rotation preferences, and whenever possible, these will be accommodated. It is important to note, however, that our **primary** obligation is to provide a well-rounded clinical training experience that meets our quality standards. This may mean that students are assigned a clinical rotation placement that was not necessarily their first choice. Clinical rotation assignments are requested in the semester prior to the desired registration through the Clinical Externship Coordinator. All clinical contact hours obtained by the student must have prior approval by the Clinical Externship Coordinator as each approved site must have a formal affiliation agreement filed with Arizona State University prior to the placement of audiology students.

Registration for SHS 584 (Clinical Internship) is always for three credit hours. A listing of current outside placement opportunities for ASU AuD students is listed later in this section. This list should be considered representative of student opportunities, but is subject to change. Students who have: (1) completed a minimum of semesters of clinical rotations at the ASU Speech & Hearing Clinic, (2) demonstrated adequate clinical skills, as assessed by formative assessment of clinical performance in the ASU Speech and Hearing Clinic (required 4.0 rating on practicum evaluation rating), (3) obtained a satisfactory number of hours (minimum of 250) of clinical experience in SHS 580, and (4) satisfactorily completed appropriate coursework may apply for outside placement (SHS 584) in an off-campus placement site (hospital/clinic/school facilities) in the Phoenix metropolitan area. Off-campus clinical rotation placements **must** be arranged and approved by the Clinical Externship Coordinator.

### **Speech and Language/Hearing Screening Competency**

Students are also expected to demonstrate competency in the screening of speech and language as well as hearing. This will be assessed through the completion of hearing, speech, and language screenings of children and/or adults with associated discussion of outcomes and recommendations for referrals all under the supervision of ASU or ASU-affiliated supervisors. Opportunities for hearing screening hours are available during the Head Start ACT Health Fair held annually in September. Opportunities for speech screening hours are available through the ASU Outreach Program and coordinated through the Speech and Language Clinic Director. The screening requirement of 10 speech/language screening hours and 10 hearing screening hours must be completed by the end of the student's third year in the graduate program.

### **The ASU Speech and Hearing Clinic**

The Department of Speech and Hearing Science houses the Speech and Hearing Clinic, which provides the campus-based clinical training for our AuD program. Through this clinic, diagnostic and rehabilitative audiology services are provided to the general public on a fee-for-service basis. Graduate AuD students in SHS provide the clinical services under direct supervision of the department's ASHA-certified clinical faculty members. The ASU Speech and Hearing Clinic provides comprehensive diagnostic and rehabilitative services to clientele of all ages using up-to-date procedures and state-of-the-art technology. Graduate students are offered clinical training with infants, toddlers, preschoolers, school-aged children, adults, and developmentally delayed

and multiply-handicapped populations. Clinical audiology services include comprehensive diagnostic assessment using behavioral and physiologic measures, dispensing of hearing aids and assistive technology, and provision of individual and group rehabilitation and therapy services. The ASU Speech and Hearing Clinic, located in Lattie F. Coor Hall, is a state-of-the-art mediated facility. The opening of the Coor facility in 2003 substantially increased Department space and enabled expansion of clinical service provision and training opportunities for AuD students. The move to Coor Hall provided the necessary space and equipment to capitalize on our ability to provide students with state-of-the-art technology, teaching, research, and clinical facilities for instruction and patient care.

### **Clinical Rotation Opportunities**

The Department has established affiliations with a wide variety of highly reputable local and national audiology facilities that have agreed to provide clinical training to our graduate students. These experiences offer the AuD student abundant opportunities for professional skill development with a rich diversity of professionals, clientele, hearing disorders, and clinical methodology. The greater Phoenix metropolitan area offers students clinical placements from a large selection of hospitals, clinics, private practice offices, and educational facilities, such as those listed below. The clinic rotation site list is updated on a regular basis. Please check with the clinical externship coordinator or your clinic supervisors for the latest list.

#### **Hospitals**

- Banner Baywood Medical Center, Mesa
- Banner Desert Children's Hospital, Mesa
- Carl T. Hayden VA Medical Center, Phoenix
- Phoenix Children's Hospital, Phoenix
- Phoenix Indian Medical Center
- Scottsdale Osborn Hospital, Scottsdale

#### **Autonomous Private Practices in Audiology**

- Audiology and Hearing Aid Center, Scottsdale
- Arizona Balance and Hearing Associates
- Hearing Rehabilitation Clinic, Scottsdale
- East Valley Hearing Center
- Fynes Audiology, Mesa
- Hearing Solutions of Arizona, Tempe
- Tri City Audiology, Chandler
- Tri City Audiology, Mesa
- Tri City Audiology, Tempe
- Tri City Audiology, Phoenix

#### **Community Clinics**

- Children's Rehabilitation Services, Phoenix
- Mayo Clinic, Scottsdale
- Mayo Clinic Arrowhead Primary Care Center, Phoenix

### **Otolaryngology Offices**

Thad Bartell, M.D., Mesa  
Arizona Hearing & Balance, Michael Fucci, M.D., Chandler  
Arizona Otolaryngology Consultants, Mesa  
Arizona Ear Center, Mark Syms, M.D., Phoenix  
Advanced ENT, Phoenix  
Rejuvent ENT, Scottsdale

### **Educational Settings/Schools for the Hearing Impaired**

Arizona Schools for the Deaf and Blind  
Centers for Hearing Impaired Children  
Desert Valley Regional Coop  
Deer Valley School District  
Mesa Public Schools  
Phoenix Day School for the Deaf, Phoenix

### **Fourth-Year Externship Placement Sites**

The following sites have an affiliation with ASU for 4<sup>th</sup> year externships. This list also is upgraded frequently. For the latest 4<sup>th</sup>-year opportunities, please check with the clinical externship coordinator.

Alfred I. DuPont Hospital for Children, *Delaware\**  
University of Iowa, *Iowa\**  
Advanced ENT, Phoenix, *Arizona\**  
Arizona Hearing and Balance, *Arizona \**  
Banner Desert Medical Center, *Arizona*  
Banner Baywood Medical Center, *Arizona*  
Fynes Audiology, Mesa, *Arizona \**  
Phoenix Indian Medical Center, *Arizona \**  
Carl Haden VA, Phoenix, *Arizona \**  
Boys Town National Research Hospital, *Indiana\**  
Central Institute for the Deaf, *Missouri\**  
Washington University, St. Louis, *Missouri*  
UCLA Medical Center, *California\**  
Child Rehabilitative Services, Phoenix, *Arizona\**  
Daly City Hearing Center, *California\**  
Hearing Health Care Centers, Inc., *New Mexico\**  
Kaiser Foundation Hospitals and The Permanente Medical Group, INC., *California\**  
Kaiser Hearing Aid Center, Santa Teresa, *California\**  
Orange County Physician's Hearing Services, Inc., *California\**

*\*Stipend available*

## **REQUIREMENTS FOR CLINICAL CERTIFICATION BY THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION**

All candidates for a clinical doctorate degree in audiology must fulfill the requirements for clinical certification as established by ASHA (See New Audiology Standards on the ASHA web site at <http://www.asha.org/default.htm>). In order to meet requirements for ASHA's Certificate of Clinical Competence in Audiology (CCC-A), applicants for certification must complete a program of doctoral study (a minimum of 75 semester credit hours) from a university program accredited by the Council of Academic Accreditation (CAA) that includes academic coursework and a minimum of 12 months full-time equivalent of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in the standard. The course of study must address the knowledge and skills pertinent to the field of audiology.

Although specific coursework is not detailed in the standard, applicants for certification must demonstrate competencies in four areas: **Foundations of Practice; Prevention and Identification; Evaluation; and Treatment** (Standard IV B-E). In addition, applicants must have prerequisite skills in oral and written or other forms of communication, as well as prerequisite skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics (Standard IV A). Successful achievement of the knowledge and skills delineated in Standard IV will be determined by ongoing formative and summative assessments throughout the student's program of study. Specifics on knowledge and skill areas are provided in the KASA Summary Form (Appendix D).

The AuD degree will be awarded upon successful completion of course work, the National Praxis examination, clinical practicum, and formative assessments. ASHA certification can be applied for upon the conclusion of the four-year program. At the completion of your program, the department chair will verify satisfactory completion of degree requirements and the achievement of the required competencies as documented in the completed KASA summary form (Appendix E). Applicants for ASHA certification must provide verification of completion of an AuD degree by submitting a) an application signed by the chair of the graduate program, indicating the degree date and b) an official transcript showing that the degree has been awarded.

Specific requirements for certification in Audiology may be found in the ASHA Membership Directory, and the ASHA Certification handbook, which may be obtained from the American Speech, Language and Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 [(301) 897-5700]. The requirements are also posted on ASHA's website at: [http://www.asha.org/certification/aud\\_standards\\_new.htm](http://www.asha.org/certification/aud_standards_new.htm). AuD students should familiarize themselves with the ASHA certification requirements and the ASHA Code of Ethics for clinical practice. These and other important documents are available on the ASHA website at: <http://www.asha.org/aud/>. The LINKS page (Appendix G) also includes other useful sources for AuD students and practicing audiologists.

### **FORMATIVE ASSESSMENTS**

As defined by ASHA, formative assessment is, "an ongoing measurement during educational preparation for the purpose of improving student learning. Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Such assessment

must evaluate critical thinking, decision-making, and problem-solving skills. Measures should include oral and written components, as well as demonstrations of clinical proficiency.” A system of ongoing measurement during the student’s educational preparation, therefore, will be used to track changes in student learning and for demonstrating satisfactory performance in target areas of knowledge and skills. Formative assessments will be conducted in each course and clinic practica, with specific ASHA standards covered in the class and behaviorally defined levels of achievement for each knowledge and skill, as defined by the ASHA standard, identified in the course syllabus. A grade of **B** or better for all academic courses and clinical experiences is required to meet KASA competencies.

### **SUMMATIVE ASSESSMENT: National Certification Examination**

As defined by the ASHA, “a summative assessment is a comprehensive evaluation of learning outcomes at the culmination of educational preparation. Summative assessment yields critical information for determining an individuals’ achievement of knowledge and skills.”

All students pursuing the AuD must earn a minimum score of **600** on the audiology area exam of the National Examination for Speech-Language Pathology and Audiology (NESPA), which is one of the Praxis II Series of exams administered by the Educational Testing Service.

Information regarding the Praxis examination in audiology is available on the ASHA web site at <http://www.ets.org/Media/Tests/PRAXIS/pdf/0340.pdf>. A passing grade on the Praxis exam is required to graduate from the program and can be taken any time during years three and four although it should preferably be taken prior to starting the Audiology Clerkship. Some 4<sup>th</sup>-year sites require evidence of a passing score on the Praxis examination as part of the eligibility requirements for placement. A passing score must be on file in the Department office in order for processing of final graduation forms. Approximately 8 weeks should be allowed between the time the examination is taken and scores are received in the Department. Students are therefore advised to plan the time at which they will take the exam accordingly. Students who do not have official passing scores on file in the Department office are viewed as deficient with regard to completion of graduate requirements and will not be allowed to graduate until such scores are submitted. Students can obtain registration packets for the national examination from the University Testing Service on campus (EDB 302; 965-3104). When registering for the test, **students must request that scores be sent to the Department of Speech and Hearing Science at Arizona State University.**

### **Check List: ASHA Clinical Certification (CCC-A)**

The following must be completed prior to graduation for ASHA certification:

1. Appendix C: Requirements Summary Checklist
2. Appendix D: ASU Knowledge and Skills Acquisition (KASA)
3. Appendix E: ASU Knowledge and Skills Acquisition (KASA) Summary Form
4. Appendix F: Clinical Clock Hour Summary

### APPENDIX A: Typical 4-Year Plan of Study

	2009	2010	2010			
<b>Year 1</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Credits</b>	<b>Total</b>	
	502: Basic Audiometry	4	517: Balance Assessment	3	505: Survival Sign Language	2
	504: Amplification I	4	518 Auditory Rehabilitation*	3	524: Counseling	2
	513: Neurophys Auditory System	3	523: Advanced Audiometry	3	580: Clinical Pract 2 (ASU)	2
	580: Clinic (ASU) (Observation)	1	580: Clinical Practicum 1 (ASU)	2		
			589: Audiology Grand Rounds	1		
<b>Total Credits</b>		<b>12</b>		<b>12</b>	<b>6</b>	<b>30</b>
	2010	2011	2011			
<b>Year 2</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>			
<i>(even)</i>	520: Pathologies/ Disorders	4	508: Pediatric Audiology*	3	584: Clinic Internship 2	3
	516: Auditory Evoked Potentials*	3	510: Amplification II*	3		
	555: Cochlear Implants*	3	511: Auditory Percep of the HI *	3		
	580: Clinical Practicum 3 (ASU)	3	589: Audiology Grand Rounds	1		
			584: Clinic Internship 1	3		
<b>Total Credits</b>		<b>13</b>		<b>13</b>	<b>3</b>	<b>29</b>
	2011	2012	2012			
<b>Year 3</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>			
<i>(odd)</i>	522: Hearing Conser/Instrument*	3	500: Research Methods*	3	590: Audiology Clerkship	3
	525: Practice Management*	3	552: Physio Measures*	3		
	<i>Elective (Course or Res)</i>	3	<i>Elective (Course, Clinic, or Res)</i>	3		
	584: Clinic Internship 3	3				
<b>Total Credits</b>		<b>12</b>	<b>(ASHA) Praxis Examination</b>	<b>9</b>	<b>3</b>	<b>24</b>
	2012	2013				
<b>Year 4</b>	<b>Fall</b>	<b>Spring</b>				
<i>(even)</i>	590: Audiology Clerkship	6	590: Audiology Clerkship	6		
<b>Total Credits</b>		<b>6</b>	<b>(Graduation)</b>	<b>6</b>		<b>12</b>
					<b>Total</b>	<b>95</b>

\*Courses offered every other year

## **APPENDIX B: ACADEMIC AND CLINICAL STANDARDS FOR THE AuD DEGREE**

### **Standards Committee**

- 1.1 The Standards Committee will consist of the voting faculty of the Department of Speech and Hearing Science at Arizona State University.
- 1.2 The Chair of the Department will serve as the Chair of the Department Standards Committee.
- 1.3 Two-thirds of the voting faculty is needed to form a quorum.
- 1.4 The Standards Committee will meet a minimum of once a semester.
- 1.5 The duties of the Standards Committee will include:
  - 1.5.1 Review of the academic and clinical performance of all graduate students in the Department of Speech and Hearing Science each semester or when a committee chair requests a review.
  - 1.5.2 Review of appeals by graduate students of recommendations for removal from the program.
- 1.6 The duties of the Chair of the Standards Committee will be:
  - 1.6.1 To call a meeting of the Standards Committee each semester.
  - 1.6.2 To call a meeting of the Standards Committee to review appeals by graduate students.
  - 1.6.3 To give written notice to the student, AuD Graduate Committee Chair, and Dean of the Graduate College when a student is being warned after the first evidence of unsatisfactory performance.
  - 1.6.4 To give written notice to the student, AuD Graduate Committee Chair, and Dean of the Graduate College when a student is being recommended for withdrawal from the program.
  - 1.6.5 To give written notice to the student, AuD Graduate Committee Chair, and Dean of the Graduate College whether an appeal has been granted or denied.

### **Graduate Student Status**

#### Satisfactory Performance

- 2.1 To demonstrate satisfactory performance, graduate students pursuing the AuD degree will be expected to:
  - 2.1.1 Maintain a 3.0 grade point average each semester.
  - 2.1.2 Earn no more than one unsatisfactory grade during their entire program [i.e., a grade worse than B- in an academic course or a clinical practicum, or a W/E (withdraw while failing)].

- 2.1.3 Have no grade worse than B- on their Program of Study. (Although a single instance of a grade worse than B- in an academic course may be permissible, that grade may not be included on the Program of Study. For that course to be included, the student must retake the course the next time it is offered and earn a grade of B- or better.)
- 2.1.4 Receive no more than one Incomplete in a given semester.

### **Consequences of Unsatisfactory Performance**

- 2.2 Following the first, single instance of unsatisfactory performance (unsatisfactory grade or more than one Incomplete in a given semester), the student:
  - 2.2.1 Must meet with his/her academic advisor to revise the Program of Study and each semester thereafter to review progress.
  - 2.2.2 Must notify the advisor, in writing, of any changes he/she wishes to make to the Program of Study (including withdrawal of enrollment from a course).
  - 2.2.3 Must earn a B- or better in the academic course in which an unsatisfactory grade was earned the next time that course is taken if that course is to be on the Program of Study.
  - 2.2.4 Must earn a satisfactory grade in the practicum in which the unsatisfactory grade or Incomplete was earned the next time the practicum is offered (but see 2.3 below).
  - 2.2.5 Must earn a B- or better in the academic courses in which the Incompletes was obtained by the end of the following academic semester. If the student has not already earned an unsatisfactory grade in a course or practicum, then the grade for one of the courses may be worse than a B-.
  - 2.2.6 Will not be permitted to participate in a clinical practicum for which an academic course with an unsatisfactory grade is a prerequisite until the student has retaken the course the next time it is offered and earned a B- or better.
- 2.3 In addition, if a student receives an unsatisfactory grade or Incomplete in a practicum, the clinical supervisor and advisor will determine whether the student should:
  - 2.3.1 Return to the same practicum.
  - 2.3.2 Be placed in a comparable site.
  - 2.3.3 Repeat content coursework before repeating the practicum.
- 2.4 The student, AuD Graduate Committee Chair, and Dean of the Graduate College will be notified in writing of the unsatisfactory performance.

## **Removal from the Program**

- 3.1 Following the second instance of unsatisfactory performance, the Standards Committee may recommend withdrawal of a student from the program for academic or clinical reasons.
- 3.2 The Standards Committee will recommend withdrawal of a student for professional reasons under the following conditions (a student may be recommended for withdraw upon the occurrence of a single violation under this section):
  - 3.2.1 Conduct prohibited by the Arizona Board of Regents Student Code of Conduct ([http://www.abor.asu.edu/1\\_the\\_regents/policymanual/chap5/5-308.pdf](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5-308.pdf)).
  - 3.2.2 Periods of absence during a semester without the endorsement of the student's graduate committee. If a program of study must be interrupted for one semester, the student may apply for leave of absence. However, this leave status cannot exceed one semester, not including summer. An application for leave status, endorsed by the members of the student's graduate committee and the Department Chair, must be approved by the Dean of the Graduate College. This request must be filed and approved no later than the last day of registration in the semester of anticipated leave.
  - 3.2.3 Seriously compromising the relations of the Department with the public.
  - 3.2.4 Breaches of ethical judgment or professional responsibility.
  - 3.2.5 Serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.
- 3.3 The student and AuD Graduate Committee Chair will be notified in writing that the student is being recommended for removal from the program.

## **Appealing the Recommendation of Removal from the Program**

- 4.1 Students may appeal the recommendation to remove them from the program by notifying the Department Chair in writing within two weeks of receiving the letter notifying them of the department's recommendation.
- 4.2 Within two weeks of receiving the letter of appeal, the Standards Committee will have a meeting to discuss the appeal. A quorum (2/3 of the faculty) must be present at this meeting. If the appeal is received in the summer, and 2/3 of the faculty are unavailable, then the Standards Committee will meet within two weeks of the start of the following fall term. The student may present her/his case at this meeting.
- 4.3 The Standards Committee will vote on whether to grant or deny the appeal.
- 4.4 A majority of the Standards Committee present must vote to grant the appeal in order for the original recommendation to be overturned.
- 4.5 The student and the committee chair will be notified in writing whether the appeal has been granted or denied.

- 4.6 If the appeal is granted, the student will continue to be subject to the conditions described above in 2.2 (Consequences of Unsatisfactory Performance) and 3 (Removal from the Program).
- 4.7 If the appeal is denied at the Department level, the student may appeal to the College of Liberal Arts and Sciences.

**APPENDIX C**  
**Doctor of Audiology**  
**Arizona State University**  
**Requirements Summary Checklist**

Student Name: \_\_\_\_\_

Year Admitted: \_\_\_\_\_

Advisor: \_\_\_\_\_

<b>Coursework (Insert grade when completed):</b>						
<b>Sem./ Year</b>	<b>Grade</b>			<b>Sem./ Year</b>	<b>Grade</b>	
		SHS 500	Research Methods (3)			
		SHS 502	Basic Audiometry (4)			SHS 520 Auditory Path, Dis, and Otoneurologic Applications (4)
		SHS 504	Amplification I (4)			SHS 522 Hearing Conservation/Instrumentation (3)
		SHS 505	Survival Sign Language (2)			SHS 524 Counseling for the Hearing Impaired (2)
		SHS 508	Pediatric Audiology (3)			SHS 525 Audiology Practice Management (3)
		SHS 510	Amplification II (3)			SHS 552 Physiological Measures of Auditory Function (3)
		SHS 511	Auditory Perception by the Hearing Impaired (3)			SHS 555 Cochlear Implants (3)
		SHS 513	Neurophysiology of the Auditory System (3)			SHS 589 Audiology Grand Rounds (1)
		SHS 516	Auditory Evoked Potentials (3)			SHS 589 Audiology Grand Rounds (1)
		SHS 517	Balance Assessment (3)			Elective (3)
		SHS 518	Auditory Rehabilitation (3)			Elective (3)
		SHS 523	Advanced Audiometry (3)			
<b>Clinical Practicum (check when completed):</b>						
		SHS 580	Clinical Observation (1)			SHS 584 Clinical Internship 2 (3)
		SHS 580	Clinical Practicum 1(2)			SHS 584 Clinical Internship 3 (3)
		SHS 580	Clinical Practicum 2 (2)			SHS 584 Clinical Internship 4 (3)
		SHS 580	Clinical Practicum 3 (3)			SHS 590 Audiology Clerkship (3)
		SHS 584	Clinical Internship 1 (3)			SHS 590 Audiology Clerkship (6) Audiology Clerkship (6)

**Verification of Program Completion**

**National Praxis Examination:**

Passed: \_\_\_\_\_ (date) Score: \_\_\_\_\_

(Note: Official scores must be sent to the department)

\_\_\_\_\_ **Clinical Clock Hour Forms on file.** Clock hour summary will be generated and verified by the Clinic Director

\_\_\_\_\_ **Completed KASA and Competency Documentation for Certification** submitted and evaluated by committee chair

\_\_\_\_\_ **KASA Summary for Certification in Audiology** submitted for verification by department chair

**Signatures:**

\_\_\_\_\_  
AuD Graduate Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Audiology Clinic Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

## APPENDIX D

### ASU KNOWLEDGE AND SKILLS ACQUISITION (KASA) SUMMARY FORM FOR CERTIFICATION IN AUDIOLOGY

The Knowledge and Skills Acquisition (KASA) form summarizes a student's acquisition of the knowledge and skill delineated in the Standards for the Certificate of Clinical Competence (SCCC). **Entries are made only upon acquisition of the knowledge or skill; thus, the KASA is not an evaluation, but only a record that a particular knowledge or skill has been acquired.**

Additional Documentation that each knowledge and skill has been met should be kept by the student and the program in the form of course outcome verification and clinical evaluations

### INSTRUCTIONS FOR USE

1. All AUD students who will be applying for certification under the new Audiology Standards must use this form to track their acquisition of the knowledge and skills required for ASHA certification. Each student must review the format at the beginning of his/her graduate program of study. Directions for filling out the form and keeping documentation will be discussed during orientation. All individual questions/concerns should be discussed with your academic advisor. At the conclusion of the graduate program you need to turn in two copies of the completed KASA form, your hours log and supporting documents into Cissy Longmore. The program director (or designee) will review the ASU KASA and complete the Verification by Program Director's page.
2. Using the ASU KASA each student must list a class or practicum where they have met the knowledge or skill listed. In columns C and D several course numbers and titles are filled out for you in anticipation of where you will need to demonstrate the knowledge or skill. If you did not take a class that is listed in Column C/D then you need to cross it out with a single line. In column D please add additional courses/practicum's where you have demonstrated that particular competency. In column E provide an abbreviated note indicating how the competency was documented (e.g. Clinical Eval-Fall 05, SHS 589 Outcome). Column B must indicate that the knowledge or skill was met and the semester that it was completed. A grade of **B** or better for all academic courses and clinical experiences is required to meet KASA competencies.
3. Students are advised to retain a copy of the ASU KASA in a safe place should they need to provide information to the Council for Clinical Certification at a later date (e.g., upon application for reinstatement should certification lapse).
4. The Verification by Program Director page, appropriately completed and signed, must accompany any application that is submitted for ASHA certification.

## ASU Knowledge and Skills Acquisition (KASA) Summary Form

The KASA form is intended for use by the certification applicant during the graduate program to track the processes by which the knowledge and skills specified in the Standards for the CCC are being acquired. Each student should review the KASA form at the beginning of graduate study, and update it at intervals throughout the graduate program and at the conclusion of the program.

The student, with input and monitoring of program faculty, must enter a check mark in column B as each of the knowledge and skills is acquired. It is expected that many entries will appear in the coursework and the clinical practicum columns, with some entries, as appropriate, in the "Other" (labs, research column. Please enter the course or practicum number and title and description of other applicable activity.

A	B	C		D	E
Standard	Knowledge/ Skill Met? Check & indicate semester (1, 2, 3, etc.)	Course	Title	Practicum Experiences # and Title Other-Add classes, practicum experience when appropriate	Achievement Documentation (Course Outcome Verification, Evaluation of Clinical Performance, Research project, portfolio, etc.)
<b>Standard IV-A Prerequisite Knowledge and Skills</b>					
<b>A2. The applicant must have prerequisite skills and knowledge of:</b>					
• Life Sciences		BIO 201	Human Anatomy & Physiology Variable		
• Physical Sciences		PHY 101	Intro. To Physics Variable		
• Behavioral Sciences		PGS 101	Intro to Psychology Variable		
• Mathematics		MAT 170 PSY 230	Pre-calculus Intro to Statistics Variable		
• Hearing Science		SHS 311 SHS 401	Physical and Physiological Bases of Hearing Introduction to Audiology		
• Speech/Language Science		SHS 310 SHS 367 SHS 465 SHS 485	Anatomical and Physiological Bases of Speech Language Science Speech and Language Acquisition Acquired Speech and Language Disorders		
<b>Standard IV-B. Foundations of Practice. The applicant must have knowledge of.</b>					
<b>B1. Professional codes of ethics and credentialing</b>		SHS 510 SHS 525 SHS 589	Amplification II Audiology Practice Management Audiology Grand Round	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	

<p><b>B2.</b> 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.</p>		<p>SHS 502 Basic Audiometry  SHS 504 Amplification I  SHS 508 Pediatric Audiology  SHS 510 Amplification II  SHS 517 Balance Assessment Auditory Rehabilitation  SHS 518 Auditory Rehabilitation  SHS 520 Auditory Pathologies, Disorders &amp; Otoneurologic Applications in Audiology  SHS 523 Advanced Audiometry</p>		
<p><b>B3.</b> Educational, vocations, and social and psychological effects of hearing impairment and their impact on the development of a treatment program.</p>		<p>SHS 504 Amplification I  SHS 508 Pediatric Audiology  SHS 510 Amplification II  SHS 518 Auditory Rehabilitation  SHS 524 Counseling for the hearing impaired  SHS 589 Audiology Grand Rounds</p>	<p>SHS 580 Clinical Practicum  SHS 584 Clinical Internship  SHS 590 Audiology Clerkship</p>	
<p><b>B4.</b> Anatomy and physiology, path physiology and embryology and development of the auditory and vestibular systems.</p>		<p>SHS 508 Pediatric Audiology  SHS 513 Neurophysiology of the Auditory System  SHS 517 Balance Assessment  SHS 520 Auditory Pathologies, Disorders &amp; Otoneurologic Applications in Audiology</p>		
<p><b>B5.</b> Normal development of speech and language</p>		<p>SHS 465 Speech &amp; Language Acquisition  SHS 508 Pediatric Audiology</p>		
<p><b>B6.</b> Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment.</p>		<p>SHS 431 Developmental Speech Disorders  SHS 470 Developmental Language Disorders  SHS 508 Pediatric Audiology  SHS 518 Auditory Rehabilitation  SHS 589 Audiology Grand Rounds</p>		
<p><b>B7.</b> Normal Processes of speech and language production and perception over the life span.</p>		<p>SHS 465 Speech &amp; Language Acquisition  SHS 508 Pediatric Audiology  SHS 511 Auditory Perception by the HI</p>		
<p><b>B8.</b> Normal aspects of auditory physiology and behavior over the life span.</p>		<p>SHS 502 Basic Audiometry  SHS 508 Pediatric Audiology  SHS 511 Auditory Perception by the hearing impaired  SHS 513 Neurophysiology of the Auditory System  SHS 523 Advanced Audiometry  SHS 552 Physiological Measures of Auditory Function</p>		
<p><b>B9.</b> Principles, methods, and applications of psychoacoustics.</p>		<p>SHS 376 Psychoacoustics  SHS 511 Auditory Perception by the hearing impaired</p>		
<p><b>B10.</b> Effects of chemical agents on the auditory and vestibular systems.</p>		<p>SHS 513 Neurophysiology of the Auditory System  SHS 516 Auditory Evoked Potentials  SHS 517 Balance Assessment  SHS 520 Auditory Pathologies, Disorders &amp; Otoneurologic Applications in Audiology</p>		

B11. Instrumentation and bioelectrical hazards.		SHS 502 SHS 504 SHS 510 SHS 516 SHS 517 SHS 522 SHS 552	Basic Audiometry Amplification I Amplification II Auditory Evoked Potentials Balance Assessment Hearing Conservation/Instrumentation Physiologic Measures of Auditory Function		
B12. Infectious/contagious diseases and universal precautions.		SHS 525 SHS 589	Audiology Practice Management Audiology Grand Rounds		
B13. Physical characteristics and measurement of acoustic stimuli.		SHS 502 SHS 504 SHS 510 SHS 511 SHS 522	Basic Audiometry Amplification I Amplification II Auditory Perception by the Hearing Impaired Hearing Conservation/Instrumentation		
B14. Physical characteristics and measurement of electrical and other non-acoustic stimuli.		SHS 516 SHS 522 SHS 552 SHS 555	Auditory Evoked Potentials Hearing Conservation/Instrumentation Physiological Measures of Auditory Function Cochlear Implants		
B15. Principles and practices of research, including experimental design, statistical methods, and application to clinical applications.		PSY 230 SHS 500	Introduction to Statistics Research Methods		
B16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems.		SHS 517 SHS 520  SHS 555 SHS 589	Balance Assessment Auditory Pathologies, Disorders & Otoneurologic Applications in Audiology Cochlear Implants Audiology Grand Rounds		
B17. Health care and educational delivery systems.		SHS 508 SHS 525 SHS 589	Pediatric Audiology Audiology Practice Management Audiology Grand Rounds		
B18. Ramifications of cultural diversity on professional practice.		SHS 508 SHS 518 SHS 524	Pediatric Audiology Auditory Rehabilitation Counseling for the Hearing Impaired		
B19. Supervisory processes and procedures.		SHS 525 SHS 589	Audiology Practice Management Audiology Grand Rounds		
B20. Laws, regulations, policies and management practices relevant to the profession of audiology.		SHS 504 SHS 508 SHS 510 SHS 518 SHS 522 SHS 525	Amplification I Pediatric Audiology Amplification II Auditory Rehabilitation Hearing Conservation Audiology Practice Management		
B21. Manual Communication, use of interpreters, and assistive technology.		SHS 505 SHS 518	Survival Sign Language Auditory Rehabilitation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship

<b>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:</b>					
<b>C1.</b> Interact effectively with patients, families, other appropriate individuals and professionals.		SHS 508 SHS 524	Pediatric Audiology Counseling for the Hearing Impaired	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
<b>C2.</b> Prevent the onset and minimize the development of communication disorders.		SHS 508 SHS 518 SHS 522	Pediatric Audiology Auditory Rehabilitation Hearing Conservation/Instrumentation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
<b>C3.</b> Identify individuals at risk for hearing impairment.		SHS 502 SHS 508 SHS 516 SHS 523 SHS 552	Basic Audiometry Pediatric Audiology Auditory Evoked Potentials Advanced Audiometry Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
<b>C4.</b> Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.		SHS 508 SHS 510 SHS 516 SHS 518 SHS 522 SHS 552	Pediatric Audiology Amplification II Auditory Evoked Potentials Auditory Rehabilitation Hearing Conservation/Instrumentation Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
<b>C5.</b> Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures		SHS 508 SHS 518 SHS 522	Pediatric Audiology Auditory Rehabilitation Hearing Conservation/Instrumentation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
<b>C6.</b> Administer conservation programs designed to reduce the effects of noise exposure and of agents That are toxic to the auditory and vestibular systems.		SHS 508 SHS 520  SHS 522 SHS 552	Pediatric Audiology Auditory Pathologies, Disorders & Otoneurologic Applications in Audiology Hearing Conservation/Instrumentation Physiologic Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
<b>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.</b>					
<b>D1.</b> Interact effectively with patients, families, other appropriate individuals and professionals.		SHS 502 SHS 505 SHS 508 SHS 523	Basic Audiometry Survival Sign Language Pediatric Audiology Advanced Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship

		SHS 524	Counseling for the Hearing Impaired		
D2. Evaluate information from appropriate sources to facilitate assessment planning.		SHS 502 SHS 508 SHS 516 SHS 517 SHS 520  SHS 523 SHS 552	Basic Audiometry Pediatric Audiology Auditory Evoked Potentials Balance Assessment Auditory Pathologies, Disorders & Otoneurologic Applications in Audiology Advanced Audiometry Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D3. Obtain a case history.		SHS 502	Basic Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D4. Perform an otoscopic examination.		SHS 502	Basic Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D5. Determine the need for cerumen removal.		SHS 502 SHS 504 SHS 589	Basic Audiometry Amplification I Grand Rounds	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D6. Administer clinically appropriate and culturally sensitive assessment measures.		SHS 502 SHS 508 SHS 516 SHS 517 SHS 520  SHS 523 SHS 552	Basic Audiometry Pediatric Audiology Auditory Evoked Potentials Balance Assessment Auditory Pathologies, Disorders & Otoneurologic Applications in Audiology Advanced Audiometry Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D7. Perform audiological, assessment using physiologic, psychophysical, and self-assessment measures.		SHS 502 SHS 508 SHS 523 SHS 520  SHS 552	Basic Audiometry Pediatric Audiology Advanced Audiometry Auditory Pathologies, Disorders & Otoneurologic Applications in Audiology Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D8. Perform electro diagnostic test procedures.		SHS 504 SHS 516 SHS 552 SHS 555	Amplification I Auditory Evoked Potentials Physiological Measures of Auditory Function Cochlear Implants	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D9. Perform balance system assessment and determine the need for balance rehabilitation.		SHS 517	Balance Assessment	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D10. Perform aural rehabilitation assessment.		SHS 508 SHS 510 SHS 518	Pediatric Audiology Amplification II Auditory Rehabilitation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D11. Document evaluation procedures and results.		SHS 589	Audiology Grand Rounds	SHS 580	Clinical Practicum

			SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
D12. Interpret results of the evaluation to establish type and severity of disorder.		SHS 502 Basic Audiometry SHS 508 Pediatric Audiology SHS 516 Auditory Evoked Potentials SHS 517 Balance Assessment SHS 518 Auditory Rehabilitations SHS 520 Auditory Pathologies, Disorders & Otoneurologic Applications in Audiology SHS 522 Physiological Measures of Auditory Function SHS 523 Advanced Audiometry	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
D13. Generate recommendations and referrals resulting from the evaluation process.		SHS 502 Basic Audiometry SHS 508 Pediatric Audiology SHS 516 Auditory Evoked Potentials SHS 517 Balance Assessment SHS 518 Auditory Rehabilitation SHS 520 Auditory Pathologies, Disorders & Otoneurologic Applications in Audiology SHS 522 Physiological Measures of Auditory Function SHS 523 Advanced Audiometry	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
D14. Provide counseling to facilitate understanding of the auditory or balance disorder.		SHS 524 Counseling for the Hearing Impaired	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
D15. Maintain records in a manner consistent with legal and professional standards.		SHS 525 Audiology Practice Management	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).		SHS 524 Counseling for the Hearing Impaired	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
D17. Use instrumentation according to manufacturer's specifications and recommendations.		SHS 502 Basic Audiometry SHS 504 Amplification I SHS 510 Amplification II SHS 516 Auditory Evoked Potentials SHS 517 Balance Assessment SHS 522 Hearing Conservation/Instrumentation SHS 523 Advanced Audiometry SHS 552 Physiological Measures of Auditory Function	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
D18. Determine whether instrumentation is in calibration according to accepted standards.		SHS 522 Hearing Conservation/Instrumentation	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
<b>Standard IV-E Treatment. The applicant must be competent in the treatment of individuals with</b>				

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.		SHS 504 Amplification I SHS 508 Pediatric Audiology SHS 510 Amplification II SHS 518 Aural Rehabilitation SHS 524 Counseling for the Hearing Impaired	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
E2. Develop and implement treatment plan using appropriate data.		SHS 502 Basic Audiometry SHS 504 Amplification I SHS 508 Pediatric Audiology SHS 510 Amplification II SHS 518 Aural Rehabilitation SHS 523 Advanced Audiometry SHS 524 Counseling for the Hearing Impaired SHS 589 Audiology Grand Rounds	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship	
E3. Discuss prognosis and treatment options with appropriate individuals.		SHS 508 Pediatric Audiology SHS 510 Amplification II SHS 518 Aural Rehabilitation SHS 524 Counseling for the Hearing Impaired SHS 589 Audiology Grand Rounds		
E4. Counsel patients, families, and other appropriate individuals.		SHS 504 Amplification I SHS 508 Pediatric Audiology SHS 510 Amplification II SHS 518 Aural Rehabilitation SHS 524 Counseling for the Hearing Impaired		
E5. Develop culturally sensitive and age-appropriate management strategies.		SHS 502 Basic Audiometry SHS 508 Pediatric Audiology SHS 510 Amplification II SHS 518 Aural Rehabilitation SHS 523 Advanced Audiometry		
E6. Collaborate with other service providers in case coordination.		SHS 508 Pediatric Audiology SHS 518 Auditory Rehabilitation SHS 520 Otoneurological Applications in Audiology SHS 555 Cochlear Implant		
E7. Perform hearing aid, assistive listening device, and sensory aid assessment.		SHS 504 Amplification I SHS 510 Amplification II SHS 518 Auditory Rehabilitation		
E8. Recommend, dispense, and service prosthetic and assistive devices.		SHS 504 Amplification I SHS 510 Amplification II SHS 518 Auditory Rehabilitation SHS 555 Cochlear Implants		
E9. Provide hearing aid, assistive listening device,		SHS 504 Amplification I	SHS 580 Clinical Practicum	

and sensory aid orientation.		SHS 510 SHS 518 SHS 524	Amplification II Auditory Rehabilitation Counseling for the Hearing Impaired	SHS 584 SHS 590	Clinical Internship Audiology Clerkship	
E10. Conduct aural rehabilitation.		SHS 508 SHS 510 SHS 518	Pediatric Audiology Amplification II Auditory Rehabilitation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship	
E11. Monitor and summarize treatment progress and outcomes.		SHS 502 SHS 508 SHS 510 SHS 518 SHS 523 SHS 525	Basic Audiometry Pediatric Audiology Amplification II Auditory Rehabilitation Advanced Audiometry Audiology Practice Management	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship	
E12. Assess efficacy of interventions for auditory and balance disorders.		SHS 502 SHS 508 SHS 510 SHS 517 SHS 518 SHS 523 SHS 555	Basic Audiometry Pediatric Audiology Amplification II Balance Assessment Auditory Rehabilitation Advanced Audiometry Cochlear Implants	SHS 580 SHS 584 SHS 590	Clinical practicum Clinical Internship Audiology Clerkship	
E13. Establish treatment admission and discharge criteria.		SHS 508 SHS 510 SHS 517 SHS 518 SHS 555	Pediatric Audiology Amplification II Balance Assessment Auditory Rehabilitation Cochlear Implants	SHS 584 SHS 590	Clinical Internship Audiology Clerkship	
E14. Serve as an advocate for patients, families, and other appropriate individuals.		SHS 508 SHS 518 SHS 524	Pediatric Audiology Auditory Rehabilitation Counseling for the Hearing Impaired	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship	
E15. Document treatment procedures and results.		SHS 508 SHS 510 SHS 518 SHS 524 SHS 525 SHS 555	Pediatric Audiology Amplification II Auditory Rehabilitation Counseling for the Hearing Impaired Audiology Practice Management Cochlear Implants	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship	
E16. Maintain records in a manner consistent with legal and professional standards.		SHS 502 SHS 504 SHS 510 SHS 518 SHS 523 SHS 525	Basic Audiometry Amplification I Amplification II Auditory Rehabilitation Advanced Audiometry Audiology Practice Management	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship	
E17. Communicate results, recommendations, and progress to appropriate individual(s).		SHS 502 SHS 504 SHS 508 SHS 510	Basic Audiometry Amplification I Pediatric Audiology Amplification II	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship	

		SHS 518 SHS 523 SHS 524	Auditory Rehabilitation Advanced Audiometry Counseling for the Hearing Impaired		
E18. Use instrumentation according to manufacturer's specifications and recommendations.		SHS 502 SHS 504 SHS 510 SHS 518 SHS 522 SHS 523	Basic Audiometry Amplification I Amplification II Auditory Rehabilitation Hearing Conservation/Instrumentation Advanced Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
E19. Determine whether instrumentation is in calibration according to accepted standards.		SHS 504 SHS 510 SHS 522	Amplification I Amplification II Hearing Conservation/Instrumentation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship

## APPENDIX E

### ASU Knowledge and Skills Acquisition (KASA) Summary Form For Certification in Audiology

#### Verification by Program Director

- Yes  No Completed a minimum of 75 semester credit hours of post baccalaureate education culminating in a doctoral or other recognized graduate degree. The course of study addressed the knowledge and skills pertinent to the field of audiology. (Standard I)
- Yes  No Completed graduate education in audiology that was initiated and completed in a program accredited by the CAA (Standard II)
- Yes  No Completed a program of graduate study (a minimum of 75 semester credit hours) that included academic course work and a minimum of 12 months full-time equivalent of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes in Standard IV. Supervision was provided by individuals who held the ASHA Certification of Clinical Competence in the appropriate area of practice. (Standard III)
- Yes  No Has skills in oral and written or other forms of communication. (Standard IV-A.1)
- Yes  No Has skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics (Standard IV-A.2)
- Yes  No Has a foundation of prerequisite knowledge and skills. (Standard IV-B)
- Yes  No Has knowledge and skills necessary for the prevention and identification of auditory and vestibular disorders (Standard IV-C)
- Yes  No Has knowledge and skills necessary for the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. (Standard IV-D)
- Yes  No Has knowledge and skills necessary for the treatment of individuals with auditory, balance, and related communication disorders. (Standard IV-E)
- Yes  No The applicant has met the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills. (Standard V-A)

The program director verifies that the student met each standard and has successfully met the education program's requirements for demonstrating satisfactory performance through ongoing assessment of knowledge and skills.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

**AuD Program, Arizona State University**

\_\_\_\_\_  
Date

**APPENDIX F  
ARIZONA STATE UNIVERSITY  
Department of Speech and Hearing Science**

**CLINICAL CLOCK HOUR SUMMARY (AUDIOLOGY)**

Students must obtain a variety of clinical practicum experiences in different work settings and with different populations in order to demonstrate skills across the scope of practice in audiology

Student	#	SEMESTER	SITE	Began Program:			FORMATIVE ASSESSMENT	GRADE	CLOCK HOURS
				SUPERVISOR(S)	ASHA#				
ASU Clinic	1								
ASU Clinic	2								
ASU Clinic	3								
ASU Clinic	4								
Internship	5								
Internship	6								
Internship	7								
ASU TA	8								
ASU TA	9								
AuD Clerkship	10								
AuD Clerkship	11								
AR Group	12								
AR Group	13								
AR Group	14								
AR Group	15								
Hearing Screen	16								
Hearing Screen	17								
Speech Screen	18								
Speech Screen	19								

MINIMUM REQUIRED CLOCK HOURS 1820

TOTAL CLOCK HOURS TO DATE \_\_\_\_\_

TOTAL CLOCK HOURS NEEDED 1820

## APPENDIX G: IMPORTANT LINKS

<http://shs.asu.edu/> (Department of Speech and Hearing Science, Arizona State University) This is our Department web site and contains substantial information on Department programs, course offerings, faculty, admissions, and other topics.

<http://shs.asu.edu/pg-aud> (AuD Program at ASU). This is the home page for the AuD program at ASU and contains information on the admissions requirements, program components, curriculum, and other issues specific to the AuD program at ASU.

<http://graduate.asu.edu/> (Graduate College, ASU). This site includes a number of resources, documents, and forms for graduate students at ASU.

<http://catalog.asu.edu/> (General and Graduate Catalogs for ASU programs)

<http://www.asha.org/default.htm> (American Speech-Language-Hearing Association). This site includes numerous documents important for AuD students and practicing audiologists, including requirements for clinical certification in audiology, practice guidelines and position papers, audiology scope of practice, ethical practice codes, annual meetings, continuing education opportunities, requirements for accreditation of training programs in audiology, membership and certification maintenance requirements, publications, job opportunities, and other information.

<http://www.audiology.org/Pages/default.aspx> (American Academy of Audiology). This site includes information on membership for audiology students and professionals, AuD programs throughout the United States, employment, publications, conventions and conferences, continuing education, and other information important to audiologists and audiology students.

<http://www.hhs.gov/ocr/privacy/index.html> (Office for Civil Rights-HIPPA, U.S. Department of Health and Human Services). This site includes a summary of the federal guidelines for the privacy protection of patient medical records.

<http://www.amauditorysoc.org/> (American Auditory Society)

<http://www.audfound.org/> (Audiology Foundation of America)

<http://asa.aip.org/> (Acoustical Society of America)

<http://www.audiology.org/education/students/SAA/Pages/default.aspx> (Student Academy of Audiology)

<http://www.aro.org/> (Association for Research in Otolaryngology)

<http://www.isa-audiology.org/> (International Society of Audiology)