

# University of Connecticut -- Department of Speech, Language, & Hearing Sciences

## Curriculum in Audiology Leading to Doctor of Audiology (AuD) Degree

**General Information:** The Communication Disorders Program offers a curriculum leading to a Doctor of Audiology. The program in audiology leads to clinical certification (see Certification Programs) and is accredited by the American Speech-Language Hearing Association's (ASHA) Council on Academic Accreditation (CAA).

The mission of the AuD degree curriculum is to educate students in the science and practice of audiology. Academic courses and clinical education experiences encourage a theoretical perspective and experimental orientation to develop an appreciation of current knowledge and future research needs. The Doctor of Audiology degree is a four-year post-baccalaureate program that includes three years of course work and clinical experiences plus a one-year full-time residency.

**Preprofessional Background:** The programs in speech, language and hearing require the completion of preprofessional background courses prior to graduate study. Students must have the equivalent of one year of concentrated preprofessional exposure to the field of communication disorders. This is defined as a minimum of twenty four (24) academic credits of course work. All preprofessional coursework is designed to satisfy the credits and areas required for the ASHA's Certificate of Clinical Competence (CCC). The preprofessional background introduces incoming students to the field of communication disorders and provides basic knowledge necessary for graduate study. Students with no previous courses in communication disorders must complete the preprofessional background and typically take a year to do so. Students who already have a background in communication disorders may be required to complete only a portion of the courses, or none at all, depending on the extent and nature of their background. The determination of this need is made by the advisor(s) at the time of first registration. The following areas are required in the preprofessional background:

- |   |                  |
|---|------------------|
| 1. Normal Processes of Speech, Hearing, Language  | 6 cr.            |
| 2. Speech Disorders   | 3 cr.            |
| 3. Language Disorders   | 3 cr.            |
| 4. Hearing Disorders  | 3 cr.            |
| 5. Statistics and Experimental Design   | <u>3 cr.</u>     |
|   | 18 credits       |
| 6. The remaining six (6) credits may be selected according to the student's interest. They should be in the area of speech, hearing and language processes as described above in numbers 1-4. | <u>6 cr.</u>     |
|   | 24 credits TOTAL |

**Certification Programs:** The program in audiology allows students to meet all academic and clinical practicum requirements for the ASHA's Certificate of Clinical Competence (CCC) and the State of Connecticut's requirements for licensure in audiology. It is expected that students will earn a minimum of 2000 hours during enrollment in the graduate program.

**FOR CANADIAN STUDENTS:** Individuals who plan to work, as audiologists in Canada should understand that the University of Connecticut's program is based on certification standards for the U.S. Although the standards currently meet Canadian requirements, individuals are advised to monitor any future change through contact with the Canadian Association of Speech Language Pathologists and Audiologists or appropriate provincial regulatory bodies (e.g., Minister of Health).

## **The Audiology Program**

The goals are to educate the student in normal processes of hearing, speech and language; auditory disorders and their management; and the scientific approach to clinical processes. The ASHA standards for clinical competency in audiology by an individual must consist of a minimum of 75 semester credit hours of post-baccalaureate education culminating in a doctoral or other recognized graduate degree. Applicants for certification must complete a program of graduate study (a minimum of 75 semester credit hours) that includes academic course work and a minimum of 12 months' full-time equivalent of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated by ASHA standards. The supervision must be provided by individuals who hold the Certificate of Clinical Competence (CCC) in the appropriate area of practice.

The graduate curriculum is designed to meet these requirements, is generally required of all students, and presumes a preprofessional background in speech-language pathology and audiology. The degree will ordinarily require at least 113 credits of course work, inclusive of the related or supporting area and the required research credits. These credits will be composed of a set of core courses and a number of electives.

### **Related or Supporting Area**

Students are required to have at least six credits of advanced work in a related or supporting area. Courses for the related or supporting area must be advanced work outside the major field of study (area of concentration) and ordinarily outside the Department. The advisory committee must approve the courses as part of the plan of study. Some examples of related or supporting areas are: Gerontology, Neuroscience, Physiology and Neurobiology.

### **Advisory Committee**

Each student's advisory committee is formed after consultation between the student and the major advisor. It includes at least two associate advisors. The major advisor and at least one associate advisor are members of the graduate faculty appointed to advise Au.D. students in the student's field of study (speech, language, hearing) and area of concentration (audiology).

### **Plan of Study**

The student must prepare a Plan of Study containing the courses he or she will take to gain mastery of the body of knowledge of the field, including the required or core courses. The advisory committee and the Executive Committee of the Graduate School must approve it. The student may not take the general examination before the Plan of Study has been approved fully.

### **Student Evaluations**

Student evaluation will include formative and summative assessments throughout the program of study. Formative assessments include class papers, lab projects, exams and oral reports. Formative assessment of clinical skills are conducted at mid- and end-of-term. Summative assessments include research practicum and research project started in the first year of graduate study and completed in the last semester and a written comprehensive exam following completion of the third year.

### **General Comprehensive Examination**

The comprehensive examination will be taken at the end of the sixth semester. No fewer than five faculty members, including all members of the student's advisory committee, participate in the examination and shall be invited to question and evaluate the student. The exam will cover the academic coursework in the core and related/supporting areas.

## **Audiology Research Project Proposal**

Successful completion of a research project that is comprehensive in nature will be required of all students. The purpose of this project is several fold: 1) to assure that the student integrates academic and clinical material learned throughout the program, 2) to acquaint the student with strategies for professional leadership, 3) to prepare the student to actively pursue community outreach after graduation, and 4) to develop the student's oral and written communication skills. Students are required to prepare a research project on a topic related to their plans of study.

As the student reaches the point of undertaking the major part of the audiology research project, he or she prepares a proposal (no more than 10 pages in length) that is composed of several parts. These include the background and context of the proposed topic, a description of the work to be done, and the methodology through which it will be accomplished. The student's advisory committee then reviews the proposal. The review provides the student with constructive feedback, resulting in the improvement of the project from the beginning.

## **Candidacy**

Upon (1) passing of the general examination, (2) completing the courses on the Plan of Study (including any related or supporting area requirements) and (3) acceptance of the Research Project Proposal, the student becomes a candidate for the degree of Doctor of Audiology. A written document representing a significant contribution to the knowledge of research in clinical audiology is required. The advisory committee gives final approval of the document following the final examination.

## **Final Examination**

The final examination is oral and under the jurisdiction of the advisory committee. It deals mainly with the subject matter of the research project. Invitation to participate in the examination will be issued by the advisory committee, although members of the faculty may attend. No fewer than five members of the faculty, including all members of the candidate's advisory committee, participate in the final examination.

## **Clinical Practicum**

Clinical practicum provides students with a wide variety of clinical experiences. These are provided primarily at the graduate level, although some students may have begun other practicum experience at the undergraduate level following completion of observation and the requisite academic preparation. Students are scheduled for clinical practicum only when the required academic preparation and observation has been satisfied. Occasionally this sequence may be adjusted so that clinical experiences may be scheduled concurrently with the required academic study. The first 25 earned clinical clock hours of practicum must be obtained under the direct supervision of qualified supervisors at the University of Connecticut Speech and Hearing Clinic and/or its contracted sites. In addition to their initial experiences in the university clinic, students are assigned to a minimum of two off-campus clinical sites during their graduate program. These include settings such as hospitals, private practice, schools, and rehabilitation centers.

## SAMPLE CURRICULUM

<i>COURSE # (Credits)</i>	<i>COURSE NAME</i>
Fall 1	
SLHS 5375 (3)	Auditory Systems: Anatomy & Physiology
SLHS 5355 (3)	Psychoacoustics
SLHS 5356 (3)	Audiologic Assessment
SLHS 5337 (1)	Clinical Practicum in Hearing
Spring 1	
SLHS 5337 (1)	Clinical Practicum in Hearing
SLHS 5351 (3)	Amplification for Residual Hearing
SLHS 5362 (3)	Advanced Speech Science II
SLHS 5321 (3)	Otologic Bases of Hearing Loss
SLHS 5373 (3)	Pediatric Audiology
Summer 1	
SLHS 5337 (1)	Clinical Practicum in Hearing
SLHS 6319 (1)	Doctoral Research Practicum
Fall 2	
SLHS 5322 (3)	Electrophysiology Techniques and Interpretation I
SLHS 5323 (3)	Geriatric Audiology
SLHS 5337 (1)	Clinical Practicum in Hearing
SLHS 5344 (3)	Pediatric Rehabilitative Audiology
SLHS 6401 (3)	Amplification of Residual Hearing II
Spring 2	
EPSY 5605 (3)*	Quantitative Research Methods I (statistics)
SLHS 5325 (3)	Adult Aural Rehabilitation
SLHS 5337 (1)	Clinical Practicum in Hearing
SLHS 6369 (3)	Topics in Audiology: Cochlear Implants
SLHS 6410 (4)	Vestibular System: Clinical Aspects
Summer 2	
SLHS 6422 (4)	Electrophysiologic Techniques and Interpretation II
SLHS 5337 (1)	Clinical Practicum in Hearing
SLHS 6319 (1)	Doctoral Research Practicum
Fall 3	
SLHS 5326 (3)	Professional. Issues in Audiology
SLHS 5337 (1)	Clinical Practicum in Hearing
XXX (3)	Elective
SLHS 6319 (3)	Audiology Research Project
Spring 3	
SLHS 5337 (1)	Clinical Practicum in Hearing
SLHS 5372 (3)	Central Auditory Disorders
SLHS 6402 (3)	Hearing Conservation/Industrial Audiology
SLHS 6319 (3)	Practicum in Research: Audiology Research Project
Summer 3	
SLHS 5324 (3)	Psychosocial Issues of Hearing Loss
Fall & Spring 4	
GRAD 6930 (6)	Full-time Residency Full time Directed Studies -- student place holder

\*Or equivalent course with Advisory Committee approval

## **The General Program**

The General Program is designed to provide content and research training for those students who are interested in speech, language or hearing processes or their disorders, but who are not planning to become certified clinicians. The requirements are sufficiently flexible to accommodate individuals with interests in a wide range of related areas, which may converge on the speech, language or hearing processes. Individuals who complete this program frequently choose to continue their work at the doctoral level; however, there is no commitment to do so. To meet the requirements of the general program, student must complete a total of 24 credits, at least 12 of which must be taken in Speech, Language, and Hearing Sciences, and completion of the M.A. thesis.

## **Description of Program Leading to Ph.D. Degree**

The Department of Speech, Language, & Hearing Sciences offers a degree leading to a Ph.D. in speech-language and hearing sciences. There is no specific number of credits or specific coursework required for the Ph.D. It is expected that the student, in conjunction with the advisory committee, will develop a plan of study based upon the student's future goals at the end of the first semester of study. It is the goal of the Ph.D. program to prepare students for a career in higher education, primarily in teaching and research. It is expected that the student will enroll in SLHS 6319, Research Practicum, 1-3 credits each semester. The student will also be expected to develop research skills and take at least 9 credits of research and statistics beyond a basic course.

Specific areas of study in which students have enrolled in the past are amplification, auditory processing, neurodiagnostic audiology, pediatric audiology, and rehabilitative audiology.

## ***THE FACULTY AND RESEARCH INTERESTS***

- Elizabeth Burke, Lecturer III;** M.S., University of Wisconsin. Clinical supervision in speech-language pathology.
- Wendy Chase, Director of Clinical Education/Lecturer III;** M.A., Northwestern University. Clinical supervision in speech-language pathology.
- Kathleen Cienkowski, Associate Department Chair/Associate Professor;** Ph.D., University of Minnesota. Audiology. Aural rehabilitation and hearing aids.
- Carl Coelho, Professor;** Ph.D., University of Connecticut. Neurological disorders in adults, discourse following brain injury.
- Lendra Friesen, Assistant Professor;** Ph.D., University of Washington. Audiology. Cochlear implants, auditory evoked potentials, and speech perception.
- Adrian Garcia-Sierra, Assistant Professor;** Ph.D., University of Texas at Austin. Speech perception, bilingualism, language development, and event-related potentials.
- Bernard Grela, Department Chair/Associate Professor;** Ph.D., Purdue University. Language disorders in preschool children and children with SLI.
- Christine Hare, Lecturer II;** Au.D., A.T. Still University Arizona School of Health Sciences. Clinical supervision in audiology.
- Jean McCarthy, Lecturer I;** M.S., University of Rhode Island. Clinical supervision in speech-language pathology.
- Nancy McMahon, Lecturer II;** Au.D., Central Michigan University. Clinical supervision in audiology.
- Frank E. Musiek, Professor Emeritus;** Ph.D., Case Western Reserve. Auditory processing disorders, auditory evoked potentials, and auditory neurobiology.
- Jennifer Mozeiko, Visiting Assistant Professor;** Ph.D., University of Connecticut. Aphasia rehabilitation, functional neuroimaging.
- Emily Myers, Assistant Professor;** Ph.D., Brown University. Cognitive neuroscience of speech and language, aphasia, speech perception, neuroimaging (fMRI and ERP).
- Pradeep Ramanathan, Assistant Professor;** Ph.D., University of Minnesota. Neurological disorders in adults.
- Jill Raney, Assistant Professor in Residence;** Ph.D., University of Florida. Educational and pediatric audiology.
- Erika Skoe, Assistant Professor;** Ph.D., Northwestern University. Plasticity of the auditory system, auditory evoked potentials, auditory neurophysiology.
- Lucinda Soares, Visiting Lecturer;** M.A., Southern Connecticut State University. Clinical supervision in speech-language pathology.
- Tammie Spaulding, Associate Professor;** Ph.D., University of Arizona. Language disorders in preschool children.
- Rachel Theodore, Assistant Professor;** Ph.D., Northeastern University. Perceptual learning, specificity effects in speech perception and production, acquisition of phonological structure.
- Jennifer Tufts, Associate Professor;** Ph.D., Penn State University. Speech perception and hearing conservation.
- Denise Van der Voort, Lecturer III,** M.A., Memphis State University. Clinical supervision in speech-language pathology
- Terry Yanaway, Lecturer II;** Au.D, A.T. Still University Arizona School of Health Sciences. Clinical supervision in audiology.