DOCTOR OF AUDIOLOGY (AuD) STUDENT HANDBOOK
Department of Communication Sciences & Disorders
College of Allied Health Sciences
East Carolina University
2017-2018 Academic Year

Revised: February 13, 2018
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Revised: February 13, 2018
PREFACE

This Handbook is written to assist the student and faculty in their journey through the AuD program in audiology in the Department of Communication Sciences and Disorders. The procedures within this document are guidelines and policies of the department and the university. We urge you to refer to this as you progress through the program. Please remember, however, that some parts of the doctoral program are established, newly established, and other parts are constantly evolving. As such, the Audiology Faculty may modify this handbook as needed.

This handbook should be used in conjunction with the ECU Speech-Language and Hearing Clinic Handbook (http://www.ecu.edu/cs-dhs/csd/upload/Clinic_Handbook_2016-2017.pdf).

It is important as students that you keep abreast of all changes. If you have any questions concerning the program, please feel free to communicate your questions or concerns to us.

Good luck with your studies, and remember to take the time to enjoy the experience.

William Eblin, AuD
Program Director, Audiology

Jamie Perry, PhD
Department Chair, CSDI
SECTION 1: INTRODUCTION

The Doctor of Audiology (AuD) Student Handbook is divided into six sections.

Section 1 includes an introduction to the program, the time frame for completion, and the basic clinical practicum requirements.

Section 2 is verbatim from the most recent East Carolina University Graduate Catalog: http://catalog.ecu.edu/preview_program.php?catoid=13&poid=3099&returnto=1020

Section 3 describes the academic, clinical, and professional requirements for obtaining the Certificate of Clinical Competence (CCC) in audiology from the American Speech-Language-Hearing Association (ASHA) and for satisfying North Carolina state licensure requirements in Audiology.

Section 4 describes additional departmental requirements.

Section 5 offers a detailed presentation of the curriculum.

Section 6 describes related issues such as residency for tuition purposes and enrollment status.

Program Description
The AuD program at East Carolina University (ECU) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. The program has been designed for students to meet the academic and clinical requirements to obtain ASHA certification in Audiology and North Carolina state licensure in Audiology.

The AuD program at ECU requires a minimum of 99 semester hours, which includes didactic and clinical coursework. Additionally, students are required to successfully complete the Gateway Examination during the first summer semester to continue into the second year of the program.

Most students are admitted under the post-baccalaureate category and are enrolled for a minimum of eleven semesters (including summers). The typical program progression is as follows:

Year 1: on-campus academic and clinical coursework
Year 2: on-campus academic and clinical coursework; off-campus clinical placements possible
Year 3: online academic coursework and primarily off-campus clinic placements
Year 4: off-campus clinical residency (may begin Summer of Year 3 or Fall of year 4 and continues through Spring of year 4)
SECTION 2: DOCTOR OF AUDIOLOGY, AU.D. (GRADUATE CATALOG)

http://catalog.ecu.edu/preview_program.php?catoid=13&poid=3099&returnto=1020

The Department of Communication Sciences and Disorders at East Carolina University offers a clinical doctorate in audiology (AuD). The coursework focuses on scientific foundations and evidence-based clinical practice. The program is accredited through the American Speech-Language-Hearing Association (ASHA) and those completing the AuD will be eligible to apply for ASHA’s Certificate of Clinical Competence (CCC).

Admission
The admissions committee will make a holistic judgment of applicant qualifications. Admission to study at the doctoral level requires acceptance by the Graduate School and the department. The application for admission to the Graduate School and official transcripts from each college or university attended must be sent to the Dean of the Graduate School. Applicants seeking admission to doctoral study should have completed a well-integrated program of study that includes course work in biological and physical sciences and mathematics, behavioral and/or social sciences, and human communication sciences and disorders.

Admission Requirements
1. Bachelor’s or master’s degree or its equivalent from a regionally accredited institution with a minimum overall grade point average of 3.2 (on a scale of A=4.0).
2. The following undergraduate course prerequisites are required: life sciences (6 s.h.), physical sciences (3 s.h.), behavioral sciences (6 s.h.), English (3 s.h.), mathematics (3 s.h.), statistics (3 s.h.), anatomy and physiology (3 s.h.), and language development (3 s.h.). Other courses in communication sciences and disorders are strongly encouraged.
3. Graduate Record Examination within five years. Recent applicants have had mean GRE scores of 150 for verbal, 150 for quantitative, and 4.0 for analytic writing. The GRE is waived as an entrance requirement for EC Scholars at East Carolina University if other criteria are met.
4. ECU students accepted in the Early Assurance program are guaranteed entry upon completion of their undergraduate degree provided they satisfy program requirements.
5. Three (3) letters of recommendation, at least two from faculty of the college(s) or university(s) previously attended.
6. A statement that summarizes reasons for pursuing a clinical doctorate in audiology.
7. Telephone, online video chat, or face-to-face interview.

Baccalaureate admission: The post-baccalaureate audiology degree program consists of a minimum of 99 graduate credit hours to include broad-based knowledge in areas of applied clinical audiology, structure and development of hearing and communication disorders, speech and hearing sciences, statistics, computers and instrumentation, and research design.

Post-Master’s admission: Students with a master’s degree may seek admission to the audiology program. Admission decisions will be made on an individual basis with review of the
educational background as well as the admissions requirements. Individuals seeking post-master’s entrance will be required to complete the minimum 99 graduate semester hours. Those hours may include up to one third of the credit hours in a graduate certificate or degree program from a regionally accredited college or university. For more information, see Transfer Credits in the Academic Regulations section.

**Degree Requirements**
The doctor of audiology degree program requires a minimum of 99 s.h. Degree requirements include the following minimum semester hours per area: a science core curriculum (12 s.h.), a support core taken across disciplines (4 s.h.), a statistics core (6 s.h. in statistics and research design), clinical audiology course work (38 s.h.), and clinical experience/residency (30 s.h.). The remaining 9 semester hours are electives.

**Clinical Residency**
The clinical residency will be the final clinical placement in audiology that may range from half-time to full-time and that allows for the development of comprehensive clinical knowledge, skills and abilities.

**Examination**
Following completion of the first year, audiology students must pass the Gateway examination. The examination format is written. Faculty will rate the responses as satisfactory or unsatisfactory. Faculty will inform students of their performance on the examination within one-month of completing the exam. If the student receives unsatisfactory for any part of the Gateway examination, the student must meet with the faculty to discuss areas of weakness prior to retaking those portion(s) of the exam. The student must rewrite the unsatisfactory portion(s) of the comprehensive examination. Rewrites and final decisions are made prior to the start of the student’s second year of the audiology program. Failure to rewrite and successfully pass the unsatisfactory portion(s) of the exam prior to the start of the student’s second year will result in termination of the student from the program.

**Termination or Continuance of Graduate Study**
Graduate School regulations for most academic issues are utilized and can be found in the Academic Regulations section of this catalog. For the purposes of retention in the audiology degree program, the Department of Communication Sciences and Disorders has developed and adopted stricter standards than the Graduate School.

The Graduate School requires a 3.0 GPA for retention and graduation. In addition, the Department of Communication Sciences and Disorders requires that students earn no less than a grade of “B” in more than 1 course during their degree program. This includes all departmental courses including didactic, clinical, or research taught by any delivery method.

Upon receipt of the second grade of less than a “B,” the student’s advisor, the Director of Doctoral Education, and the Department Chair will conduct a review of the student’s academic and clinical progress. Recommendations for continuance or termination will be made to the
Doctoral Education Committee for consideration. If the decision of the Doctoral Education Committee is for termination, this will be communicated by the Director of Doctoral Education to the student and the Graduate School. If the decision is for continuation, this will be communicated to the student.

Upon the 3rd course with lower than a “B” grade, the Director of Doctoral Education shall notify in writing the student and the Graduate School that the student’s degree program is terminated. The student can appeal this termination by writing a letter to the Director of Doctoral Education and asking the Doctoral Education Committee for reinstatement. The Director of Doctoral Education will convey the decision of the committee to the student and the Graduate School. If allowed to continue in the program, the student may not earn any additional credit hours of less than a “B” grade. If terminated at this point the student may appeal the decision through the ECU School Appeals procedure. (Rev. September 2011).

**Time Limits for Completion of Degree Requirements**
A doctoral degree program must be completed before the end of the twelfth semester, excluding summers, following initial enrollment. With endorsement of the student’s major professor and program committee and also the departmental chair, a student may request one extension of not more than two semesters, summers included.
SECTION 3: CCC-A AND NORTH CAROLINA AUDIOLOGY LICENSURE REQUIREMENTS

The program has been designed for students to meet the academic and clinical requirements to obtain ASHA certification in Audiology (CCC-A) and North Carolina state licensure in audiology.

Certificate of Clinical Competence in Audiology (CCC-A)
To obtain ASHA certification, applicants must meet the 2012 Standards for the Certificate of Clinical Competence in Audiology. The Standards for the Certificate of Clinical Competence in Audiology are shown below. The Council For Clinical Certification implementation procedures follow each standard.

• Standard I—Degree
• Standard II—Education Program
• Standard III—Program of Study
• Standard IV—Knowledge and Skills Outcomes
• Standard V—Assessment
• Standard VI—Maintenance of Certification

Standard I: Degree
Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

Standard II: Education Program
The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Standard III: Program of Study
Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

Standard IV: Knowledge and Skills Outcomes
Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Standard V: Assessment
Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard VI: Maintenance of Certification
Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3)
years. This standard will apply to all certificate holders, regardless of the date of initial certification.


**North Carolina Audiology Licensure**

The North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists establishes the requirements and standards for North Carolina Audiology Licensure. As of August 7, 2017, the academic and clinical requirements for Initial Licensure in Audiology are as follows:

1. A minimum of 15 semester hours in basic communication processes
2. A minimum of 36 semester hours in professional audiology coursework
3. A minimum of 90 overall semester hours
4. A minimum of 1800 supervised patient hours, including 1) a minimum of 100 pediatric evaluation hours, 2) a minimum of 100 adult evaluation hours, 3) a minimum of 80 amplification hours, and 4) a minimum of 25 aural rehabilitation hours
5. Submission of verified clinical hours sheet
6. Program director’s recommendation
7. Passing score on Praxis Examination in Audiology

Source: http://www.ncboeslpa.org/forms/INITIAL_AUDIOLOGY_APPLICATION.pdf
SECTION 4: ADDITIONAL DEPARTMENTAL REQUIREMENTS FOR THE AU.D.

Program Requirements: Course Remediation for Grade less than “B”
As previously noted in section 2, the Department of Communication Sciences and Disorders requires that students earn no less than a grade of “B” in more than 1 course during their degree program. In the event that a student does earn less than a grade of B, the student must complete a course remediation for said course. The remediation plan is at the discretion of the instructor and may include repeating the course. Failure to successfully complete the remediation plan will either result in 1) a required course retake or 2) termination from the program. It is the student’s responsibility to schedule a meeting with the instructor within one week of receiving a grade of less than “B”.

Upon successful completion of the course remediation, the program director will notify the registrar’s office of the course exception so that the course can count toward the student’s degree requirements. Note that course remediations and retakes may delay the student’s expected graduation date.

Program Requirements: Transfer Students
Students wishing to transfer to the audiology program from another graduate audiology program must follow standard application procedures. New students are only admitted in the fall semester. Transfer students may be asked to submit additional application materials, including but not limited to a statement from the current graduate program director detailing the student’s status in the program, a personal statement describing the reasons for the transfer request, current graduate transcripts, and copies of clinical evaluations. With the support of the graduate program director, up to one third of the credit hours in a graduate certificate or degree program may be transferred from a regionally accredited college or university. Transfer credit regulations may be found in the ECU Graduate Program Directors & Coordinators Handbook (section 4.1.2) at: http://www.ecu.edu/cs-acad/gradschool/upload/Official-GPD-Handbook-2.pdf

Program Requirements: Pre-Requisites
Admitted students with an undergraduate degree in Communication Sciences and Disorders can typically complete the program in four years, as previously described. Admitted students who hold undergraduate degrees in other areas may be required to complete additional coursework, including undergraduate pre-requisites. The Audiology Program Director will help design a curriculum that will meet the requirements for the department, ASHA certification, and North Carolina state licensure. The addition of pre-requisite coursework may extend the total program length.

Program Requirements: Annual Review
After the completion of each year of study the student will update the Program of Study Form. This document is a review of the courses completed during the past year. To accomplish the annual review, there is a review of course work, the Gateway Examination for first year students, and any assistantship work (if applicable). Faculty involved with the supervision of a
student will be asked to evaluate the student’s performance in these areas during the Annual Au.D. Student Review meeting conducted by the Audiology Faculty. The Audiology Program Director will complete a synopsis of the annual program review for each student and share those with the AuD students no later than June 30. The final copies of these reviews will be shared with the Department Chair.

**Program Requirements: Student Departmental Files**
Throughout the program, the department will maintain a student file. Periodically, including during the annual review, the student and Audiology Program Director will insure that proper documentation has been maintained. The student file contains undergraduate transcripts, clinical evaluations, results of formative assessments including the Gateway Examination, results of academic or clinical concerns, annual reviews, and other related documents. Academic progress can be viewed in real time using the DegreeWorks feature in PiratePort (http://www.ecu.edu/cs-acad/registrar/degeworks.cfm).

**Program Requirements: Gateway Examination**
The Gateway examination is administered at the beginning of the 11-week summer semester during the first year in the program. The Gateway examination is designed to assess the student’s ability to synthesize knowledge gained through academic and clinical experiences. The sections of the Gateway examination relate back to the didactic courses taken during the first year, as follows:

- Methods in Clinical Audiology (CSDI 8000) & Lab (CSDI 8007) **
- Methods in Amplification (CSDI 8005) **
- Auditory Processing (CSDI 8006)
- Psychoacoustics (CSDI 8009)
- Advanced Acoustics (CSDI 8011)
- Methods in Clinical Audiology II (CSDI 8013) & Lab (CSDI 8100) **
- Auditory Physiology (CSDI 8016)
- Advanced Methods in Amplification II (CSDI 8017) **

** denotes clinically-based course

While the format of the examination is written, there will be practical, hands-on components for clinically-based courses. During the spring semester, the Audiology Program Director will meet with the first year students to determine the examination date and to review the exam format. Prior to the Gateway examination, students should contact their instructors for content information.

**Gateway Examination Scoring & Procedures**
Faculty will rate the examination responses as satisfactory or unsatisfactory. Satisfactory corresponds to a score of 80% or better for each section. The Audiology Program Director will inform students of their performance within two weeks of completing the examination.
Students who receive a score of 80% or better for each section will be advised that they have successfully completed the examination and that no further action is required.

If a student receives an unsatisfactory score for any section, they must retake the examination for that section within four weeks of the notification of the initial Gateway examination score. The retake examination will cover the same material and will follow the initial examination format. For retake examinations, the faculty member(s) will work with the student to develop a remediation plan designed to improve knowledge in deficient subject areas. *It is the student’s responsibility to review their performance on the Gateway examination and pursue remediation and retake with the appropriate faculty member(s).*

Failure to pursue remediation and retake and to successfully pass any Gateway examination retake within the designated time frame will result in termination of the student from the program.

**Program Requirements: Clinical Practicum**
At the beginning of each semester, the student and his/her supervisor will identify a set of clinical goals and activities used to meet these goals. During the semester, the student will receive periodic clinical evaluations from his/her supervisor. Students are required to conduct initial goals setting, midterm, and final evaluation meetings with their clinical supervisor(s) each semester. The Audiology Clinical Coordinator will advise students of these requirements each semester.

**Program Requirements: Clinical Placements**
During years 1 and 2, students will complete the majority of their clinical coursework in the ECU Speech-Language-Hearing Clinic (ECU-SLHC) in order to develop basic clinical competencies. Some students will begin off-campus clinical placements at local clinical practicum sites during year 2. During year 3, students typically complete at least two off-campus clinical placements (Fall & Spring) that consist of a minimum of two days of full-time clinical experiences. The fourth year clinical residency typically begins during the summer of year 3 or fall of year 4 and continues through spring of year 4.

All clinical practicum sites are subject to department approval. The program reserves the right to refuse student placement if necessary. Students are required to complete clinical practicum assignments that are sufficient in breadth and depth to provide a diverse clinical experience. Therefore, the program has the ultimate authority regarding clinical placements in order to provide optimum training opportunities.

The ECU AuD program has relationships with multiple clinical practicum sites. Many sites are located in Greenville, NC. However, some clinical practicum sites are located outside of the Greenville, NC area. Students will not be required to complete clinical rotations outside of the greater Greenville area during the first two years in the program (unless requested by the student). Students will likely be required to complete clinical practicum at sites outside of the
Greenville area during Year 3. Year 4 externships will vary based on student acceptance of externship.

**Program Requirements: Praxis Examination in Audiology**
A passing score on the Praxis Examination in Audiology is a requirement for ASHA certification and North Carolina State Audiology licensure. The ECU graduate school stipulates that for a professional doctoral degree to be awarded the applicant must have passed a clinical examination defense. Because the Praxis Examination in Audiology is a predominately clinical examination, obtaining a passing score on The Praxis Examination in Audiology is the preferred method for satisfying the clinical examination defense requirement. However, in some cases, a program-administered examination may be possible for students who have taken the Praxis examination without obtaining a passing score but have otherwise met all of the degree requirements.

**Program Requirements: Application to Graduate**
Following successful completion of the requirements of the doctorate degree, as determined by the Audiology Program Director, students must make a formal application for graduation ([http://www.ecu.edu/cs-acad/gradschool/graduation.cfm](http://www.ecu.edu/cs-acad/gradschool/graduation.cfm)).

The Application for Graduation must be made and submitted to the Office of the Registrar at least one semester prior to completing the requirements of the degree as stated by the Graduate Catalog. Students must also complete the Graduate Summary Form. Both forms must be completed and these printed forms must be submitted to the Graduation Services office in the Office of the Registrar.
Program Requirements: MINIMAL TECHNICAL STANDARDS

Critical Thinking
All students must possess the intellectual, ethical, physical, and emotional capabilities required to participate in a clinical setting and to achieve the levels of competence required by the faculty supervisors. The ability to solve problems, a skill that is critical to the practice of Speech-Language Pathology and Audiology, requires the intellectual abilities of measurement, calculation, reasoning, analysis, and synthesis. Graduate clinicians must be able to integrate academic knowledge into practical skills need for clinical work.

Communication Skills
Graduate Clinicians should also be able to speak, to hear, and to observe clients in order to elicit information. Graduate clinicians must be able to communicate effectively and efficiently in oral and written forms.

Auditory/Visual Ability
Student clinicians must be able to observe a client accurately, both at a distance and close at hand. This ability requires the functional use of audition and vision.

Mobility and Fine Motor Skills
Graduate clinicians should be able to execute movements reasonably required to move from area to area, maneuver in small places, calibrate and use small equipment as appropriate, and provide patients with general care.

Interpersonal Abilities
Graduate clinicians must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of clients, and the development of mature, sensitive, and effective relationships with patients, families, and colleagues.

I have read these standards and I am able to meet these minimal technical requirements.

___________________________  ____________
Student Signature          Date
SECTION 5: SAMPLE AU.D. CURRICULUM

(The curriculum is subject to change according to enrollment and faculty assignments)

The AuD curriculum has been designed to ensure that students graduate with the skills needed to enter contemporary Audiology professional practice. In addition, the curriculum has been designed to satisfy the standards established by the ECU Graduate School for professional doctoral degrees. Finally, the curriculum has been designed to meet standards III-V of ASHA’s 2012 Standards for the Certificate of Clinical Competence in Audiology. As a result, students complete clinical rotations in a variety of settings and with diverse patient populations, acquire knowledge and skills in six core areas, and undergo routine assessments to demonstrate successful achievement of the knowledge and skills described in Standard IV.

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<td>Advanced Acoustics</td>
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Revised: February 13, 2018
SECTION 6: RELATED ISSUES

Residency for Tuition Purposes
Residency status for the purpose of determining tuition charges at a public institution of higher education in the state of NC is governed by the North Carolina General Statutes. Students who are classified as residents for tuition purposes are eligible for a tuition rate lower than that charged to nonresidents because a resident’s tuition is subsidized by tax revenue from the state of NC. Resident tuition is, therefore, a benefit offered by the state to its residents under terms in the applicable General Statutes. It is strongly recommended that students review the laws and regulations prior to submitting a Resident and Tuition Status Application.

9.1. NC General Statute 116-143.1, the Basis for Residency Decisions
Decisions of NC residency for tuition purposes are based upon NC General Statute 116-143.1 and regulations in “North Carolina State Residence Classification Manual, A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence” prepared by the General Administration of the University of North Carolina. This “NC Residency Manual” is also available via a link online at http://www.ecu.edu/cs-acad/registrar/Residency.cfm.

These policies govern the determination of Residency for Tuition Purposes at all 16 campuses of the UNC system, although the decision at one campus is not binding on the decisions of the other campuses.

“To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in NC and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes” (General Statute 116-143.1.b). Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, 12 months' legal residence means more than simple abode in NC. "To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the state currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education" (General Statute 116-143.1.c). The burden of establishing facts which justify classification of a student as a resident entitled to resident tuition rates is on the applicant, who must show his or her entitlement by the preponderance of the Residentiary information.

To determine whether an individual can become a legal resident of NC for tuition purposes, that individual must:

Demonstrate financial independence from parent(s) or guardian if the parent(s) or guardian is a non-resident of NC;
Demonstrate a visible means of support substantiating the claim of financial independence. If the individual has not been entirely self-supporting during the last 24 months, a completed affidavit may be required from the parent(s) or legal guardian;

Demonstrate intent to make NC the student's permanent dwelling place of indefinite duration by performing Residentiary acts at the beginning of the 12-month period. These acts should be undertaken immediately upon the student's arrival to NC;

Having clearly established the intent and financial independence, the student must maintain NC residency for 12 months immediately prior to the semester for which they are applying for the benefit.

http://www.ecu.edu/cs-acad/gradschool/Residency.cfm

Enrollment Status
Because of the nature of the program, in Years 3 & 4 students may be enrolled in fewer credit hours (at the discretion of the AuD program director) than are required to be considered a full-time student. This may have implications for financial aid, student health insurance, and other financial and logistical considerations. In some cases it is possible for students to enroll in additional credit hours to maintain full-time status. However, it is the goal of the program to reduce the financial burden of tuition and fees during the clinical residency while maintaining excellence in the training program. This will be discussed individually with each student during the annual review so that a plan can be developed. Students are also strongly encouraged to contact their respective financial aid centers to discuss implications.

Associated Training Costs
Clinical education programs have associated costs that are not directly related to tuition and fees. These may include:

- Clinical dress requirements (professional attire, scrubs, ID badges, etc.)
- Clinical practicum requirements including, but not limited to: physical examinations, immunizations, titers, drug screens, criminal background checks, fingerprinting, and specialized trainings (i.e., Basic Life Support)
- Travel and parking costs associated with clinical practicum
- Relocation expenses related to clinical practicum and clinical residency

These costs are inherent to any clinical education program and it is important that students understand what to expect so that they may plan appropriately.

Graduate Assistantships
A variety of graduate assistantships are available to AuD students. Some positions are within the department and others are funded through external grants or contracts. AuD assistantships typically involve a one-year contract with work assignments related to research, teaching, and clinical duties. Assistantships are awarded based on merit and there is no formal application
The audiology faculty under the guidance of the Audiology Program Director makes decisions. Students selected for an assistantship will be given a contract outlining the specific duties, work hours, and duration of the position. The faculty mentor will be responsible for supervising duties and tracking work hours.

**Student Availability to Meet Degree Requirements**

Students are required to be available for academic and clinical assignments Monday-Friday from 8:00 AM to 6:00 PM and for required evening courses, seminars, or unscheduled training opportunities. Maintaining outside employment, therefore, may be challenging for students in the AuD program. While we strive to timely provide students with their academic and clinical schedules, this is not always possible and therefore it will be difficult to predict work hours should you seek outside employment.

**Student Organizations**

The Department of Communication Sciences and Disorders at ECU maintains active chapters in the National Student Speech-Language-Hearing Association (NSSHLA) and the Student Academy of Audiology (SAA). All AuD students are eligible for and encouraged to participate in these student organizations. Not only do these organizations provide opportunities for scholarship, leadership development, and interdisciplinary collegiality, they also assist the department in offering educational symposiums, student gatherings, and community philanthropic initiatives.

**Graduate Student Grade Appeals**

The goal of this grade appeal policy is to establish a clear, fair process by which graduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and not withstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

1. An error was made in grade computation.
2. Standards different from those established in written department, school or college policies, if specific policies exist, were used in assigning the grade.
3. The instructor departed substantially from previously articulated, written standards, in determining the grade, without notifying students.

**Appeals Procedure**

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.
1. If, at any time during the grade appeal process, the instructor of record is unavailable, the dean of the Graduate School may appoint another faculty member to serve in lieu of the instructor of record.

2. The first step to resolve differences between an instructor and student concerning a grade should be an informal discussion with the instructor.

3. If informal resolution is not successful, formal grade appeals must be initiated by the student to the department chairperson (email will suffice) by the end of the fourteenth calendar day of the (next) semester after the grade was awarded. The written appeal must include: a) a statement indicating informal resolution was attempted but not successful; b) how the appeal meets one or more of the three criteria necessary for formal appeal; c) any relevant additional information or documents the student would like to be reviewed as part of the appeal process; d) a copy of the course syllabus and assignment descriptions.

4. The department chair or designee may request additional materials from the student. After receiving a copy of the appeal materials from the department chair or designee, the instructor has seven calendar days to respond in writing to the appeal. The department chair or designee will discuss this response with the faculty member and will provide the student with written notification of the outcome of this step within seven calendar days after receiving the instructor’s response.

5. If there is still no mutually agreed upon resolution between the student and the instructor, and the student wishes to pursue the matter further, the student has seven calendar days to submit the written appeal to the dean of the school or college where the program resides.

6. The dean or designee shall form a Grade Appeal Committee within seven calendar days. This committee shall include three graduate faculty members from the school or college: one selected by the student, one selected by the instructor of record, and one appointed by the dean of the school or college in which the program resides. The dean or designee shall provide to the committee the written materials pertaining to the appeal. The committee may next meet with the student and/or the instructor of record, but it is not required to do so. A majority shall prevail in the committee. The Committee shall elect its own chair. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. The Committee’s decision may be to keep the assigned grade or to raise the assigned grade. The Committee shall provide a written justification to the deans of the academic school or college and the Graduate School for its decision, including minority opinions when they exist, no later than twenty-one calendar days after the Committee’s formation. The college dean shall inform the student and the instructor of the Committee’s decision, which is final and unappealable, and provide both parties with copies of the Committee’s written justification.

7. In the case of a change of grade, if the instructor of record does not implement a change of grade decided upon by the Committee within seven calendar days after being informed of the Committee’s decision, the dean of the school or college shall implement the change of grade as determined by the Committee on the student’s official transcript.
through the change of grade procedure. This shall be the last step in the deliberation of the formal grade appeal.

8. The dean shall forward a written record of the results of all grade appeals to the appropriate vice chancellor and the dean of the Graduate School within fourteen calendar days. The dean of the Graduate School shall also provide an annual summary to the Graduate Council of the number of cases heard and the aggregate result of the process.

Exceptions to the Grade Appeal Policy

The Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation or when a grade dispute involves an Office for Equity and Diversity discrimination complaint. If a grade dispute arises from an issue that is covered under the university’s Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. If a grade dispute arises from an issue that is covered under the university’s Equal Opportunity and Equity policies, the process for resolution that the Office for Equity and Diversity has established must be completed prior to the use of the university’s grade appeal process.

http://catalog.ecu.edu/content.php?catoid=13&navoid=1011#Course_Attendance_and_Participation

Academic Integrity

Academic integrity is a cornerstone value of the intellectual community at East Carolina University. Academic integrity ensures that students derive optimal benefit from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. Without the assurance of integrity in academic work, including research, degrees from the university lose value, and the world beyond campus (graduate schools, employers, colleagues, neighbors, etc.) learns that it cannot trust credits or a diploma earned at ECU. For these reasons, academic integrity is required of every ECU student.

Policies and procedures related to suspected violations of academic integrity can be found in Part VI of the ECU faculty manual at: http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6.pdf

Student Services

ECU offers a myriad of support services to students. These services are easily accessible through the ECU homepage (http://www.ecu.edu/) and include the Department for Disability Support Services (http://www.ecu.edu/accessibility/), ECU CARES (http://www.ecu.edu/cs-studentaffairs/ECU_CARES.cfm), and the ECU Dean of Students Office (http://www.ecu.edu/deanofstudents/).
**English Proficiency**

**ECU Graduate School Admissions**

If English is not your native language and you have not completed at least one year of education (minimum of 18 credit hours) at a United States school, you are required to take a standardized English language exam or complete the ECU Language Academy (ECULA). The Graduate School accepts either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or Pearson Test of English (PTE) and scores must be forwarded to the Graduate School by the testing service. An iBT TOEFL score of 18 on each section for a total minimum score of 78, IELTS score of 6.5, or PTE score of 65 (with 60 on each section) is required to meet the language exam requirement. The paper- or computer-based TOEFL exam is accepted by request only. You may choose to attend the ECU Language Academy instead of taking the TOEFL, IELTS, or PTE. Also, if you do not obtain the required score on the TOEFL, IELTS, or PTE, at least one session of the ECU Language Academy may be required prior to the start of your program. Successful completion of level 5 of the ECU Language Academy is required for admission without TOEFL, IELTS, or PTE scores. More information on the ECU Language Academy, including the ECULA application, is available at [http://ecula.ecu.edu](http://ecula.ecu.edu). Individual programs may have higher minimum requirements.

[http://www.ecu.edu/cs-acad/gradschool/International-Students.cfm](http://www.ecu.edu/cs-acad/gradschool/International-Students.cfm)

**ECU Graduate Catalog – Language Requirement**

Standard American English is the language of instruction at East Carolina University, except in certain foreign language programs. Adequate knowledge of that language is expected of all students. The various departments generally evaluate students in this regard, and they may require students to secure remedial instruction if necessary. Students whose native language is not English must demonstrate capability through the TOEFL, IELTS or PTE examinations, language academy, or other means. Some departments may require knowledge of one or more foreign languages for advanced degrees. For information, the student should contact the department.


**Student Grievances**

Policies and procedures related to the handling of student grievances are maintained by the Dean of Students office at:

[http://www.ecu.edu/deanofstudents/student-grievances-inquiries.cfm](http://www.ecu.edu/deanofstudents/student-grievances-inquiries.cfm)

If a student wishes to file a complaint regarding the program’s compliance with standards of accreditation, the student may contact the Council on Academic Accreditation in Audiology at:
The Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

800-498-2071

https://caa.asha.org/
The Department of Communication Sciences and Disorders (CSDI) fully supports and is guided by East Carolina University’s (ECU) policy to ensure non-discrimination. As outlined at: http://www.ecu.edu/edc/, ECU and subsequently CSDI “promotes a diverse, respectful and inclusive environment for the university community”. ECU is committed to providing a diverse academic community where the exchange of ideas, knowledge and perspectives are part of the learning process. Consequently, “the university seeks to create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff and administration.”

CSDI specifically creates academic and clinical experiences (both on-campus and off-campus) for students that reflect our respect for and appreciation of the individual diversity of our student clinicians and the clients they engage. As outlined in our Doctor of Audiology (AuD) program student handbook (p. 14), students are required to have minimum communication standards to ensure they are able to “speak, to hear, and to observe clients in order to elicit information. Graduate student clinicians must be able to communicate effectively and efficiently in oral and written forms.”
East Carolina University  
Department of Communication Sciences & Disorders  
Doctor of Audiology (Au.D.) Program

Acknowledgment of Review of Au.D. Student Handbook

I, ___________________________________________, acknowledge that my understanding of the information contained in the Au.D. Student Handbook is critical to my overall success in the Au.D. program. I also acknowledge that I am aware of the handbook’s location and have reviewed its contents. Furthermore, I understand that if revisions are made, I will be notified and will be responsible for reviewing those revisions.

Date: ________________________________________

Student Signature:  ____________________________________________