I. INTRODUCTION

The Mission of the Doctor of Audiology Program is to provide academic and clinical education for students in audiology. Students who graduate from the Au.D. program will meet the academic and practicum requirements for clinical certification in Audiology from the American Speech-Language-Hearing Association (ASHA). This mission is consistent with the mission statements of the University of Tennessee System (http://tennessee.edu/aboutut/mission/); the College of Allied Health Sciences (http://www.uthsc.edu/allied/dean_msg.php); and the Department of Audiology and Speech Pathology (http://www.uthsc.edu/allied/asp/).

This handbook is designed to provide information about departmental guidelines and regulations in the Au.D. program. Information about departmental policies and procedures included in this handbook is to be used in concert with the Audiology Practicum Handbook and supplements the University of Tennessee Health Sciences Center CenterScope. Although this handbook provides a summary of departmental regulations, specific details and application of policies may vary with the special circumstances related to a specific student.

The following requirements must be satisfied to earn the degree of Doctor of Audiology:

1. Satisfactory completion of a minimum of 112 semester credit hours of work, which must include 70 hours of academic courses, and 42 hours in clinical courses.
2. Students must complete coursework with a “B” or better overall average. Grades of “B” or above are required in all content area coursework.
4. Satisfactory completion (“Pass”) of a thesis or comprehensive exam is required prior to graduation.
5. Students must discharge all financial obligations to the University and remove all deficiencies documented by the Registrar.
6. Students planning to practice in the United States also must pass all Knowledge and Skills (KASA) competencies prior to graduation.

The following sequence may be considered a general guideline:

Year 1: Active involvement in required subject area courses and clinical practicum culminating in the completion of the qualifying examination.
Year 2: Continued involvement in subject area courses, participation in a research project, culminating in a full-time, 10-week summer practicum to gain experience in an outside agency.
Year 3: Participation in subject area courses and clinical practicum, selection of an
externship site, and completion of the comprehensive examination.
Year 4: Participation in a full year (12-month) externship culminating in graduation from the program.

II. CURRICULUM

The curriculum in the Au.D. program is tailored to provide students with knowledge and skills of all areas in the discipline with room in the curricular plan to allow some specialization. Students who graduate from the Au.D. program will meet the academic and practicum requirements for clinical certification in Audiology from the American Speech-Language-Hearing Association (ASHA). At the time of admission, the Department Chair will assign an academic advisor to each incoming student. This advisor may be changed during the program as interests are developed or other circumstances (e.g., faculty leave of absence) arise. All students are required to consult with their academic advisor prior to registration each semester.

A. Academic Coursework

The required coursework should be taken in sequence (Appendix A). Exceptions will be considered and approved only by the academic advisor and the progress and promotion committee. Students with no prior background in communication disorders and sciences may require some additional coursework during their program of study.

The academic courses are indicated below:
507 Anatomy and Physiology of Hearing (3)
510 Clinical Education Series in Audiology (1) 7 sections
511 Introduction to Research in Speech and Hearing (3)
512 Clinical Practice in Audiology (1-4)
515 Practicum in Aural Rehabilitation (1-4)
542 Hearing Disorders (3)
543 Amplification Technology (3)
544 Amplification for Adults with Hearing Impairment (3)
545 Sound Measurement Techniques and Hearing Conservation (2)
546 Audiologic Assessment (3)
574 Pediatric Audiology for Audiology Majors (3)
576 Physiologic Assessment of the Auditory System I (4)
577 Vestibular Disorders (4)
583 Physiologic Assessment of the Auditory System II (3)
585 Cochlear Implants (3)
586 Standards and Practice Issues in Audiology (3)
594 Aural Habilitation/Rehabilitation of the Hearing Impaired (3)
602 Psychoacoustics (3)
604 Molecular Genetics and Pharmacology of Hearing (3)
605 Speech Perception and Hearing Impairment (3)
613 Externship (1-9)
B. Research Requirement
Each student must complete a research requirement as a part of the required 70 hours of academic coursework. The research requirement typically begins in ASP 511 Introduction to Research in Speech and Hearing where the student proposes and designs a research project under the supervision of the instructor and a faculty member in their area of interest. In subsequent semesters, the student completes the research project (including obtaining IRB approval, data collection, and data analysis) while enrolled in ASP 656 Directed Research in the section number corresponding to the faculty member directing the project. Lastly, students are required to present the findings from their research project at the departmental Research Colloquium. Successful completion of the research requirement is determined by the faculty member directing the project.

C. Independent Educational Activities
Educational activities which require faculty instruction or commitment in independent study, directed study, problems, or thesis must be approved by the academic advisor and the affected faculty member prior to enrollment by student. An independent study plan form (available at the departmental office) should be completed and submitted to the Department Chair. A copy of the completed form will be placed in the student’s department academic file.

D. Aural Habilitation Concentration
Au.D. students may elect to pursue a concentration in the area of Aural Habilitation. Application materials may be obtained in the department main office. Admission to Aural Habilitation Concentration is competitive and not all applicants will necessarily be admitted.

Students in the Aural Habilitation Concentration must complete an additional 6 hours of graduate level courses in language and/or aural habilitation. Courses taken for the concentration will count as elective credits toward their degree. Students may select courses from the following options:

- ASP 561 Child Language Disorders
- ASP 563 Language Disorders Birth to Three
- ASP 581 School Speech-Language Pathology
- ASP 593 Independent Study (topic Child Language Disorders)
- An approved course in Deaf Education

Selection and scheduling of academic courses will be approved and monitored by the student’s academic advisor. Completion of all requirements for the concentration will be approved by the staff in Child Hearing Services (CHS) and documented in the student’s Program of Study by their faculty advisor. Completion of all concentration requirements must be verified by approval signatures from the academic advisor and CHS staff on the
student’s Completion of Concentration form, which will be placed in the student’s department file.

The Aural Habilitation Concentration also requires three semesters of clinical practicum in treatment with children who have hearing impairments, totaling a minimum of 130 clock hours. These clock hours must be completed with a variety* of treatment experiences. At least 100 of the clock hours must be supervised by the clinical staff in CHS. All practicum within the concentration must be approved by the staff of CHS.

*Approved experiences include, but are not limited to:
   a. Group and individual treatment
   b. Children with cochlear implants
   c. Children with varying degrees of hearing loss
   d. Children varying in age (0 – 3, 3 – 5, & school age)
   e. Speech, language, & auditory skill assessment
   f. Formal and informal assessment of hearing aids, FM systems, and cochlear implant functioning
   g. Participation in a minimum of one Individual Family Service Plan or M-Team meeting or Professional Collaboration/Consulting Session

In addition to the clinical experiences available within CHS, arrangements have been made with a number of outside facilities in which practicum experience can be gained. General information concerning operating rules, client populations, or other restrictions for specific clinical areas is included in the Clinical Policy and Procedures Manual. All students should have a copy of this manual and be familiar with its content.

III. CLINICAL PRACTICUM

The following section offers an overview of clinical practicum in the Au.D. Program. Students should refer to the Audiology Clinic Handbook for specific details regarding Clinical Practicum policies and procedures.

A. Requirements for Admission to Clinical Practicum
In addition to the clinical requirements outlined in the Audiology Clinic Handbook, the following screening protocol is to be completed prior to enrolling in clinical practicum:
   • Screening of students’ oral communication skills (articulation, prosody, voice quality, fluency, accent/dialect, hearing)
   • All students must be proficient in English and International students must obtain a score of 50 or higher on their Speak Test before participating in clinical practicum.
   • Students who fail any area of the screening protocol will meet with their advisor to discuss options.
B. On-Campus Placements
Persons served in the UT Audiology Clinic are treated in a nondiscriminatory manner – that is, without regard to race, color, religion, gender, national origin, participation restriction, age, sexual orientation, or status as a parent. This institution and program comply with all applicable laws, regulations and executive orders pertaining thereto. This applies to patients and their families, as well as, to students, staff and clinical faculty.

Full-time Au.D. students typically enroll in 1-2 s.c.h. of ASP 512 during their first semester. This is equivalent to up to 3-6 clinical contact hours/week. All other Fall and Spring semesters during their first 3 years, they will enroll in a total of 3 s.c.h., which is a combination of ASP 512 and/or ASP 515. This is equivalent to up to 9 clinical contact hours/week. Full-time Au.D. students typically enroll in a 4 s.c.h. combination of ASP 512 and/or ASP 515 during the full summer session of the first year. Because of the shortened session (compared to fall and spring semesters), this is equivalent to up to 12 clinical contact hours/week.

C. Off-Campus Placements
Beginning in the second year of study, students will obtain clinical experience in a variety of off-campus placements in the Knoxville area. Students will be placed off-campus once they have met expected competencies during on-campus practicum. For obvious reasons, the procedures for securing practicum experiences or externships in off-campus facilities are well-defined and must be followed. Prior approval must be obtained from the Director of Hearing Services before any arrangement with the outside facility is made by the student.

1. Second-Year Summer Externship
Assuming satisfactory clinical and academic performance, a student will complete a 10-week full time externship experience during their 2nd summer. It is the student’s responsibility to identify a site and secure an extern position, under the advisement of the Director of Hearing Services. A contract must be signed between the site and the University of Tennessee Health Science Center BEFORE a student may begin clinical practicum at this site. It is in the student’s best interest to pursue these externships as early as possible because it can take months to complete contractual agreements. Students should enroll in a minimum of 4 units of ASP 613.

2. Fourth-Year Externship
After having (1) completed all coursework satisfactorily, (2) completed and presented the research project, (3) passed qualifying and comprehensive exams, and (3) meeting competency levels expected of a student at the end of their 3rd year, students will complete a fourth-year externship.

Each individual student identifies and secures an externship site; however, the Director of Hearing Services oversees this process while the academic and clinical faculty provide valuable help with networking and identification of appropriate externship experiences. Once a suitable site has been obtained, it should be presented to, and approved by, the
D. Obtaining Clinical Hours for Students on Assistantships, Workstudy or Traineeships.

Students who provide clinical services as part of a graduate assistantship or workstudy position may receive clinical clock hours as long as: (1) they are actively engaged in the planning, implementation and decision-making aspects of the service and, (2) ASHA supervisory requirements are met. However, students will not be given academic credit for this work. For students funded through a grant, clinical hours may be counted if they are considered part of the traineeship and are supervised according to ASHA requirements.

Clinical practicum requirements for academic credit in practicum courses are independent of the clinical services provided as part of assistantship or workstudy assignments. For example, if a student is signed up for 3 credits of clinical practicum, they must complete the full workload associated with their practicum. Any clinical hours obtained as part of their assistantship or workstudy position will be additional.

In some assistantship, workstudy, or traineeship assignments, services are technical in nature and traditionally provided by technicians and not speech pathologists or audiologists. One example might be the provision of hearing screenings in preschool populations. In this situation, students are eligible to receive no more than 10 clinical clock hours (to account for the development of expertise in the screening process) assuming they are supervised. Past this number of hours, no students will be given clock hour credit for the screenings. Any similar assistantship assignments will be handled in a like manner and discussed with the student prior to beginning the work.
Clinical faculty members who are responsible for students assigned to clinical graduate assistantships are responsible for insuring that all clinical services provided by the students are supervised according to ASHA standards.

E. Requirements for Retention in Clinical Practicum
Clinical success is defined as a final grade of 3.0 (B) or better for each semester in ASP 512 and/or ASP 515. Students receive grades from each clinical assignment where they earn a minimum of 10 clinical content hours. The grades received from the different assignments are averaged together for a single final clinic grade. Please note: Absence of one professional behavior from the Professional Behavior Checklist (in the Clinical Practicum Handbook) may result in a reduction in letter grade. In the event that a student’s final clinic grade falls below a B, or if the clinical faculty has significant concerns, an individual remediation plan will be provided for that student. The goal of a remediation plan is to alert the student, the clinical faculty, and the academic advisor of the need for specific guidance and planning to establish clinical knowledge and skills. The student will be placed in an on-campus practicum, and a plan will be developed to address clinical concerns for the following semester. The student will have a support committee of at least three faculty members (e.g., academic advisor, former academic or clinical faculty members, clinic coordinator, Director of Hearing Services) to assist with the development of a plan. Options for remediation include but are not limited to 1) additional clinical assignment in the area of weakness, 2) reading assignments to enhance the student’s knowledge, 3) assignment to a clinical mentor, 4) observation of other clinicians who are performing well, 5) videotaping clinical sessions and analyzing them with a clinical supervisor, and 6) additional semester(s) of clinic which may delay graduation. If the student meets the goals of the plan and receives a grade of B, then the student is removed from probationary status. If the student does not meet the requirements of the plan and receives a clinic grade below a B; then, the student is dismissed from clinic.

IV. MONITORING PROGRESS
Students will be continually monitored throughout their Au.D. program. Means of monitoring will include, but not be limited to (1) semester course grades, (2) semester practicum grades, (3) annual clinical competencies, (4) annual review of academic and professional progress, (5) qualifying exams, and (6) comprehensive exams.

A. Progress and Promotion Committee
The Progress and Promotion Committee consisting of the clinical and academic faculty in audiology will complete a formal review of each student at the end of each Fall and Spring semester. The progress and promotion committee evaluates each student in three areas: (1) Clinical Progress (2) Academic Progress and (3) Professional Development. Results of each evaluation are presented to the student by the academic advisor.

B. Qualifying Examination
The qualifying examination is a multiple-choice exam designed to test a student’s progress, general knowledge of fundamentals in the field and fitness to continue with the more specialized aspects of the Au.D. program. The qualifying examination is
administered at the end of the 3rd semester. Qualifying examinations will be offered only during this time. The exam itself consists of 180 multiple choice questions which cover fundamental areas of Audiology and related basic hearing science content. The students will have 2 hours to complete this portion of the exam. A passing score is 126 (70%) correct or higher of the 180 questions with a minimum of 50% correct in each content area.

If the student does not meet the above criteria, oral exams will be required as a means to demonstrate knowledge in the areas that were lacking. The qualifying committee, made up of the audiology faculty that wrote the examination and the student’s advisor, has the responsibility to implement orals.

If an oral exam is scheduled, the final decision regarding the performance on the qualifying examination is made by the qualifying committee. If a student fails the oral examination in part or whole, the qualifying committee will discuss a plan for remediation or recommend dismissal from the program. If a student is asked to appear for re-examination, they may not do so until the following year. The results of the second examination are final.

C. Comprehensive Examination
The comprehensive examination is administered at the beginning of the 8th semester (year 3, spring), when the Au.D. student has completed all, or nearly all, of the required courses. Knowledge of the major field of study, as reflected in the student's primary and/or related areas of study, will be assessed by an eight-hour written examination. Each student will write for members from the progress and promotion committee. The content and the scope of the examination will be left to the discretion of the committee.

Faculty members grade the responses to their own written questions. Each faculty member computes an overall grade for his/her part of the examination on a scale of 0 to 100%. A passing score is a score of 70% or above in each area. If the student does not meet this criteria, an oral examination will be scheduled no less than one week after the written portion. Students will be given the chance to clarify answers to the written questions as well as to address new ones. Answers should be clear, thoughtful, and indicate the ability to think and respond quickly and confidently.

After orals, if a student is asked to rewrite any portion(s) it may be rescheduled at a time agreed upon by the student and his/her committee. A second failure on any part of the written examination will be grounds for dismissing the student from the doctoral program. Dismissal from the program would require a majority vote by the Doctoral Education Committee.
IV. PROGRAM POLICIES

A. Academic Integrity
The Department of Audiology and Speech Pathology is committed to upholding the highest standards of academic integrity and honesty. All students must abide by the regulations and policies set forth in CenterScope.

The Department's expectations related to academic honesty extend to participation in clinical work, research activities, and the completion of classroom assignments, exams, and all requirements. Each faculty member provides a statement on the course syllabus regarding his/her policy for handling confirmed cases of cheating or plagiarism. In support of self-policing, students should report any infractions of academic integrity to the appropriate faculty member or the Department Chair.

Additionally, students are expected to abide by the ASHA Code of Ethics and HIPAA Guidelines in the execution of all clinical activities.

B. Attendance
Attendance is considered mandatory in the College of Allied Health Sciences. Students are expected to demonstrate a high standard of professionalism

1. Illness
A student who is ill with a highly infectious disease (strep throat, conjunctivitis, etc.) is cautioned to consider the health welfare of those around them. Each student is individually responsible for the management of his/her personal health and should consult a personal physician to assist in making decisions regarding risk to others when an illness occurs. Students with graduate or research assistantships should determine the policy regarding illness related absences from their supervisor.

2. Conference and Convention Participation
Students are encouraged to participate in professionally relevant conferences and conventions. Attendance at conventions may be considered a suitable substitution for class attendance, although the instructor may decide on an alternative such as a make-up session. Students are responsible for all materials missed while not in class.

C. Basis for Dismissal from Department
A student may be dismissed from the Au.D. program in this department for any of the following reasons. Specific requirements are described elsewhere in this manual.

1. Failure of the Au.D. qualifying examination
2. Failure of the Au.D. comprehensive examination
3. Failure to meet minimum academic and/or clinical requirements
4. Failure to make satisfactory progress toward a graduate degree
5. Failure to abide by the professional Code of Ethics
6. UTHSC Honor Code violations
It is assumed that each student will maintain appropriate standards of academic integrity and clinical responsibility. Violations of these standards will be handled on an individual basis with the student informed of appropriate appeal procedures. As members of disciplines bound by a Code of Ethics, violations of the letter or spirit of the Code constitute grounds for dismissal.

D. Disabilities Policy
Any student who has a documented handicapping condition which might require adaptive instruction or which might interfere with performance in a course should address the disability issue with the Office of Disability Services (ODS) and schedule an appointment with the instructor prior to or during the first week of class. No accommodation for a disability will be made until the disability is documented and the student is registered with the ODS.

E. Enrollment
Students pursuing an Au.D. in the department may undertake the work on either a full-time or part-time basis. However, it is the experience of the faculty within the department that students who do not devote full-time study to the program are less likely to complete the degree and do not gain as much from the experience.

F. Grading

1. Academic success
Academic success is defined as a cumulative grade-point average of 3.0 (on a four-point scale), excluding Incompletes. Any graduate student who at the end of the semester does not have a cumulative grade-point average (GPA) of 3.0 (excluding Incompletes) shall be placed on Probation and shall be informed of this status by Dean of the College of Allied Health Sciences. Students may continue study if the GPA is 3.0 or greater in the semesters following notification of Probationary status. The student is removed from Probation when the cumulative GPA is 3.0 or greater. Failure to achieve a 3.0 or better during the semester following notification of Probationary status represents cause for dismissal.

2. Practicum Success
Au.D. students participating in practicum must achieve a B or better and successfully demonstrate clinical competencies in order to remain in clinical practicum. Clinical success is defined as performance judged as "adequate" ("B" or better) on each semester's practicum enrollment.

3. Incomplete (I) Grades
Incompletes must be removed by the end of the semester following that in which it was received. If a supplemental grade has not been submitted within one semester following the awarding of an Incomplete grade, the I (Incomplete) will be converted to an F. In addition, financial aid will not be provided to any student who is only completing an incomplete grade. If a student’s enrollment includes both new courses and incompletes or retakes, enrollment and financial aid status will be determined using the CAHS academic progression policy and the Federal Student Aid Handbook.
4. Satisfactory/No Credit Grading
Graduate students may take courses for Satisfactory/No credit (S/NC) grading only where indicated in the course description in the Graduate Catalog. The S/NC grading carries credit hours but no quality point value. In courses taken for graduate credit, a grade equivalent of C or better is required to obtain a Satisfactory grade.

G. Repeating a Failed Course Policy
If a graduate student receives an unsatisfactory grade in a required graduate course, the course itself may not be repeated for graduate credit. To repeat the course, the student will register for a graduate course of independent study or independent readings, but will participate in the original course a second time. A failed graduate course may be repeated through independent study or a readings course only once during a student’s graduate program.

H. Residence Requirements
Residence is defined as full-time registration for a given semester on the campus. This includes summer sessions. For the doctoral student, a minimum of two consecutive semesters of residence is required.

I. Review of Research Proposals
All students in the Au.D. program will be exposed to research projects, most of which will include human subjects. As dictated by Federal guidelines and University Policy, all research involving Human Subjects must have prior approval by the Departmental Committee and by the University Committee. Human Subjects Review materials must be completed for each research project involving human subjects. An example of guidelines and related instructions and additional information is on file in the Department Office. It is the Project Director's responsibility to insure that these regulations are fulfilled.

The purpose of the review procedure is to protect the rights of subjects involved in research, so most critical portions of the application are those concerned with Objectives, Procedures, and Informed Consent.

J. Time Limits for Completing Doctoral Degree:
Comprehensive examinations must be taken within five years of entry into the doctoral program. All requirements must be completed within eight years from the time of a student's first enrollment.

K. Unique Educational Opportunities
   1. Departmental Research Meetings
The purpose of the Research Meetings is to highlight the importance of active participation in research activities by faculty and students. These meetings should be considered a mandatory part of any doctoral program. The meetings may be scheduled for an invited speaker to share research with the faculty, staff, and students. At other times the scheduled presenter may be a member of the faculty, professional staff, or a student. The content of the meetings may be an informal presentation of a research project or a formal presentation of material prepared for a professional meeting.
2. Tom Davison Memorial Lecture Series
The annual Tom Davison conference is designed to present current issues of interest to professionals who provide clinical services in Audiology and to those who conduct research in communication sciences and disorders. This event honors the memory of Dr. Sol Adler who was a Professor in our Department for 26 years. Classes and practicum are cancelled so that students and faculty can attend this function. The conference fee is waived for students in the department in order to make attendance possible.

V. BUILDING AND EQUIPMENT POLICIES

A. Duplicating Materials
Duplication of materials related to graduate assistantship assignments can be completed in the main office. Copying materials for personal use or materials not departmentally related must be done outside the department.

B. Equipment
A wide variety of research, teaching, and clinical equipment is available within the department. Classroom and research equipment can be obtained through the permission of the professor directing the research laboratory or class involved. Clinical equipment should be requested through the Director of Hearing Services.

C. Maintenance of Departmental Space
All students are expected to help faculty and staff maintain classrooms, research labs, and clinic rooms. This includes individual responsibility to help keep these areas neat and clean.

D. Reporting of Repair Needs
Needed repairs of equipment and materials should be reported either to the clinical supervisor or the professor in charge.

E. Smoking
Smoking is not permitted in any buildings in accordance with University regulations.

F. Use of Faculty Libraries
All books, articles, and reference material in faculty offices are personal possessions. Some of the faculty may, on a limited basis, allow students to borrow these materials. No material may be checked out or removed from faculty and staff offices for any reason without their prior approval.

VI. GENERAL STUDENT APPEAL PROCEDURES

A. Student Grievance Procedures
The Department of Audiology and Speech Pathology has developed the following procedural guidelines to resolve all types of student's concerns, complaints or grievances. It is important that all students, faculty/supervisors and staff have the right to seek
satisfactory solutions to all problems consistent with the basic tenants of fairness and justice. It is equally important that we work cooperatively to resolve problems at the departmental level before seeking solutions outside the department.

In the spirit of mutual cooperation to resolve problems, the procedures for all types of problems are as follows:

1. Students are expected to first attempt resolution of the problem with the faculty or staff member involved in the problem. If the student is concerned about discussing the problem with the faculty or staff member, or if direct discussion with the faculty or staff member is unsatisfactory, the student should discuss the problem with his/her academic advisor.

2. If the problem is not resolved through discussion with the faculty or staff member involved or through discussion with the academic advisor, the student should then contact the Department Chair.

3. If the Department Chair is unable to reach a satisfactory conclusion to the issue, students will be encouraged by the Department Chair to seek help and advice from the Dean of College of Allied Health Sciences or other administrative or support personnel on campus as appropriate to the issue.

B. Procedures for Appealing Final Course Grades

The faculty and staff of the Department of Audiology and Speech Pathology believe that a fundamental responsibility of teaching is to evaluate the quality of work performed and to assign appropriate grades for that work. Students have the right to be informed of the criteria used to evaluate their clinical and academic performance. Although mistakes in assigning grades are certainly possible (and should be corrected when discovered by the student or the Instructor) the faculty recognizes the need to develop procedures to identify the department's method of affirming or changing a grade assigned by signing grades in a class when the Instructor is unable to fulfill this responsibility because of an extraordinary circumstance.

C. Procedures for Affirming or Changing A Final Course Grade

The faculty and staff believe that changing a final course grade is a very serious matter and should be handled at the departmental level where the judgment of one's peers constitutes the proper authority. Also, because the matter is serious, students should be counseled to implement these procedures only when there are no other alternatives.

The faculty and staff agree to abide by the following procedures for conducting appeals to affirm or change a student's grade.

1. In accord with the department's current appeal procedures for all appeals, these review procedures must be initiated by the student who is requesting departmental review of the final grade assigned for academic or clinical course work.
2. The student must first contact the Instructor and try and resolve the matter with the Instructor.

3. If direct discussion with the Instructor is unsuccessful, the Department Chair will strive to resolve the problem.

4. If the matter cannot be resolved to the student’s satisfaction by the Department Chair, the student may then request an evaluation by a Departmental Review Committee. This written request must identify clearly the problem and include relevant facts or supporting information. A three-member faculty and/or staff Departmental Review Committee will then be appointed by the Department Chair to adjudicate the problem. The student’s adviser will be one member unless there is a conflict or interest. Other members will be peers of the Instructor, e.g., clinical faculty for problems related to clinical practicum and academic faculty for academic course problems.

5. The Departmental Review Committee will obtain and consider all necessary information and then make a written recommendation to the Department Chair as soon as possible.

6. In accord with other departmental policies, the "burden of proof" for establishing unfairness, bias, procedural irregularities, etc. shall be on the student requesting the review.

7. The decision of the Committee will be final within the department and the Department Chair must follow all of the recommendations of the Committee including upholding or changing the grade.

8. The Department Chair will inform the student of the Committee's decision and will inform the student of the regular University appeal procedures.

D. Procedures for Assigning Grades When the Instructor is Unable to Fulfill the Responsibility

When the Instructor is unable to assign course grades because of severe illness, death or other similar emergency, the faculty and staff agree to abide by the following procedures.

1. Assuming that the grade of Incomplete is not a viable option, the Department Chair will appoint appropriate faculty and staff to determine the grades of class members.

2. Class members may be consulted about the process to be used or be asked to provide input.

3. Students shall have the right to appeal grades assigned.
E. Procedures for Complaints to the Council on Academic Accreditation
Students concerns may relate to any of the accreditation standards of the Council on
Academic Accreditation. In the event of a serious concern, students may contact the CAA
directly for information. According to the CAA, complaints about programs must:
1. be against an accredited education program or program in candidacy status in
   speech-language pathology and/or audiology,
2. relate to the standards for accreditation of education programs in audiology
   and speech language pathology, and
3. include verification, if the complaint is from a student or faculty/ instructional
   staff member, that the complainant exhausted all institutional grievance and
   review mechanisms before submitting a complaint to the CAA.

The full process of the CAA complaint procedure is available on-line on the ASHA
website.

VII. STUDENT ORGANIZATIONS
Students are encouraged to actively participate in student organizations as there are both
immediate and future benefits for students who join the national and state professional
organizations.

Student Government Association (SGA)
Students in the Department of Audiology & Speech Pathology are eligible to participate
in the student Government Association in the College of Allied Health Sciences. Class
officers will participate in the meetings held in Memphis on the UTHSC campus via
audio or video links.

A. Student Academy of Audiology
The Student Academy of Audiology is the national student organization of the American
Academy of Audiology that serves as a collective voice for students and advances the
rights, interests, and welfare of students pursuing careers in audiology. The SAA
introduces students to lifelong involvement in activities that promote and advance the
profession of audiology, and provides services, information, education, representation
and advocacy for the profession and the public we serve.

1. Eligibility
   • SAA members must be enrolled full-time in a doctoral-level audiology program at
     an accredited institution.

2. Benefits of national membership include:
   • Membership in the American Academy of Audiology
   • Subscriptions to the Journal of the American Academy of Audiology, Audiology
     Today, and AT Extra
Networking opportunities: discussion forums, listservs, social media, online membership directories, and volunteer opportunities

Student rates to AudiologyNOW! convention and opportunities to participate in a comprehensive student track and other student activities at the convention

Discounted rates on eAudiology, an online CEU source

Access to Externship Registry, the Academy’s list of sites available to 4th year audiology externs

Access to HearCareers, the Academy’s employment services program

Access to a dedicated SAA website

Discounted rates on Academy store purchases

Publishing opportunities through journal, magazine and website

Involvement in the Special Olympics Healthy Hearing program

3. Benefits of local membership include:

- Involvement in philanthropic events, such as:
  - Audiology Clinic Open House that provides free hearing screenings and hearing health information to the public
  - Service and support for Sertoma residential facility
  - Sponsorship of hearing aid donation to UTHSC Loaner Hearing Aid Bank
  - Health fairs
  - Jamaica Mission Project at Caribbean Christian Center for the Deaf

- Participation in fundraising events to support philanthropic endeavors and AuD white coat ceremony

- Networking amongst fellow doctoral students/local SAA members at UTHSC and the national chapter members of SAA

- Supports departmental Beginners Bash and graduation ceremonies

B. National Student Speech-Language-Hearing Association (NSSLHA)

1. Members automatically receive a subscription to “Contemporary Issues in Communication Sciences and Disorders”, “ASHA Leader”, and their choice of one of the following journals:

   - Journal of Speech, Language, and Hearing Research
   - American Journal of Speech-Language Pathology
   - American Journal of Audiology
   - Language, Speech, and Hearing Services in Schools

2. NSSLHA Members are also eligible for reduced rates for attending the ASHA Annual Convention, discounted memberships in ASHA Special Interest Divisions, and discounts on ASHA products.

3. As a member during your year of graduation, NSSLHA members are eligible for the ASHA Conversion Program. Under this program,
NSSHLA members can apply for ASHA membership and certification at significantly reduced rates.

4. Dues are renewable each October. If dues are paid after January 31, journals will be issued upon receipt of the dues.

5. Application forms may be obtained during membership drives or from the NSSLHA Officers or faculty/staff representatives.

C. U.T. Chapter of NSSLHA
   1. Serves as a resource for student issue/concerns within the Department
   2. Sponsors Information Seminars each semester on topics related to academic, clinical, and student issues
   3. Develops and maintains a Departmental Student Phone Directory
   4. Coordinates social functions within the Department
   5. Dues are payable at the beginning of Fall and/or Spring Semesters.

D. Tennessee Association of Audiologists & Speech-Language Pathologists (TAAASLP)
   1. Members receive the TAAASLP newsletters and membership directory.
   2. Reduced registration fees for the annual TAAASLP Convention.
   3. Dues are renewable beginning June 1 with a late fee after August.
   4. Application forms may be obtained from the TAAASLP website (http://www.taaslp.org) or by calling TAAASLP office at 615-298-8165.

VIII. SPECIAL UNIVERSITY SUPPORT SERVICES

A. Specialized Research Support
In addition to all academic faculty who hold research degrees, the following individuals act as special consultants (within their areas of expertise) to assist with research projects being conducted by students, faculty and staff in the Department of Audiology and Speech Pathology. Feel free to contact them with any research-related questions.

Max Dawson    Computing/Technology    974-1803
mdawson@utk.edu

Lana Dixon    Library Resources    974-4700
ldixon@utk.edu

Mark Hedrick    Human Subjects Review    974-8105
medric1@utk.edu

Diane Matthews    Grants/Budgets    974-1778
pmatthe2@uthsc.edu

Bob Muenchen    Statistics    974-5230
muench@utk.edu

B. Web Site Resources (http://career.utk.edu)
Web Resume Writer posts your resume on the internet
Web registration and interview sign-ups online
Job vacancy listings
Workshops and Special Events listings
Career information links
Graduate school links
Job search links

C. Career Resources
   Computer lab
   Free handouts
   Sample resumes and cover letters
   Career literature
   Job vacancy announcements
   Graduate school directories