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**GRADUATE HANDBOOK**

***Au.D.***

**2015-2016**

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# WELCOME TO AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY

We want to welcome you to the Department of Audiology and Speech-Language Pathology. This handbook is provided to acquaint you with requirements of the program. It provides an overview of faculty, the program, graduation requirements, advisement, and accreditation and licensing requirements. We recommend that you consult the handbook first for answers to many of your questions.

The Department of Audiology and Speech-Language Pathology (ASLP) is accredited in both Audiology (AuD) and Speech-Language Pathology (SLP) by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. **Dr. Brenda Louw serves as the Chair of the Department.** The programs (see below, and Appendix A for the AuD Program of Study) are designed to meet the requirements for certification including the attainment of the Certificate of Clinical Competence (CCC) of the American Speech-Language- Hearing Association (ASHA), Tennessee state licensure, and Tennessee public school licensure. The certification requirements for the Doctorate in Audiology include successful completion of coursework, 25 SLP clinical observation hours, a minimum of 12 months FTE of supervised clinical practicum, and completion of ASHA competencies as outlined on the Knowledge and Skills Acquisition (KASA) form (when you log onto an ETSU network, check the S drive and the ASLP “Shared Files” folder). These requirements are the minimal required standards and some of them, such as the SLP observation hours, may already be completed. Our program is designed to provide a clinic and coursework experience that exceeds these basic certification requirements. The Standards for the Certificate of Clinical Competence are contained in Appendix B, the Tennessee licensure requirements are contained in Appendix C.

# FACULTY

The faculty of Audiology and Speech-Language Pathology covers a diverse field of specialties within speech-language pathology and audiology. The faculty is here to share with you current knowledge of human communication and balance sciences and disorders. To facilitate this process it is necessary that you actively engage in study and interaction with your advisor as well as the entire graduate faculty. All Audiology faculty, regardless of the physical location of their office, are appointed at ETSU, and are responsible for teaching, supervising, committee activity, and mentoring student research. The list of department faculty below includes each faculty member’s primary location and area of specialty. Speech-Language Pathology faculty members are included for your information. You will also come in contact with clinical preceptors at a variety of external placement sites. You should consider the faculty as a single unit and recognize that each member of the faculty is invested in the AuD program at ETSU. Any problems or concerns that arise during a student’s coursework or clinical activity should be addressed in a timely manner with the appropriate faculty member and/or the Graduate Coordinator.

## Audiology

### ETSU Campus Audiology Academic Faculty

|  |  |
| --- | --- |
| **Faculty** | **Area of Specialty** |
| Saravanan Elangovan, Ph.D.Associate ProfessorEast Carolina University, 2005 | Electrophysiology, Speech Perception |
| Marc A. Fagelson, Ph.D.Professor; Assistant ChairDirector of AudiologyUniversity of Texas at Austin, 1995 | Diagnostics, Psychoacoustics, Tinnitus |
| Jacek Smurzynski, Ph.D., ProfessorInstitute of Telecommunication and Acoustics Wroclaw University of Technology, Poland, 1987  | Auditory Perception, Otoacoustic Emissions |
| Lindsay Bondurant, Ph.D. Assistant ProfessorUniversity of Texas, 2010 | Pediatric Audiology and (Re) Habilitation, Teleaudiometry, Service Learning |

### ETSU Clinical Faculty

|  |  |
| --- | --- |
| **Faculty** | **Area of Specialty** |
| Shannon Bramlette, Au.D.Salus University, 2008 | Clinical Supervision |
| Krisztina Johnson, Au.D.East Tennessee State University, 2013 | Clinical Supervision |

### VA Medical Center – Mountain Home Audiology Academic Faculty

|  |  |
| --- | --- |
| **Faculty** | **Area of Specialty** |
| Faith Akin, Ph.D.Associate ProfessorVanderbilt University, 1997 | Vestibular Assessment and Rehabilitation |
| Courtney Hall, Ph.D. Associate ProfessorUniversity of Texas at Austin, 2000 | Vestibular Rehabilitation |
| Earl Johnson, Ph.D., Au.D. Assistant ProfessorVanderbilt University, 2007University of Florida, 2009 | Adult Amplification |
| Owen Murnane, Ph.D.Associate ProfessorSyracuse University, 1995 | Human Vestibular and Auditory Electrophysiology |
| Colleen Noe, Ph.D.Associate ProfessorDeputy Chief of StaffThe Ohio State University, 1994 | Adult Amplification, Audiologic Rehab. Assistive Listening Technologies, Epidemiology |
| Kristal Mills Riska, Au.D., Ph.D.East Carolina University, 2010 | Vestibular Assessment, Genetics of Inner Ear Disorders |
| Kim Schairer, Ph.D.Associate ProfessorUniversity of Memphis, 2000 | Otoacoustic Emissions, Middle Ear Measurements, Psychoacoustics |
| Sherri L. Smith, Au.D., Ph.D., Associate ProfessorUniversity of Florida, 2001, 2003 | Audiologic Rehabilitation and Gerontology |

### VA Medical Center – Mountain Home Audiology Clinical Faculty

|  |  |
| --- | --- |
| **Faculty** | **Area of Specialty** |
| Ginny Alexander, M.A.University of Memphis, 1982 | REAP coordinator, research, clinical supervision |
| Melissa Anderson, M.A.Michigan State University  | Clinical Supervision |
| Daniel Bell, AuD.Chief; Audiology/SLP SectionUniversity of Florida, 2003 | Clinical Supervision |
| Ashley Clark, Au.D.Northeast Ohio AuD consortium, 2008 | Research, Clinician Supervision |
| Kelly Koder-Carr, Au.D.East Tennessee State University, 2006 | Clinical Supervision |
| Elizabeth Kohlberg, Au.D.Vanderbilt University | Research, Clinical Supervision |
| Jeanne Lilly, M.A.East Tennessee State University, 1977 | REAP coordinator, research, Clinical Supervision |
| Jennifer Robinson, M.S.East Tennessee State University, 1998 | Clinical Supervision |
| Stephanie Rouse, Au.D.Missouri State University, 2008 | Research, Study Coordinator, Clinical Supervision |
| Jennifer Sears, Au.D.West Virginia University, 2009 | Research, Study Coordinator, Clinical Supervision |
| Jennifer Tammell, Au.D. East Tennessee State University, 2014 | Clinical Supervision |

## Speech-Language Pathology

### ETSU Campus Speech-Language Pathology Academic Faculty

|  |  |
| --- | --- |
| **Faculty** | **Area of Specialty** |
| Dr. Brenda Louw, D. Phil, Chair ProfessorUniversity of Pretoria, South Africa, 1986 | Cleft Palate, Early Language Intervention |
| Teresa Boggs, M.S. CCC-SLP Assistant Professor ,Director of Speech-Language Clinical ServicesEast Tennessee State University, 1991 | Autism Spectrum Disorders, Child Language, Clinical Supervision, Parent Training in Language |
| Kerry Proctor-Williams, Ph.D., Professor, Graduate CoordinatorUniversity of Kansas, 2005 | Child Language Development & Disorders, Intervention, Service Delivery Models, Interprofessional Education |
| Vijay Guntupalli, Ph.D., Associate ProfessorEast Carolina University, 2007 | Fluency Disorders, Motor Speech Disorders |
| Chayadevie Nanjundeswaran, Ph.D.Assistant ProfessorUniversity of Pittsburgh, 2013 | Voice Disorders, Speech Science, Clinical Supervision |
| Neina Ferguson, Ph.D.Assistant ProfessorUniversity of South Alabama, 2013 | Dysphagia, Neurogenic Communication Disorders, Feeding Disorders, NSSLHA Advisor |
| A. Lynn Williams, Ph.D., ProfessorIndiana University, 1988 | Phonology and Child Language |
| Samantha Wampler, M.S. CCC-SLPAdjunct ProfessorEast Tennessee State University, 2003 | Speech-Language Pathology Services in the Schools |

### ETSU Speech-Language Pathology Clinical Faculty

|  |  |
| --- | --- |
| Faculty | Area of Specialty |
| Lindsay Greer, M.S. CCC-SLPEast Tennessee State University, 2009 | School-Age Children, PhonologicalDisorders, Clinical Supervision |
| Marie Fillers Johnson, M.S. CCC-SLPEast Tennessee State University, 2009 | Language Disorders of Children, Clinical Supervision, Aural Rehabilitation |
| Sarah Boyce, M.S. CCC-SLPCommunity Health ClinicEast Tennessee State University, 2009 | Speech-Language Services Across the life-Johnson City Span, Clinical Supervision |
| Kristy Eisenzopf, M.S.Valdosta State University, 2001 | Neurodevelopmental/Neurogentic Speechand Language Disorders of Childrenand Adults  |
| Christine Matthias, M.A.University of Northern Iowa, 2001 | School-Age Children, PhonologicalDisorders |

### VA Medical Center – Mountain Home Speech-Language Pathology Faculty

|  |  |
| --- | --- |
| **Faculty** | **Area of Specialty** |
| Jody Rice, M.S., Adjunct ProfessorEast Tennessee State University, 2001 | Adult Neurogenic Disorders, Dysphagia |
| Kelli Johnson, M.S.East Tennessee State University, 2008 | Clinical Supervision,TBI |
| P.J. Henley, M.S. East Tennessee State University, 2001 | Clinical Supervision, Dysphagia, Laryngectomy |
| Kara Burton, M.S.University of Central Arkansas, 2000 | Clinical Supervision, Dysphagia |
| Jill Metcalf, M.S.East Tennessee State University, 2010 | Clinical Supervision, Dysphagia, Cognitive-Communication DisordersNeurogenic Communication Disorders |

# JOHNSON CITY COMMUNITY HEALTH CENTER

East Tennessee State University dedicated the new Johnson City Community Health Center

(JCCHC) on October 11, 2012. The $6.8 million grant to build a state-of-the-art facility was provided by the U.S. Health Resources and Services Administration. College of Nursing and College of Clinical and Rehabilitative Health Sciences collaborated on the grant. The JCCHC continues its years of serving the region’s individual and family healthcare needs. It promotes interprofessional clinical services including nursing, audiology, speech-language pathology, physical therapy, dietary science, dental hygiene, clinical psychology, and several radiography disciplines. The audiology clinic is fully equipped so that audiology students rotating through the JCCHC participate in a variety of clinical activities including pediatric and adult diagnostics, otoacoustic emission assessment, hearing aid selection, fitting, and verification, audiologic rehabilitation including cochlear implant services, tinnitus management, central auditory assessment, and electrophysiologic testing.

# ADVISEMENT

Your academic and clinical file is housed in the department office. That file contains (1) grade sheets as sent from the registrar's office, (2) transcripts, (3) copies of your clinical grade sheets and a record of your clinical clock hours, and (4) all other graduate related forms. Your file is strictly confidential; only you and the faculty/staff of ASLP have access to it. You may review it at any time in the office of departmental secretary; however, none of its contents may be removed.

Your academic advisor is Dr. Jacek Smurzynski. Dr. Smurzynski serves as the Graduate Coordinator for Audiology and in this capacity he is the person who is available to answer questions, address concerns or problems that you encounter, and administer your program of study (Appendix A), Tuition Scholarship, and/or Graduate Assistantship. Dr. Smurzynski will also assist you when it is time to prepare paperwork for graduation, and is also available to guide your decision as you develop an AuD Research Project and associated Research Project Committee during your second year of study. Dr. Marc Fagelson serves as the Director of Audiology and the Clinical Coordinator and in this capacity he is the person who is available to answer questions, address concerns or problems that you encounter, administer your KASA documentation, and to facilitate the fourth-year clinical externship placement.

The AuD Research Project Committee will assist you in the preparation of your research project (see p. 16 for project guidelines). This committee consists of an AuD Research Project Director and at least two-graduate level faculty members. While the Graduate Coordinator is your advisor throughout your program of study, the chair of your advisory committee will direct your final research project. Any changes to this committee must be cleared with the Graduate Coordinator (Dr. Smurzynski), and modified on a “Change of Advisory Committee” form available through the School of Graduate Studies.

## *Enrollment Procedures*

You will need to contact the Graduate Coordinator to enroll each semester. Enrollment can be completed during the pre-enrollment period the preceding semester or during the week before classes begin**.** During the orientation you and your classmates will meet with the Director of Audiology and the Graduate Coordinator to address your doctoral program of study. The program may change slightly, however you will be advised regarding the requirements you have met and which you have yet to meet in order to obtain a degree from ETSU and ASHA certification. The Program of Study form is completed by the end of the third year of graduate coursework and is filed with the School of Graduate Studies. The Program of Study form will list the courses already taken and the courses that you will still need to take to complete your degree. The Program of Study can be changed at a later date, if necessary, with the approval of the ASLP Department and the School of Graduate Studies.

# COURSE REQUIRMENTS

**Department of Audiology and Speech-Language Pathology**

**NOTES: Course sequence subject to change.**

**Course descriptions appear in the Graduate Catalog**

**Professional Course Requirements (Au.D.)**

## First Year Curriculum

**42 credits**

**Fall Trimester** 15 credit hours

|  |  |  |
| --- | --- | --- |
| CDIS 5010: | Neurological Bases of Communication and Cognition | 3 Credits |
| CDIS 6100: | Instrumentation and Acoustic Measurement | 3 Credits |
| CDIS 6110: | Anatomy and Physiology of the Auditory System | 3 Credits |
| CDIS 6115: | Audiologic Evaluation I | 3 Credits |
| CDIS 6520: | Audiology Clinic | 3 Credits |

**Spring Trimester** 15 credit hours

|  |  |  |
| --- | --- | --- |
| CDIS 6140: | Amplification Systems I | 3 Credits |
| CDIS 6145: | Pathologies of the Auditory System | 3 Credits |
| CDIS 6150: | Hearing Science and Psychoacoustics | 3 Credits |
| CDIS 6195: | Electrophysiology I | 3 Credits |
| CDIS 6520: | Audiology Clinic | 3 Credits |

**Summer Trimester** 12 credit hours

|  |  |  |
| --- | --- | --- |
| CDIS 6141: | Amplification Systems II | 3 Credits |
| CDIS 6160 | Audiologic Evaluation II | 3 Credits |
| CDIS 6330: | Auditory Measures of Speech Perception | 3 Credits |
| CDIS 6520: | Audiology Clinic | 3 Credits |

## Second Year Curriculum

35 Credits

**Fall Trimester** 13 credit hours

|  |  |  |
| --- | --- | --- |
| CDIS 6180: | Pediatric Audiology | 3 Credits |
| CDIS 6310: | Rehabilitative Audiology for Adults | 3 Credits |
| CDIS 6360: | Vestibular Assessment | 3 Credits |
| CDIS 6401: | Research Design: Introduction | 1 Credit |
| CDIS 6520: | Audiology Clinic | 3 Credits |

**Spring Trimester** 13 credit hours

|  |  |  |
| --- | --- | --- |
| CDIS 6300: | Rehabilitative Audiology for Children | 3 Credits |
| CDIS 6361: | Advanced Vestibular Assessment and Rehabilitation | 3 Credits |
| CDIS 6390: | Issues in Medical Audiology and Deaf Community | 3 Credits |
| CDIS 6402: | Research Design: Implementation | 1 Credit |
| CDIS 6520: | Audiology Clinic | 3 Credits |

**Summer Trimester** 9 credit hours

|  |  |  |
| --- | --- | --- |
| CDIS 6142: | Amplification Systems III | 3 Credits |
| CDIS 6196: | Electrophysiology II | 3 Credits |
| CDIS 6520: | Audiology Clinic | 3 Credits |

## Third Year Curriculum

25 Credits

**Fall Trimester** 10 credit hours

|  |  |
| --- | --- |
| CDIS 6355: Tinnitus Management | 3 Credits |
| CDIS 6403: Research Design: Completion | 1 Credit |
| CDIS 6590: Externship: Audiology | 6 Credits |

**Spring Trimester** 9 credit hours

|  |  |
| --- | --- |
| CDIS 6370/40:Hearing Conservation/Audiology Clinical Practice Mgt. | 3 Credits |
| CDIS 6410: | Audiology Research Seminar | 3 Credits |
| CDIS 6520: | Audiology Clinic | 3 Credits |

**Summer Trimester** 6 credit hours

|  |  |  |
| --- | --- | --- |
| CDIS 5295: | Counseling in Communicative Disorders | 3 Credits |
| CDIS 6520: | Audiology Clinic | 3 Credits |

## Fourth Year Curriculum

18 Credits

**Fall Trimester** 9 credit hours

|  |  |
| --- | --- |
| CDIS 6590: Externship: Audiology | 9 Credits |

**Spring Trimester** 9 credit hours

|  |  |
| --- | --- |
| CDIS 6370/40:Hearing Conservation/Audiology Clinical Practice Mgt. | 3 Credits |
| CDIS 6590: Externship: Audiology | 6 Credits |

The School of Graduate Studies requires that the following criteria be met throughout students’

matriculation through the program of study:

* **So more than 9 semester hours of graduate level courses with grades of “B” or higher may be petitioned for transfer of credit to ASLP at ETSU;**
* **The time limit for completion of the AuD degree, from the semester of admission, is eight years; and**
* **Students must register for a minimum of one graduate credit hour if they have not completed all degree requirements before the first day of classes of the term they expect to graduate.**

The graduate catalog states that students are responsible for the following:

1. Filing an application for candidacy (Admission to Candidacy form);
2. Completing an approved program of study (Program of Study form);
3. Establishing your AuD Research Project Committee;
4. Filing an intent to graduate
5. Removing all conditions required at the time of admission by the School of Graduate

Studies

1. Paying fees for graduation.

Forms for these administrative requirements may be downloaded from the [School of Graduate Study](http://www.etsu.edu/gradstud). Items 1 and 2 are expected to be completed by the end of the third year of graduate coursework and item 3 no later than the end of the summer semester of the second year. Items 4-6 must be completed before the end of the second week of the final semester. A timeline of these administrative responsibilities appears in Appendix D.

## *Credit Hours of Enrollment*

A “full-time” graduate student, according to School of Graduate Study regulations, must be enrolled in a minimum of nine hours during the fall and spring semesters and six hours during

the summer session. Students with appointments as graduate assistants and tuition scholarships must enroll in a minimum of 9 graduate hours during the Fall and Spring semesters.

## *Procedures for Admission to Doctoral Candidacy*

Admission to the School of Graduate Studies, and the approval to pursue a degree program does not in any way imply that a student is admitted to candidacy for the doctoral (Au.D.) degree. To be admitted to candidacy the School of Graduate Study requires that the student:

1. Remove all conditions required at the time of admission by the School of Graduate

Studies.

1. Complete at least one semester (12-15 hours) of residence study following admission to the School of Graduate Studies.
2. Complete a minimum of 12 semester hours in the major field of study with a grade point average of 3.0 or above.
3. Meet the specific requirements of the major department associated with clinical and didactic coursework as outlined in this handbook. Additionally, Au.D. students are required to pass a series of comprehensive examinations following each year in the program (see p. 13).
4. Submit the completed forms for admission to candidacy and an approved program of study to the Dean of the Graduate School before the beginning of the last semester of residency. When the application for candidacy is approved, the student may be considered a candidate for the graduate degree. Changes in the planned program of study for candidacy will not be approved in the School of Graduate Studies if the changes or course substitutions are not made prior to enrollment in courses. Forms for program changes are available in the Graduate Office.

## *Retention Requirements for Au.D. Degree*

In order to remain in good standing, students in ASLP must adhere to the following guidelines. Failure to do so will result in the student being placed on academic and/or clinic probation.

1. 3.00 cumulative GPA in academic courses taken as an Au.D. candidate;
2. 3.00 in all clinical practicum taken at the graduate level;
3. 3.00 GPA in courses taken as undergraduate prerequisites as a graduate or special student.

A student who fails to obtain at least a 3.00 cumulative average in academic courses and a 3.00 clinical average by the end of the probationary semester will be dismissed from the program. Such a student may petition the graduate faculty for reinstatement if he/she believes extenuating circumstances exist. Students on probation will not be eligible for any form of paid assistantship (Graduate Assistantship, Tuition Scholarship, or paid Traineeship) during the probationary period.

**Courses taken at another college or university for graduate credit transfer as credit only. These courses are not counted in determining a student’s GPA at ETSU. An “F” in any course at ETSU must be retaken.**

## *Graduation Requirements for the Au.D. Degree*

The Au.D. is conferred upon those students who meet the following requirements:

* Satisfactory completion of all ETSU School of Graduate Studies retention and graduation requirements as outlined in the [ETSU Graduate Catalog](http://catalog.etsu.edu/)
* Satisfactory completion of no less than 120 semester hours (75 of which will be didactic/instructional, 45 of which will be clinical.
* Completion of all required courses with the grade of “C” or better and an overall minimum GPA of 3.0. Students will repeat a didactic course for which the final grade is

lower than “C” only one time in order to complete graduation requirements; however, in repeating a course, the previous grade as well as the grade earned when the course was repeated is averaged in the subsequent GPA.

* Satisfactory completion of all required clinic practica as determined by the appropriate supervisor(s) and the Faculty Advisor. A clinic practicum experience must be repeated

when the grade assigned is lower than a B-. No clinical hours will be awarded for substandard clinic practica (Note that grade requirements for repeating a course are different for clinic practica versus didactic courses). **Satisfactory progress in clinical practica is also taken into account during the process of awarding paid traineeships**.

* Satisfactory completion of all program comprehensive evaluations. The comprehensive examinations are summarized below, and are consistent with the formative and summative evaluations recommended of ASLP programs by ASHA.
* Satisfactory completion of the program’s culminating experience as outlined in the Au.D.

Research Project guidelines (See page 16).

* Satisfactory attainment of all competencies as specified in the KASA.

## *Graduation Checklist for AuD Degree*

In order to graduate as planned, the student must complete the following paperwork during his/her final term at ETSU:

* Enroll in a minimum of 1 credit hour in the semester in which he/she will graduate.
* Review with the Graduate Coordinator the final Plan of Study by the second week of the semester in which the degree is conferred.
* File *Intent to Graduate* form with the School of Graduate Studies no later than the end of the second week of the semester in which the student expects to complete the

requirements for the graduate degree.

* Pay fees for graduation before the end of the second week of the final semester of study.
* Schedule a final conference with the Director of Audiology. At this time final clock hours and competencies will be tabulated to assure that ASHA and departmental

requirements have been met. Also, all final paperwork will be filed and **the Graduation**

* **Checklist for an AuD in ASLP (Appendix D)** will be signed by the student and the

Graduate Coordinator.

# QUALIFYING EXAMINATION PROCESS FOR AuD

*Schedule of Exams***:**

1. Written qualifying examinations will be held on the Monday and Tuesday one week after the end of finals week/commencement. For example, if commencement occurs on Saturday, May 7, written qualifying exams would be held on Monday and Tuesday, May

16 and 17.

1. Grading of qualifying examinations will be completed by the end of the exam week. For the example above, grades would be due Friday, May 20. Incompletes (see below for grading scheme) must be cleared by the end of the following week, or Friday, May 27 in the example provided above.

Qualifying examinations consist of written and/or oral comprehensive tests completed after each year of coursework and provide formative and summative assessment of AuD students. Students are provided a list of course materials for which they are responsible, and test questions are drafted by the instructor(s) of record for courses in the students’ programs of study. Information pertaining to specific examination topics or questions may be provided at the instructor’s discretion. These formative and summative exams provide the means by which students’ retention of foundation material and their ability to integrate didactic coursework with clinical practice may be monitored. Results from any set of the formative/summative assessments will confirm that students are progressing in a satisfactory manner toward graduation. The exams

may also indicate the need to review or modify a student’s Program of Study, develop an action/remediation plan, or dismiss a student from the program if the results are unsatisfactory (see below). All regulations regarding academic dishonesty, such as sharing answers and plagiarism apply to the comprehensive examinations. **Examination time is set at one hour per test for all students unless specific documentation regarding to a disabling condition is provided by the student at least two weeks prior to the first exam date**

## *1st Year Comprehensive Examination*

All courses from the first fall semester are covered across one day of written exams, with students writing for up to four hours. The exams are intended to provide an opportunity for formative assessment of Audiology foundation courses. The instructor who writes questions for the exam is also responsible for evaluating the student responses. Each exam question is evaluated using the following grading scale:

Pass: The student’s written answer satisfied all relevant aspects of the question; no additional work required for that particular portion of exam.

Incomplete: The student’s written answer failed to address all aspects of the question; however, the majority of the expected information was present. The student is required to provide clarification of those components that were inadequate by completing an oral examination focusing on the deficient area(s) with that instructor. **Students are responsible for scheduling the oral exam, which must take place no more than two weeks after the incomplete grade is** **assigned.** If the instructor determines the oral examination fails to resolve the issues identified in the written comprehensive exam, then the student receives a failing grade for that course’s comprehensive. The student is then required to complete the process related to a failing grade as specified below.

Fail: The student’s written answer is insufficient for a passing grade, or the student failed an oral examination following an ‘incomplete’ written exam. The student is required to pass an oral examination before a committee of three faculty members. Unlike the oral examination

following an ‘incomplete’ grade, the oral exam that addresses a grade of ‘fail’ draws upon material from the entire course in question. By drawing from a broader topic area it is the faculty’s intention to identify the need for remediation as it pertains to that portion of Audiology’s scope of practice in which the student’s knowledge base is inadequate. **Students are responsible for scheduling the oral exam, which must take place no more than two weeks after the grade is assigned.** The oral examination committee consists of three faculty members, selected by the instructor responsible for the exam question. The oral examination is scheduled for 60 minutes. The faculty committee evaluates student responses through guided questioning relevant to the topic area at hand and assigns a grade of ‘pass’ or ‘fail’ within 24 hours following the exam. If this oral exam was completed on a Friday, the student will be notified by 9 AM the following Monday of the results. If the student earns a pass, work on that exam topic is finished. **A failing grade on this oral examination will result in one of two outcomes, depending upon the number of failing grades the student receives throughout a**

**specific set (i.e., 1st year or 2nd year) of comprehensive exams.**

**Students who fail one oral examination will have the option of completing a remediation plan designed by the faculty and determined on a case-by-case basis. Students who decline the remediation plan will be dismissed from the program immediately and the School of Graduate Studies will be notified of the recommendation to dismiss the student within 24 hours of the decision. The remediation plan outcome will be evaluated by a committee of three faculty members. If the committee determines the outcome fails to resolve the issues identified earlier in the process, then the final decision regarding student’s status will be determined on a case-by-case basis and may include dismissal from the program. Remediation plan activities are considered a portion of the comprehensive exam process and are evaluated using rubrics presented to the student at the start of the plan. All rules set forth in the Handbook section “Academic Dishonesty and Misconduct” section apply to material evaluated during the remediation plan.**

**Students receiving more than one failing grade on oral comprehensive exams will be dismissed from the program immediately, and the recommendation for dismissal will be made to the School of Graduate Studies at that time. In this way, students who do not display adequate, comprehensive knowledge of foundation Audiology subject material will not matriculate through the program, nor will they take part in advanced coursework or clinical rotations. Students who receive failing grades on more than one written comprehensive examinations during the 1st year of testing will be dismissed from the program without the option of scheduling oral exams.**

## *2nd Year Comprehensive Examination*

Courses from the first two years of the program of study, except for those included in the first- year comprehensive examination, are covered across two days of written exams, with students writing up to five hours per day. This set of exams will provide an opportunity for formative assessment of students’ knowledge acquired in advanced Audiology courses, as well as their ability to integrate material from the first two years of their program of study. Evaluation of

each written exam is the responsibility of the instructor who presented the questions. Each exam question is evaluated using the same grading scale as that specified in the first year comprehensive exams. The consequences for an “incomplete” or “fail” grade are the same as those following the first-year exams.

**Students who receive failing grades on more than two written comprehensive examinations during the 2nd year of testing will be dismissed from the program without the option of scheduling oral exams.**

## *3rd Year Comprehensive Examination*

Following the third year of coursework, and prior to the student’s 4th-year Audiology Residency/Externship, a final set of exams will be completed. This summative evaluation will be conducted orally and will assess the student’s ability to integrate didactic and clinic coursework through the analysis and discussion of cases designed by faculty and drawn from clinic records. **All confidentiality requirements related to case review will be maintained.**

Each student will discuss four cases with the collected AuD faculty. The four cases will center upon the assessment of an adult, a child, a vestibular patient, and a patient with undiagnosed disorder for whom the student will make a diagnosis and state an appropriate treatment/management plan. Students will review the case history and diagnostic test results and discuss orally the significant information in the case history. Students will describe appropriate assessment strategies and diagnostic test batteries, and in some cases will be encouraged to request additional information that will be provided during the exam. Students will be expected to interpret diagnostic test results, identify site-of-lesion/pathology, and make appropriate recommendations for the treatment/rehabilitation of the test patients. In addition, the student will answer questions from the AuD faculty concerning each case study. Evaluation of the oral examination will be conducted by the examining faculty immediately following the exercise. Grading will be pass or fail.

Pass: The criteria upon which the student will be evaluated will be associated with the presented cases. For example, criteria appropriate for the analysis of a pediatric case may differ from those of an adult case. In general, the student will be expected to address satisfactorily the following points for each case: (1) a thorough review of case history, (2) a description of appropriate assessment strategies and diagnostic test batteries, (3) interpretation of diagnostic tests, (4) identification of site-of-lesion/pathology, (5) integration of case history and diagnostic test results, and (6) recommendations for the treatment/rehabilitation of the patient.

Fail: Failure to pass the comprehensive exam will occur if the student is unable to discuss adequately two or more of the following items for each case: (1) a thorough review of case

history, (2) a description of appropriate assessment strategies and diagnostic test batteries, (3) an interpretation of diagnostic tests, (4) an identification of site-of-lesion/pathology, (5) an integration of case history and diagnostic test results, and (6) recommendations for the treatment/rehabilitation of the patient. A failing grade on any specific case comprising this final comprehensive examination will require the student to retake that specific portion of the exam. Students will not begin their 4th year residency/externship until they have passed this final set of comprehensive (case) examinations. The student will be allowed to retake the final comprehensive examinations one time. **Failure at a second attempt will result in a review of**

**the deficiencies identified during the examination process. A performance/remediation plan will be designed for the student, who must complete the plan and a final opportunity at the summative assessment prior to starting the fourth year residency assignment.**

# AuD RESEARCH PROJECT

All AuD students are required to complete a research course sequence. The first semester of the sequence (CDIS 6401 during the fall semester of the second year) provides students with foundations for designing and executing a research project. Subsequent courses (CDIS 6402 during the spring semester of the second year and CDIS 6403 during the fall semester of the third year) provide more opportunities to enhance knowledge and experience related to developing research methods, Evidence-Based Practice, statistical analyses of the data, and strategies to prepare successful slide and poster presentations. Students register for the final component of

the research sequence in their third spring semester (CDIS 6410). Students are required to have the research project completed prior to beginning their fourth-year externship. Therefore, they are encouraged to initiate their projects’ activities during the fall semester of the second year. It is expected that by the end of that semester each student will develop a project prospectus, including the timeline of all steps needed to proceed with the project’s implementation. Project directors will determine what each student should complete by the end of each semester and will assign a grade for that component/those components of the project to be incorporated into the final grade of each research course (CDIS 6401, 6402, 6403). It is student’s responsibility to work closely with the committee chair to complete the required work by the assigned date. **A formal written progress report needs to be prepared at the end of each semester and approved by the mentor.** Students must comply with University Institutional Review Board guidelines (and VA R&D committee guidelines if research project is conducted at the VA). It is recommended (and mandatory, for students completing tuition scholarships and graduate assistantships) to complete IRB compliance training as early as possible in the program of study.

**The research project must culminate in the following: (a) a written paper, (b) an oral power point presentation, and (c) presentation of the project at the ETSU Research Forum (in the form of a poster), and/or submission/presentation of the project (oral or a poster presentation) at a professional meeting approved by the student’s project director.**

## *Purposes of the Au.D. Research Project*

The primary objectives of the Au.D. research project are:

* To create an opportunity for students to engage in an in-depth study of an area of Audiology
* To foster the student’s appreciation for research,
* To enhance the student’s capacity to be a critical consumer of audiologic research, and
* To provide a forum conducive for the student to demonstrate critical thinking.

# RESEARCH PROJECT GUIDELINES

A. Identification of a Topic

Students will decide upon an area of interest and a faculty member to direct the project.

As the Au.D. is a clinical degree, students are not expected to develop an original research question and it is anticipated that the majority of Au.D. research projects will arise from the collaboration of the student and a faculty member on a project related to an ongoing line of research. Therefore, it is beneficial for students to actively discuss possible research project ideas with course instructors, program advisors, and other faculty members. **Students are encouraged to initiate this process at the beginning of their second year in the program.**

Students need to select carefully the director of their research project. In addition to providing assistance in selecting other committee members, it is expected that the student and director will interact closely to refine the original project idea into its final form, develop a proposal, conduct the project, write the final narrative, moderate the student’s oral presentation, and assist in the development of the presentation of the project at a professional meeting. In this respect, the director is expected to provide guidance and mentorship to the student during all phases of the research experience, and, as necessary, to consult with the other committee members as the project is developed, initiated, and brought to fruition. Students prepare a Doctoral Project Proposal Form after they identify a topic, committee chair, and committee members.

B. Doctoral Project Committee

Once a student has selected a topic for a research project and a project director, the next step is to identify a committee. At a minimum, the research project committee must consist of a director and two other members. The student and director can discuss the selection of the committee members. It is anticipated that the primary role of the committee members will be as readers but their specific responsibilities will be

determined by the project director. The project director must hold graduate faculty status, although the committee members do not.

C. Informing the Au.D. Research Coordinator

After selection of a research project, project director, and committee, the student and project director are responsible for informing the Au.D. Research Coordinator

 (Dr. Smurzynski) as to the topic/title of the research project and the identities of the project director and committee. It is also the responsibility of the student and project director to immediately notify the Au.D. Research Coordinator of any changes re: the project topic, director, or makeup of the committee.

D. The Doctoral Project Proposal

The student must prepare a narrative that describes the proposed research project. This proposal should be prepared in close consultation with the project director.

Sufficient detail should be provided in the proposal so that each section contains a clear and succinct description of the project. The proposal must provide fundamental direction for the doctoral project that subsequently will be followed as the project is completed. **The approved proposal should be considered a formal agreement between the student and the committee as to the content of the completed project**

The title of the doctoral project should be brief, but descriptive and suggest the project’s purpose.

1. The introduction section should contain the literature review and purpose of the project. The literature review should support, and logically lead to a statement of the purpose of the project.
2. The procedures section of the project proposal addresses the methodological approaches the student will use to complete the project. Minimally it includes a description of the subjects, how the project will be conducted, specific procedures that will be employed, types of data that will be collected and how the information collected will be analyzed and described.
3. Students should include as appendices any information that might be distracting, or which is not needed in the body of the proposal. Appendices may include copies of questionnaires, models, computer programs or software applications specific to the project, formulas and calculations, and detailed description of instrumentation or assessment instruments, etc.
4. Each proposal must include a list of references – a listing of the articles and other sources that the student has cited in the proposal narrative. The Department of Audiology and Speech-Language Pathology at East Tennessee State University has specified that all formal papers must list references consistent with the most recent edition of the *APA Publication Manual*.
5. Project directors help students to prepare a time line suggesting appropriate times for developing and completing various stages of the project, including writing the final document.

Once the student and the director are satisfied with the proposal, it may be submitted for review to the remaining committee members.

E. Institutional Review Board (IRB) and VA Research and Development Committee **(VA R&DC)**

ETSU and the James H. Quillen VA Medical Center have specific policies that govern projects involving human or animal subjects. When a research project involves human or

animal subjects, an application must be submitted for ETSU IRB review and approval. If the project is to be conducted at the VA, then approval by the VA R&DC is required in addition to IRB approval. Although the students’ projects may be covered by existing IRB/VA R&DC-approved informed consents, it is the responsibility of each student and project director to ensure that the appropriate approvals have been obtained prior to initiating the project. Directions on how to prepare an IRB and/or VA R&DC application as well as the required forms that must be submitted with the applications can be obtained from [IRB](http://www.etsu.edu/irb).

The IRB and/or VA R&DC application should be prepared by the student and committee director. When the application is complete, it must be submitted for review to the ETSU IRB committee and/or the VA R&DC. In general, it will take about three to four weeks, or more, for an IRB or VA R&DC application to be reviewed and notification sent to the student and committee director.  **A RESEARCH PROJECT INVOLVING HUMAN OR ANIMAL SUBJECTS MUST NOT BEGIN WITHOUT IRB APPROVAL.**

F. Conduct the Project and Prepare a Preliminary Draft

Once all necessary approvals have been obtained as discussed in the previous sections of these guidelines, the student will conduct the research project consistent with the procedures section of the project proposal. When this phase of the project is completed, the student, working closely with the project director, will develop a preliminary draft of the project. In many cases, the student may have to write several “rough” drafts of the paper until both the student and director agree that a final written version of the project has been achieved. The completed text is submitted to the other committee members for review. The research project committee, after review of the paper, will decide if the student is ready to make an oral presentation of the project. In the event the committee decides that a student is **NOT** ready for an oral presentation, they will confer with the project director to specify areas of concern that need to be satisfied prior to the oral presentation.

G. Written Version of the Research Project

All research projects must be submitted as a formal paper consistent with the most recent edition of the *APA Publication Manual*. The final paper must contain the following in the order listed here:

* Title page
* Acceptance page
* Abstract
* Key words, abbreviations, or nomenclature
* Text of the doctoral project
* Appendices (optional)
* References
* Figure legends
* Tables
* Figures

H. Oral Presentation

**The oral presentation must be made prior to beginning the 4th-year externship.** After the committee has reviewed and approved the written version of the project, the student must prepare a power point presentation and schedule an oral presentation of the research project. Although the oral presentation is not considered a formal defense, it will contribute to the overall grade assigned for the Research Seminar Course (CDIS 6410).

At a minimum, the members of the student’s committee must attend the oral presentation. The presentation is open to all faculty, students, and other interested individuals.

If the data collection part of the project is completed but the student needs some extra time to finish data analyses and writing the paper, the committee director may consider extending the deadline of the oral presentation towards the beginning of the 4th –year externship. Such a decision will be made on a case-by-case basis.

In general, the format of the oral presentation is the responsibility of the committee director but will typically consist of a 30-minute power point summary of the project, followed by questions/discussion of the project by committee members and the student, and finally an open discussion of the project by all individuals in attendance.

I. Poster Presentations

The student, working closely with the project director, will develop a presentation of the project. **The project may be presented at the annual ETSU Research Forum (March/April) and/or submitted/presented at a professional meeting approved by the project director.** Meetings where the project may be presented include (but are not limited to) the conferences of the following professional organizations:

|  |  |  |
| --- | --- | --- |
| Organization | Abstract Deadline | Meeting |
| ETSU Research Forum | Feb/March | March/April |
| Acoustical Society of America | Jan/Jul | May/Nov |
| American Academy of Audiology | November | April |
| American Auditory Society | December | February/March |
| American Balance Society | December | February/March |
| American Speech-Language Hearing Assoc. | April | November |
| Association for Research in Otolaryngology | October | February |
| Tennessee Academy of Audiology | April | October |

J. Grading

The director of the research project committee is responsible for submitting a grade for the doctoral project (CDIS 6410, Research Seminar).

K. Authorship

Students will consult with the project director concerning authorship (and order of authorship) of professional presentations/posters and manuscripts submitted for publication.

Institutional Review Board **(IRB)**

The ETSU IRB oversees the protection of a research participant's rights and safety when an experiment is conducted using humans. In general, the requirements imposed by the IRB on an experimenter are proportional to the invasiveness of the experimental technique. Most frequently, work in the ASLP area is relatively noninvasive and the IRB approves studies in a fairly expeditious manner. There are three types of review procedures used by the IRB when

approving research and such approval **MUST** be received prior to the initiation of an experiment.

A. Full Review – the most rigorous approval process:

* + Used for research involving experimental drugs, surgical techniques, and other invasive experimental protocols.
	+ Requires submission of Form 103 (check the box marked "Full Review") and all accompanying paperwork (including informed consent, narrative description of

project, references section, and a complete set of survey/questionnaire items when applicable).

* + Reviews are conducted monthly (second Tuesday of each month) and deadlines for submissions are firm (see the IRB web page for a list of the deadlines prior to submission).

B. Short Review (Expedited) – commonly used for ASLP research:

* + Used for research involving nothing more invasive than blood draws, testing of speech, hearing, language, development, or questionnaires containing items that could cause depression or anxiety among research subject’s (i.e., questions dealing with

past or present abusive situations, terminal illnesses, smoking habits).

* + Requires submission of Form 103 (check the box marked, “Expedited Review”) and all accompanying paperwork (including informed consent, narrative description of project, references section, and a complete set of survey/questionnaire items when applicable).
	+ Review process is typically faster and less demanding than the full review, and there is no deadline for submission.

C. Short Review (Expedited) with Request for Waiver (commonly used with noninvasive educational surveys relating to clinical practice or instructional techniques):

* Used for research that poses no risk at all to the research participants (i.e., research using unobtrusive surveys, chart reviews, or established, noninvasive clinical protocols).
* Requires submission of Form 103 (check the box marked “Exemption Review”) and all accompanying paperwork (including informed consent, narrative description of project, references section, and a complete set of survey/questionnaire items when applicable).
* Review conducted by IRB Chairperson who may, upon examining the materials, decide that the study poses no risk to participants and may therefore be conducted without further review. No deadline for submission as review process is ongoing.

NOTE: The [IRB](http://www.etsu.edu/irb/) has a web page from which all forms may be downloaded. Instructions for completing and submitting paperwork are also located at the IRB site.

**THESE INSTRUCTIONS SHOULD BE FOLLOWED CAREFULLY with supervision from the chair of the doctoral project committee.**

Description of VA Research & Development Committee **(R&DC)**

Au.D. projects conducted at the VA will need approval by the VA R&DC prior to their initiation. See the following link for the necessary procedures and forms: [http://www.etsu.edu/irb/va.](http://www.etsu.edu/irb/va.aspx)

# IRB and HIPPA Training

All students participating in any aspect of research during their program must complete training pertaining to protection of human subjects and privacy of information. The training for Audiology students must occur prior to their participation in research either as a research assistant or as the researcher. Again, it is recommended that students complete this training during their first semester in the program.

# FOURTH-YEAR CLINICAL EXTERNSHIP

When students complete all requirements related to the Program of Study, Comprehensive Examinations, and Research Project, they may embark upon a clinical externship that comprises their fourth and final year in the Au.D. program. This clinical assignment is a curriculum component required by the boards that govern Certification in Audiology. Students are urged to identify options for their fourth-year placement some time during the summer of their second year in the program.

The following items must be taken into consideration by students as they plan their fourth-year externship:

1. All clinic placements require faculty approval prior to a student proceeding with an application and/or interview at the site. **It is the students’ responsibility to ensure that members of the faculty are aware of externship preference(s) prior to committing to any Fourth-Year Externship.**
2. Initial contact with a potential clinical placement site should be made by a member of the faculty. Students should discuss potential sites with Director of Audiology, Dr. Fagelson,

who will contact sites. In this way, standardization of ETSU’s required affiliation process may be maintained, and any potential conflicts of interest will be avoided.

Once the placement site completes an affiliation agreement with ETSU, the student is advised to sign a contract with the site that specifies the nature of the assignment, its time requirement, and any financial compensation associated with the placement. Students should understand that:

* Most placement sites will require an interview prior to any hiring decisions;
* Not all extern sites provide stipends or salary;
* Externship sites outside the immediate area should be expected for most students;
* Externships must be at least nine months in length, and may be as long as twelve months, depending upon the time period required by the extern site.

# PRAXIS EXAMINATION

The Praxis Examination in Audiology (0342) is an integral component of ASHA certification standards. The development of the exam is commissioned by ASHA and facilitated by the Educational Testing Service (ETS) to provide a system of thorough, fair, and carefully validated assessments. The audiology Praxis exam is owned and administered by ETS as part of *The Praxis II* ®: Subject Assessments; however, ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) makes a final determination for the

passing score. Students may take the Praxis exam as early as in their third year of the program or after they have graduated. When you take the exam it is important to specify two recipient codes at the time of your exam in order to verify your score. For students obtaining a school credential, specify #1198 (College of Education). All students must specify the ASLP department code of #0281. The current passing score for purposes of ASHA certification is

**170**. The exam may be retaken if you do not achieve a passing score on your first attempt. It is important to prepare for the ASHA exam. We suggest the following:

1. Student must take responsibility to study for the ASHA exam. We encourage students to form study groups prior to the ASHA exam.
2. The faculty supports the student review for the ASHA exam by presenting colloquia on how to prepare for the exam. We also refer students to [ASHA](http://www.asha.org) for more information. The department has several references and materials for preparation for the ASHA exam.

# PROFESSIONAL ORGANIZATIONS

There are many professional organizations available in the areas of education, medicine, and communication sciences and disorders. As a concerned member of the profession, you should consider joining the American Speech-Language-Hearing Association (ASHA) and/or the American Academy of Audiology (AAA) as well as your state speech and hearing association as a minimum. Some of the benefits of membership are personal. You receive the publications of the organizations and can attend conventions at reduced rates. Some of the benefits are to the profession as a whole. For instance, your ASHA and AAA membership helps to support legislation and public relations campaigns, which will increase awareness and support of our profession. Membership in the state organization supports licensure legislation and appropriate teacher certification standards.

You are encouraged to become a member of both the ETSU Chapter of the National Student Speech-Language-Hearing Association (NSSLHA), which is affiliated with ASHA, and the Student Academy of Audiology (SAA), which is affiliated with AAA. With these memberships you receive the ASHA and AAA journals, and discounts on attending conferences. NSSHLA also publishes their own journal, which is geared to students, and both organizations sponsor awards for travel and research. As a member of NSSHLA you also save a substantial amount when you apply for liability insurance, ASHA certification and membership. ETSU has established NSSLHA and SAA chapters. The members generally meet once a month and some of the meetings involve speakers or social events. TAASLP (Tennessee Association of Audiologists and Speech-Language Pathologists) also has student membership available which entitles you to receive their newsletter and to attend the fall state convention for a reduced fee.

Applications for student membership in NSSLHA, SAA or TAASLP can be obtained from the clinic office or NSSLHA/SAA faculty sponsor, Dr. Neina Ferguson.

You can become a regular member of ASHA, AAA, or TAASLP once you have completed the academic and practicum requirements for membership.

# UNIVERSITY FACILITIES

Students who are enrolled in ETSU pay for the use of the Culp Center, the Student Health Center, and the Center for Physical Activity in their student fees. The University Library is also available to all ETSU students. The library provides guidebooks and tours for those who are unfamiliar with the building and its services. Of special interest to students involved in research are the computer-assisted literature searches and interlibrary loan service.

The University Computer Center is located in the Culp Center. Students can use University computer services for their research. **According to ETSU E-mail policy all correspondence with students should be done via ETSU mail due to confidentiality issues that may occur when using a non-secure system. Should students send faculty/staff E-mails from another address they need to be requested to resend the mails from their ETSU accounts. Students are encouraged to check ETSU mailboxes frequently.**

A variety of cultural and athletic events are also scheduled on campus. Students can obtain tickets to athletic events at reduced rates. Concerts, plays, speakers, films, etc., are frequently presented in the D.P. Culp Center.

# USE OF COMPUTERS

The ASLP Department has made computers available for graduate student use in the graduate student workroom. These computers allow access to the ETSU Library, e-mail, or the Internet. **You must provide your own paper for printing for classes; the department will provide paper for printing reports.** Additionally, there are numerous student computer labs across campus that provide such access.

In order to assure appropriate use of the computers, please honor the following guidelines: (1) students should receive instruction in appropriate use of the computers either in class, through a university-sponsored workshop, or from a knowledgeable colleague and (2) eating and drinking are not allowed in the computer work areas, and (3) students **must** log off after completing any work requiring the use of a public computer (i.e. those in the student workroom) to protect private information.

# GRADUATE HOODING CONVOCATION/UNIVERSITY COMMENCEMENT

At the completion of the program, students are invited to participate in the Graduate Hooding Convocation the Friday evening before Commencement. Each recipient of a graduate degree who is present is recognized and is “hooded” by his/her advisor. This may be the student’s academic advisor, thesis advisor, or mentor. In May of each year, the University holds a commencement for all graduates.

This activity is a student-led event. The Presidents of NSSLHA and SAA will coordinate planning the ceremony with the students. A faculty advisor will be available to assist the students with the planning and will serve as a liaison between the students and the faculty. The following is a suggested timeline for planning:

1. The department secretary schedules time and date for the Hooding Ceremony.
2. In the Fall Semester prior to the ceremony, the Presidents of NSSLHA and SAA will review prior ceremonies and outline plan for ceremony, i.e. invited speakers, music, etc.
3. Establish a committee to work on the Hooding Ceremony. (Fall)
4. Invite speakers, schedule musicians. (Fall)
5. Contact possible donors for flowers. (Fall)
6. Assign a student to develop an invitation. (Fall)
7. The Presidents of SAA/NSSLHA will finalize plan with faculty advisor. (Spring)
8. The Presidents of SAA/NSSLHA will select food for reception and arrange with the department secretary. (Spring)
9. The Presidents of SAA/NSSLHA will assign students to set up stage and seating day of ceremony.

Students wishing to participate in either of these ceremonies should arrange to purchase a cap, gown, and hood from the University Bookstore. Request the hood for a Doctor of Audiology.

# ASHA EMPLOYER AND ALUMNI SURVEYS

We request that you keep us updated as to your correct mailing address after you leave. Approximately a year after you finish your program we will contact you, sending you an Alumni and Employer survey. These are general questionnaires pertaining to your training here at

ETSU. The information is used for our ASHA accreditation. We hope you will take the time to assist us in completing these questionnaires.

# STUDENT GRIEVANCES

Occasionally students will have complaints about faculty members or about departmental procedures. Complaints about faculty may range from an assignment being too long to a test that is perceived to be too difficult or a grade that is thought to be unfair. In most cases the complaints represent what amounts to a simple breakdown of communication between the faculty member and the student. Usually the parties involved resolve the problem satisfactorily without anyone else necessarily being aware that a problem existed. Very few complaints need to go any further for a solution.

If a student has a complaint concerning a faculty member that cannot be resolved in discussion with the faculty member or a problem that the student does not feel free to discuss with the faculty member, then the student should come to the Department Chair or Graduate Coordinator. If the student can present evidence demonstrating the possibility of a valid complaint against the faculty member, then the Department Chair or Graduate Coordinator will discuss the matter with the faculty member in an attempt to resolve the problem. The Department Chair or Graduate Coordinator may bring the student and faculty member together as part of this attempt. If the problem still cannot be resolved, then the Department Chair could convene a grievance committee.

If a student has a complaint about a departmental procedure, then this should also be discussed with the Department Chair or Graduate Coordinator. If the Department Chair or Graduate Coordinator feels that the complaint is legitimate, then he/she will solicit input from other students and/or faculty members if appropriate, and alternatives may then be suggested and adopted. If the complaint does not appear justified, then no change in procedures will be made. Again, a grievance committee could be convened.

# PROCEDURES FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. Complaints about programs must meet the following criteria:

1. Be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
2. Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in

Audiology and Speech Language Pathology,

1. Clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

Complaints must meet the following submission requirements:

1. Include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA,
2. Include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information.
3. Be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to the following address:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology

American Speech-Language-Hearing Association,

2200 Research Boulevard, #310

Rockville, MD 20850

* Will not be accepted by email or facsimile.

#  ACADEMIC DISHONESTY AND MISCONDUCT

Academic dishonesty includes plagiarism (representing someone else’s ideas as if they are one’s own), unauthorized collaboration on out-of-class projects, cheating on in-class exams, unauthorized advance access to an exam, fraudulent alterations of academic materials, and knowing cooperation with another person in an academically dishonest undertaking. Dishonesty will not be tolerated. Appropriate disciplinary action is at the discretion of the instructor and could include: a substitute assignment or exam, a grade of “zero” or “F” for the assignment or exam, a reduced grade for the exam, assignment or course, a grade of “F” for the course or recommendation of probation, suspension or expulsion. Whenever disciplinary action is taken, this must be communicated in writing within 10 working days to the (1) student; (2) student’s advisor; (3) instructor’s department chair; and (4) student’s academic dean.

Academic misconduct involves obtaining undeserved academic credit or advantage, but the intent to defraud is not present. The instructor consults with the student and can require the student to complete a substitute assignment or exam. No further notification of university officials is required.

Students have the right to appeal any allegations or actions. Further details regarding this policy are available in the ETSU Graduate Catalog.

# CERTIFICATE OF CLINICAL COMPETENCE CCC-AUD

To practice as an Audiologist, your employer may require you to obtain the Certificate of Clinical Competence offered by the American Speech-Language-Hearing Association. In order to receive the certificate, you must complete your graduate program of study, including the

4th-year externship) and achieve a passing score (170) on the National Examination in Audiology

 (the Praxis Exam). Guidelines and procedures for certification and information concerning the

4th-year externship are contained in the ASHA Membership and Certification Handbook (see

Appendix B for summary).

# NEW ASHA CERTIFICATION REQUIREMENTS

ASHA has changed the certification requirements for audiology to reflect a trend in health care training programs nationally. These changes were substantial in that they move away from course and clinical hour requirements to achievement of competencies. Each course and clinic will have specific competencies that will be acquired during your participation in that experience. While this change does not eliminate course and clinical hour requirements, some competencies will be achieved outside of these formats (e.g., invited workshops, internet tutorials, presentations, and Brown Bag Lunch Symposia) and your attendance at these events

will be **mandatory**. These extra workshops may be the only time that these competencies can be met. In other words, check with faculty before scheduling trips or commitments on open Fridays during the semesters (including summer) to avoid missing critical workshops. The competencies have been given to us by ASHA in a form called the Knowledge and Skills Acquisition (KASA) document. To view a previously used template, log onto an ETSU network, check the S: drive and the ASLP “Shared Files” Folder. The department will have a meeting early in the semester

to inform you about how to use the KASA and other paperwork requirements for tracking your progress in achieving the competencies.

# ASHA CODE OF ETHICS

The ASLP faculty at ETSU is dedicated to demonstrating and facilitating the standards of professional and ethical conduct. As part of that commitment to professional competence, the faculty emphasizes student understanding of the Code of Ethics of the American Speech- Language-Hearing Association (See Appendix E). Upon successful completion of your graduate program, you should be ready to begin your career with full understanding of the importance of preserving the standards and principles of the Code of Ethics and with the ability to adhere strictly to those principles throughout your career.

# SUBSTANCE ABUSE POLICY

Appendix G contains the policy on substance abuse for students enrolled in clinical training programs approved by the College of Clinical and Rehabilitative Health Sciences and also applicable to AuD students.

# GRADUATE ASSISTANTSHIPS, TUITION SCHOLARSHIPS, GRADUATE TRAINEESHIPS

The Department of Audiology and Speech-Language Pathology offers graduate assistantships (10 hours per week) and tuition scholarships (8 hours per week) for full-time first-year AuD students who have completed the undergraduate prerequisites. These financial-aid mechanisms are awarded on a competitive basis. If you are awarded one of these scholarships, you will be assigned to a faculty member for your work commitment. You should plan to be available to your faculty supervisor the week prior to start of classes through exam week. The graduate assistantship (GA) positions are provided by the VA’s Research Enhancement Award Program (REAP). To summarize, the requirements for each financial-aid positions are presented below.

## Graduate Assistant

1. Out-of–state tuition and one-half maintenance fees (in-state tuition) are waived for fall and spring semesters.
2. Out-of-state tuition is waived for summer but maintenance fees are not waived in the summer.
3. Students must register for at least 9 units in fall and spring semesters and 6 units for summer.
4. Receives a monthly stipend of $333.00.
5. Must maintain a 3.0 GPA.
6. Appointments are from August 15 through May 15 (15 weeks per semester).

You are responsible to your assigned faculty member for your work hours during that time. You must make arrangements to make up your hours with your faculty member if you will not be on campus during that time. More details will be provided during the REAP orientation session.

1. Your initial appointment is for one year, and the opportunity to renew is contingent upon the availability of funds. Funding decisions are made early in the summer, and it is necessary for students to apply in a timely fashion for renewals, or changes of assignment (e.g., from a GA to a clinical traineeship). Additional opportunities for GA work may be available by REAP during the summer terms and during the second or the third year of the program.

## Tuition Scholarship

1. Out-of–state tuition and maintenance fees (in-state tuition) are waived for fall and spring semesters.
2. Out-of-state tuition ONLY is waived for summer but maintenance fees are not waived in the summer.
3. Students must register for 9 units in fall and spring semesters and 6 units for summer.
4. Students must maintain a 3.0 GPA.
5. Appointments are from August 15 through May 15. You are responsible to your assigned faculty member for your work hours during that time. You must make arrangements to make up your hours with your faculty member if you will not

be on campus during that time.

1. Your appointment is for the first year of the program. Funding decisions require that students apply in a timely fashion for changes of assignment (e.g., from a

TS to a GA or a clinical traineeship).

## VAMC and Regional Speech and Hearing Center Traineeships

VAMC Traineeships (see Appendix F) and other community clinic traineeships may be available for students after their first year in the audiology program. As an example, the VAMC traineeship financial arrangements are listed in the table below. There are specific requirements for each traineeship in terms of hourly commitments, assignments, and beginning/ending dates (traineeships may follow facility schedule rather than ETSU academic calendar). Application announcements and assignment decisions are made during spring semester. Traineeships are competitive and may have specific application procedures. Students should request traineeship information from Drs. Marc Fagelson or Daniel Bell.

# AUDIOLOGY STUDENT SUPPORT MECHANISM

**Graduate Assistantships/Tuition Scholarships**

**2015-16 Academic Year**

**Revised 8/02/2015 (dollars approximate based upon 15 credit hours/semester)**

## In-State Students

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Funding****Mechanism** | **Tuition Provided****$ Value** | **Stipend** | **Total $ Value****(approximate)** | **Hours****Required** | **Type of****Work** | **Summer****Coverage** |
| **Tuition****Scholarship** | Tuition, approx.$9,300/academic yr. | None | $9,300 | 8 hrs perweek | Clinic/Research | None |
| **VAMC 300- hour REAP** | 1/2 in-state tuition, approx.$4,640/academic yr. | $333/month for9 months($3,000) | $7,640 or more with summerwork | 10 hrs per week | Research atVAMC | Possible stipend only |
| **VAMC Traineeship** | 1/2 in-state tuition,approx.$4,640/academic yr. | $3,650/acad. yr. | approx. $8,300 | 500 hrs per acad. yr. | Clinic | Possible stipend only |

## Out-of-State Students

NOTE: Financial assistance mechanisms provide a waiver for out-of-state tuition costs. Additionally, if a student

has a TS/GA in the spring semester, their summer tuition also reverts automatically to the in-state rate.

**The waiver of out-of-state tuition is worth approximately $16,530 for the academic year, and $7,800 for the summer sessions.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Funding****Mechanism** | **Tuition Provided****$ Value** | **Stipend** | **Total $ Value****(approximate)** | **Hours****Required** | **Type of****Work** | **Summer****Coverage** |
| **Tuition****Scholarship** | Tuition, approx.$27,200/acad. yr. | None | $27,200. Also covers out- statesummer tuition($7,800). | 8 hrs per week | Clinic/ Research | Waiver of out- of-state tuition: approx. $7,800. |
| **VAMC 300- hour REAP** | Covers all out-of- state tuition, and 1/2in-state tuition;approx.$21,200/academic yr.) | $333.33/month for 9 months ($3,000) | $24,200. Also covers out-of- state summer tuition ($7,800). | 10 hrs per week | Research atVAMC | Waiver of out- of-state tuition: approx. $7,800. |
| **VAMC Traineeship** | Covers all out-of-state tuition, and 1/2 in-state tuition; approx.$21,200/academic yr.) | $3,650/acad. yr. | $24,850. Also covers out-of- state summer tuition ($7,800). | 500 hrs per acad. yr. | Clinic atVAMC | Possible stipend only |