



# **DOCTOR OF AUDIOLOGY ACADEMIC HANDBOOK**

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## **2023-2024 ACADEMIC YEAR**

## TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>5</b>
<b>FACULTY AND STAFF.....</b>	<b>5</b>
AUDIOLOGY FACULTY.....	5
AUDIOLOGY ADJUNCT FACULTY .....	5
SPEECH-LANGUAGE PATHOLOGY FACULTY.....	5
ADMINISTRATIVE STAFF .....	5
<b>DEPARTMENTAL MISSION STATEMENT.....</b>	<b>5</b>
<b>ASP STATEMENT OF SOLIDARITY .....</b>	<b>6</b>
<b>UAMS ACADEMIC AFFAIRS POLICY 2.1.3: NON-DISCRIMINATION STATEMENT .....</b>	<b>6</b>
<b>AUD PROGRAM MISSION STATEMENT .....</b>	<b>6</b>
<b>GOALS OF THE AUD PROGRAM .....</b>	<b>7</b>
<b>EDUCATIONAL OBJECTIVES OF THE AUD PROGRAM .....</b>	<b>7</b>
<b>THE PROFESSION OF AUDIOLOGY .....</b>	<b>7</b>
<b>PROGRAM ACCREDITATION.....</b>	<b>8</b>
<b>PREREQUISITE COURSES .....</b>	<b>8</b>
<b>CURRICULUM .....</b>	<b>8</b>
<b>PERFORMANCE STANDARDS FOR THE DOCTOR OF AUDIOLOGY PROGRAM .....</b>	<b>10</b>
TECHNICAL STANDARDS .....	10
<i>Introduction</i> .....	10
<i>Policy</i> .....	10
<i>Core Functions</i> .....	11
Communication .....	11
Motor/Physical Health/Transportation .....	12
Intellectual/Cognitive .....	12
Sensory .....	13
Interpersonal.....	13
Cultural Responsiveness.....	14
PROFESSIONALISM .....	10
STUDENT CONDUCT AND DISCIPLINE .....	13
STUDENT PROGRESSION POLICY .....	13
<i>Expected Performance</i> .....	14
STUDENT FEEDBACK .....	15
DEPARTMENTAL AND COLLEGE GRIEVANCE PROCEDURES .....	15
<i>Departmental Grievance Procedure</i> .....	15
<i>7.2 Student Academic Appeal Procedures: CHP Academic Affairs Policy #01.15.01 (revised 8/13/20)</i> .....	16
Appeal of Grades or Evaluations.....	16
Program Dismissal due to Failure to Meet Minimum Academic Requirements.....	17
<i>Program Accreditation Concerns</i> .....	20
PROFESSIONALISM INFRACTIONS .....	20
<i>Policies</i> .....	20

<i>Procedures</i> .....	21
REMIEDIATION.....	21
<i>Policies</i> .....	21
<i>Procedures</i> .....	22
PROBATION .....	22
<i>Policies</i> .....	23
<i>Procedures</i> .....	23
<i>Consequences of Probation</i> .....	23
<i>Return to Good Standing Status (Release from Probation)</i> .....	23
DISMISSAL .....	24
<i>Policies</i> .....	24
<i>Procedures</i> .....	24
<b>ADVISING .....</b>	<b>25</b>
INITIAL ASSIGNMENT .....	25
ACADEMIC ADVISING .....	25
ACADEMIC DIFFICULTY .....	26
<b>GRADUATION REQUIREMENTS .....</b>	<b>26</b>
CLINICAL EXPERIENCES.....	27
CAPSTONE EXPERIENCE .....	27
KNOWLEDGE AND SKILLS ACQUISITION.....	27
COMPREHENSIVE EXAMINATION.....	28
EDUCATIONAL TESTING SERVICES (ETS) PRAXIS EXAM - INFORMATION SHEET AND GUIDELINES .....	28
<i>Guidelines for Taking the Praxis Examination</i> .....	28
<b>AUD PROGRAM ADMINISTRATIVE POLICIES .....</b>	<b>28</b>
ATTENDANCE.....	28
<i>Class</i> .....	29
<i>Student Worker/Traineeships</i> .....	29
DRESS CODE.....	29
<i>Class</i> .....	29
GENERAL CONDUCT .....	30
CLASS AND CLINIC HOURS.....	30
BLACKBOARD .....	31
CLASSROOM ETIQUETTE.....	31
COPYING EQUIPMENT .....	32
TITLE IX .....	32
INCLEMENT WEATHER POLICY.....	32
LEAVE OF ABSENCE .....	33
MODIFICATION OF PROGRAM REQUIREMENTS.....	33
OFFICIAL CORRESPONDENCE .....	33
OUTSIDE EMPLOYMENT .....	34
SOCIAL MEDIA .....	34
STUDENT RECORDS .....	34
<b>UAMS STUDENT SERVICES .....</b>	<b>35</b>
<b>GENERAL DEPARTMENTAL INFORMATION .....</b>	<b>35</b>

BUILDING HOURS .....	35
SAFETY AND SECURITY.....	35
BULLETIN BOARDS .....	36
CALENDAR OF EVENTS .....	36
CHANGE OF ADDRESS .....	36
COMPUTER AVAILABILITY .....	36
OFFICE SUPPLIES .....	36
STUDENT LOUNGE .....	36
SENIOR LEADERSHIP TEAM .....	36
STUDENT LOCKERS .....	37
STUDENT MAILBOXES .....	37
<b>HEALTH RELATED ISSUES.....</b>	<b>37</b>
IMMUNIZATIONS AND TUBERCULOSIS TESTING .....	37
<b>APPENDICES .....</b>	<b>38</b>
APPENDIX A - SCOPES OF PRACTICE .....	38
APPENDIX B - ASSURANCES .....	39
<i>Technical Standards Statement</i> .....	39
<i>Student Honor Code</i> .....	40
<i>Handbooks Statement</i> .....	41
<i>ASP Confidentiality Statement</i> .....	42
APPENDIX C - AUDIOLOGY ACKNOWLEDGEMENT OF PROFESSIONAL CONDUCT .....	43
APPENDIX D - ADVISING DOCUMENTS.....	45
<i>Graduate Advising File Checklist</i> .....	45
<i>Degree Plan</i> .....	46
<i>IPE Milestones</i> .....	47
APPENDIX E - COMPREHENSIVE EXAMINATION .....	48
APPENDIX F: PERFORMANCE BASED EXAMS .....	49

## INTRODUCTION

The purpose of the *UAMS AuD Academic Handbook* is to familiarize you with various departmental guidelines that will be important for you during your program. If you have any questions about these or any other procedures, please do not hesitate to contact your academic advisor for departmental or audiology program questions. If you do not know who your advisor is, please see the program director.

These guidelines are not all inclusive. You must also be aware of the policies and procedures contained in other publications developed by the department, college (College of Health Professions), university (UAMS), and profession (ASHA, AAA).

## FACULTY AND STAFF

### *AUDIOLOGY FACULTY*

Samuel R. Atcherson, PhD, CCC-A, Professor, Director of Research, [SRAtcherson@uams.edu](mailto:SRAtcherson@uams.edu)

Charia Hall, AuD, CCC-A, Assistant Professor, Program Director, [CHall@uams.edu](mailto:CHall@uams.edu)

M. Bryson Howard, AuD, CCC-A, Assistant Professor, [MBHoward@uams.edu](mailto:MBHoward@uams.edu)

Madison Howe, AuD, CCC-A, Assistant Professor, Clinical Education Director, [MHowe@uams.edu](mailto:MHowe@uams.edu)

Caitlin Price, AuD, PhD, CCC-A, Assistant Professor, [CEPrice@uams.edu](mailto:CEPrice@uams.edu)

Lipika Sarangi, PhD, Assistant Professor, [LSarangi@uams.edu](mailto:LSarangi@uams.edu)

### *AUDIOLOGY ADJUNCT FACULTY*

Terry (JR) McCoy, AuD, Instructor, [Terry.McCoy2@va.gov](mailto:Terry.McCoy2@va.gov)

Holly Pruss, AuD, CCC-A, Instructor, [MarvinHD@archildrens.org](mailto:MarvinHD@archildrens.org)

Robert Traynor, EdD, MBA, Instructor, [TraynorDr@gmail.com](mailto:TraynorDr@gmail.com)

### *SPEECH-LANGUAGE PATHOLOGY FACULTY*

Sarah Allen, MCD, CCC-ALP, Assistant Professor, [SAllen@uams.edu](mailto:SAllen@uams.edu)

Portia Carr, PhD, CCC-SLP, Assistant Professor, [PCarr@uams.edu](mailto:PCarr@uams.edu)

Barbara Jones, MS, CCC-SLP, Assistant Professor, [BJones3@uams.edu](mailto:BJones3@uams.edu)

Dana Moser, PhD, CCC-SLP, Associate Professor, Speech-Language Pathology Program Director,  
[DRMoser@uams.edu](mailto:DRMoser@uams.edu)

Greg Robinson, PhD, CCC-SLP, Associate Professor, PhD Program Director, [GCRobinson@uams.edu](mailto:GCRobinson@uams.edu)

Shana Williamson, MS, CCC-SLP, Assistant Professor, Speech-Language Pathology Clinical Education Director, [SFWilliamson@uams.edu](mailto:SFWilliamson@uams.edu)

### *ADMINISTRATIVE STAFF*

Natasha Stephens, Clinic Manager, [NYStephens@uams.edu](mailto:NYStephens@uams.edu)

## DEPARTMENTAL MISSION STATEMENT

The mission of the Audiology and Speech-Language Pathology (ASP) department is to educate and prepare future audiologists and speech-language pathologists to provide evidence-based and culturally responsive services to diverse populations across the lifespan in a variety of settings.

The faculty and staff are dedicated to:

- Promoting clinical autonomy through active learning and interprofessional collaborations.
- Improving quality of life by serving the global community and professions through client and professional education and advocacy.
- Advancing knowledge, theory, and practice through research, mentorship, and a culture of lifelong learning.
- Expanding efforts to support diversity, equity, and inclusion within our students, clients, faculty, staff, and society at large.

## **ASP STATEMENT OF SOLIDARITY**

The UAMS Department of Audiology and Speech Pathology stands in solidarity with Black, Indigenous and People of Color during this time of heightened cultural awakening to years of societal oppression and systemic racism. We support our colleagues, students, clients and patients of color. We join in mourning the unjust deaths of countless Black Americans who have suffered from systemic racism throughout the years. We, as an academic department, commit to examining and re-examining biases within ourselves, our policies and procedures, and metrics aligned with ensuring student access and success. We commit to educating ourselves and our students to ensure increased diversity, equity, and inclusion within our department and thus, society at large. We commit to learn and change as we actively listen to the lived experiences of persons from oppressed minority groups. We further commit to recognizing, understanding, and educating others about the societal and systemic obstacles facing individuals at the intersection of race, ethnicity, sexual orientation, gender identity/expression, ability, culture, religion, and national origin.

## **UAMS ACADEMIC AFFAIRS POLICY 2.1.3: NON-DISCRIMINATION STATEMENT**

It is the policy of the University of Arkansas for Medical Sciences and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

## **AUD PROGRAM MISSION STATEMENT**

The mission of the Doctor of Audiology (AuD) program is to:

- recruit and retain excellent students who are committed to the profession of audiology and the delivery of high-quality clinical services;
- provide students with a solid foundation in the science of hearing and balance and the skills to conduct and promote evidence-based clinical practice;

- develop audiologists who have the diagnostic and rehabilitative clinical skills necessary to fulfill the current scope of practice in a culturally sensitive manner across the lifespan in a wide variety of settings.

## **GOALS OF THE AUD PROGRAM**

The goals of the Doctor of Audiology Program include producing audiology graduates who will demonstrate the knowledge and skills necessary to:

- competently evaluate children and adults for hearing and balance disorders;
- provide appropriate intervention for children and adults with hearing and balance disorders;
- understand and evaluate research in the field of audiology and related areas;
- apply evidence-based practice principles in the assessment and treatment of hearing and balance disorders; and
- understand and apply the principles of ethical and professional conduct.

## **EDUCATIONAL OBJECTIVES OF THE AUD PROGRAM**

Students will demonstrate the knowledge and skills to meet the objectives as outlined by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The doctoral academic and clinical curriculum in audiology must include instruction in the areas of: (a) foundations of audiology practice, (b) identification and prevention of hearing loss, tinnitus, and vestibular disorders, (c) assessment of the structure and function of the auditory and vestibular systems, (d) assessment of the impact of changes in the structure and function of the auditory and vestibular systems, and (e) intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in their environment. Students will also demonstrate professional practice competencies, including accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, and collaborative practice.

Students will demonstrate the knowledge and skills to meet the clinical competencies as outlined by the Council for Clinical Certification (CFCC) of the ASHA. The clinical curriculum in audiology must include clinical and/or simulated clinical experiences in the areas of: (a) prevention, screening and identification, (b) assessment (audiometrics), (c) assessment (special tests), (d) audiologic (re)habilitation, (e) pediatric audiologic (re)habilitation, (f) counseling, (g) communication, and (h) professional practice.

## **THE PROFESSION OF AUDIOLOGY**

Audiologists are health care professionals who are experts in the non-medical management of the auditory and balance systems. Audiologists evaluate hearing and hearing loss; recommend, fit, and verify personal amplification and sound access systems; assist in school-based amplification decisions; evaluate the vestibular system, as well as many other activities. Graduates of this program are prepared for positions in a variety of professional settings including hospitals and private otolaryngology clinics; private practice; community speech, language, and hearing centers; college and university programs; rehabilitation centers; residential institutions; school systems; and industrial settings (see Appendix A for links to the ASHA and AAA Scopes of Practice).

## PROGRAM ACCREDITATION

The doctoral education program in audiology (AuD) at the University of Arkansas for Medical Sciences is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

## PREREQUISITE COURSES

At least one undergraduate course in mathematics (college algebra or higher), a biological science, a physical science (chemistry or physics), a behavioral science, and statistics is required. Although there are no prerequisite courses in audiology or speech pathology, the program requires that all students have one course in phonetics and one in language acquisition. If these courses are not completed prior to admission, they must be completed during the first three semesters of the program.

## CURRICULUM

A minimum of 104 semester credits (SC) are required in the program. The following 104 credit sample degree plan demonstrates a program that meets the credit minimum.

Course #	Title	Credits
<b><i>Y1 Fall</i></b>		
AUDI 5023	Basic Diagnostic Audiology	3
AUDI 5043	Anatomy and Physiology I	3
AUDI 5053	Acoustics and Psychoacoustics	3
AUDI 5013	Research Methods and Evidence-Based Practice	3
AUDI 5401	Audiology Practicum	1
AUDI 5041	Clinical Laboratory 1	1
		<b>14</b>
<b><i>Y1 Spring</i></b>		
AUDI 5073	Advanced Diagnostic Audiology	3
AUDI 5193	Anatomy and Physiology II	3
AUDI 5103	Hearing Disorders & Genetics	3
AUDI 5223	Amplification I	3
AUDI 5401	Audiology Practicum	1
AUDI 5041	Clinical Laboratory 2	1
		<b>14</b>
<b><i>Y2 Summer</i></b>		
AUDI 5253	Amplification II	3
AUDI 5192	Cultural Competence in Audiology	2
AUDI 5401	Audiology Practicum	1
		<b>6</b>
<b><i>Y2 Fall</i></b>		
AUDI 5153	Pediatric Diagnostic Audiology	3



AUDI 5083	Clinical Electrophysiology	3
AUDI 5283	Gerontology in Audiology	2
AUDI 5342	Tinnitus and Hyperacusis	2
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory 3	1
		<b>13</b>
<hr/> <i><b>Y2 Spring</b></i> <hr/>		
AUDI 5233	Pediatric Amplification and Intervention	3
AUDI 5243	Audiologic Rehabilitation	3
AUDI 5263	Balance in Adults and Children	3
AUDI 5401	Audiology Practicum	2
AUDI 5361	Directed Research	1
AUDI 5041	Clinical Laboratory 4	1
		<b>13</b>
<hr/> <i><b>Y3 Summer</b></i> <hr/>		
AUDI 5222	Professional Issues and Ethics	2
AUDI 5232	Audiology: Practice Management	2
AUDI 5401	Audiology Practicum	2
AUDI 5361	Directed Research	2
		<b>8</b>
<hr/> <i><b>Y3 Fall</b></i> <hr/>		
AUDI 5033	Educational Audiology	3
AUDI 5273	Implant Device Technology	3
AUDI 5361	Directed Research	1
AUDI 5401	Audiology Practicum	2
		<b>9</b>
<hr/> <i><b>Y3 Spring</b></i> <hr/>		
AUDI 5173	Counseling in Communication Disorders	3
AUDI 5212	Hearing Conservation	2
AUDI 5063	Auditory Processing	2
AUDI 5401	Audiology Practicum	2
AUDI 5203	Topics in Audiology	1
AUDI 5041	Clinical Laboratory 5	1
		<b>11</b>
<hr/> <i><b>Y4 Summer</b></i> <hr/>		
AUDI 5461	Clinical Externship	<b>4</b>
<hr/> <i><b>Y4 Fall</b></i> <hr/>		
AUDI 5461	Clinical Externship	<b>6</b>
<hr/> <i><b>Y4 Spring</b></i> <hr/>		
AUDI 5461	Clinical Externship	<b>6</b>
<hr/> <b>TOTAL</b> <hr/>		<hr/> <b>104</b> <hr/>

See the academic catalog on the [UAMS Website](#) for course descriptions.

This course work represents a minimum of 66 credits of classroom courses, 4 credits in a capstone project, 5 credits of clinical laboratory, 13 credits of practicum, and 16 credits of clinical externship during the final academic year.

## **TECHNICAL STANDARDS FOR THE DOCTOR OF AUDIOLOGY AND MASTER OF SCIENCE IN COMMUNICATION SCIENCES & DISORDERS (SPEECH-LANGUAGE PATHOLOGY) PROGRAMS**

The technical standards outlined below are the physical, cognitive, and behavioral abilities required for students to successfully complete the Doctor of Audiology and Master of Science in Communication Sciences & Disorders (Speech-Language Pathology) Programs. These requirements must be met by all students, with or without reasonable accommodations, entering the program.

Students have the responsibility to self-identify as a person with a disability with a need for accommodation(s). Students who have or believe they may have a disability requiring accommodation(s) should contact the UAMS ADA Coordinator at [DisabilityServices@uams.edu](mailto:DisabilityServices@uams.edu) or (501) 526-5641.

### **Communication**

Audiologists and speech-language pathologists must communicate in a way that is understood by their patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to patient needs.

A student must possess adequate communication skills to:

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
  - Write discipline-specific papers and clinical reports in English. These must be professional and grammatically correct.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.
  - Listen responsively and empathetically to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
  - Express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
  - Observe clients accurately and interpret non-verbal communication when performing clinical assessments and treatment activities.

### **Motor/Physical Health**

Clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. A student must possess adequate motor skills and physical health to:

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, patient equipment, and practice management technology) while retaining the integrity of the process.
- Respond in a manner that ensures the safety of clients and others.

### Intellectual/Cognitive

Audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. A student must possess adequate intellectual and cognitive skills to:

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
  - Demonstrate the mental capacity to learn and assimilate professional information including the ability to read and comprehend professional publications and reports.
  - Maintain attention and concentration for sufficient time to complete clinical activities.
  - Manage time and prioritize activities.
  - Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for patient care.

### Sensory

Audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and/or adaptive strategies. A student must be able to adequately access sensory information to:

- Differentiate functional and disordered auditory, oral, written, and visual communication.
- Correctly differentiate anatomical structures and diagnostic imaging findings.
- Correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

### Interpersonal

Audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation. A student must possess adequate behavioral, ethical, emotional, and social attributes to:

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.
  - Exhibit professional appearance and demeanor by adhering to appropriate standards of dress, appearance, language, and public behavior, including social media.
  - Uphold the Code of Ethics of the American Speech-Language-Hearing Association and/or the American Academy of Audiology, the Health Information Privacy and Accountability Act, as well as the departmental Honor Code.
  - Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

### Cultural Responsiveness

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

## ASP CORE FUNCTIONS POLICY

The accredited graduate programs in Speech-Language Pathology and Audiology of the University of Arkansas for Medical Sciences (UAMS), Department of Audiology and Speech Pathology (ASP) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA). Within ASHA standards, the AuD and SLP programs have the freedom and ultimate responsibility for: the selection of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and the determination of who should be awarded a degree.

The ASP faculty have a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the program. The department has the responsibility to the public to assure that its graduates can become fully competent audiologists and speech-language pathologists, capable of delivering quality care in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and the physical and emotional capacity necessary to practice speech-language pathology or audiology.

The Department of Audiology and Speech-Language Pathology, as part of the College of Health Professions, is committed to the principle of equal opportunity. The University, College, and Department do not discriminate on the basis of race, color, religion or creed, sex, gender, gender identity/expression, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, or political beliefs or affiliations. When requested, the University, College, and Department will provide reasonable accommodations to otherwise qualified students with properly certified disabilities. The ASP faculty has responsibility for the welfare of students in the department. In order to fulfill this responsibility, the department has established academic standards and minimum performance standards (technical standards/core functions) that must be met, with or without reasonable accommodations, in order to participate in the program and graduate.

Within the fields of Audiology and Speech-Language Pathology, there are core functions that individuals in these programs are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. Core functions refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations to ensure equitable access. These attributes are defined across five areas: Communication, Motor/physical health, Intellectual/Cognitive, Sensory, and Interpersonal, and Cultural Responsiveness.

Admission decisions are made on the assumption that each candidate can meet the core functions and fulfill core functions without consideration of disability. Candidates for the Master of Science in Communication Sciences and Disorders (MS) or the Doctor of Audiology (AuD) who have been accepted for admission will be required to verify that they understand and meet these technical standards with or without reasonable accommodation(s) as approved by the ADA/Disability Services office. The documents to be signed can be found in Appendix B.

Students have the responsibility to self-identify as a person with a disability with a need for accommodation(s). The UAMS [ADA/Disability Services](#) office will review a student's request for accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If an applicant states they can meet the technical standards with accommodation, the department, working with the ADA officer and the Associate Dean for Academic Affairs, will determine the most appropriate accommodation(s) so that the student can meet the technical standards. This determination includes a review of whether the accommodation would jeopardize client safety or the educational process of the student or the institution, including all coursework and internships/practicum placements deemed essential to graduation. At any time in the course of a

student's enrollment in the department, should their needs change, the student can request accommodation through the UAMS ADA/Disability Services office. The student will also update the Technical Standards document on file with the department.

*Reference: Adapted from Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions.*  
<https://www.capcsd.org/academic-and-clinical-resources/> Rev. 4-25-2023

## PROFESSIONALISM

Professionalism in health care and education is based upon values that reflect the very special nature of the interaction between a provider and a patient, client, or family and between a teacher and student. Individuals confronting illness, social disruption, or other life-changing challenges are vulnerable. Individuals learning the knowledge, skills, and attitudes of a profession face many new challenges. Patients and students rely upon professionals to address their needs in an expert, professional manner. All who work with patients and their families and those who work with students are expected to act in accordance with the standards of professional conduct outlined in Appendix C. The student's signature on the **Student Acknowledgement of Professional Conduct** verifies the student's understanding and knowledge of the highest ethical standards of their discipline, ***as well as agreeing to abide by those standards and the consequences of failing to uphold them.***

There are core values of professionalism that are universal and apply to those in health care professions and in education. These include, but are not limited to, moral values such as honesty, integrity, and trustworthiness; values that are specific to one's profession (e.g., confidentiality), to society (e.g., commitment to excellence), to oneself (e.g., self-reflection), and to humanistic values such as empathy and compassion.

## STUDENT CONDUCT AND DISCIPLINE

All academic work in the UAMS AuD program will be conducted under the UAMS CHP [Scholastic Dishonesty Policy \(01.00.02\)](#). Academic misconduct in any form will not be tolerated in the UAMS AuD degree program. Students are referred to the *UAMS Catalog*, Section 9 - Student Conduct & Discipline for the complete policy.

A *Student Honor Code* is one of the most important assurances signed by each AuD student in the Department of Audiology and Speech Pathology upon entering the graduate program. This assurance can be found in Appendix B. The signed Honor Code will be placed in the student's academic file. The Honor Code pledge verifies the student's understanding and knowledge of the highest ethical standards of their discipline, ***as well as agreeing to abide by those standards and the consequences of failing to uphold them.***

## STUDENT PROGRESSION POLICY

The AuD program is committed to successfully educating and graduating new audiologists. We also are committed to excellence in academic, clinical and scholarly activities. The following expected performance items are designed to reflect that commitment to excellence.

The AuD program faculty and academic advisors continually monitor and document student progress in order to identify deficits in knowledge or skills and establish remediation measures. Students concerned about their progress may request an advising session with their academic advisor at any time to address those concerns.

The AuD program also conducts formal reviews of academic and clinical progress. The audiology faculty meet as a committee of the whole to review all students' progress mid-semester, at the end of each semester, and on an as-needed basis. These reviews are supportive in that they are designed to identify academic and/or clinical areas that need remediation for the student to successfully progress through the AuD program.

### EXPECTED PERFORMANCE

Expected academic and clinical performance includes but is not limited to the items below.

- Students are expected to earn grades of B or better in each course and at a minimum maintain an overall grade point average of 3.00 to remain in good academic standing.
- Pass first and third semester clinical performance-based evaluations, administered on a high pass/low pass (needs remediation)/fail basis.
- Pass the comprehensive examination, administered on a high pass/low pass (needs remediation)/fail basis.
- Complete all didactic coursework (with overall GPA of 3.0 or higher and no more than 2 "C" course grades) before beginning the 4<sup>th</sup> year externship.
- Complete the required capstone credits and at a minimum data collection, if appropriate, before beginning the externship.
- Complete a full-time (minimum of 32 hours/week) clinical externship during their 4<sup>th</sup> year.
- Consistently meet professional standards as rated by faculty, staff, and community partners in the professional practice section of Calipso (minimally 3.5 on a 5.0 scale), meet the four professional attributes listed as Met/Not Met in Calipso, and as in Appendix C.
- Acknowledge and follow the CHP Scholastic Dishonesty Policy and the CHP [Student Conduct and Discipline Policy \(01.00.02\)](#).
- Create an environment that values each individual including patients, classmates, instructors, preceptors, and staff, following the federal civil rights law, Title IX, the CHP/ASP Professionalism policies ([Non-Cognitive Performance Standards, 02.00.02](#)) as well as the ASP Statement of Solidarity.

#### Note:

- Should an "Incomplete" be needed in any academic or clinical course, the work must be completed and submitted by finals week of the following semester. It is the faculty member's responsibility to grade and issue a grade change form by the end of that semester.
- If at any time an instructor is concerned about student performance, they may refer the student to the UAMS Educational and Student Success Center (ESSC). The faculty member will note the referral in the student's file. ESSC personnel will meet with the student and decide on a course of action, as needed. The ESSC will keep the program informed about student participation in the process, which will also be recorded in student's file. Non-participation by the student may result in remediation or probation and will be decided on a case-by-case basis.

## STUDENT FEEDBACK

The UAMS Doctor of Audiology Program uses several ongoing measures to monitor academic and clinical aspects of the program in order to ensure program effectiveness and improvement (e.g., course and instructor evaluations, input from individuals receiving services, off-campus preceptors, alumni, and employers). Towards the end of each semester, students will have the opportunity to provide anonymous feedback on their semester's courses. This allows students the opportunity to share positive aspects of their course experience and aspects of the course that need improvement. Data will be summarized and used in departmental and college assessments of the program.

## DEPARTMENTAL AND COLLEGE GRIEVANCE PROCEDURES

### DEPARTMENTAL GRIEVANCE PROCEDURE

The Department recognizes the rights of all students and faculty to be treated with courtesy, respect, and fairness. In instances in which a student believes they are not being so treated, it is appropriate for the student to seek resolution. Students should follow the procedures outlined below:

*(Please note that grade appeals do NOT follow the Departmental Grievance Procedures. Grade appeals follow the CHP Academic Appeals procedures, outlined further after this section.)*

- 1) Informal resolution of the problem through discussion with the person(s) directly involved.
- 2) If informal resolution is unsuccessful or is not appropriate, the student should seek consultation with their faculty advisor.
- 3) If the faculty advisor is unable to assist or the student is not comfortable with discussion with their faculty advisor, they should submit a written grievance to the Audiology Program Director or the Audiology Clinical Education Director. Written grievances should include the student's name, a detailed description of the nature of the problem or complaint, the date(s) in which this occurred, and a summary of previous steps taken to resolve the issue. The grievance process is as follows:
  - a. Once a written grievance is submitted, the audiology program or clinical education director will contact the student by email within 2 business days to schedule an individual meeting to discuss specifics of the grievance.
  - b. If the matter cannot be resolved at this initial meeting, the grievance will be heard by the ASP Leadership Team at their next regular monthly meeting. If a grievance concerns an individual member of the leadership team, that person will abstain from the decision.
  - c. The student will be informed of the leadership team decision regarding the grievance within three (3) business days of the meeting of the leadership team.
  - d. The decision of the leadership team may be appealed, in written form, to the full faculty, who will decide whether or not to pursue the matter further at their next regular monthly meeting. The student will be informed of the full faculty decision regarding the grievance within three (3) business days of the faculty meeting.

## 7.2 STUDENT ACADEMIC APPEAL PROCEDURES: CHP ACADEMIC AFFAIRS POLICY #01.15.01 (REVISED 8/13/20)

The purpose of the student academic appeals policy is to provide students with an opportunity to dispute the charges and/or penalties related to an academic issue. The appeal procedures below provide opportunities for students to request a review of recommendations and decisions made by the department faculty, submit information not previously available or suggest alternative remedies. Examples of academic issues that may be appealed include, but are not limited to, course grades on assignments, exams, performance on clinical/laboratory procedures or dismissal from a program due to not meeting the minimum academic requirements. Established college or program policies themselves cannot be appealed.

### Appeal of Grades or Evaluations

The procedures below are followed by the College of Health Professions for student appeals of academic matters including, but not limited to, grades or other evaluations awarded for a course, assignment, project, examination, clinical procedure or clinical rotations.

**Step 1: Meet with the Course Instructor** - Before initiating an appeal, the student must contact the course instructor to discuss the academic matter or grade within 2 business days of the occurrence. "Occurrence" is the notification of a student's grade or performance evaluation.

**Step 2: Appeal to the Department Chair or Program Director** - If the matter is not resolved between the student and course instructor, the student may appeal *in writing* to the department chair or director of the program in which the student is enrolled within 2 business days following the meeting with the course instructor. If the instructor is the department chair, the student may appeal directly to the dean (Step 4, below).

The written appeal should include:

- Student's name
- Nature of the occurrence
- Date of the occurrence
- Name of the course instructor(s) involved
- Summary of the student's meeting with the course instructor, including date, time, and outcomes
- Student's rationale for the appeal

Simultaneously with the submission of the appeal, the student is responsible for scheduling a meeting with the department chair or program director to discuss the appeal. This meeting should occur as soon as feasible.

**Step 3: Meet with the Department Chair or Program Director** - In preparation for meeting with the student, responsibilities of the department chair or program director include:

- Investigating the facts and examining the evidence
- Meeting with the course instructor(s) and student to clarify areas of dispute
- Mediating a mutually-acceptable resolution, if possible



- Documenting, in writing, actions taken to seek resolution

The department chair or program director will notify the student and course instructor in writing via UAMS email of their decision within 2 business days following the final meeting with concerned parties.

**Step 4: Appeal to the Dean<sup>1</sup>** - If a mutually acceptable resolution is not achieved, or if the student wishes to appeal the decision of the department chair or program director, the student may submit a written request to the dean to review the merits of the student's appeal. The request must be submitted within 2 business days of the department chair's or program director's notification. The dean will review the student's appeal and the information and may solicit other information deemed appropriate for resolving the matter. The dean will inform the student and the department chair or program director in writing of the dean's decision within 2 business days following the final meeting with concerned parties. The decision of the dean will be final and may not be appealed.

*Note: Timeframes in the appeal procedures are recommended intervals and may be modified as a result of weekends, holidays, vacation periods, and other circumstances.*

#### **Program Dismissal due to Failure to Meet Minimum Academic Requirements**

The procedures below are followed by the College of Health Professions for students who are appealing dismissal from a program. Students are subject to program dismissal if they fail to meet minimum academic requirements after an academic remediation plan was provided to the student.

*Note: During the appeal process until a final decision is made by the dean, the student should continue participating in all program activities.*

**Step 1: Initial Decision and Notification** - The department chair or program director will notify the student in writing via UAMS email of the rationale for dismissal and inform the student about the CHP appeal procedures. The notification to the student will also be sent to the Associate Dean for Academic Affairs (ADAA). If the student does not initiate an appeal to the Dean, the dismissal becomes effective 2 business days after receipt of the department chair's or program director's notification. The student should complete the clearance process for the university unless they decide to appeal the decision. Completion of the clearance process is an indication that the student waives their right to appeal.

**Step 2: Appeal to the Dean<sup>2</sup>** - The student may appeal the dismissal by submitting a written request via UAMS email to the dean within 2 business days of receipt of the department chair's or program director's notification. The written appeal should include:

- Date
- Student's name

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<sup>1</sup> "Dean" may refer to the dean or another person designated by the dean, e.g., the associate dean.

<sup>2</sup> "Dean" may refer to the dean or another person designated by the dean, e.g., the associate dean.

- Specific reasons that the penalty assessed is deemed inappropriate, e.g., extenuating circumstances affecting the student's performance, misapplication of department policy or procedure, etc.
- Any documentation relative to the points of the appeal

The dean will forward the appeal documents to the ADAA for review.

*Note: Documentation provided by the student or faculty after submission of the initial appeal is subject to review by the hearing officer (see Procedures for a Hearing below). The hearing officer may disallow such documentation at the appeal hearing if they deem the documentation to be unrelated to the initial points of the appeal letter.*

**Step 3: Preliminary Review of the Appeal** - Within 2 business days of receipt of the student's appeal, the ADAA will submit a written recommendation to the dean on the suitability of the appeal for review by the Appeal and Grievance Committee. The recommendation should provide specific reasons the appeal is either suitable or not suitable for review by the Committee. The dean will make the final determination to convene the Appeal and Grievance Committee.

### **Procedures for a Hearing Before the Appeal and Grievance Committee**

Students in the College of Health Professions may be afforded the opportunity to appeal penalties assessed for both academic and disciplinary reasons to the Appeal and Grievance Committee. The Appeal and Grievance Committee is appointed annually by the Dean and consists of at least one faculty representative from each department.

When the Dean determines that the student's appeal is suitable for review by the Appeal and Grievance Committee, the Dean will convene the College of Health Professions Appeal and Grievance Committee and appoint a hearing officer and hearing panel of at least 3 members of the committee to hear the student's appeal. The hearing officer and members of the hearing panel may not be faculty members in the student's program.

**Hearing Officer and Hearing Panel** - The hearing officer is the spokesperson for the hearing panel and is responsible for:

- Informing the student, hearing panel, dean, and other interested parties of the date and location of the appeal hearing at least 5 business days before the hearing. The student may request that the appeal hearing be scheduled with less than 5 business days' notice.
- Reviewing, in advance of the appeal hearing, any documentation submitted by the student relevant to the appeal. The hearing officer may request written documentation from other parties as deemed appropriate.
- Conducting the hearing in a fair, unbiased manner.
- Recording the testimony at the hearing in audio or video format in accord with university policy. The hearing panel's deliberation following testimony is not recorded.
- Providing the dean with a written summary of the student's appeal, the hearing, and the hearing panel's recommendations.
- Providing the dean with a file of all evidence accumulated in the appeal process and all materials related to the appeal following the final disposition of the appeal.

The hearing panel is responsible for:

- Providing a fair, unbiased hearing of the student's appeal.
- Maintaining confidentiality of all documentation and deliberations related to the appeal and hearing.
- Making recommendations to the dean about the appeal and the penalty assessed by the faculty. The hearing panel may recommend that the dean support, reject, or modify the penalty.

**Appeal Hearing Participants** - The appeal hearing provides for an objective hearing of all facts related to the appeal and should include at a minimum the student and a spokesperson for the faculty. The hearing will be "closed" and confidential. Only individuals personally involved in the hearing will be permitted to attend and participate, including hearing panel members, the student, faculty representative, witnesses, and counsel, if desired. A representative of the dean's office or UAMS legal counsel may be available to provide advice on procedural and policy matters.

**Witnesses** - If called, witnesses will give only their testimony; witnesses may not be present in the hearing before or after their testimony is given. If the student and/or the faculty representative wish to call witnesses, they must inform the Hearing Officer of the names of the witnesses and a brief written summary of their relevant testimony at least 3 business days before the hearing. The hearing officer must inform each party of the witnesses that the other party plans to call at least 2 days before the hearing.

#### **Procedures during the Hearing**

- The hearing officer will review the purposes of the hearing and procedures to be followed, and clarify the data-gathering and decision-making functions of the hearing panel. The hearing officer will orally read the student's appeal submitted to the dean. Only the concerns of the student presented in the written appeal will be discussed during the hearing.
- The student will present the issues and rationale for the appeal. The hearing panel may question the student. The student and faculty representative may question each other, at the discretion of the hearing officer.
- The hearing officer will call witnesses as desired by the student and the faculty representative, and the hearing panel may question the witnesses. The student and the faculty representative may question the witnesses at the discretion of the hearing officer. At all times, it is the prerogative of the hearing officer to monitor and control the extent and degree of questioning and terminate it as her/his judgment dictates.
- Counsel of choice, if requested by the student, may be present to advise and support the student. The student must inform the hearing officer of the name of the counsel of choice, if one is desired, at least 3 business days before the hearing. The hearing is not intended to be adversarial in the sense of a court trial and, therefore, witnesses will not be "cross examined" as in a legal context. Counsel of choice may only confer with the student and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing.

- If the student's counsel of choice is an attorney, university counsel must also attend. The university's counsel will observe the proceedings and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing.
- When all testimony has been provided, all individuals except the hearing officer and hearing panel will leave the hearing room. The hearing panel will discuss the matters and may request additional information as deemed appropriate and necessary. Although it is desirable to conclude appeals expeditiously, the hearing panel may use as much time as necessary and reasonable to assess thoroughly and evaluate the appeal and related facts. If the hearing panel's decision is delayed more than 5 days after the hearing, the hearing officer will notify the dean, student, and faculty of the delay. Following careful review of all information, the hearing panel will make a recommendation to the dean about the student's appeal.
- The hearing officer will notify the dean of the hearing panel's recommendation(s) within 5 business days of its final meeting on the appeal.
- The dean may concur with, modify, or reject the hearing panel's recommendations. The dean will notify the student, department chair, hearing officer, and hearing panel in writing of their decision within 3 business days.
- The decision of the dean is final and may not be appealed.

#### **PROGRAM ACCREDITATION CONCERNS**

For concerns about matters that could affect compliance with standards or accreditation, students can contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) directly at:

American Speech-Language-Hearing Association  
 2200 Research Boulevard #310  
 Rockville, Maryland 20850  
 Phone: 800-498-2071  
 Email: [accreditation@asha.org](mailto:accreditation@asha.org)

#### ***PROFESSIONALISM INFRACTIONS***

##### **POLICIES**

Students are expected to follow professionalism standards (e.g., Appendix C). Students may receive a professionalism infraction report for (this list is not exhaustive):

- Unexcused absence(s) at required clinic and program functions and events
- Tardiness at required clinic and program functions and events ( $\geq 15$  minutes after official start time)
  - Note: Any amount of tardiness requires a phone call as a professional courtesy, preferably ahead of time, or at the time of occurrence.
- Violations of:

- ASP dress code
  - HIPAA
  - Code of ethics
- Unauthorized use or taking of clinical materials
- Non-professional communication with:
  - Faculty
  - Preceptors
  - Client(s)
  - Client families
- Lack of personal hygiene
- Incautious use of social media
- Other

Students will receive a remediation plan after two professionalism infraction reports. Students will receive a remediation plan for each additional professionalism infraction. After receiving three remediation plans, a student will be placed on probation.

## **PROCEDURES**

If a student commits a professionalism infraction, the faculty member who observed the infraction will set up a meeting between themselves, the student, and the program director to discuss the occurrence. The program director, in consultation with faculty, will write a report, which will be placed in the student's file. Such infractions will be presented to the entire faculty at its next student review session.

## **REMEDIATION**

### **POLICIES**

Students will receive a remediation plan for (this list is not exhaustive):

- Earning below a B in any individual didactic course
- Earning below a B in any individual clinical course
- Receiving two professionalism infractions
- Individual professionalism infractions after the 2<sup>nd</sup>
- Not passing either the 1<sup>st</sup> or 3<sup>rd</sup> semester clinical performance-based evaluations
- Earning a low pass/fail on any part of the comprehensive examination (administered on a high pass/low pass/fail basis)
- Other concerns regarding student academic or clinical performance

Remediation for earning a C in any individual course is designed for the student to meet the embedded KASAs and any knowledge gaps. The product of a remediation will not affect the previously earned "C" didactic course grade.

Remediation for earning a D or F in any individual course will include referral to the Educational and Student Success Center, retaking the course at the next opportunity, and may include other

provisions. Remediation in this instance will not be sufficient for the student to meet the embedded course KASAs. The student must earn a B or better in the retaken course to remain in good standing in the program. The grade in the course taken later is calculated into the student's grade point average.

Practicum and externship grades are influenced by competency ratings as well as professionalism. Earning less than a B in any practicum or externship clinic course is unsatisfactory and the student will receive a remediation plan. Students may be required to repeat the practicum course for that semester. Practicum courses may be repeated one time. The product of a clinical remediation and/or retaking a practicum course will not affect the previously earned practicum course grade, if applicable.

Remediation for failure to meet professionalism standards is designed to meet the specific circumstances of the situation. Beginning on the date of the student-signed remediation plan, no clinical clock hours earned in the remainder of that semester will count toward graduation or national certification.

Remediation for other concerns: If at any time an instructor is concerned about student performance, they may develop a remediation plan to address specific knowledge or skills requiring attention. These areas may relate to the student's academic or clinical performance. In these instances, the decision to create a remediation plan must be approved by the course instructor, Program Director, and/or the Clinical Education Director. Non-participation by the student or failure to complete the plan in a timely and satisfactory manner can result in additional remediation or dismissal from the program and will be decided on a case-by-case basis.

**Note:** Program completion may be delayed in the event a student is placed on remediation.

## **PROCEDURES**

If a remediation plan is deemed necessary given the above circumstances, the course instructor or clinical preceptor will notify the student's academic advisor and the program director. The student will then meet with their academic advisor and other interested parties (e.g., instructor, clinical preceptor, clinical education director, and/or program director) to develop a remediation plan. Some situations may require consultation with the Associate Dean for Academic Affairs in the College of Health Professions. Decisions about remediation are made on a case-by-case basis.

Students are expected to complete all actions listed in the remediation plan by the agreed-on date. Failure to meet this timeline may result in: (a) not being allowed to register for practicum or externship, (b) probation, or (c) dismissal.

## ***PROBATION***

Students who have been admitted into the Audiology program must continue to meet all criteria for progression throughout their course of study. The appropriate UAMS departments monitor GPA, course grades, professional behaviors, and other program expectations. **Failure to maintain the standards of academic performance or failure to demonstrate skills and behaviors specified by the audiology program may result in probationary status or dismissal from the program. Students will be placed on probation after receiving three remediation plans during the program or if a student receives two remediation plans during the same semester.**

## **POLICIES**

Students can be placed on probation for:

- Academic misconduct
- Professional misconduct
- Earning a second grade of C or below while in the program
- A semester GPA below 3.0
- A cumulative GPA below 3.0
- Not fulfilling the remediation plan requirements by the agreed-on date

The above-list is not all-inclusive. Faculty reserve the right to place students on probation for incidents and actions not explicitly stated above.

## **PROCEDURES**

If any of the above events occur, the academic advisor will notify the student by letter and email. The student's academic advisor and the program director will convene a meeting of the student and other appropriate individuals (e.g., course instructor(s), clinic education director). The decision of whether to place the student on probation will be made at this meeting and if decided, a probation plan will be developed. Decisions will be made on a case-by-case basis. Some situations may require consultation with the Associate Dean for Academic Affairs in the College of Health Professions.

## **CONSEQUENCES OF PROBATION**

*Note: Program completion may be delayed in the event a student is placed on probation.*

Students on probation will not be allowed to enroll in clinical practicum courses. If probation is imposed during a semester, the student will:

- not be allowed to count practicum hours from probation start date toward graduation or national certification;
- be removed from their off-campus site(s);
- not be allowed to begin or resume their externship.

## **RETURN TO GOOD STANDING STATUS (RELEASE FROM PROBATION)**

Determination of the student's return to good standing will be based on the recommendations of the program faculty. Completion of the probation period is determined on a case-by-case basis. Examples of how to return to the status of good standing:

- Complete the Probation Remediation Plan by the agreed-on date
- After retaking coursework, the student improves the earned grade(s) of below C to B or better
- The student's earned GPA is 3.0 or better during the next two successive semesters, not to include a C or below
- Demonstrates significant improvement and resolution of professionalism issues
- Resolution of professional misconduct issue and continued exemplary behavior

- Resolution of academic misconduct issue and continued exemplary behavior

## *DISMISSAL*

### **POLICIES**

Students may be dismissed from the program for:

- Failure to complete probation requirements by the agreed-on date and return to good standing on a probation plan.
- Demonstrating the need to be placed on probation a second time
- Student behavior and/or performance requiring a fourth remediation plan
- Failing to demonstrate sufficient change of probationary behavior within one semester
- Earning three or more grades of C or below, or not maintaining a 3.0 GPA after remediation has been provided
- Failure to earn a B or better in a repeated course, in which a grade of below C was earned initially
- Earning a failing grade (D, F) in more than one course during one semester
- If the cumulative GPA is not raised to 2.85 or above on the next 9 hours of graded graduate coursework required by the student's program or 3.0 if it is the final semester.
- Demonstrating grave academic, clinical or professional misconduct
- Failure to successfully complete performance-based examinations, following remediation and a second attempt
- Failure to pass the comprehensive examination, following remediation, a second written attempt, and a third oral attempt
- Lack of professional conduct and/or any behavioral patterns that may jeopardize the safety or well-being of patients or others
- Unethical or illegal activity including, but not limited to, academic misconduct or violations of the ASHA Code of Ethics (<https://www.asha.org/policy/et2016-00342/>), the AAA Code of Ethics (<http://www.audiology.org/publications/documents/ethics/default.htm?PF=1>), HIPAA regulations/law, Arkansas law or Federal law
- Failing a random drug screening ([See CHP Catalog section of the UAMS Academic Handbook](#))

### **PROCEDURES**

Decisions about dismissal are made on a case-by-case basis. Recommendation for dismissal requires a majority vote for dismissal by the audiology faculty. In all cases the program director, in consultation with the Chairman of the Department, if a different individual, and the Associate Dean for Academic Affairs in the College of Health Professions, will notify the student of the final decision by certified letter and email with receipt and read confirmation.



## ADVISING

### *INITIAL ASSIGNMENT*

At the time of admission, the Program Director appoints a full-time member of the audiology faculty as the student's academic advisor. The first session will occur during the Fall Orientation for New Students for the advisor and student to get acquainted. At that time, copies of the program policies and documents will be reviewed. The degree plan will be completed and relevant assurances will be signed and filed in the student's advising file (see Appendices B, C, and D). Please note that some assurances are subject to change depending on University, College, or Program policies.

### *ACADEMIC ADVISING*

#### **Main Responsibilities of the Faculty Advisor:**

- Be an advocate for the student throughout enrollment in the AuD Program.
- Monitor student academic, clinical, and professional progress throughout the curriculum. Assist the student with academic, clinical, and professional issues as they arise.
- Be available for scheduled academic advising appointments with the students, which occur at least once at mid-semester. Also, be available for advising and consultation as needed by appointment.
- Recommend available institutional resources and student services to the student for both academic and non-academic concerns. Refer the student to appropriate services as needed.
- Advise the student regarding program requirements, policies, protocols, expectations, or concerns that may affect the academic, clinical, and professional development of the student.
- Be an active listener to student concerns with objectivity, empathy, and understanding.

#### **Main Responsibilities of the Student:**

- Possess a working knowledge of all AuD Program, College of Health Professions, and University policies and procedures.
- Arrive in a timely manner to all scheduled advising appointments.
- Actively contribute in the advising appointment in a clear and concise manner to facilitate the advising process.
- Actively follow up on any academic or professionalism recommendations provided by advisor or instructor.
- Actively follow up on referrals to any student services including but not limited to Student and Employee Health, Student Wellness Center, Educational and Student Success Center, ADA/Disability Office, or other offices as needed.
  - Note: The advisor and/or program director will follow up on student completion of these recommendations.

If an advisor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the program director

upon notification by either the student or advisor. Occasionally, students choose to change advisors. A student may request a change in advising assignments by contacting the program director in consultation with current and new advisor.

### *ACADEMIC DIFFICULTY*

The student is encouraged to meet with the instructor if experiencing academic difficulty as early as possible in the semester as opposed to waiting until examination time. If the student is identified as having academic difficulty, the student should meet with their faculty advisor as soon as possible. This includes addressing personal issues which may impact their academic progress in the program; referral to the Student Wellness Center or Student and Employee Health Services may be beneficial. In certain circumstances, the program director may be involved in these meetings. Even though students have been academically prepared to enter the program, the intensive and fast paced curriculum and in-depth material can cause new students to feel overwhelmed initially and struggle academically. Many times, learning more efficient study skills, time management, and stress management, such as exercise or other activities, is a key component to success in the program. The AuD faculty are available to assist the students in successfully navigating through this process.

### **GRADUATION REQUIREMENTS**

Graduates of the AuD program have successfully completed a minimum of (a) 104 semester credits, (b) 1820 clinical clock hours, and (c) a capstone project. UAMS requires successful completion of the seven Interprofessional Education (IPE) milestones. Additional assessments and requirements of the AuD program include:

- Professionalism reviews (in Calipso)
- Passed performance-based clinical examinations in their 1<sup>st</sup> and 3<sup>rd</sup> semesters
- Passed comprehensive examination during the 3<sup>rd</sup> year of their tenure as a student
- Completed a capstone project under the guidance of a mentor
- Submission of all ETS Praxis scores on the audiology examination to the program

Graduates of the AuD program will have met all the knowledge and skills objectives established by the department to meet the current ASHA standards. In order for graduates to be eligible for the Certificate of Clinical Competence in Audiology (CCC-A) from ASHA, the program will provide as many clock hours as possible supervised by individuals with the CCC-A. However, some audiologists have chosen not to have the CCC-A designator but will provide valuable clinical training for our students. The program reserves the right to send students to a non-CCC-A audiologist to obtain clock hours that count toward our graduation requirement but will not count toward the ASHA-required number of clock hours. ASHA's Council for Clinical Certification allows graduates of accredited programs two years post-graduation to obtain any needed clock hours supervised by an individual with the CCC-A, in order to qualify for that credential.

Prior to graduation, documentation of program requirements is thoroughly reviewed. When the situation allows for in-person activities, students should plan to spend one to two days at the university prior to graduation to complete graduation check-out procedures and the 'clear campus' process. Students will also complete an exit interview with the program director prior to participating in the hooding ceremony and graduation activities. Most years, select graduating students are

recognized by the department for their academic scholarship, clinical excellence, and leadership abilities.

### *CLINICAL EXPERIENCES*

Over the course of the AuD program, students must accrue a minimum of 1820 clinical clock hours. Details about practicum requirements and externship placements can be found in the *Clinical Education* section of the Clinic Handbook.

### *CAPSTONE EXPERIENCE*

Each student must complete a Capstone experience, for example a research study, quality improvement project, or systematic literature review. According to Crunkilton et al. (1997)<sup>3</sup>, the Capstone should incorporate problem-solving, decision-making, critical thinking, collaborative/professional relationships, oral communication, and written communication. A written document and formal presentation are required for completion. Typically, students will present a poster in their third spring semester at the UAMS Student Research Day. In any year that UAMS cancels this event, alternative arrangements can be made.

### *KNOWLEDGE AND SKILLS ACQUISITION*

The learning objectives in the UAMS AuD program are known as “KASAs” (Knowledge and Skills Acquisition) and were developed by the Council on Academic Accreditation (CAA), a part of the American Speech-Language-Hearing Association (ASHA). The Council for Clinical Certification, also a division of ASHA, employs the KASAs and has developed clinical competencies (seen under “Cumulative Evaluation” in Calipso) to ensure program graduates meet the field’s agreed-on minimums for practice. The KASAs and related paperwork include the areas listed below:

- Acquisition of knowledge and skills
- Supervised clinical practicum hours
- Progress toward graduation
- Progress toward state and national credentials

The tracking of this knowledge and these skills is accomplished through the use of the computer program, Calipso. Outcomes have been established by the program to meet all applicable standards (See the ASHA Standards for the Certificate of Clinical Competence in Audiology, which include the [KASA Objectives](#)). These standards are incorporated into coursework, clinical practicum, and externships in the form of measurable goals, objectives, or outcomes. Each course has associated with it a number of specific outcomes students will be asked to meet in order to demonstrate knowledge and skills in that content area. The outcomes may be demonstrated via exams, laboratory or homework assignments, written papers, projects, simulated cases, through contact with clients in the clinic, or other measurable ways. Instructors will provide students with the KASA objectives or course objectives on the course syllabus. Earning at least a B in a course provides evidence that all

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<sup>3</sup> From Crunkilton J, Cepica R, Fluker L. Portfolio of capstone courses in colleges of agriculture (USDA award # 94-38411-016). Washington, DC: US Department of Agriculture, 1997.

the KASA objectives have been met in that course. If a C is earned, the instructor will develop a remediation plan for the student to meet the objectives. If less than a C is earned, there is no remediation plan developed for the KASAs and the student will retake the course at the next available opportunity.

### COMPREHENSIVE EXAMINATION

The purpose of the comprehensive examination is to provide the student an opportunity to demonstrate mastery of discipline-specific knowledge. Thus, all students must pass the comprehensive examination before the student will be placed in a 4<sup>th</sup> Year Externship. This examination assesses the student's knowledge of the academic theories and clinical applications deemed essential for entry level into the profession. Students may take the comprehensive examination up to three times (first 2 attempts are written; final attempt is oral). If the student does not pass this examination by the third attempt, they will be dismissed from the program. See Appendix E for more information regarding the comprehensive examination.

### EDUCATIONAL TESTING SERVICES (ETS) PRAXIS EXAM - INFORMATION SHEET AND GUIDELINES

Although the Praxis Examination is not a requirement for graduation, it is a requirement for Arkansas Licensure and many other states, as well as for ASHA certification. Students are encouraged to take the ETS Praxis Exam either shortly after taking the comprehensive exam, or during their 4<sup>th</sup> year of the program. Students are required to submit their Praxis score(s) to the AuD program each time they take the Praxis, including a "practice" test. The following information is provided for those students who wish to take this examination prior to graduation.

#### GUIDELINES FOR TAKING THE PRAXIS EXAMINATION

You are **required** to list the University of Arkansas for Medical Sciences as a facility to receive a report of your score. **Be sure to use the Department Code, 0013. DO NOT USE THE UNIVERSITY CODE.** This request must be made at the time of initial registration for the exam. If this guideline is not followed, your graduation may be delayed and additional expenses will be incurred for having to request the Praxis scores be sent to the program.

## AUD PROGRAM ADMINISTRATIVE POLICIES

### ATTENDANCE

Professionalism and an attitude of life-long learning are necessary and highly valued in the AuD program and in a career as an audiologist. One of the goals of our program is to help our students integrate these values. We would like to make clear our expectations regarding attendance in class, clinic, traineeships and other school-related activities. **The official program policy is:**

*Attendance at all classes and other required sessions is expected. Absence is defined as not being present during the assigned class or activity (e.g., Grand Rounds, Student Research Day, Clinic rotations) time. Course instructors and clinical supervisors may deduct points for absences at their discretion. You are expected to present proper documentation for any absence that you*

*believe may be excused. In all cases of class and clinic, individual faculty members have the right to decide whether an absence is excused or not. Excessive absences will result in a professionalism infraction.*

**CLASS** - In all classes your attendance at each class session is expected. We realize that at times emergencies may arise and you may have to miss a class. Telephoning or emailing your instructor to that effect is a professional courtesy that you should be in the habit of; however, that call or email does not ensure the absence will be excused.

- Students are expected to treat clinical times and clinical laboratory just like any other course for credit, appointments with advisors, doctor's appointments, counseling appointments should not be scheduled during this 'class' time.

**STUDENT WORKER/TRAINEESHIPS** - When you are paid to perform particular duties you are expected to behave in a responsible manner equivalent to any other paid position. This means you should do the following:

- schedule regular work days/times with your supervisor;
- clock in and out as directed;
- arrive 15 minutes before your scheduled work time and work for the full scheduled time;
- There is no sick or leave time for these positions. If you miss work due to illness or any other reason, this time must be made up.

### **DRESS CODE**

Students represent University of Arkansas for Medical Sciences as well as the profession of Audiology. Dress and appearance should reflect the high standards of professionalism and service established by this Department, the Clinic, and University. Attire does not need to be devoid of personality, and you do not need to have a large or expensive wardrobe to dress professionally.

General clothing guidelines are as follows:

- Clothing must be neat, clean, and suitable for the job, presenting a professional appearance.
- Skirt lengths should not be more than two inches above the knee.
- Hats are discouraged unless required for religious purposes.
- Clothing must not be extremely tight or have revealing necklines.
- If pants have belt loops a belt should be worn.
- Shirts should be tucked in (unless the clothing style is otherwise).

### **CLASS**

Acceptable attire for class attendance includes: business casual dress, scrubs, or jeans and a UAMS or audiology top. Scrubs must be navy, gray, black or ceil blue; students may wear a full matching scrub set or scrub bottoms with a UAMS or audiology top.

### **CLINIC**

Acceptable attire for in-house CHP Speech and Hearing clinic attendance includes: business casual dress or scrubs (full matching scrub set). Scrubs must be navy, gray, black or ceil blue.

Off-site clinical rotations may have their own dress code, students should discuss dress code expectations with their off-site preceptors before starting the rotation.

Examples of appropriate business casual clothing include the following:

- Pants and slacks, but they may not drag on the floor
- Cropped/Capri pants
- Nice Polo shirts
- Long- or Short-sleeve dress shirts with or without ties.
- Sleeveless tops for women (with wide shoulders, e.g. 2½ to 3”).

Examples of clothing that is not acceptable for business casual dress include the following:

- Shorts and short split skirts/skorts
- Micro- and mini-skirts are not appropriate or allowed
- Informal T-shirts, especially those with pictures or slogans
- Sweatshirts
- Sleeveless tops with narrow straps or strapless tops
- Bare shoulders and backless dresses
- Bare midriffs, including skin that becomes visible when reaching or bending
- Formal wear, e.g. party dresses

### *GENERAL CONDUCT*

- If you are under the influence of drugs or alcohol, disciplinary action will be taken and the behavior may be grounds for dismissal from the program.
- Positive findings on a random drug test or on a drug test performed for cause will result in an immediate dismissal from the program.

### *CLASS AND CLINIC HOURS*

The AuD program provides classroom study, clinical observation, clinical experience, independent study, and seminars. Based on the student's classification (first year, etc.), individual classes will generally meet one (1) day per week with all classes scheduled across one (1) or two (2) days per week. In addition, there will be clinical meetings, grand rounds, conferences, and clinical and research activities scheduled on the other days (generally Friday mornings). Students should expect to have clinical rotations both within and outside the UAMS CHP Speech and Hearing Clinic. Students are expected to provide their own transportation to clinical training sites. When necessary, the Audiology and Speech-Language Pathology department reserves the right to adjust class schedules, times and program sequencing, as well as clinical rotations outside of the Little Rock metropolitan

area. As a full-time graduate student, you should consider graduate school your first and full-time priority.

### ***BLACKBOARD***

Blackboard is the UAMS online learning management system for all of the courses in the Doctor of Audiology program. Individual faculty may choose to post items in Blackboard, such as narrated lectures, syllabi, course outlines, grades, lecture modules, assignments and miscellaneous documents and folders. To log in to Blackboard type in the URL address of: <https://uams.blackboard.com/>. Instructors will supply more information as needed.

Any lectures posted in Blackboard are the property of the faculty and guest lecturers. The lectures are available for you to enhance your learning experience. Copies of the lectures are not to be shared with anyone outside of the program or to be used for any personal presentations. Inappropriate use of a lecture presentation is a violation of the Professional Code of Conduct and is a professionalism infraction.

### ***CLASSROOM ETIQUETTE***

Academic freedom is an important component of professional graduate school. Students are transitioning from an educational environment to a professional one and are expected to embrace the expectations placed on them. Individuals are expected to behave in a professional manner at all times and refrain from disruptive or unacceptable behavior which includes but may not be limited to:

- Addressing the instructor in a casual manner and not by their title. Instructors should be addressed as Doctor. Guest lecturers should also be addressed by their title.
- Repeatedly arriving late to or leaving early from any class or educational activity.
- Leaving cell phones or other electronic devices on during any educational activity, answering phones or texting during classes or educational activities.
  - Anyone not complying will be asked to leave the educational activity immediately and may receive an infraction for professionalism.
- Using the internet or social media during any educational activity that is not related to the activity. This includes email, instant messaging, social media, blogs, surfing the internet, online shopping and playing games.
- Talking to fellow students during educational activities outside of requests from the instructor.
- Dominating classroom discussion, asking excessive questions or interrupting the instructor or fellow students.
  - This behavior is disruptive to the class, the instructor and the learning environment. Extensive questions should be asked during a break or at the conclusion of the activity.
- Arguing with or openly confronting the course instructor and/or classmates during class. Professional behavior requires treating others with respect at all times. Concerns should be addressed after class or by appointment with the instructor.

## **COPYING EQUIPMENT**

Students have access to copy/fax/printers on the 1<sup>st</sup> and 2<sup>nd</sup> floor of the ASP department. Students will have their badges connected to the equipment during orientation to allow for access. While printing limits are not imposed students are encouraged to use discretion with their use of printing supplies and to limit printing to academic and clinic related needs only.

Students can also use the office copying equipment on the UAMS Campus with approval from faculty. Copying equipment for personal student use is available at the UAMS library at \$0.10 per page: <https://libguides.uams.edu/computers-printers/printing-payment>

## **TITLE IX**

The education experience should be free from harassment of any type which includes bullying. If a student has concerns about harassment from other students, faculty, staff, mentors, instructors, or clinical preceptors, the student should contact the Program Director within two business days of the occurrence. If the Program Director is not available the concern can be made to the Clinical Education Director. If the student is on a clinical rotation off campus and a harassment concern arises, the student should contact the Audiology Clinical Education Director or Program Director immediately. If a student has concerns about harassment from the program director, they should directly contact the Title IX office coordinator immediately to discuss their concerns.

UAMS has a specific policy regarding sexual harassment:

*Title IX of the Education Amendments Act of 1972 is a federal law that states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”*

UAMS is committed to cultivating a university environment free of harassment, discrimination and violence and will take steps to prevent such conduct, its recurrence and discriminatory effects on members of the UAMS community. The University does not tolerate acts of sexual harassment, sexual assault, gender discrimination, sexual exploitation, domestic violence, dating violence or stalking.

Students are referred to the UAMS Title IX webpage (<https://students.uams.edu/title-ix/>) for additional information or are encouraged to reach out to Michelle Zengulis, Coordinator for the Office of Title IX/ADA-Disability Services ([MZengulis@uams.edu](mailto:MZengulis@uams.edu) ; 501-526-5641).

## **INCLEMENT WEATHER POLICY**

The AuD Program abides by the UAMS Inclement Weather Policy. Notifications will be emailed to students, communicated through local media and posted on the front pages of [www.uams.edu](http://www.uams.edu), [www.uamshealth.com](http://www.uamshealth.com), and the UAMS intranet. Please refer to the CHP Catalog for more information. As a practical matter, if inclement weather is called by UAMS, the Speech-Language and Hearing Clinic will likely close; however, coursework can often be conducted online. Instructors will inform students about individual classes.



Students may also sign up for the RAVE Alert system which is an emergency alert system used by UAMS to quickly notify employees and students about severe weather and other emergencies via text, phone calls, or desktop alerts on computers. More information can be found at <https://emergmt.uams.edu/sub/EmerNotification>.

### *LEAVE OF ABSENCE*

At times it may be necessary for a student to take a leave of absence. A student in good standing who desires a leave of absence should first speak with their academic advisor, then make a written request to the program director. Each request will be handled on a case-by-case basis. A leave of absence can occur only after approval.

### *MODIFICATION OF PROGRAM REQUIREMENTS*

Requests for modification of academic or clinical requirements should be directed, in writing, to the program director. Any modification will be implemented only upon approval by the program director in consultation with the audiology faculty and CHP Associate Dean of Student Affairs.

### *OFFICIAL CORRESPONDENCE*

The UAMS email account is the official method of electronic communication with students. The program will communicate with students *only* via their UAMS email account. Students should use only their UAMS email account to communicate with off-campus preceptors. Students are expected to check their UAMS email accounts on a daily basis for program information and/or announcements. At the discretion of individual faculty and students, texting communication may be implemented on a limited basis. Email is the primary method of electronic communication unless the situation requires urgent communication.

## *OUTSIDE EMPLOYMENT*

A student's outside employment schedule will not be considered when arranging classes, clinic and other program events during the workweek hours of 8:00 AM - 5:00 PM. That is, **students must keep at least their daytime hours Monday-Friday available for program-related activities.** Students should plan for 1-3 evening classes per year during their AuD program, beginning in their 2<sup>nd</sup> year. Scheduling of evening classes will consider travel time from clinical sites as needed. Students will be made aware of future semester schedules in a timely way in order to plan their evenings accordingly.

The student's primary responsibility is to first fulfill all school obligations. Students should be aware that responsibilities increase with each year in the program (i.e., students are expected to be in clinic 2-3 days a week during their 3<sup>rd</sup> year), which will make outside employment more difficult in the later years of the program.

## *SOCIAL MEDIA*

The AuD Program recognizes the interest that students have for using social networking sites such as Facebook, Instagram, TikTok, YouTube, Snapchat, etc. Students are cautioned to exercise extreme care when using these media platforms. Future employers, clinical preceptors, and faculty members can access your page(s) and information. Certain information could jeopardize future opportunities in the audiology profession. Individuals you have allowed access to your page can not only post to your site but can take your pictures and information and post them elsewhere on the internet. Students should set high privacy settings, be cautious of what is on their site and manage access to their sites carefully. Remember, once information is on the internet, it is impossible to recall.

Statements, photos, memes, jokes, etc. regarding or attributing certain characteristics to members of a particular group could be construed as discriminatory and as such are unacceptable and can result in a professionalism infraction.

Any photos taken of class, clinic, or lab activities are not to be posted on any social media site without explicit permission from the course/lab instructor and all students included in photos and/or videos. In addition, posting any photos to a social media site is infringing on the rights of fellow students and faculty members who have not given permission to use their photograph. The program has each student sign a waiver and we may use photos for promotional material directly related to the program. Violation of this rule may result in a professionalism infraction.

Please refer to [Academic Affairs Policy #2.1.1](#) for further details.

## *STUDENT RECORDS*

The AuD program adheres to the [UAMS Academic Affairs Policy #2.1.2](#) that cites the Family Educational Rights and Privacy Act of 1974 (FERPA). Specifically, students have the right to inspect and review their educational records. Students are asked to submit to the Dean's office, the registrar's office, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. This may include records stored by the Dean's office or records stored by the program, including clinical experience records. This policy is published and publicly accessible online via the [UAMS Catalog](#) and is updated annually.

## UAMS STUDENT SERVICES

UAMS has instituted several offices designed to assist students, as listed below:

### **Student and Employee Health Services**

4301 West Markham

Central Building, Ground Floor, Room 600

Little Rock, AR 72205

[\(501\) 686-6381](tel:5016866381)

<https://uamshealth.com/university-healthcare/student-and-employee-health/>

### **UAMS Student Wellness Program**

227 Jack Stephens Drive

Little Rock, AR 72205

501-686-8408 (8:00 am - 4:30 pm, Mon-Fri)

[http://www.uams.edu/student\\_mentalhealth/](http://www.uams.edu/student_mentalhealth/)

### **Educational and Student Success Center**

200 Hooper Drive (inside the UAMS Library)

Little Rock, AR 72205

501-686-5654

<https://students.uams.edu/success/>

### **ADA-Disability Services and Title IX**

200 Hooper Drive (inside the UAMS Library)

Michelle Zengulis, Coordinator

[MZengulis@uams.edu](mailto:MZengulis@uams.edu)

501-526-5641

<https://students.uams.edu/ada-disability-services/>

### **UAMS Stocked and Reddie Food Pantry**

401 S. Monroe Street (old Red Cross building)

Open Mondays 2:00 pm - 8:00 pm and Thursdays Noon - 6:00 PM

501-412-9642

<https://getthehealthy.uams.edu/pantry/>

## GENERAL DEPARTMENTAL INFORMATION

### *BUILDING HOURS*

Education South is open Monday through Friday from 7:30 AM to 5:00 PM and other hours by appointment or class schedule. The clinic is typically open 8:00 AM to 5:00 PM. The building is locked and requires badge access, granted to students from 7:00 AM to 7:00 PM Monday-Friday. For after-hours and/or weekend access to the building, please contact faculty or the program director.

### *SAFETY AND SECURITY*

We take student and patient safety very seriously. All students are informed about safety precautions and procedures. More information about these procedures can be found on the following website: <https://emergmt.uams.edu/>.

The UAMS Police Department is officially recognized as the Law Enforcement Agency of jurisdiction for the University of Arkansas for Medical Sciences. The Department operates 24 hours a day, 7 days a week to provide the most comprehensive services for patients, visitors and staff. The UAMS Police Department provides a safe, secure environment for those that work at or visit UAMS by providing professional police service. The police department also provides other services such as courtesy escorts, vehicle jump starts, and vehicle unlocks. If you need police assistance, contact the UAMS Police Department at 501-686-7777.

Parking spaces reserved for patients seen at the UAMS CHP Speech and Hearing Clinic are located in front of the building. Students may park in the adjacent student lot with a parking decal obtained from Parking Operations.

### ***BULLETIN BOARDS***

Notices of general and specific interest to students, faculty, and staff are posted on the bulletin boards in the student study area and other locations throughout the building.

### ***CALENDAR OF EVENTS***

Students should refer to the Audiology Program Calendar disseminated by e-mail from the program director for audiology-related events.

### ***CHANGE OF ADDRESS***

In the event of a mid-semester change of contact information, the student is to make this change in GUS or contact the UAMS Registrar.

### ***COMPUTER AVAILABILITY***

There are a limited number of computers available for student use within the department. These are located in Education South Rooms 309 and 106. The UAMS library also has computers for student use: <https://libguides.uams.edu/computers-printers/computer-equipment>.

### ***OFFICE SUPPLIES***

Students are not to remove supplies or materials from personal desks throughout the department, or the clinic offices/room. Extra office supplies are available in the copy room on the 1<sup>st</sup> and 2<sup>nd</sup> floor, students may use these supplies for clinic or class needs. If you use the last of a supply, please let the Office Manager know so she can add it to the supplies order.

### ***STUDENT LOUNGE***

A student lounge with microwaves, refrigerators, and a Keurig is available in Education South Rooms 309 and 315.

### ***SENIOR LEADERSHIP TEAM***

The Senior Leadership Team is comprised of the AuD Program Director, SLP Program Director, PhD Program Director, Audiology Clinical Education Director, and Speech-Language Pathology Clinical Education Director. This team meets monthly to improve communication among the different areas of the programs, discuss program issues, and recommend leadership strategies.

### *STUDENT LOCKERS*

Student lockers are located in Education South Room 313 adjacent to the student lounge and are available for use only by 1<sup>st</sup> year ASP students enrolled in practicum. In May, all lockers must be cleaned out and locks removed. Locker sharing may be required due to the high number of students enrolled in the program.

### *STUDENT MAILBOXES*

Mailboxes are provided for all AuD students in the student lounge located in Education South Room 309. **It is important to check your mailbox regularly.**

## **HEALTH RELATED ISSUES**

### *IMMUNIZATIONS AND TUBERCULOSIS TESTING*

Proof of immunization for tetanus and diphtheria within the last ten years as well as immunizations against measles, mumps and rubella is required of all entering students prior to registration. All students must provide proof of two immunizations against Hepatitis B before the end of the first semester of the program. All students are required to have a PPD (TB skin) test done within one year prior to initial registration as a student at UAMS. Refer to the current CHP Catalog for more information.

Students are required to obtain the vaccine for SARS-CoV-2 (Covid-19) prior to beginning school. Although medical and/or religious exemptions are allowed, not having this immunization may result in an extended program if the student cannot be placed in specific off-campus settings that require the vaccination.

## APPENDICES

### *APPENDIX A - SCOPES OF PRACTICE*

- American Speech-Language-Hearing Association
  - [Scope of Practice](#)
- American Academy of Audiology
  - [Scope of Practice](#)

## APPENDIX B - ASSURANCES

## TECHNICAL STANDARDS STATEMENT

University of Arkansas for Medical Sciences  
 Department of Audiology and Speech Pathology  
 College of Health Professions



*Please sign ONE of the following Technical Standards statements:*

**Statement for Students who are NOT Requesting Accommodations**

I certify that I have read and understand the Technical Standards of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards, I may be dismissed from the program.

\_\_\_\_\_  
 Signature of Applicant

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Printed Name of Applicant

**OR**

**Statement for Students Requesting Accommodations**

I certify that I have read and understand the Technical Standards of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the *ADA/Disability Services* Office to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodation, I may be dismissed from the program.

\_\_\_\_\_  
 Signature of Applicant

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Printed Name of Applicant

**STUDENT HONOR CODE**

University of Arkansas for Medical Sciences  
Department of Audiology and Speech Pathology  
College of Health Professions

**STUDENT HONOR CODE**

Whereas, the degree program in audiology and speech-language pathology is dual purpose – academic and professional – it is designated to produce graduates who are competent both as scientists and clinicians. For the health of the field, it is imperative that its member work in the best interest of the population they serve and for the general society. In order to achieve this goal, members must be trusted to work independently. That is, competent scientists and professionals must work *on their honor*. It follows that students striving to become honorable scientists and professionals must be trustworthy and must be able to perform *on their honor*.

Therefore, I, \_\_\_\_\_, pledge that I will work *on my honor* in all facets of the program – class work, practicum, research – to accomplish the assignments, tasks, and activities which may be required of me. I understand that academic, scientific, or professional dishonesty will result in my dismissal from the program.

Student \_\_\_\_\_ Date \_\_\_\_\_



## HANDBOOKS STATEMENT

University of Arkansas for Medical Sciences  
Department of Audiology and Speech Pathology  
College of Health Professions

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**Audiology Program Handbook Statement**

My signature on this page serves as verification that I have received, read, and understand the *UAMS AuD Academic and Clinic Handbooks*. I agree to abide by all the policies and procedures stated in this manual and understand that failure to do so may jeopardize my progress in the Audiology program. Potential consequences include probation, withdrawal from clinic, and in more egregious cases, dismissal from the program.

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Name of Student (Print)

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Date

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Signature of Student

## ASP CONFIDENTIALITY STATEMENT

University of Arkansas for Medical Sciences  
Department of Audiology and Speech Pathology  
College of Health Professions



### ASP CONFIDENTIALITY STATEMENT

I understand that, as a related part of my coursework, supervised observation practicum, and supervised practicum, I will have access to confidential information regarding clients of the UAMS CHP Speech and Hearing Clinic and other facilities.

I promise **NOT** to violate the privacy of any client by:

1. discussing information with persons other than faculty, supervisors, and other student clinicians for the purpose of clinical education.
2. placing confidentiality of information at risk by removing client files from the clinic or failing to implement appropriate procedures for reviewing files\*.
3. violating any provision of the Health Insurance Portability and Accountability Act (HIPAA).

I understand that a breach of confidentiality will result in serious penalties as determined by the faculty and administration of the program or sponsoring institutions. Penalties could include dismissal from the UAMS Department of Audiology and Speech Pathology.

My signature below indicates that I have read this statement carefully. In addition, the statement and its ramifications have been explained by a faculty member in the context of either practicum meetings or classes.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\*Procedures for reviewing files are posted in the clinic office.

*APPENDIX C - AUDIOLOGY ACKNOWLEDGEMENT OF PROFESSIONAL CONDUCT*

**University of Arkansas for Medical Sciences  
Department of Audiology and Speech Pathology  
College of Health Professions**

**STUDENT ACKNOWLEDGEMENT OF PROFESSIONAL CONDUCT**

Professionalism relates to the intellectual, ethical, behavioral and attitudinal attributes necessary to perform as a health care provider. Examples of professional behavior are listed in the CHP Student Handbook in the section entitled "Performance Standards." These examples should be reviewed by the student; however, professional behavior is not limited to these examples. In addition, the student will be expected to:

Attention

1. Demonstrate awareness of the importance of learning by asking pertinent questions, identifying areas of importance in clinical practice and reporting and recording those areas.
2. Avoid disruptive behavior in class, lab and clinic, such as talking or other activity which interferes with effective teaching and learning.

Participation

1. Complete assigned work and prepare for class, laboratory, and clinical objectives prior to attending.
2. Participate in formal and informal discussions, answer questions, report on experiences, and volunteer for special tasks and research.
3. Initiate alteration in patient care techniques when appropriate via notification of instructors, supervisors and preceptors.

Dependability and Appearance

1. Attend and be punctual and reliable in completing assignments with minimal instructor supervision.
2. Promote a professional demeanor by appropriate hygiene, grooming and attire.

Communication

1. Demonstrate a pleasant and positive attitude when dealing with patients and co-workers by greeting them by name, approaching them in a non-threatening manner, and setting them at ease.
2. Explain procedures clearly to the patient.
3. Ask patients how they feel and solicit patient comments regarding the patient's overall condition.
4. Communicate clearly to other professionals regarding patient status, using appropriate charting, oral communication and the established chain of command.
5. Demonstrate a pleasant and positive attitude when interacting with co-workers, instructors, faculty, supervisors and preceptors.

Organization

1. Display recognition of the importance of interpersonal relationships with students, faculty, and other members of the health care team by acting in a cordial and pleasant manner.

2. Work as a team with fellow students, instructors, supervisors and preceptors in providing patient care.
3. Organize work assignments effectively.
4. Collect information from appropriate resources.
5. Devise or suggest new techniques that promote patient welfare or increase efficiency.

#### Safety

1. Verify identity of patients before initiating therapeutic action.
2. Interpret written information and verbal directions correctly.
3. Observe and report significant changes in patient's condition promptly to appropriate person(s).
4. Act to prevent accidents and injury to patients, other personnel and self.
5. Transfer previously learned theory and skills to new/different patient situations.
6. Request help from faculty/staff when unsure.
7. Comply with university and off-campus site guidelines for performance.

#### Examples of critical errors in professional conduct and judgment include but are not limited to:

1. Failure to place the patient's welfare as first priority.
2. Failure to maintain physical, mental, and emotional composure in all situations.
3. Consistent ineffective, inefficient use of time in clinical setting.
4. Failure to be honest with patients, faculty, and colleagues.
5. Academic misconduct in any form.

My signature below indicates that I have read this statement carefully and agree to follow these rules of professionalism in classes and clinic.

---

Student Signature

---

Date

---

Printed Name

## APPENDIX D - ADVISING DOCUMENTS

### GRADUATE ADVISING FILE CHECKLIST

#### GRADUATE ADVISING FILE CHECKLIST

#### DOCTOR OF AUDIOLOGY, AuD

STUDENT \_\_\_\_\_ ADVISOR \_\_\_\_\_

#### SECTION 1: ADMISSION INFORMATION

- \_\_\_\_\_ PROGRAM ADMISSION LETTER
- \_\_\_\_\_ APPLICATION MATERIALS/CSDCAS

#### SECTION 2: ASSURANCES

- \_\_\_\_\_ CITI (HUMAN SUBJECTS RESEARCH) TRAINING CERTIFICATE
- \_\_\_\_\_ HIPAA TRAINING
- \_\_\_\_\_ SIGNED HONOR CODE
- \_\_\_\_\_ SIGNED TECHNICAL STANDARDS STATEMENT
- \_\_\_\_\_ SIGNED HANDBOOKS STATEMENT
- \_\_\_\_\_ SIGNED EXTERNSHIP STATEMENT

#### SECTION 3: ADVISING DOCUMENTS

- \_\_\_\_\_ DEGREE PLAN
- \_\_\_\_\_ UNDERGRADUATE COURSE REVIEW

#### SECTION 4: GRADUATION DOCUMENTATION

- \_\_\_\_\_ 1<sup>ST</sup> YEAR PERFORMANCE BASED EXAM RESULTS
- \_\_\_\_\_ 2<sup>ND</sup> YEAR PERFORMANCE BASED EXAM RESULTS
- \_\_\_\_\_ COMPREHENSIVE EXAM REPORT
- \_\_\_\_\_ CALIPSO DOCUMENTS
- \_\_\_\_\_ SIGNED FINAL CLOCK HOUR SUMMARY FORM
- \_\_\_\_\_ COMPLETED CUMULATIVE EVALUATION FORM
- \_\_\_\_\_ FINAL KASA VERIFICATION FORM
- \_\_\_\_\_ COPY OF SIGNATURE PAGE FOR CAPSTONE
- \_\_\_\_\_ IPE MILESTONES CHECK SHEET
- \_\_\_\_\_ PROGRAM DIRECTOR LETTER ASSERTING COMPLETION OF DEGREE REQUIREMENTS
- \_\_\_\_\_ FINAL COPY OF UAMS TRANSCRIPT (WITH DEGREE)

#### SECTION 5: MISCELLANEOUS

- \_\_\_\_\_ OTHER DOCUMENTATION, INCLUDING REGISTRATION FORMS, WORKING TRANSCRIPTS, CERTIFICATES, ETC.

## DEGREE PLAN

University of Arkansas for Medical Sciences  
Department of Audiology and Speech Pathology  
College of Health Professions



## Degree Plan

NAME \_\_\_\_\_ Program of Study \_\_\_\_\_ Audiology \_\_\_\_\_

AWARD: A.S. \_\_\_\_\_ B.S. \_\_\_\_\_ CERTIFICATE \_\_\_\_\_ OTHER \_\_\_\_\_ AuD \_\_\_\_\_

DATE PLAN PREPARED \_\_\_\_\_ CATALOG USED \_\_\_\_\_ SC ACCEPTED IN TRANSFER \_\_\_\_\_

This plan is provided to the student as a guide to planning work toward a degree. It is based upon, but does not supersede, the student's official records. Students are strongly urged to carefully review the prerequisites, as well as for the student's program of study, set forth in the appropriate college catalog.

At least one undergraduate course in each of mathematics (college algebra or higher) \_\_\_\_\_, biological science \_\_\_\_\_, physical science (chemistry or physics) \_\_\_\_\_, behavioral science \_\_\_\_\_, and statistics \_\_\_\_\_ is required. Although there are no prerequisite courses in audiology or speech pathology, the program requires that all students have one course in phonetics and one in language acquisition. If these courses are not completed prior to admission, they must be completed during the first three semesters of study for the program.

**Phonetics** Course Title \_\_\_\_\_ Semester \_\_\_\_\_  
University \_\_\_\_\_

**Language** Course Title \_\_\_\_\_ Semester \_\_\_\_\_

**Acquisition** University \_\_\_\_\_

Frequent communication between the student and advisor should be maintained during the period covered by this plan. For this plan to remain valid, all requirements must be completed within six (6) years from the date on this document, unless exceptions are made and with approval of the College of Health Professions.

Withdrawal from the college, school or program prior to completion of professional coursework invalidates this plan.

## PROGRAM REQUIREMENTS

I understand that to receive my AuD degree, I must complete the following:

- Earned Bachelor's degree in any field
- Completed prerequisites (math, biological, physical, behavioral, statistics)
- Complete CSD coursework (if applicable)
- Complete all requirements for Doctor of Audiology degree and with a minimum of 104 credit hours

*I understand and agree to the stipulations of this degree plan.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**IPE MILESTONES**

University of Arkansas for Medical Sciences  
Department of Audiology and Speech Pathology  
College of Health Professions

**IPE Milestones****Check when completed****Date completed**

\_\_\_\_ Exposure Workshop (#1)

\_\_\_\_\_

\_\_\_\_ Exposure Bridge (#2)

\_\_\_\_\_

\_\_\_\_ Immersion Quadruple Aim Project (#3)

\_\_\_\_\_

\_\_\_\_ Immersion Simulation (#4)

\_\_\_\_\_

\_\_\_\_ Competence Workshop (#5)

\_\_\_\_\_

\_\_\_\_ Competence Practice Activity (#6)

\_\_\_\_\_

\_\_\_\_ Competence Student Educator (#7)

\_\_\_\_\_

*APPENDIX E - COMPREHENSIVE EXAMINATION*

1. The examination is required of all doctoral degree candidates prior to graduation.
2. Students taking this examination must have earned at least a cumulative GPA of 3.00 in department graduate courses.
3. The examination is offered during the spring semester of the third year of the student's graduate training. Additional testing opportunities will be made available if the student does not pass the first examination.
4. Comprehensive exams will be administered on a single day.
5. The examination will be held in a room large enough to accommodate all students being examined. The examination will be proctored at all times.
6. The answers to individual questions may require synthesis and application of information from multiple knowledge and skill areas.
7. The examination is administered via Blackboard. During grading, anonymity of student answers is maintained until after scores have been computed and discussed. Within 10 working days after the last day of the comprehensive examination, there will be a faculty meeting in which the faculty will recommend high pass, low pass, or fail for each student
8. Each student will receive official notification of high pass, low pass, or fail on the examination in writing by email from the program director. At the student's request, a letter will be placed in the student's mailbox or mailed to their home address. Student scores will be kept confidential; however, students who fail may review their examination with their academic advisor. All scores of both students who pass and who fail will be maintained by the program director.
9. Passing the comprehensive examination is a prerequisite to beginning the fourth year externship.
10. If a student fails the examination, they will be required to retake the examination. If a student does not successfully complete the examination within three attempts, the student will be terminated from the program.



## APPENDIX F: PERFORMANCE BASED EXAMS

### 1<sup>ST</sup> SEMESTER PERFORMANCE BASED EXAMINATION

#### DIAGNOSTICS DIRECTIONS AND GRADING RUBRIC

**Rationale:** Students enrolled in the Doctor of Audiology (Au.D.) program in the Department of Audiology and Speech Pathology at UAMS are responsible for learning and practicing basic diagnostic skills during their first year in the program. Students are not placed in off-campus externship sites until they have demonstrated competency on the following KASA objectives. Diagnostic competency is evaluated via the 1<sup>st</sup> Year Performance Based Examination. Objectives and directions for completion of the examination are listed.

Knowledge and Skills in Audiology 1 <sup>st</sup> Year Performance Based Examination (Diagnostics)			
Standard A: Foundations of Practice	Knowledge and Skills		
	Pass	Pass with Comment	Fail
A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards			
A6. Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions to control for infectious/contagious diseases			
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication			
Standard C: Audiological Evaluation	Knowledge and Skills		
	Pass	Pass with Comment	Fail
C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors			
C2. Obtaining a case history and client/patient narrative			
C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system			
C7. Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function			
C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated			
C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to			

determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated			
C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used			
C12. Selecting, performing, and interpreting otoacoustic emissions testing			

**Directions:** Student knowledge and skills for otoscopy, immittance, OAE, and behavioral test procedures will be assessed. The student will complete a basic diagnostic examination during a 45-minute session while observed by an audiology faculty member examiner. In order to assess both knowledge and skills, the student will narrate what they are doing and why, in addition to providing appropriate patient communication. These assessments will be completed by the end of the student's 1<sup>st</sup> fall semester. Successful completion earns the student the privilege of taking a more active role in clinic patient interaction for spring practicum.

## BASIC DIAGNOSTICS

### PERFORMANCE BASED EXAMINATION GRADING RUBRIC

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: Pass / Fail Examiner: \_\_\_\_\_

	(Circle)			Comments
1. Adherence to universal precautions at all times (A6)	Pass	Pass with Comment	Fail	
2. Demonstrates appropriate patient care concern and maintains communication (A12)	Pass	Pass with Comment	Fail	
3. Review of medical information and/or obtaining a case history to determine assessment needs. (A12, C1, C2)	Pass	Pass with Comment	Fail	
4. Safe care & handling of standard otoscope; Avoids damaging lens (A5, A6)	Pass	Pass with Comment	Fail	
5. Braces hand for safe, standard otoscopy in each ear (A5, A6, A12)	Pass	Pass with Comment	Fail	
6. Maintains patient comfort (patient does not wince; hair is moved only as much as necessary, etc.) (A5, A6, A12)	Pass	Pass with Comment	Fail	
7. Otoscopy results interpreted and explained accurately and clearly to patient (A12, C4, C10), e.g. <ul style="list-style-type: none"> <li>• Informs patient of cerumen status in patient friendly terms</li> <li>• Avoids making medical diagnostic statements or overgeneralizations</li> </ul>	Pass	Pass with Comment	Fail	
8. Accurate description of ear (C4, C10) <ul style="list-style-type: none"> <li>• Characteristics of pinna; ear canal shape, size, bends, abnormalities</li> <li>• Amount &amp; consistency of cerumen</li> <li>• Tympanic membrane landmarks</li> </ul>	Pass	Pass with Comment	Fail	
9. Audiometer set-up for AC thresholds, unmasked BC, SRT with MLV, recorded word recognition speech audiometry (A5, A6, C8, C9)	Pass	Pass with Comment	Fail	
10. Appropriate use of Talk-Over mic for instructions & feedback (Talk-Over not used for testing) (A5, A12)	Pass	Pass with Comment	Fail	
11. Patient instructions for unmasked PT audiometry; Accurate, clear, efficient; avoids jargon (A12, C8)	Pass	Pass with Comment	Fail	
12. Insert earphone use: Appropriate size selection; correct insertion (A5, A6)	Pass	Pass with Comment	Fail	
13. Accuracy of PTA calculation for 3-Freq & Fletcher PTA; Agreement of PTA & SRT within 5 dB HL (A5, C4, C8, C9)	Pass	Pass with Comment	Fail	
14. Correct frequencies tested (A5, C8) <ul style="list-style-type: none"> <li>• Air conduction (0.25, 0.5, 1, 2, 4, 8 kHz)</li> <li>• Bone conduction (0.5, 1, 2, 3, 4 kHz)</li> </ul>	Pass	Pass with Comment	Fail	
15. Positioning of BC oscillator on mastoid process, not touching pinna; Headband in comfortable spot (A5, A6, C8)	Pass	Pass with Comment	Fail	
16. Thresholds entered accurately and completely on audiogram for unmasked AC and BC (C4, C8, C10)	Pass	Pass with Comment	Fail	
17. Accuracy, clarity & efficiency of patient instructions for SRT and word recognition; Avoids jargon (A12, C9)	Pass	Pass with Comment	Fail	
18. Appropriate use of VU meter and test microphone control for Monitored Live Voice (MLV) testing (A5, C9)	Pass	Pass with Comment	Fail	
19. Starts SRT testing $\geq 20$ dB SL re: 1kHz threshold, but not above conversational comfort level for patient (A5, A6, C9)	Pass	Pass with Comment	Fail	
20. Accuracy of SRTs (lowest level patient recognizes 50% words with 2 ascending sampling series) (A5, C9, C10)	Pass	Pass with Comment	Fail	
21. Correctly calibrates equipment for recorded word recognition	Pass	Pass with	Fail	

testing (A5, C9)		Comment		
22. Appropriate rationale for word recognition testing HL selected (dB SL, MCL, conversational level) (A5, C9, C10)	Pass	Pass with Comment	Fail	
23. Correct calculation of word recognition score (A5, C9)	Pass	Pass with Comment	Fail	
24. Results interpreted and explained accurately and clearly to patient; avoids jargon (A12, C4, C8, C9, C10)	Pass	Pass with Comment	Fail	
25. Set-up of equipment for efficient test administration for immittance testing including ipsilateral and contralateral reflexes and acoustic reflex decay (A5, A6, C7)	Pass	Pass with Comment	Fail	
26. Instructions to patient re: set-up and initial expectations are appropriate (e.g. hear tone; feel pressure; no need to respond; be still; do not talk; potential loudness; Does not say "it won't hurt," "stick it in your ear," or "probe") (A12)	Pass	Pass with Comment	Fail	
27. Selection and insertion of correct size probe tip to obtain & maintain hermetic seal (A5, A6, C7)	Pass	Pass with Comment	Fail	
28. Troubleshooting for leak or occlusion if unable to obtain or maintain seal (A5, A6)	Pass	Pass with Comment	Fail	
29. Judges presence/absence of acoustic reflex threshold accurately; identifies ART efficiently (identifies good morphology & repeatability w/o too many presentations; observes patient for swallowing or other movements) (A5, A6, C7, C10)	Pass	Pass with Comment	Fail	
30. Determines accurate sensation level (SL), appropriate frequency and safe intensity level for AR decay testing (A5, A6, C7)	Pass	Pass with Comment	Fail	
31. Instructions to patient re: potential loudness, but at a safe level for correct time duration (A12, C7)	Pass	Pass with Comment	Fail	
32. Accurate interpretation of AR decay (A5, C4, C7, C10)	Pass	Pass with Comment	Fail	
33. Enters all immittance results accurately and completely on form (C4, C7, C10)	Pass	Pass with Comment	Fail	
34. Results interpreted and explained accurately to patient without jargon or medical diagnosis (A12, C4, C7, C10)	Pass	Pass with Comment	Fail	
35. Selection of test parameters for OAE (A5, A6, C12)	Pass	Pass with Comment	Fail	
36. Instructions to patient re: OAE expectations and being still; avoids jargon (A12)	Pass	Pass with Comment	Fail	
37. Selection, use & troubleshooting of OAE probe tip to maintain seal and reduce noise & occlusion (A5, A6, C12)	Pass	Pass with Comment	Fail	
38. Efficiently conducts OAE test (within three minutes per ear) (A5, A6, C12)	Pass	Pass with Comment	Fail	
39. Judgment of presence or absence of OAEs; repeats if OAEs are not completely normal & robust (A5, C4, C10, C12)	Pass	Pass with Comment	Fail	
40. OAE results interpreted and explained accurately to patient, avoids jargon (A12, C4, C10, C12)	Pass	Pass with Comment	Fail	
Total Number Correct				
Percentage				

### 3<sup>RD</sup> SEMESTER PERFORMANCE BASED EXAMINATION

#### AMPLIFICATION & INTERVENTION DIRECTIONS AND GRADING RUBRIC

**Rationale:** Students enrolled in the Doctor of Audiology (Au.D.) program in the Department of Audiology and Speech Pathology at UAMS are responsible for learning and practicing basic amplification procedures during their first year in the program. Students are not placed in off-campus externship sites until they have demonstrated competency on the following KASA objectives. Amplification competency is evaluated via the 2<sup>nd</sup> Semester Performance Based Examination. Objectives and directions for completion of the examination are listed below.

Knowledge and Skills in Audiology – 2 <sup>nd</sup> Year Performance Based Examination (Intervention)			
Standard A – Foundations of Practice	Knowledge		
	Pass	Pass with Comment	Fail
A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards			
A6. Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions to control for infectious/contagious diseases			
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication			
A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making			
A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)			
Standard D – Counseling	Knowledge and Skills		
	Pass	Pass with Comment	Fail
D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs			
D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders			
D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life			
Standard E – Intervention/Treatment	Knowledge and Skills		
	Pass	Pass with Comment	Fail
E8. Selecting and fitting appropriate amplification devices and assistive technologies			
E9. Defining appropriate electroacoustic characteristics of amplification fittings based on frequency-gain characteristics, maximum output sound-pressure level, and input–output characteristics			
E10. Verifying that amplification devices meet quality control and American National Standards Institute (ANSI) standards			
E11. Conducting real-ear measurements to (a) establish audibility, comfort, and tolerance of speech and sounds in the environment and (b) verify compression, directionality, and automatic noise management performance			
E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome			

**Directions:** Student knowledge and skills for hearing aid checks, electroacoustic analysis, real ear measurement, and speech mapping will be assessed. The student will complete a basic listening check of hearing aids, electroacoustic analysis with a comparison to manufacturer specifications, real ear measurement to a given case (hearing loss) including speech mapping during a 2-hour session while observed by two audiology faculty member examiners. In order to assess both knowledge and skills, the student will narrate what they are doing and why, in addition to providing appropriate patient communication. This assessment will be completed by the end of the student's 1<sup>st</sup> summer semester. Successful completion serves as a transition to 2<sup>nd</sup> year status and earns the student the privilege of being considered for placement at one of the central Arkansas or state-wide educational partnership clinical externship sites.

**PART I: HEARING AID CHECK & ELECTROACOUSTIC ANALYSIS (EAA)  
PERFORMANCE BASED EXAMINATION GRADING RUBRIC**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade:** Pass / Fail **Examiner :** \_\_\_\_\_

<b>Knowledge (A6) and Skills (A5, A12, A13, A14; D3; E8, E9, E10, E28)</b>	<b>(Circle)</b>			<b>Comments</b>
1. Adherence to universal precautions before, during & after HA check (A6)	Pass	Pass with Comment	Fail	
2. Visual examination & description (E8) <ul style="list-style-type: none"> <li>• Earhook filtered vs. unfiltered</li> <li>• Battery placement</li> <li>• Battery compartment</li> <li>• Receiver and microphone</li> <li>• Damage to casing, earmold, tubing</li> </ul>	Pass	Pass with Comment	Fail	
3. Listening check (E8) <ul style="list-style-type: none"> <li>• Proper coupling to stethoset</li> <li>• Manipulation of controls and casing</li> <li>• Check of programs, settings, directional mic</li> </ul>	Pass	Pass with Comment	Fail	
4. Patient and aid information checked & documented (patient name, date, ear, aid model, serial #, settings) (A5; E9, E10)	Pass	Pass with Comment	Fail	
5. Correct programming connection, coupling and positioning of instrument for EAA (A5, E9, E10)	Pass	Pass with Comment	Fail	
6. Proper selection of electroacoustic options (A5, E9, E10) <ul style="list-style-type: none"> <li>• Aid type, R/L ear, receiver power, acoustics/coupling</li> <li>• Frequency-gain response, input/output characteristics</li> </ul>	Pass	Pass with Comment	Fail	
7. Correct interpretation of electroacoustic characteristics and aid settings re: patient's hearing & amplification needs (A5; E9, E10)	Pass	Pass with Comment	Fail	
8. Selection of appropriate ANSI standard (A5; E9, E10)	Pass	Pass with Comment	Fail	
9. Adjust HA to test settings (A5; E8, E9) <ul style="list-style-type: none"> <li>• Full-on settings</li> <li>• Maximum volume control</li> <li>• Reference test gain</li> </ul>	Pass	Pass with Comment	Fail	
10. Correct interpretation of results using ANSI tolerances for manufacturer's specifications (A5; E9, E10)	Pass	Pass with Comment	Fail	
11. Recognition & troubleshooting for any inaccurate results (E9, E10)	Pass	Pass with Comment	Fail	
12. Return HA to user settings & save to both clinic's database and hearing instrument (E8)	Pass	Pass with Comment	Fail	
13. Identification of any repair and/or reprogramming needs (E9, E10)	Pass	Pass with Comment	Fail	
14. Inform client of results & recommendations for follow-up, e.g. hearing reevaluation, ALDs, HA rechecks, repair; Avoids jargon; Provides clear & meaningful information (A12; D3)	Pass	Pass with Comment	Fail	

**PART II: REAL EAR MEASUREMENT  
PERFORMANCE BASED EXAMINATION GRADING RUBRIC**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade:** Pass / Fail **Examiner :** \_\_\_\_\_

<b>Knowledge (A6) and Skills (A5, A12, A13, A14; D2; E11, E28)</b>	<b>(Circle)</b>			<b>Comments</b>
15. Adherence to universal precautions at all times (A6)	Pass	Pass with Comment	Fail	
16. Setup of audiometric information (A5; E11)	Pass	Pass with Comment	Fail	
17. Selection of appropriate target(s) (A5, A13, A14; E11)	Pass	Pass with Comment	Fail	
18. Leveling of microphone (A5; E11)	Pass	Pass with Comment	Fail	
19. Otoscopy, e.g. safe care & handling of otoscope; appropriate bracing	Pass	Pass with Comment	Fail	
20. Patient instructions, e.g. clear, concise, confident, not intimidating or alarming to client (A12; D2)	Pass	Pass with Comment	Fail	
21. Placement of reference microphone (A5; E11) <ul style="list-style-type: none"> <li>• Correct microphone orientation</li> <li>• Maintains patient comfort</li> </ul>	Pass	Pass with Comment	Fail	
22. Placement of probe tube in ear canal (A5; E11) <ul style="list-style-type: none"> <li>• Measurement of probe length re: HA</li> <li>• Proper probe insertion depth &amp; placement</li> </ul>	Pass	Pass with Comment	Fail	
23. Patient and equipment positioning (A5; E11) <ul style="list-style-type: none"> <li>• Speaker Distance</li> <li>• Speaker Height</li> <li>• Speaker Angle</li> </ul>	Pass	Pass with Comment	Fail	
24. Measurement of unaided ear canal resonance (A5; E11)	Pass	Pass with Comment	Fail	
25. Choice of stimuli with explanation (A5, A13; E11)	Pass	Pass with Comment	Fail	
26. Insertion of earmold & hearing aid (E11) <ul style="list-style-type: none"> <li>• Maintains proper probe position</li> <li>• Maintains patient comfort</li> </ul>	Pass	Pass with Comment	Fail	
27. Use and justification of appropriate input levels (A5; E11)	Pass	Pass with Comment	Fail	
28. Adjustment of hearing aid controls to match targets; Reprogram as needed to bring settings closer to target (E11)	Pass	Pass with Comment	Fail	
29. Accurate interpretation of measurements (A12, A14; E11)	Pass	Pass with Comment	Fail	
30. Recognize and troubleshoot inaccurate results (E11)	Pass	Pass with Comment	Fail	
31. Meaningful explanation to client of how results relate to real world listening & realistic expectations (A12; D2, D3, D5; E28)	Pass	Pass with Comment	Fail	
32. Conversant about formal and informal patient satisfaction and validation measures (A14; D1; E28)	Pass	Pass with Comment	Fail	
<b>Total Number</b>				
<b>Percentage</b>				