University of Maryland
DEPARTMENT OF HEARING AND SPEECH SCIENCES

Doctoral Program in Clinical Audiology (CAUD)

Program Handbook

GRADUATE PROGRAMS IN
HEARING AND SPEECH SCIENCES

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DEPARTMENT OF HEARING AND SPEECH SCIENCES
UNIVERSITY OF MARYLAND, COLLEGE PARK

Doctoral Program in Clinical Audiology (CAUD)

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Program Overview

The Doctoral Program in Clinical Audiology (CAUD) is an academically based, clinically oriented program designed primarily to prepare professional Audiologists. While information pertaining to hearing disorders comprises the central focus of the degree, education about the normal processes of communication, as well as about research design, is considered an integral part of the program.

The overall goal of the Doctoral Program in Clinical Audiology (CAUD) at the University of Maryland is to train the next generation of highly qualified clinical audiologists who will provide well-informed and superior hearing health care services to individuals across the lifespan and from diverse backgrounds.

Goals of the CAUD Program:

1. To change the landscape of the field of audiology to be diverse, inclusive, and accessible for all individuals. Cultivating a profession that is representative of our communities.
2. Advance the profession by preparing the next generation of clinicians who use critical thinking and sound evidence to drive their practice, are critical consumers of literature, and are life-long learners committed to taking on the challenges of the profession.
3. To bring hearing and balance care to the attention of the broader community and medical disciplines through outreach, community-based care, interdisciplinary collaboration and partnerships, and service.
4. To shape the future of our field through innovative, translational, and impactful research that is driven by and applied in clinical practice.
5. To maintain a supportive and welcoming environment where students, faculty, and the community can learn, converse, and grow.

Program Learning Outcomes

To achieve these goals, our program's academic, clinical, and research activities promote the development of:

1. Clinical and cultural competency in the diagnosis and management of a wide range of hearing and balance disorders for patients across the lifespan.
2. Critical consumers of research who apply innovative findings to address current challenges in audiology, bridge the gap between research and patient care., and produce scholarly work that significantly impacts the field."
3. Interprofessional perspectives in evaluating and treating hearing and balance across the lifespan.
4. Ethical leadership skills in supervision, professional practice, and community service.
5. Professional oral and written communication skills.

The CAUD program offers two degree tracks: one track leads to the Doctor of Audiology (Au.D.) degree and the other track leads to dual degrees [Au.D./Doctor of Philosophy (Ph.D.) degree]. The Au.D. track entails a comprehensive educational program with a focus on clinical practicum and coursework that trains individuals to become professional audiologists; the dual degree track provides similar clinical training and coursework, in addition to more extensive research training, to students interested in pursuing both the Au.D. and Ph.D. degrees. Both tracks of the Doctoral Program in Clinical Audiology exceed the academic and clinical practicum requirements for the *Certificate of*

Clinical Competence (CCC) granted by the American Speech-Language-Hearing Association (ASHA). The graduate program at the University of Maryland is accredited by ASHA. The degrees also satisfy academic and clinical practicum requirements for *Board Certification in Audiology* granted by the American Board of Audiology (ABA).

ASHA requirements stipulate that individuals seeking certification in Audiology are required to have hold a doctoral degree in Audiology from a program accredited by the Council on Academic Accreditation (CAA), demonstrate acquisition of knowledge and mastery of skills in a number of specific substantive areas relevant for clinical practice, and complete a minimum of 12 months' full-time equivalent of supervised clinical experiences in Audiology. Both tracks of the Doctoral Program in Clinical Audiology exceed these requirements. Details of the requirements for ASHA certification are described later in this document. The American Academy of Audiology (AAA) specifies that a doctoral level degree in Audiology from a regionally accredited college or university, in addition to specified clinical practice, is required for Board Certification in Audiology. Further details of the American Board of Audiology Certification Program can be found in Appendix I. Additionally, most states have licensure requirements for the practice of Audiology, which vary from state to state. However, most state licensure laws follow ASHA requirements.

The Doctoral Program in Clinical Audiology at the University of Maryland accepts students who hold a Bachelor's degree in Hearing and Speech Sciences. Potential students with an undergraduate degree from another discipline must complete the undergraduate pre-requisites for the CAUD program before acceptance into the program.

Admission Requirements

Increasingly larger numbers of students are interested in pursuing careers in Audiology. Admission to the graduate programs in the Department of Hearing and Speech Sciences is on a very competitive basis. Successful applicants typically demonstrate a minimum GPA of 3.2 from a master's degree program or from a baccalaureate program in hearing and speech sciences or a related discipline, together with well-written letters of intent and strong letters of recommendation. The Admissions Committee evaluates all applications carefully, and considers the applicant's whole application, rather than scores in any single domain. Additionally, members of the Hearing and Speech Sciences faculty are available to answer questions that applicants might have regarding their potential qualifications for entry into our graduate programs. Potential applicants should call the Department office for further information, at (301) 405-4214.

Admission to all programs is primarily confined to fall matriculation, although students may enter the program in the preceding summer session to complete undergraduate pre-requisites. Prospective applicants should note that decisions on fall admissions are made between February and April. Students must submit completed application materials for the fall semester by the deadline stated on the University of Maryland Graduate School website (http://www.gradschool.umd.edu) [note: this deadline is usually in early January].

Important note to all applicants:
Please Specify the Degree Program to Which You Are Seeking Admission

Please note that graduate students are admitted to a specific degree program in the Graduate School

(i.e., Au.D. degree in Doctoral Program in Clinical Audiology, M.A. degree in Speech-Language Pathology, traditional Ph.D. in Hearing and Speech Sciences). Students interested in either the Au.D. or eventually the dual degree (Au.D./Ph.D.) must specify the program code **CAUD** on the Graduate Application. Students interested in a traditional research Ph.D., without any clinical practicum training, should apply directly for admission to the Ph.D. program in Hearing and Speech Sciences, Program Code: **HESP**).

Post-B.A. Applicants for Au.D. Degree

Students pursuing the post-B.A. doctoral program in Clinical Audiology are admitted on a full-time basis only. The time required for completion of the doctoral program in Clinical Audiology for post-B.A. students is usually four years of full-time graduate study for the Au.D. track. Individuals without a background in the hearing and speech sciences are no longer accepted into the program and must complete undergraduate pre-requisites before admission.

Post-B.A. Applicants for Au.D./Ph.D. Degrees

Students who seek admission to the dual degree program will be competitive if they demonstrate unusual promise for a career in research. This includes outstanding performance in an undergraduate program of study, high GRE scores, and prior research experience culminating in presentations or publications of research findings. Students interested in the dual degree track are admitted initially into the **CAUD** program and request admission to the Ph.D. phase of the dual degree program after completion of the 3rd year of study. The time required for completion of the dual degree track is 7-8 years of full-time graduate study.

Applications to Switch Disciplines or Graduate Degrees within the Department

Students seeking to switch disciplines (e.g., Audiology to Speech-Language Pathology; Speech-Language Pathology to Audiology) or graduate degree objectives (e.g., Ph.D. to Au.D.) must submit a written petition to the Departmental Admissions Committee. This petition will be evaluated against usual departmental standards for admission, the cohort of pending applicants to the semester of intended admission, as well as space availability. Applicants for program transfer must apply by the Graduate School deadline for application to graduate degree programs. The Departmental Admissions Committee will provide a written response to the applicant in a timely fashion. If the request is approved, the Admissions Committee will complete the form "Change of Graduate Degree" and submit it to Graduate Enrollment Management Services (GEMS) via e-mail. The form must be signed by the student's academic advisor, the Director of Graduate Studies of the program to which the student is switching, and the HESP Department Chair. This form can be downloaded from the department website.

Academic Requirements and Length of Program

Au.D. Degree

The track leading to the Au.D. degree requires 57 credit hours of graduate coursework, 4 credit hours for a capstone research project, 14 credit hours of clinical practicum registration, and 18 credit hours of full-time clinical internship registration, for a total of 93 credit hours. Au.D. students must pass comprehensive examinations and conduct a capstone research project. The expected time frame for completion of the full-time, post-BA Doctoral Program in Clinical Audiology is 4 years, including summers, for the Au.D. track.

Dual Degree Program (Au.D./ Ph.D.)

The track leading to the Au.D./Ph.D. degrees in Clinical Audiology requires 60 credit hours of graduate coursework, 6 credit hours of pre-candidacy research, 12 credit hours of dissertation research, 12 credit hours of clinical practicum registration, and 18 credit hours of full-time clinical internship registration, for a total of 108 credit hours. Ph.D. students must develop an individual study plan with the approval of a faculty Program Planning Committee (PPC), complete candidacy research, pass comprehensive examinations, and complete a dissertation and oral defense. Full-time students are expected to complete the Au.D./Ph.D. track in approximately 7-8 years, including summers. Upon advancing to Au.D. Doctoral Candidacy (completing coursework, Au.D. comprehensive examinations, and Au.D. capstone research project) and completing the 4th-year clinical internship, students will be awarded the Au.D. degree. They then advance to the Ph.D. phase of their educational program.

Applications to Switch from the Au.D. to the dual degree (Au.D./Ph.D.) program

Students in the Au.D. track have the option to apply to be considered for the Au.D./Ph.D. track. The Au.D./Ph.D. is a highly rigorous program that combines clinical training with a significant research component culminating in a 12-credit dissertation. The Department encourages academically talented students who seek a career in research or academia to contemplate this degree option. A formal mechanism exists for requesting a change in the degree program from the Au.D. degree to the dual (Au.D./Ph.D.) degree, in addition to a formal application to the Graduate School to the Ph.D. program. CAUD faculty are available to assist students in the application process.

Students typically request to be considered for the dual degree program at the end of the third year of graduate study in the Au.D. program. This time frame is desirable so that students have had an opportunity to complete the Research Design and Quantitative Research Methods courses and their Capstone Research projects. Students will be permitted to request a change in degree status at any later time, as long as they fulfill all requirements for admission to Au.D. candidacy and other final requirements as they proceed in their program of study.

There is a multi-stage process for applying to the Ph.D. track of the dual-degree program. The first step is for the student to submit a packet of materials to the Director of the Doctoral Program in Clinical Audiology. These materials include the following:

1) a letter of intent
2) a transcript of the first three or more years of graduate study
3) a paper written by the student during any course in graduate school
4) a curriculum vitae highlighting prior research experiences

The second step is for the student to formally apply to the Ph.D. program in Hearing and Speech Sciences through the Graduate School. The fee for the application will be waived. All applications to the Graduate School for the Ph.D. program must include an official transcript of graduate and undergraduate studies, a letter of recommendation, a letter of intent, and a curriculum vitae. Additional materials may be requested on the Grad School website for the application.

The student's materials will be reviewed by a committee of the CAUD faculty, and the faculty will make a recommendation to the Admissions Committee. The CAUD faculty will take into consideration the student's overall GPA, performance in Research Design (HESP 724) and Quantitative Research

Methods (EDMS 645), and the quality of the student's Capstone Research. The Admissions Subcommittee of tenure-track HESP faculty will conduct its own review of the application and will inform the student of the final decision. Once the student applies to the Ph.D. program, they will be considered for a financial aid package.

Registration Requirements

Pre-requisites

Students whose undergraduate degrees are not in Hearing and Speech Sciences will be required to take undergraduate preparatory courses prior to enrolling in graduate-level courses. The CAUD graduate program outlines general education pre-requisites that students are urged to take before they enroll in the graduate program.

General pre-requisites. Any student who has not taken a full course in statistics at the undergraduate level is strongly encouraged to do so prior to enrolling in the graduate program to be prepared for the graduate-level statistics and research design courses required for the degree. Additionally, students are strongly encouraged to complete undergraduate coursework in the areas of life sciences, physical sciences, behavioral sciences, and mathematics beyond college algebra. Students should also demonstrate competency in the areas of oral and written communication and cultural competency, as these skills are essential for success in the program.

Discipline-specific pre-requisites. Students must have completed the following HESP undergraduate courses or their equivalents (see the Course Descriptions section of this document for further information):

HESP 311: Anatomy, Physiology, and Pathology of the Auditory System
HESP 400: Speech and Language Development in Children
HESP 407: Bases of Hearing Science
HESP 411: Introduction to Audiology
HESP 413: Aural Rehabilitation
HESP 416: Principles and Methods of Audiology *or* HESP 417: Principles and Methods in Speech-Language Pathology and Audiology

Credit for Previous Graduate Coursework

The University of Maryland automatically allows transfer of up to six credits (e.g., two courses) of eligible graduate coursework taken before matriculation, or at another institution, into a graduate program. A new Graduate School policy enables departments to exercise discretion in raising this number to 12 credits (four courses). Students wishing to transfer up to 12 credits must petition the HESP faculty for consideration of these additional credits.

Post-B.A. Students

The Doctoral Program in Clinical Audiology for post-BA students is a full-time program; part-time students are not accepted. Graduate education in this discipline requires timely and concurrent registrations in both academic and clinical experiences. Full-time registration is formally defined by the Department of Hearing and Speech Sciences as enrollment for 8-12 credits per semester. In the first two years of study, this will typically consist of three graduate courses and two or more credits of

clinical practicum per semester. For Au.D. students, the third-year registration will typically include two graduate courses, two credits of clinical practicum per semester and two credits for the capstone research project per semester; the fourth-year registration is primarily for the full-time clinical internship. For dual-degree Au.D./Ph.D. students, Years 3 and 4 also include candidacy research and the full-time clinical internship, and Years 5 and 6 include additional coursework and research requirements. Full-time commitment and course sequence are critical, because most graduate courses are offered only once per academic year and course content is closely tied to clinical practicum assignments. Moreover, full-time enrollment assures timely completion of the program. Enrollment in clinical practicum places significant time demands on students during the work week. Students registered for clinical practicum should be prepared to devote approximately 20-30 hours per week to the preparation, implementation, and analysis of clinical experiences.

All students seeking the Au.D. degree must accumulate a minimum of 93 hours of graduate level academic coursework and clinical practicum. Each student in the Doctoral Program in Clinical Audiology will develop a study plan and review it with his/her graduate advisor during the first year of the program, to be reviewed each semester. The Study Plan for post-B.A. students pursuing the Au.D. track will include required courses, potential sites for clinical internships, comprehensive exam areas, and the capstone research project.

Students pursuing the dual degree track (Au.D./Ph.D.) must successfully complete 108 hours of graduate level academic coursework and clinical practicum. For students accepted into the dual degree track, the Individual Study Plan will be developed by the student in consultation with the advisor. This Plan must be approved annually by a Program Planning Committee (PPC) composed of the advisor and at least two additional members of the Department's faculty who are members of the Graduate Faculty of the University of Maryland. The Study Plan for Au.D./Ph.D. students will include required courses, elective courses, potential sites for a research internship, potential sites for clinical internships, comprehensive exam areas, and a dissertation plan.

Registration after Admission to Doctoral Candidacy

Students seeking the Au.D. degree who have met all of the coursework requirements for the degree, passed comprehensive examinations, and passed the Capstone Research I course (HESP 849) will be advanced to Doctoral Candidacy. Graduate school regulations specify that students must be advanced to Doctoral Candidacy at least 6 months prior to graduation. Students will generally be advanced to Doctoral Candidacy at the end of the spring semester in Year 3 of the program. Once admitted to Doctoral Candidacy, students will register for 6 credits of HESP 829 (“Clinical Internship Residency”) during the summer, fall, and spring semesters in order to accrue the 18 credits required for graduation. Students must be enrolled for at least one credit, regardless of credits already accumulated, in the semester of graduation. Students who are graduating in the summer must register for one credit of either HESP 859 or six credits of HESP 829 (Capstone Research II or Clinical Internship, respectively) to satisfy this requirement, depending on the reason for delayed graduation.

Students seeking the dual degree (Au.D./Ph.D.) who have completed all of the coursework requirements and passed the Au.D. comprehensive examinations will be admitted to Au.D. Doctoral Candidacy. Upon completion of the Capstone Research Project (HESP 859) or Candidacy Research Project (HESP 898) and 12-month Clinical Internship Residency (18 credits of HESP 829), these students will be awarded the Au.D. degree. The student must submit an application to the Graduate School for admission to the Ph.D. phase of the program (although they are already admitted by the

department) and will take an additional comprehensive examination question directed at their area of research. Upon successful completion of the Ph.D. comprehensive examination, the student will be advanced to Ph.D. Doctoral Candidacy. Once a student is admitted to Ph.D. Doctoral Candidacy, the Graduate School automatically registers the student for 6 credits of HESP 899 (Doctoral Dissertation Research) for each fall and spring semester until all requirements for the degree are completed. All students must be enrolled for at least one credit, regardless of credits already accumulated, in the semester of graduation. Students who are graduating in the summer must register for one credit of HESP 899 to satisfy this requirement.

Detailed Curricula

NOTE: The curricula shown do not reflect clinical practicum registrations or additional coursework that may be necessary to meet ASHA certification requirements for students coming to the graduate program from non-HESP backgrounds.

Au.D. Curriculum

Undergraduate Pre-Requisite Courses *(18 credits – academic courses)*
HESP 311 Anatomy and Physiology of the Auditory System (3)
HESP 400 Speech and Language Development in children (3)
HESP 407 Bases of Hearing Science (3)
HESP 411 Introduction to Audiology (3)
HESP 413 Aural Rehabilitation (3)
HESP 416 Principles and Methods in Audiology (2)

Core Courses
a. Basic Science (*12 credits*)
HESP 600 Instrumentation (3) OR HESP 604 Acoustic and Perceptual Phonetics (3)
HESP 634 Anatomy and Physiology of the Auditory and Vestibular Systems (3)
HESP 722 Psychoacoustics (3)
HESP 724 Research Design (3)

b. Audiology (*42 credits)*
HESP 606 Basic Hearing Measurement (3)
HESP 734 Basic Hearing Measurement lab (1)
HESP 615 Counseling in Communicative Disorders (3)
HESP 617 Cultural and Linguistic Diversity in Communication and its Disorders (2)
HESP 630 Electrophysiologic Measurements (3)
HESP 736 Electrophys lab (1)
HESP 632 Medical Audiology (3)
HESP 645 Pediatric Audiology (3)
HESP 700 Hearing Aids I (3)
HESP 732 Hearing Aids I lab (1)
HESP 701 Hearing Aids II (3)
HESP 733 Hearing Aids II lab (1)
HESP 704 Audiology Practice Management (3)
HESP 710 Industrial and Environmental Noise (3)
HESP 712 Cochlear Implants and Other Implantable Technologies (3)
HESP 730 Vestibular-ocular Assessment and Management (3)
HESP 735 Hearing, Aging, and Public Health (3)

c. Additional Course Requirements: *(4 credits)*
HESP 724 Quantitative Methods for Hearing, Speech, and Language Sciences (3) *or*
EDMS 645 Quantitative Research Methods I (3) or equivalent
HESP731 Seminar in Supervision (1)

Capstone Research Project: *(4 credits)*
HESP 849 Capstone Research I (2)
HESP 859 Capstone Research II (2)

Dual Degree (Au.D./Ph.D.) Curriculum

Undergraduate Pre-Requisite Courses *(18 credits – academic courses)*
HESP 311 Anatomy and Physiology of the Auditory System (3)
HESP 400 Speech and Language Development in children (3)
HESP 407 Bases of Hearing Science (3)
HESP 411 Introduction to Audiology (3)
HESP 413 Aural Rehabilitation (3) (starting 2024)
HESP 416 Principles and Methods in Audiology (2)

Core Courses
c. Basic Science (*12 credits*)
HESP 600 Instrumentation (3) OR HESP 604 Acoustic and Perceptual Phonetics (3)
HESP 634 Anatomy and Physiology of the Auditory and Vestibular Systems (3)
HESP 722 Psychoacoustics (3)
HESP 724 Research Design (3)

d. Audiology (*42 credits)*
HESP 606 Basic Hearing Measurement (3)
HESP 734 Basic Hearing Measurement lab (1)
HESP 615 Counseling in Communicative Disorders (3)
HESP 617 Cultural and Linguistic Diversity in Communication and its Disorders (2)
HESP 630 Electrophysiologic Measurements (3)
HESP 736 Electrophys lab (1)
HESP 632 Medical Audiology (3)
HESP 645 Pediatric Audiology (3)
HESP 700 Hearing Aids I (3)
HESP 732 Hearing Aids I lab (1)
HESP 701 Hearing Aids II (3)
HESP 733 Hearing Aids II lab (1)
HESP 704 Audiology Practice Management (3)
HESP 710 Industrial and Environmental Noise (3)
HESP 712 Cochlear Implants and Other Implantable Technologies (3)
HESP 730 Vestibular-ocular Assessment and Management (3)
HESP 735 Hearing, Aging, and Public Health (3)

d. Additional Course Requirements: *(4 credits)*
HESP 724 Quantitative Methods for Hearing, Speech, and Language Sciences (3) *or*
EDMS 645 Quantitative Research Methods I (3) *or equivalent*
HESP 731 Seminar in Supervision (1)

Graduate Electives (10 *credits*)

Pre-Dissertation and Dissertation Research: (*18 credits)*
HESP 898 Doctoral Candidacy Research (6)
HESP 899 Doctoral Dissertation Research (12)

Clinical Certification Requirements by the American Speech-Language-Hearing Association

In order to meet requirements for ASHA's Certificate of Clinical Competence in Audiology (CCC-A), students must earn a doctoral degree in Audiology from a program accredited by the Council on Academic Accreditation (CAA). The program of graduate study includes academic coursework and supervised clinical practicum of sufficient depth and breadth to achieve the knowledge and skills outcomes stipulated in the standard.

Although the standard does not outline specific coursework, applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention and screening, audiologic evaluation, counseling, audiologic rehabilitation across the lifespan, and pediatric audiologic (re)habilitation. In addition, applicants must have prerequisite skills in life sciences, physical sciences, behavioral sciences, and mathematics. Evidence of successful completion of the required knowledge and skills is through formative and summative assessments. Each student will be required to maintain a portfolio of the formative and summative assessments conducted as part of coursework, clinical practicum, and the comprehensive examination process. Further, **it is crucial that students meet with advisors to assure that their curriculum plan will satisfy ASHA requirements for certification.**

Specific requirements for certification in Audiology are listed in the ASHA Membership and Certification handbook, which may be accessed at www.asha.org. A copy of the ASHA certification requirements is always included in the orientation packet for incoming students and should be retained for future reference.

The requirements are also posted on ASHA's website:
https://www.asha.org/Certification/2020-Audiology-Certification-Standards

Clinical Certification by the American Board of Audiology

The American Board of Audiology (ABA) does not detail any specific coursework required for certification. The ABA requires applicants to have an earned doctoral degree in Audiology from a regionally accredited college or university, including 2,000 hours of mentored professional practice in Audiology. Please see Appendix I for further details of ABA certification. Links to the ABA Certification Handbook can be found online at:

http://www.boardofaudiology.org/board-certified-in-audiology/documents/BC-Handbook-20116.pdf

Satisfactory Progress and Academic Standing

It is the student's responsibility to be aware of departmental and graduate school policies regarding satisfactory progress and academic standing.

Satisfactory Progress

The admission of all graduate students is continued at the discretion of the Director of the Graduate Program and the Dean of the Graduate School, consistent with the policies and practices of the Graduate School and graduate program. A student must make satisfactory progress in meeting programmatic requirements, must demonstrate the ability to succeed in his or her course of studies or research, and must attain performance minimum specified by the graduate program in all or in particular courses; otherwise, his or her enrollment will be terminated.

For the CAUD program, an additional indicator of satisfactory progress is timely completion of all programmatic requirements. That is, all coursework and clinical requirements need to be completed by the end of each semester, meeting minimum grade requirements of B- or better. Incomplete grades have a limited time window for completion, as discussed in the section below; unless the student has taken an official leave of absence (see below). A student may have an Incomplete grade for *no more than two courses* at a given time.

Academic Standing

To maintain good academic standing, every graduate student must maintain a cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) for all courses taken at the University, including both academic coursework and clinical practicum. A student whose cumulative grade point average falls below 3.0 will be placed on academic probation by the Graduate School and has 12 credits/two semesters to achieve a GPA of 3.0 or above. The Graduate School Catalog has relevant information on academic probation: https://academiccatalog.umd.edu/graduate/policies/academic-record/#text . In addition, HESP has department-specific requirements, above and beyond graduate-school requirements:

A minimum grade of B- or better is required for all academic courses and clinical registrations taken for credit toward degree requirements. Academic courses in which the minimum grade requirement is not met will have to be repeated in a subsequent semester.

A minimum GPA of 3.0 (on a 4.0 scale) is required for all academic courses taken after matriculation as a graduate student. In other words, A-level work in clinical practicum cannot make up for poor academic performance.

Students receiving a grade lower than a B- during clinical practicum will be reviewed by the faculty to determine eligibility for future practicum placement. Thus, A-level work in academic coursework cannot make up for poor clinical performance.

A student on academic probation or holding Incomplete grades at the end of the semester is not eligible for Outside Placement nor the 4th-year Clinical Externship the following semester (he/she/they must register for in-house practicum).

It is the student's responsibility to calculate his/her/their GPA and to ensure continued non-probationary status. Instructions on how to calculate GPA can be found at this link: http://registrar.umd.edu/current/Policies/acadregs.html. If a student's grades fall below minimum levels, he/she/they is/are responsible for setting up an immediate meeting with the academic advisor to discuss the situation, prior to receiving any notification from the graduate school or department.

Incomplete grades

An Incomplete (I) is a mark that an instructor may award to a student whose work in a course has been qualitatively satisfactory, but who is unable to complete some portion of the work required because of illness or other circumstance beyond the student's control. In awarding the mark of "I" for graduate courses, instructors must fill out an Incomplete Contract for Graduate Students and the work must be completed within 12 months from the beginning of the term that the course was initiated or prior to graduation (whichever comes first). Students are advised to consult the Graduate School Policies on incomplete grades.

A student may not concurrently hold an Incomplete grade for more than two courses. If, due to unforeseen circumstances (e.g., emergency during final exam week), a student needs to hold an Incomplete grade for more than two courses, they need to immediately contact their academic advisor, as they will need to petition the department for approval of an exception.

NOTE: In the Au.D. (CAUD) program, incomplete grades may be assigned for courses that are completed over multiple semesters (e.g., HESP 649A, HESP 649B, HESP 729, HESP 829). These courses do not require an "Incomplete Contract" as this is not a student exception, but part of the course structure.

Support

Students who lose their good academic standing or fail to meet program-specific criteria for satisfactory progress are expected to seek guidance from their academic advisor and develop a suitable plan. The campus has numerous support services: https://gradschool.umd.edu/students#student-support-services.

Impact on Graduate Assistantships

As per UMD's policies for graduate assistantships, a Graduate Assistant must be in good standing and making satisfactory progress toward their graduate degree. Those who do not make satisfactory progress are at risk of losing their Graduate Assistantship.

Clinical Practicum

To be recommended to the American Speech-Language-Hearing Association for Clinical Certification in Audiology, and to comply with standards effective for applications made to the Association after January 1, 2020, a student must acquire clinical experiences that meet the Council on Academic Accreditation's (CAA's) standards for duration, depth and breadth of knowledge. American Board of Audiology (ABA) certification requires 2,000 hours of mentored professional practice following completion of academic coursework. Externship hours are eligible if all coursework has been completed.

Students engage in practicum throughout their first three years to ensure breadth of clinical experience. Practicum enrollment is concurrent with coursework registration and carries additional registration charges. First and second year students complete their practicum training on campus at the Department's Hearing & Speech Clinic, under the supervision of program faculty (see the *AuD Clinical Handbook* for more details). Beginning with the second semester of the second year, students will continue the training in at least two external placements throughout the Greater Washington, DC and Baltimore, MD areas. Students are guided through the application process for securing their full-time Clinical Internships at departmentally approved sites (see Appendix IV for examples of outplacement opportunities).

The Clinical Externship, typically completed during the fourth year of the program, is the final clinical requirement necessary for the student's training. The Doctoral program in Clinical Audiology will make every effort to ensure that students obtain full-time clinical externships consistent with the goals of the training program (see section below for more details).

Clinical Practicum Enrollment

Students interested in obtaining certification/licensure shall participate in clinical practicum during all or most semesters of their graduate training, until the clinical skills and the minimum amount of clinical experience required for the ASHA CCC. have been obtained. Prior to enrolling in clinical practicum, all students must have completed the undergraduate course, HESP 416 (Principles and Methods in Audiology) or its equivalent. Initially, all students perform evaluation and treatment activities at the University of Maryland Hearing and Speech Clinic. Registration in HESP 649A (Clinical Practice in Audiology: Diagnostic Procedures) is for two credit hours per semester. Registration in HESP 649B (Clinical Practice in Audiology: Aural Rehabilitation) is for 1 credit hour.

Students who have (1) demonstrated adequate skills in the University of Maryland Clinic, (2) obtained a satisfactory number of hours of clinical experience in HESP 649A and B, (3) satisfactorily completed appropriate coursework, and (4) passed practical comprehensive examinations may apply for outside placement (HESP 729) in one of the hospital/clinic/school facilities in the Washington, D.C. or Baltimore metropolitan areas. These placements, which usually do not occur until the second or third year of graduate study, must be arranged and approved by the HESP faculty. Registration for HESP 729 (Advanced Clinical Practice in Audiology) is always for two credit hours. A listing of current outside placement opportunities for HESP students is provided in Appendix IV. This list should be considered representative of student opportunities but is subject to change.

A seminar in clinical supervision is a required 1-credit clinical course taken by advanced audiology students in the third year of the program. This course, HESP 731, is designed to foster the unique skill set required for supervising audiology trainees, interns, and support staff in the clinical setting.

The Clinical Externship

Students in the fourth year of the Au.D. program will participate in a full-time clinical externship. Registration for the Clinical Externship (HESP 829: Clinical Internship Residency) is for a total of 18 credit hours. The externship will occur during the fourth year for students on the Au.D./Ph.D. track.

Students can apply for Clinical Externship positions following approval from the Director of Clinical Education in Audiology. The Clinic Director will assist the student throughout the search, application, and on-boarding process. Students may identify sites for potential Externship placements and present the sites to the Director of Clinical Education for approval. Externship sites must provide the student with an on-site clinical supervisor who is certified and licensed and must also provide the student with the opportunity to participate in a range of audiological services. The Clinical Externship may take place in the Baltimore-Washington region or at a remote site. The minimum time commitment for the Clinical Externship is nine months of full-time employment, but a 12-month commitment is most common.

Clinical Practicum Registrations

The standard clinical practicum registrations are as follows. Clinical instructor and course section assignments will be provided during semester advising.

	Semester	**Clinical course number & credits**
YR1	Fall	HESP 649A (2)
	Spring	HESP 649A (2)
	Summer	HESP 649A (2) & HESP 649B (1)
YR2	Fall	HESP 649A (2)
	Spring	HESP 729 (2)
	Summer	HESP 729 (2)
YR3	Fall	HESP 729 (2)
	Spring	*HESP 729 (2) optional* & HESP 731 (1)
YR4	Summer	HESP 829 (6)
	Fall	HESP 829 (6)
	Spring	HESP 829 (6)

Department Policies Pertaining to Clinical Practicum Enrollments

Clinical training is required for the Doctor of Audiology degree at the University of Maryland. Departmental permission is required for registration in clinical practicum and is granted only to matriculated students. Students must possess the communicative competencies requisite for the satisfactory conduct of usual clinical procedures. Further, as the client population served by this program is predominantly English-speaking, participants in any clinical practicum must be fluent, intelligible speakers of English. Students whose spoken and/or written English is inadequate for provision of clinical services will be recommended for remediation.

All students enrolled in clinical practicum are expected to abide by the ASHA Code of Ethics, the ABA Code of Ethics, and the AAA Code of Ethics, provided to each student upon admission to graduate study. Violations of the Code of Ethics may result in permanent dismissal from practicum placement opportunities and may subject the student to dismissal from the academic degree program.

Clinical practicum students are expected to meet the ***Professional and Technical Standards*** outlined by the department, including maintaining professional dress and demeanor. Unprofessional conduct or any conduct which compromises the quality of care for clinic patients may result in dismissal from

clinical practicum placements.

Students will receive credit for hours earned in clinic registrations for which they receive a grade of B- or better. However, students will not receive credit hours for clinic registrations in which they receive a failing grade, i.e., a grade of less than B-.

A student must complete a minimum of 30 hours of academic coursework prior to applying for outside placement. However, a student may not go on outside placement, including the Clinical Externship, if he/she/they is/are on academic probation (GPA below 3.0) or if a clinical practicum grade of B- or lower is earned in the immediately preceding semester. Students who receive a grade of B- or lower for an outside placement, or whose outside placements are terminated, must re-register for placement in the University of Maryland Speech and Hearing Clinic (through HESP 649A) and earn a final grade of B or better during the following semester, before being permitted to re-register for outside placement.

If a student receives a grade of B- or lower for a single clinic registration, the student's performance will be reviewed by the faculty to determine eligibility for future practicum placement. A Performance Improvement Plan (PIP) will be established for students not meeting expectations in any of the professional and technical skill areas under evaluation. Remediation of skills according to the timeline outlined in the PIP is required for continued clinical practicum; if benchmarks are not met, the student will be removed from clinical practicum. If a student receives a grade of B- or lower for two consecutive semesters, the student's clinical practicum is terminated. Additionally, the department retains the right to drop a student from clinical practicum without the above process in the event of illegal, unethical, unsafe or otherwise majorly concerning conduct. Because the Au.D. degree requires accumulation of a specific number of credit hours earned for successful completion of clinic registrations, a student terminated from clinic is also terminated *de facto* from the Doctoral Program in Clinical Audiology. Should this occur, or should a student opt out of clinical practicum, the student may be eligible to receive a Master of Arts in Hearing and Speech Sciences, a non-clinical degree option.

Students must successfully complete all coursework with a grade of B- or better, maintain an overall GPA of 3.0 or higher, complete a minimum of two outside placements, pass the Comprehensive Examinations, and advance to Au.D. Doctoral Candidacy before they are eligible to begin their Clinical Externship. In addition, students must complete Capstone Research I (HESP 849) and preferably also complete Capstone Research II (HESP 859) before beginning the Clinical Externship. Final arrangements for the Clinical Externship generally will not be made until the student has enrolled in Capstone Research I (HESP 849) and initiated their Capstone Research project. For best placements, initial applications for the Clinical Externship should occur by the fall of Year 3 in the program. Typically, there is a 9-month lag between the start of negotiations for externships and the beginning of the placement itself. Students should be aware that if they begin the Clinical Externship prior to completing Capstone Research II (HESP 859), they should expect that completion of the capstone research project will take a significant amount of time after they have finished the 4th-year Clinical Externship. Graduation and awarding of the degree will be delayed until the capstone research project is completed.

Research and Comprehensive Examination Requirements

Au.D. Students

Comprehensive Examinations. University of Maryland regulations state that all doctoral candidates are required to pass comprehensive examinations. Accordingly, all students in the CAUD program (Au.D. and dual degree Au.D./Ph.D.) must pass comprehensive examinations as a necessary requirement to progress through the program. The examinations for Au.D. students are divided into written and clinical components. Practical clinical examinations will be held in the spring or summer of the first year. Written examinations will be taken during the spring semester of the third year. Students will meet with program faculty and receive detailed information about the format, content, and grading procedures of the comprehensive examinations during the semester prior to the administration of examinations.

The *written comprehensive examinations* consist of cross-cutting questions that cover topics from courses up to and including the current semester. The examinations include six questions distributed in the three broad areas of study: Diagnostic Audiology (2 questions), Rehabilitative Audiology (2 questions), and Hearing Science (2 questions). Responses to each question are graded independently by two faculty members. The faculty graders are blinded to the identity of the students who wrote answers to each question.

The *practical comprehensive examinations* focus on diagnostic and rehabilitative techniques that students have learned over the course of the program. Students are required to perform routine and/or advanced diagnostic and rehabilitative procedures. The examinations consist of a combination of performing clinical procedures, responding to oral questions, and completing appropriate documentation. Additional information can be found in the Comps booklet. Students are graded on each examination for practical skill level and comprehensive knowledge as demonstrated by responses to oral questions and written documentation. Each examination is graded via direct observation by a minimum of two faculty members.

If a student does not pass any of the questions of the written exam or any component of the practical exam, a second examination will be administered covering the topic areas that were not passed. Failure to successfully pass all questions/components of a second administration of either the written OR practical comprehensive examination will result in dismissal from the program. Additionally, students who fail the first administration of the practical comprehensive exam will be required to gain additional clinical practicum experience by enrolling in outside placement during both semesters of the third year in the program. A student must pass all examinations to be admitted to Doctoral Candidacy and prior to starting the fourth-year clinical externship.

Students requiring special accommodations must consult with their advisor at the start of the semester in which they will be taking the comprehensive examination to arrange for these accommodations. Students requiring accommodation must be registered with the Accessibility and Disability Services (ADS) Office and present documentation from that office specifying the accommodations required. Information on evaluation and accommodations can be obtained from ADS, part of the Counseling Center (https://www.counseling.umd.edu/ads/).

Admission to Candidacy. Au.D. students who complete all coursework and pass the comprehensive examinations are admitted to doctoral candidacy. The form for notifying the Graduate School that the student is admitted to doctoral candidacy is initiated by the student and is found on the Graduate School website (https://gradschool.umd.edu/forms). Students must be admitted to doctoral candidacy at least 6 months before earning the doctoral degree. They must also be admitted to doctoral candidacy before they can register for the full-time clinical internship residency (HESP829).

Capstone Research Project. Successful completion of a capstone research project is a requirement for earning the Au.D. degree at the University of Maryland at College Park. Students enrolled in the Au.D. program are required to register for a minimum of 4 capstone research credits (2/ea: HESP849 and HESP859).

The capstone research may be an original, hypothesis-driven project of a theoretical, professional, or empirical nature, a retrospective analysis of an existing data set, a scholarly review of literature on a focused topic, or a grant proposal. The capstone project of an Au.D. student is generally expected to be clinically oriented. Written work completed for the capstone project will be prepared in accordance with the style requirements detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. The student will present the capstone project to a faculty committee at the Capstone Research Day or other departmental seminar. Further information on the capstone research process will be provided as the student proceeds through the program.

Dual Degree (Au.D./Ph.D.) Students

Comprehensive Examination. The policy and nature of comprehensive examinations for Au.D./Ph.D. students are like those described for Au.D. students. Students must pass the "Au.D." comprehensive examinations to be admitted to Au.D. Doctoral Candidacy. Once the dual-degree student is formally admitted to the Ph.D. phase of the program, they must complete a written comprehensive examination. Students have the option of either writing a comprehensive examination in their area of interest as a 24-hour take-home examination, or they can follow the HESP Ph.D. qualifying examination format, which is similar to an NIH Fellowship application in their area of interest followed by an oral defense of the written document. Additional details about the comprehensive examination/qualifying examination options can be found in the Dual Degree Program Handbook. Once a student completes the Ph.D. comprehensive/qualifying examination and the candidacy research (see next section), they are admitted to Ph.D. Doctoral Candidacy.

Candidacy Research. The candidacy research project is designed to enhance students' research skills and productivity at a relatively early stage of their doctoral program. Students register for 6 credits of Doctoral Candidacy Research (HESP898). The candidacy research may consist of directed research on a project managed by a faculty member in the program, directed research by qualified auditory researchers at UMCP or an affiliated institution, or an independent research project under faculty supervision. The Capstone Research project may be used to fulfill the candidacy paper requirement for the Ph.D. degree, if the student has submitted the Capstone Research project for publication and successfully presents and defends the Capstone Research at a department seminar. Additional policy documents that detail the candidacy research process and requirements will be available to students pursuing the dual degree.

Admission to Candidacy. An Au.D./ Ph.D. student is admitted to doctoral candidacy twice: once when they have completed all coursework and passed the Au.D. comprehensive examination (this is Au.D. Doctoral Candidacy), and again after they have completed their candidacy research paper requirement and successfully passed the Ph.D. Comprehensive examination (this is Ph.D. Doctoral Candidacy). As stipulated by the graduate school, a student must be admitted to candidacy within five years after admission to the doctoral program and at least six months before the date on which the degree will be conferred.

Dissertation. Twelve credits of doctoral dissertation research (HESP899) will be required of all students in the dual degree Au.D./Ph.D. track. The dissertation research is expected to be an original, hypothesis-driven project of a theoretical, professional, or empirical nature. The dissertation will be prepared in accordance with the requirements outlined in the University's *Style and Policy Manual for Master's Theses and Doctoral Dissertations*, and should be consistent with style requirements detailed in the most recent version of the *Publication Manual of the American Psychological Association*. Students must present a formal proposal to the Dissertation Committee for approval before work begins on the dissertation. This committee will consist of at least three members of the graduate faculty in the student's discipline and one representative of the Graduate School. Other members will be determined by the student in conjunction with the dissertation advisor. The proposal must be submitted to members of the Dissertation Committee at least two weeks prior to a defense of the proposal. The Dissertation Committee will meet with the student for an oral defense of the proposal.

After the oral proposal defense, the student will collect empirical data, analyze the data with appropriate statistics, write the dissertation, and orally defend the dissertation. In accordance with Graduate School requirements, the student must complete the doctoral program within nine years of beginning the program, or within five years after being advanced to candidacy.

IRB Approval

All students conducting capstone, candidacy or dissertation research using human participants or data previously collected from humans must obtain approval for the use of human subjects in research from the University of Maryland Institutional Review Board (IRB). This approval must be obtained regardless of the location of the data collection, and regardless of prior IRB approval from an off-campus site. **There are no exceptions. IRB approval must be obtained prior to collection of any data from human subjects.** Students failing to obtain approval from the IRB will not be awarded a doctoral degree by the University of Maryland at College Park.

Assistance in preparing the IRB proposal can be obtained from the University of Maryland IRB website at https://research.umd.edu/irb, from the Department's Faculty Liaison to the IRB and from the faculty mentor.

IRB proposals are submitted online using IRBNet at https://irbnet.org/release/index.html. Tutorials for submitting proposals through IRBNet can be found at http://irbnetresources.org/ . Access to the IRBNet submission website requires the common login (Directory ID and password).

Students conducting research using live vertebrate animals must gain approval from the Institutional Animal Care & Use Committee (IACUC). Proposals for IACUC are also found on the IRBNet website.

Outline of Degree Completion Requirements

Completion of the Doctoral Degree requires a number of steps, as described in the *Degree Completion, Examination, and Graduation Manual*, available from the Graduate School website http://www.gradschool.umd.edu.

Au.D. Degree

The steps for completion of the Au.D. Degree are summarized below.

Step 1: Student completes all required coursework for the Degree.

Step 2: Student completes supplemental departmental examinations. For Au.D. students, this entails completing Capstone Research I (HESP 849)

Step 3: Student completes departmental Comprehensive Examinations in years 1, 2, and 3.

Step 4. Student Advances to Candidacy.

Au.D. students who successfully complete the Comprehensive Examinations and Capstone Research I may advance to Doctoral Candidacy.

The student must complete the Application for Advancement to Candidacy Form for Au.D. Students, available from on the web at http://www.gradschool.umd.edu/forms

A student must be admitted to Doctoral Candidacy at least 6 months prior to completing their doctoral degree.

Step 5. Capstone Research Project is completed (HESP 859).

Step 6. Fourth-year clinical internship is completed.

Step 7. Application for Graduation

At the beginning of the semester in which the student expects to graduate, the student must complete the electronic Application for Graduation. Failure to submit the Application for Graduation by the posted deadline results in a delay in Graduation. The Application for Graduation can be found at the website: http://www.gradschool.umd.edu/forms

The schedule of Graduate School Deadlines is available at http://www.gradschool.umd.edu/calendar/deadlines

A final audit prior to graduation is completed through UACHIEVE and submitted to the Graduate Clearance Center. Once all course requirements are completed, the student must submit the "Certification of Completion of Au.D. Degree to their advisor for signature and to the Director of the Doctoral Program in Clinical Audiology. The form is available on the Graduate School website.

Au.D./Ph.D. Dual Degree (See companion "Dual-degree Handbook")

Step 1: Student completes all required coursework for the Au.D. Degree and some coursework for the Ph.D. degree.

Step 2: Student completes supplemental departmental examinations.

Students must pass the Au.D. comprehensive examinations in order to advance to Au.D. Doctoral Candidacy.

The student must complete the Application for Advancement to Candidacy Form for Au.D. Students, available on the web at http://www.gradschool.umd.edu/forms/
A student must be admitted to Au.D. Doctoral Candidacy at least 6 months prior to completing their doctoral degree.

Step 3: Student completes Capstone Research (HESP849, HESP859) and the full-time "4th-year" Clinical Internship Residency, and earns the Au.D. Degree.

Upon successful completion of coursework, Au.D. comprehensive examinations, candidacy research, and the full-year clinical internship, students will be awarded the Au.D. degree. Appropriate forms must be completed by the student in order to receive the degree, available on the Graduate School website http://www.gradschool.umd.edu/forms/

Step 4: The student applies to the Graduate School for the HESP Ph.D. program to establish the record with the Graduate School.

Step 5: The student completes the Ph.D. departmental qualifying examinations (Comprehensive Examinations). Student gains approval of Capstone Research Project for initial Candidacy Research (if appropriate)

Step 6. Student Advances to Ph.D. Doctoral Candidacy.

Au.D./Ph.D. students must successfully complete the Comprehensive Examinations and the Candidacy Paper to advance to Doctoral Candidacy.

The student must complete the Application for Advancement to Candidacy Form, available on the web at http://www.gradschool.umd.edu/forms/

A student must be admitted to Ph.D. Doctoral Candidacy at least 6 months prior to completing their Ph.D. degree.

Step 7. Dissertation is successfully proposed.

Step 8. Dissertation is successfully defended and submitted.

Step 9. Application for Graduation

At the beginning of the semester in which the student expects to graduate, the student should complete the electronic Application for Graduation. Failure to submit the Application for Graduation by the posted deadline results in a delay in Graduation.

The Application for Graduation can be found at the website:
http://www.gradschool.umd.edu/forms/

The schedule of Graduate School Deadlines is available at
http://www.gradschool.umd.edu/calendar/deadlines

Additional specific details regarding the completion of the doctoral degree, including the composition of the Doctoral Examination Committee, can be found at the website:
http://www.gradschool.umd.edu/forms/

University Deadlines for Graduation for Au.D. and Au.D./Ph.D. students

The University has strict deadlines, which must be followed to ensure timely graduation for those students who are completing a dissertation. University paperwork that must be completed and filed in order for a student to graduate consists of the following forms:

Au.D. Students and Au.D. phase for dual-degree students:
1. Diploma Application: due the second week of the semester during which graduation is expected
2. Approved Program Form: due to the Office of the Registrar shortly after the end of the semester in which the student graduates. This must be accompanied by a completed UACHIEVE audit, documenting completion of all requirements for the degree. However, students are encouraged to ensure these documents are completed 1-2 weeks prior to graduation. See Graduate School website for specific deadlines
http://www.gradschool.umd.edu/calendar/deadlines

Ph.D. phase for dual-degree students:
1. **Nomination of Dissertation Committee Form**: due six weeks after the beginning of the semester during which graduation is expected
2. **Report of the Oral Examining Committee** (for dissertations): due three weeks before the end of the semester in which graduation is expected

Specific dates for University paperwork deadlines are published each semester in the Schedule of Classes and are available on the website for the Graduate School:
http://www.gradschool.umd.edu/calendar/deadlines

Failure to meet University deadlines will typically result in delay of graduation for one full semester. During that semester, the student will be required to enroll for a minimum of one credit of registration.

PLEASE MEET ALL DEADLINES!
Students are responsible for delivering paperwork to the required campus offices.
The department cannot deliver materials for students.

Reminder: Graduate school regulations require all students to carry *at least one credit of enrollment during the semester in which graduation is anticipated*, regardless of the number of credits already accumulated. Students should plan accordingly. Failure to be enrolled for at least one credit during the semester of graduation may prevent timely receipt of the diploma.

Academic Integrity and Student Conduct

"The University is an [intellectual] community. Its fundamental purpose is the creation and dissemination of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University community share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with students." (from the Graduate Catalog; http://apps.gradschool.umd.edu/catalog/). By enrolling at the University of Maryland, students acknowledge their obligation to adhere to the Code of Academic Integrity. As members of the University community, students are responsible for promoting academic integrity. This includes the responsibilities to report cases of academic dishonesty to the Student Honor Council and to cooperate with faculty and the Council in resolving such cases.

Academic dishonesty includes but is not limited to: cheating (including use of unauthorized materials or study aids in any academic exercise), fabrication, and plagiarism. The Department of Hearing and Speech Sciences considers charges of academic dishonesty very seriously. Violations of the Code of Academic Integrity may result in expulsion of the student from the graduate program.

Additional information about the Code of Academic Integrity and student responsibility can be found on the website of the Office of Student Conduct: https://www.studentconduct.umd.edu/

Student Conduct: https://www.studentconduct.umd.edu/
Students are expected to abide by the University of Maryland's policies on student conduct, including sexual misconduct, responsible action, discrimination, lawful activities and ethical use of university property. These policies are outlined here:
https://president.umd.edu/administration/policies/section-v-student-affairs/v-100b

HESP Department Policies of Note

Use of Generative Artificial Intelligence for Scientific Writing in Research

This policy is specifically regarding research documents (e.g., capstones, theses, dissertations, journal articles), and NOT for papers submitted as part of academic coursework.

The goal of scientific writing is to clearly convey your ideas and explain your experiments and results in print in a way that others can understand and replicate. Acceptable scientific documents (journal articles, theses, or dissertations) are a requirement for our programs. Many tools are used to facilitate scientific writing, including a word processor program with spelling and grammar checkers and citation managers. Generative Artificial Intelligence (AI) such as ChatGPT can be used to help write such documents. The policy in the HESP Department is that such computer programs can be used to draft scientific documents, but that the student must carefully edit and revise such documents to ensure their accuracy; in essence, these programs can be used as a starting tool, but not as a final draft. The ability to communicate clearly in writing and oral presentation is an important learning outcome of all of the academic programs. The use of ChatGPT will not replace the training needed to achieve this outcome.

The student must do the following to use such a tool:

1) The mentee is required to discuss with their research mentor and have mutually agreed upon a set of expectations as to how such a tool is used.
2) The student and mentor should have written documentation of that agreement, which will be signed by both mentee and mentor.
3) The student has the primary responsibility to ensure that any written text produced by generative AI is factually correct (e.g., methods reflect methods used in experiments, citations are appropriate for statements). The mentor has a secondary responsibility that the edited text is factually correct. Finally, any committee member who reads these written documents should be made aware that generative AI was used for drafting the document and should read the document in a manner that might also help correct any factually incorrect statements.
    a. In the case that documents are defended or published that have factually incorrect statements, such errors must be fixed. For example, for a journal article, an erratum/corrigendum should be written for the article.
    b. Furthermore, it is not an acceptable excuse to say that the mentee/mentor was unaware that factually incorrect statements were made by the generative AI.
4) Since generative AI is viewed as a tool (like a grammar checker), it should not be a co-author on a publication.
5) The suspected inappropriate use of generative AI will be treated similar to a case of plagiarism, and will follow the processes outlined in the University of Maryland Code of Academic Integrity.

Policy Regarding Student Attendance at Manufacturer's Workshops

Attendance at manufacturer-sponsored workshops and educational programs that are held off-site, for which the student receives either a financial or material incentive for attendance or receives travel support from the manufacturer or its representatives, is a violation of professional ethical conduct, because it leads to real or perceived conflicts of interest on the part of the student. This issue frequently arises with regards to hearing aid manufacturers' training workshops, in which the company underwrites student travel expenses, attendance costs, food, etc. However, such conflicts also arise

when accepting support from any company or organization to which the student may later make clinical referrals or from whom he/she may purchase products. Students are welcome to attend workshops and educational programs offered by manufacturers that take place during a local or national convention sponsored by a professional organization (i.e., at the AudiologyNow! Convention, ASHA Convention, MAA Convention, etc.), or to attend a presentation by a manufacturer's representative that is held locally, if there is no monetary compensation or other benefit (other than educational) associated with attendance. If a student wishes to petition for an exception to this policy to allow attendance at a particular manufacturer-hosted event or educational opportunity, that petition can be brought to the faculty at a regularly scheduled faculty meeting.

Questions & Complaints

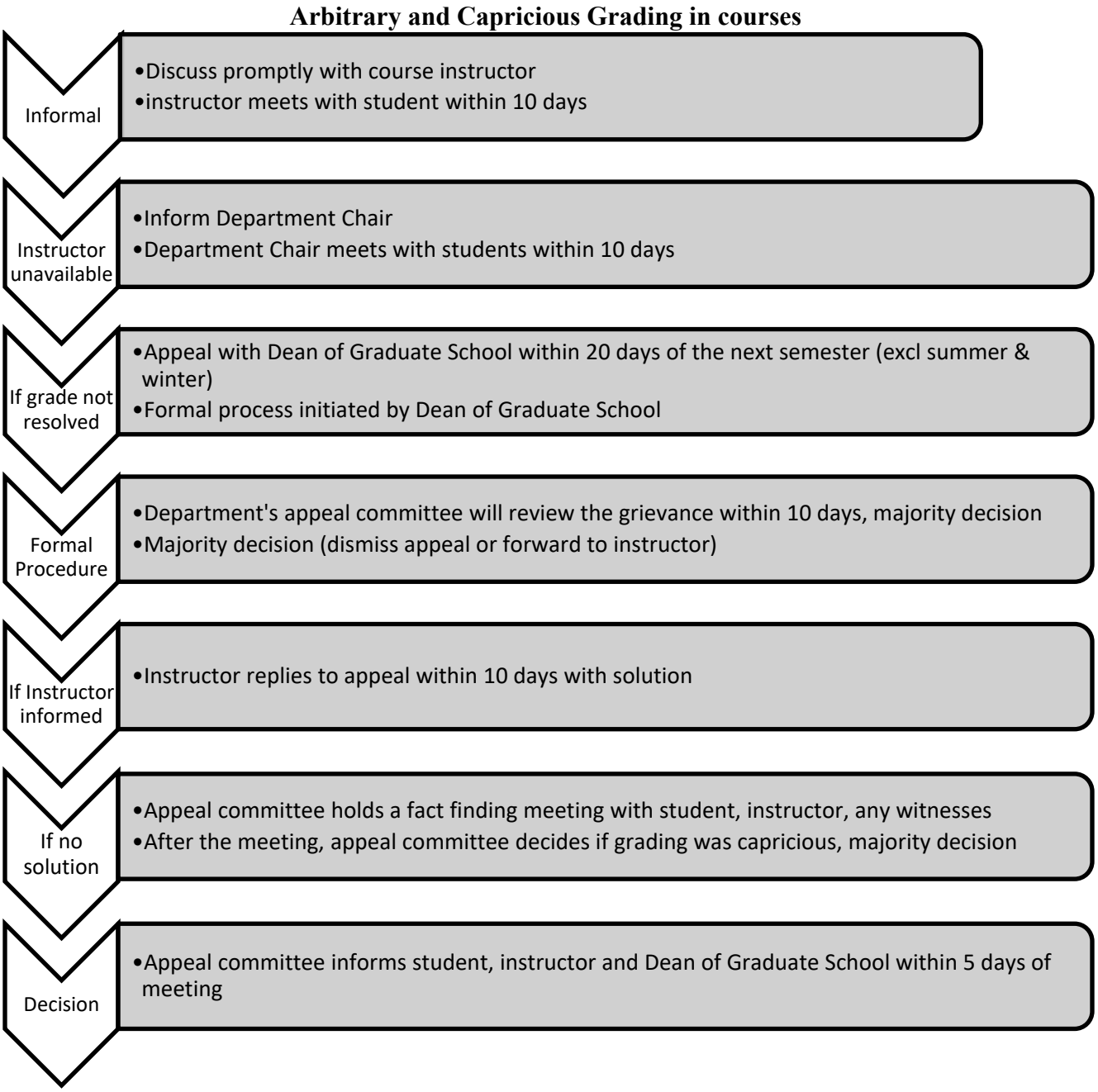
If a student has questions regarding departmental policies or experiences interpersonal challenges with a faculty member, the student is advised to first communicate with the faculty member. If the challenges are not resolved, the student may consult CAUD program director (Dr. Nguyen) or the departmental chairperson, Dr. Samira Anderson. Students may appeal adverse departmental actions or petition for an exception to a program/department policy. Petitions should be submitted to the chair via the *Graduate Student Petition to Request an Exception to Procedure* form (Appendix III). The form should be complete and should include a thorough justification of the grounds for the appeal. Appeals will be reviewed by the faculty, who may, in exceptional cases, waive normal departmental policy. Students should be aware that such waivers are rarely granted.

The student may also meet with the departmental graduate ombudsperson. The ombudsperson can be consulted for information regarding departmental/university policies and other problems that cannot be resolved through typical channels. An ombudsperson listens to complaints and offers to resolve them in an independent and impartial manner. Communication with the ombudsperson is confidential. The University of Maryland also has an ombudsperson for graduate students, whose contact information can be found at http://www.umd.edu/ombuds/.

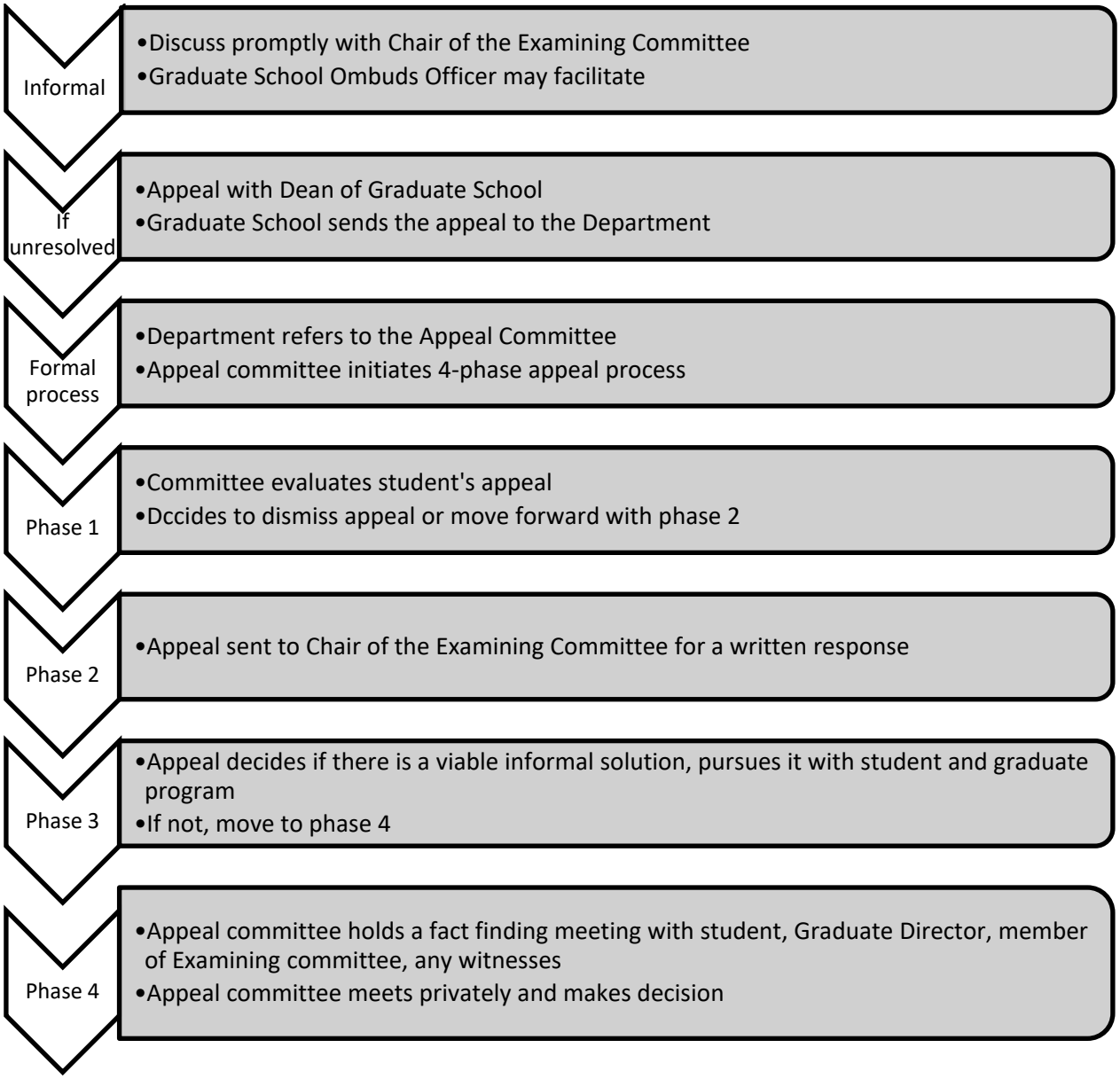
If students have complaints regarding the department's compliance with standards of accreditation for audiology or speech language pathology, they may contact the Council on Academic Accreditation https://caa.asha.org/

Grievance policies for graduate students

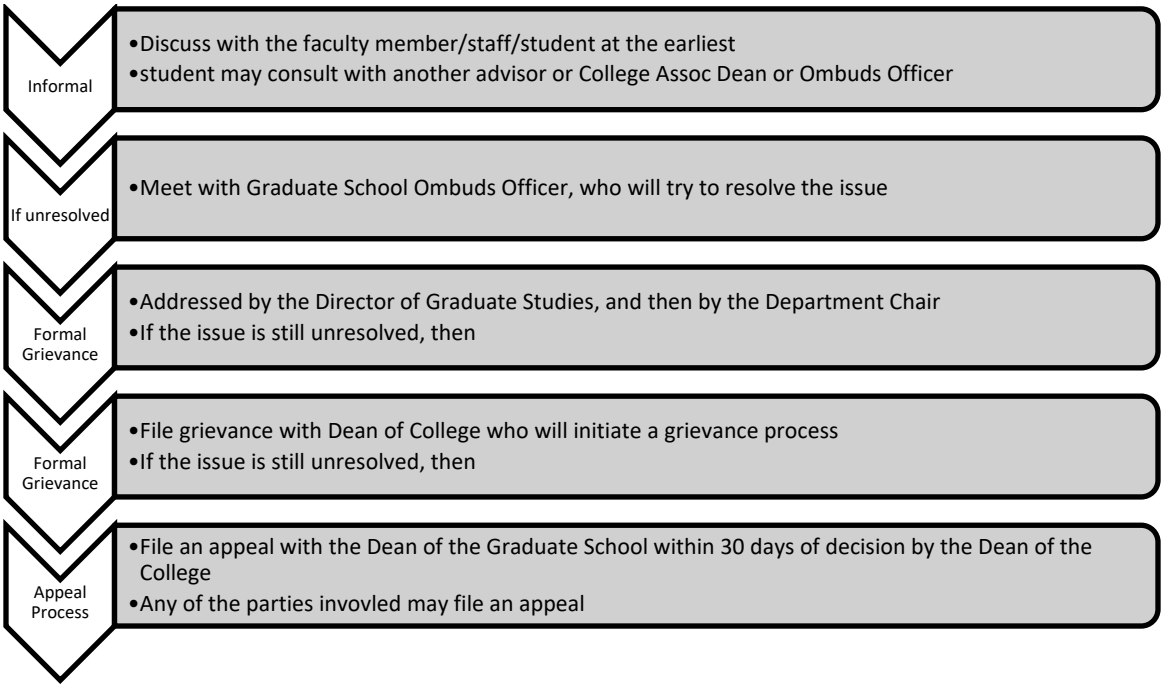
Complete information can be found at https://academiccatalog.umd.edu/graduate/policies/school-policies/and https://academiccatalog.umd.edu/graduate/policies/policies-graduate-assistantships/#text



Arbitrary and Capricious Grading in Doctoral Qualifying Examinations



Grievance for Graduate Assistants



After Graduation: ASHA Certification and Related Information

ASHA Certification

ASHA certification forms are verified online by the program director, Dr. Nicole Nguyen. The student is responsible for completing and submitting the Knowledge and Skills Acquisition (KASA) form electronically to Dr. Nguyen prior to requesting the online application verification. We encourage all students to complete the KASA forms at the time of graduation, even if you are not ready to apply for ASHA certification at that time. The process is much more difficult after you leave UMD.

The steps to completing the KASA form and ASHA application are as follows:

1.Complete the coursework information on the CALIPSO site:
(https://www.calipsoclient.com/audiology/umd/account/login). Note: Upon graduation, all requirements should have been met, represented with a green check mark.

2.Complete KASA form: As you enter the UMD graduate coursework you completed on the CALIPSO site, the website automatically populates your completion of the statements on the KASA form. If you went to UMD as an undergrad, enter HESP undergraduate courses, too, and they will also pre-populate the KASA form. If you completed your undergraduate degree at another institution, you must print out the KASA form that includes your graduate coursework, write in the relevant undergraduate coursework for the KASA statements, and scan the document to create the final .pdf. Once you have filled out the KASA form completely, send it electronically to Dr. Nguyen (nknguyen@umd.edu) and to the graduate program coordinator, in the HESP main office (hespadmissions@umd.edu).

3. Fill out your ASHA application online (https://www.asha.org/certification/).

Note: Dr. Nguyen will only verify completion of the program for your ASHA application after she receives two items: 1) completed KASA forms; and 2) submission of final clock hours from the Externship. She will NOT approve an ASHA application if you do not send her the completed KASA forms or if documentation of your completed clock hours is not available.

Note: The Department keeps a permanent copy of the KASA forms and the ASHA application in your files for your future employment inquiries. ASHA does NOT keep a copy of the application.

Praxis exam

- The praxis exam can be taken any time before you apply for ASHA certification. CAUD students typically take this during the spring semester of the third year in the program (after comps). https://www.ets.org/praxis/asha/requirements
- Please list the University of Maryland as a recipient of your NTE ASHA exam scores. The UMD code is **0131**, the type of exam (Audiology) code is: **5342**. If any difficulty, please send scores directly to Dr. Nan Bernstein Ratner.

Contact Information

- Please provide the department with your forwarding address if you will be moving after graduation, as well as your non-UMD email address.

Other links

- Audiology Certification Standards (application date after Jan 1, 2020): https://www.asha.org/Certification/2020-Audiology-Certification-Standards/
- How to Apply for Certification in AuD: http://www.asha.org/Certification/AudCertification.htm
- Praxis Exam: http://www.asha.org/Certification/praxis/About-the-Audiology-Praxis-Exam/ and information about scores: http://www.asha.org/certification/praxis/praxis_scores/
- ASHA Code of Ethics: https://www.asha.org/policy/ET2016-00342/
- ASHA State-by-State Guidelines: http://www.asha.org/advocacy/state/
- CALIPSO database: https://www.calipsoclient.com/audiology/umd/
- Maryland Licensure Qualifications for AUD: https://health.maryland.gov/boardsahs/Pages/Index.aspx

Department of Hearing and Speech Sciences Faculty and Interests

Information on current faculty and adjunct faculty members and their areas of interest can be obtained

on the department website: http://www.hesp.umd.edu

The "Faculty/Staff" section contains links to profiles of individual faculty members. Further information on ongoing research projects can also be found under the "Research" section of the website.

Course Descriptions: Required and Elective Courses

Audiology/Hearing Science Courses offered in the Department of Hearing & Speech Sciences, University of Maryland, College Park

HESP311. Anatomy, Pathology and Physiology of the Auditory System (3).
Prerequisite: HESP202.
Gross anatomy of the ear and pathways for transmission of sound energy through the peripheral and central auditory system. Causes, development and effects of pathological conditions contributing to temporary or chronic hearing impairments.

HESP400. Speech and Language Development in Children (3).
Prerequisite: HESP300.
Analysis of the normal processes of speech and language development in children.

HESP407. Bases of Hearing Science (3).
Prerequisite: HESP311.
Fundamentals of hearing, including the physics of sound, psychophysical procedures used in measurement of auditory sensation and perception, and topics in psychological acoustics.

HESP411. Introduction to Audiology (3).
Prerequisite: HESP311.
An introduction to the field of audiology. Evaluation and remediation of hearing handicaps.

HESP416. Principles and Methods in Audiology (2).
Prerequisite: HESP411.
Relate previous knowledge of anatomy/physiology and pathologies of the auditory system and integrate this information into clinical application.

HESP413. Aural Rehabilitation/Habilitation (3).
The fundamental aspects of rehabilitation/habilitation therapy for adults and children.

HESP600. Instrumentation in Hearing and Speech Sciences (3).
Types and principles of operation of electronic equipment used in the hearing and speech sciences.

HESP606. Basic Hearing Measurements (3).
Prerequisite: HESP411 or equivalent.
Theoretical principles, methodology, and interpretation of routine audiometric tests, including pure tone, speech and acoustic immittance measures. Modification of procedures for special populations. Equipment calibration and mass hearing screening programs.

HESP615. Counseling in Communicative Disorders (3).
Introduction to the application of counseling principles and methodologies for working with individuals with communication disorders and their families. The role of the audiologist and speech language pathologist as counselors will be explored. Class content will focus on theoretical approaches and techniques to counseling from the fields of psychology, social work, and family the family therapy. The application of counseling in the diagnostic process as well as treatment of a wide variety of communication disorders will be highlighted throughout the course.

HESP617. Cultural and Linguistic Diversity in Communication and its Disorders (2).
An exploration and discussion of cultural and linguistic diversity, its impact on communication and communication disorders, and strategies for assessment and intervention of culturally and linguistically diverse clients.

HESP630. Electrophysiological Measurements (3).
Principles and techniques of physiological and electrophysiological measures of auditory function.

HESP632. Medical Audiology (3).
Overview of auditory pathologies, and their assessment and management in the medical setting.

HESP634. Anatomy and Physiology of the Auditory and Vestibular Systems (3).
Comprehensive examination of the anatomy and physiology of the peripheral and central auditory and vestibular systems. Both afferent and efferent pathways will be presented. Applications of basic auditory neuroscience to contemporary clinical audiology practice will be highlighted.

HESP639. Special Topics in Hearing and Speech Sciences (1-3). (Repeatable to 6 credits if content differs.)
Intensive coverage of selected topics of current interest.

HESP645. Pediatric Audiology (3).
Evaluation and treatment of hearing-impaired children.

HESP649A and B. Clinical Practice in Audiology (1-3). (Repeatable to 15 credits.)
Supervised training in the application of clinical methods in the diagnosis and treatment of hearing disorders.

HESP700. Hearing Aids I (3).
Principles, methods and procedures for selection, fitting, calibration and management of amplification systems for hearing-impaired adults.

HESP701. Hearing Aids II (3).
Advanced issues in amplification for hearing-impaired individuals, including hearing aid selection using digital signal processing algorithms, hearing aid selection for children, and implantable amplification devices.

HESP704. Audiology Practice Management (3).

Basics of clinical business management both in the context of private practice in Audiology and as a department in a healthcare corporation and review of ethical and legal issues governing the practice of audiology.

HESP708. Independent Study (1-6). (Repeatable to 6 credits)
Individual research projects under guidance of a faculty member.

HESP710. Industrial and Environmental Noise Problems (3).
Evaluation and control of noise hazards. Effects of noise on man. Medico-legal aspects of noise-induced hearing impairment.

HESP712. Cochlear Implants and Other Implantable Technologies (3).
Comprehensive presentation of cochlear implant design and processing, medical/surgical aspects, evaluation, programming, outcomes in children and adults, and post stimulation care. The role of the audiologist as a member of the cochlear implant team will be emphasized. Current and emerging trends in other implantable technologies also will be covered.

HESP722. Psychoacoustics (3).
Experimental techniques in the investigation of problems in audiology.

HESP724. Research Design (3).
Evaluations of research designs, critique of published articles and student involvement in designing experiments on assigned topics.

HESP729. Advanced Clinical Practice in Audiology (1-8). (Repeatable to 8 credits.)
Clinical internship in selected off-campus facilities.

HESP730. Vestibular-ocular Function and Assessment (3)
Advanced principles and methods of evaluating vestibular-ocular function using electrophysiologic measures. Includes rehabilitative issues pertaining to balance disorders and advanced electrophysiologic measures of auditory system function.

HESP731. Seminar in Supervision (1).
Theoretical concepts underlying the clinical supervisory process.

HESP732. Hearing Aids Lab (1).
Laboratory experience covering clinical procedures of concepts addressed in concurrent academic course, Hearing Aids 1 (HESP700).

HESP733. Hearing Aids II Lab (1).
Laboratory experience covering clinical procedures of concepts addressed in concurrent academic course, Hearing Aids II (HESP701).

HESP734. Basic Hearing Measurement Laboratory (1).
Students will complete hands-on learning activities to reinforce theoretical concepts from the didactic learning in the concurrent course HESP606.

HESP735. Hearing, Aging, and Public Health (3).
This course introduces public health concepts and demonstrates how they might be applied or are integral to the practice of Audiology when interacting with older adults. Topics discussed include foundational aspects of epidemiology, aging, chronic conditions common with age and association with hearing, social determinants and accessibility, and health care utilization and policy.

HESP736. Electrophysiological Measurements Laboratory (1).
Students will complete hands-on learning activities to reinforce theoretical concepts from the didactic learning in the concurrent course HESP630.

HESP788. Research Externship (1-3). (Repeatable to 6 credits.)
Off-campus research experience with departmental affiliates at NIH, Walter Reed National Military Medical Center, and other regional institutions.

HESP808. Current Research in Hearing, Speech, and Language Services.

HESP828. Seminar in Hearing Sciences.

HESP829. Clinical Internship Residency (6 credits only). (Repeatable to 18 credits.)
Off-campus, full-time clinical internship at regional and national institutions.

HESP848. Seminar in Audiology (3). (Repeatable to 6 credits.)

HESP849. Capstone Research I (2).

HESP859. Capstone Research II (2). (Repeatable to 6 credits.)

HESP889. Doctoral Candidacy Research (1-6).

HESP898. Pre-Candidacy Research (1-8).

HESP899. Doctoral Dissertation Research (1-8).

Appendix I: Professional Associations

ASHA - The American Speech-Language-Hearing Association

ASHA is the national scientific and professional association for speech-language pathologists, audiologists, and speech-language and hearing scientists. The Council on Academic Accreditation (with ASHA) accredits our graduate programs in Speech-Language Pathology and Audiology. We urge you to become familiar with its goals, its programs, and its publications. You will learn about ASHA in your coursework, from your clinical instructors, and from publications that will be made available to you at various times. More information regarding ASHA can be found at www.asha.org.

NSSLHA - The National Student Speech-Language and Hearing Association

NSSLHA is the national organization for students interested in the study of normal and disordered communication behavior. Membership is open to undergraduate students. Many universities, including UMD, maintain active chapters, which meet during the year on a regular basis. The UMD Chapter of NSSLHA encourages your membership and support of its activities. Through UMD Chapter programs, you will learn more about the opportunities that can result from your professional training, more about the national NSSLHA Chapter, and about the workings of the ASHA. Invited NSSLHA members organize the annual Conference every fall and nationally recognized speakers are invited. More information regarding NSSLHA can be found at www.nsslha.org.

UMD SAA – University of Maryland Student Academy of Audiology

Students of the UMD Department of Hearing and Speech Sciences (undergraduates interested in Audiology, Au.D. students or Ph.D. students of Audiology) are eligible to be members of the UMD chapter of SAA. The purpose of SAA is to have a professional organization for the mutual benefit of its members; to benefit the profession of Audiology, educationally and socially; and to promote academics, research and community involvement. The group fosters interaction between Audiology students ranging from undergraduates to 4th year Au.D., as well as PhD, students.

AAA – American Academy of Audiology

AAA is the professional organization for audiologists. Student membership allows you to receive JAAA, the Journal of the American Academy of Audiology and Audiology Today. The annual convention is a site for clinical presentations, new amplification products and job opportunities. More information regarding AAA can be found at www.audiology.org.

ADA - Academy of Doctors of Audiology

ADA is a professional organization for audiologists dedicated to the advancement of practitioner excellence, high ethical standards, professional autonomy and sound business practices in the provision of quality audiologic care. ADA's vision is to ensure practitioner ownership of the profession of audiology through the advancement of autonomous practice models. ADA offers an annual convention each fall and ongoing web seminars. ADA publishes a quarterly magazine, Audiology Practices. This and more information can be found at www.audiologist.org.

ARO – Academy for Research in Otolaryngology

ARO is the professional organization for otolaryngologists, physiologists as well as hearing scientists. Student membership entitles students to JARO, the Journal of the Academy for Research in Otolaryngology and reduced registration fees for the annual conference. This is a research organization and will be useful for students interested in pursuing a career in hearing science and research. More information regarding ARO can be found at www.aro.org.

ASA – Acoustical Society of America

ASA is the professional organization for acousticians, engineers, psychoacousticians and hearing scientists. Like ARO, this organization is also a research organization suited for students interested in a career in hearing research, particularly psychoacoustics. More information regarding ASA can be found at www.asa.aip.org.

Appendix II: American Board of Audiology Certification Requirements

Applicant Categories

Individuals seeking Board Certification in Audiology must demonstrate, through submission of appropriate documentation, evidence of initial mastery of core elements of audiologic practice. This evidence is presented through one of the following applicant categories: Board Certification, Board Certification through Reciprocal Eligibility, and Provisional Board Certification. All applicants must attest that they will abide by the ABA Code of Ethics. They must also attest that any licensure/registration that they hold is in good standing and that they will abide by the regulations applicable to such licensure/registration.

Board Certification

For applicants who have completed all requirements for Board Certification but do not hold a current state license/registration in audiology.

A. All applicants must have earned a doctoral level degree in audiology from a regionally accredited college or university. ABA requires submission of an official transcript confirming an applicant's graduate degree in audiology as part of the application process. Transcripts must be submitted directly from the institution to ABA. The transcript must include the date that the graduate degree was posted.

B. Applicants must document achievement of a passing score on a national examination in audiology as required by the ABA.

C. Applicants must document completion of a minimum of 2000 hours of mentored professional practice within a 2-year period. Applicants applying in this category must document their professional practice experience. The mentor must verify this experience and make a recommendation for the granting of Board Certification. The mentor must possess a current state license/registration to practice audiology or hold current ABA certification.

D. Applicants must submit appropriate documentation, fees and signed affirmations regarding the truthfulness of information, adherence to the ABA Code of Ethics, and adherence to state licensure/registration regulations for the practice of audiology (where applicable) or other regulatory agency through which you are authorized to practice audiology.

Appendix III: Graduate Student Petition to Request an Exception to Procedure

Hearing and Speech Sciences

Graduate Student Petition to Request an Exception to Procedure

This petition should be completed by the student and signed by the student's advisor and program director at least two weeks before the deadline for the procedure being petitioned, under typical situations. Email confirmation of advisor endorsement may be appended in lieu of signature if necessary.

Should the petition be approved by the faculty, appropriate forms from the Graduate School must be submitted according to the Grad School's timeline (https://academiccatalog.umd.edu/graduate/policies/registration-policies/)

_____ _____
Student Name (printed) Student's signature

_____ _____
Student UID Student Email Address

Student Graduate Program: _____SPLA (MA) _____CAUD (AuD) _____HESP (PhD)

Please provide the information requested below. Type or print legibly.

Petition Topic:

___ Benchmark Deadline extension (e.g., Candidacy proposal or final draft; thesis approval deadline; other)

___ Incomplete extension

___ Leave of absence request

___ Reduced load request (MA or Au.D.)

___ Transfer of graduate credit to a HESP degree program requirement

___ Permission to take required course outside of HESP (e.g., in Consortium, elsewhere)

___ Take a course outside of normal sequence

___ Permission to change degree program to Master's of the Arts in Hearing, Speech, and Language Sciences (HESM)

___ Program completion extension (beyond departmental or Graduate School timelines)

___ Other (specify)

For all petitions, please specify the following:

a) Reason for petition

b) Accommodation requested:

_____ _____

Advisor's signature Date Faculty vote result Date

_____ ☐ Approve ☐ Disapprove

Program Director's signature Date

Appendix IV: Outside Placement Sites in Audiology

Please note: The following list is subject to change.

I. Hospitals

Baltimore VA Hospital, Baltimore, MD
Children's National Medical Center, Washington, DC
Department of Otolaryngology - Georgetown University Medical Center, Washington, D.C.
Fort Belvoir Army Medical Center, Alexandria, VA
Johns Hopkins Medical Institute, Baltimore, MD
Kennedy/Krieger Institute, Baltimore, MD
Kimbrough Ambulatory Care Center, Ft. Meade, MD
National Institutes of Health, Bethesda, MD
St. Agnes Hospital, Baltimore, MD
University of Maryland Medical Center, Baltimore, MD
VA Medical Center, Washington D.C.
Walter Reed National Military Medical Center, Bethesda, MD
Washington Hospital Center, Washington DC

II. Community-based Public and Private Clinics

Anne Arundel County Health Department, Annapolis, MD
Audiology Associates, various sites in MD and DC
Baltimore Hearing and Speech Agency, Baltimore, MD
ENTAA Care, various sites in Maryland
Greater Baltimore Medical Center, Baltimore, MD
Howard County Diagnostic Center, Columbia, MD
Potomac Audiology, Rockville, MD
Physicians Hearing Center, Falls Church, VA
Treatment and Learning Centers, Rockville, MD

III. Schools

Anne Arundel County Public Schools, MD
District of Columbia Public Schools, Washington, DC
Fairfax County Public Schools, VA
Howard County Public Schools, MD
Kendall Demonstration Elementary School - Gallaudet University, Washington, DC
The River Clinic/Chattering Children, Washington, DC