

GRADUATE STUDENT HANDBOOK

AU.D. DEGREE PROGRAM

AUDIOLOGY



UNIVERSITY OF MINNESOTA

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES
2009-2010

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INTRODUCTION TO THE Au.D. HANDBOOK

This handbook is the primary resource for students enrolled in the Au.D. program in the Department of Speech-Language-Hearing Sciences and their advisers. This includes students who are enrolled in the M.A. in Speech-Language-Hearing Sciences, Formal Track in Audiology. The beginning of the handbook contains information that is useful for new graduate students. The handbook contains information about coursework, clinical education, departmental and Graduate School Policies, and clinical certification from the American Speech-Language-Hearing Association (ASHA). Additional information concerning Graduate School and University of Minnesota policies may be found on the University of Minnesota web page (www.umn.edu) or the Graduate School web page (www.grad.umn.edu).

Please make sure you have read the relevant section of the handbook before asking your adviser for information. You are responsible for all of the information contained in this handbook.

I

CAMPUS COMMUNITY

Organizational Structure of the Department

The Department of Speech-Language-Hearing Sciences (SLHS) is part of the College of Liberal Arts (CLA) at the University of Minnesota. The department offers four degrees:

- 1) Bachelor of Arts (B.A.) in Speech-Language-Hearing Sciences.
- 2) Master of Arts (M.A.) in Speech-Language Pathology.
- 3) Doctor of Audiology (Au.D.), professional doctorate in Audiology.
- 4) Doctor of Philosophy (Ph.D.) in Speech-Language-Hearing Sciences.

Staff

Administration

Jaclyn Adair, 4-9535 slhsed@umn.edu

Clinical Education and Academic Support
115 Shevlin Hall

- Manages practicum paperwork, hours, and grades
- Assists with licensure paperwork
- Academic program support (grades, evaluations, permission numbers, and room reservations)

Csilla Fekete, 5-4202 feket003@umn.edu

Senior Accountant
215 Shevlin Hall

- Financial administration
- Grant administration including budget development and oversight
- Department payroll
- Resources for University financial policies

Renada Goldberg, 4-5576 jali0004@umn.edu

Department Administrator
205C Shevlin Hall

- Assists the Department Chair
- Human Resources
- Curriculum management, course and classroom scheduling
- Budget oversight

Andy Le, 6-2016 slhsgrad@umn.edu

Graduate Student Personnel Coordinator
105 Shevlin Hall

- Graduate information, admissions, applications, procedural questions
- Initial contact for prospective graduate students
- All Graduate School Forms
- Any questions with graduate policy (including comprehensive exams), registration, dates and deadlines, etc.
- Department newsletter
- Questions about grad student fellowships, grants, funding, organizations, etc.

Brianna Schmidt, 4-3322 slhs@umn.edu

Executive Accounts Specialist
115 Shevlin Hall

- Department and Clinic Receptionist
- Distributes keys, parking permits, and orders office supplies
- Financial Support to the department (tracking payments, assist in purchasing, travel reimbursements)
- Primary liaison to Facilities Management

Graduate Program Administration

Benjamin Munson, 6-0304 munso005@umn.edu

Director of Graduate Studies
47 Shevlin Hall

- Knows The Graduate School Requirements, rules, and regulations
- Serves both graduate students and SLHS faculty and staff in handling concerns or issues related to graduate education.
- Oversees graduate admissions, including the MA in Speech-Language Pathology, Au.D. in Audiology, and the Ph.D program
- Signs and approves degree program plans

Department Chair

Peggy Nelson, 5-4569 peggynelson@umn.edu
Department Chair and Program Director
205A Shevlin Hall

- Provides leadership to the department
- Oversees departmental programs
- Develops department budget
- Oversees curriculum and assigns teaching responsibilities
- Represents the department in the CLA and University

Clinical Program Director

Mark DeRuiter, 4-5755 derui001@umn.edu
105A Shevlin Hall

- Directs the Davis Speech-Language-Hearing Center
- Responsible for the clinical education of students enrolled in the Department of Speech-Language-Hearing Sciences
- Teaches SLHS 5401 'Counseling and Professional Issues'
- Signs and approves certification & licensure paperwork

Research Associate

Edward Carney, 4-0056 carne006@umn.edu
9 Shevlin Hall

- Provides technology assistance
- Assists with statistical design and analysis
- First point of contact for technology needs in Shevlin Hall classrooms

Professors

Arlene Carney, 6-9545 carne005@umn.edu
160 C Morrill Hall

- Ph.D., University of Minnesota
- Aural Rehabilitation, Cochlear Implants, Speech Perception in Children

Joe Reichle, 5-6542 reich001@umn.edu
241 Educational Sciences Building

- Ph.D., University of Wisconsin
- Language disorders in persons with severe disabilities, augmentative communication systems.

Robert Schlauch, 4-7001 schla001@umn.edu
119C Shevlin Hall

- Ph.D., University of Washington
- Diagnostic audiology, hearing measurement, psychoacoustics

Jennifer Windsor, 5-0071 windsor@umn.edu
34 Shevlin Hall

- Ph.D., Purdue University
- Child language and language impairments, cognitive linguistic processing mechanisms.

Associate Professors

Mary Kennedy, 6-9688 kenne047@umn.edu
53 Shevlin Hall

- Ph.D., University of Washington
- Cognitive and language disorders in adults with brain injury

Kathryn Kohnert, 6-4733 kohne005@umn.edu
36 Shevlin Hall

- Ph.D., University of California – San Diego

Language and Cognition in Bilingual Children and Adults,
with and without communication impairments

Benjamin Munson, 4-0304 munso005@umn.edu
47 Shevlin Hall

- Ph.D., Ohio State University
- Phonological development and disorders, laboratory phonology

Peggy Nelson, 5-4569 peggynelson@umn.edu
205A Shevlin Hall

- Ph.D., University of Kansas
- Audiology, hearing aids, speech perception in hearing impaired listeners.

Peter Watson, 612-624-1010 pjwatson@umn.edu
51 Shevlin Hall
Ph.D., University of Arizona
Speech motor control, neuronal activity in relation to speech, prosody and its control

Assistant Professors

Lizbeth Finestack, 612-624-6090 finestac@umn.edu
54 Shevlin Hall
Ph.D., University of Kansas
Child language intervention, developmental disabilities

Aparna Rao, 612-626-6008 raoxx098@umn.edu
220B Shevlin Hall
Ph.D., Purdue University
Pediatric audiology and auditory evoked potentials

Jayanthi Sasisekaran, 612-626-6001 sasis001@umn.edu
206 Shevlin Hall
Ph.D., University of Toronto
Language-speech motor interactions, and neurophysiological indices of language processing

Yang Zhang, 612-624-7818 zhang470@umn.edu
46 Shevlin Hall
Ph.D., University of Washington
Learning and cognitive development, magnetocephalography (MEG), event-related potentials (ERP)

Clinical Specialists

Sarah Angerman, 4-2617 eric147@umn.edu
24 Shevlin Hall

- Ph.D., University of Minnesota
- Clinical Audiology, auditory processing, hearing conservation, hearing aids.

Jane Carlstrom, 4-7307 carls004@umn.edu
119G Shevlin Hall

- Au.D., University of Florida
- Clinical audiology, hearing aids, cleft palate

Mark DeRuiter, 4-5755 derui001@umn.edu
105A Shevlin Hall

- Ph.D., University of Minnesota
- Speech perception, aural rehabilitation, language development and disorders

Marilyn Fairchild, 4-9314 fairc003@umn.edu
16 Shevlin Hall

- M.A., University of Minnesota
- Communication problems of children and adults with developmental speech and language disorders and communication differences and/pr disorders in members of culturally or linguistically diverse populations

Linda Hinderscheit, 4-8590 hinde001@umn.edu
215G Shevlin Hall

- M.A., University of Minnesota
- Communication problems of children and adults with developmental speech and language disorders

Becky Lulai, 4-9314 lude0008@umn.edu
16 Shevlin Hall

- Adult rehabilitative speech and language therapy, children with developmental speech and language disorders, cognitive impairments, and childhood phonological disorders

SHEVLIN HALL

1. **Keys for Shevlin Hall:** Complete an authorization form and submit requests for building keys to the department receptionist in 115 Shevlin Hall. Graduate students may obtain keys to the front door and the Grad Room (Shevlin 102). Requests for keys to other laboratory and/or clinical rooms in Shevlin must be authorized in writing by a supervising faculty member.
2. **Building security:** DO NOT LEAVE VALUABLES UNATTENDED. Each year several wallets and purses are stolen in Shevlin Hall, as well as other buildings on campus.
3. **Access to Shevlin Hall:** Shevlin Hall is unlocked at 7:00 a.m. every weekday (except U of M holidays). The outside doors to Shevlin Hall are locked at 6:00 p.m. daily and all weekend. If you need to be here alone evenings or weekends, we encourage you to inform the University Police Department, 624-3550.
4. **Parking permits for Shevlin Hall:** The University has issued special parking permits to our department for use by research subjects and clients of the Davis Speech-Language-Hearing Center (for parking near Shevlin Hall). Permits and instructions for use may be obtained in 115 Shevlin. Office hours are from 7:45 a.m.-12:00 noon and 1:00-4:30 p.m. Monday-Friday. If you have a noontime, evening or weekend client or subject, obtain a parking permit during office hours.
5. **Graduate Student Room, Shevlin 102:** Individual *mailboxes* for graduate students are located in the Grad room, 102 Shevlin. Please check your mailbox frequently. There are often important postings there, as well as the necessary forms for graduate students. Additionally, there are a few computers located in 102 for use. Most students use these computers to check university websites and their email throughout the day. There is also a refrigerator and a microwave available. Please remember to close all windows and lock the doors at the end of the day.
6. **Speech-Language-Hearing Sciences ID badge:** You will be required to obtain a U of M Graduate Student Clinician picture ID badge at the U-Card Office, G22 Coffman Union. These ID badges should be worn in every practicum setting, including Shevlin Hall.

UNIVERSITY OF MINNESOTA CAMPUS

GENERAL CAMPUS INFORMATION

1. **The Graduate School** - www.grad.umn.edu/Current_Students/index.html
2. **U Card (U of M ID card)**: For information about U cards, go to: www.umn.edu/ucard
3. **Maps of campus**: <http://onestop.umn.edu/Maps/>
4. **Parking and Transportation**: www.umn.edu/pts
Here you will find information on busing, parking, biking and walking safely: use your judgment in walking unescorted in the evening hours. The U of M's escort service will walk you anywhere on campus and a certain distance off campus 24 hours a day. Their number is 624-WALK. Emergency telephones are located across campus and have blue lights on top to help spot them.
5. **Bus to campus**: The U-Pass is a transit pass that provides unlimited rides 24 hours a day. Any currently registered student at the University of Minnesota who has a U-Card and has paid the transportation fee is eligible for a U-Pass. Click on <http://buspass.umn.edu> to order U-Pass on line.
6. **Post offices**: Coffman Union, Dinkytown Station (1311 4th St. S.E.), University Station (2811 University Ave. S.E.), West Bank Skyway Store, and St Paul Student Center. Mailboxes are located throughout campus.
7. **University Libraries**: The University of Minnesota Libraries is one of the University's and the State's greatest intellectual and capital assets.

LUMINA, the online network, provides computerized access to the Libraries' collections and serves as a gateway to local, national, and global information sources. MNCAT (<http://www.lib.umn.edu/books/>), the Libraries' online catalog, provides a nearly complete listing of book and journal holdings. Since 1992, the Libraries have been adding full-text journal articles to its databases, and there are now more than 1,000,000 complete articles available online from Libraries and remote computers.

For further information on the University of Minnesota's Library system, visit their website (www.lib.umn.edu/).

You will need a valid **U Card (U of M ID card)** to check out materials from the libraries.

8. **Student addresses and phone numbers**: To make changes for the official University records -- <www.onestop.umn.edu>, select "Personal Information."
10. **Student email accounts**: The official means of communication between faculty/staff and students is through the University's email system: www.mail.umn.edu. Students are responsible for obtaining all information received by e-mail.

"A University assigned student email account shall be the University's official means of communication with all students on the Twin Cities campus. Students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward their University email account, he or she is responsible for all information, including attachments, sent to any other email account."

FINANCIAL AID OPTIONS

Fellowship and Scholarship Funds: The Department has a strong focus on the research and teaching experiences of students. Several funds have been set up to support student training. Please watch for announcements regarding applications for these funds. Alumni and friends of this department have made generous donations to the following funds:

- ◆ Leslie E. Glaze Graduate Fellowship Fund (for Ph.D. students)
- ◆ Bryng Bryngelson Research Fund
- ◆ Clark D. Starr Family Fellowship Fund (for M.A. students)
- ◆ Robert G. Robinson Scholarships (for Au.D. students)
- ◆ Charles E. Speaks Graduate Fellowship Fund (for Ph.D. students)

Contributions are enormously helpful in enabling us to meet the educational needs of students.

Forms of financial assistance: We encourage you to investigate potential forms of support:

Work Study Program: This program is described at <http://onestop.umn.edu/onestop/financialaid.html> 1st floor, 170 Donhowe Bldg., 626-8608. If you think you qualify, we encourage you to apply and then notify the department administrator once you have been notified that you qualify. She will notify faculty and staff of your eligibility.

U of M Job Center: <http://www1.umn.edu/ohr>

170 Donhowe Bldg, 625-2000

This office maintains a list of general job openings on campus for undergraduate and graduate students (e.g., clerical, food service, lab technicians, etc.)

Graduate School Fellowship Office: www.grad.umn.edu/fellowships/

321 Johnston, 625-7579

This office maintains a list of various forms of financial support available to graduate students. Some forms of aid are discipline-specific, others are not.

***Graduate Assistant Office:** www.umn.edu/ohr/gao

2nd floor Donhowe Bldg., 624-7070

This office maintains lists of on-campus openings for graduate teaching and research assistants.

*Teaching Assistantships are typically reserved for Ph.D. Students. In any given semester a small number of M.A. and Au.D. Students may be selected to receive a Teaching Assistantship. It is assumed that all students are interested in assistantships and therefore there is no application process for Teaching Assistantships. Some faculty members may have Research Assistantship positions available. These positions are at the discretion of individual faculty members, not the department.

Other Funding Options:

Starkey Research Scholar: This scholarship is in conjunction with the Speech-Language-Hearing Sciences department. Please see your advisor for further information.

MSHA: Visit www.msha.net for student scholarship opportunities.

ASHA: Visit www.asha.org for student scholarship opportunities.

REGISTRATION AND TUITION INFORMATION

Course information is available online at: www.onestop.umn.edu

Students can **register for classes** three ways:

- On-line -- <http://onestop.umn.edu/onestop/registration.html> . Computers are available for Internet access in the Grad student room (102 Shevlin). There is wireless access for laptop computers throughout the building. A web registration tutorial is available online at: http://onestop.umn.edu/onestop/Registration/Registration_Tutorial.html
- In person at any Student Services Center – Locations are available here: <http://onestop.umn.edu/onestop/services.html>
Each Student Services Center has staff available to direct you if you choose to register in person or use the computer terminals located there. When you register in person you will receive a registration statement. When registering in person, be sure to bring the following items with you:
 - a) registration and cancel/add form*
 - b) student I.D.*A registration and cancel/add form can be printed from: <http://www.onestop.umn.edu/onestop/forms.html>
Bring this form with you if you register in person.
- By mail or fax -- Complete instructions are at: <http://onestop.umn.edu/onestop/registration.html>.

Changing your registration - Print a Registration and Cancel/Add form at:

<http://www.onestop.umn.edu/onestop/forms.html#students>

Adding/Canceling of courses can be done online or in person at a Student Services Center. For further information, go to: <http://onestop.umn.edu/onestop/Registration/Changing.html>

Please watch the deadlines for canceling or adding courses.

<http://onestop.umn.edu/onestop/calendar.html>

Certain courses require **prerequisites and/or instructor consent**.

When instructor consent is indicated, you'll need a permission number to register. After you have spoken with the instructor and obtained instructor approval, you may obtain a permission number from 115 Shevlin (slhs@umn.edu) – specify the course number and section number of the course.

Please note that you must declare your **choice of grading system (A/F or S/N)** as part of your initial registration for the semester. In our Department, all professional courses must be taken for letter grade (A/F). Practicum registrations (SLHS 8720, 8820), Plan A thesis (SLHS 8777) and Plan B comprehensive exams (SLHS 8994) must be taken S/N. Changes in grading system must be made within the first two weeks of the semester and must be processed as a registration change.

Health insurance and immunization requirements (required prior to registration):

- **Health insurance.** If you register for six or more credits and are admitted to a degree program, but do not have health insurance, the University will automatically enroll you in the University-sponsored Student Health Benefit Plan. The insurance fee will be entered on your fee statement and must be paid along with your tuition and fees. For further information, go to: <http://www.bhs.umn.edu/insurance/insurance.htm> If you have your own health insurance, simply provide the name of your insurance provider and your policy number during on-line or in-person registration.
- **Immunization Requirements and Holds.** All students born after December 31, 1956, are required by Minnesota state law to be immunized against diphtheria, tetanus, measles, mumps, and rubella. You received a student immunization record with your admissions letter. If you are not adequately immunized, you must get immunized against the diseases listed above. For more information and to download a copy of the Student Immunization Form, go to: <http://www.bhs.umn.edu/services/immunizationservices.htm>

The **Registration Check List** provides useful information for registration online or in person and is located at: http://www.onestop.umn.edu/onestop/Registration/Registration_Checklist.html

Tuition and fees: You may view your Student Account: <http://onestop.umn.edu> under “Finances.” Each time you register, or cancel/add, your account is adjusted.

Graduate Assistants: If you have a Graduate Assistantship, please contact the SLHS Department Administrator, about your tuition waiver. You may also contact the Graduate Assistant Office at 319 - 15th Ave. S.E. (624-7070) for more general information. For detailed information about graduate assistant employment and benefits, please visit the Graduate Assistant Offices web site at: www.umn.edu/ohr/gao

Transcripts: Official transcripts can be ordered in 200 Fraser Hall or ordered online. Official transcripts are available for a nominal fee. Unofficial transcripts are free. Go to: <http://www.onestop.umn.edu/onestop/grades.html>

Holds: If you have a hold on your record, you may not register or, in many cases, obtain transcripts until that hold is cleared with the office imposing the hold. A hold may be imposed for financial indebtedness to the University (e.g., for unpaid tuition or library fines, or delinquent health service payments) or for disciplinary or scholastic reasons. Notice of any hold, including the name of the department or office where it may be cleared, is available online: <http://www.onestop.umn.edu/> under "Quick Links" following the link: "Holds".

Maintain Full Time Status: A full-time graduate student must register for a minimum of 6 credits per semester for the Fall and Spring semesters. Within a range of 6-14 academic credits per semester, a student pays a flat tuition fee. When students register for fewer than 6 credits, registration is on a per credit basis. Students who are appointed as teaching or research assistants must be registered in each term of their appointment.

Student Grievance Process

It is the student's responsibility to be aware of Board of Regents Policies as they apply to students and student employees. (See the University Board of Regents policy Web site at <http://www.umn.edu/regents/polindex.html>). For University grading policies see: [Uniform Grading and Transcript Policy](#).

Overall, there are internal and external processes. Both of these are outlined below:

Internal Process

If students have a grievance issue, the Department of Speech-Language-Hearing Sciences recommends that they use the following resolution process:

First, it is expected that the student will meet with and attempt to resolve the issue with the faculty member in question.

Second, if the student has met with the faculty member and the problem has not been resolved, then the student should contact the Director of Graduate Studies, the Clinical Program Director, or the Department Chair. Students should be aware that there may be limits to confidentiality with any of these personnel. Complaints that are submitted directly to the Department Chair are reviewed in consultation with the Director of Graduate Studies or Clinical Program Director depending upon the specific nature of the complaint.

External Processes

If a student does not choose to meet first with a faculty member, the student may also directly contact the [Student Conflict Resolution Center](#) (612-624-7272, 211 Eddy Hall, sos@umn.edu) for advice and representation in areas of formal and informal University proceedings (for example, student conduct code issues, dorm incidents, employment problems, academic disputes, financial aid grievances, academic misconduct charges, student judicial issues). Students may also contact this office for assistance and advice for any campus-based problem or complaint (for example, grade or instructional complaints, registration requirements, unfair treatment, financial aid or billing problems). The Student Conflict Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. Students should be aware that there are time limits for taking action in some cases.

For employment-related grievance issues, students may contact the [Office for Conflict Resolution](#) (formerly the University Grievance Office) at 612-624-1030 (662 Heller Hall, conflict.resolution@umn.edu). See also <http://www.umn.edu/ocr/policies.html> for additional Office of Conflict Resolution policy and procedures.

If students have experienced any form of discrimination or harassment, they can seek assistance and advice from the Office of Equal Opportunity and Affirmative Action at 612-624-9547, eoaa@umn.edu, 419 Morrill Hall, <http://www.eoaffact.umn.edu>.

Students also have the option to register complaints regarding a Graduate Education Program with the Council on Academic Accreditation (CAA). The CAA is a semi-autonomous branch of the established through the Legislative Council of the American Speech-Language-Hearing Association (ASHA) . Jurisdiction of complaints, complaint processes, and timelines are available to students and the public at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

Communication Proficiency

Students in the program must maintain a level of written and verbal communication proficiency in English that allows them to complete their practicum and coursework assignments fully and competently. Our department's practicum requirements follow the university's English-language requirements for teaching assistants who lead a recitation, discussion, or lab section of a course. Students who do not achieve this are able to take English Communication Coursework at the University to help them reach the level of proficiency needed to complete practicum. These policies and procedures are described fully in the following URL: <http://policy.umn.edu/categories/humresources.html>

II

THE DOCTOR OF AUDIOLOGY PROGRAM (A.U.D.)

MISSION OF DOCTOR OF AUDIOLOGY PROGRAM

The Department of Speech-Language-Hearing Sciences offers a doctor of audiology (Au.D.) degree. This degree is designed to prepare students primarily for careers in clinical service delivery in audiology. Most graduates of the Au.D. program hold clinical positions in hospitals, community clinics, private practices, schools, universities, and other facilities around the country where they evaluate and treat individuals with hearing disorders. The doctor of audiology program combines academic coursework and clinical education experiences in the environment of a major research university where faculty are actively engaged in pursuing questions that have clinical relevance and impact.

The Au.D. program in audiology is accredited by the Council of Academic Accreditation in American Speech-Language-Hearing Association (ASHA). Because our program is accredited by ASHA, students who complete the Au.D. and meet all departmental & ASHA requirements, are eligible for clinical certification by ASHA. Clinical certification is granted upon graduation if the form "Application for Certification and Membership" has been completed and approved. This form should be submitted to ASHA at the end of the externship. Because the Au.D. degree at the University of Minnesota is an ASHA approved degree program, the KASA portion of the form does not need to be submitted to ASHA, but it must be completed as part of your degree program.

In keeping this mission, we encourage students to take advantage of the numerous educational, clinical, and research opportunities that include special colloquia, presentations, and workshops presented by our department and others at the University of Minnesota and within the local professional community. Our department schedules colloquia throughout the school year. Notices of such presentations are posted on bulletin boards throughout Shevlin Hall.

The graduate curriculum in audiology allows students to achieve an M.A. in Speech-Language-Hearing Sciences with a formal track in Audiology (henceforth MA/SLHS-A; on the way to obtaining their Au.D in audiology. Though this degree is not accredited by the American Speech-Language-Hearing Association, by earning the M.A./SLHS-A students will be able to enter their fourth-year externships with an earned graduate degree, which may make them more competitive in Audiology.

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GRADUATE ADVISING FOR AU.D. STUDENTS

BEGINNING THE AU.D. PROGRAM – INITIAL ADVISING

Upon acceptance into the Au.D. program, the Director of Graduate Studies (DGS) will send each student an e-mail asking students to choose a date for the initial advising appointment, usually in the summer preceding fall enrollment. During this initial advising meeting, each student will meet with the DGS and the Clinical Program Director (CPD) in small groups. These two faculty members will review each student's undergraduate transcripts with the students to determine which courses should be taken during the first fall semester. In addition, they will consult with each student about his or her interests. After the meeting, the DGS will assign a permanent academic adviser for each student.

At the initial advising meeting, each student will receive a copy of several forms that are important for completion of the Au.D. degree. The first form is the **Department Curriculum Form** (Department of Speech-Language-Hearing Sciences & ASHA – Doctor of Audiology. (Au.D.)). Each student will complete this form to verify that his or her undergraduate and graduate courses meet the certification standards of the American Speech-Language-Hearing Association as well as the requirements of the Department of Speech-Language-Hearing Sciences and the Graduate School. This form contains all the requirements for ASHA certification and for departmental and Graduate School requirements. The completed form will be kept in your permanent file and in your academic adviser's file.

At the initial advising meeting, students should complete as much of this form as possible, based on the undergraduate courses that have been taken. The sections that can usually be completed are called "**Prerequisite Knowledge and Skills**" and "**Foundations of Practice & Introductory Professional Courses**" on the first page of the form. The DGS and the CPD will assist students initially in completing this form. Later, the academic adviser will work with the student to complete the form throughout the program.

Entries in the form consist of course numbers and titles from the Department of Speech-Language-Hearing Sciences. To determine whether courses from other universities meet ASHA and departmental prerequisites, consult with instructors of departmental courses. Students should bring a copy of their course syllabus to that meeting to assist in the decision. If a course in the Department of Speech-Language-Hearing Sciences is judged to be equivalent to the undergraduate course from another institution by the course instructor, the student enters that information on the form. If the course is either non-equivalent or partially equivalent, the student must enroll in the needed course in the Department of Speech-Language-Hearing Sciences or in a Directed Study (SLHS 5993) to make up the information that was not included in the undergraduate course. For example, students sometimes enroll in (SLHS 3305W) *Speech Science* or (SLHS 3306) *Hearing Science*.

Students accepted into the Au.D. program have the option of earning an unaccredited M.A. in Speech-Language-Hearing Sciences with a Formal Track in Audiology (MA/SLHS-A) after the end of their third year of Au.D. courses. To do this, students must register for 4 credits of SLHS 8994, and complete an oral defense of their third-year written comprehensive examinations. The students must also file two forms with the graduate school, a Degree Program Transmittal Form and the Degree Program Form, by Fall of their second year. These forms are separate from the forms that must be filled out for the Au.D.

Though the MA/SLHS-A is unaccredited, it will allow students to enter their fourth-year externship with an earned graduate degree. The remainder of this document emphasizes the Au.D.

THE GRADUATE ACADEMIC ADVISER

The academic adviser oversees a student's program, provides advice and consultation to the student, and directs the student's written comprehensive examination and capstone project. The academic adviser serves as the Chair of the student's oral examination committee.

Please communicate regularly with your advisor. A student may change academic advisors by writing to the DGS to request the change. The student must consult with the previous academic adviser as well as the new academic adviser and provide evidence of this in the email to the Director of Graduate Studies.

Required Paperwork for the Au.D.

There are three important forms that you will need to complete during your Au.D. program. There is a Checklist located in Appendix A that will help you complete these forms. The forms are:

- ◆ Departmental Curriculum Form (MA/SLHS-A and AuD)
- ◆ Degree Program Transmittal Form (MA/SLHS-A and AuD)
- ◆ Degree Program Form (MA/SLHS-A and AuD)

THESE FORMS MUST BE COMPLETED AND TURNED IN WITH THE CHECKLIST, AS A PACKET, TO YOUR ADVISER BY THE END OF YOUR SECOND ACADEMIC YEAR

DEPARTMENT CURRICULUM FORM

This form is a planning document and a record of completed coursework and practicum. Submit this form by the beginning of your second academic year along with your Graduate Degree Program/Plan.

1. Complete the **Department Curriculum Form** Doctor of Audiology (Au.D.). This is the form that was begun at the initial advising meeting with each student.
2. The student should meet with the adviser to discuss the program over the two-year period. The student will need to refer both to his/her undergraduate and graduate transcripts to complete the form. The student should continue to fill out the form until it is ready to be submitted to the adviser for their signature.
3. When the form is completed, obtain your adviser's signature. Submit this along with the Graduate School Degree Program Transmittal Form and Degree Program Form to The DGS Assistant (mailbox in 115, or outside 205B). The DGS Assistant will review it carefully, make a copy for your records, and give it to the DGS for his signature and a final review, The DGS will then return it to your mailbox in the Graduate Room. It is your responsibility to take this form to the graduate school.

GRADUATE SCHOOL DEGREE PROGRAM TRANSMITTAL FORM & DEGREE PROGRAM FORM

The Degree Program Transmittal Form & the Degree Program Form are required by the Graduate School. These forms are filed as an agreement between the student and the Graduate School that these courses are to be taken in order to receive the Au.D. degree.

1. The student should complete the *Degree Program Transmittal & Degree Program Form* for the Graduate School. This form may be downloaded from the Graduate School Web Site (www.grad.umn.edu). Select "Current Students," then "Forms" and select Ph.D. Students." The Department of Speech-Language-Hearing Sciences requires that a Degree Program Transmittal and Degree Program Form be **completed** by the end of the second academic year.
2. Identify your adviser and committee members on page 1.
List the faculty members on your examining committee. The committee will conduct the final oral examination (oral defense) of the student. The committee consists of a minimum of four members – three from within the Department of Speech-Language-Hearing Sciences and one from outside the department. The academic adviser serves as the Chair of the committee. The student asks the committee members if they are willing to serve on the committee. Outside members of departmental committees can come from a number of departments. Frequent members have come from Educational Psychology, especially from the Special Education area, Child Psychology, Psychology, Otolaryngology, Linguistics, Dentistry or Psychiatry. Students are not restricted in their choice of committee members from other departments, but they must have *Graduate Faculty status.

*Determine if an instructor has Graduate Faculty Status - you can ask the instructor if s/he is a member of the Graduate Faculty OR you can check the Graduate Faculty Roster at: http://www.grad.umn.edu/faculty_rosters/faculty.html
Doctoral students who are course instructors are not eligible to be committee members.

3. Read all the instructions on the Graduate School website before completing the form.
Here are several highlights of the instructions:

List all courses chronologically, both those that have been taken and those that will be taken.

- List 4xxx, 5xxx or 8xxx level courses that you took as a graduate student on the Degree Program Form. You may have taken lower-division courses to fulfill prerequisites or ASHA requirements, but these should

NOT be listed on this form. Do list your grades in A-F or S/N format. Total up the credits for courses in your major separately from courses outside your major (i.e., related field's courses).

- Transfer credits may be placed on the plan with an accompanying transcript if they were taken at the graduate level at another institution.
4. Once these forms are complete, turn in the following forms to your academic adviser so they can review and sign off on them. Please note that you must turn in a completed Checklist with these forms (found in the Appendix); without the checklist, the packet will be returned to you.
- ◆ Graduate Forms Checklist
 - ◆ Departmental Curriculum Form
 - ◆ Degree Program Transmittal Form and
 - ◆ Degree Program Form

Obtain and turn in an unofficial transcript of your courses and grades to date, including undergraduate courses. This may be obtained on OneStop.

Finally, give the forms to The DGS Assistant for review (mailbox in 115); who will then forward it to the DGS for his review and signature. Copies of all forms will be given to the student. Once the degree program form is signed the original will be returned to the student to submit to the Graduate Student Services and Progress (GSSP) office in 316 Johnston Hall.

Students wishing to receive the unaccredited MA/SLHS-A also need to complete a separate ***Degree Program Transmittal Form and the Degree Program Form to receive that degree. These forms are filed as an agreement between the student and the Graduate School that these courses are to be taken in order to receive the M.A. degree.***

The student should complete the *Degree Program Transmittal & Degree Program Form* for the Graduate School for the MA/SLHS-A. This form may be downloaded from the Graduate School Web Site (www.grad.umn.edu). Select "Current Students," then "Forms" and select Master's Students." The Department of Speech-Language-Hearing Sciences requires that a Degree Program Transmittal and Degree Program Form be **completed** by the start of the second academic year. The rules are the same as for filling out the Au.D. coursework, with the following exceptions: (1) Only include the coursework that is required for the MA/SLHS-A, as outlined in this handbook, (2) The examining committee only needs to have three members, two within the department and one outside of the department. As with the Au.D., the student's adviser needs to be listed as the chair of the student's committee.

Petitioning to make Changes in Degree Program Forms:

Changes can be made to the Degree Program Form by filing a Petition form with the Graduate School. Petition forms are available on the Graduate School's website http://www.grad.umn.edu/current_students/forms/g59.pdf. Changes may be necessary if a student changes coursework. The Graduate School will not clear a student for graduation until the Degree Program Form directly corresponds to the transcript. The Petition must be approved both by the academic adviser and the DGS and filed with the Graduate School.

MAINTAINING ACTIVE STATUS IN THE GRADUATE SCHOOL

ALL Graduate School students are required to register in the Graduate School every fall and spring term in order to maintain active status. Maintaining active status is the responsibility of the graduate student and is required in order to participate in the University community as a Graduate School student. Students not registered every fall and spring term, as described above, will be discontinued by the Graduate School.

Grad 999 (a zero-credit, zero-fee, non-graded registration option) is now an option for those Graduate School students who must register solely to meet the Graduate School's registration requirement. This option is designed for students who have completed coursework but not yet completed their degree.

If a student fails to register each semester, he or she will be discontinued and will be required to reapply for admission and pay an admission fee. If a student has been deactivated, he or she cannot register for classes, file a Degree Program Plan, take a final oral examination and must reapply to the Au.D. Program.

THE ACADEMIC PROGRAM

AU.D. DEGREE CURRICULUM

The curriculum for the Au.D. degree in Audiology meets requirements of the Graduate School, the Department of Speech-Language-Hearing Sciences, and the American Speech-Language-Hearing Association (ASHA) for certification in Audiology.

PREREQUISITE KNOWLEDGE AND SKILLS

ASHA requires that students show evidence of coursework in the following areas as prerequisite knowledge for coursework leading to certification. These courses should be completed outside the undergraduate area of concentration in Communication Disorders/Speech-Language-Hearing Sciences.

Mathematics (Statistics)

Biological Science

Physical Science

Behavioral/Social Sciences

FOUNDATIONS OF PRACTICE AND INTRODUCTORY PROFESSIONAL COURSES

The courses **in this section** provide information needed by all Au.D. students. The courses listed below or ones that contain their content must be completed satisfactorily before a student is awarded an Au.D. degree. These courses are prerequisites for coursework in speech, language, and hearing disorders. ASHA requires transcript credit as evidence of knowledge in these areas. Specific numbers of credits are not needed, nor is it necessary to indicate whether the course was taken for a letter grade (A-F).

Courses with equivalent content taken at other institutions can be substituted for these courses. In some instances, the content of a course below may have been distributed across two courses or more in the student's undergraduate program. For instance, the content covered in the University of Minnesota's acoustics course (SLHS 3301) may have been a major part of courses in hearing science or speech science at another institution. The determination of equivalence rests with the adviser in consultation with relevant faculty. Most courses in these foundations of practice courses and introductory professional courses may be completed during the undergraduate or graduate program. However, foundation of practice courses at the 3xxx level do not carry graduate credit and cannot be listed on a student's Degree Program Form.

SLHS 3302	Anatomy & Physiology of the Speech & Hearing Mechanisms	3 credits
SLHS 3303	Language Acquisition & Science	3 credits
SLHS 3304	Phonetics	3 credits
SLHS 3305W	Speech Science	3 credits
SLHS 3306	Hearing Science	3 credits
SLHS 4801	Hearing Measurement and Disorders	3 credits
SLHS 4802	Rehabilitative Audiology	3 credits

DOCTOR OF AUDIOLOGY (AU.D. DEGREE)

Students completing an Au.D. must complete the following departmental requirements *in addition to all of the courses listed under foundations of practice and introductory professional courses.*

REQUIRED DIDACTIC COURSEWORK

SLHS 5401 - Counseling and Professional Issues

(3.0 cr; Prereq-[[& 8720 or & 8820], grad student] recommended; fall, every year)

Basic counseling principles and current professional issues in communication disorders. Application of counseling theory to clinical practice. Analysis of regulation, practice, and future direction of communication disorders.

SLHS 5801 - Audiologic Assessment I

(3.0 cr; Prereq-4801 or CDis 4801 or #; fall, every year)

Basic audiometric battery, including pure tones, speech, masking, and immittance in adults. Industrial audiology, otoacoustic emissions. Students should enroll for 1 credit of SLHS 5810 in the same semester as they enroll in SLHS 5801/SLHS 5802 to complete laboratory instruction requirements.

SLHS 5802 - Hearing Aids I

(3.0 cr; Prereq-[3305, 4801] or [CDis 3305, CDis 4801] or #; fall, every year)

Survey of modern hearing aids including history of development, electroacoustic functions, clinic and laboratory measurement techniques, sound field acoustics, techniques for selection. Students should enroll for 1 credit of SLHS 5810 in the same semester as they enroll for SLHS 5801/5802 to complete laboratory instruction requirements.

SLHS 5803 - Hearing Loss in Children: Diagnosis

(3.0 cr; Prereq-4801 or CDis 4801 or #; fall, every year)

Behavioral, physiological approaches to assessment and identification, development of the auditory mechanism, etiologies of hearing losses in infants, children, selection of sensory aids, principles of case management with children and families.

SLHS 5804 - Cochlear Implants

(3.0 cr; Prereq-[4802, 5801, 5802] or [CDis 4802, CDis 5801, CDis 5802] or #; A-F or Aud)

Implantable auditory prostheses. History of device development, including cochlear implants and auditory brainstem implants. Signal processing. Techniques for selection, fitting, and rehabilitation. Behavioral/physiological changes across lifespan.

SLHS 5805 - Advanced Rehabilitative Audiology

(3.0 cr; Prereq-4802 or [equiv, #]; A-F only, spring)

Analysis of speech perception/production. Communication skills/strategies. Sensory modalities. Rehabilitative techniques in adults, children, and infants with hearing losses.

SLHS 5806 - Auditory Processing Disorders

(2.0 cr; Prereq-4802 or CDis 4802; A-F or Aud)

Normal/disordered auditory processing abilities. Anatomy/physiology of central auditory pathway, assessments to evaluate auditory processing skills, techniques to address auditory processing weaknesses. Current/historical theories/controversies surrounding auditory processing assessment.

SLHS 5807 - Noise and Hearing Conservation

(3.0 cr; Prereq-[8801, 8802] or [CDis 8801, CDis 8802]; A-F or Aud)

Auditory/nonauditory effects of noise on humans. Designing a hearing conservation program. Measuring noise levels. Monitoring hearing. Measuring hearing protection devices. Developing educational materials Describe federal/state regulations on hearing conservation. Students work in groups to measure noise in campus settings, perform real-ear assessment of hearing protectors, and develop/pilot-test educational materials on effects of noise on hearing.

SLHS 5808 - Hearing Disorders

(3.0 cr; Prereq-[8801, 8802] or [CDis 8801, CDis 8802]; A-F or Aud)

Disorders of auditory system, including anatomical, physiological, perceptual, and audiological manifestations of pathologies affecting hearing.

SLHS 5810 - Laboratory Module in Audiology

(1.0 - 2.0 cr [max 5.0 cr]; Prereq-4801 or CDis 4801 or #; fall, spring, every year)

Intensive study of clinical methods in audiology. Supplements didactic courses in audiology curriculum. Laboratory

study, individually or in small groups. Audiology students should enroll for 1 credit of SLHS 5810 in the same semester that they enroll for SLHS 5801 and/or SLHS 5802. Also, Audiology students should enroll for 1 credit of SLHS 5810 in the same semester that they enroll for SLHS 8801 and/or 8802.

SLHS 5820 - Clinical Research and Practice: Grand Rounds

(1.0 - 6.0 cr [max 6.0 cr]; Prereq-4801 or CDis 4801 or equiv or #; S-N or Aud)

Students participate in group discussions of current professional issues in audiology. Case presentations, guest presentations on current technology, clinical/research ethics. Group meets for an hour weekly with faculty coordinator who leads discussion. Integrates academic/clinical education.

SLHS 5993 – Directed Study

Audiology students use this course number to register for clinical observation hours (with the consent of the CPD) as well as for other forms of directed study.

SLHS 8801 - Audiologic Assessment II

(3.0 cr; Prereq-5801 or CDis 5801 or #; spring, every year)

Auditory brainstem response and balance function in adults. Case studies and development of clinical protocols allowing for integration of topics from both courses in this sequence. Students should enroll for 1 credit of SLHS 5810 in the same semester as they enroll in SLHS 8801/8802 to complete laboratory instruction requirements.

SLHS 8802 - Hearing Aids II

(3.0 cr; Prereq-5802 or Cdis 5802 or #; spring, every year)

Instrumentation and methods for fitting and evaluating personal hearing aids; ear impression techniques and materials; repair and modification of hearing aids. Students should enroll for 1 credit of SLHS 5810 in the same semester as they enroll in SLHS 8801/8802 to complete laboratory instruction requirements.

SLHS 8803 - Signals and Systems in Audiology

(3.0 cr; Prereq-[3305, 3306, 4801] or [CDis 3305, CDis 3306, CDis 4801] or #; fall, every year)

Introduction to electronics, digital signal processing, and calibration of instruments used to assess hearing. Lab sessions on such topics as sound-field calibration, earphone calibration, filters, spectra of transient signals, and use of an artificial mastoid.

SLHS 8805 - Hearing Science Foundations of Audiology

(3.0 cr; Prereq-Knowledge of acoustics, basic anatomy/physiology of ear, intro coursework in hearing/speech science)

Physiological/psychological acoustics. Emphasizes hearing loss. Models of middle ear, bone conduction hearing, cochlear mechanics, frequency selectivity, intensity resolution, temporal resolution, and binaural hearing.

SLHS 8807 - Audiologic Assessment III

(2.0 cr; Prereq-5801, 8801)

Anatomy/physiology of vestibular mechanism, assessment techniques to evaluate balance function. Treatment options available for persons with balance disorders

CLINICAL PRACTICUM

Observation

All students will obtain observation hours during the first year in the Au.D. program. No additional hours are needed. The observation hours are completed as part of the student's registration in SLHS 5993.

Practicum

Students will enroll in clinical education in Audiology during their second and third years. All students must complete 18 credits of clinical practicum. These credits will include 17 hours of practicum in audiology (SLHS 8820) and 1 credit in speech-language pathology (SLHS 8720). Students will receive clinical education placements in a variety of settings, including schools, inpatient and outpatient health care facilities, private practices, group homes, and community centers.

Practicum may be obtained through registration in (SLHS 8720) Speech-Language Pathology and (SLHS 8820) Audiology. Students will be scheduled for approximately 3 hours per week of ASHA-countable hours for each 2 credits of practicum.

RELATED FIELDS/MINOR REQUIREMENTS

All students must meet Graduate School related fields or minor requirements by completing a minimum of 8 graduate credits in one or more related fields outside the major or a minimum of 8 graduate credits in a single minor field outside the major. Each department determines what courses constitute a minor; consequently, a formal minor in a department typically requires more than 8 credits; however, the graduate school's requirement is 8 credits. For a course to qualify as a related-fields course, it must be a 4xxx-level course or higher and be approved by the Audiology faculty.

The following list includes approved courses:

Psy 4036	Perceptual Issues in Visual Impairment
Psy 4960	Seminar in Psychology: Psychology of Music
Psy 5031	Perception
Psy 5061	Neurobiology of Behavior
Psy 5062	Cognitive Neuropsychology
Psy 5137	Introduction to Behavioral Genetics
Psy 5138	Psychology of Aging
Psy 5205	Applied Social Psychology
Psy 5206	Social Psychology and Health Behavior
Psy 8037	Audition and Psychophysics
CPsy 4302	Infant Development
CPsy 4329	Biological Foundations of Development
CPsy 4341	Perceptual Development
CPsy 4343	Cognitive Development
EPsy 5356	Disability Policy and Services
EPsy 5400	Counseling Needs of Immigrants
EPsy 5609	Family-Centered Services
EPsy 5641	Foundations of Education for Individuals Who Are Deaf/Hard of Hearing.
EPsy 5642	Early Childhood Intervention for Infants, Toddlers, and Preschoolers Who Are Deaf/Hard of Hearing
EPsy 5644	Language Development and Programming for Deaf/Hard of Hearing Children
Ger 5110	Biology of Aging
Otol 8247	Anatomy and Physiology of Hearing and Balance
Otol 8234	Anatomy and Physiology of the Head and Neck and Temporal Bone Dissection
Phar 5201	Health Sciences Applied Terminology

In addition to the above courses, students must enroll in a graduate-level statistics course. Students may apply the credits to the related-fields requirement **if a course in statistics was not completed as an undergraduate.**

Students can petition to the audiology faculty to have courses not appearing on the list count for related-fields credit.

WRITTEN AND ORAL COMPREHENSIVE EXAMS

In the first few weeks of Spring semester of their third year, students will complete written comprehensive examinations based on the content of their didactic course work in the Au.D. program. A full description of these exams can be found on page 24 and 25 of this document.

AUDIOLOGY CAPSTONE PROJECT

SLHS 8806	Audiology Capstone	6 credits
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In the spring semester of the third year of the Au.D. program, students will register for 6 credits of SLHS 8806, Audiology Capstone using their adviser's section number. The Audiology Capstone project represents an opportunity to integrate research literature with clinical practice. The product of the capstone project is a comprehensive, written paper detailing assessment and treatment procedures used for a virtual patient based on evidence from the literature. Students begin work on their capstone project after successful completion of their comprehensive written exam.

In February of that year students will inform the DGS of their intention to complete the capstone project and graduate following the successful completion of the externship. Students are expected to finish their capstone project prior to September 1 of their fourth year, i.e., concurrent with or shortly after they have begun their fourth-year externship. Students who have not completed their capstone project by this date must write a formal letter to the CPD and DGS explaining the timeline for their completion of this project. This letter must be endorsed by the student's adviser. Upon completion of the capstone project, students should schedule a meeting with the CPD regarding their application for licensure.

MA COMPLETION

Students who wish to receive the optional, unaccredited MA/SLHS-A may do so after they have finished all of the courses required for that degree, listed in Appendix of this handbook, and have successfully passed the oral examination in which they defend their written comprehensive examination.

CANDIDACY

Students become a candidate for an Au.D. degree after they have successfully completed and defended their capstone project.

EXTERNSHIPS

After becoming a candidate, the student is eligible to begin their externship experience. An externship is meant to provide students with an extended clinical experience in one or more settings. Students are typically given more independence in an externship than they were in the closely supervised clinical practicum enrollments completed earlier in the degree.

The student should enroll in Audiology Externship (SLHS 8840) for at least two semesters. These credits are assigned by the CPD and spread over two or more semesters*. A minimum of 17 credits of SLHS 8840 are required for the Au.D. degree.

*Please seek the advice of the CPD before signing up for any externship credits (SLHS 8840).

CLINICAL TIMELINE FOR AU.D. STUDENTS

Timeframe	Anticipated Experience	Anticipated Outcome
First Year – Fall and Spring Semesters	-Participation in Lab Module and Clinical Grand Rounds	-Initial preparation for clinical activities
Second Year – Fall and Spring semesters	-Year 2 comprehensive exam covering the material from the first year of the Audiology Program -Participation in Clinical Activities in the Davis Speech-Language-Hearing Center -Observation opportunities in the community	-Initial preparation for external practicum -Experience variety of settings to assist in goal setting for third year
Second Year – Summer semester	-File graduation paperwork for Au.D. -File paperwork for optional MA/SLHS-A -Internal and/or external clinical placements -Possible further observation	-Preparation for broad-based clinical learning -Continue broad-based educational experience

	opportunities	
Third Year – Fall Semester	<ul style="list-style-type: none"> -External Placement -Begin Search for Externship -Meet with CPD and Adviser to determine clinical needs -Interview for Au.D. Externship -Check Praxis Exam Dates 	<ul style="list-style-type: none"> -Further acquisition and refinement of knowledge and skills -Plan for the future -Professional certification groundwork
Third Year – Spring Semester	<ul style="list-style-type: none"> -Complete comprehensive exams covering material after the 2nd year -Final Details to Secure External Placement -Complete Capstone Project -Oral Examination for optional MA degree in SLHS-A -Complete the optional MA degree in SLHS-A -Apply for Minnesota/Other State Licensure - Confirm with CPD and Audiology Faculty that you meet minimum standards -Take Praxis Exam 	<ul style="list-style-type: none"> -Academic preparation with clinical focus - Further acquisition and refinement of knowledge and skills -Prepare for best “match” between knowledge and skill needs and externship setting -Secure Externship position -Academic preparation with clinical focus - Prepare for Externship position. -Preparation for professional credentialing
Fourth Year	<ul style="list-style-type: none"> -Initiate Externship 	<ul style="list-style-type: none"> -Further development of knowledge and skills
Completion of Externship	<ul style="list-style-type: none"> -Apply for ASHA CCC -Apply for permanent state licensure 	<ul style="list-style-type: none"> -Professional credentialing completed

DETAILED DESCRIPTION OF THE AU.D. DEGREE REQUIREMENTS

ADVISER ASSIGNMENT

An academic adviser is assigned when a student enters the Au.D. program. The student's academic adviser is the chair of their examining committee.

EXAMINING COMMITTEE

Each student will have a committee of four faculty members. All of these committee members need to have graduate faculty status at the University of Minnesota. Three of the four members will be selected from the graduate faculty of the Au.D. program which includes all faculty in Speech-Language-Hearing Sciences with graduate faculty appointments, including those with expertise in Audiology, Speech-Language Pathology, and Speech and Hearing Science. The fourth member will be selected from outside the program and is intended to represent a related field of study. At a minimum, two of the four committee members should have expertise in Audiology.

Committee members will be selected at the time a student submits their program plan to the graduate school. Members of the committee will conduct the final oral examination based on the written capstone project.

DEGREE PAPERWORK: PROGRAM PLANS & DEPARTMENTAL CURRICULUM FORMS

By the Fall semester of the second academic year, students should prepare and complete the following three forms: Degree program transmittal form, degree program form, and the departmental curriculum form. The degree program transmittal and degree program form are discussed in detail starting on page 18 of this handbook. These forms insure that students meet graduate school requirements for the Au.D. Audiology degree.

The departmental curriculum form includes coursework from the student's undergraduate degree and his/her Au.D. degree. This form is designed to ensure that students meet all of the requirements for clinical certification in Audiology upon graduation. This form also provides a means to document if students have the necessary pre-requisite courses to begin graduate work. These courses that are not typically part of the Au.D. degree program are on the first page of this form. This section should be completed by the student prior to beginning graduate work with the help of the DGS and the CPD in an initial advising session.

By Fall of the second academic year, students wishing to receive the optional, unaccredited MA/SLHS-A should also prepare the degree program transmittal form and the degree program form for that degree, as discussed on page 22 of this handbook. Please note that because the MA is unaccredited, it does not have an associated department curriculum form.

ORDER OF COURSEWORK

All students will enroll in the required classes in their major in the same order if they have completed all of the prerequisite courses when they begin their program.

Accreditation and Standards (KASA) and Academic Remediation

The University of Minnesota Clinical MA Program in Speech-Language Pathology meets the standards set by the Council for Academic Accreditation (CAA) and is accredited by the American Speech Language Hearing Association (ASHA). All academic coursework and clinical practicum requirements for the Certificate of Clinical Competence in Speech and Language Pathology and Minnesota Licensure (Minnesota Department of Health and/or Minnesota Department of Education) can be fulfilled through the Clinical MA Program.

The most recent accreditation standards developed by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) (effective January 1, 2005) are based on knowledge and skill achievement ("KASA"). These standards specify the knowledge and skills that a student must demonstrate before beginning the Clinical Fellowship (CF). These standards are listed in the document entitled "Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Speech-Language Pathology."

As an accredited program, the speech-language pathology faculty has stated which elements of the KASA are addressed in their individual courses. The syllabi for each course details how students will demonstrate the knowledge and skill achievements specified by the standards.

Assessment of achievement of the necessary knowledge and skills is a joint effort and the responsibility of students, academic and clinical advisors, instructors, and faculty members. Students are encouraged to carefully monitor their record of progress, and if indicated, initiate discussion/action to ensure timely completion of their program.

Assessment of achievement of knowledge and skill objectives is shared by academic and clinical faculty. That is, although a student may have successfully met a knowledge learning objective as part of a course, if the student cannot apply that knowledge as necessary during clinical practicum, the objective will be deemed unmet. Therefore, remedial work may be required pertaining to a specific standard, even though a student has earned a passing grade in the course.

The Council for Clinical Certification (CFCC) has developed a one page form to verify that a student has achieved all knowledge and skill outcomes specified in the standards. At the successful conclusion of the MA SLP program, this form will be signed by the Clinic Director or Chair of the Department of Communication Sciences and Disorders. This form should be submitted to ASHA along with the certification application.

Remediation Plans - Academic

Instructors use a variety of formative methods to assess achievement of knowledge and skills. Instructors also use a variety of remediation tools when a student has difficulty meeting an objective. It is assumed that all objectives specified in the syllabus will be met by the conclusion of the course. For all courses in the Department of Speech-Language-Hearing Sciences, a grade of B- or above indicates that all learning objectives for the course have been met. Occasionally, a student may obtain a grade of B- or above, having mastered most but not all learning objectives. In such cases, the student will be required to complete one plan of remediation to address the particular area of need. For academic courses in which a C grade (C+, C, and C-) is earned, a student may be eligible, with consent of the instructor, to participate in one remediation plan. The structure of this plan is defined by the individual instructor and will include a component assessing whether the student achieves competency for the course. Such plan, to be completed within the quarter following the semester in which the course is originally taken, is for the purposes of demonstrating competency in all learning objectives only. Regardless of the outcome of such plan, the student's original course grade will not necessarily be changed, and is at the discretion of the instructor. Any course grade below a C- will disqualify the student from participating in a remediation plan (but will not necessarily disallow the student from re-taking the course). At the instructor's discretion, the grade of C may necessitate that the student retake the course, rather than complete a remediation plan.

COMPREHENSIVE EXAMS

The Exam Format

Beginning in Fall 2009, the Department of Speech-Language-Hearing Sciences is instituting a new format for the comprehensive examinations in Audiology. We will be splitting the process into two exams, one of which will be taken at the end of year 1, and one in year 3. The year 1 exams will cover the material in the comprehensive exam from the first year of the Audiology program. The year 3 exam will cover the courses that come after the first year. The combined length of the two exams will be identical to the exam in the current system. That is, the new structure does not introduce a new requirement, it simply splits the old requirement.

The written comprehensive examination process occurs at two points in the students' degree program. The first portion of the examination occurs during the summer following the first year; the second portion occurs during January of the third year.

The first-year examination is comprised of two multi-part case questions. The first case question concerns diagnostic audiology (material taken largely from 5801 and 8801); the second case question concerns amplification (material taken largely from 5802 and 8802). The two questions are completed in a 2-hour testing period;

The third-year examination consists of eight short-answer questions addressing issues in topics that may include: hearing disorders, calibration, otoscopy, hearing conservation, auditory development, hearing science, auditory processing disorders, and drawing and interpreting test results (e.g., tympanograms, ABR, audiograms, specification

sheets for hearing aids). This list of topics is representative but not exhaustive. Each of the eight questions has multiple parts that emphasize assessment and intervention and/or the importance of theory to practice. The questions are written in a single four-hour session.

Grading

Each of the ten questions in this exam will be graded on a scale from 0-100. For the first-year examination, students must earn an 80% on each question in order to pass. For the third-year examination, students must pass 75% (6 out of 8) of the exam questions.

Students who do not pass the written exam may rewrite the comprehensives the Summer after the first attempt. Students must rewrite in each of the areas for which they received a failing grade. The general content area for failed questions will remain the same for the retake, but the questions will be reformulated. Students have the opportunity to rewrite only once.

Students will be informed about their performance on their written comprehensives by their academic advisers. The DGS review these, and will contact students when it is time for them to make an appointment with their adviser to review the results of their exam.

Final Oral Examination for the MA/SLHS-A

Students wishing to receive the optional MA/SLHS-A must have an oral examination of their written comprehensive exam. The oral examination tests students' ability to effectively integrate and communicate information. Coursework in the major and related fields/minor and clinical education experiences serve as the foundation for the examination. Times for the oral examination are arranged by students with their committee. The oral examination lasts about 60-90 minutes and is given by the committee of three faculty members: The academic advisor (committee Chair), another SLHS faculty member, and a faculty member from another department representing the related fields/minor content area compose the oral examination committee. In general, the examination will cover students' (a) specialty areas, (b) areas of weakness identified on the written comprehensive project, and (c) related fields/minor content. The specific form of the examination is determined by each committee, but typically consists of questions and points of discussion. Students' performance on the final oral examination is graded pass/fail. Students who fail the examination may be granted one opportunity to retake the examination provided that the student is given a unanimous recommendation of the examining committee that the student be allowed a retake. The reexamination must be conducted by the original examining committee. Students who fail a second time may not receive the MA degree in SLHS-A.

Steps in Completion of the Oral Examination

1. Once your degree program is approved, obtain a Graduation Packet from 316 Johnston Hall or via e-mail on the Graduate School Web Page. This packet contains the Final Examination Report form, Graduation Instructions, Commencement Attendance Approval Form, and Graduate Application for Degree.
2. Schedule a time (1.5 hours) and a place for the oral examination. Contact committee members and find the best time for all who will participate. Schedule a room using forms located in 115 Shevlin.
3. Bring the Final Examination Report form that is part of the Graduation Packet to the final oral defense
4. All members of an examining committee must be present to hold a final oral examination. If a committee member cannot attend an oral, a substitute member must be approved by the Graduate School or the final oral examination must be re-scheduled.
5. A majority of members of the examining committee must vote to pass a student for a pass on the final oral.
6. Your advisor will ask you to leave the room at the start of the oral defense so the committee can discuss your written examination. During the final oral examination, committee members may ask you questions regarding any aspect of your graduate program. At the end of the oral examination, you will be asked to leave the room while a decision is made to pass or fail.
7. After successful completion of the oral defense, bring the signed Final Examination Report form to 316 Johnston Hall. This form must be turned in within 24 hours of the examination. Once this form has been processed and all of

the courses on the MA Program Plan have been passed, the student may receive the MA degree in SLHS-A. Students are formally granted this degree on the last day of the month in which they complete their oral examination and complete all degree requirements.

If a student fails the oral defense of the Plan B, s/he brings the **Final Examination Report** to Johnston Hall. The student then meets with the advisor to determine the steps that the student should take to best prepare for the retake of the oral exam. The student is able to schedule another final oral examination with the same committee members and the process outlined above is repeated. If the student fails the retake of the oral exam, no degree can be awarded.

*The Application for Degree form included in the graduation packet must be submitted to 200 Frasier Hall by the first working day of the intended month you plan to graduate.

CAPSTONE PROJECT

In the spring semester of the third year of the MA/AuD program, students will register for 6 credits of SLHS 8806, Audiology Capstone using their adviser's section number. The Audiology Capstone project represents an opportunity to integrate research literature with clinical practice. The product of the capstone project is a comprehensive, written paper detailing assessment and treatment procedures used for a virtual patient based on evidence from the literature.

Work on the capstone project begins after the successful completion of the written comprehensive exams. Students will consult with their faculty adviser before assignment of a case-study question that will be the focus of their capstone project. The purpose of the consultation is to discuss the advisee's strengths, weaknesses, and areas of interest. One or more of these factors will be used to guide the formation of the question. Questions will be selected that encompass a broad range of topics in audiology, including diagnosis, treatment, and intervention. Each paper will contain background on the disorder or disorders along with details of diagnostic tests that were used. The papers will also include a description of rehabilitative methods and, if applicable, the development of a plan for intervention. References will be cited to support statements made in the paper.

This paper will be 20-25 pages in length and will contain data regarding the virtual patient. Papers will be written in American Psychological Association (APA) style. Consult the most current edition of the APA manual for Rules for formatting the paper, including the style for headings and cited references.

The capstone paper will represent a student's independent effort, but the student's faculty adviser will provide feedback on one or more drafts. The purpose of the feedback is to point out possible errors, including errors of omission. The faculty adviser also judges when the paper is ready for presentation and defense.

After a faculty adviser judges that a paper is ready for defense, a student will schedule to present the results of the capstone project to faculty, staff, and students, typically during SLHS 5820, Clinical Research and Practice: Grand Rounds.

Following public presentation, students will schedule an oral exam based on the capstone project. The student's examining committee will conduct the oral defense of the capstone project. This exam will not be open to participation by the public.

FINAL ORAL EXAMINATION

The Final Oral Examination should be taken after completing the coursework on the Degree Program plan and passing the written Capstone project exam. The Final Oral Examination is a closed meeting between the candidate and the appointed examining committee that immediately follows the presentation of the Capstone project.

The Final Oral Examination should be taken within the same semester as the successful completion of the written comprehensive examination and after successful completion of the written Capstone project.

According to the Graduate School Catalog, "The examination is administered by the committee appointed by the dean of the Graduate School on recommendation of the faculty in the major field at the time the student's official doctoral degree program is approved. The examining committee includes a minimum of four members: three (including the student's adviser) from the major field and one from the minor field or supporting program. "Committee members cannot represent more than one field simultaneously" (p. 212). Although the student's doctoral adviser must be a member of the committee, another member selected by the adviser is designated as Chair.

The Chair must be a full member of the Graduate Faculty but may be from the minor or supporting program. Rules governing changes in the final oral examining committee are the same as those for the preliminary oral examining committee. All committee members must be present at the time of the final oral examination. If any committee member is absent, the examination is invalid.

NOTE: Should the student desire a change in their examining committee, these changes must be approved by the Director of Graduate Studies and the Graduate School in advance of the meeting. If an emergency absence occurs, another faculty member may be substituted following a call to the Graduate School office.

It is the student's responsibility to schedule the oral comprehensive examination with the examiners and the Graduate School Office at least one week in advance of taking the examination. *The Graduate School will provide a form for the student, as part of the Graduation Packet.* This form is called the Final Oral Examination Report Form.

The Graduate Catalog specifies that: "immediately after the examination, the student is excused from the room and a written secret ballot is taken before discussing the examination. Following the discussion, a second and final vote is taken, and participants sign in the appropriate place on the Oral Comprehensive Examination Report Form, which is to be returned to the Graduate School, 316 Johnston Hall, *no later than the first workday after the examination*" (p. 212).

Outcome:

There are three possible outcomes of the Final Oral Examination: pass, pass with reservation, or fail. "The voting proportions necessary for these decisions are as follows: if the committee consists of four members, a favorable verdict for passing consists of either a unanimous vote or a vote of 3-1; if the committee consists of five members, a unanimous vote or a vote of 4-1 is needed; if the committee consists of six members, a unanimous vote or a vote of 5-1 or 4-2 is needed; and if there are seven members, a unanimous vote or a vote of 6-1 or 5-2 is needed.

Candidates who do not earn committee votes in these proportions *fail* the examination. If, to achieve the minimum number of votes to reach a verdict of pass, any vote of pass with reservations is included, then the outcome will be recorded as a *pass with reservations*. A vote to pass the student with reservations still constitutes a passing vote" (p. 213).

Pass with Reservations: "If the student passes the examination with reservations, the student is informed immediately, but the committee is permitted one week in which to convey its reservations to the student in writing, informing the student of the steps that must be taken to remove them. *A copy of this letter must be sent to the Graduate School and should accompany the signed oral examination report form.* When the student has satisfied the committee's reservations, a second letter informing the student and the Graduate School that the reservations have been removed and that the student may proceed toward the degree is also required. Both letters should be signed by the committee chair. The final oral examination may not be scheduled until the Graduate School has received a copy of the letter indicating that the reservations have been removed" (p. 23).

"If the committee members disagree as to whether the reservations have been satisfactorily removed, the committee chair asks for another vote, the results of which are subject to the same voting proportions as the initial vote. If the student is unable to satisfy the committee's reservations, his or her doctoral candidacy and graduate student status may be terminated" (p. 23).

Failing the Examination: According to the Graduate School, "students who fail the examination may be excluded from candidacy or the degree or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, *providing the reexamination is conducted by the original oral examining committee.* In no case may the reexamination take place before 10 weeks have passed. No more than one reexamination is allowed" (p. 223).

Recess: In rare cases, the Final Oral Examining committee may call for a recess of the examination without making a determination if the student has passed or failed. In these cases, the committee chair must send a letter to the dean of the Graduate School that provides a rationale for the examination recess and indicates the date on which the examining committee and the student will reconvene. If the interval is greater than one week, the committee chair must return the Final Oral Examination Report form to the Graduate School and a new examination date is set. The new form will be mailed to the committee chair one week before the scheduled meeting.

AU.D. CANDIDACY

Students become an Au.D. candidate after they have completed and successfully defended their audiology capstone project. Most Au.D. candidates “walk” at The Graduate School Commencement ceremony the semester they complete and successfully defend their Audiology capstone. However, Au.D. candidates can not officially graduate until after their externship and all other requirements are completed. Please note that students may not refer to themselves as Audiologists or sign paperwork with "Au.D." until they have completed their externship and other requirements and have received the degree.

CLINICAL CERTIFICATION IN AUDIOLOGY

Students are eligible for clinical certification from the American Speech-Language-Hearing Association upon graduation from the University of Minnesota with an Au.D. degree if they have submitted paperwork and had it approved.

An overview of the standards is described below as listed on ASHA’s website (http://www.asha.org/about/membership-certification/certification/aud_standards_new.htm).

- Typically, the Au.D. degree requires a four-year program of study.
- The requirement for a doctoral degree is mandatory for persons who apply for certification after December 31, 2011.
- The standards do not stipulate the specific courses or practicum experiences that are required. The applicant will be required to demonstrate that the educational program granting the post-baccalaureate degree assessed the acquisition of knowledge and skills.
- Practicum experience that is equivalent to a minimum of 12 months of full-time, supervised experience must be completed at the graduate level.
- Demonstrated skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues are required

PRAXIS EXAM- In order to receive ASHA certification, students are required to pass the Praxis examination. Many students take this examination after they have completed all of their coursework. More information about the content of the exam is available at the ASHA website: http://www.asha.org/students/praxis/aud_content.htm. Further information about testing dates and registration can be found at www.ets.org.

GRADUATE SCHOOL DEADLINES FOR GRADUATION

Graduate School degrees are awarded monthly. To graduate at the end of any given month you must:

- Submit your Graduate School Application for Degree form to a Student Service Center (200 Fraser Hall, 130 West Bank Skyway, or 130 Coffey Hall) on or before the first workday of the month.
- Complete all other requirements by the last workday of the month.

Graduating before the end of the term may affect your eligibility for student loans, housing, etc. Check with the appropriate office if you have questions on eligibility.

Graduate School students obtain the Application for Degree form and detailed graduation instructions as part of the Graduate Packet that the DGS requests from The Graduate School in 316 Johnston Hall.

Commencement ceremonies are held in Northrop Memorial Auditorium at the end of Fall and Spring semester. Au.D. students typically walk in the ceremony the semester they complete their written and oral exams and capstone project, before completing their externships. If you wish to attend, you must submit a completed Commencement Attendance Approval Form signed by your adviser and Director of Graduate Studies to 316 Johnston Hall several months before the ceremony. Forms are available at the Graduate School or on the Web. Please note, Au.D. candidates can not officially graduate until their externships and all other requirements have been completed.

If you have questions about registration, graduation, or the commencement ceremony, contact the Graduate School at 612-625-3490 or visit the Graduate School Web site (<http://www.grad.umn.edu/>).

Grievance Resolution Policy

It is the student's responsibility to be aware of Board of Regents Policies as they apply to students and student employees. (See the University Board of Regents policy Web site at www.umn.edu/regents/polindex.html). For University grading policies see: Uniform Grading and Transcript Policy.

Overall, there are internal and external processes. Both of these are outlined below:

Internal Process

If students have an issue, the Department of Speech-Language-Hearing Sciences recommends that they use the following resolution process:

First, it is expected that the student will meet with and attempt to resolve the issue with the faculty member in question.

Second, if the student has met with the faculty member and the problem has not been resolved, then the student should contact the Director of Graduate Studies, the Clinical Program Director, or the Department Chair. Students should be aware that there may be limits to confidentiality with any of these personnel. Complaints that are submitted directly to the Department Chair are reviewed in consultation with the Director of Graduate Studies or Clinical Program Director depending upon the specific nature of the complaint.

External Processes

If a student does not choose to meet first with a faculty member, the student may also directly contact the Student Conflict Resolution Center (612-624-7272, 211 Eddy Hall, sos@umn.edu) for advice and representation in areas of formal and informal University proceedings (for example, student conduct code issues, dorm incidents, employment problems, academic disputes, financial aid s, academic misconduct charges, student judicial issues). Students may also contact this office for assistance and advice for any campus-based problem or complaint (for example, grade or instructional complaints, registration requirements, unfair treatment, financial aid or billing problems). The Student Conflict Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. Students should be aware that there are time limits for taking action in some cases.

For employment-related issues, students may contact the Office for Conflict Resolution (formerly the University Office) at 612-624-1030 (662 Heller Hall, ocr@umn.edu, www.umn.edu/ocr/). See also www.umn.edu/ocr/policies.html for additional Office of Conflict Resolution policy and procedures.

If students have experienced any form of discrimination or harassment, they can seek assistance and advice from the Office of Equal Opportunity and Affirmative Action at 612-624-9547, eoaa@umn.edu, 419 Morrill Hall, www.eoaffact.umn.edu.

Students also have the option to register complaints regarding a Graduate Education Program with the Council on Academic Accreditation (CAA). The CAA is a semi-autonomous branch of the established through the Legislative Council of the American Speech-Language-Hearing Association (ASHA) . Jurisdiction of complaints, complaint processes, and timelines are available to students and the public at:

http://www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm#Complaints_programs

III

CLINICAL EDUCATION

CLINICAL EDUCATION MISSION:

The mission of clinical education within the Department of Speech-Language-Hearing Sciences is to educate individuals who will develop the knowledge and skills necessary to become competent and ethical Speech-Language Pathologists and Audiologists. A natural outcome of this clinical education will be eligibility for:

- The Certificate of Clinical Competence from the American Speech-Language-Hearing Association as well as;
- Minnesota state licensure as a Speech-Language Pathologist, Educational Speech-Language Pathologist, or Audiologist.

*Note: This mission statement is specific to clinical education and is separate from that of the Julia M. Davis Speech-Language-Hearing Center and the Department of Speech-Language-Hearing Sciences.

AUDIOLOGY PRACTICUM REQUIREMENTS FOR ASHA CERTIFICATION

Students enrolled in the University of Minnesota's Doctor of Audiology (Au.D.) program will be eligible to apply for the Certificate of Clinical Competence (CCC) from the American Speech-Language Hearing Association (ASHA) under the 2008 standards. The application for the CCC is made upon completion of the program. (Note: Students must also have a passing score on the Praxis exam to be eligible for ASHA Certification)

CERTIFICATE OF CLINICAL COMPETENCE IN AUDIOLOGY (CCC-A)

General Information

All applicants must demonstrate that they meet the following requirements for the Certificate of Clinical Competence in Audiology issued by the American Speech-Language Hearing Association by the completion of their program:

- Doctoral-level degree required. This degree is typically earned over the course of four years.
- The graduate education in audiology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (Std. II).
- Completion of a program of study in sufficient depth and breadth to achieve the specified knowledge outcomes including practicum experience that is equivalent to a minimum of 12 months of full-time, supervised experience (Std. III).
- Demonstration that the educational program granting the post-baccalaureate degree assessed the acquisition of knowledge and skills (done through departmental and knowledge and skills acquisition forms [KASA]).
- Supervised clinical practicum is provided by the educational institution or by one of its cooperating programs. An individual who holds the Certificate of Clinical Competence must provide supervision.
- Completion of academic and clinical education sufficient to achieve the skills outcomes in Standard IV A-E.
- Demonstration of the breadth and depth of all knowledge and skills in order to practice independently upon certification. This will be done through use of the KASA form. Students are referred to the departmental website for a copy of the audiology KASA form (webvista).
- The education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills (Std. V)

- Skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues.
- A maintenance of certification requirement (Standard VI).

DEPARTMENT REQUIREMENTS FOR AU.D. STUDENTS

1. **Complete a total of 18 credits in SLHS 8720/8820 Clinical Education** - 17 credits completed in major area and 1 credit in minor area.
2. **Complete a total of 17 credits in SLHS 8840 Audiology Externship** – 17 credits completed during the fourth year. Please be advised that students may register for no more than 10 credits per semester during the externship year. Students are allowed to register for externship credits in the semester that they begin the externship.

A word about practicum hours - Students are required to accrue 1820 clinical hours during their Au.D. program. ASHA countable hours are defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. The Department of Speech-Language-Hearing Sciences requires that 20 of these hours be in the area of speech-language pathology with a recommendation toward speech-language screening experiences in this minor area.

3. **Attend Clinical Education Meetings:** Each meeting will include a clinically relevant presentation and opportunity for small group work on your clinical portfolios. These meetings are **mandatory** for all M.A. and Au.D. students. Meetings will be held according to the following schedule, 1:30-3:30 p.m. in Room 20. Please insert these dates in your calendar now:

Fall Semester Meeting Dates: October 9, December 4, 2009

Spring Semester Meeting Dates: February 5, April 2, 2010

These meetings are in addition to the Audiology Grand Rounds Meetings (SLHS 5820). On days when there is a clinical education meeting, SLHS 5820 will typically meet immediately following the Clinical Education meeting.

4. **Clinical Portfolios:** You will create individual clinical portfolios, including information to be collected each term. The portfolio is a three-ring binder with divider tabs labeled for each term. In each divider, you will include:
 - **Writing samples:** Include two or three of your best clinical examples from the practicum (diagnostics reports, treatment plans, IEP goals, etc.) Note: Remove patient/client identity.
 - **Documentation*:** An annotated patient/client LOG for each patient/client seen in practicum. The log will list the client's initials, date(s) seen, age, gender, diagnosis, ethnic background, service type, and a brief comment of the special issues related to this case (e.g., challenging behavior, co-diagnosis/medical factors, family services, consultative model, unusual setting, etc.).
 - **Self-assessment*:** Complete a self-assessment at the end of each practicum.
 - **Clock hour form*:** Obtain 2 signed originals of your clinical clock hour form from your practicum supervisor. Give one original clock hour form to the practicum assistant and keep one of the original forms in your portfolio.
 - **Supervisor's competency-based evaluation form*:** The original supervisor's competency-based evaluation form is turned in to the Clinical Program Director. We will give you a copy of this form for your portfolio after it has been reviewed by the Clinical Program Director.
 - **Audiology KASA (Knowledge and Skills Assessment) Forms:** It is the student's responsibility to monitor and *be able to document* progress in achieving these competencies from course work and clinical practicum. At the end of each term, the student will submit her or his KASA form (with changes noted) in the clinical portfolio. KASA forms are available on Webvista
 - **Updated unofficial transcript:** The transcript is used in assigning grades and confirming your enrollment in clinical practicum.

Note: You must submit your clinical portfolio to the CPD for review each semester/summer term before receiving a grade in practicum. This written record, along with the traditional clock hour form, documents your progress toward achieving the new ASHA standards in clinical education.

***Copies of these forms can be found in Appendix A.**

PRACTICUM POLICIES AND PROCEDURES

POLICIES FOR PRACTICUM STUDENTS

University Background Study: The Minnesota Department of Human Services requires a criminal background check for all practicum students. You will receive instructions on completing the background check from the Clinical Program Director.

Identification Badges: Obtain a U of M Graduate Student Clinician picture ID badge. These ID badges should be worn in every practicum setting including the Julia M. Davis Speech-Language-Hearing Center.

Note: You must be wearing a badge to maintain HIPAA compliance. Students who are not wearing a badge will be unable to engage in clinical activities.

University Email Accounts: Your University email address is the University's official means of communication with you. Please check it regularly during every academic term. The Clinical Program Director will not send communication to accounts other than your University of Minnesota account.

Release of Home Contact Information: We ask students to allow us to release their home contact information to external practicum sites. This information includes your name, address, home phone number, and for some districts, previous colleges attended. These contacts will only be shared with the external practicum supervisor, the school practicum coordinator, and in school placements, the district personnel concerned with clinical practicum placement (i.e., the school principal and/or school district contact person). We ask all students to sign a formal release allowing us to provide this home contact information. If you are unable or unwilling to sign this release form, please contact the Clinical Program Director.

HIPAA Privacy Guidelines: Students must read and agree to adhere to the HIPAA guidelines for the Julia M. Davis Speech-Language-Hearing Center, and must complete the online training modules for UM compliance with HIPAA policies. You will receive an email that will provide you with information about this training. (See Appendix B in this handbook).

Confidentiality should also be maintained in all areas in clinical practice including the supervisory relationship. All practicum-related conversations between the student and supervisor are confidential, but students are always encouraged to discuss any concerns about practicum issues or practices with the Clinical Program Director, who will continue to ensure professional confidentiality.

Failure to maintain client confidentiality and right to privacy are grounds for an "N" (unsatisfactory) grade in practicum. You may not remove clinical materials from Shevlin Hall at any time without permission from the Clinical Program Director. Preparation and planning for clinical practicum must be done within Shevlin if that effort requires you to work with tests, test forms, instruction manuals, treatment materials and other instruments.

Immunizations: Before participating in an off-campus practicum, students must submit evidence of an immunity to rubella and rubeola, an inoculation for tetanus within the last 10 years, have a history of chicken pox (varicella) after the student's first birthday (or evidence of immunization), and must pass a Mantoux (T.B.) test. More information will be given to students before assignment to an off-campus practicum. Some health-care settings require a Mantoux to be current within 30 days. It is recommended that students consider receiving immunization for hepatitis.

Infection Control Guidelines: Students must complete bloodborne pathogen training. More information is available in Appendix B of this handbook. Students must also read and be familiar with the National Center for Infectious Diseases (NCID) guidelines on infection control. Go to www.cdc.gov/ for further information. See Appendix B of this handbook for handwashing, cleaning, and disinfection recommendations. It is also wise to complete a CPR course, particularly before beginning a hospital practicum.

PROCEDURES FOR PRACTICUM STUDENTS

Clinical Education Plan: All students participate in clinical observation (SLHS 5993) during their first year as Au.D. students. This observation may include observation in the Davis Speech-Language-Hearing Center. Students should contact the CPD for a permission number to enroll in SLHS 5993 for clinical observation. During the second year, students become active participants in clinical activities in the Davis Speech-Language-Hearing Center and may also have opportunities to observe in the community as arranged by the CPD or clinical education staff. Beginning in the summer of the second year, or fall of the third year, students will be placed in external practica. The fourth year is the externship experience. Students engage in the externship *after* completing comprehensive exams and the audiology capstone project. Students should carefully review the “DOCUMENTATION OF RECEIPT OF AUD HANDBOOK AND INFORMATION REGARDING FOURTH YEAR EXTERNSHIP” at the end of this manual regarding payment for services during the fourth-year externship. A timeline for practicum and related experiences is at the end of this manual.

Observation hours: There is no required number of observation hours in the audiology curriculum. Students in the Au.D. program are advised to keep records of their observation experiences, however, because they are typically applicable for documentation on their KASA forms.

Course Prerequisites for Practicum Experiences: Relevant professional coursework must be completed before beginning a practicum in a specific disorder/evaluation/treatment area. **A minimum grade of B- and successful completion of all related coursework are required for all professional coursework in the first year of the Au.D. program before initiating practicum.** During subsequent years, a grade of B- is required for professional coursework *or* a remediation plan must be completed by the student in order to engage in practicum in the related disorder area. Remediation plans are constructed for students in conjunction with their course instructor and the CPD. For specifics on remediation plans, see page 12.

Beginning Practicum: Students with clinical experience may receive exemption from up to 1 credit (20 hours maximum the minor (SLHS 8720) area. All students who enter the program will be required to complete at least the first year of clinical education registration (SLHS 8820) under the supervision of University of Minnesota supervisors.

Practicum Assignments: The student and the Clinical Program Director will plan the student's clinical experiences. The Clinical Program Director makes all clinical education assignments, based on the student's academic coursework and needs for clinical knowledge and skills across the practice areas and populations. Once each semester, you should complete a practicum request form and return to the Clinical Program Director to consider practicum placements for upcoming semesters. Note: Student preferences will be considered in practicum placements, however, knowledge, skills, and needs of other students in the program must be considered as well. Students are welcome to arrange a meeting with the Clinical Program Director to discuss their practicum placements. Information regarding specific practicum sites, prerequisites, and the semesters in which they are available can be obtained from the Clinical Program Director.

Near the end of each semester, students, advisers and supervisors will receive information regarding the practicum assignments for the next semester. Students are asked to please check their University email account and mailboxes frequently for information pertaining to practicum.

Interview/Contract: Upon receiving confirmation of next semester's assignment, the student should contact the supervisor before the beginning of that semester to arrange a face-to-face interview and to complete the Clinical Practicum Contract (See sample in Appendix B). The contract is designed to establish mutually agreed upon guidelines and expectations for the practicum schedule, attendance, dress code, clinical activities, and other site-specific policies and procedures so that all are discussed before practicum begins. Some practica have specific hour and day requirements; some are flexible in this regard. However, the student and supervisor must adhere to a predictable and consistent schedule of attendance throughout the term. Attendance at practicum is mandatory. *Please note that some practicum sites require a current resume before initiating the experience. This may be requested before or during the interview process.*

Safety: The student is responsible for following administrative policies, standards, and practices of the practicum site. Safety precautions for infection control should be practiced at all times. [See the National Center for Infectious Diseases (NCID) guidelines as well as blood borne pathogen training in Appendix B of this handbook.]

Clock Hour Forms: The student will receive two copies of the ASHA clock hour forms. (See samples of these forms in Appendix A of this handbook.) Clock hour forms are available in the Grad Room. **The student should retain one original form and return the other original form to the Practicum Assistant.**

- **Students must submit the clock hours and a completed portfolio before a grade will be submitted.**
- **It is the student’s responsibility to alert the Clinical Program Director if you are falling short of hours in any specific area.**
- **Students should keep track of direct contact hours on the grid of the form. Administrative hours should be kept under the “administration” portion of the grid on the same clock hour form.**

Travel to Practicum Sites: Students should be aware that most of our practicum sites are off-campus and travel will be required. Students are responsible for securing transportation to off-campus practicum settings. It is very difficult to meet clinical requirements without having access to an automobile. Most students will receive at least one placement that requires a significant commute (e.g., more than 30 minutes drive). Also, some practica require that students have a car to commute between multiple sites (e.g., several clinics in a single practice, several schools in a district).

Practicum Credits: Practicum registrations are for 1-8 credits per semester. Register for speech-language pathology practica under SLHS 8720 section 001 and audiology practica under SLHS 8820 section 001. If you have two practica in one semester, register both section 001 and 002 of SLHS 8720 or 8820.

Usually, the number of credits should match the number of clock hours achieved as closely as possible. However, sometimes students find that they have completed more hours or fewer hours than they expected for their practicum registration. For too few hours, students may complete the needed hours in the coming term, but no grade will be assigned until all clock hours (including clinical knowledge and skill competencies) sufficient to warrant the credit registration have been completed satisfactorily. We allow students to pre-register for clinical credits if they can fit them under the tuition cap, thereby avoiding extra tuition fees in a later term. Students can use extra hours to fulfill required practicum registration in a subsequent semester. If it is necessary to change the number of credits in the same term (e.g., student is graduating that term), a student can petition the Graduate School to change the registration after the deadline has passed.

Time Commitment: Practica are very time-consuming. Students can expect certain time requirements when registering for clinical practice in semesters.

Each credit registration is equal to 21 direct clinical contact clock hours. For example, a 3-credit practicum will result in over 4 hours per week of direct patient contact time for a minimum of 63 hours per semester.

In order to accumulate the required number of "countable" hours, the student can expect to spend many more hours per week in the practicum setting than the actual direct patient contact time. You will be expected to spend time reviewing files, organizing information, gathering materials, setting up equipment, scoring tests, writing reports, etc. For planning purposes, a typical ratio of clock hours to time scheduled during a 15 week semester in practicum are as follows:

Clock Hours	Credits	Time Spent on site
63	3	Three half-days / week
84	4	Two full days / week
126	6	Four full days / week
168	8	Five full days / week

Some practica have specific hour and day requirements; some are flexible in this regard. The student is responsible for knowing the specific requirements of the practicum he or she is taking. Attendance at practicum is mandatory.

Length of Practicum: A practicum does not end when a student has accumulated the minimum number of required hours for the semester. Students are expected to remain at their practicum site until the end of the semester. If clock hours obtained exceed the number anticipated, a student may use those hours in a future term’s registration or as a special note on a resume (e.g., Total clock hours accrued=XXX). Regardless of the credit registration, a student may count all clinical clock hours s/he accrues.

- **ASHA Countable Time:** defined direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery

- Students will experience clinical practice with populations across the lifespan. For counting hours, "children" are defined from birth through elementary school years. "Adult" years begin at transition planning (usually around age 14) and older.

Practicum Meetings with Supervisors: Throughout the term, students and supervisors should establish regular schedules of meetings, including weekly or bi-weekly informal meetings and other meetings to establish goals, conduct midterm and final evaluations. During these meetings, both student and supervisor should share impressions and recommendations for maximum performance in practicum.

SLHS Contact with External Supervisors: Twice during each term, the Clinical Program Director or the Practicum Assistant, will contact students by email to request feedback from students regarding their progress in practicum. This information will be kept confidential. Similarly, we will contact each supervisor by email or phone to learn about student progress in practicum and to determine whether there are any questions or problems. A copy of those comments will be shared with each student. A site visit to a practicum setting may be requested at any time.

GRADING PROCEDURES

Receiving an "S" grade: Near the end of each practicum, supervisors will submit an evaluation report of student competencies in practicum and provide a suggested grade for each student. (See sample forms in Appendix A of this manual.) All clinical practicum registrations will be graded S/N (satisfactory/unsatisfactory). Although supervisors recommend a grade for each student, the Clinical Program Director makes final grading decisions. Students who fail to make sufficient progress or who violate any of the "Professionalism" competencies – (see Student Performance Review) may receive an N in practicum. Remember that a grade of "S" will not be submitted until signed clock hours forms are submitted to the Practicum Assistant, the supervisor's evaluation is completed, and the clinical portfolio is completed and received.

Receiving an "I" grade: Students often receive an I grade in practicum for one of two reasons: 1) incomplete documentation of satisfactory performance in practicum (e.g., clinical portfolio, signed clock hour form, and supervisor's evaluation must all be turned in prior to grade assignments) or 2) too few clock hours were achieved to reflect the credit registration. Once paperwork and clock hours have been secured, the I grade will be changed to S, presuming satisfactory practicum performance.

Receiving an "N" grade: Students receive N in practicum very rarely; but when this occurs, no credit and no clock hours are counted for that experience. N grades are assigned when a student fails to make sufficient progress in a practicum setting. Representative examples include any of the following: not achieving expected performance outcomes, not mastering required clinical knowledge, skills, or procedures, demonstrating insufficient oral or written communication skills, or ineffective interpersonal communication style. Any violation of the "Professionalism" competencies (e.g., attendance, health and safety considerations, ethical conduct, etc. -- see Student Performance Review) is also grounds for an N in practicum. The Clinical Program Director determines whether an N grade is warranted after consultation with the supervisor, the student, and the student's academic adviser.

Student Evaluations of Practicum: Students are STRONGLY ENCOURAGED to complete a Student Rating of Teaching Form (SRT - Form C-SR) to evaluate their experiences in each practicum. This form will be placed in your campus mailbox toward the end of the semester. Completed forms are to be returned to the Department Chair's mailbox in room 117 Shevlin Hall. Student anonymity is ensured. If you have any concerns about providing feedback in confidence and anonymity, please discuss these concerns with the Clinical Program Director. This is a very important aspect of evaluating practicum sites and supervisors. Please assist us in improving our clinical education by taking a few minutes to complete this form.

Problems, Questions, or Concerns: The Clinical Program Director is available to discuss any concerns students or supervisors may have about practicum placement, goal setting, evaluations and grading, or related issues.

GOALS AND EXPECTATIONS FOR STUDENT CLINICIANS AND SUPERVISORS

Communication Proficiency

Students in the program must maintain a level of written and verbal communication proficiency in English that allows them to complete their practicum and coursework assignments fully and competently. Our department's practicum requirements follow the university's English-language requirements for teaching assistants who lead a recitation, discussion, or lab section of a course. Students who do not achieve this are able to take English Communication Coursework at the University to help them reach the level of proficiency needed to complete practicum. These policies and procedures are described fully in the following URL:

<http://www1.umn.edu/ohr/policies/performance/language/index.html>

Receiving Gifts: Please note that clinical supervisors who are employed by the University of Minnesota are expected to adhere to Minnesota State Law (M.S. 15:43) regarding the reception of gifts. This law is part of the policy/procedure of the University and can be read at: <http://www.fpd.finop.umn.edu>. Essentially, University Employees are prohibited from having a financial/personal beneficial interest in contracts or purchases and are unable to accept gifts of more than "nominal value" (\$5.00) from a person, firm, or corporation. We expect our students to adhere to the same policies. If you are in contact with a vendor or other possible donor who wishes to contribute a gift, please advise them to speak with the Department Chair or Clinical Program Director.

GOALS OF CLINICAL EXPERIENCE

In the process of acquiring a graduate degree, students participate in several different types of clinical practica representing a variety of clinical settings. Some of these practica are completed in the Davis Speech-Language-Hearing Center in Shevlin Hall under the supervision of University faculty. Most of the later practica are completed in external settings, schools, clinics, rehabilitation centers, and hospitals. One setting may be primarily diagnostic while another setting may provide extensive intervention. Some settings will focus on specific disorders (e.g., vestibular). Others may represent a broad disorders range, but limited age groups (e.g., ECSE, long-term care, elementary school). Each student will have a unique set of practicum assignments, which represents a range of clinical experiences. Each setting has something valuable to offer and no single setting provides everything a student needs.

The practicum experience is a unique type of learning situation. The supervisor and student work closely and develop a professional relationship. This relationship requires good communication skills on the part of both parties if it is to succeed. These skills include:

- The student has an active part in this relationship: Don't be a passive participant in your practicum.
- Ask questions.
- If feedback is not forthcoming when you feel you need it, ask for it.
- If there are problems, talk to your supervisor in a nonjudgmental, but straightforward, manner — tell him/her how you feel or how you perceive the situation, using examples to help clarify your concerns.
- If you don't feel comfortable with the level of specificity in which expectations and responsibilities are defined, ask for more structure.

You should also discuss your concerns with the CPD or with any of the other departmental supervisors. Above all, remember that your supervisor has ultimate responsibility for the clients, and those clients should be your primary concern.

KEYS TO SUCCESS IN PRACTICUM

The following suggestions are taken from supervisor feedback and response to student performance.

Client FIRST: You are responsible for your client and his or her welfare. This means putting the client's needs before your own needs. Remember that "client first" behavior may be "obvious" (e.g. helping your client avoid danger such as fire) and "less obvious" (e.g. client documentation must be completed *on time* to protect her/his interest; clients have a right to be seen at scheduled times). Students who jeopardize the welfare of clients may be given an "N" in practicum for the semester and will not be allowed to continue practicum for the semester.

Schedule: Maintain a regular practicum schedule. Before the semester begins, the student and supervisor should determine the exact schedule of attendance for the semester that is mutually agreed upon. Once established, do not ask to deviate from this commitment as the semester progresses. The hours should be regular and sufficient to allow ample preparation time, client contact time, student-supervisor meeting time, and time for any other clinical duties

required by the practicum site (e.g., on-site paperwork, charting, equipment or materials cleanup, staffing, etc.) Be punctual! Make sure that you arrive with ample time to fulfill any responsibilities for arranging materials or setting up equipment.

Attendance: Attendance at every scheduled practicum session is mandatory. Students should not request absences from their supervisor unless threatened by significant illness or other urgent negative circumstances. A student must consider himself or herself responsible to the supervisor, the clients, and the Department in attending practicum reliably. If an absence occurs, notify your supervisor immediately and plan to make up missed hours. *Supervisors should not be approached to "excuse" absences due to a student's wish to study for tests, complete academic projects, conduct other outside employment, participate in a teaching/research assistantship etc.* Plan your time carefully. Do not miss practicum. Unexcused absences are grounds for an "N" (unsatisfactory) grade in practicum.

Appearance: Dress code, official identification, and personal hygiene are important. Ask your supervisor about appropriate dress before your first meeting. Observe what dress is typical for the setting and try to match that of your supervisor and other professionals in the setting. Being a student does not exempt you from appropriate dress. Shorts, T shirts, jeans, tank tops, sweatshirts, and athletic shoes are not appropriate in most professional settings. In medical settings, women should wear dress slacks or skirts/dresses; men should wear ties. *Low-rise pants and short shirts/blouses that leave any portion of the midriff exposed are unacceptable in all clinical settings. Be cautious of how your clothing fits you while sitting, bending, reaching and leaning across a table. The chest and midriff should not be exposed.*

Many persons are allergic to strong scents and to certain foods. Please do not wear perfumes, aftershaves, or other scented products in practicum. Avoid exposure to tobacco smoke entirely and make certain that your clothing is absolutely "smoke-free."

Safety: Remember that the client's welfare comes first. Be aware of personal safety for yourself and the safety of your clients. If you pose a risk to your clients, you will be asked to leave the practicum site immediately by the Clinical Program Director. Learn emergency procedures in every facility. Also learn by observing your supervisor, but remain cautious, and do not overextend your knowledge or skill base. It is always better to say "I don't know, but I'll find out" and ask first if you are unsure! For example, do not transfer wheelchair-bound patients unless you have been given specific training and permission from that facility to do so. If a client needs assistance to go to the bathroom during a practicum session, ask your supervisor for guidance. Be aware of potential threats to client safety (e.g., choking hazards for babies and toddlers; accessibility risks for disabled individuals). If you are using food as part of your clinical session, verify permission from your supervisor beforehand. Never leave a child alone in any setting. Be aware of where all fire alarm "pulls" are located and make certain to monitor small children around these "pulls." Students should guide all clients 3 years old and under by the hand, reminding young clients that "walking feet" are appropriate inside practicum hallways/passageways. When working with children, you should learn if your site has a "policy" surrounding the use of the restroom by children (e.g. Who must attend the child to the restroom?).

Confidentiality: Conduct training and adhere to ALL privacy and confidentiality standards for the facility. Students who enter practicum must complete all of the University of Minnesota Privacy tutorials to safeguard Protected Health Information (PHI). Be familiar with the policies of the Julia M. Davis Speech Language Hearing Center, also (See HIPAA Rules in Appendix B.). Failure to maintain client privacy will result in an "N" in practicum.

Preparation: Planning and preparation are key learning strategies for successful practicum. Early in practicum, students should take extra time to learn the commonly delivered tests, know the treatment materials, review charts, understand the report writing formats and due process requirements. This preparation will allow students to perform more comfortably and competently in each setting. There is no substitute for preparation time.

Technology: Be advised that students do not "own" technology at external practicum sites. Therefore, use of internet applications for personal reasons should not be assumed. Additionally, cell phones, pagers, texting devices should be turned off during the practicum experience. If you have an urgent need to use technology for personal reasons during an external practicum experience, you should discuss this with your supervisor.

Clinical Remediation Plans:

In our department, remediation activities will be applied whenever a clinical supervisor or student identifies concern about the student's performance in practicum. Remediation activities will be specified in a written plan of action, agreed to by the student, the supervisor, and the Clinical Program Director (CPD). The written plan will become a permanent part of the student's academic or clinical file. The document will include:

1. statement of student's learning challenges
2. listing of supportive activities to be accomplished
3. responsibilities of the instructor or supervisor (e.g., what will s/he do, in objective terms)
4. responsibilities of the student (e.g., what will s/he do, in objective terms)
5. timeline for activities to be conducted and completed
6. summative grading criteria or influence of remediation outcomes on grade, if applicable

In clinical practicum, remediation activities will be devised by the supervisor, the student, the Director of Clinical Programs, and the student's advisor. Examples of potential remediation include:

- More observation opportunities
- Extra planning meetings with supervisors or CPD
- Independent planning to prepare for diagnostic or treatment activities
- Working in a triad model with supervisor for a longer period before conducting clinical procedures independently
- Referrals for supplemental academic or counseling support available from the University

General Expectations for Student Clinicians in the Program

By the completion of the graduate program, students should acquire independent clinical management skills. To achieve this objective, students will be supervised according to certification guidelines established by the American Speech-Language-Hearing Association throughout their clinical education. Student clinicians must demonstrate effective interpersonal and behavior management skills to work with infants, pre-school and school-aged children, and adults of all ages. Students are assigned to clinical education experiences with a variety of populations and age groups in order to provide students experiences with a broad range of communication disorders in different clinical settings. In addition, all students must be able to:

- Collaborate with supervisors and other professionals in clinical settings.
- Be responsible for reporting communication findings and recommendations at interdisciplinary staff or school meetings for Individualized Education Plans (IEP).
- Communicate information accurately and appropriately to clients, caregivers, and families, in a manner that is respectful of various cultural, educational, and linguistic backgrounds.

Clinical education demands the direct application of academic background to a practical setting. For example, many typical clinical settings in Audiology will require a student clinician to be able to:

- Visually inspect the ear canal and tympanic membrane
- Visually observe and monitor client responses to sounds
- Manually fit hearing aids, test probes, earmold material, and other prostheses in the ear
- Adhere to standardized hearing assessment and rehabilitative protocols
- Keep accurate and timely records of hearing assessment and intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries

- Develop, implement, monitor, and evaluate intervention programs for aural rehabilitation
- Deliver technical assistance to professional peers as part of an interdisciplinary team
- Counsel hearing-impaired clients and their families

Similarly, many typical clinical settings in Speech-Language Pathology will require a student clinician to be able to:

- Perform a thorough oral mechanism and motor speech examination
- Interact with a child to gather a language sample
- Provide visual and auditory perceptual judgments of voice, speech, or swallowing function
- Observe and interpret non-verbal communication behaviors
- Administer, score, and interpret standardized and criterion-referenced examinations of speech, language, or cognition
- Keep accurate and timely records of intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries
- Develop, implement, monitor, and evaluate intervention programs
- Deliver technical assistance to professional peers as part of an interdisciplinary team
- Counsel speech- and language-impaired clients and their families

Student clinicians in Audiology will also conduct some Speech-Language Pathology activities. Speech-Language Pathology students will also conduct some Audiology activities. Consequently, student clinicians should have the prerequisite abilities to perform activities in either area.

Additionally, all students entering clinical education must demonstrate knowledge of and agree to adhere to the Code of Ethics of the American Speech-Language-Hearing Association and to other University and institutional policies on privacy, infection control, and other health and safety guidelines.

Finally, all students entering clinical education must complete a criminal background study conducted through the State of Minnesota Department of Human Services.

Knowledge and Skills Acquisition (KASA) Form

The Knowledge and Skills Acquisition (KASA) Form summarizes a student's acquisition of the knowledge and skills delineated in the Standards for the Certificate of Clinical Competence (CCC). Use of the KASA Form will demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. Entries on the form 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. The KASA Form will assist students in determining knowledge and skills already acquired and those yet to be attained.

Specific procedures for determining when knowledge and skills are achieved will be described during monthly Clinical Education Meetings.

CONTACTING EXTERNSHIP SITES

When it is time to think about the externship experience, here are some things to think about. As you read this, we encourage you to remember that the Au.D. is still a fairly 'young' degree in the field of Audiology, and as a consequence, the mechanisms for obtaining externships changes somewhat from year to year, as the field works toward a fixed set of procedures and expectations.

- Several sites in the Twin Cities have indicated that they have an interest in Au.D. Externship, however they are not all able to commit until the time draws closer.
- Some of you have made some contacts to begin to explore where you might want to have an externship experience. This is permitted with the understanding that at the completion of your program you will need to demonstrate knowledge and skills in the relevant areas of our discipline. (This is why you are completing your KASA documentation now!) One of the most common questions that potential externship supervisors have is how the externship works under ASHA guidelines. The CPD can provide the supervisor with a complete packet of information upon request.

Each student should prepare the following prior to the externship interviews:

1. One cover letter. The cover letter should be generic – providing a brief description of the student's academic and clinical experiences, as well as when they anticipate being prepared for an externship. This cover letter will need to be updated as time moves along. The Clinical Program Director would be happy to read your cover letter and offer feedback.
2. A copy of unofficial transcripts. These can be downloaded from the web and then copied and pasted into a word document. (Remember, the purpose of this is not necessarily to exhibit your grades, but instead to show that you are indeed eligible for the externship). This should be updated each semester.
3. Resume. The resume should include clinical education practicum experiences.
4. *Possibly* a copy of clinical education hours coversheet (some sites will ask for this, others will not. The CPD and Practicum Assistant will add this information to your e-file and continually update it for you).
5. If you are planning on completing the externship in state of Minnesota, you should begin filling out the MN "SLP/A Temporary License Application." (Information about this paperwork will be given during the third year of the program). Additionally, you should consider taking the Minnesota Department of Health Hearing Instrument Dispensing Exam in the third year.
6. ASHA paperwork. (Information about this paperwork will be given during the third year of the program).
7. *KASA form.*

Items 1 & 3 should be emailed to [the CPD at slhsgrad@umn.edu](mailto:theCPD@slhsgrad@umn.edu) by the end of July after completion of the second year of the program. Many sites will require interviews in the fall of the third year, so adequate planning time is necessary.

Externship placements are a joint effort of the Clinical Program Director and the student.

PROFESSIONAL INFORMATION

Requirements of Minnesota Licensure in Audiology by the Minnesota Department of Health for employment in non-school sites including clinics, private practice, outpatient facilities, rehab agencies, and hospitals.

Audiology students are eligible for Minnesota temporary licenses before initiating their externships. Students engaged in audiology externships are also eligible to become hearing aid dispensers in the state of Minnesota. You *should* obtain the appropriate licenses/certificates in order to practice within the state of Minnesota if you are planning on using the title “audiologist”. ***Please remember that audiology externs MUST use a modifier indicating their externship status under Minnesota state law.*** Please see the CPD if you have any initial questions regarding licensing. Audiology students are eligible for permanent MN state licensure upon completion of their degree. For more information, please refer to the Minnesota Department of Health website for directions and application to obtain an initial teaching license in the State of Minnesota

SLP/A Licensing
Health Occupations Program
121 East 7th Place
P.O. Box 64975
St. Paul, MN 55164-0975
Phone: 651/282-5629
Fax: 651/282-5629 / Email: HOP-web@health.state.mn.us
Web: www.health.state.mn.us/divs/hpsc/hop/slpa

Students participating in externships outside of the state of Minnesota *must* comply with all regulations in the state in which they practice (where applicable – many states do not license externs). Please see the CPD for more information if your externship will be outside of Minnesota.

ASHA CERTIFICATION

Graduates from our Au.D. program automatically satisfy the academic and clinical requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence. To complete the certification requirements graduates should:

1. Consider joining the American Speech-Language-Hearing Association. While membership is not required to become certified there are many benefits to Association membership. **Substantial price reductions** are available to members of the National Student Speech-Language-Hearing Association. Applications for membership in either association are available in Shevlin 115.
2. The ASHA Membership and Certification Handbook is available online at www.asha.org. You will need a copy of this handbook as you begin the certification process toward the end of your graduate program. Application materials should be given to The Practicum Assistant for processing and obtaining signatures.
3. Pass the National Examination (Praxis series) for certification. The National Examination is typically given locally in September, November, January, March, and June. Examination registration forms are available in the Department or may be requested from ASHA.
4. Complete the ASHA application for certification after completing your degree (this includes completing your externship experience).
5. If, at some point in your professional career, you decide to let your certification lapse, you should be aware that the application process for reinstatement of certification is time-consuming, costly, and difficult. If you need to apply for reinstatement of certification, you should contact ASHA. The Department of Speech-Language-Hearing Sciences reserves the right to charge a processing fee for assisting past students who have allowed their certification to lapse. If you need help regarding a lapse in certification, contact the Practicum Assistant at slhsed@umn.edu.

PROFESSIONAL PLACEMENT SERVICES

Employment Postings in the Department of Speech-Language-Hearing Sciences: The Department of Speech-Language-Hearing Sciences posts job vacancies for graduates at the Master's, Au.D., and Ph.D. levels on the bulletin board outside Shevlin 117.

ASHA Employment Services:

- The American Speech-Language-Hearing Association (ASHA): www.asha.org
- You will find a variety of resources to meet your professional goals on ASHA's Online Career Center. ASHA's Online Career Center provides you with a direct link to employers in speech-language pathology; audiology; and speech, language, and hearing science. www.asha.org/about/career
- Also check out the *ASHA Leader* classifieds both in print and on the Web. This ASHA journal is published biweekly and has an Employment Opportunities section which lists positions available and positions wanted. Rates and credential requirements are also included in this section. www.asha.org/about/publications/leader-online
- The Placement Center at the Annual ASHA Convention, with sign-up available online several weeks before the Convention, will put you face-to-face with prospective employers.

MSHA Professional Placement Service:

The Minnesota Speech-Language-Hearing Association posts job opportunities in audiology and speech-language pathology. Web site: www.msha.net/proplacseser.asp, Email: msha@incnet.com

MSHA Professional Placement Service
P.O. Box 26115
St. Louis Park, MN 55426
(952) 920-0787

American Academy of Audiology (AAA):

- Students who are student-members of the American Academy of Audiology (www.audiology.org) will have access to publications that contain employment and externship information.
- The Annual AAA Convention typically provides opportunities for students to apply for externships.

PROFESSIONAL ORGANIZATIONS

CONTACT INFORMATION

American Speech-Language-Hearing Association (ASHA)

2200 Research Blvd.
Rockville, Maryland 20850-3289

National Office: 1-800-498-2071
Web Site: <http://www.asha.org>

National Student Speech-Language-Hearing Association (NSSLHA)

10801 Rockville Pike
Rockville, Maryland 20852

National chapter web site: <http://www.nsslha.org/>
U of MN chapter: <http://www.tc.umn.edu/~nsslha/>

Minnesota Speech-Language-Hearing Association (MSHA)

P.O. Box 26115
St. Louis Park, MN 55426

Email: msha@incnet.com
Web Site: <http://www.msha.net>

American Academy of Audiology

11730 Plaza America Drive, Suite 300
Reston, VA 20190

Email: info@audiology.org
Web Site: <http://www.audiology.org>

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

This material is available in alternative formats upon request. Please contact the Department of Speech-Language-Hearing Sciences, 115 Shevlin Hall, 612/625-6542.

IV

BILINGUAL EMPHASIS PROGRAM

Students in the *Bilingual Emphasis Program* in Audiology select and complete a minimum of eight different learning activities (*Section IV Links and Forms*). Learning activities are divided into five general areas: Course-related Activities, Clinical Activities, Research Activities, Professional Activities, and Language Skill-building Activities. Activities are to be selected from at least four of these five general areas. Students are also encouraged to identify other appropriate learning activities within each of these areas that can be used instead of, or in addition to, those listed. All activities should be approved by the student's academic adviser. Students are to specify the type of activity and date completed on the "Learning Activities Summary" form.

LEARNING ACTIVITIES

I. Course-related Activities

- a. Complete a course in a related field that focuses on some aspect of linguistic, cultural or economic variation that is relevant to SLP or Au.D. (This coursework may also be used to fulfill the "related fields" requirement in your MA or Au.D. program plan if it is at the 4xxx level or higher.)
- b. Complete a directed studies course with a faculty member on a particular topic related to linguistic or cultural diversity.
- c. Complete a written term paper or presentation on linguistic, cultural or economic variation and its relevance to speech, language or hearing disorders. (This project may also fulfill requirements for one of the required courses in the MA or Au.D.).
- d. Other

II. Clinical Activities

- a. Provide translating/interpreting services for clinical assessments, intervention, counseling or in-services on one or more occasions.
- b. Participate in an approved clinical practicum with a master clinician with recognized expertise in serving linguistically or culturally diverse children or adults.
- c. Compile or develop clinical resources that may be used in the assessment, treatment, counseling or referral of culturally or linguistically diverse clients and their families. Copies of these projects can be archived in the SLHS department or shared with the local chapter of NSSHLA. Sample projects are to: (1) develop a list of local or national resources (such as websites, materials and locations of support groups or providers) relevant to Spanish-speakers and their families with hearing loss or head injury; or (2) create culturally and linguistically appropriate educational materials (audio tapes, video tapes, brochures) on communication disorders to address the needs of different language groups; (3) develop a reading list of "cultural considerations" to be used in educating parents on language facilitation techniques for young children; or (4) develop a portfolio that explores in depth the cultural and linguistic characteristics and heterogeneity of a particular cultural or linguistic group that interests you (e.g., white Lutheran Midwesterners of Scandinavian heritage; Black speakers of African American English in the Midwest; the Somali community in Minnesota etc.).
- d. Other

III. Research Activities

- a. Participate in original research on a topic related to linguistic, cultural or economic variation in the area of speech, language or hearing. This may be an independent study, a volunteer or paid research assistantship on approved projects, or completed as part of a thesis (SLP) or capstone (Au.D.) project.
- b. Present research findings in a public venue (at a local, national or international research forum or conference).
- c. Other

IV. Professional Activities

- a. Attend monthly meetings of the Multicultural Affairs Committee of the MN Speech-Language-Hearing Association.
- b. Attend scientific presentations on language or cultural diversity at professional conferences.
- c. Complete ASHA continuing education programs related to issues in cultural or linguistic diversity. Examples of these activities include video/CD programs on assessment and intervention available in the SLHS department as well as articles printed in *Language, Speech, and Hearing Services in Schools* or the *Perspectives* publication of Special Interest Division 14 as well as some special issues of SIDs or journals.
- d. Present on a professional topic related to cultural or linguistic diversity to students, professionals or a community group.
- e. Other

V. *Language Skill-building Activities*

- a. Regular participation in the on-campus or community-based Spanish Vocational Group.
- b. Initiate, instruct or participate in a vocational group in another language.
- c. Develop materials for the Spanish or other language vocational groups.
- d. Complete a language class at the U or in the community setting.
- e. Volunteer to work with a group of non-native speakers of English through a local community group or campus organization. Examples of such service include working with adults learning to read, tutoring children, or working with a social group or athletic team. Local organizations that provide different service learning opportunities include Neighborhood House, Big Brother/Big Sister, the YWCA, and Courage Center.
- f. Other

IV

LINKS AND FORMS

GRADUATE SCHOOL HANDBOOKS & FORMS: http://www.grad.umn.edu/current_students/

Degree Program Transmittal

http://www.grad.umn.edu/current_students/forms/g89a.pdf

Petition to the Graduate School

http://www.grad.umn.edu/current_students/forms/g59.pdf

DEPARTMENT HANDBOOKS & FORMS: <http://www.slhs.umn.edu/grad/handbook.html>

Department Curriculum Form

Department Forms Checklist

<http://www.slhs.umn.edu/assets/pdf/FormsChecklist.pdf>

Graduate Assistants Policies and Guidelines

<http://www1.umn.edu/ohr/gae/index.html>

DOCUMENTATION OF RECEIPT OF AUD HANDBOOK AND INFORMATION REGARDING FOURTH
YEAR EXTERNSHIP

I, _____ acknowledge that I have received the Au.D. Practicum handbook and have read it in its entirety. I also acknowledge that I am bound to the contents therein.

I acknowledge that audiology is dynamic and changing. The Department of Speech-Language-Hearing Sciences at the University of Minnesota has made no express commitment or guarantee of a paid externship during my educational program.

I acknowledge that should I choose to let my ASHA certification lapse at a later date and I need the assistance of the Department of Speech-Language-Hearing Sciences in re-instating my certification, the Department may charge me a reasonable fee.

Student Signature