

GUIDELINES AND POLICIES: DOCTOR OF AUDIOLOGY PROGRAM

**Department of Audiology and Speech-Language Pathology
College of Health and Public Service
University of North Texas**

Updated Summer 2020

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The Department

The Doctor of Audiology Program (Au.D.) in the Department of Audiology and Speech-Language Pathology (ASLP) at the University of North Texas provides an academic and clinical professional education for students whose career goal is to assess and (re)habilitate hearing and balance disorders in children or adults across a variety of educational, medical, and private practice settings. Completion of the required course work, laboratory training, and clinical practicum experiences will satisfy the requirements for Texas state licensure in audiology.

A second and equally important mission of the department is to be recognized for leadership, innovation, and scholarly excellence in communication sciences and disorders. Faculty and students of the department engage together in discussions of cutting-edge knowledge, in research activities, and in relevant clinical experiences, founded in processes of critical thinking, problem-solving and creativity.

The clinical degree programs in speech-language pathology and audiology have been continuously accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology since 1976. In response to constantly changing professional standards and clinical practices, and the dynamic and ever-evolving evidence base of the field at large, the Au.D. program curriculum is reviewed and restructured regularly. In this case, the Audiology Guidelines and Policies Handbook will be revised as necessary and students will be notified when this happens.

The Department and Program complies with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination based on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. The Department and individual programs adhere to UNT's policies and procedures, including non-harassment policies, internal complaint procedures, and all applicable nondiscrimination statutes.

The Department of Audiology & Speech-Language Pathology fully complies with all recommendations and processes of the university's Division of Institutional Equity & Diversity's Equal Opportunity Office, in accordance with university policy supporting non-discrimination, which can be found at <https://policy.unt.edu/policy/16-004>. Internal and external complaints, charges, and litigation alleging violations of policies and procedures related to non-discrimination are maintained by the Division of Institutional Equity & Diversity's Equal Opportunity Office in accordance with the university's published requirements and records retention policies. Complaints can be reported by any person via that office at <https://ied.unt.edu/file-complaint>. In addition, students have the option to file an informal complaint with the Dean of Students at <https://deanofstudents.unt.edu/report>. If you have a complaint or concern related to your disability, you should contact the Office of Disability Access at <https://studentaffairs.unt.edu/office-disability-access/grievance>.

Course Requirements and Course Load

The Doctorate of Audiology program offered at the University of North Texas does not require students to earn a Bachelor's degree in Speech and Hearing Sciences, and the program required any prerequisite courses. The four-year Au.D. program is completed in 11 academic terms (i.e., 8 Fall/Spring and 3 Summer terms) if all prerequisites have been met before admission. The Au.D. curriculum is a total of 95 semester credit hours (SCH) and consists of 40 SCH of clinical practicum courses and 55 SCH of academic instruction. A model degree plan is provided in Appendix A, and the projected course sequence is provided in Appendix B. Occasionally, students will require additional clinical practicum courses to master the required clinical competencies or will need to defer coursework for a year for personal reasons. If course work is deferred, the student will need to restart the coursework within two years in order to complete the program.

In regular semesters (Fall/Spring), a typical course load in the Au.D. program is 12 SCH – the equivalent of 3 to 4 academic courses plus clinical practicum (2 SCH). In the summer term, students are enrolled in clinical practicum with an occasional academic course. The final year of the Au.D. program (Summer, Fall, Spring) consists of a 6-9 SCH offsite externship.

The student commitment to the Au.D. program is equivalent to a full-time job. Students take courses and continue clinical practicum experiences throughout their graduate studies. Rarely are students able to carry simultaneously a full course load, maintain good grades, and be employed full-time.

English Proficiency Policy Statement

The Department of Audiology and Speech-Language Pathology and the Speech and Hearing Center at the University of North Texas (UNT) support the position of the American Speech-Language-Hearing Association in encouraging people of diverse backgrounds to enter the field of communication disorders. ASHA states that “students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and when necessary, the ability to model target phonemes, grammatical features, and other aspects of speech and language that characterize a client's particular problems” (<https://www.asha.org/policy/TR1998-00154/>).

At UNT, all students in the Department of Audiology and Speech-Language Pathology must possess adequate written and verbal communication skills in Standard American English necessary to meet academic and clinical requirements. In particular, graduate clinical students will be judged on the following skills and abilities in their supervised clinical practicums when applicable to client/patient service delivery and related student-professional interactions. These skills will be judged by licensed and experienced clinical supervisors at the UNT Speech and Hearing Center. Students must be able to:

- Communicate effectively, sensitively, and efficiently with clients, professors, and colleagues
- Comprehend technical, procedural and professional materials and demonstrate consistent ability to follow clinically related instructions and supervisory input
- Possess the ability to readily communicate observations and findings, prepare progress notes, correspondence, and evaluation or treatment reports in a clear, logical and professional manner
- Perceive the speech of clients and accurately judge its quality and specific patterns of usage
- Readily comprehend language expressed in oral, graphic, and gestural forms
- Show acceptable intelligibility to allow for administration of speech, language or audiological assessment instruments in a reliable and valid manner, and to effectively relay all types of clinical information, instructions and clinical feedback to clients in the treatment setting
- Demonstrate appropriate pragmatic skills, including eye contact, communication in social interaction appropriate for a social context, modify communication to match the context or needs of the listener, understand non-literate, figurative, or ambiguous language, and to demonstrate understanding of indirect and nonverbal communications in the clinical setting
- Speech-language pathology students must be able to model desired voice, fluency, articulation, and oral/nasal resonance, as well as features associated with English grammatical structure (syntax, morphology), semantics, literacy teaching and other areas consistent with the objectives of a client in the assessment and treatment setting

Non-native speakers of English will work closely with supervisors toward establishing this proficiency prior to and during enrollment in clinical practicums. Students who speak with accents and/or dialects may seek out OR be asked to obtain assistance in improving English proficiency skills. This can be at the recommendation of the clinical director, clinical supervisory and departmental instructional faculty. English proficiency services will be provided at the UNT Speech and Hearing Center at no cost to the student. Other related English proficiency services which are available to UNT students, including UNT's Intensive English Language Institute (<https://international.unt.edu/content/academic-english>), will also be recommended as appropriate.

Progress towards improving English proficiency skills will be formally reviewed each semester at mid and final review points. Continuation in, and modification of a student's clinical (and academic) program will be determined by the department chair, clinic director and other instructional/supervisory personnel. This will be based on different factors, including (but not limited to), the amount of demonstrated improvement and the degree of student's English competency skills as required for effective assessment and intervention implementation in a clinical practicum setting, in and outside of the UNT clinic.

Graduate Credit Transfers

In general, transfer credit is not allowed for the Au.D. program. However, a student may meet with the Program Director to discuss the possibility of transferring doctoral course credit earned at another institution as long as the credit was not used toward another degree.

Advising

Faculty advising of graduate students is an ongoing process in the department of ASLP. Students will be contacted or advised about their academic progress via e-mails, scheduled appointments and meetings, or in annual evaluations. Beginning in the Fall semester of the second year, students will complete a self-assessment form to report their progress in the program. On this same form, faculty will provide individualized feedback to students about their performance and make constructive recommendations for the academic year. An example of the fourth-year, annual-evaluation form is provided in Appendix E. Students form lasting and strong supportive bonds with the department and with fellow students, which persist long after graduation.

Degree Plan

An individual degree plan will be created for each Au.D. student during the first year of the program. The Program Director should be consulted when any amendment to the degree plan is necessary. The Program Director will ascertain that the proposed course change(s) meet certification, licensing, and degree requirements. An Au.D. student who fails to complete all coursework according to the degree plan will not be eligible for graduation. An Au.D. student who is not eligible for graduation will not be qualified for state licensure.

Research Activities and Research Project

The department of ASLP houses research laboratory space and associated instrumentation to conduct a wide range of research studies. Students interested in gaining research experience are encouraged to inquire directly with faculty about opportunities for mentored independent research or volunteer work in the faculty members' research labs. Students wanting to pursue mentored research activities as part of his or her degree plan should identify a faculty mentor with shared interests and discuss the option of completing the required 3rd year research project (ASLP 6990) under the mentorship of the faculty member. Before the spring semester of the 3rd year, students will need to ask their research mentor to sign the research project form provided in Appendix C. This form will need to be submitted to the Program Director.

Outside Course in Lieu of ASLP 6990 Research Project

In lieu of the ASLP 6990, students may opt to enroll in a department-approved 3 SCH graduate course (5000 or 6000 level) outside of the department. Students will need to schedule an appointment with the Program Director to discuss the outside course as well as its prerequisites, if applicable. In many cases, instructor approval will be necessary to enroll in outside courses. The Program Director will assist the student in obtaining this approval. After the student enrolls in the course, the Program Director will contact the graduate school to

substitute the approved course for ASLP 6990 in the student's degree plan, and this change will also be documented on the research project form provided in Appendix C.

Formative and Summative Assessment

Students in the Au.D. program are required to pass a formative assessment in the spring semester of the second year and a summative assessment in the spring semester of the third year. Passing scores on both exams are $\geq 70\%$. The formative assessment is a 100-item, multiple-choice exam. The summative assessment is a written exam consisting of general questions and case studies. Students will be notified via email regarding the exam date and time and will receive test results within 2 weeks of the exam date. If students do not pass the initial administration of the exam, students will be notified via email about the date and time of the required retake exam, often scheduled 4 weeks after the initial exam. If the student does not pass the retake exam, he or she will schedule an appointment with the Program Director to discuss the date and time of the third and final attempt to pass the formative or summative exam. Failure to pass the formative or summative examination after three attempts within a 12-month period is grounds for removal from the program.

Program Policies

As outlined in the in the graduate catalog (http://catalog.unt.edu/preview_program.php?catoid=19&poid=7203), students must adhere to the following program requirements,

1. Students must maintain a B average on courses taken for graduate credit.
2. Students may not earn more than two Cs in any academic courses during the duration of the program. If a third C is earned, the student must retake and earn a grade of A or B in one of the three courses in which a C was earned. No subsequent Cs may be earned in the academic program after the one course has been satisfactorily repeated.
3. Students are expected to make satisfactory progress in clinical practicum courses (ASLP 6010 through ASLP 6090) throughout their program. Students may not earn a grade of C in any clinic course. If a student earns a C in a clinic course, the student must retake and earn a grade of A or B in the clinic course. No more than one clinic course, in total, may be repeated.
 - a. If a student receives a grade of C in a clinic course, the student will not receive clinical clock hours for that course.
4. A student may be removed from the audiology program under the following circumstances:
 - a. Failure to make satisfactory progress in academic, clinic or both types of courses as described in policy point 1, 2 and 3 above.
 - b. Failure to pass the formative or summative examination after three attempts within a 12-month period.
5. A student who demonstrates unsatisfactory progress in the graduate program of study will be notified by the Program Director and the Department Chair in writing.
6. Students may appeal decisions made upon the basis of these department policies. Such an appeal should be made in writing to the chair of the department. Appeals will

be considered by the department according to the procedures set forth in the Student Guide and the Faculty Handbook of the university. Students' progress in the program is reviewed by the department each term.

Any student who has earned a 'C' or lower grade in an academic or clinical practicum course will need to complete the *Notification of Concern (NOC)* form (Appendix D) and meet with the faculty member(s) in the course(s) in which the student earned a grade of C. Once this form is complete, the student will need to submit it via email to the Program Director. The audiology faculty and the Program Director will develop an action plan (i.e., remediation plan) on the NOC form to address the unsatisfactory coursework or clinical practicum. The student will be responsible for documenting completion of the required activities outlined in the action plan.

If a student needs to withdraw from the program completely, he or she should, first, discuss the situation with the program director. After the meeting with the program director, if the student want to proceed with withdrawing from all courses, he or she will need to contact the Dean of Students office, located in Sage Hall, Room 110, at (940) 565-3633 or deanofstudents@unt.edu. Students may make an appointment with the Dean of Students office to meet in person, or the withdrawal can be processed via email. The staff in the withdrawal office will discuss with the student the withdrawal implications and present the student with the proper withdrawal paperwork. The student will be required to return the necessary paperwork to the Dean of Students Office to formalize the withdrawal.

Students who withdraw from the university after the census date are eligible to re-enroll for up to one year because they are still considered an active student. Students who do not re-enroll within one year will no longer be considered an active student at UNT. Students who need to re-enroll will need to discuss their revised degree plan with the Program Director. The Au.D. courses are only offered once a year.

Applying for a Graduate Assistantship and Scholarships

Students are encouraged to pursue intramural and extramural scholarship and grant opportunities in support of their graduate training. Departmental graduate assistantships (research, teaching, or administrative) and scholarships funded through the university are typically available and awarded on a term-by-term basis. Students who are interested should apply for these sources of support each term. All positions are awarded on a competitive basis; applicants with the best credentials and good academic standing will likely be considered for the awards.

Student Rights and Responsibilities

To protect academic integrity and student rights, each student should familiarize him- or herself with the code of conduct set forth by the university. The entire UNT Code of Student Conduct can be found in the *UNT Policy Manual 07.012*: (https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19_0.pdf). The department follows the UNT regulations for reporting suspected violations to the university

and imposing disciplinary action against any student who violates any provision of those codes of conduct. Students who engage in serious violation of the code of conduct may face permanent expulsion from the class or from the university.

Students who have academic concerns or complaints are encouraged first to contact the faculty member involved. If resolution is not achieved via discussion with the faculty member, the student is then encouraged to contact the Program Director. Students who wish to initiate a formal complaint procedure are referred by the Program Director to the Department Chair.

If students have concerns on program compliance with accreditation standards, they are directed to “Complaints Against Programs” section of the CAA Accreditation Handbook (<https://caa.asha.org/programs/complaints/>). The department adheres to the policies of Family Educational Rights and Privacy Act (FERPA) to protect the privacy of students’ education records. For more detailed information regarding confidentiality of students’ personally identifiable information, see <https://ferpa.unt.edu/what-is-ferpa>.

Graduation and Licensure

The graduation application is due early in the semester of which an Au.D candidate plans to graduate. Specific application deadlines are provided in the University Academic Calendar. It is the sole responsibility of the Au.D. candidate to file the appropriate graduation application with the Toulouse Graduate School (<https://tgs.unt.edu/toulouse-graduate-school>) by the associated deadline. An approved degree plan must be on file with the Graduate School when an application to graduate is submitted.

Following graduation, the graduate may be eligible to apply for the ASHA Certificate of Clinical Competence in Audiology (CCC-A). To be eligible, applicants for certification must have completed supervised clinical practicum under an experienced ASHA-certified audiologist (1) who has a minimum of 9 months of full-time clinical experience, and (2) who has completed at least 2 hours of professional development in the area of clinical instruction/supervision (see <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/#standardI>). Any portion of the applicant’s supervised clinical experience that was not completed under an audiologist meeting the requirements above can be completed post-graduation with a supervisor who meets the ASHA requirements. This certification is not required to practice audiology in most states. Applicants striving to obtain clinical certification must also take and pass the national Praxis exam in Audiology and will need to consult with ASHA for more information. (<https://www.asha.org/Certification/praxis/About-the-Audiology-Praxis-Exam/>) Typically, Au.D. students complete the national exam in their third or fourth year of the program. Not taking the Praxis exam during the graduate program, or failing to pass the Praxis exam, will not prevent a student from earning his or her Au.D. degree because the Praxis is not part of the UNT graduate degree plan. However, the department recommends completion of this test in case future employers require the CCC-A. In order to track program outcomes, the Program Director will contact students regarding the completion of and/or scores on the Praxis. For more information about the application and certification process, please visit: <https://www.asha.org/certification/>.

The graduate will also be able to apply for state licensure in Texas and other U.S. states. Each candidate for clinical certification and clinical licensure is responsible for initiating his or her own certification and licensure applications, regardless of the state or country where the candidate intends to practice. If necessary, you may contact the Program Director after graduation to obtain signatures for certification and licensure.

Council on Academic Accreditation (CAA)

The CAA is a governing branch of ASHA that oversees graduate education programs in communication disorders. A complaint about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, or member of the public. Students may review the procedure for submission of complaints to the CAA at: <https://caa.asha.org/programs/complaints/>. Students who wish to file a complaint to the CAA may submit that complaint to:

Chair, Council on Academic Accreditation in Audiology and Speech-
Language Pathology
American Speech-Language and Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850

APPENDIX A
Model Degree Plan for Doctor of Audiology Program

Model Degree Plan

The degree plan in audiology consists of 55 semester hours of course work and 40 semester hours of clinical work for a total of 95 semester hours. The approved plan may be revised with the consent of the Chairman of the Department and the Graduate Dean.

Courses for Completion of the Au.D. Program:

ASLP 5575 Research Methods

ASLP 6650 Audiological Assessment

ASLP 6750 Advanced Audiologic Assessment

ASLP 6660 Hearing Science

ASLP 6200 Neuroanatomy and Neurophysiology of the Auditory and Vestibular System

ASLP 6800 (Re)habilitative Audiology

ASLP 6690 Hearing Aids I

ASLP 6695 Hearing Aids II

ASLP 6670 Medical Audiology

ASLP 6680 Pediatric Audiology

ASLP 6730 Seminars in Audiology:

(Professional Practices, Hearing Aid Adjustments, ALD/FM Systems Lab, Service Delivery Models, Vestibular, Audiologic Counseling, Cochlear Implants, Advanced Topics, SLP course for Au.D., Speech Perception)

ASLP 6770 Electrophysiological Assessment

ASLP 6990 Research Project

ASLP 6070 Clinical Management of Audiological Services

ASLP 6010 Clinical Observation

ASLP 6020 Clinical Audiology Practicum I, II

ASLP 6060 Audiology Internship I through IV

ASLP 6090 Clinical Residency I, II

APPENDIX B
Projected Course Sequence – Doctor of Audiology Program

University of North Texas					
Doctor of Audiology Projected Course Sequence					
Year 1			Year 2		
	Fall Semester			Fall Semester	
6650	Audiologic Assessment	3	6770	Electrophysiology	4
6660	Hearing Science	3	6695	Hearing Aids 2	2
6200	Neuroanatomy	3	5775	Research Methods	3
6010	Clinical Audiology Observation	2	6060	Clinical AuD Advanced Practicum	2
6730	Professional Practices	1			
	<i>Semester Credit Hours: 12</i>			<i>Semester Credit Hours: 11</i>	
	Spring Semester			Spring Semester	
6690	Hearing Aids 1	3	6680	Pediatric Audiology	2
6670	Medical Audiology	3	6750	Advanced Assessment	3
6800	(Re)habilitative Audiology	4	6060	Clinical AuD Advanced Practicum	2
6730	Service Delivery Models	1	6730	Seminar: Vestibular	3
6020	Clinical Audiology Practicum	2			
	<i>Semester Credit Hours: 13</i>			<i>Semester Credit Hours: 10</i>	
	Summer Semester			Summer Semester	
6020	Clinical Audiology Clerkship 2	2	6060	Audiology Internship 3	2
6730	Seminar: ALD/FM Systems Lab	1			
6730	Hearing Aid Adjustments	1			
	<i>Semester Credit Hours: 4</i>			<i>Semester Credit Hours: 2</i>	
Year 3			Year 4		
	Fall Semester			Fall Semester	
6730	Counseling	1	6060	Clinical Audiology Externship	9
6060	Clinical AuD Advanced Practicum	2			
6730	Cochlear Implants	2			
6070	Seminar: Clinical Management	2			
6730	Seminar: SLP Course for AuD	2			
	<i>Semester Credit Hours: 9</i>			<i>Semester Credit Hours: 9</i>	
	Spring Semester			Spring Semester	
6060	Clinical AuD Advanced Practicum	2	6060	Clinical Audiology Externship	9
6730	Seminar: Speech Perception	3			
6990	Research Project	3			
6730	Seminar: Advanced Topics	2			
	<i>Semester Credit Hours: 10</i>			<i>Semester Credit Hours: 9</i>	
	Summer Semester				
6060	Clinical Audiology Externship	6			
	<i>Semester Credit Hours: 6</i>				

**APPENDIX C
Research Form**

ASLP 6990 Research Project Completion Form

Student Name: _____

How will you be fulfilling the 3 credits required for ASLP 6690? (Check one of the following)

- Taking a department-approved 3-credit course outside of the department
- Completing a research project

If you are competing a research project with faculty in ASLP, provide the following information:

- Research project title:
- Mentor:
- Expected completion date:

If you are completing an outside course, please provide the following information:

- Course name:
- Semester
- Date of Completion:
- Grade Earned:

Student Electronic Signature

Mentor or Director's Electronic Signature

Date

Date

APPENDIX D

Notification of Concern

The Notification of Concern (NOC) form is used by the UNT Audiology and Speech-Language Pathology (ASLP) Department to alert students and to provide record for the ASLP Department of concerns that may prevent a student from successfully completing the ASLP program. The NOC should be reserved for only those situations that, if not corrected or addressed, would be a significant barrier to success in the Audiology profession. The process involved with the NOC form is focused on helping a student improve skills and to provide a tracking mechanism for identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify students who should seriously consider changing majors. Faculty or staff should complete this form as completely and specifically as possible and should involve the student by reviewing the information and issues of concern as indicated below. A student should sign the NOC before it is saved to the student's permanent file and departmental records.

Student Information					
Student Name:		UNT ID:		Email Address:	
Major:	Audiology and Speech-Language Pathology				
UG or Grad Level:					

General Information					
Date Issued:		Received By:		Date Resolved:	
Course No:		Course Title:		Semester:	
Originator:		Title of Originator:	Supervisor/ Clinic Director	Date Student Responded:	

- | |
|--|
| <ul style="list-style-type: none"> • Identify the area of your concern: Please check all areas that apply and rate your level of concern for each area • Low=Alert Status:
 <input type="checkbox"/> The actions already taken were sufficiently successful in the clinic or academic program.
 <input type="checkbox"/> No action has been taken yet, but this concern should be monitored. • Medium= In need of remediation:
 <input type="checkbox"/> The student needs assistance formulating an action plan and identifying services and resources to help them be successful. • High= Serious action needed:
 <input type="checkbox"/> Extension of the student's academic or clinic program.
 <input type="checkbox"/> The issue may warrant possible removal from the program. |
|--|

[] SKILLS	[] CONTENT KNOWLEDGE	[] PEDAGOGY or PERFORMANCE	[] PROFESSIONAL DISPOSITION
May include concerns in: Speaking Writing Reading Listening or other skills	Many include concerns in factual accuracy, conceptual understanding, procedural understanding, theoretical bases, problem solving or other knowledge issues.	May include concerns with client rapport, developing therapeutic goals and training strategies, data collection, behavior management, treatment preparation and implementation, client tracking, clinical confidence, or other clinic performance issues.	May include concerns with attendance, respect, responsibility, initiative, judgement, teamwork, clinic, attire, honesty, emotional coping, meeting deadlines, following procedures, or other professional behaviors.
RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> none of the above	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> none of the above	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> none of the above	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> none of the above

Describe your concern as specifically as possible. Explain what you have already done to assist the student in resolving this concern. (Recommend resources/services, accommodations, discussing the concern, allowing additional opportunities to demonstrate competence, etc.) This information will help the ASLP staff to recommend effective interventions and to avoid repeating strategies that have already proven unsuccessful (include attachment if appropriate).

Action Plan: Identify what needs to be completed and/or demonstrated so that the student may move forward in the ASLP program. Specify the completion date(s). If applicable, identify other faculty/staff who will participate in determining the student's success in resolving this concern.

Staff Signature(s): _____

Student Signature: _____

Discussed with _____ (indicate personnel) on _____ (date).

APPENDIX E
Annual Review for Fourth-Year (Extern) Doctoral Students

Name of Student: _____

Date Completed by Student: _____

Date Completed by Department: _____

TO BE COMPLETED BY STUDENTS IN THE DOCTORAL PROGRAM

Return to the Director of the Doctoral program by Thursday, September 12, 2019.

1. List all courses and course grades for work completed at this university.

COURSE	GRADE
ASLP 6650 Audiologic Assessment	
ASLP 6660.002 Hearing Science	
ASLP 6800.001 Rehabilitative Audiology—Adult	
ASLP 6010 Clinical Observation	
ASLP 6200 Neuroanatomy	
ASLP 6730.001 Professional Practices	
ASLP 6670.002 Medical Audiology	
ASLP 5775.001 Research Methods	
ASLP 6690.001 Hearing Aids I	
ASLP 6020 Clerkship I	
ASLP 6680.001 Pediatric Audiology	
ASLP 6730.01 Service Delivery Models	
ASLP 6710 Occupational/Instrumentation	
ASLP 6730.006 Hearing Aid Adjustments	
ASLP 6730.003 Seminar: ALD/FM Systems Lab	
ASLP 6020.001 Clerkship II	
ASLP 6730.004 Seminar: Vestibular	
ASLP 6700.001 Pediatric Rehab	
ASLP 6770.001 Electrophysiology I	
ASLP 6060 Internship I: On-and-Off Campus	
ASLP 6695 Hearing Aids II	
ASLP 6730.002 Clinical Grand Rounds	
ASLP 6750 Advanced Assessment	
ASLP 6780.003 Electrophysiology II	
SPHS 6060 Internship II: On-and-Off Campus	
ASLP 6730.003 Audiological Counseling	
ASLP 6730.005 Aging	
ASLP 6060 Internship III: Off Campus	
ASLP 6730.002 Seminar: SLP course for Au.D.	
ASLP 6060 Internship IV: Off Campus	
ASLP 6730.003 Seminar: Adv Topics	
ASLP 6730.005 Cochlear Implants	
ASLP 6060 Internship V	
ASLP 6070 Seminar: Clinical Management	
ASLP 6690 Research Project	
ASLP 6730.003 Speech Perception	
ASLP 6090 Clinical Residency	

2. Provide the following demographic data related to your clinical experiences.

Practicum Site	Semester/ Year	Number of Weeks	Total Clock Hours	Direct Patient Contact Hours	Types of Experiences
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD
					Appt: HE, H/A, ABR, ENG Age: Pediatric, Adult Type: Normal, Cond, SNHL, APD

3. Identify five strengths and five areas that you feel need improvement beyond your academic and clinical education.

Strengths	Areas to Improve
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4. Identify five initiatives that you will implement to help enhance your knowledge and skills in the areas you identified as needing improvement:

- 1.
- 2.
- 3.
- 4.
- 5.

5. Describe the ways in which you addressed the needs that you have identified and the faculty's recommendations from your third-year annual review and progress report.

TO BE COMPLETED BY THE DIRECTOR OF THE DOCTORAL PROGRAM FOLLOWING AN AUDIOLOGY FACULTY MEETING:

The faculty has reviewed your responses to the *Formative Assessment for Third-Year Doctoral Students* as well as your performance in the academic courses. Your knowledge of the discipline was assessed in four areas: Hearing Sciences, Diagnostic Audiology, Rehabilitative Audiology and Advanced Topics. Your overall score on the Summative Assessment was graded as pass or fail.

Summative Grade	
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Below is a summary of the Core Competencies worksheet that was completed at the end of your Summer semester. The percentages represent the percentage of time the student can independently achieve the competency with no assistance from the supervisor. The expected percentage for each content area was outlined in the Summer syllabus. If a percentage is not provided, that particular skill was not observed by the supervisor.

Content Area	Percentage	Interpretation
Professionalism		
Patient interview with audiologic case history		
Otoscopy		
Immittance testing		
Speech reception threshold testing		
Pure-tone testing by air conduction		
Pure-tone testing by bone conduction		
Word-recognition testing		
Interpretation and counseling		
Report writing		
Record keeping and billing		
Ear Impressions		
Otoacoustic Emissions testing		
Pediatric evaluation		
Hearing aid selection		

Hearing aid fitting		
Hearing aid programming		
Hearing aid verification		
Hearing aid troubleshooting/repairs		
HAT, FM systems, ALDs		
Advanced Skill Sets		
Auditory evoked potentials		
Vestibular assessment		
Cerumen management		
Cochlear implants		
Specialty testing		
APD testing		
Tinnitus		
Tertiary skills (marked for exposure only; no percentage required)		

Praxis exam

Praxis score obtained:

Date taken:

The faculty recommends the following actions to facilitate your continued professional growth as a student in the doctoral program:

The signatures that follow attest to the department’s (director of doctoral program, chair, or designated representative) having discussed the annual review and progress report with the student and the student’s expressing an understanding of the information as well as expectations for the upcoming year.

Signature
Date

Date

Signature

Faculty Member (Director of Doctoral Program,
Chair, or Designated Representative)

Doctoral Student