



DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
COLLEGE OF EDUCATION AND HUMAN SERVICES

CSD

ACADEMIC YEAR 2017-18

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Welcome to the Doctor of Audiology Program at WVU

The profession of audiology is an exciting field wherein clinicians provide services to individuals with hearing and vestibular disorders. The demand for certified professionals is continually increasing; consequently, job prospects remain very good. The pre-professional undergraduate program and graduate study in audiology enable graduates to seek jobs in a variety of settings. Audiologists are employed in hospitals, community clinics, physicians' offices, private practices, rehabilitation centers, schools, industry, and other settings. Providing the necessary help to individuals with hearing and vestibular problems can be a very rewarding experience. The Department of Communication Sciences and Disorders at WVU appreciates that you will be joining us in our efforts to advance the practice of audiology. We thank you, and your future patients thank you.

The purpose of the Au.D. program is to produce graduates who have a firm understanding of the normal processes of hearing and communication with the academic and clinical preparation to diagnose and treat the full range of hearing and vestibular disorders in all age groups. Our goal is to prepare audiologists who are competent in a wide variety of clinical settings, including hospitals, clinics, special treatment centers, schools, industry, and private practice. The Au.D. program at WVU is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

Effective January 1, 2012, all applicants for the Certificate of Clinical Competence in Audiology (CCC-A) are required to have an earned doctoral degree. The Doctor of Audiology (Au.D.) program at West Virginia University was inaugurated in 2004 to ensure that all graduates had earned the required doctoral degree for the profession of audiology. The program consists of 116 credit hours of academic coursework and clinical practicum experiences, including a one-year duration residency. Graduates must demonstrate acquisition of all knowledge and skills delineated in the current standards for the CCC-A.

Visit our website at <http://csd.wvu.edu/aud> for more information.

Department of Communication Sciences and Disorders Mission and Vision

Department Mission

The mission of the Department of Communication Sciences and Disorders at West Virginia University is to recruit, retain and graduate highly qualified pre-professional undergraduate students and entry-level clinicians who will utilize evidence-based practice; adhere to the highest personal and professional ethical standards; employ critical thinking and self-analysis; recognize the value of advanced and continuing education; demonstrate empathy, altruism, and accountability in their clinical practice; and aspire to provide exceptional quality of service for a diversity of persons of all ages with communication, swallowing, hearing and balance disorders in an equitable and inclusive manner. The Department also strives to further the discipline of communication sciences and disorders as well as the professions of audiology and speech-language pathology by excelling in research and scholarship; offering quality post-professional doctoral education for students who will assume leadership roles as productive researchers and effective educators; and, by providing excellent diagnostic and rehabilitative services to promote

the health and well-being of the people of West Virginia and to serve as a resource for West Virginia University and the region.

Department Vision

By 2020, the Department of Communication Science and Disorders will have made substantial contributions to West Virginia University's land grant mission and research prominence by becoming a leader in the education of pre-professional undergraduate students, preparation of audiologists and speech-language pathologists, and development of educators and researchers who will become the future leaders in the discipline of communication sciences and disorders; by maintaining a faculty actively engaged in regionally, nationally, and internationally recognized research and scholarship; by fostering model clinical facilities to advance the education of students and the well-being of individuals with communication disorders; and by expanding its community outreach efforts and the visibility of its programs and services.

The WVU Doctor of Audiology Program

Program Philosophy

The Doctor of Audiology (Au.D.) program offered by the WVU Department of Communication Sciences and Disorders emphasizes a scholarly and professional approach to hearing, balance and communication disorders. Students in the program are expected to demonstrate both academic and clinical competence. Graduation, therefore, depends on completion of all academic requirements, and the demonstration of clinical expertise. The amount of time required for completion of such training is thus dependent upon the student's background at the beginning of training.

Program Objectives

The Au.D. program has been designed to provide a firm understanding of the normal processes of hearing, balance, and communication with the academic and clinical preparation to diagnose and treat the full range of hearing and balance disorders in all age groups. Our goal is to prepare audiologists who are competent to work in a wide variety of clinical settings, including hospitals, clinics, special treatment centers, schools, industry, and private practice. The program's intent is to provide the knowledge and skills necessary to practice audiology autonomously in an effective, ethical, and inclusive manner. To this end, the following goals have been established by the Department of Communication Sciences and Disorders at West Virginia University:

1. Graduates will demonstrate mastery of knowledge and skills necessary to practice audiology in diverse settings encompassing all of the many facets of our profession;
2. Graduates will demonstrate an ability to work autonomously and/or collaboratively with other professions as needed, using sound judgment in a competent and ethical manner;
3. Graduates will contribute to the profession and their community via active membership in professional organizations, scholarly activity, and taking the initiative in public education concerning hearing and balance disorders; and
4. Graduates will be employed as audiologists serving those with balance disorders and hearing loss, industries and the medical community with special emphasis on underserved areas.

Transfer Credit

A student wishing to apply credit earned at another institution of higher education to a graduate degree at WVU must obtain a transfer of graduate credit form from the Office of Admissions and Records. This form requires the signature of the department chairperson or designee. The student must also have an official transcript from the other institution sent to the Office of Admissions and Records. It is strongly recommended that students have transfer credit approved prior to enrolling. No more than 9 semester hours from other institutions *may* be transferred for credit towards the graduate degree in Audiology.

Time Limits

A course taken more than eight years prior to the conferring of the graduate degree in Audiology must be reevaluated if it is to be used toward meeting degree requirements. Reevaluation can be accomplished by submitting the following information for approval to the office of graduate education:

- A letter from the course instructor listing the criteria used to revalidate the course material.
- A copy of the student's performance on the revalidation examination.
- A letter from the graduate coordinator and/or dean supporting the revalidation.

Full-time Residency

All regular students in the Doctor of Audiology program must be full-time in residence during the entire program of study. The minimum duration for graduate study is 11 consecutive semesters (including summer sessions) for students with an undergraduate background in Speech-Language Pathology and Audiology (Communication Sciences and Disorders) and 13 semesters for students without such an undergraduate background.

The course of study for Doctor of Audiology students is sequenced so that basic knowledge and skills are nurtured during the first year. These are reinforced, and advanced topics are introduced during the second year. Mastery of audiologic competencies is developed largely during the third and fourth years of the program.

Degree Completion

The Doctor of Audiology degree program is a competency-based program and students are expected to achieve a minimum competency level of B or S in all required courses and in clinic practicum.

The *minimum* graduate requirements for the Doctor of Audiology degree program are:

- a. 116 semester hours of course work, including:
 - 66 semester hours in CSAD courses and associated laboratories;
 - 3 semester hours in research methods;
 - 4 semester hours (minimum) in research;
 - 19 semester hours of clinic practicum (17 audiology, 2 speech-language pathology);
 - 18 semester hours of clinic residency;
 - 6 additional semester hours of either clinic residency or clinic practicum;

- b. an overall graduate grade point average of at least 3.00 (A=4.0) with a minimum competency level of B or S in all courses and clinical practicum;
- c. successful completion of ASHA-approved practicum experience that is equivalent to a minimum of 12 months of full-time, supervised experience.
- d. a Scholarly Work submitted in written form, presented orally before a forum of CSD faculty and students, and approved by the student's mentor (for research option) or expert faculty evaluators (for case studies option); and
- e. a passing score (170) on the Praxis exam.

Graduate Student Expectations

Code of Ethics

All students are responsible for being familiar with the following Codes of Ethics

- American Academy of Audiology (AAA): <https://www.audiology.org/publications-resources/document-library/code-ethics>
- American Speech-Language and Hearing Association (ASHA): <http://www.asha.org/policy/ET2016-00342/>
- West Virginia Board of Examiners for Speech-Language Pathology and Audiology (29CSR5): <http://www.wvspeechandaudiology.com/Home/Legislative-Rules>

Essential Functions

In accordance with ASHA, it is the position of the Au.D. program that professional competence in providing services to individuals with communication disorders requires **cultural competence** as well. The Program thus supports the information provided by ASHA on cultural competence at <http://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Competence/> and encourages all students and professionals to use ASHA's Cultural Competency checklist: <http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Service-Delivery.pdf>

In addition, students must possess fundamental sensory/observational, communication, motor, intellectual/cognitive, and social/behavioral abilities that will allow them to acquire the knowledge and skills requisite to audiology practice, to function effectively in a broad variety of clinical situations, and to render competent patient care. These abilities are described in more detail in the document *Essential Functions for Students in the Doctor of Audiology Program*, available at: <http://csd.wvu.edu/files/d/49bccdcb-acd0-4635-9318-21bfa1681e73/essential-functions-aud.pdf>

When working in the WVU Speech and Hearing Clinics, or in any off-campus clinical site, students are expected to perform all duties in a professional manner and to observe appropriate infection control procedures. Accordingly, students are expected to conform to US Centers for Disease Control and Prevention

guidelines (<https://www.cdc.gov/infectioncontrol/pdf/outpatient/guide.pdf>) regarding infection prevention and minimum expectations for safe care.

Student Conduct Code

Cheating, dishonesty, plagiarism, and other forms of academic dishonesty or unprofessional behavior are a violation of the West Virginia University Student Conduct Code. You will find a copy of this code at: <http://studentconduct.wvu.edu/files/d/f0ae69b9-1461-45cb-81ee-40e48e2d978b/main-campus-revised-final-student-conduct-code-8-21-15c.pdf>

Use of Personal Electronic Devices in the Classroom and Clinic

Unless otherwise directed by the course instructor or clinical supervisor, it is the policy of the West Virginia University Department of Communication Sciences and Disorders that:

1. Cell phones should be silenced and put away during all class periods, and that students are not to leave class with the purpose of checking them;
2. While laptops and tablet computers may be permitted for purposes of note-taking, activities including (but not limited to) web browsing, texting, messaging, and any form of social networking are prohibited during class periods;
3. In addition to cell phones and computers, no technology, including (but not limited to) electronic calculators, portable media (mp3) players, smartphones, personal data assistants, and e-book readers, should be at or near students' seats during any in-class test, quiz, or other form of learning assessment; and
4. Students who require assistive technology must present documentation from Disability Services to the course instructor at the beginning of the semester.

Faculty and Staff, Department of Communication Sciences and Disorders

[Audiology faculty in bold]

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Advisors

All Doctor of Audiology students are assigned an academic advisor upon admission to the program. Students should seek assistance from their academic advisor as needed.

Program Duration

Students with a background in speech-language pathology and audiology are required to spend a *minimum of 11 semesters* to complete the requirements for the Doctor of Audiology degree. For students without a background in communication sciences and disorders, a *minimum of 13 semesters* is usually required for completion of the Doctor of Audiology degree. Any of the following is likely to require extension of the minimum duration for completion of the program of study and delay graduation:

1. Unsatisfactory performance (e.g., C or lower grades) in academic courses

2. Unsatisfactory performance in clinic practica or residency assignments
3. Failure to meet requirements for provisional licensure, as established by the West Virginia Board of Examiners for Speech-Language Pathology and Audiology (WVBOE), prior to residency placement
4. Failure to obtain a passing score (170) on the Praxis examination in audiology, by March 31 during the third year.
5. Violation of the AAA, ASHA and/or WVBOE Code of Ethics

If it is necessary for the graduate student to alter his/her graduate education by reducing the number of courses and/or clinical assignments during one or more semesters due to illness, family situations, etc., the duration of his/her graduate education is automatically extended and he/she should not expect to graduate according to the originally projected graduation date. Also, students who accept residency placements that require preliminary training or other commitments that extend the residency period beyond the duration of graduate study specified above should not expect to graduate according to the originally projected graduation date.

Continuous Enrollment

Students who fail to complete all academic or clinical requirements in the minimum time periods described above must maintain continuous enrollment as a condition of their continued candidacy for the graduate degree. At least 1 hour of academic credit (*CSAD 799, Colloquium*) must be recorded each semester (Fall, Spring, and Summer semesters) to satisfy the conditions of continuous enrollment.

Effects of "C," "D," "F" or "U" Grades

The graduate degree program in Audiology is a competency-based program. Therefore, students are expected to achieve a *minimum competency* level of "B," "P," or "S" in all required courses. If a student receives a grade of "U" or "C" (or "D" or "F") in a required course, he/she must meet with his/her academic advisor and academic graduate committee prior to beginning additional course work.

1. Students who receive a grade other than "A," "B," "P," or "S" in a course taken for credit toward the graduate degree must comply with a *competency-based remediation plan* agreed to by the student and the student's graduate advisory committee. If after one remediation the student has still not met all competencies addressed in the course, the student's committee may opt to deny the student clinical practicum until competency is met.
2. If a student's overall (cumulative) GPA falls to 2.99 or lower, he/she will not receive any clinical assignments (practicum or residency) until the GPA meets or exceeds 3.00.

Clinical Practicum

Requirements for graduation include ASHA-approved practicum experience that is equivalent to a minimum of 12 months of full-time, supervised experience. The depth and breadth of clinic experiences must be sufficient for the student to meet all competencies required to meet certification standards. Prior to obtaining the clinical hours, a student must have at least 25 hours of observation of clients who exhibit various auditory disorders.

The West Virginia University Speech and Hearing Clinics are the clinical service component of the Department of Communication Sciences and Disorders. The West Virginia University Hearing Center, located on the third floor of Allen Hall, is equipped to provide basic diagnostic and rehabilitative services. Patients are seen at the Clinic by appointment only, Monday through Thursday. Students who register for audiology practicum are provided opportunities to gain varied experience in keeping with their interests and abilities. The Hearing Clinic at the WVU Physicians Office Center is staffed by certified audiologists. All audiology majors receive additional training in a wide variety of diagnostic and rehabilitative procedures on a large and varied population at the Physicians Office Center or other clinical sites.

Transfer of Clinical Practicum Hours

Graduate students are responsible for having official copies of any clinical practicum hours sent to this department from former programs. After receipt of such hours, the hours will be entered into a practicum record of the student. A maximum of 75 hours (50 clinical practica; 25 observation) transferred from another program may be counted toward Au.D. degree requirements.

Criminal Background Screening

The college of Education and Human Services has a college-wide background check procedure (<http://cehs.wvu.edu/student-resources/become-a-teacher/background-checks>). Students who have a felony conviction or who are registered on the National Sexual Offender Registry will not be eligible for clinical practicum and should pursue another career choice.

If the status of your criminal background check changes during your graduate program, you are advised to meet with your academic advisor and/or clinic coordinator. Items appearing on a criminal background check may prevent you from obtaining licensure as an audiologist in the future and/or practicum in some or all sites.

HIPAA Training Requirement

All students enrolled in the Au.D. program at West Virginia University are required to provide verification of completion of training on the Federal Law – Health Insurance Portability and Accountability Act (HIPAA).

Appropriate training must be completed before providing any services to clients or observing the provision of such services and annual re-training is required, as well. The Hearing Clinic Coordinator and/or your Advisor will inform you of how the specific training should be completed. Violation of HIPAA patient confidentiality rules is a serious federal offense and is grounds for immediate dismissal from the program.

Registration Requirements for Clinical Practicum

Each graduate student in Audiology registers for clinical practica in a prescribed sequence. The standard/typical course sequence for clinic practica for Au.D. students is as follows:

Year	Term	Course Number	Number of Credits
First	Spring	CSAD 610	2
	Summer	CSAD 709	2
Second	Fall	CSAD 729	2
	Spring	CSAD 739	2
	Summer	CSAD 749	3
Third	Fall	CSAD 759	4
	Spring	CSAD 769	4
	Summer (Residency begins)	CSAD 789	6
Fourth	Fall	CSAD 789	9
	Spring	CSAD 789	9

Clinic Assignment Procedures

Each graduate student must complete a *Request for Graduate Clinical Practicum* for audiology prior to the beginning of each semester and submit it to Dr. Gayle Neldon, the WVU Hearing Clinic Coordinator, so that clinical assignments may be made. Students must also submit a completed *Request for Graduate Clinical Practicum* to Ms. Karen Haines, the WVU Speech Center Coordinator, prior to the semester they plan to complete practicum requirements in speech-language pathology. Students can request for these forms.

Off-Campus Audiology Clinic Facilities

The Department has affiliation agreements with numerous off-campus clinical facilities. These are available to Au.D. students who may be assigned to these settings to obtain clinical hours during their first four semesters of graduate education.

Limiting Availability for Clinic Practicum Assignments May Delay Graduation

Students should be aware that limiting availability for clinical practicum due to extracurricular work commitments may exclude them from some clinical placements. Furthermore, inability to be placed in some clinical placements may hinder the acquisition of clinical competencies required for graduation. Failure to meet fundamental competencies in clinic practicum may limit residency site selection and, in some cases, result in a delay of the anticipated date of graduation.

Travel Policy

Usually, graduate students will be assigned to off-campus sites for practicum during the third year of the Au.D. course of study. In this event, students must arrange their own transportation. It is not the responsibility of the Department to provide or arrange for such transportation.

Grading

Clinical practica will be graded on a pass-fail (P-F) basis and performance will be assessed according to hours of client contact that a student has accumulated. In this way, students with limited practicum experience (e.g., during the first year) will be evaluated more leniently than those with extensive clinical experience. The grading of clinic will be explained by the Clinic

Directors in an orientation meeting. Clinical practica hours will be counted only for each practicum experience for which the supervisor submits a grade of *pass*. Students receiving a *fail* from a supervisor must forfeit the clinical hours. If a student receives a “Fail” for 50% or more of the total practicum hours for a semester, he/she will forfeit those hours and receive a grade of *fail* for clinical practica. The grade appeal policy is included elsewhere in this *Handbook*.

Clinical Experience Records

Student progress toward acquiring clinical competencies required for graduation and certification will be tracked via CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations <https://www.calipsoclient.com/>), a data management program customized for our Au.D. program (<https://www.calipsoclient.com/audiology/wvu/account/login>).

Students are evaluated on clinical skills twice a semester by each supervisor. A mid-term and a final evaluation should be completed by each supervisor in CALIPSO and reviewed with the student. In some busy clinical sites, students may want to remind their supervisors to complete these evaluations, as the supervisors typically do not work on WVU’s semester schedule. At the end of each semester, students should complete a final evaluation for each supervisor they have worked with over the semester. These evaluations are aggregated by the department’s administrative assistant and are released to the supervisors as a three-semester average with the previous two semesters.

Each student is required to enter his/her practicum clock hours into CALIPSO and follow up with his/her supervisor to ensure that the supervisor approves the hours. Students are encouraged to enter hours at least weekly, if not daily. Supervisors may opt to approve hours every two weeks and are encouraged to not postpone approving hours beyond two weeks.

Students are encouraged to print and retain a copy of their clinical experience records, for any future certifications and licenses. If a student moves to a different state in the future, some states may require a detailed record of clinical hours for state licensure. These records may also be useful in cases where the digital tracking system becomes unavailable or inaccessible.

Residency Clinical Experience (one-year duration) Policy

Certification requirements for credentials awarded by ASHA and AAA require the equivalent of a minimum of 12-months of full-time experience in supervised clinic practicum. Au.D. students will typically acquire the bulk of this experience by completing a one-year clinical experience during the summer semester of the third year and the fall and spring semesters of the fourth year. Throughout the residency period students will register for CSAD 789 for 6 credits during the summer semester and 9 credits during fall and spring semesters. Au.D. residency placements must involve full-time clinical work (at least 37 hours per week). Facilities that operate on a part-time basis are unacceptable for the Au.D. residency.

During the Au.D. residency, students cannot follow the WVU schedule which includes breaks such as spring breaks. They must follow the site schedule. Any essential absences must be well-documented. Residents must comply with any leave/vacation policies specified by the site and or the site supervisors. Site supervisors will be requested to report all instances of absences to the

Au.D. residency coordinator. Absenteeism regardless of reasons can result in extension of the Au.D. residency period and subsequent delay in the graduation date.

Typically, sites reserved for second and third year Au.D. student practicum and externships experiences are not approved for residency. The audiology sites in Morgantown cannot be used for residency placements. Students are responsible for finding their own residency placements. This search should be initiated during the summer of the second year of the Au.D. program. The search will be guided by the WVU Au.D. residency clinical experience coordinator, who can provide valuable tips to students for finding suitable sites. The WVU Au.D. residency clinical experience coordinator also maintains a list of previously-approved residency sites and distributes any new contacts searching for student externs/residents. Although students are responsible for finding their own residency placements, they cannot make any commitments to accept any position until authorized to do so by the audiology residency coordinator and the Au.D. Graduate Affairs Committee (A-GAC). A-GAC review is intended to ensure that the residency clinical experience will provide supervised experiences required for the student to meet all competencies required for certification.

When evaluating potential residency placements, please keep the following in mind:

1. Not all residency sites pay their Au.D. residents. Students should plan for travel, accommodation and other expenses during the one-year residency experience period.
2. Many sites require an interview. Students should plan for travel and other related expenses for the interview. Suggestions for a positive interview experience will be provided by the Au.D. residency coordinator.
3. Some sites require FBI clearance checks (e.g. Children's hospital). Students are responsible for any expenses related to such checks.
4. Some sites will accept only a full year resident. Students should be prepared to graduate accordingly.
5. Some sites require specialized training before initiation of residency experience (e.g. Army audiology sites require the students to go through 3-month officer training before initiating the audiology residency). Students should plan for such additional expenses and the related delay in graduation.

Application Procedures

Each residency site will have its own application procedures and requirements. The Au.D. residency coordinator will assist students in completing the application process. Requests for specific sites must be made in writing using a specific form provided for this purpose.

Once a residency site is identified, students will submit their application to the audiology residency coordinator. The residency coordinator will forward the application to the Audiology Graduate Affairs Committee for review and approval of the residency placement. The students will be informed about the status of their application by the audiology residency coordinator.

Assessment Procedures

Students are required to create a portfolio as part of the Au.D. residency. The WVU Au.D. residency coordinator will provide guidelines for creating the portfolio and assess the contents of the portfolio at the completion of the residency period. Students are required to submit a monthly

summary report during the duration of their residency to the WVU Au.D. residency coordinator. In some cases, more frequent reports may be required based on student performance. The WVU Au.D. residency coordinator will provide guidelines on creating the summary report. He/she will also provide feedback on each submitted report.

Students are responsible for regular submission of their hours. Practicum hours must be approved at least monthly by the 7th of each month to be credited. Residency supervisors are required to submit a clinic evaluation form regularly throughout the year. Students who are unable to meet knowledge and skills competencies at their main Au.D. residency site should be prepared to go to other approved sites at their own expense.

At the end of the residency, students will be required to complete an evaluation of the residency site with reference to the efficiency and adequacy of the site in providing the Au.D. residency. Additionally, the 4th year coordinator will conduct an exit interview prior to graduation. The interview may be conducted via phone, FaceTime, or Skype in the event that the student cannot appear in person. All questions related to the Au.D. experience should be directed to the designated WVU Au.D. residency coordinator.

Supervision of Externship/residency

In order to ensure that students receive appropriate supervision during extern and residency placements, supervisory arrangements for extern and residency placements must be reviewed by the externship/residency coordinator(s) and approved by the CSD-Audiology Graduate Affairs Committee.

Licensure and Certification

At least one of the audiologists supervising Au.D. students during the externship and residency period must hold a current Certificate of Clinical Competency in Audiology (CCC/A) from the American Speech-Language-Hearing Association (ASHA) and maintain certification during the entire period of student supervision. Please note: Not all practicing audiologists have the CCC/A. Clinic experience supervised by audiologists who do not hold a current CCC/A will not satisfy ASHA certification requirements. Supervising audiologists must hold professional license in the appropriate state(s).

Experience

Supervisors of Au.D. students must have at least 3 years of clinical experience following a master's degree or 2 years of clinical experience following a doctoral degree.

Objectivity

Supervisors of Au.D. externs and residents must provide formative and summative assessments of student performance. It is essential that these assessments be accurate and objective. In order to ensure the objectivity of performance assessments, students may not enter into supervisory arrangements which represent a conflict of interest. For instance, the ASHA Membership and Certification Handbook (CF Requirements and Procedures) specifies that a family member or individuals related in any way to the clinical fellow may not serve as a supervisor, students cannot pay individuals to supervise them etc.

To restate the above matter clearly, Au.D. residency site-supervisors cannot be related to the student in any way.

- During the Au.D. residency, the site supervisor will be requested to provide ongoing assessments of student performance. At the end of the residency, the student will also be asked to evaluate the residency site. Having a relative as a site supervisor creates a clear conflict of interest.
- Students can go to the site of a family relative and gain experience any time in the future. The option of going to a different site for an extended period will be available to them only during the Au.D. residency period. We do not want students to miss out on this unique opportunity of gaining audiology practice perspectives from a viewpoint that is different than the family viewpoint.

Timelines for Residency

The following timelines are intended to ensure compliance with ASHA certification requirements, allow completion of Au.D. requirements prior to grading deadlines for spring graduation, and provide sufficient time for students to relocate to the residency site. Typically the 4th year experience/Residency *begins the first Monday after the finals week of the spring term* at the conclusion of the third year course work. When necessary, a later start date must be negotiated between the site and the program. Students are expected to be engaged full-time at the residency site throughout the period specified by the Begin and End dates reported on their residency application form. Absenteeism from residency placements will likely extend the time needed to complete clinical education requirements and delay graduation.

Eligibility Requirements for Residency

Au.D. students must meet ALL of the following requirements in order to be approved for residency placement beginning in the third summer term:

- Successful completion of all academic coursework required for the Au.D. degree;
- A minimum of 350 clock hours in supervised clinic practicum; and
- A passing score (170) on the Praxis examination in Audiology by March 31 during the third year.
- A student must have at least a 3.0 grade point average at the completion of CSAD 769 (Audiology Clinic 6) in order to begin their 4th year placement. A student must also have met level 3 competence on all skills as shown towards the end of the handbook.
- Oral presentation of scholarly work (selected case-study or research project)

In addition to the above, some states require a provisional license for providing clinical services during the 4th year. When applicable, students are responsible for completing all the requirements for obtaining the provisional license and for securing the provisional license before initiating the 4th year experience

Students who do not meet ALL of the necessary qualifications will be required to successfully complete 6 semester hours of CSAD 779: Audiology Clinic 7 during the third summer term, and may apply for residency placement to begin the fourth fall term of the Au.D. course of study.

Required Au.D. Courses

A *minimum* of 116 credit hours of post-baccalaureate study is required for the Au.D. degree. The *typical* program and sequence of courses for Au.D. students are below:

Fall 1 [16 credits]		Spring 1 [12 credits]	
702 Anatomy/Physiology of the Ear	3 Cr.	710 Psychoacoustics	3 Cr.
704 Instrumentation	3 Cr.	711 Audiology Assessment 2	4 Cr.
706 Adv. Aud. Assessment 1	4 Cr.	715 Amplification 1	3 Cr.
714 Neuroanatomy & Physiology	3 Cr.	716 Amplification 1 Lab	1 Cr.
717 Pathologies of the Auditory System	3 Cr.	610 Advanced Practice/SLP	1 Cr.
Summer 1 [8 credits]			
720 Audiology Communication Skills	3 Cr.		
709 Audiology Clinic 1	2 Cr.		
618 Evidence Based Practice in CSD	3 Cr.	First year: 36 credits	
Fall 2 [14 credits]		Spring 2 [13 credits]	
721 Amplification 2	3 Cr.	713 Adv. Audiological Rehab.	3 Cr.
722 Amplification 2 Lab	1 Cr.	725 Physiological Measures	3 Cr.
723 Pediatric Audiology	3 Cr.	726 Physiological Measures Lab	1 Cr.
736 Vestibular Evaluation & Rehab.	3 Cr.	734 Auditory Processing Disorders	3 Cr.
737 Vestibular Evaluation & Rehab. Lab	1 Cr.	739 Audiology Clinic 3	2 Cr.
729 Audiology Clinic 2	2 Cr.	797 Research	1 Cr.
797 Research	1 Cr.		
Summer 2 [6 credits]			
731 Developmental Effects of Hearing Loss	1 Cr.		
738 Professional Issues	2 Cr.		
749 Audiology Clinic 4	3 Cr.	Second year: 33 credits	
Fall 3 [12 credits]		Spring 3 [11 credits]	
743 Industrial Audiology	3 Cr.	741 Aud. Business Management Practices	3 Cr.
747 Cochlear/Brainstem Implants	3 Cr.	745 Sem: Clinic Supervision	2 Cr.
759 Audiology Clinic 5	5 Cr.	769 Audiology Clinic 6	5 Cr.
797 Research	1 Cr.	797 Research	1 Cr.
Summer 3 [6 credits]			
789 Residency*	6 Cr.		
*students ineligible for Residency must register for CSAD 779: Audiology Clinic 7 (6 cr.)		Third year: 29 credits	
Fall 4 [9 credits]		Spring 4 [9 credits]	
789 Residency	9 Cr.	789 Residency	9 Cr.
		Fourth year: 18 credits	

Program total: 116 credits

Au.D. Students *without* an Undergraduate Background

Modification of the above program for students without a pre-professional background in communication sciences and disorders is determined by the advisor in consultation with the student and the student's graduate advisory committee. Integration of necessary preparatory coursework may require two additional semesters and 30 additional credit hours.

Academic/Practica Review

Before leaving campus to begin residency, each student is required to meet with his/her advisor to review progress in acquiring the knowledge and skills required for graduation. The accuracy of information recorded in CALIPSO will be verified at that time.

Each student and his/her advisor will review his/her status in acquiring the knowledge and skills required for graduation and prepare a list of the competencies to be acquired during the residency period in order to satisfy graduation requirements. The residency coordinator will follow student progress during this period and verify that all competencies have been acquired.

Praxis Examination in Audiology

Au.D. students are required to take the PRAXIS specialty examination in audiology during the third year of the Au.D. course of study. Students must report a passing score to the Department of Communication Sciences and Disorders in order to initiate the 4th year residency/clinical experience. Students who do not pass the examination cannot begin the residency.

Recommendations

Ordinarily, the PRAXIS exams are administered several times during the year (https://www.ets.org/praxis/register/centers_dates). We encourage students to take the examination during the December month of the third year. The majority of the course work will be complete by this time to allow sufficient knowledge to take the examination. The December date will also allow additional opportunities to fulfill the examination requirement during the third year in the unlikely event that you do not obtain a passing score (170) when you first take the exam.

Score Reporting Requirements

You must indicate on the registration form that the **score is to be sent** to the Department of Communication Sciences and Disorders at **West Virginia University**. Note: ***Graduation may be delayed if you do not schedule the examination appropriately, and/or fail to have the scores reported directly to the Department.***

Registration information, including *Test at a Glance*, *General Information and Study Tips* and *Reducing Test Anxiety*, may be obtained on line at: <https://www.ets.org/praxis> . Additional information on audiology examination content and preparation tips can be accessed at: <http://www.asha.org/certification/praxis/>

Scholarly Work in Audiology

AuD students have the option of completing either six case studies or a research project to meet the “Scholarly Work” requirement of the Au.D. program.

Case-studies Option

Students who choose this option, will submit a total of six detailed case studies – two in the second year of study and four in the third year. Students may choose the specific case for study. However, the type of case must conform to the categories specified in the following table.

The advisor will inform students about the faculty expert who is expected to receive each case study submission. The faculty expert may require revisions to the study.

Students/faculty members are expected to follow these timelines for case studies:

Activity	Second Year Fall: Comprehensive Audiological Evaluation	Second Year Spring: Hearing Aid Evaluation
	Third Year Fall: 1. Aural Rehabilitation Assessment/Management 2. Auditory Processing Assessment	Third Year Spring: 1. Pediatric Assessment 2. Vestibular Assessment/Management
Students submit first draft of case-study to the faculty member	October 1	Feb 15
Faculty member reviews all case-studies and returns to students	October 30	March 15
Students submit second, carefully revised draft to the faculty member	November 15	March 30
Faculty member returns second draft and submit grades	Week after finals when the grades are due	Week after finals when the grades are due

All case-study submissions must adhere to the following format

Outline for Case-Study

Title Page

Title of the case-study comprised of a clear and short description of the case.
You may want to revise your title after you finish writing the case-study.

Name of the student and email address
Department of Communication Sciences & Disorders
College of Education and Human Services
West Virginia University, Morgantown, WV 26506

At the bottom of the title page: This case study is being submitted to demonstrate knowledge and skills in the area of “_____” as part of the scholarly work requirement of the Doctor of Audiology (AuD) program at West Virginia University.

Abstract (350 words; separate page following the title page)

Please do not use abbreviations or references in the abstract. It should be a concise and condensed version of the case report. Write this section after you have completed writing the case-study. Structure the abstract into three sections:

Background: Why is this case important?

Case presentation: Brief details of what the patient presented with, including the patient's age, gender and ethnic background

Conclusion: A brief conclusion of what the reader should learn from the case report and what the clinical impact will be if any.

Introduction (Background)

Introduce the Case Report from the standpoint of those without specialist knowledge in the area. This section should include the following subsections:

Literature Review: The review should be based on current literature, but in some cases older articles may include basic information that is more relevant to your case. Do not just rely on reviews. Review original articles that include similar cases, disorders, diagnostic, or treatment approaches.

Provide a brief statement of what is being reported in the article:

Case Presentation

Include all relevant details concerning the case. Include enough details for the reader to establish his or her own conclusions about reliability and validity.

Reason for referral or patient's chief complaints:

Case-history information: A description of the patient's relevant demographic information (without adding any details that could lead to the identification of the patient); any relevant medical, natal, prenatal, developmental, educational, social, and occupational history of the patient. If relevant include patient's symptoms and signs.

Test procedures and interpretation of test results: Include all test procedures including any self-assessment procedures [SCAN and include all raw data (e.g. tympanograms, real ear measures, ABR waveforms etc)].

Recommendations:

Treatment or intervention if applicable:

Outcomes: Describe the final outcomes with reference to recommendations or treatment for the patient. Describe how the patient benefited from seeking the services you provided. If follow-up information is not available, please specify the reasons for lack of availability of the information.

Conclusions

This should state clearly the main conclusions of the Case Report and give a clear explanation of their importance and relevance. Summary illustrations (tables or graphs) are encouraged.

Discussion

Provide additional relevant information not included in the case presentation. Explain specific diagnostic, recommendation and treatment decisions as relevant or applicable.

Critique

This section should evaluate the case for accuracy, validity, and uniqueness of the assessment procedures, test-interpretation, results, treatment plans, or treatment based on contemporary peer-reviewed, published investigative reports or case-studies comprising of evidence-based practice. Include a discussion about how you could have improved the diagnostic testing, recommendations, or treatments offered to the patient. When applicable, compare and contrast the case report with any other case studies or case-series or other published literature. Include a concise and clear take-home message in the end.

References

Please search for and cite published literature including case reports that are relevant to the case you are presenting. Include at least 15 references. In the presence of an extended literature review, you may have more references. Please keep the references as contemporary as feasible (for example, within the last 5 years or so), but note that in some cases older articles may provide information that is more relevant to your particular case. The entire case-study and reference list should be formatted using APA style.

Research Project Option

Au.D. students who want to be directly involved in research may choose to complete a research project related to an area of clinical or scientific interest instead of completing the six case studies described above. Students who wish to pursue this option will identify a CSD faculty member to mentor the activity and develop a proposal with guidance from the mentor. The proposal must include a clear rationale for the proposed research, brief description of proposed methods and timeline for completing the project. The proposal should be submitted to the student's mentor for review and approval. This procedure may be initiated at any time, but proposals should be submitted to the mentor no later than 5 PM on the Monday after Thanksgiving of the fall term of the student's 2nd year in the Au.D. program of study. The final manuscript of the project must be submitted for evaluation to the mentor at least six weeks prior to the end of the spring term of the student's 3rd year in the Au.D. program.

Special Procedures for Research Involving Human Participants

All students engaged in research involving human participants must follow WVU Institutional Review Board (IRB) requirements and procedures. All investigators involved in human subject research must complete the CITI training program. Information on IRB procedures and CITI training is available at <http://oric.research.wvu.edu/>

In addition to the required WVU IRB approval, students who plan to collect research data from human participants at off-campus clinic sites may also be required to seek permission from the site supervisor and obtain approval from the site IRB.

Mentors

CSD faculty who are members of the CEHS Graduate Faculty may serve as a mentor. Ordinarily, no faculty member will mentor more than five Au.D. students per class. Mentors will be responsible for guiding students' development of the research project, evaluate students' progress toward completion of the project, and assign grades accordingly.

Considerations in Selecting an Appropriate Scholarly Activity

Some employers expect their audiology staff to engage in scientific research. Typically, potential employees are required to present their Au.D. research project during the job-interview process. Students who wish to pursue a career in this type of setting are encouraged to complete a scholarly work involving experimental research. Student research awards are available from various organizations (ASHA, AAA, American Auditory Society, Acoustical Society of America, Association for Research in Otolaryngology, etc.). Only students who conduct research projects are generally eligible for these awards.

Oral Presentation

Oral presentations of the scholarly work (case studies or research project) will be scheduled during the third year spring term. *Students will not be permitted to begin residency assignments* unless the scholarly work presentations have been completed and judged to be satisfactory by the student's advisory committee.

CSAD 797, Research

While working to complete scholarly work requirements, students will register for 1 credit hour of *CSAD 797, Research* in the fall and spring terms of the 2nd and 3rd year of study. Students who propose a project involving extensive research may be required to register for additional hours of *CSAD 797, Research* during each semester they are actively engaged in the project.

Student Support Services

Students experiencing difficulty adjusting to or completing graduate school are urged to discuss their concerns with their academic and/or clinical instructors or advisors. In cases where the difficulties cannot be completely addressed within the Department, advisors can refer students for additional services elsewhere on campus. Additionally, students can seek these resources as needed. Some of the key support services at WVU are listed below along with descriptions/wording from their websites.

Academic enhancement: <http://mindfit.well.wvu.edu/academic-enhancement> MindFit Academic Enhancement offers comprehensive academic support services to students who learn differently. The program provides semester-long academic coaching & mentoring, content specific-tutoring, and weekly support meetings to students with attention or learning difficulties. The program supports students in maintaining their focus, accomplishing their educational goals

by providing students with support in study skills, time management, goal-setting, problem solving, and self-monitoring skills, as well as content tutoring.

Accessibility services: <http://accessibilityservices.wvu.edu/> The Office of Accessibility Services (OAS) is dedicated to enhancing the educational opportunities for students with temporary or permanent disabilities at West Virginia University and all of its campuses. To ensure access to University programs, specialists work individually with students to help them achieve academic success.

Commuter Student Program: <http://commuter.wvu.edu/> The program can help you make your transition a little easier. It provides fun activities where you can meet other students, academic progress counseling, referral information, information on campus events and activities, community service opportunities, and a place to relax between classes. The Downtown Commuter Lounge is located in *G-11 Elizabeth Moore Hall*, and the Evansdale Commuter Lounge is located in *Mountaineer Station*, at the base of the Health Sciences PRT Station. The Downtown Commuter Lounge offers free lockers, WiFi, comfortable chairs, a refrigerator, and a microwave. Should you need a quieter, less social place to study on campus, check out the Betty Boyd Lounge on the main floor of Elizabeth Moore Hall.

Counseling and Psychological Services: <http://carruth.wvu.edu/> The Carruth center provides a variety of counseling services for a wide range of student concerns. This includes individual, group counseling, couples counseling and drug or alcohol counseling.

Information Technology Services (ITS): <http://it.wvu.edu/services/students> ITS serves students, staff, faculty and researchers by identifying, providing and supporting the tools they need to succeed. They make sure the networks, data centers, Internet and phones are robust and reliable. They support dozens of applications that are critical to the University's administrative functions and academic mission, including the online learning system, eCampus. They protect the confidentiality and integrity of data. Some IT teams at WVU serve the needs of specific academic units or departments, independently of central ITS.

Student Health: <http://wvumedicine.org/ruby-memorial-hospital/services/wvu-specialty-clinics/student-health/> We know your health is important during the semester, and you want a doctor's office that you can trust with your healthcare needs. WVU Medicine is the provider of medical health services for WVU students. Walk-ins are welcome, but appointments are requested for some services.

Student Legal Services: <http://studentlegalservices.wvu.edu/> The mission of Student Legal Services at West Virginia University is to provide counseling, advice, education, and representation to students to assist them to resolve legal issues and to foster and support students' learning development. SLS is committed to protecting the legal rights and interests of the student body by providing high quality legal and mediation services at no cost to both undergraduate and graduate students, individually and collectively, as well as student government and student organizations.

Student Life: <http://studentlife.wvu.edu/about> The Student Life Division supports West Virginia University's student-centered learning environment, allows students to fully develop, and, in partnership with our University colleagues, offers the highest quality programs, services, and opportunities, based on a foundation of values and the Mountaineer Creed.

Students On the Road To Success (SORTS): <http://studentsuccess.wvu.edu/services/seminars>
These seminars focus on topics such as time management, test preparation, and many more. These interactive 30-minute presentations are designed for group settings and are offered on a regular schedule or by request.

Student Success Coaching: <http://studentsuccess.wvu.edu/services/student-success-coaching>
Student Success Coaches work individually with students to enhance their academic success in time management, note taking, reading, and study skills. The coaches will also assist in the transition to WVU by answering questions and providing information about campus resources. A personal meeting with one of the Success Coaches is best way to help you get and stay on track academically. Success coaches can help you design strategies tailored to your specific academic situation and explore options you had not previously considered. Students typically meet with a coach based upon the time of year or issues that emerge in their academic lives.

Support for Student Parents: <http://childcare.wvu.edu/> A flex-care center for children located in the Student Rec Center. MKZ provides safe and developmentally appropriate activities for children aged six weeks through eight years while their parents are using the facility. WVU child care assistance programs are designed to help offset the costs associated with child care. These programs are aimed at providing financial assistance to students who are parents.

Title IX and Office of Equity Assurance: <http://titleix.wvu.edu/> This office offers an interactive bystander intervention training program that teaches students to realistically and effectively intervene in high-risk situations. It also offers in-person training sessions designed to provide education on individuals' rights under Title IX and resources that are available both on- and off-campus. Additionally, conversations on sexual assault, power-based personal violence, consent, and prevention efforts are facilitated.

Tutoring Centers: <http://studentsuccess.wvu.edu/services/tutoring-centers> Tutoring is available for statistics and other topics.

Wellness and Health Promotion: <http://well.wvu.edu/> The mission of WELLWVU – is to foster the complete well being of our students through education, promotion and related services. WELLWVU provides assessment, evaluation and treatment of student's well being, emotional and social needs. It provides programs and services designed to raise student awareness of healthy lifestyles and behaviors. It assists and supports students in all health care issues.

Writing Studio: <http://speakwrite.wvu.edu/writing-studio> The Eberly Writing Studio promotes students' long-term academic success by supporting effective communication in a variety of ways. The Graduate Writing Studio assists any Master's or doctoral student in the development of the professional skills necessary to complete their graduate programs successfully and prepare for future positions within and beyond the university. The Graduate Studio also offers writing groups, writing retreats, and occasional workshops. There are special resources available for multilingual writers.

WVU Parent and Guest Portal: <http://parent-guest.portal.wvu.edu/> This portal is the exclusive method by which a University student may grant a third-party access to his or her records. Information that is protected from disclosure pursuant to the Family Educational Rights and Privacy Act (FERPA), such as grades, financial aid details, and student account/billing information is maintained in a secure online environment. A student may grant permission to a

parent or guest to access this information and make payments through this portal. Due to the protection of students' rights under FERPA, a student may restrict the information that a parent or guest is able to access and revoke access at any time. For FERPA updates and more information, please visit: <http://ferpa.wvu.edu/>.

Graduation

Please review the minimum requirements for graduation stated previously in this handbook.

Students anticipating a May graduation must complete an *Application for Graduation and Diploma* form by February of the year of intended graduation. This form and additional information, including specific application deadlines for August and December graduation, can be accessed at the West Virginia University Graduation website or using this weblink: <http://graduation.wvu.edu/home>.

In addition to the application for graduation and diploma, students must also complete the *CSD Graduation Information* form. Students who do not wish to attend Commencement also need to complete an address form, so their diploma can be mailed to them. These forms may be obtained from the designated academic specialist. Failure to comply with these procedures will delay graduation.

State Licensure

Each of the 50 states requires audiology practitioners to be licensed or registered. Many states require Au.D. students to obtain a provisional license before they can provide clinical services during their residency year. Information on licensure in West Virginia can be obtained at: <http://www.wvspeechandaudiology.com>

Academic preparation, examination, and other requirements for licensure vary from state to state. Students are responsible for obtaining (provisional) licensure in the state where the residency year will be completed. An overview of licensure requirements is available at: <http://www.asha.org/advocacy/state/>

Many states have reciprocity agreements, whereby practitioners licensed in one state are automatically eligible for licensure in other states. For this reason, students are encouraged to pursue licensure in West Virginia. Even if you do not intend to practice here, a West Virginia license will make it easier for you to obtain a license in other states with reciprocity agreements. In West Virginia, information on licensure may be obtained by contacting:

West Virginia Board of Examiners for Speech-Language
Pathology and Audiology
99 Edmiston Way
Box 11, Suite 214
Buckhannon, WV 26201

Phone: (304) 473-4289 (In state Toll free: 877-462-5460)
Fax: (304) 473-4291 (e-mail: wvbeslpa@wv.gov)

University, Department, and Program Policies

Grievance Procedures

Grade Appeal Policy

All students have the right to appeal final course grades which they believe reflect a capricious, arbitrary, or prejudiced academic evaluation, or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin (Not for reasons involving charges of academic dishonesty). The grade appealed shall remain in effect until the appeal procedure is completed or the problem resolved. This procedure provides a mechanism whereby a student may appeal a failing grade or a grade low enough to cause the student to be dismissed from some program or to require the repetition of a course. Grade appeals that do not meet this classification are not precluded.

Step 1 - The student shall discuss the complaint with the instructor involved *prior to the mid-semester of the succeeding regular semester, whether the student is enrolled or not*. If the two parties are unable to resolve the matter satisfactorily, if the instructor is not available, or if the nature of the complaint makes discussion with the instructor inappropriate, the student shall notify the chairperson of the instructor's department or division (or, if none, the dean). The chairperson or dean shall assume the role of an informal facilitator and assist in their resolution attempts. If the problem is not resolved within five academic days from when the complaint is first lodged, the student may proceed directly to Step 2.

Step 2 - The student must prepare and sign a document that states the facts constituting the basis for the appeal within five academic days from when the original complaint was lodged. Copies of this document shall be given to the instructor and to the instructor's chairperson (or, if none, to the dean). If, within five academic days of receipt of the student's signed document, the chairperson does not resolve the problem to the satisfaction of the student, the student will forward the complaint to the instructor's dean (see Step 3).

Step 3 - Within five academic days of receipt of the complaint, the instructor's dean shall make a determination regarding the grade, making any recommendation for a grade change to the instructor involved. If the instructor involved does not act on the dean's recommendation, or if the student disagrees with the decision of the dean, the dean will refer the case to a representative committee, appointed by the dean, for final resolution. This committee shall consist of three or more faculty members, including at least one person outside the instructor's department.

1. Upon receiving an appeal, the committee will notify in writing the faculty member involved of the grade challenge, which shall include a statement of the facts and evidence to be presented by the student.
2. The committee shall provide to the faculty member involved and the student making the appeal written notification of their right to appear at a hearing to be held before the department, college, or school representative committee, together with the notice of the date, time, and place of the hearing.
3. The administrative procedure is not adversarial in nature; the formal rules of evidence do not apply.

4. The final decision of this committee shall be forwarded to the instructor and to the dean involved. If the decision requires a change of grade, the instructor shall take action in accordance with the committee's decision.
5. If the instructor does not act within five academic days, the dean shall make any necessary grade adjustment.
6. In the case of grade appeals, the dean functions as the president's designee; therefore, implementation of this decision shall end the appeal procedure.

See also:

[http://catalog.wvu.edu/archivedcatalog/2012-2013/graduate/enrollmentandregistration/#Final Grade Ap Procedures](http://catalog.wvu.edu/archivedcatalog/2012-2013/graduate/enrollmentandregistration/#Final_Grade_Ap_Procedures)

Appeal Procedures for Cases involving Academic Dishonesty

[http://catalog.wvu.edu/archivedcatalog/2012-2013/graduate/enrollmentandregistration/#Appeal Charge](http://catalog.wvu.edu/archivedcatalog/2012-2013/graduate/enrollmentandregistration/#Appeal_Charge)

Academic dishonesty includes plagiarism, cheating, and dishonest practices in connection with examinations, papers, and projects, as well as forgery, misrepresentation, and fraud. Some cases of forgery, misrepresentation, or fraud that occur outside the context of courses or academic requirements may be referred directly to the Office of Student Life/Judicial Affairs by any member of the University community. In such cases, the Office of Student Life/Judicial Affairs will arrange a hearing following the procedures outlined in the BOG Policy 31.

An Unforgivable F (UF) is a University sanction levied as a result of a violation of the Student Conduct Code Article III (B) 1. Thus, the appeal process for a UF as well as for other cases involving academic dishonesty is different than a standard grade appeal (see above), which follows academic channels that end with a decision by the dean of the college involved. This sanction can be given only after a student has gone through the University student conduct process.

To initiate and process a charge of academic dishonesty, including plagiarism, cheating, and academic fraud, and/or to begin the process of issuing an Unforgivable F, the instructor must do the following:

1. Notify the student in writing of the charge and the penalty and schedule a conference within five academic days of discovering the infraction. West Virginia University Undergraduate Catalog
2. Meet with the student to discuss the issue, to review all relevant materials, and to complete the Notification of Academic Misconduct (NAM) form (<http://facultysenate.wvu.edu>) as soon as possible but no longer than five academic days following the discovery of the violation.
3. Responsibility/Resolution
 1. If the student accepts responsibility for both the charge and the sanctions, he or she signs the NAM, and the case is closed. Within five academic days of resolution of the case, faculty should make three copies of the NAM form: one for the student, one for faculty records, and one for the Office of Student Judicial Affairs (84 Boreman North, P.O. Box 6430).
 2. If the student does not accept responsibility as charged, he or she may appeal to the chair of the department. If the student and chair reach a resolution, the chair should make three copies of the NAM form: one for the student, one for departmental records, and one for the Office of Student Judicial Affairs (84 Boreman North, P.O. Box 6430). These copies should be distributed within five academic days of resolution of the case.

3. If the student and the chair do not reach a resolution, the student may appeal to the Student Conduct Board, which is comprised of members of the University Committee on Students Rights and Responsibilities. This appeal must be initiated within five academic days of the student's meeting with the chair.
4. If the student appeals to the Student Conduct Board, a panel of three faculty and two students or any odd number with faculty comprising the majority will be convened, the case will be examined, and a decision will be reached.
5. If the student disagrees with the decision of the Student Conduct Board, he or she may appeal to the provost, whose decision is final.

Accreditation Issues

Students may register complaints regarding CAA accreditation standards as met by the Doctor of Audiology program at West Virginia University by following procedures outlined on page 66 in the ASHA accreditation handbook, which can be accessed using this link: <http://caa.asha.org/wp-content/uploads/Accreditation-Handbook.pdf>

The handbook includes the specific procedures for filing complaints, outlines the criteria for submitting complaints, discusses the determination of jurisdiction, explains how complaints are evaluated, and outlines a summary of time lines. All complaints must be submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850.

Policy Regarding Discrimination, Harassment, Sexual & Domestic Misconduct, Stalking and Retaliation

West Virginia University is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach. Accordingly, the University does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment. This Policy sets forth how discrimination, harassment, sexual and domestic misconduct, certain consensual relationships, stalking, and retaliation will be addressed by West Virginia University.

For more information on this policy visit <http://bog.wvu.edu/files/d/0d9c7853-4569-4895-b2bc-6bd7f00a3eaf/policy-44-december-18-2015-amendment.pdf> [BOG Policy 44, 6-5-2014] available from the Division of Diversity, Equity and Inclusion at WVU. For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>. [Faculty Senate, adopted 2-11-2013]

Accessibility Services

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in any of the classes, please advise [the course instructor] and make appropriate

arrangements with the Office of Accessibility Services (293-6700) by using this link: <http://accessibilityservices.wvu.edu/home>

Guidelines for Absences Due to Military Service Requirement

In accordance with the “Veteran Friendly” designation, WVU faculty may allow students who are members of the US Armed Forces (including the National Guard and Active Reserve) to make up tests and assignments that are missed during a semester if the student is officially called up for military service requirements for a limited period; and if the delayed coursework completion will not irreversibly impact the students’ ability to appropriately master the required subject matter. Absence due to required military obligation should not exceed a cumulative amount of three weeks, and the students should follow the appropriate protocol as presented below.

West Virginia University is a “Veteran Friendly” institution and as such recognizes its obligations to students who serve in the US military. Although there is a university expectation that all students attend all of their classes, the choice to serve in the military should not negatively impede academic progress and faculty members should be responsive to the needs of our students who choose to serve in the military. The WVU community has many students who serve in the National Guard or Active Reserve. As an institution, WVU recognizes that there are times when Armed Forces students need to miss class (normally for up to three weeks) due to call-ups for military service during a semester.

This section outlines the guidelines and the appropriate steps to follow should a student be obligated to miss class due to official military service requirements.

Prior to entering into an agreement with the student regarding the missed coursework due to a proposed absence associated with military obligations, the faculty member must first evaluate if the absence timing and/or duration imposes an inability to complete the course successfully.

Should the faculty member determine that missing classes and the associated work for the duration of the absence would negatively impact grades or the likelihood of a successful course completion, the student should meet with his or her advisor immediately to determine the appropriate course of action.

Should the faculty member and the student agree that special accommodations and flexibility could provide the opportunity for the student to successfully complete the course, a written agreement between the student and the faculty member will be finalized that incorporates a formal student plan of action. Once an agreed upon student plan of action is in place, if the plan is followed, students will not be penalized for absences due to a military service requirement. The plan of action may require that all course requirements be completed within the semester of the absence, or may permit that an incomplete grade be issued for the semester of the absence, with stipulated and agreed upon subsequent completion dates and requirements for the student.

If the student and faculty member are unable to reach a resolution, the student may then approach an academic advisor, the department chair, and the dean for further discussion and guidance.

Students are responsible for:

- a. Notifying faculty members of such circumstances as far in advance as possible;
- b. Providing documentation to the course instructor, vetted by the Veterans Advocate office, to verify the reason for the absence;

- c. Furnishing the time and date of the planned absence to the faculty.
- d. Completing all course requirements and meeting the agreed upon plan of action.

Instructors are responsible for:

- a. Providing reasonable accommodations or opportunities to make up examinations or other course assignments that can impact the course grade;
- b. Grading the student with an Incomplete for the course if, in the opinion of the instructor, the volume of the course work cannot be completed by the student in the time left in the semester.
- c. Developing a plan with the student to complete the required course work for a letter grade.

Family Educational Rights and Privacy Act (FERPA)

Students at West Virginia University benefit from the Family Educational Rights and Privacy Act of 1974. This Act, with which West Virginia University intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A more detailed explanation of rights afforded to students by FERPA can be found at <http://ferpa.wvu.edu/>.

<http://parent-guest.portal.wvu.edu/> This portal is the exclusive method by which a University student may grant a third-party access to his or her records. Information that is protected from disclosure pursuant to FERPA, such as grades, financial aid details, and student account/billing information is maintained in a secure online environment. A student may grant permission to a parent or guest to access this information and make payments through this portal. Due to the protection of students' rights under FERPA, a student may restrict the information that a parent or guest is able to access and revoke access at any time.

Designation of Directory Information

WVU designates the following categories of student information as public or "Directory Information." This information may be disclosed by West Virginia University for any purpose, at its discretion:

Name of Student; Official Address; Telephone Number; Place of Birth; Age of Student; Names and Addresses of Parents; Major and Minor Fields of Study; Class Status (i.e., freshman); Enrollment Status (i.e., full time or part time); Dates of Attendance; Previous Educational Institution(s) Attended; Degree(s) and Date(s) Conferred, including anticipated graduation dates; Awards; Honors; Participation in Officially Recognized Activities and Sports; Weight and Height of Members of Athletic Teams; and Duties and Responsibilities, including Dates of Service, of Graduate Assistants, Student Workers, Interns or Student Volunteers.

Designation of Limited Use Directory Information

WVU designates the following categories of student information as "Limited Use Directory Information":

University issued student electronic mail addresses (“Email Addresses”); and Photographs, videos or other media containing a student’s image or likeness (collectively “Student Images”).

Accordingly, ***this information will not be provided to external parties not contractually affiliated with the University.*** Use and disclosure of this information shall be limited to (1) publication on websites hosted by, on behalf of, or for the benefit the University, including the online directory available at <http://directory.wvu.edu>; (2) those officials within the University who have access, consistent with the Family Educational Rights and Privacy Act, to such information and only in conjunction with an official institutional purpose.

Withholding Directory Information

Currently enrolled students, using the Official Form, may withhold disclosure of Directory Information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the University Registrar at West Virginia University, PO Box 6878, Morgantown, WV 26506. Official forms requesting the withholding of Directory Information are available in the Office of the Registrar. Such requests will be processed as soon as is practicable upon receipt.

The failure on the part of any student to specifically request, on the Official Form, the withholding of Directory Information indicates individual approval for disclosure. Additionally, a request to withhold Directory Information shall have no effect on previous disclosures, if any, made by WVU before the receipt of a request to withhold Directory Information; nor will a student’s request to withhold Directory Information revoke an otherwise valid written FERPA release already on file with the University.

Note: Because faculty, administrators, and staff are limited in communication with parents, family members, or other representatives, students should contact their advisor, professors, supervisors, or the department chair *directly* when program issues need to be addressed.

**Doctor of Audiology
COURSE AND ACTIVITIES SEQUENCE**

Year 1		
Fall I	Spring I	Summer I
CSAD 702 Anatomy and Physiology	CSAD 710 Psychoacoustics	
CSAD 704 Instrumentation	CSAD 711 Auditory Assess 2	CSAD 720 Aud Comm Skills
CSAD 706 Adv Aud Assess I	CSAD 715 Amplification 1	CSAD 709 Audiology Clinic 1
CSAD 714 Neuro-anatomy and Physiology	CSAD 716 Amplification 1 lab	CSAD 618 Evidence Based Practice in CSD
CSAD 717 Pathologies of the Auditory System	CSAD 610 Advanced Practice/SLP	
Year 2		
Fall II	Spring II	Summer II
CSAD 721 Amplification 2	CSAD 713 Adv Audiological Rehabilitation	CSAD 738 Professional Issues
CSAD 722 Amplification 2 Lab		
CSAD 723 Pediatric Audiology	CSAD 725 Physiological Measures	CSAD 731 Developmental Effects-Hearing Loss
CSAD 736 Vestibular Eval & Rehab	CSAD 726 Physiological Measures Lab	
CSAD 737 Vestibular Eval Rehab lab	CSAD 734 Auditory Processing Disorders	
CSAD 729 Audiology Clinic 2	CSAD 739 Audiology Clinic 3	CSAD 749 Audiology Clinic 4
CSAD 797 (1 credit)	CSAD 797 (1 credit)	
Submit a case-study that highlights your competency in 'Comprehensive Audiological Evaluation' by October 1 (5 PM).	Submit a case-study that highlights your competency in 'Hearing Aid Evaluation' by Feb 15 (5 PM).	Begin searching for a site to complete your residency
Year 3		
Fall III	Spring III	Summer III
CSAD 743: Industrial Audiology	CSAD 745: Sem: Clinic Supervision	CSAD 789: Residency (6 credits) OR CSAD 779: Clinic 7 (6 credits)
CSAD 711 Cochlear Implants	CSAD 741 Aud Business Management Prac	
CSAD 759 Audiology Clinic 5	CSAD 769: Audiology Clinic 6	
CSAD 797 (1 credit)	CSAD 797 Research (1 credit)	
Submit 2 case-studies by October 1 (5 PM) that highlight your competency in following areas: * 1. Aural Rehabilitation Assessment/Management' 2. Auditory Processing Deficit	Submit 2 case-studies by Feb 15 (5 PM) that highlight your competency in following areas:* 1. Pediatric Assessment 2. Vestibular Assessment & Management	
Take the PRAXIS in December	Must meet specified requirement before initiation of residency **	
Year 4		
Fall IV	Spring IV	Earn the Doctor of Audiology Degree!
CSAD 789 Residency (9 credits)	CSAD 789 Residency (9 credits)	

**Memorandum of Understanding for WVU Audiology Graduate Students
RE: Graduate Assistantship and Other Employment Positions**

Students in the Doctor of Audiology (Au.D.) program at West Virginia University are required to complete both academic content and clinical skills competencies. The fourth year of the program includes a full time clinical experience in an outside placement. However, prior to the fourth year, Au.D. students receive on-campus and local clinic placements to develop their skills and competencies.

Graduate students in the West Virginia University Department of Communication Sciences and Disorders may have opportunities to be awarded graduate assistantships that provide financial assistance based on specified work requirements. Graduate assistantships may require work commitments that have the potential to limit the clinical experiences due to scheduling conflicts. Similarly, employment outside of the academic environment may require the same work commitments. An increased number of graduate students with assistantships and/or work commitments at any given time compounds the potential scheduling conflicts. This is of particular concern during the second and third year of the program, since a graduate assistantship or work commitment is not compatible with the fourth year full time clinical experience.

Therefore, students should be aware that limiting availability for clinical practicum due to work commitments may have the potential to exclude them from some clinical placements. Further, inability to be placed in some clinical placements may hinder the acquisition of clinical competencies. Therefore residency site selection may be limited based on the number and types of unmet competencies remaining. In some cases, a delay of graduation may be possible.

I have read and understand the memorandum above.

Signature of Audiology Graduate Student

Date

Signature of WVU Hearing Clinic Coordinator

Date

Signature of Graduate Advisor

Date

PASS/FAIL CRITERIA FOR CLINICAL PERFORMANCE

Audiology students will be eligible for residency placements after completing the spring term of the 3rd year in the graduate Au.D. Program of study ONLY when they have attained passing scores in each of the clinic courses as specified in the following table:

Number	Name	Fail	Pass
CSAD 709	Audiology Clinic 1	0.00 – 1.49	1.50 – 5.00
CSAD 729	Audiology Clinic 2	0.00 – 1.99	2.00 – 5.00
CSAD 739	Audiology Clinic 3	0.00 – 2.19	2.20 – 5.00
CSAD 749	Audiology Clinic 4	0.00 – 2.49	2.50 - 5.00
CSAD 759	Audiology Clinic 5	0.00 – 2.74	2.75 – 5.00
CSAD 769	Audiology Clinic 6	0.00 – 2.99	3.00 – 5.00
CSAD 779	Audiology Clinic 7	0.00 – 3.09	3.10 – 5.00
CSAD 789	Audiology Clinic 8	TBD	TBD

AuD Competency Evaluation

Skills Assessment Detail

The competency statements that comprise this document have been designed for the purpose of practicum goal-setting and the monitoring and evaluating of students’ clinical performance. The organizational structure is designed to enable our program to determine if and when a student has mastered the specific skill competencies identified on our certification standards. The specific competency statements from the standards that the student is required to master and are addressed with this evaluation form are shown on the last page of the packet. The competencies are categorized into four skill areas: Specific Evaluation Skills, Specific Treatment Skills, General Clinical Skills, and Professional Skills.

The following table displays the desired performance rubric to use in evaluating students’ clinical performance. Use the scale numbers to indicate the student’s level of performance for the competencies appropriate to the particular clinical experience. It is not anticipated that each of the listed competencies on the form will be evaluated for each clinical experience. Enter a performance level value only for those specific skill competencies the student demonstrated in this clinical experience. Leave the other skill competencies blank. Comments can be entered for each specific skill category.

Performing Rubric: (The standard against which students are rated is an entry-level audiologist. Competencies are met at levels 4 and 5).

1. **Not Evident** – Performance equivalent to an initial skill experience. Specific direction from supervisor does not alter unsatisfactory performance.
2. **Emerging** – The clinical skill/behavior is beginning to emerge. Efforts to modify may result in varying degrees of success. Maximum amount of direction from supervisor needed to perform effectively.
3. **Developing** – Inconsistently demonstrates clinical skill/behavior. Exhibits awareness of the need to monitor and adjust and make changes. Modifications are generally effective. Moderate amount of direction from supervisor needed to perform effectively.
4. **Refining** – Displays minor technical problems, which do not hinder the assessment or treatment process. Minimum amount of direction from supervisor needed to perform effectively.
5. **Independent** – Adequately and effectively implements the clinical skill/behavior. Demonstrated independent and thoughtful problem solving.



CALIPSO Cumulative Evaluation Student Name

- Young Child (0-5)
- Child (6-17)
- Adult (18-64)
- Older adult (65+)

Performance Rating Scale (Score)

- 1 - Not evident 4 - Refining
- 2 - Emerging 5 - Independent
- 3 - Developing

Client(s)/Patient(s) Multicultural Aspects (check all that apply)	Client(s)/Patient(s) Linguistic Diversity (check all that apply)
<input type="checkbox"/> Ethnicity	<input type="checkbox"/> English
<input type="checkbox"/> Race	<input type="checkbox"/> English Language Learner
<input type="checkbox"/> Culture	<input type="checkbox"/> Primary English dialect
<input type="checkbox"/> National origin	<input type="checkbox"/> Secondary English dialect
<input type="checkbox"/> Socioeconomic status	<input type="checkbox"/> Bilingual
<input type="checkbox"/> Gender identity	<input type="checkbox"/> Polyglot
<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Gender identity
<input type="checkbox"/> Religion	<input type="checkbox"/> Sign Language (ASL or SEE)
<input type="checkbox"/> Exceptionality	<input type="checkbox"/> Cognitive / Physical Ability
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Foundations of Practice	Score
1. Utilizes universal precautions and infectious/contagious disease control practices (std IV-A21, std 3.1.1A)	
2. Determines whether instrumentation is in calibration according to accepted standards (std IV-A25, std 3.1.2A)	
3. Demonstrates knowledge of equipment operation. Uses instrumentation according to manufacturer's specifications/recommendations (std IV-A24, std 3.1.2A)	
4. Applies principles and applications of counseling to patients, families, and other appropriate individuals. Uses counseling that effectively communicates results/recommendations and addresses concerns in an effective and culturally sensitive manner. (std IV-A26, IV-D2c, std 3.1.4A)	
5. Understands and functions within the policies, procedures, protocols and business practices of the clinical facility including prompt completion of all billing, including assigning correct CPT and ICD codes, tracking forms, data entry and other documentation as required (std IV-A28, std 3.1.4A)	
6. Consults/collaborates as appropriate with interprofessional teams in assessment and in coordination of care while maintaining a climate of mutual respect and shared values. Maintains or establishes links with external programs (std IV-A29, IV-F6, std 3.1.1A, 3.1.4A, 3.1.6A)	
Number of items scored: <u>0</u> Number of items remaining: <u>6</u> Section Average: <u>0.00</u>	

Prevention and Identification	Score
1. Implements protocols, activities, and screening measures that are clinically appropriate, culturally sensitive, age- and site- specific to prevent and identify hearing and communication dysfunction FOR CHILDREN (i.e., newborn hearing screening/follow-up and school screenings). (std IV-B1, IV-B2, IV-B3, std 3.1.3A)	
2. Implements protocols, activities and screening measures that are clinically appropriate, culturally sensitive, age- and site- specific to prevent and identify hearing and communication dysfunction FOR ADULTS. Administers programs designed to reduce the effects of noise exposure, tinnitus, and toxic agents to the auditory and vestibular systems (i.e., community & occupational conservation programs). (std IV-B1, IV-B2, IV-B3, std 3.1.3A)	

Prevention and Identification	Score
3. Screens individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures (std IV-B4, std 3.1.3A)	
4. Educates individuals on potential causes and effects of hearing loss, loss of vestibular system function, development of tinnitus, and development of communication disorders. (std IV-B5, std 3.1.3A)	
5. Identifies individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services (std IV-B1, IV-B6, std 3.1.4A)	
Number of items scored: <u>0</u> Number of items remaining: <u>5</u> Section Average: <u>0.00</u>	

Assessment	Score
1. Obtains a case history from appropriate sources to facilitate assessment planning. Determines contextual factors by asking appropriate and investigative questions in a clear and organized manner. Administers clinically appropriate and culturally sensitive scales of communication function to communication partners of the individual being served. (std IV-C2, IV-C3, std 3.1.4A, 3.1.5A)	
2. Performs audiologic assessment using clinically appropriate and culturally sensitive behavioral, psychophysical, and self-assessment measures FOR CHILDREN (std IV-C2, std 3.1.3A, 3.1.4A, 3.1.5A)	
3. Performs audiologic assessment using clinically appropriate and culturally sensitive behavioral, psychophysical, and self-assessment measures FOR ADULTS (std IV-C2, std 3.1.3A, 3.1.4A, 3.1.5A)	
4. Performs an otoscopic examination. Demonstrates proficiency in recognizing normal landmarks, otoscopic abnormalities, and the need for medical referral. (std IV-C4, std 3.1.4A)	
5. Removes cerumen, when appropriate (std 3.1.4A)	
6. Demonstrates ability to accurately determine Air Conduction & Bone Conduction thresholds using appropriate techniques (std IV-C2, IV-C5)	
7. Demonstrates proficiency in determining the need to mask when performing pure tone air/bone conduction testing. Demonstrates proficiency in performing masking procedures using accepted practice techniques (std IV-C5)	
8. Demonstrates ability to administer and accurately interpret speech tests including threshold and suprathreshold tests in quiet and in noise (std IV-C5)	
9. Demonstrates proficiency in determining the need to mask when performing threshold and suprathreshold speech audiometry. Demonstrates proficiency in performing speech masking procedures using accepted practice techniques. (std IV-C5)	
10. Demonstrates ability to efficiently and accurately complete the basic audiological test battery in a timely manner (std IV-C2, IV-C5)	
11. Performs acoustic immittance tests efficiently and appropriately for differential diagnosis of site of lesion. Accurately identifies and interprets tympanogram types and acoustic reflex configurations (std IV-C2, IV-C7)	
12. Demonstrates the ability to perform and interpret Otoacoustic Emissions (std IV-C2, IV-C5, IV-C7)	
13. Performs auditory evoked potentials for neurodiagnostic applications and estimation of peripheral hearing sensitivity. Demonstrates proficiency in waveform analysis and interpretation (std IV-C1, IV-C2, IV-C5, std 3.1.4A)	
14. Demonstrates the ability to perform a vestibular assessment and determine the need for vestibular rehabilitation. Interprets tests of balance function (std IV-C2, IV-C6, std 3.1.4A)	
15. Demonstrates ability to perform pediatric behavioral audiological assessment. Selects appropriate tests and testing techniques (VRA, CPA, or other) (std IV-C2, IV-C5)	
16. Demonstrates ability to perform and select behavioral and electrophysiological tests of auditory processing. Demonstrates appropriate analysis of test battery results for differential diagnosis and management strategies (std IV-C2, IV-C8)	
17. Demonstrates ability to perform audiological rehabilitation assessment (use of self-assessment measures, speech reading assessment, aided testing) to establish functional use of hearing (std IV-C9, IV-C2, std 3.1.4A)	
18. Prepares a report, which includes evaluation procedures, interpretation of data to establish type and severity of disorder, summarization of findings, generation of recommendations and referrals, and development of an audiologic treatment/management plan (std IV-C10, std 3.1.4A)	
19. Communicates results and recommendations orally and in writing in a culturally sensitive and age appropriate manner to the individual being served and other appropriate individual(s) (std 3.1.4A, 3.1.6A)	
Number of items scored: <u>0</u> Number of items remaining: <u>19</u> Section Average: <u>0.00</u>	

Intervention (CFCC IV-D)	Score
1. Evaluates need for and selection of hearing aids, sensory aids, hearing assistive devices, alerting systems and captioning (std IV-D1, IV-D2a, std 3.1.6A)	
2. Uses verification and validation measures to evaluate effectiveness of hearing aids and other assistive devices (std IV-D1, IV-D2a, std 3.1.6A)	
3. Troubleshoots and adjusts hearing aids and other assistive devices (std IV-D1, IV-D2a, std 3.1.6A)	
4. Determines candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices (std IV-D2b, std 3.1.6A)	

Intervention (CFCC IV-D)	Score
5. Fits, maps, adjusts, and troubleshoots cochlear implants and other implantable sensory devices (std IV-D2b, std 3.1.6A)	
6. Educates/orients consumers, family and caregivers in the use of and adjustment to hearing technology (std IV-D1, IV-D2a, std 3.1.6A)	
7. Counsels patients, caregivers, and others regarding prognosis and treatment options, psychosocial aspects of hearing loss & other auditory dysfunction, and processes to enhance communication competence (std IV-D2c, std 3.1.4A, 3.1.6A)	
8. Provides comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems (std IV-D1, IV-D2d)	
9. Determines candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments (std IV-D3, std 3.1.6A)	
10. Provides treatment and audiologic management of tinnitus (std IV-D1, IV-D4, std 3.1.6A)	
11. Provides treatment services for infants and children with hearing loss; collaborates/consults with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans) (std IV-D1, IV-D5)	
12. Participates in the selection, purchase, installation, and evaluation of large-area amplification systems (std IV-D6)	
13. Develops culturally sensitive and age appropriate management strategies and implements treatment plans using appropriate data (std 3.1.6A)	
14. Monitors, summarizes and documents treatment and outcomes (std IV-D7, std 3.1.6A)	
15. Encourages active involvement of the individual in his or her own care (std 3.1.1A)	
Number of items scored: <u>0</u> Number of items remaining: <u>15</u> Section Average: <u>0.00</u>	

Professional Practice Competencies	Score
1. Interacts effectively, using all forms of expressive communication, with individuals served, family members, caregivers, and others involved in the interaction to ensure the highest quality of care delivered in a culturally competent manner. Uses interpreters, transliterators, and assistive technology as needed (std IV-A22, IV-A27, std 3.1.1A)	
2. Demonstrates active/reflective listening skills, appropriate empathy and care/compassion, and the ability to adapt interactions to meet the needs of the individual, family members, caregivers, and others involved in care (std IV-A26, std 3.1.1A)	
3. Demonstrates openness and responsiveness to clinical supervision and suggestions. Engages in self-assessment to improve his or her effectiveness in the delivery of services (std 3.1.1A)	
4. Displays organization and preparedness for all clinical sessions	
5. Assumes a professional level of responsibility and initiative in completing all requirements	
6. Appropriately refers to and collaborates with other professions, agencies, and/or consumer organizations (std IV-C11, std 3.1.1A)	
7. Uses self-reflection to understand the effects of his or her actions and make changes accordingly (std 3.1.1A)	
8. Maintains records in a manner consistent with legal and professional standards (std 3.1.4A, 3.1.6A)	
9. Adheres to federal, state, and institutional regulations and demonstrates knowledge of legal and ethical practices, contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities) (std IV-A19, std 3.1.1A, 3.1.6A, 3.8A)	
10. Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner (std 3.1.1A)	
11. Understands the effects of cultural and linguistic diversity and family systems in professional practice (Std IV-A16, std 3.1.1A)	
Number of items scored: <u>0</u> Number of items remaining: <u>11</u> Section Average: <u>0.00</u>	

Advocacy / Consultation (CFCC IV-E)	Score
1. Educates and advocates for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders (std IV-E1, std 3.1.6A)	
2. Consults about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services (std IV-E2)	
3. Identifies underserved populations and promotes access to care. Understands the roles and importance of professional organizations in advocating for the rights of access to comprehensive audiologic services. (std IV-E3, std 3.1.1A)	
Number of items scored: <u>0</u> Number of items remaining: <u>3</u> Section Average: <u>0.00</u>	

Education / Research / Administration (CFCC IV-F)	Score
1. Measures functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services in both assessment and treatment (std IV-F1, IV-D7, std 3.1.4A, 3.1.5A, 3.1.6A)	
2. Applies academic knowledge and principles of evidence-based practice to patient care using clinical reasoning while implementing new techniques and technologies (std IV-F2, IV-F3, std 3.1.1A, 3.1.4A, 3.1.6A)	
3. Understands the role of clinical teaching/modeling. Administers clinical programs and provides supervision of professionals as well as support personnel (std IV-F4, std 3.1.1A)	
4. Identifies internal programmatic needs and develops new programs (std IV-F5)	
5. Maintains or establishes links with external programs, including but not limited to education programs, government programs, and philanthropic agencies (std IV-F6)	
Number of items scored: <u>0</u> Number of items remaining: <u>5</u> Section Average: <u>0.00</u>	

TASKS TO BE COMPLETED DURING RESIDENCY

- Register for 6 credit hours of CSAD 789 during summer terms.
- Register for 9 credit hours of CSAD 789 during the fall semester.
- Register for 9 credit hours of CSAD 789 during the spring semester.
- If your residency lasts beyond the three semesters, register for 1 credit for continuous enrollment.
- In addition to the above, you must record your clinic hours on a regular basis to accumulate a total of 1,820 hours before the end of the residency experience.
<http://www.asha.org/Certification/Certification-Standards-for-Aud--Clinical-Practicum/>
- Meet any other requirements stated in the course syllabus for CSAD 789.
- If you are going to graduate in May, apply for graduation during the Spring semester of the 4th year by the published deadline. Similarly follow the stated timelines for August graduation. <http://graduation.wvu.edu/home> This site also provides information about the procedures you need to complete if you wish to walk through a graduation ceremony before completing all the degree requirements.

RECOMMENDED TASKS AFTER GRADUATION

After your graduation, you may wish to apply for ASHA certification. The application procedure is very simple. <http://www.asha.org/Certification/AudCertification/> Here is some information about ASHA certification: <http://www.asha.org/aud/Know-the-Facts/>



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