



University of  
**Pittsburgh**

Department of Communication  
Science and Disorders

School of Health and Rehabilitation Sciences

# **ACADEMIC HANDBOOK**

*for*

**AuD Degree Students in Communication Science and  
Disorders**

**5012 Forbes Tower  
Pittsburgh, PA 15260**

**Department Phone: (412) 383-6540**

**Academic Year 2025-2026**

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## **Welcome!**

This handbook is for students entering the following degree programs in the Department of Communication Science and Disorders (CSD) during the Fall Semester of 2024:

- Master of Arts (MA) and Master of Science (MS) in Communication Science and Disorders with a concentration in Audiology
  - Students can conclude their audiology training with the MA or MS degrees with a concentration in Audiology. This degree will not allow clinical practice in the U.S.
- Doctor of Audiology (AuD)

This handbook contains information about the *academic* requirements for these degree programs only. Information about the *clinical* requirements for these degrees is found in the relevant clinical handbooks.

This academic handbook is organized into three sections:

- **Section I** contains general information affecting *all* students, regardless of the degree program. (e.g., policies on academic integrity, advising, financial aid). This information is organized alphabetically.
- **Section II** includes information about the AuD program in Audiology.

Please read this handbook carefully. **Students are responsible for all information contained herein.** To ensure your familiarity with this information, **students must complete the survey in the Canvas Course to document that they have read the Academic and Clinic Handbooks** within the first 2 weeks of your first semester in the program.

Students also should become familiar with information in the following additional resources:

- The School of Health and Rehabilitation Sciences (SHRS) Graduate & Professional Catalog [School of Health and Rehabilitation Sciences - University of Pittsburgh - Acalog ACMS™](#)
- The SHRS Graduate Student Handbook (<https://www.shrs.pitt.edu/current-students/student-handbooks>)
- The Department Course Descriptions (<https://psmobile.pitt.edu/app/catalog/listCoursesBySubject/UPITT/C/CSD>)
- The University Calendar and Schedule of Classes (<https://www.registrar.pitt.edu/calendars>)
- The University Guidelines on Academic Integrity ([https://www.provost.pitt.edu/sites/default/files/academic\\_integrity\\_guidelines.pdf](https://www.provost.pitt.edu/sites/default/files/academic_integrity_guidelines.pdf))
- The page of the American Speech-Language-Hearing Association (ASHA) (Audiology: <http://www.asha.org/certification/audcertification/>; Speech- Language Pathology: <https://www.asha.org/certification/slpcertification/>)
- The Membership and voluntary Certification requirements for the American Academy of Audiology (AAA, specific to Audiology students) (<https://www.audiology.org/about/academy-membership/>)

In addition to offering these degrees, the Department of Communication Science and Disorders provides the opportunity for students to meet the academic and clinical training requirements for:

- ASHA's Certificate of Clinical Competence (CCC) in Audiology (CCC-A) (<https://www.asha.org/certification/>)
- American Board of Audiology (ABA) Certification (<http://www.boardofaudiology.org/>)

Each of these credentials has separate standards and requirements, and **students are responsible for monitoring and documenting their progress** toward meeting these standards. Please see the relevant sections of this handbook devoted to these credentials for more information about them.

The Department of Communication Science and Disorders reserves the right to make changes and corrections to this document as necessary. If students have questions about the information contained in this handbook, *they should consult their academic advisor.*

## **Mission and Vision of the Department of Communication Science and Disorders**

### **Mission Statement**

Our mission is to be a model program driving the generation, dissemination, and application of knowledge in the science and practice of audiology and speech-language pathology.

### **Vision Statement**

We are a nationally and internationally recognized program in the training of audiologists, speech-language pathologists, and speech and hearing scientists and provide opportunities for trainees to become leaders in clinical service, education, research, and service to the professions.

## **Equity, Justice, and Inclusion (EJI) in Pitt CSD**

### ***Our EJI mission***

The Equity, Justice, and Inclusion (EJI) Working Group at the University of Pittsburgh (Pitt) Department of Communication Science and Disorders (CSD) was established in May of 2020. Members of that group defined the following EJI mission for Pitt CSD:

*To create and nurture a culture of equity, justice, and inclusion that will permeate every corner of our department. Our community will become known for our willingness and ability to:*

- *Celebrate the diversity of communication that exists in the world, including and especially within groups of people with communication difficulties.*
- *Recognize and challenge mechanisms that impact equity, diversity and inclusion in practice, policy, research, and education.*
- *Center and amplify the voices of disenfranchised and marginalized groups.*
- *Act as knowledgeable and strategic contributors for dismantling systems of oppression.*
- *Promote thoughtful reflection and inspection of both self and systems in their institution(s).*

Our mission is well-aligned with the commitment of the University of Pittsburgh to protect against all forms of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status, or gender identity or other factors, as stated in the University's Title IX policies and procedures. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission.

Within Pitt CSD, students should expect to engage in discussions about how program content and the fields of Speech-Language Pathology and Audiology intersect with issues of EJI. These discussions may be initiated by anyone. Students are invited to raise their own questions and provide feedback of relevance to topics of EJI *and* the materials and settings of their respective program.

### ***Co-Creating a Healthy Culture of EJI in Pitt CSD***

Conversations about EJI in our field will inevitably overlap with political and social issues and can often feel uncomfortable and challenging. In these moments of opportunity to share and receive differing viewpoints, everyone involved in the discussion will be asked to communicate as thoughtfully and respectfully as possible. We seek to create a culture of humility in which all stakeholders are committed to actively promoting EJI in Pitt CSD. This will often require that individuals self-reflect and self-inspect to identify (and then dismantle) their biases that might harm others. We also seek to create a culture in which each EJI-committed stakeholder is met and supported wherever they are on their own personal EJI journey, while also being held accountable for any words and deeds that have the potential to cause harm. As such, we will try to "call people in" rather than "calling them out" or "cancelling them," as much as possible. Sometimes this will require that others step in to help promote healthy dialogue. Because interpersonal problems are often best solved with interpersonal solutions, we encourage students to ask for support from others to ensure that space is held for them to voice or respond to concerns. Any of the below

individuals (see next section) may be called in to help facilitate these conversations.

### ***Communicating Concerns in the Domain of EJI***

Our faculty and staff will do their best to moderate discussions related to EJI as appropriate, but some issues might need greater support and several avenues are available to students. If you have concerns or complaints about how a conversation was managed or how the learning environment is being maintained, consider the following options.

- Students are encouraged to connect directly with the relevant parties. You can address the issue in the moment if you feel comfortable doing so, you can ask the individual(s) to touch base immediately following class or during an upcoming break in the lecture, you can request a private meeting, or you can share your concerns via email.
- Students can also share their observations with a CSD Student Representative for Equity, Justice, and Inclusion (SREJI), with or without a request that the concern be communicated up to the faculty level. The SREJI email address is [PittCSD\\_SREJI@groups.pitt.edu](mailto:PittCSD_SREJI@groups.pitt.edu). SREJIs are volunteers who self-select to engage in this form of departmental service. All students committed to upholding EJI in Pitt CSD are welcome to serve as SREJIs.
- Students are invited to communicate with Dr. Leah Helou (she/her), whose major departmental service role is centered on supporting healthy evolution of the EJI mission.
- If your concern relates to bias incidents of harassment, discrimination, or sexual misconduct, you may report the incident directly to the university's Office of Civil Rights by phone (412-648-7860), e-mail [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu), or by making a formal report <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance#:~:text=The%20in%2Dperson%20location%20is,respond%20within%20a%20business%20day.>
- If you have concerns you would like to formally address that do not meet Title IX standards (or you don't wish to take that route), the optimal "chain of command" is as follows. As noted above, it may be ideal to address the issue directly with the party(-ies) involved. You may alternatively/also raise your concerns to the attention of the Director of the program you attend (e.g., Audiology, Speech-Language Pathology, Undergraduate, or PhD Program). Next, the concern would be raised to the Vice-Chair of Clinical Education or the Vice-Chair of Academic Affairs depending on the context of the issue (i.e., in clinical instruction or classroom instruction). The next step would be to meet with the Department Chairperson. Please note that while faculty and staff are not generally required to report bias incidents shared with them, they *are* required to report disclosures of sexual misconduct having affected a university community member.
- If you wish to maintain complete confidentiality and would like some support as you process your experiences, you may contact the University Counseling Center (412-648-7930).

Please also refer to the EJI-specific page on our departmental website for resources. <https://www.shrs.pitt.edu/csd/about/csd-inclusion-initiative> No student will be penalized for voicing any concerns or complaints. We hope to honor the spirit of our EJI mission as well as the essence of our field as communication specialists by engaging in healthy community-based dialogue. We thank you for helping to co-create a healthy environment for all community members.

One of our goals is to provide resources so you will feel included in the Pitt Community and for you to find the connections, affinity groups and community that will support your time here at Pitt. We have highlighted a few below. If you come across resources that we should share, please let us know and we'll include them.

University-level supports: See <https://www.diversity.pitt.edu/diverse-populations> for details on identity-based student groups.

SHRS-level supports: In SHRS, Student Affinity Groups (<https://www.shrs.pitt.edu/student-activities/shrs-affinity-groups/>) exist with the goal of increasing social support amongst underrepresented graduate students in SHRS.

You can find gender neutral bathrooms available on the third floor of Forbes Tower, which all students can access via elevator without special permission.

Forbes Tower Room 4058 is reserved as a lactation room. Faculty, staff, and students have access to this room. It is unlocked every morning and there is signage that you can use to indicate that the room is in use.

### **Goals of the Professional Degree Programs**

The CSD Department's objective is to help students acquire the knowledge and skills of their discipline through in-depth academic content, sequential structured clinical education experiences, and learning assignments. The goal is to prepare clinicians who demonstrate strengths in the following:

- The ability to analyze and synthesize information from a broad base of knowledge in communication science and disorders
- A problem-solving attitude of inquiry and decision-making using evidence-based practice
- Clinical competency in prevention, screening, evaluation, diagnosis, and treatment of patients with varied communication disorders
- The ability to communicate effectively and professionally
- Self-evaluation skills resulting in active steps to develop/refine clinical competencies & extend their knowledge base
- Ethical and responsible professional conduct
- Skills to work in interprofessional settings

### **Section I: General Information**

*(Applicable to All Students, Regardless of Degree Program)*

#### **Academic Integrity**

According to the SHRS Academic Policies Manual (posted on the SHRS website):

“Students have the responsibility to be honest and to conduct themselves in an ethical manner while pursuing academic studies. Students have the right to be treated by faculty in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those recognized within the profession). Should a student be accused of a breach of academic integrity or have questions regarding faculty responsibilities, procedural safeguards including provisions of due process have been designed to protect student rights. These may be found in the SHRS *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures*.”

***It is every student's obligation to know and abide by the University of Pittsburgh's code for academic integrity***, which can be found at

[https://www.provost.pitt.edu/sites/default/files/academic\\_integrity\\_guidelines.pdf](https://www.provost.pitt.edu/sites/default/files/academic_integrity_guidelines.pdf), and ***the***

***University of Pittsburgh's Drug Free Schools Annual Notification*** at

<http://online.fliphtml5.com/qsbj/waug/#p=2>. CSD adds an additional requirement: *Students should not submit for credit any work previously or concurrently submitted for credit in another course without prior consent of the instructor.*

Students found in violation of this code will be subject to disciplinary action, in accordance with the policies and procedures stated in the SHRS *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures* [https://www.shrs.pitt.edu/wp-content/uploads/SHRS\\_Graduate\\_Handbook\\_2024-2025.pdf](https://www.shrs.pitt.edu/wp-content/uploads/SHRS_Graduate_Handbook_2024-2025.pdf)

#### **Academic Probation and Dismissal Policy**

Adapted from the SHRS *Graduate & Professional Studies Catalog*  
([University of Pittsburgh Catalog - Academic Regulations](#))

Graduate students who have completed at least 9 credits and whose cumulative GPA falls below a 3.000

will be placed on academic probation and/or suspension and will receive written notification of this status. At this point, *it is the student's responsibility* to meet with their advisor and/or program director

To be removed from academic probation, the student will need to achieve a cumulative GPA of 3.000 within their next two terms of study. Failure to do so may subject the student to recommendation for immediate dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies.

Students who fail to demonstrate progress toward meeting graduation requirements in a timely manner may be placed on academic probation or recommended for dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies. SHRS reserves the right to terminate a student at any time for academic or other reasons. Additional information about minimum passing grade requirements can be found under “grading policies” in this handbook.

Graduate students must have a 3.000 cumulative GPA to be eligible to graduate. Students on probation are not eligible to graduate, defend thesis projects, or take comprehensive examinations.

Dismissal from the program is at the discretion of the SHRS Dean. Notwithstanding the foregoing, in the event it is not mathematically possible for a student to remediate their cumulative program GPA within their next two terms of study the student may be immediately dismissed. A student may appeal their dismissal with the University of Pittsburgh Provost office.

### **Advising**

Students are assigned an academic advisor when they enter the department. The academic advisor is responsible for assisting their advisee as they monitor their progress through the program. Other faculty in the department will communicate regularly with the academic advisors, to ensure that the advisors are aware of their advisees' performance in classes or clinical assignments. As described under “Annual Review,” student performance also will be discussed by faculty during a specially designated department meeting to ensure that all students are receiving the support they need in the program. Notes from such meetings will be documented in students' advising files by the academic advisors.

***Students should contact their academic advisors at any time if they encounter problems or have questions about any aspect of the program.***

Before registering each term, students must meet with their academic advisor to discuss their courses and progress in the program. Academic advisors also will track any discussions and meetings (which may include departmental and clinical correspondence) with their advisees in an electronic advising form, accessible only to staff and faculty in the program. This form will be updated at regularly scheduled advising meetings, which must occur at least once each semester. Additional documentation will be conducted during any additional advising meetings that the student and academic advisor may schedule. Supplemental meetings will be scheduled as the student nears graduation to ensure that all requirements have been met. Other faculty may also enter information into the electronic student advising form.

You will be notified as to your assigned advisor at the beginning of your program. Your advisor may change in future years of your program.

### **Additional Support**

Allison's role is broad, and her support is complementary to your academic advisor's role. She provides referrals to on, and off campus resources and helps students navigate personal difficulties that arise. Her office also serves as a quiet space for when a break or recharge is needed. If you are having an issue and are not sure where to begin, asking Allison is a great place to start. She can guide you to the proper person or resource to get things resolved. Allison can be reached via email at amf342@pitt.edu, on Teams chat, or in her office in Forbes Tower (5071B).

### **Annual Review**

CSD faculty and staff conduct a yearly review of all graduate students. The purposes of this review are (a)



to verify each student's progress toward the degree, (b) to identify students who are experiencing difficulty, and (c) to discuss solutions to problems that are faced. Additional reviews will be conducted as necessary if faculty identifies concerns. The audiology and speech-language pathology clinical education team also review student performance on an ongoing basis as needed.

## **Appeals**

If a student has a concern with a faculty or staff member or with another student, they are encouraged to address this concern with that individual directly. If the concern remains unresolved, the student should speak first with their faculty advisor, their program director, the appropriate Vice-Chair (e.g., Academic Affairs or Clinical Education) and then, if needed the Department Chair. The student also may consult with the SHRS Academic Integrity Officer for graduate students. Policies for this, and further appeals, are described in the "SHRS Guidelines on Academic Integrity." This document can be found on the SHRS website at [https://www.shrs.pitt.edu/wp-content/uploads/SHRS\\_Graduate\\_Handbook\\_2024-2025.pdf](https://www.shrs.pitt.edu/wp-content/uploads/SHRS_Graduate_Handbook_2024-2025.pdf)

## **Attendance**

Students are expected to attend all classroom and clinical obligations throughout their programs. If a student must miss a class, they must notify both the faculty member teaching the course and their academic advisor. This notification should be provided from the student's regular Pitt email account. The student is responsible for obtaining information and notes from missed classes, and all assignments must be completed on time unless the instructor makes accommodations. Excessive absences may be the cause for receiving a failing grade in the course even if the student's performance in the class would otherwise indicate a passing grade.

Students should follow the policy and procedures outlined in the Clinical Education Handbooks for absences from their clinical placement. If a student must miss clinic, they must contact both their clinical supervisor and either their respective director of clinical education/clinical coordinator. See Clinical Education Handbook for specific information about providing these notifications. Note that it is not acceptable for students to miss clinic due to any classroom assignments. **It is not permissible for students to miss clinic to prepare for assignments or projects in any other course at any time during their program.** Excessive absences may be cause for earning a failing grade in the clinical practicum experience. This is further explained in the Clinical Education Handbook. Note: in the AuD program, students are excused from clinic for 2<sup>nd</sup> year Comps, 3<sup>rd</sup> year poster sessions, and 4<sup>th</sup> year Comps. These dates appear in the clinical calendar but the student also should remind their clinical instructor.

## **Awards**

There is an award available to second-year students in the Doctor of Audiology (AuD) program.

- The *Emeritus Award* was established in 2002 from an endowment funded by an emeritus CSD faculty member. This award recognizes outstanding *academic* achievement.
- Once per year, usually during the Fall term, faculty nominate students for this award by submitting letters of support outlining nominees' accomplishments and contributions during their graduate school careers. Faculty then vote to select the recipient from this pool of nominees. Up to two awards are provided each year. The recipient of each award receives a letter of acknowledgment and a monetary award. The recipients' names are also inscribed on a plaque that is displayed in the main Department office.

The *Audrey Holland Endowed Award* was established to support undergraduate and graduate students to design and conduct research in CSD and is open to all CSD students. The awardee may use the award for research-related supplies and equipment, subject participation, statistical support, travel to present research findings, and other related items. Students conducting or planning to conduct research may self-nominate for the award. For detailed application procedures, see Appendix A. The Award amount will be announced each year based on available funds. Awardees are honored at the University Honors

Convocation.

Both the American Academy of Audiology and the American Speech-Language-Hearing Association have competitive awards available for students pursuing graduate clinical education. See their respective websites for details and deadlines.

### **Certification**

#### *American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC)*

The Certificate of Clinical Competence (CCC), offered by the American Speech-Language-Hearing Association (ASHA), indicates professional certification in Speech-Language Pathology or Audiology. **Students apply for the CCC after graduation, though they should learn about the CCC application process and requirements *before* graduating.**

For information, see ASHA's Membership and Certification Handbook Questions about ASHA's requirements for the CCC may be addressed to the ASHA Telephone Hotline (1-800-498-2071) or consult the ASHA website (<https://www.asha.org/certification/>) for more information. Students should be sure to use the correct form for the standards under which they are applying.

Apply for the Certificate of Clinical Competence in Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP) online at: <https://www.asha.org/certification/>

#### *American Board of Audiology Certification (ABA)*

The American Board of Audiology Certification program is provided by the American Academy of Audiology and provides professional certification in Audiology. For more information on obtaining ABA certification, please go to <http://www.boardofaudiology.org/>. The ABA provides both an entry-level certificate for which graduating AuD students from the University of Pittsburgh will qualify and specialty certification which would be obtained after practice and continuing education in a specialty area. Individuals interested in specialty certification provide written materials in support of their application and sit for a national examination in that specialty area.

### **Clinical Requirements**

Clinical requirements can be found in the *CSD Department Clinical Education Handbook* for the program in which you are enrolled.

#### Background Check

Our program requires that admitted students pass a background check prior to beginning the program. Background screenings may include checking state and federal criminal records and sex offender registries. If your background screening shows that you have a criminal record or are listed as a sex offender, you may not be able to secure clinical placements. This background check would be conducted after students accept an offer of admission and before they begin the program. **Many states deny licensure for individuals who have been found guilty of committing acts which are contrary to public health and safety. You are not able to practice Audiology or Speech-Language Pathology without a license.**

### **Comprehensive Examinations**

AuD students have a comprehensive exam at the end of year 2 (spring semester) and end of year 4 (March/April). You will find details in a later section.

### **Laptops and Tablets**

Students are permitted to use devices to take notes in class, provided that their participation in

class—and the participation of their classmates—is not adversely affected. Individual faculty may place limitations or restrictions on device use in their classes. These will be announced to students in class or described in the course syllabus.

### **Council on Academic Accreditation (CAA) – Student Appeals**

The clinical entry degree programs in Audiology (AuD degree) and Speech/Language Pathology (MA and clinical MS in SLP) are accredited by the Council on Academic Accreditation (CAA). CAA provides oversight of clinical entry-level degree programs to ensure that they allow students to meet the requirements for the Certificate of Clinical Competence (CCC).

Students, faculty, staff, and members of the public who feel that a clinical program is not in compliance with CAA standards may submit a complaint to CAA. See compliance guidelines at <https://caa.asha.org/reporting/standards/>. CAA may be reached by phone at 800-498-2071 or 301-296-5700. Go to <https://caa.asha.org/programs/complaints/> to see instructions related to filing complaints (and for the required form). This form can be submitted electronically or via mail:

Chair, Council on Academic Accreditation in Audiology and Speech Language Pathology  
ASHA  
2200 Research Blvd #310  
Rockville, MD 20850  
[accreditation@asha.org](mailto:accreditation@asha.org)

### **Disability Accommodation**

Students who are or may be requesting accommodation for a disability should contact their course instructors and the Office of Disability Resources and Services (DRS) at 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) (<http://www.drs.pitt.edu/>) as early as possible each term. DRS will verify the disability and determine reasonable accommodations for each course.

### **Email Communication**

All students are required to check their University of Pittsburgh email accounts regularly for communication from the department or school. While students may forward their mail to other accounts, faculty and staff are permitted to use only students' official University of Pittsburgh email addresses. Students should check frequently to ensure that mail is not blocked due to full mailboxes or misdirected forwarding addresses. **Students are responsible for all requests, deadlines, and information that are sent to their Pitt email accounts.**

Audiology students receive the **BrAuDcast** every Thursday. These newsletters contain information that requires your action. You need to open this communication (newsletter) weekly and review all of the material. The newsletters were created to put important information into one location each week rather than sending you many different emails with various instructions. It is your responsibility to make use of the information in the newsletters each week.

To be consistent with Health Sciences Professional Programs, if students choose to indicate their area of study in their email signature line or in other correspondence, they should indicate "Audiology Student" or "Speech-Language Pathology Student." There should be no reference to the degree being pursued.

### **Faculty and Staff**

CSD faculty members are available to assist students with any aspect of their academic and clinical training. Current biographical sketches can be found at [Department of Communication Science and Disorders | Pitt SHRS](#)

## **Financial Aid**

The CSD policy statement on financial aid states that departmental aid will reward academic merit. Thus, students with the strongest academic credentials and highest rankings within their programs have the most opportunities for aid. The CSD Director of Student Financial Aid and Awards (Dr. Kendrea Garand) will provide all CSD students with information about funding opportunities. As new information is received, it is sent via email to all groups of students that meet the award's eligibility criteria, and information about recurring awards can be found at [Department of Communication Science and Disorders | Pitt SHRS](#). The Pitt Office of Admissions and Financial Aid provides information about student loans (412-624-7488; <https://financialaid.pitt.edu/>) and other resources may be found online (e.g., <http://www.fastweb.com>, <http://www.finaid.org>). Students may want to investigate programs for student loan forgiveness based on 10 years of work for a 501c3 (non-profit).

<https://www.equaljusticeworks.org/law-students/student-debt-resources/>  
<https://www.asha.org/students/student-loan-and-refinancing-information/>

## **Grading Policy**

The minimum required passing grade in any course taken in a graduate program is a C. Any course in which a graduate student receives a grade of C- or lower will *not* count toward degree requirements. Students receiving such a grade in a required course (undergraduate or graduate) must repeat the course and achieve a higher grade. In keeping with SHRS policies, there is a limit on the number of times a student may repeat a course; **failure to receive an acceptable grade after the second opportunity to complete a required course may result in the student being dismissed from the program and SHRS**. The full regulations can be found in the SHRS Graduate Student Handbook: [SHRS Catalog - Policies](#)

Note that **it is possible for a student to achieve a non-passing grade (C- or below) even if the scoring of points for the class indicates a higher grade**. Such situations may occur when a student has an excessive number of unexcused absences, fails to complete an assigned remediation demonstrating acquisition of intended knowledge and skills, or does not complete all assignments. Thus, the mathematical calculation of a final score for a class *can be overridden* by faculty to reflect whether a student has met all of the goals outlined in the class syllabus. **A passing grade of C or above is available only to those students who have achieved the intended knowledge and skills, regardless of the numerical score that might be attained.**

In clinical courses, assigned grades are either Satisfactory (S) or Unsatisfactory (U). If a grade of Unsatisfactory is received for a clinic assignment, **neither the credit nor any of the clinical hours** will be counted toward either the degree or ASHA certification requirements. Furthermore, **there is a limit to the number of times a student may complete a remediation or repeat a clinical practicum experience. Please refer to the CSD Clinical Education Handbooks for your program.**

Review all course syllabi for policies and requirements regarding grading.

## **Graduation**

At the **beginning** of the term in which a student plans to graduate, the student **must** file an [Application for Graduation](#) which is completed online. The CSD Academic Affairs office will provide you with the information you need to complete this process. Students also must be certain to indicate the degree designator they are seeking. (For example, students in the clinical master's program typically would receive an MA, though students who have completed a thesis would instead receive a MS.)

*Reminders may not be issued; it is the students' responsibility to remember this requirement when nearing graduation!*

Students must be registered for at least 1 credit during the term in which they plan to graduate, and they

must have been registered for a minimum of 3 credits during the 12 months preceding their graduation month. Thus, if a student has completed all coursework and clinic requirements but has not yet passed the comprehensive exam, they must register for at least one credit of examination (or other legitimate credit) in the term in which the examination is taken to graduate that term.

Before a student can graduate, their academic advisor must (a) verify that the student has met the academic requirements for the degree program (including passing all required classes and completing the minimum number of credits); (b) certify that any courses having grades of “G” (work incomplete for reasons beyond student’s control), “I” (work incomplete for academic reasons), or “NC” (unsatisfactory) are not required for the degree. **All “I,” “G,” or “NC” grades must be removed before graduation if they were received in classes that are required for the degree;** and (c) have a minimum overall GPA of 3.0.

The academic advisor will ensure that the student’s file contains a completed **Graduation Clearance Form**, which has the signatures of each of the following individuals, where applicable:

- the academic advisor verifying completion of all academic degree requirements and clinic practicum credits
- the thesis advisor, verifying completion of the thesis (if the student has completed a thesis)
- the Director of Clinical Education, verifying completion of all clinic requirements and ASHA clinical requirements (if the student has completed a clinical program). The clinic coordinator/director of clinical education also oversees documentation of requirements toward PDE Certification for SLP students

**Early in the term in which they plan to graduate, students should contact their academic advisor and the AuD Director of Clinical Education (AuD students) to hold appointments to clear them for graduation.** Students do not need to hold an individual appointment with the Department Chair.

Students who are graduating sometimes need letters verifying that they have graduated; that letter verifying graduation must come from the SHRS Registrar, currently Ms. Kellie Beach. You must send Ms. Beach an email to ask for a letter of verification. No letter will be provided until all grades are submitted and your file has been certified for graduation. If you need a letter before that, it will state that you are expected to graduate.

Note: AuD students are awarded a master’s degree during the spring of the 2<sup>nd</sup> year of the program because at this time these students have fulfilled the requirements of the master’s degree.

### **Organizations Specific to Speech and Hearing, Professional and Student**

#### **National Student Speech, Language and Hearing Association (NSSLHA)**

The University of Pittsburgh Chapter of the National Student Speech, Language and Hearing Association (NSSLHA) is open to all CSD graduate and undergraduate students. NSSLHA is responsive to students’ professional and social needs and is an active and integral part of the department. Information about the Pitt chapter NSSLHA meetings, along with other announcements of coming events, will be communicated electronically.

#### **Student Academy of Audiology (SAA)**

The Student Academy of Audiology (SAA) is the professional student organization dedicated to the advancement of educational and clinical training in the profession of Audiology with emphasis in enhanced patient care. SAA is affiliated with the American Academy of Audiology. The Pitt Chapter of SAA promotes public awareness of Audiology and student involvement in social, community, and educational programs. Information about SAA meetings along with announcements of coming events will be sent via email.

#### **The National Black Association of Speech-Language and Hearing (NBASLH)**

This affiliate chapter was formally created During the 2022-2023 academic year. It is an inclusive student-led

organization that includes three Pittsburgh Universities (Carlow University, Duquesne University, and the University of Pittsburgh). Its purpose is to address diversity in Audiology and Speech-Language Pathology, create a safe space for marginalized students, and provide a creative space for professional networking. The contact for this group is Dr. Nancy Gauvin ([Nancy.Guavin@pitt.edu](mailto:Nancy.Guavin@pitt.edu), faculty advisor). Please reach out if you are interested and look for announcements about meetings and activities.

### *LGBTQ+ CSD Student Association*

This organization offers growing academic and professional support services, including a mentorship program that pairs student mentees with LGBTQ+ clinicians. They also plan to curate and disseminate accurate, timely information ranging from LGBTQ+ friendliness ratings of campuses to educational, anti-discrimination resources covering issues affecting our community and marginalized populations.

<https://lgbtqcsdsa.org/>

## **Pennsylvania State Licensure**

To engage in clinical practice as a professional in Pennsylvania, graduates must obtain a valid Pennsylvania State License. Questions about licenses for Speech-Language Pathology or Audiology may be addressed to the Pennsylvania State Board of Examiners in Speech-Language and Hearing, at (717) 783-7156 or at: <https://www.pseba.org/>. The Pennsylvania Licensure Act 106 of 2014 was approved and implemented in 2017, which includes a requirement for a Provisional License to AuD graduates prior to them completing full licensure requirements. Provisional Licensure is required before beginning one's first year of employment.

## **Prerequisite Courses**

Prior to enrolling in required courses for the AuD degree programs, students must complete several prerequisite courses that are required for ASHA certification. This includes courses in biological sciences, physical sciences, social/behavioral sciences, and statistics. To apply for clinical certification, students must document the completion of 12 prerequisite undergraduate credits (3 each in the areas of biological science, physical science, social/behavioral science, and statistics).

## **Registration and Tuition**

During the fall and spring terms, graduate students registered for full-time study (between 9 and 15 credits) are charged a single full-time tuition fee. During the summer term, tuition is charged individually for each credit taken. Students are not permitted to register for more than 15 graduate credits in a term without written permission from the Dean of the academic center in which the student is pursuing a degree. Students should recognize that such permission is extremely difficult to obtain and almost never granted. Graduate students who are granted permission to register for more than 15 credits will be billed for each additional credit that exceeds their full-time rate. Individual schools and departments may restrict the maximum load of their graduate students.

## **Registration Procedures**

The AuD program uses block registration which means you will automatically be registered for your courses since they are required and only offered in a specific sequence. If circumstances warrant a different registration, your academic advisor will work with you to accommodate this.

## **Research Projects**

All graduate students are strongly encouraged to contact individual faculty members to learn about opportunities to participate in research projects within the department. Information on research opportunities is available on the department's website. **AuD students are required to complete a**



**research project** (see the Audiology Section for specific requirements).

TRANSLATES: The University of Pittsburgh School of Health and Rehabilitation Sciences (SHRS) Doctor of Audiology (AuD) program is excited to offer **five** audiology students each year an opportunity to participate in the Translational Auditory NeuroScience: Lab-based Training for Empowered Self-efficacy (TRANSLATES) program. This **funded opportunity** is for aspiring audiologists with an interest in clinical science. The program will help Pitt audiology students develop research skills to open doors to new opportunities in their future audiology careers. Students who are admitted into Pitt's Audiology program each fall are eligible to apply to this program. Each year, five first-year audiology students will be selected in the spring to start the TRANSLATES program during the summer term. The program will span the second and third year of the AuD curriculum and will complement the standard plan of study. The research training program offers partial tuition and stipend funding.

### **Sexual Misconduct, Required Reporting, and Title IX**

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that your professors are required to report any incidents of sexual misconduct that are directly reported to them, or of which they are somehow made aware [Civil Rights & Title IX | Equity, Diversity, & Inclusion](#)

Be aware, there are two important exceptions to this requirement:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here [Title IX and Mandated Reporting | Office of the Learning Environment](#)

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30AM TO 5PM M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

### **Social Media Policy**

Social media is rapidly expanding, and new outlets are created every day. Professional organizations and ethical codes are often outdated given the rapid expansion of social media. It is essential that students and faculty remain aware and vigilant regarding the social media ethical challenges facing health professionals, clients, patients, and students. Students are responsible for maintaining a professional social media presence related to any SHRS education activities. Some students may find it helpful to create separate professional and personal social media accounts.

We recommend that students consider the following prior to posting or transmitting on social media:

- Consider the audience and potential impact of your post prior to transmission.
- Assume anything that you post or transmit on social media can be made or viewed by the public.
- An electronic post or transmission is often traceable, without an opportunity for removal.
- Employers often search social media to learn more about you prior to interviews or offered

employment.

- Clients/patients often search social media to learn more about you. Proximity based apps and social media pose new challenges to maintaining professional boundaries between health professionals and clients or patients.

SHRS students must:

- Respect the ethical standards of the profession in carrying out their academic assignments.
- Comply with HIPAA's social media rules.
- Read, review, and follow the social media policy of your practicum or internship placement.
- Comply with School and University academic integrity guidelines.
- Do not post or transmit *any* information or reference about your work with clients/patients.
- Do not post clinical encounters, clinical experiences, or information that pertains to working with clients/patients.

Please note that boundaries on social media are no longer as simple as not 'friending' a client/patient, professor, or colleague on Facebook. It is difficult to predict the latest ethical problem or boundary that will arise with social media. Therefore, please remain aware and consult with faculty or supervisors on these important issues. Faculty may have to act upon any material that does not comply with current academic integrity guidelines, professional ethical standards, or HIPAA policies.

### **SHRS Impaired Student Policy**

The School of Health and Rehabilitation Sciences (SHRS) has the responsibility to educate students to be responsible professionals prepared to provide quality services. Whether in the classroom, the clinical setting, or a research setting, students are expected to demonstrate professional behaviors aligned with respective Scopes of Practice, Codes of Ethics, and Core Functions.

Safety is a critical component in the classroom, the clinical setting, and the research setting. The utmost responsibility of the University, the School, and the faculty is the protection and well-being of individuals in the classroom, the clinical setting, and in research, all of which supersedes the educational needs of the student to participate in a degree program.

When a student's psychological and/or physical condition has impaired their ability to participate and perform in the classroom, clinical setting, and/or research, the student will be asked to leave the area. As discussed below, the student will be given the opportunity to hear the reasons for the removal, to discuss the incident with a representative from the school, and to participate in a treatment plan if appropriate. Any expenses incurred because of assessment, treatment, transportation, and monitoring are solely the responsibility of the student.

The existence of a health or personal problem for a student is NOT synonymous with impairment under this policy.

In addition to this policy, the University of Pittsburgh has developed resources to assist faculty and staff with distressed students. The Faculty and Staff Guide to Helping Distressed Students is available [WEB-Helping-Distressed-Students-Guide1.pdf](#) as well as this [Care Resources | Division of Student Affairs](#) from student affairs.

When a partner site has a policy regarding fitness for duty, that policy will be followed in addition to the School of Health and Rehabilitation Sciences policy.

### **Purpose**

This policy is designed to:

- Identify and adequately address the needs of students with impairment
- Enhance awareness among faculty and students of the typical characteristics of an impaired student to identify students in need of help
- Protect patients from risks associated with care given by an impaired student



- Promote educational programs and other methods of primary prevention of impairment of all students
- Provide a mechanism for a fair, reasonable and confidential assessment of a student who is suspected of being impaired, including the development of a plan to address the student's academic progress
- Take administrative actions as necessary

### **Definitions**

For the purposes of this policy, impairment is defined as a physical or mental condition, substance abuse, chemical dependence or any other circumstances that interferes with the student's ability to engage safely in patient care or clinical practice.

### **Reporting Possible Impairment**

- Self-reporting - Any student who is concerned that they might be impaired or likely to become impaired should contact their respective Program Director to formulate a plan of action to secure appropriate assistance and resources.
- Report by others - Any person (e.g., student, faculty, staff, clinical partner, or administrator) who has reasonable cause to suspect that the ability of a student to safely perform their clinical duties may be impaired shall, in good faith, report the student to the respective Program Director.
- If a report is determined to be made in bad faith or malicious, the reporting party will be identified to the Dean and may be subject to action under applicable institutional policies and/or laws and regulations.

### **Process**

- When there is concern that a student is impaired, a faculty member may remove the student from the applicable area. The student shall be informed of temporary suspension from clinical practice. If warranted by the student's condition, the clinical instructor, campus security, or a representative from the school may accompany the student to the nearest healthcare facility for emergency treatment.
- When there is concern that a student poses a risk of harm, an immediate referral will be made to an appropriate service provider. If the behavior has occurred in the classroom, clinic, or research setting, the student will be temporarily removed from that setting.
- Faculty involved in the identification of a possible impaired student must initially meet with the student and/or person who is reporting the student.
- A subsequent meeting(s) will occur between the student, faculty involved in the identification of the problem, and Program Director. The documented and observable evidence of impaired performance will be reviewed with the student, and the student will have an opportunity to provide an explanation.
- One representative from the University community chosen by the student may accompany the student to any meeting but they may not stand in place of the student during the discussions. Such representative may not be legal counsel.
- During the meeting(s) an individualized plan will be discussed and developed with the student that considers the impact of the student's behavior on the safety of the environment. During the meetings(s) the student may be asked to sign an Authorization for the Disclosure of Protected Health Information and may submit relevant medical records from their treating physician. If the student agrees with the recommended plan, the student will proceed with implementation.
- If agreed to, the student must seek and select a treatment provider when recommended by the Program Director in a timely manner (not more than 2 weeks). Costs of treatment will be the student's responsibility.
- If the student has been referred for treatment, the student will be permitted to return to practice only on the specific recommendation of an appropriate treatment provider that the student is capable of safe and skilled performance in accordance with School or Programs Scopes of Practice, Codes of Ethics, and Core Functions.
- The student has the right to refuse this assessment, treatment, and further monitoring. In which

- chase the student may file an appeal [see link below].
- j. The school may not permit a student to return to practice without certification from a recognized healthcare provider that they have completed treatment, is undergoing treatment, or does not need treatment, and is fit for duty.

### **Monitoring**

- a. The student successfully completing the treatment period will be monitored by the Program Director or faculty designee for progression in the degree program.

### **Leave of Absence and Re-entry**

- a. An impaired student will be allowed a leave-of-absence in accordance with the policy outlined in the SHRS Student Handbooks.
- b. If the student requests a medical leave-of-absence, procedures for the leave and re-entry will be followed as outlined in the SHRS Student Handbooks.

### **Unresponsiveness to Intervention**

- a. If the student does not responsibly cooperate or respond to the plan created by the Program Director or faculty designee, the student may be required to take a leave of absence, be suspended, or be dismissed. Students can appeal this decision using the [SHRS appeals process](#)

### **Confidentiality**

- a. Confidentiality for every student is to be maintained throughout the process consistent with the University's FERPA Policy and Procedure.

### **File**

- a. All files will be kept by the student's respective department/program after the student graduates in accordance with university policy.

### **Substitution of Courses/Course Equivalency**

Students who believe that they have fulfilled the requirements of a graduate course through a different course may request review of that course by the current instructor of the course for which they are requesting substitution. The student should bring all relevant materials available about the content and scope of the course that they have completed (e.g., the course syllabus, the textbook used, class notes, examinations, papers, projects) to the current course instructor to determine whether the courses are equivalent. **The current course instructor has the sole responsibility and authority to make this determination.** If the instructor approves the course equivalency, they will place a signed and dated letter in the student's departmental academic file. *Approval of course a substitution or equivalence does not reduce the number of required credits for the degree.*

### **Core Functions**

To acquire requisite knowledge and skills to practice as an audiologist, graduate students must be able to function in a broad variety of clinical situations and provide a wide spectrum of patient care. Students must possess certain skills and abilities to successfully complete both the academic and clinical components of the curriculum with or without reasonable accommodations for disabilities.

These skills and abilities are divided into five areas: *communication, motor, sensory, intellectual-cognitive, interpersonal and cultural responsiveness*. Students must be able to undertake all curricular requirements to the satisfaction of faculty to become competent and reliable practitioners. To this end, the Faculty of the Department of Communication Science & Disorders has established the non-academic criteria (Core Functions) that graduate students must possess to enroll in and to continue in academic courses and clinical placements required for the AuD degree.

These Core Functions are shown as samples in Appendix B. **All students must carefully review the specific core functions for their program.** All students' confirmations that they meet the core

functions are kept electronically.

## **Section II: Audiology Degree Programs**

### **Overview**

The following is a curriculum outline for the four-year Doctor of Audiology (AuD) degree.

### **AuD Students First Obtain a Master's Degree:**

Students making successful progress towards meeting the requirements for the AuD degree will be awarded the MA degree after the requirements for that degree are met, usually the 2<sup>nd</sup> spring. Students must make application for the MA degree. The University will not allow students to get the MA and the AuD degrees at the same time. Students will apply for the AuD degree to be granted during the 4<sup>th</sup> year.

While it is not typically recommended, students can conclude their training with the Master of Arts degree in Audiology. Please consult your adviser if you intend to obtain this degree rather than the AuD degree. Students also should be aware of the option to pursue a PhD degree before or after the AuD is obtained.

Notes on credit numbers for particular recurring registrations:

- Students must register for 2 credits of **Research Practicum (CSD 2971)**.
- Students must register for 5 semesters of **Clinical Procedures Lab (1-1, 1-2, 2-1, 2-2, 2-3)**--one credit each of the first 5 semesters.
- Students will register for 6 semesters of **Advanced Clinical Seminar (3-1, 3-2, 3-3, 4-1, 4-2, 4-3)** --one credit for the last 6 semesters.
- Students must register for **Pro Seminar (CSD 2060)** for the fall and spring semesters of the first 3 years of study. In the third year of the program, if your clinic schedule permits, audiology students will attend the Research Roundtable, organized by PhD students in the CSD program.

Each semester you will be instructed by the Audiology Clinic Education Director, to register for as many as 4 credits of clinic. Please be sure to verify the appropriate number of clinic credits for which you must register each semester. Clinic registration will vary for each student by semester; however, you MUST register for:

- a minimum of 1 credit in any given term, excepting under special circumstances arranged with the Audiology Clinical Education Director and/or externship coordinator
- a minimum total of 13 credits over the first 8 semesters (the first three years of the program) are required (this includes CSD2056, CSD2010, CSD2011, CSD2085, CSD2057).

All students must register for 1 credit of **AuD Screening and Prevention, PHASE-UP (CSD 2085)** in the 1<sup>st</sup> fall and/or 1<sup>st</sup> spring of the program. Typically, students will register for 1 credit in each of the fall and spring semester of the first year. The Audiology Clinic Coordinator will provide you with guidance regarding this registration.

## Doctor of Audiology (AuD): Required Coursework

### Fall First Year

Course Number	Course Title	Credits
CSD2040	Audiological Assessment	3
CSD2042	Audiological Assessment Lab	1
CSD2021	Clinical Procedures Lab 1-1	1
CSD2047	Amplification 1	3
CSD2078	Physics, Physiology, and Psychology of Sound	3
CSD20256/2010/2011	Audiology Practicum Network	1
CSD2060	Proseminar	0
CSD2085	AuD Screening and Prevention Practicum PHASE-UP	1
<b>Total Credits</b>		<b>13</b>

### Spring First Year

CSD2110	Neuroscience of Communication	3
CSD2041	Management of Adult Hearing Loss	3
CSD2045	Physiologic Assessment	3
CSD2051	Clinical Procedures Lab 1-2	1
CSD2056/2010/2011	Audiology Practicum Network	1
CSD2060	Proseminar	0
CSD2085	AuD Screening and Prevention Practicum PHASE-UP	1
<b>Total Credits</b>		<b>12</b>

### Summer Second Year

CSD2044	Differential Assessment	4
CSD2251	Vestibular Assessment and Rehabilitation	3
CSD2654	Professional Writing for Audiologists	1
CSD2053	Clinical Procedures Lab 2-1	1
CSD2056/2010/2011	Audiology Practicum Network	1
<b>Total Credits</b>		<b>10</b>

### Fall Second Year

CSD2022	Clinical Procedures Lab 2-2	1
CSD2081	Research Strategies and Tactics	3

CSD2057	Audiology Practicum Outplacement	2
CSD2060	ProSeminar	0
CSD2654	Practice Management	3
CSD2602	Educational Audiology	2
CSD2601	Supervision	1
<b>Total Credits</b>		<b>12</b>

Spring Second Year

CSD2101	Data and Statistical Literacy	3
CSD2055	Pediatric Auditory Rehabilitation	3
CSD2162	Counseling Strategies for AuD and SLP	2
CSD2110	Pediatric Evaluation	3
CSD2052	Clinical Procedures Lab 2-3	1
CSD2057	Audiology Practicum Outplacement	2
CSD2451	Audiology Masters Comprehensive	1
CSD2060	Proseminar	0
<b>Total Credits</b>		<b>15</b>

Summer Third Year

CSD2029	Implantables in Clinical Practice	1
CSD2036	Evaluation and Treatment of Tinnitus	1
CSD2057	Audiology Practicum Outplacement	1
CSD2084	Science of Implantables	2
CSD2652	Advanced Clinical Seminar 3-1	1
<b>Total Credits</b>		<b>6</b>

Fall Third Year\*

CSD2600	Interprofessional Rotation	1
CSD2971	Research Practicum**	2
CSD2661	Advanced Clinical Seminar 3-2	1
CSD2057	Audiology Practicum Outplacement	2
CSD2060	Proseminar/Research Roundtable	0
CSD2087	Hearing Conservation and Preservation	2
CSD2043	Fundamentals of SLP for Audiologists	1
<b>Total Credits</b>		<b>9</b>

\* Registration for Fall of the 3rd year may seem light. This is by design.

3rd year students will be completing their research projects that will be presented in the spring. In addition, 3rd year students will be completing externship applications and interviews.

\*\*Register for 2 credits of research in this term even though you will still be completing projects in the Spring.

Spring Third Year

CSD2454	Amplification 2	3
CSD2057	Audiology Practicum Outplacement	2
CSD2060	ProSeminar	0
CSD2252	Advanced Physiological Assessment	3

Summer Fourth Year	CSD2657	Advanced Clinical Seminar 3-3	1
		Total	9
	CSD2655	Advanced Clinical Seminar 4-1	1
	CSD2659	Externship	4
		Total Credits	5
Summer Fourth Year			
	CSD2655	Advanced Clinical Seminar 4-2	1
	CSD2659	Externship	4
		Total Credits	5
	Summer Fourth Year	CSD2655	Advanced Clinical Seminar 4-3
CSD2659		Externship	4
		Total Credits	5
		Total Credits	101

Notes:

- Audiological Assessment (CSD2040), Amplification 1 (CSD2047), and Physics, Physiology, and Psychology of Sound (CSD2078) are considered pre-requisites for moving forward in the program. If you fail any of these courses, you will not be able to continue to the spring semester and instead, will be given the option to rejoin the program the following fall semester.
- Physiological Assessment (CSD2045) is considered a pre-requisite of Advanced Physiological Assessment (CSD2252). If you do not pass CSD2045 you'll need to retake this with a passing grade prior to taking CSD2252). This may lengthen the time you are in the program and delay the start of your externship. This will delay your graduation date.
- Because of the linear nature of this program, the need to repeat any class may lengthen the time you are in the program and delay the start of your externship. This will delay your graduation date.
- The AuD program curriculum outlined above is the anticipated/suggested plan of study and is subject to change. Variability may occur due to teaching expectations of instructors or other scheduling issues.
- The Externship year will place you on a part-time registration. Please be aware of potential consequences in changing to part-time student status (loans, health care, etc.). It is your responsibility to investigate the possible consequences of part-time registration. You may choose to continue full-time registration (minimum 9 credits).
- Students must have completed all course and clinic work successfully (no failures or incompletes) including research credits prior to starting externship placements.
- Students wanting to graduate in April of the 4<sup>th</sup> year must begin the AuD externship by June 1 of the previous year. Students must complete a minimum of 11 months of externship in order to graduate with the AuD degree (see Externship Handbook). Keep in mind that if you start your externship after June 1<sup>st</sup> you will not graduate until August of the next year. You will be required to return to the program (virtual option may be available) and defend your comprehensive examination in the summer term of graduation.
- All students will attend clinic at UPMC during the program and most will be in a UPMC site the very first semester. Students attending clinic at UPMC are required to wear Scrubs in clinic, please see requirements below:
  - You should wear shoes with surfaces that can be wiped clean and that will only be used for clinic, closed in front and back.
  - Students are required to purchase scrubs (tops and bottoms) to wear while in the adult clinics at

UPMC. Tops should have short sleeves and we highly recommend you get a style with pockets in the top as well as the pants. We also recommend getting elastic-waist pants instead of drawstring because the fit is usually much better. In order to assure a range of reasonable price points (different distributors have sales at different times) and a wide range of sizes, you are free to order the following:

- Gray's Anatomy - Indigo
- Cherokee – Navy
- Figs - Navy

**Pitt-Branded Scrubs:** Students can purchase scrubs on their own OR can order Pitt-Branded scrubs through our partner vendor, American Discount Uniform in-store or online. For online ordering go to: <https://americandiscountuniform.net>. Once you reach the site click on GROUP SIGN-IN and enter code: PITTAUDIOLOGY. In-store locations can be accessed here: [Locations - American Discount Uniform](#)

### **Clinical Integration Presentations**

Clinical Integration Presentations (CIP-1, CIP-2 and CIP-3).

While enrolled in Clinical Practicum students will have an opportunity to participate in *Clinic Integration Presentations (CIP)* experiences. CIP sessions are set up by Clinic Coordinators and consist of an oral presentation by each student to a group of CSD faculty members and students. The overall goals of the CIP experiences are as follows:

- To provide students with a formal opportunity to reflect on their clinical education experience;
- To provide students with a formal opportunity to practice oral communication skills including presentation of information and answering of questions posed by an audience;
- To provide faculty members with an opportunity to be more familiar with the range of clinical education experiences within the program; and
- To provide an additional method of student input on clinical education effectiveness so that modifications can be made on an on-going basis.

Additionally, CIP experiences provide an opportunity for students to begin to develop professional oral communication skills including the ability to discuss clinical cases, engage in clinical problem solving, and answer questions related to clinical experiences. The CIP sessions also provide structured opportunities to help students begin to develop competencies necessary for successful performance on the oral comprehensive examination at the end of their graduate program. Students are organized into groups for the CIP experience providing peer feedback to each other. Written feedback is also provided by clinical instructors/faculty) to each presenter.

### **ProSeminar (CSD 2060)**

The ProSeminar exposes students to a variety of content, issues, and perspectives from CSD and related fields. To meet the ProSeminar requirement, students must attend presentations with scientific, clinical, or professional relevance to the discipline on the following schedule:

- AuD students must register each fall and spring for the first three years in their program.
- There is no ProSeminar requirement in the summer.

AuD students are required to attend Technology Tuesday and First Friday Seminars as part of the ProSeminar activities. Other qualifying presentations include seminars; colloquia in CSD and other departments; lectures at Pitt, CMU or other universities; Matthews-Rubin lectures or other presentations; professional meetings; clinical forums; etc. Because of the broad nature of the assignment and the vast array of acceptable presentations, **there is no need to verify that a session qualifies, as long as it is related to the field in a meaningful way.** Lectures and videos available on the internet also can be counted as meeting the requirements for the ProSeminar experience.

### Key Reminders about the ProSeminar Requirement

- Students do not need to obtain approval for presentations they attend as long as the presentations are related to the field of Communication Science and Disorders in a meaningful way.
- If a student attends more than one session at a state or national convention or other multi-session event, all of the sessions attended can be counted toward the ProSeminar requirement, provided that the student writes each session up separately as described in the documentation section.
- A helpful list of presentations can be found at the Pitt Health School's Calendar of Events (<http://www.health.pitt.edu/>). Other presentations may be announced on Canvas as they are brought to the faculty's attention. Students can post a note to the ProSeminar discussion board if they learn of any other presentations.
- You will record three Proseminar activities for each semester you are registered in the Canvas course associated with this activity.

### **Required and Recommended Opportunities**

**Required:** AuD and MA audiology students are required to attend the **Audiology First Friday Seminar**, which is usually held the first Friday of every month (7:00-8:00 a.m.) in the months of October, November, December, February and March or April virtually. These seminars introduce supplementary topics to the curriculum and involve community audiologists as well as students and faculty. Students are required to attend **Technology Tuesday** which is held the 1<sup>st</sup> Tuesday of every month from 4-5pm virtually. Technology Tuesday provides a forum for our Industry partners to update us on the latest technology and allows students to observe and participate in interactions between clinicians and industry representatives.

Audiology students also are encouraged to take advantage of the following opportunities as often as possible:

When	What / Contact	Location
3rd Saturday of every month at 10:00 am	Hearing Loss Association of America	DePaul Institute 6202 Alder Avenue, Shadyside

Students can access Audiology Online ([www.audiologyonline.com](http://www.audiologyonline.com)) at no charge. Audiology Online has numerous educational talks that may assist you in your course and clinic work. Go on the site to get a sense of what it has to offer.

### **Attendance at the Pennsylvania Academy of Audiology (PAA)**

You will have opportunities to attend a variety of local, regional, and national conferences during your education. One of the goals of the Audiology program is to create future leaders in the profession. Your state academy is your first professional home and as states regulate practice, involvement at the State level is important to your profession. With this in mind, if you are interested in attending the PAA conference (usually in September or October), let your instructors know and they will work on excusing you from Thursday and Friday classes that week. Please make sure to let your classroom and clinical instructors know in advance for planning purposes. Details of the meeting can be found on the website (<http://www.paaudiology.org/>). There are poster presentation and grand round presentation opportunities for students at the meeting (look for submission deadlines). No matter what state you ultimately chose to practice in, we hope you will participate in state leadership.



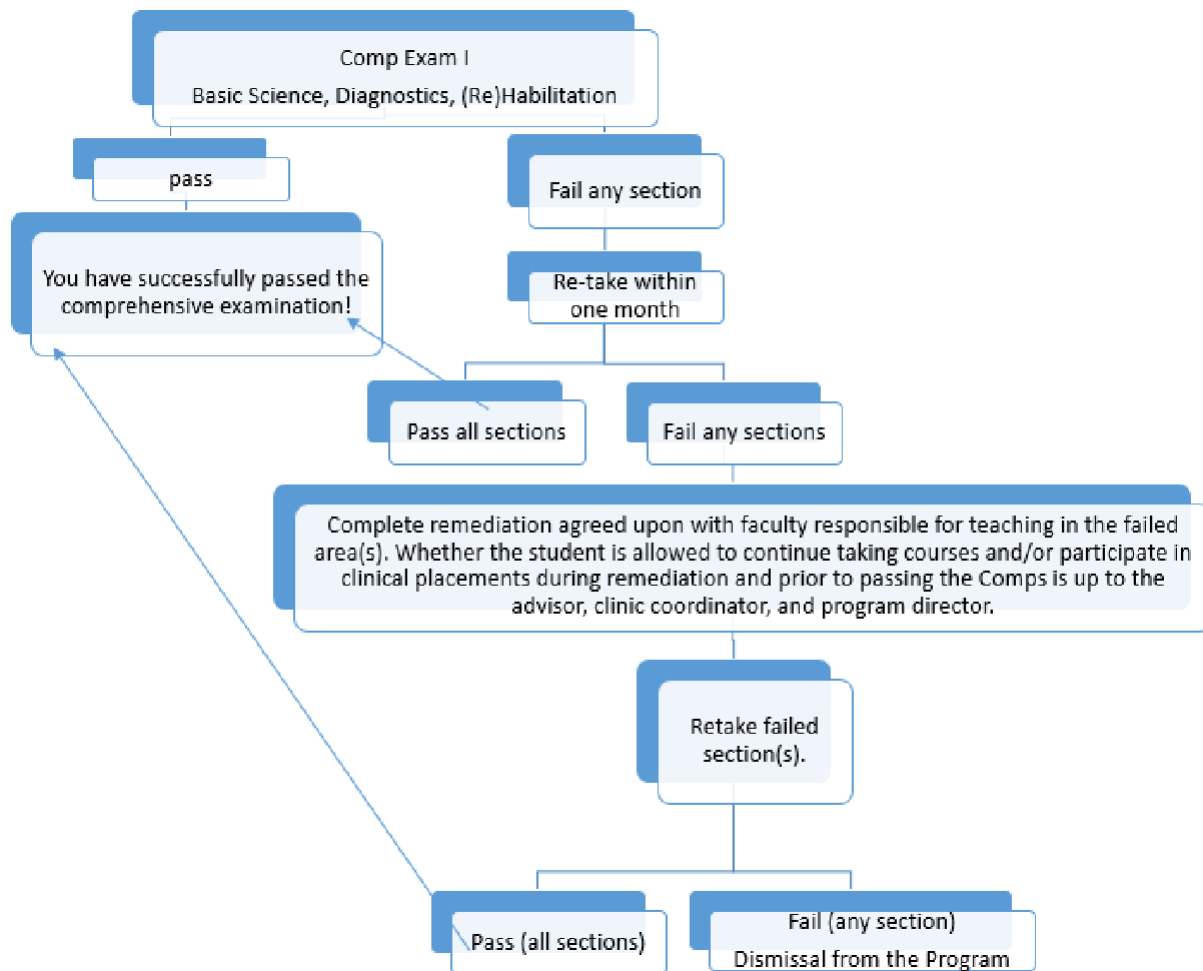
## **Comprehensive Examinations**

Students in the AuD program are required to successfully complete two comprehensive examinations before the degree can be awarded.

### **Comprehensive Exam I**

The first comprehensive examination will be completed in the **Spring** of the **second year** of study. This will be in an oral test format that will test the depth and breadth of the student's knowledge attained during the first four semesters of graduate study through the use of questions related to a clinical case provided to the student at the time of the exam. The examination will only be provided to students who have passed the required courses for the first four semesters of the program.

An *ad hoc* committee of Audiology faculty members and clinical instructors will administer this comprehensive examination. The exam is given prior to Spring Break each year. Students are expected to demonstrate competency in three areas: Basic Science, Diagnostics and Habilitation/Rehabilitation. Competency is defined as a score of 80% or better for each of the areas. Failure to achieve this level of performance will necessitate a retake of the examination for those areas failed. Please see the flow chart below for the progression of retake and remediation opportunities. The retake exam will include a new case and will be offered within one month of the initial exam. On the retake, students failing to achieve an 80% score will be required to complete a remediation plan developed by the faculty examination committee. Remediation activities will be developed by the audiology faculty in an attempt to fill in the knowledge base in the areas of deficiency and will often include the retake of course work in the content area. Upon completion of the remediation, the student will have a third chance to pass the oral comprehensive examination in the specific area(s) they have failed. Failure to pass at 80% will prompt a recommendation for dismissal to the program Chair. The student may be allowed to continue with course work and clinical placements during the remediation period at the discretion of the academic advisor, clinical coordinator, and program director. The student will not be allowed to pursue extern placements prior to passing the examination.



### Comprehensive Exam II

The Comprehensive Examination II process begins when the student selects a case for which they have substantial ownership in case management. This case should include all necessary diagnostic and treatment information. Permission to present this case **MUST** be given by the externship preceptor/site supervisor and be in accordance with HIPAA regulations. The student will then submit a brief description of the proposed case to the student's advisor for approval prior to writing. The comprehensive examination consists of a written and an oral component.

**NOTE:** Students complete the written document during their 4<sup>th</sup> year externship placement. Although the case will come from the clinical activity in the 4<sup>th</sup> year placement, the student should expect to do all of the work on the document (literature review, analysis, etc.) on their own time and not during their clinical externship time. This may include needing to come early or stay after hours in the clinic to access records and working in the evenings and weekends to complete the document and prepare for the oral examination.

Required Content for the Written and Oral Components:

- All elements listed in the Case Report Guidelines (CARE), see Appendix C for details
- Check the Rubric in Appendix C for specific elements of the paper that reviewers will evaluate
- **The document is not to exceed 40 pages (not including references)**

Pass/Failure of the written portion of the comprehensive examination will be determined by the assigned comprehensive examination committee of three faculty members and/or clinical instructors. Students who do not pass the written portion will be given general feedback and one opportunity to rewrite the document. Students do not progress to the oral defense until the written document is accepted. Students who do not pass the oral portion will be given general feedback and one opportunity to re-present the same case. Please see the flow chart at the end of this section for a guide to the pass/fail sequence of the Comprehensive Exam II. The oral comprehensive presentation is open to students, faculty, and the professional community. Students are required to attend these presentations in years 1-3 of the program and will be excused from classes and clinic during these presentations. The presentations for 2024 spring graduation will be on Friday March 27, 2026. AuD students are expected to attend. The date for orals for the summer graduation will be determined at a later date.

Guidelines for the Comprehensive Examination II

A rubric to help guide students in this process can be found in Appendix C

D. Written Document

1. ALL CLINICAL TEST RESULTS SHOULD BE DISPLAYED ANONOMOUSLY AS PER HIPAA REGULATIONS and confidentially requirements. Put test results onto blank formats (no clinic designation) and eliminate names of patients, families and professional practitioners.
2. Submit an electronic copy to your academic advisor.
3. After receipt of your document, your comprehensive committee will be established and provided with copies of your document.
4. If necessary, as determined by the committee, the student may be asked to redo the written document and/or the presentation. When directed by your committee, you will submit an electronic copy to <https://www.turnitin.com/> after final approval from your committee.
5. Documents must be written using the most recently published APA format, in 12-point Arial or Times New Roman type, double-spaced, with one inch margins on all sides.
6. Number pages with a running header (not to exceed 40 pages, not including references)
7. You are advised to submit the written document as early as possible. See the timeline below.
8. The written comprehensive must be **PASSED** by your committee before the oral defense will be scheduled.

Oral Defense

1. Students will present the “case,” not the paper. Specifically, present background/case history for your patient; test results; follow-up/management. Give information on syndromes, unusual aspects of the case as appropriate.
2. **All test results should be displayed anonymously as per regulatory and confidentiality requirements.** Copy any test results onto blank formats (no clinic designation) and eliminate names of patients, families and professional practitioners.
3. Presentation slides (e.g., PowerPoint) should contain no more than six lines per slide, six words per line. Slides are to be used as prompts, not scripts; students will not be allowed to read slides.
4. Briefly explain clinical decisions during the presentation with evidence cited as appropriate.
5. Case presentation should take approximately 30 minutes.

6. After you have finished, members of the audience (students & faculty) will ask questions OF ANY TYPE. Following a finite period of time allocated to audience questions, your committee will commence the oral examination. Your responses and answers should reflect evidence provided in your written paper as well as an understanding of the education you have achieved.
7. When all questions have been answered, you will be asked to leave the room, as will other non-committee members. The committee will vote on your pass/fail/re-presentation (if first oral presentation) for the clinical doctoral comprehensive oral examination and impart the results to you.

Timeline for a Spring Semester Graduation:

1. Submit your written comprehensive document no later than **October 1** of your final or externship year. As indicated above, earlier is better. Anyone submitting the written document after October 1<sup>st</sup> may jeopardize the ability to defend orally on the scheduled date and therefore may not be eligible for an April graduation.
2. The student should receive feedback from the committee chair within a month of submitting their written document. This should occur no later than **December 1**.
3. If a rewrite is required, it should be submitted by **January 1**.
4. Upon receipt of the re-written document, the committee will have 3 weeks to review it and provide feedback to the committee chair. As with the initial submission, the committee chair should give the student feedback within a month of receipt of the document. This should occur no later than **February 1**.
5. The oral defense is scheduled by the department, and you will be expected to arrange to be present for the defense by organizing appropriate travel from your externship. Fourth year students are required to attend their classmates' oral comprehensive examinations and to schedule their travel plans accordingly. You will be provided with the specific date of the oral defense at the beginning of your externship.
6. If a retake of the oral defense is required, it will be scheduled by the department. Individuals requiring an additional oral defense may not be eligible for April graduation.

Timeline for a Summer Semester Graduation:

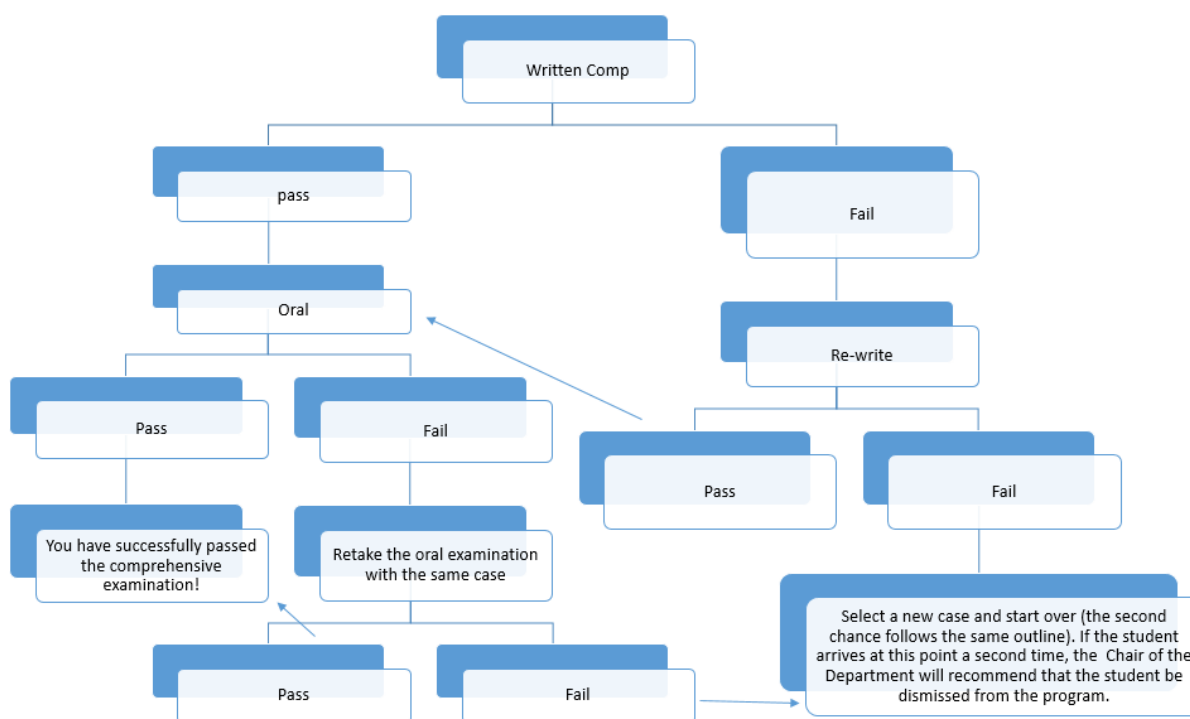
1. Submit your written comprehensive document no later than **January 1<sup>st</sup>** of your final or externship year. As indicated above, earlier is better. Anyone submitting the written document after December 1<sup>st</sup> may jeopardize the ability to defend orally on the scheduled date and therefore may not be eligible for a summer graduation.
2. The student should receive feedback from the committee chair within a month of submitting their written document. This should occur no later than **March 1<sup>st</sup>**.
3. If a rewrite is required, it should be submitted by **April 1<sup>st</sup>**.
4. Upon receipt of the re-written document, the committee will have 3 weeks to review it and provide feedback to the committee chair. As with the initial submission, the committee chair should give the student feedback within a month of receipt of the document. This should occur no later than **May 1**.
5. The oral defense is scheduled by the department, and you will be expected to arrange to be present for the defense by organizing appropriate travel from your externship. Fourth year students are required to attend their classmates' oral comprehensive examinations and to schedule their travel plans accordingly. You will be provided with the specific date of the oral defense at the beginning of your externship.
6. If a retake of the oral defense is required, it will be scheduled by the department. Individuals requiring an additional oral defense may not be eligible for summer graduation.

**NOTE:** For the 2<sup>nd</sup> Comprehensive Exam, you must submit to CSD Department Administrator the following information on October 1<sup>st</sup> for students defending in the spring and January 1<sup>st</sup> for students defending in the summer. Failure to submit these materials on time will make you ineligible to proceed

with the comprehensive exams. Because we open these presentations up to the community, these materials are necessary in order to provide continuing education credits and must be submitted by the department well in advance of the event.

1. Title
2. Abstract
3. Learning Outcomes
4. Assessment Tool (3-4 questions)
5. Biographical Information
6. Disclosure forms (available from CSD Department Administrator)

**All Audiology students are expected to pass their comprehensive examination(s). Failure to pass either of the above examinations within three examination cycles will result in the student's dismissal from the Audiology program.**



### **Research Project Information and Guidelines for AuD Students**

Research projects are required for students in the AuD program. These projects are completed under the direction of a faculty mentor during the first three years of study. AuD students should discuss this requirement with their academic advisor during spring of Year 1 of their program of study. The research project required by students pursuing the AuD must ultimately meet requirements mutually agreed upon by the student and the supervising faculty mentor, aligned with required departmental milestones. All students will complete a research contract with their supervising faculty mentor

detailing plans and expectations for the project.

Minimum requirements for the project:

- Research agreement
- Students must complete training modules for human subjects research (CITI + HIPAA) and/or animal research (IACUC).
- Research question(s), data collection and analysis as decided and agreed upon by the student and supervising faculty mentor
- Poster presentation during lunch break of 4th-Year Comprehensive Exam Day (Spring Year 3) to CSD faculty, students, and community

Students are encouraged to submit research related work for presentation at professional meetings regionally or nationally.

Timeline for AuD Student Research Practicum

Students will complete a survey indicating their research preferences in Year 2 Summer. Based on available projects, students will be matched with a research faculty mentor by the beginning of Year 2 Fall. Students will register for 1 research practicum credit with their assigned mentor in Year 2 Fall. The following milestones will be completed,

Year 2 Fall

- Research contract
- Review research poster template with faculty mentor
- Formulate research question and background section of poster during CSD 2103 Professional Writing and CSD 2081 Research Strategies and Tactics

Year 2 Spring

- Complete methods section of poster during CSD 2081 Data and Statistical Literacy

Year 3 Summer

- Data collection
- Consider submitting an abstract to a professional conference (most deadlines will be around this time)

Year 3 Fall

- Data collection and analysis

Year 3 Spring (register for 1 research practicum credit)

- Complete research poster and practice presentation with research faculty mentor
- Present poster during lunch break of 4<sup>th</sup>-Year Comprehensive Exam Day or separate CSD Research Day (depending on the format for a given year)

Scientific Review and Approval

Any investigative study involving human subjects also must be approved by the scientific review committee/officer within the student's home department/program and then by the University of Pittsburgh Human Research Protection Office (HRPO). Students should refer to the University's HRPO website at <http://www.irb.pitt.edu/student-research> for submission information. If you are in a lab working with animals, your mentor will advise you related to specific training and requirements. Due to the time required to prepare the proposal and the approval process itself, the process of obtaining HRPO approval should be started as early as possible. HRPO approval is not needed for projects that do not involve the collection of data from humans or animals (e.g., model building or theory development). All

investigators and key personnel involved in Human Subject Research are required to complete specific research ethic courses using the CITI training program. Detailed information about the required research courses is available at <http://www.irb.pitt.edu/training>. If you are joining a project that already has an active IRB, you will need to complete the training and then your mentor can add you onto the IRB protocol.





## **Appendix A: Audrey Holland Endowed Award**

### **Audrey Holland Endowed Award**

The Audrey Holland Endowed Award has been established to support undergraduate and graduate students to design and conduct research in the Department of Communication Science and Disorders. The awardee may use the award for research related supplies and equipment, subject participation, statistical support, travel to present research findings, and other related items.

#### **How to compete for this award**

The award is competitive and all CSD students are eligible. Students conducting or planning to conduct research may self-nominate. **The award amount will be announced each year.**

#### **ELIGIBILITY**

- CSD undergraduate or graduate student
- Research for which the award is being sought must meet one of the following criteria:
  - Human subjects research (full board review, expedited review or exempt status) approved by the University of Pittsburgh Institutional Review Board (IRB)
  - An active and approved IRB number will be required in the application
  - Human subjects research (full board review, expedited review or exempt status) that is sufficiently complete in its design as to be ready for IRB submission. The committee will judge the application's readiness for IRB submission.
  - A design that does not involve human subjects and therefore does not require IRB approval. Examples include systematic review or meta-analysis
- Student researcher-applicant must have a faculty mentor actively involved in the research, who will indicate their support of the research with their signature on the application.
- Applications must be submitted one week before the Thanksgiving break (actual date will be announced when the award is announced annually)

#### **APPLICATION PROCEDURES**

Download and complete the application electronically (available at [Department of Communication Science and Disorders | Pitt SHRS](#)) for the Audrey Holland Endowed Award following all instructions. The application packet includes

- the project title,
- list of supplies/equipment/subject payments and other items for which the award is being requested and their approximate cost,
- a brief narrative of the research including need, purpose, specific aims, methods, and a brief literature review (5 pages or less)
- the student applicant's bio sketch including undergraduate and graduate grade point average, degree program currently enrolled in, and year and milestone in the degree program. Some examples include the following: "M.A. SLP program, second year student, thesis project" or "Ph.D. third year student, predissertation project", or "undergraduate Honors project for B.Phil. degree", or "Ph.D. student, second year, research practicum"

All application and supporting materials are due on the Wednesday preceding the first day of the University's official Thanksgiving Break (typically the second-to-last Wednesday of each November). The actual due date will be announced with the call for applications.

Applications must be submitted electronically by email (please compile all materials into a single Word or PDF document) to the CSD Director of Awards (Dr. Kendrea Garand via [kgarand@pitt.edu](mailto:kgarand@pitt.edu)) before noon EST on the due date.

## SELECTION COMMITTEE

The award recipient will be determined by a faculty committee consisting of the directors of the five-degree programs in the Department of Communication Sciences and Disorders: CSD Undergraduate, Master's Degree Program in SLP, Doctor of Audiology (AuD) Program, Doctor of Clinical Science in Speech Language Pathology Program (CScD), and CSD Doctor of Philosophy (Ph.D.) Program.

- Committee members serving as research mentors for submitted applications for the Audrey Holland Endowed Award will recuse themselves from the selection committee.
- The committee members will assign scores according to the following scoring rubric, to each of the following criteria. The application receiving the highest number of total points will receive the award.
- Applicant
  - Is the applicant's academic record of high quality?
  - Does the applicant have the potential for, and commitment to, becoming an important contributor to biomedical, behavioral or clinical science as a clinician-scientist?
  - Is there a good match between the proposed project and the applicant's education, experience, and reasons for doing the research (as gleaned from the bio sketch)?
  - Has the applicant had any prior research experience or publications? Does the applicant have a questioning mind?
- Purpose, specific aims, literature review, significance of project, importance of project
  - Is the proposed research plan of high scientific quality, and does it relate to the applicant's education, experience, and reasons for doing the research (per the bio sketch)?
  - Is the research plan consistent with the applicant's stage of research development?
  - Will the research plan provide the applicant with individualized and supervised experiences that will develop research skills needed for their independent and productive research career?
  - Will the research plan provide the applicant with individualized and supervised experiences that will help develop research skills needed for participation in future research, scholarly, and/or clinical investigative activities?

### Scoring Rubric

Score	Descriptor	Comments on Strengths/Weaknesses
1	Exceptional	Exceptionally strong with essentially no weaknesses
2	Outstanding	Extremely strong with negligible weaknesses
3	Excellent	Very strong with only some minor weaknesses
4	Very Good	Strong with numerous minor weaknesses
5	Good	Strong but with at least one moderate weakness
6	Satisfactory	Some strengths but also some moderate weaknesses
7	Fair	Some strengths with at least one major weakness
8	Marginal	A few strengths and a few major weaknesses
9	Poor	Very few strengths and numerous major weaknesses

- In the event of a tie vote, the Department of Communication Science and Disorders Director of Student Financial Aid and Awards will give the tiebreaking vote.
  - If the director is serving as research mentor for any submitted applications, the Chair of the Department of Communication Science and Disorders will serve as the tiebreaker vote.
  - Next in line to generate the tiebreaker vote is the CSD Department Vice Chair of Research.

**AUDREY HOLLAND ENDOWED FUND**  
**Application Form**

Student Last Name: \_\_\_\_\_  
Student First Name: \_\_\_\_\_  
Middle Initial: \_\_\_\_\_  
Credentials (indicate current highest earned degree): \_\_\_\_\_  
Address: Number & Street \_\_\_\_\_  
City, State, Zip Code: \_\_\_\_\_  
Phone number including area code: \_\_\_\_\_  
Applicant is a (check all that apply):  
☐ CSD undergraduate student  
☐ CSD MA/MS-SLP student  
☐ CSD AuD student  
☐ CSD CScD student  
☐ CSD PhD student

**TITLE OF PROJECT:**

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**LIST OF ITEMS FOR WHICH THE AWARD WILL BE USED:** Indicate item (see instructions above) and approximate cost. Please use the form below. A sample list is attached to the application. Include in the Project Narrative, where each item fits into the research plan (see next paragraph).

**PROJECT NARRATIVE (5 PAGES OR LESS):** include purpose of research and plan of execution. Please insert the information in the following outline modeled after the University of Pittsburgh IRB application, or create a separate document using this outline. Please add a "Project Narrative" header to each page of the Narrative.

1. Project Title, Principal Investigator's Name
2. Objective: What is the overall purpose of this research study? (Limit response to 1-2 sentences.)
3. Specific Aims: List the goals of the proposed study (e.g., describe the relevant hypotheses or the specific problems or issues that will be addressed by the study).
4. Background: Briefly describe previous findings or observations that provide the background leading to this proposal.
5. Significance: Why is it important that this research be conducted? What gap in existing information or knowledge is this research intended to fill?
6. Innovation: Indicate any innovative aspects of your research proposal or design.

**BIOSKETCH OF THE STUDENT APPLICANT.** Highlight your education and experience which enable you to do this research, your motivation for embarking on this research, and reasons for doing the research. Include your undergraduate and graduate grade point average, degree program and level/year, and milestone in the degree program (see instructions above). Please add a “Biosketch” header to the biosketch.

**CURRICULUM VITAE OF THE STUDENT APPLICANT.** Please add a “Curriculum Vitae” header to each page of the CV.

**AUDREY HOLLAND ENDOWED AWARD**

**LIST OF SUPPLIES, EQUIPMENT, SUBJECT PAYMENTS FOR WHICH AWARD IS SOUGHT**

(Please copy this table and paste into your application document)

ITEM	COST
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PLEASE ADD ROWS TO THIS TABLE AS NECESSARY



Appendix B:

Core Functions for the Doctor of Audiology Program

This document identifies the core functions that individuals are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and entry into professional practice. The term “core functions” refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations to practice as a speech-language pathologist or audiologist in a broad variety of clinical situations.

**The CSD Department uses this guiding document in the following ways:**

- *informing individuals* about the core functions associated with the professions of audiology and speech-language pathology
- *empowering students* to make informed choices regarding their pursuit of professions in audiology and speech-language pathology
- *initiating discussions* with students regarding student success
- assisting students in *identifying and advocating* for appropriate resources and accommodations, which can be accessed via the Disability Resources and Services Office.
  - The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the Disability Resources and Services Office and the individual to work together to identify possible services and accommodations.
- *advancing* the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

**Communication**

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
  - Example: Appropriately model communication for clients/patients.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

## **Motor**

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments.

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

It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

## **Sensory**

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings.
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

## **Intellectual/Cognitive**

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.

It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

## **Interpersonal**

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive.

- Display compassion, respect, and concern for others during all academic and clinical interactions.
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.

- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.
- Demonstrate awareness of personal and professional abilities through self-reflective practices to facilitate growth in didactic and clinical competencies.

It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

### **Cultural Responsiveness**

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews.

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

This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

### **Core Functions Statement**

I have read the document: Core Functions for the SLP Masters and AuD Programs. I understand that if I feel that I need accommodations to meet the core functions, it is my responsibility to initiate contact with the University of Pittsburgh Disability Resources and Services Office (412-648-7890) for an assessment of my eligibility for and the reasonableness of accommodations.

If I am unable to meet the Core Functions with or without reasonable accommodation now or in the future, I understand that I may not be able to continue advancing in academic and/or clinical components of the program.

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Please Print Name

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Signature

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Date



## RESOURCES FOR DISABLED STUDENTS

### Office for Equity, Diversity, and Inclusion

#### Disability Resources & Services

The University of Pittsburgh is committed to an inclusive and accessible campus environment. It is the mission of Disability Resources & Services (DRS) to fulfill this commitment by partnering with individuals with disabilities and the University community to provide equal access to employment, classes, programs, and activities.

Website: <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>

DRS Reception:

Email: [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu)

Phone: 412-648-7890

Contact form: <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services/contact-drs>

#### Civil Rights & Title IX

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please use this website: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance>

University of Pittsburgh, Office of Health Sciences Diversity

Carl Lawson, Associate Vice Chancellor, Health Sciences Diversity, Equity, and Inclusion

Phone: 412-648-2066

Fax: 412-383-5728

[diversity@hs.pitt.edu](mailto:diversity@hs.pitt.edu)

Lisa Upsher, Director for Health Sciences Diversity, Equity and Inclusion

M216E Scaife Hall, 3550 Terrace Street, Pittsburgh, PA 15260,

Phone: 412-648-2066.

<p><b>Vanessa Love</b></p> <p>Director, Civil Rights and Title IX 31st Floor, Cathedral of Learning, 4200 Fifth Ave, Pittsburgh, PA 15260 <a href="mailto:vc117@pitt.edu">vc117@pitt.edu</a> 412-648-7860</p> <p>Handles and coordinates responses to inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression.</p>	<p><b>Leigh Culley</b></p> <p>Director, Disability Resources and Services 140 William Pitt Union, 3959 Fifth Ave, Pittsburgh, PA 15260 <a href="mailto:lculley@pitt.edu">lculley@pitt.edu</a> 412-648-7890</p> <p>Handles and coordinates responses to inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, age, and veteran status.</p>	<p><b>Yvonne Powers,</b></p> <p>Director, Employee and Labor Relations 518 Craig Hall, 200 S Craig St, Pittsburgh, PA 15260 <a href="mailto:ytp2@pitt.edu">ytp2@pitt.edu</a> 412-624-6801</p> <p>Handles and coordinates responses to inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, age, and veteran status, for cases involving staff members.</p>
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## Appendix C: 4<sup>th</sup> Year Comps Guidelines and Rubric for AuD Students

**CARE**  
case report guidelines

**CARE Checklist of information to include when writing a case report**

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Topic	Item	Checklist item description	Reported on Line
Title, name	1	The diagnosis or intervention of primary focus followed by the words "case report" .....	
Key Words	2	2 to 5 key words that identify diagnoses or interventions in this case report, including "case report" ...	
Abstract (no references)	3a	Introduction: What is unique about this case and what does it add to our clinical understanding? .....	
	3b	Main symptoms and/or important clinical findings .....	
	3c	The main diagnoses, therapeutic interventions, and outcomes .....	
	3d	Conclusion—What is the main "take-away" lesson(s) from this case? .....	
Introduction	4	One or two paragraphs summarizing why this case is unique ( <b>may include references</b> ) .....	
Patient Information	5a	De-identified patient specific information. ....	
	5b	Primary concerns and symptoms of the patient. ....	
	5c	Medical, family, and psycho-social history including relevant genetic information .....	
	5d	Relevant past interventions with outcomes .....	
Clinical Findings	6	Describe significant physical/otologic findings. (e.g., malformations, cerumen, vision, etc.) .....	
Timeline	7	Historical and current information regarding care, organized as a timeline .....	
Diagnostic Assessment	8a	Diagnostic testing .....	
	8b	Diagnostic challenges (such as access to testing, financial, or cultural) .....	
	8c	Diagnosis (including other diagnoses considered, e.g., differential diagnosis table) .....	
	8d	Prognosis (e.g., expected communication or functional outcome) .....	
Therapeutic Intervention	9a	Types of therapeutic intervention .....	
	9b	Administration of therapeutic intervention .....	
	9c	Changes in therapeutic intervention (with rationale) .....	
Follow-up and Outcomes	10a	Clinician and patient-assessed outcomes (if available) .....	
	10b	Important follow-up diagnostic and other test results .....	
	10c	Intervention adherence and tolerability (How was this assessed?) .....	
	10d	Adverse and unanticipated events .....	
Discussion	11a	A scientific discussion of the strengths AND limitations associated with this case report .....	
	11b	Discussion of the relevant literature <b>with references</b> . ....	
	11c	The scientific rationale for any conclusions (including assessment of possible causes) .....	
	11d	The primary "take-away" lessons of this case report (without references) in a one paragraph conclusion .....	
Patient Perspective	12	A report of the patient's perspective on their lived experience of the services they received (brief paragraph) .....	
List of Abbreviations	13	List of abbreviations (in the text, make sure you write out the full works with abbreviation in ( ) the 1st time it is used. ....	

	MET REQUIREMENTS	PARTIALLY MET REQUIREMENTS (requires rewrite)	DID NOT MEET REQUIREMENTS (requires rewrite)
Included all aspects of Case Report (CARE) Guidelines			
Use the headings provide by CARE (left column)			
Voice (professional - clear and concise). Use "I" when describing aspects of the case you managed.			
Composition (technical treatment of subject)			
Grammar (few if any, minor errors in sentence construction, usage, grammar, or mechanics)			
Typographical accuracy (few if any, typographical errors, paper was carefully proofread )			
APA Format (adheres to APA format)			
Source (Source material is incorporated logically and insightfully. Sources are documented accurately).			
All identifying information related to the patient and clinical site(s) has been removed. Use a pseudonym for your patient. Do not use provider, clinic, or University names. Do not use dates; instead indicate "Visit 1", "Visit 2", etc. You can indicate time between visits.			

Embed figures and tables into text where they are mentioned for the first time. Label Figures and Tables (e.g., 1, 2, 3 with legends).

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Paper including Figures and Tables (without references) is no more than 40 pages.

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Times New Roman Font - 12; 1-inch margins; number pages; use 1.5 spacing

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APA style resource:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## **Appendix D: Research Agreement for AuD Students**

**Now completed via docusign.**

## **Appendix E: Master's Thesis Committee Approval**

Completed via DocuSign by contacting Laura Martin

Student name \_\_\_\_\_ People Soft # \_\_\_\_\_ Pitt email address \_\_\_\_\_

Proposed Master's Thesis Title:

**Committee members should be selected early in the formulation of the thesis project. The student should contact the proposed committee members, discuss the thesis topic, and obtain their consent to serve on the committee.**

### ***Committee Advisor/Chair:***

In consultation with an academic advisor, the student will need to select a research mentor to serve as the Thesis Committee Advisor/Chair. The Advisor/Chair must have a faculty appointment within the Department and have expertise and research experience in the area of investigative study. If the Advisor/Chair is an adjunct member of the Department, they would be a co-advisor with a regular Department faculty member.

**Committee Members:** The committee will consist of University of Pittsburgh faculty members, the # of members depend on the department.

In consultation with the Thesis Advisor/Chair, the student selects 2 members (3 for CSD):

- At least 1 (2 for CSD) member(s) must be a SHRS faculty member from within the student's department.
- At least 1 committee member must be a regular (not adjunct) member of the SHRS Graduate Faculty.
- If required a 3rd committee member may be from within the department, SHRS or the University.
- Additional members from outside the University are allowed (serving as non-voting members), but not required, and would be in addition to the 2 or 3 University of Pittsburgh faculty members (names can be added on back of form)

### **Committee Members (by signing this you are agreeing to be a part of this committee)**

<b>Thesis Advisor/Chair</b> (printed name and signature)	Date	Dept/Affiliation	SHRS Grad Faculty? (Y/N)
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<b>Member</b> (printed name and signature)	Date	Dept/Affiliation	SHRS Grad Faculty? (Y/N)
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<b>Member</b> (printed name and signature)	Date	Dept/Affiliation	SHRS Grad Faculty? (Y/N)
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<b>Member</b> (printed name and signature)	Date	Dept/Affiliation	SHRS Grad Faculty? (Y/N)
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The thesis committee listed above is approved and the student may proceed to prepare and defend the master's Thesis Prospectus.

**Department Chair**

**Date**

**Submit** this completed form to Laura Martin (CSD Department) and MA SLP Program Director. Copies should be retained by the Thesis Advisor and the student.

Updated June 9 2024





Completed via DocuSign by contacting Laura Martin

**Appendix F: Master's Thesis Prospectus Approval**

Student name \_\_\_\_\_ People Soft # \_\_\_\_\_ Pitt email address \_\_\_\_\_

Proposed Master's Thesis Title:

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**Committee Members**

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<b>Thesis Advisor</b> (printed name and signature)	Date	Dept./Affiliation
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<b>Member</b> (printed name and signature)	Date	Dept./Affiliation
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<b>Member</b> (printed name and signature)	Date	Dept./Affiliation
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<b>Member</b> (printed name and signature)	Date	Dept./Affiliation
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The thesis committee listed above has approved the prospectus and the student may proceed with their project.

**Submit** this completed form to Laura Martin (CSD Department) and MA SLP Program Director. Copies should be retained by the Thesis Advisor and the student.

**Appendix G: Sample Timeline for Completing a Master's Thesis**

The table below has typical dates for students who plan to complete their thesis by the end of their spring or summer term of the second year. Students should set deadlines with their thesis advisor to meet their graduation goals.

Term	Date	Action
Fall Year 1		Meet with potential thesis advisor with three research questions: <ul style="list-style-type: none"> <li>• What do you want to know? (What is your general research question?)</li> <li>• Why do you want to know it? (What background makes your question important?)</li> <li>• How are you going to do it? (What method will answer your question?)</li> </ul>
	End of Term	Complete CITI responsible conduct of research training and an OSIRIS account if appropriate
Spring Year 1	Mid-January	Work with your thesis advisor, select remainder of your committee and describe project to them.
	End-January	Gain Department Chair approval for thesis committee
	Mid-February	Working with your thesis advisor, prepare an overview document answering the following questions in detail <ul style="list-style-type: none"> <li>• What do you want to know?</li> <li>• Why do you want to know it?</li> <li>• How are you going to do it?</li> </ul>
	Early April	Complete ETD training (check on ETD deadlines for Spring Graduation)
Summer Year 1	Early June	Written prospectus completed. This will require an iterative process (several versions) between the thesis advisor and the student to produce the prospectus.
	Early/Mid-July	At least two weeks before the Thesis Prospectus Meeting the written prospectus must be sent to the committee.
	End of July	Successfully complete the Thesis Prospectus Meeting
Fall Year 2		Data collection started Ideally completed by end of term
		Data analysis started
Spring Year 2		Data collection complete
		Data analysis ideally complete
		Possible oral defense
Summer Year 2		Data analysis complete
		Possible oral defense

## Appendix H. Key Elements Often Included in a Thesis Paper

This document is designed for students and thesis advisors to use as a guide while developing their final paper.

- Title
  - Clear and specific title that highlights the importance of your project
- Background
  - Literature review of the topic that synthesizes what is known about the topic
  - Your literature review should lead the reader to your research questions (becoming increasingly more focused).
  - Clear research question(s) & literature or data-based hypotheses
- Methods
  - Keep in mind the importance of replication of your study. That is, someone should be able to read your methods and reasonably replicate them.
  - Human subject projects often include comprehensive descriptions of participants (e.g., age, diagnosis)
  - Typically, methods will include materials (tools) used for the study.
  - Typically, methods will include procedures (step by step the techniques that were used).
  - Data and/or statistical analysis should be included in the methods as a subheading.
  - If your study is part of a larger study or an existing data set, be sure to explain the purpose of that project and/or the purpose for which those data were collected.
  - If others assisted with your project, be clear about your role (as well as their roles) in all project steps.
- Results
  - Present outcomes from your data analysis (not interpretation).
  - Will likely include some graphical representation of your results.
- Discussion
  - Interpretation of your results, connections to other literature, future directions, limitations, and a conclusion paragraph or section.
- References
  - List references in APA format. Be sure these are in the accurate form (Purdue Online Writing (OWL) Lab: <https://owl.purdue.edu>).

### **Other considerations**

For some projects, it may make sense to combine results and discussion – but the elements of each still need to be included.