



THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER

Department of Audiology
and Speech Pathology

UTHSC Audiology Information Packet

Information on AuD and PhD Programs

Audiologists

About Audiology

Audiology is the science of hearing, balance, and related disorders.

Careers in Audiology

Audiologists are experts in providing services in the prevention, diagnosis, and evidenced-based treatment of hearing and balance disorders for people of all ages. Hearing and balance disorders are complex with medical, psychological, physical, social, educational, and employment implications. Audiologists provide professional and personalized services to minimize the negative impact of these disorders, leading to improved outcomes and quality of life.

According to the National Institute on Deafness and Other Communication Disorders, *36 million Americans have a hearing loss*. Ninety-seven percent of infants born in the United States receive a hearing screening shortly after birth. Because of this early identification, audiologists are engaged in assessment and management of hearing loss in children. On the other end of the age spectrum, the incidence of hearing loss increases with age and our aging population is growing. *Hearing loss is the third most prevalent chronic health condition facing older adults* (Collins, 1997).

Employment Settings

Audiologists work in many different types of facilities; most work 40–50 hours per week; some work part-time. They frequently work with other medical specialists, speech-language pathologists, educators, engineers, scientists, and allied health professionals. Clinical audiologists work in a variety of settings and can specialize in pediatrics, geriatrics, balance, cochlear implants, hearing aids, tinnitus, and auditory processing among other areas.

Salary Information

Salaries of audiologists vary depending on education, experience, work setting, and geographical location. According to the 2018 Audiology Survey conducted by ASHA:

The median salary for ASHA-certified audiologists with 1-3 years of experience was \$72,000.

- For individuals with a PhD the median calendar year salary was \$112,705.
- For individuals who were administrators, supervisors, or directors the median calendar year salary was \$104,293.

Expanding Employment Opportunities

ASHA reports that the job growth for audiology is expected to grow by 21% from 2016-2026. Of the 204,000 professionals and students whom ASHA represents, approximately 13,407 are certified audiologists. The need for audiologists continues to grow.

For more information about the job outlook for audiologists, visit the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook.

Audiologist Roles and Responsibilities

Roles and responsibilities of audiologists include knowledge and skills related to assessment and identification, management and treatment, and prevention and education. Audiologists have skills in data analysis, using technology, interacting with patients, and communicating and collaborating with other professionals. They are patient and compassionate and think creatively.

For more information go to: <https://www.asha.org/aud/>

AuD Program Admissions and Selection

The UTHSC Audiology Program utilizes The Centralized Application Service for Communication Science & Disorders Programs (CSDCAS). Prospective applicants may apply by accessing the Applicant website at <http://csdcas.liaisoncas.org/csdcas-students/>.

Requirements for Admission

1. Bachelor's degree from an accredited university.
2. A minimum GPA of 3.0 on a 4.0 scale in the Bachelor's Degree.
3. A satisfactory score on the Verbal and Quantitative scales of the Graduate Record Examination (GRE).
 - GRE Code for UTHSC via CSDCAS: 0779
4. Three letters of recommendation preferably from 3 professors who had the student in class.
5. Foreign applicants whose native language is not English must submit results of TOEFL with a minimum score of 550.
6. Applicants who accept an offer of admission will be required to complete UTHSC's Pre-Admissions Requirement System (PARS).

Applying to Graduate School

1. **Research** – Begin researching programs and gathering information, applications, etc. from programs you are interested in applying to. Different programs have different requirements and application processes; it's better to know about these variations on the front end. Give yourself a wide variety of options (i.e. different locations, large schools, small schools, etc.) Narrow down your field of choices by the beginning of your senior year.
2. **GRE** – Thoroughly prepare yourself for the GRE during the summer before your senior year. Take the exam during the first half of the Fall semester of your senior year. Be sure to allow yourself enough time to retake the exam if necessary. Ideally, programs prefer a combined score of 300 on the verbal and quantitative sections or scores at least in the 50th percentile.
3. **GPA** – Your within-the-major GPA is very important. Ideally, you should have a GPA of 3.5 in your Audiology and Speech Pathology classes. Your cumulative GPA should be as close to 3.5 as possible. You will not necessarily be punished for a bad freshman year, or a D in Western Civ, but make every attempt possible to boost your GPA. This can be done through elective courses.

Each program will require one or more copies of your transcript from each college/university you have attended. Most require official copies directly from the Registrar's Office, so it is a good idea to plan ahead and be sure to have them sent in plenty of time before the deadline.

4. **Personal Statement/Letter of Intent** – This is a very important part of your application. This is the only place you have to tell the admissions committee WHY you have the potential to become an outstanding graduate student and audiologist. Take some time to really think about what you want to say and how you want to say it. This is your chance to redeem yourself for maybe a poor freshman/sophomore GPA or less than adequate GRE scores. This statement should be one-two pages long, no longer than two pages, and should say more than, “I want to help people,” or “I have a passion for working with children.”
5. **Letters of Recommendation** – Most schools require 2-4 letters of recommendation. This is where getting to know your professors really pays off. The better they know you as an individual person and not just a face in the crowd, the better they will be able to convey your abilities and potential as a graduate student. You will also need to provide relevant information that will be helpful to them while writing your letter. Each professor has his or her own preferences as to the information they will need, so it is good to ask them in advance instead of just throwing a pile of papers on their desk. Typically, they will request a copy of your transcript, personal statement, list of programs you are applying and the application deadlines, individual rating forms for each program, GPA and GRE scores and a picture. Ask your professors to write your letters early, to insure they will have plenty of time to complete them before the deadline. Remember to be considerate of their schedules, it is usually not a good idea to ask their help during mid-term and finals week or a week before the deadline. Also, be sure to follow up with each professor in a timely manner to see if they have any questions and ensure that your recommendation letter has been submitted before the deadline.
6. **Application and Application Fee** – All schools have an application and application fee that must be paid in order for your application to be processed. Be sure to research this aspect thoroughly, as some programs require separate applications to the college or university's graduate school as well as to the individual program.
7. **Financial Aid/Graduate Assistantships** – This is another aspect of the application process that must be researched completely, as each school has a different method for awarding aid. Some are merit-based and awarded directly from your application and require no other type

of application and some have a separate application for each award. Many programs require a resume to be submitted along with this application, so start early compiling your resume and assuring it is complete and 100% accurate. It is a good idea to have several people review your resume before you submit it. Also, there may be several different sources from within one program where you can apply for aid, be sure to take advantage of every possibility offered to you.

8. **MEET ALL DEADLINES!** Deadlines for applications are typically anywhere between December 15-February 15. Do not be late with any of your application materials. Organization is key to meeting all deadlines, as you will have materials being submitted from several different people and it is up to you to make sure it all arrives on time. It is a good idea to call the program after you feel enough time has passed for your materials to get there to verify everything has been received.

Au.D. Program of Study

The program is a minimum of 112 semester hours, including a minimum of:

1. 67 semester hours of academic coursework at the 500 and 600 levels.
2. 3 semester hours of directed research in audiology, vestibular, or related communication disorders.
3. 24 semester hours of clinical practice in audiology.
4. 18 semester hours of externship in audiology (6 hours per semester for 3 semesters).
5. A qualifying examination and a comprehensive examination.

Fall 1:

- ASP 564 – Clinical Education Series in Audiology (CES)—Protocols (1)
- ASP 543 – Amplification Technology (3)
- ASP 546 – Audiologic Assessment (3)
- ASP 507 – Anatomy & Physiology of Hearing (3)
- ASP 574 – Pediatric Audiology for Audiology Majors (3)
- ASP 512 – Clinical Practice in Audiology (1-4)

Spring 1:

- ASP 565 – Clinical Education Series—Auditory Processing (1)
- ASP 566 – Clinical Education Series in Audiology—Aural Re/Habilitation (1)
- ASP 576 – Physiologic Assessment of the Auditory System I (4)
- ASP 577 – Vestibular Disorders (4)
- ASP 512 – Clinical Practice in Audiology and/or ASP 515 – Practicum in Aural Rehabilitation (1-4)

Summer 1:

- ASP 567 – Clinical Education Series in Audiology—Cochlear Implants (1)
- ASP 568 – Clinical Education Series in Audiology—Tinnitus Assessment and Management (1)
- ASP 578 – Vestibular Disorders, Management, and Rehabilitation (3)
- ASP 512 – Clinical Practice in Audiology and/or ASP 515 – Practicum in Aural Rehabilitation (4)

Fall 2: **Qualifying exams taken at beginning of semester*

- ASP 569 – Clinical Education Series in Audiology—Private Practice (1)
- ASP 511 – Introduction to Research in Speech and Hearing (3)
- ASP 544 – Amplification for Adults with Hearing Impairment (3)
- ASP 545 – Sound Measurement Techniques and Hearing Conservation (3)
- ASP 512 – Clinical Practice in Audiology and/or ASP 515 – Practicum in Aural Rehabilitation (1-4)

Spring 2:

- ASP 585 – Cochlear Implants (3)
- ASP 594 – Aural Habilitation/Rehabilitation of the Hearing-Impaired (3)
- ASP 605 – Speech Perception and Hearing Impairment (3)
- ASP 656 – Directed Research (3)
- ASP 512 – Clinical Practice in Audiology and/or ASP 515 – Practicum in Aural Rehabilitation (3)

Summer 2:

- ASP 512 – Clinical Practice in Audiology (1-4) and/or ASP 613 – Externship in Audiology (1-9)

Fall 3:

- ASP 570 – Clinical Education Series in Audiology—Educational Audiology (1)
- ASP 604 – Molecular Genetics & Pharmacology of Hearing (3)
- ASP 583 – Physiologic Assessment of the Auditory System II (3)
- ASP 656 – Directed Research (if needed) (3)
- ASP 512 – Clinical Practice in Audiology and/or ASP 515 – Practicum in Aural Rehabilitation (1-4)

Spring 3:

- ASP 586 – Standards & Practice Issues in Audiology (3)
- ASP 664 – Current Trends in Amplification (3)
- ASP 512 – Clinical Practice in Audiology and/or ASP 515 Practicum in Aural Rehabilitation (3)
- ASP 656 – Directed Research (if needed) (1-4)

Summer 3:

- ASP 613 – Externship in Audiology (1-9)

Fall 4:

- ASP 613 – Externship in Audiology (1-9)

Spring 4:

- ASP 613 – Externship in Audiology (1-9)

Ph.D. in Speech and Hearing Science

The Ph.D. program seeks to develop individuals for professional careers in a variety of positions including research and college teaching in the concentration areas of speech and language pathology, audiology, speech-language science or hearing science. The degree program is research oriented with primary emphasis on processes involved in normal, or disordered speech, language and hearing. Students will be expected to demonstrate their knowledge in areas related to the concentrated field of study. These areas include:

1. Basic speech, hearing, or language processes;
2. Basic speech, hearing, or language disorders or differences;
3. Related disciplines providing insight into human communication processes;
4. Technical skills in instrumentation and experimental design which enable the student to investigate problems pertaining to speech and hearing processes

Curriculum

Students entering the Ph.D. program who have completed an accredited graduate degree in communication sciences and disorders (e.g., an AuD degree or Master's Degree in Speech Pathology) will require a minimum of 60 graduate academic credit hours, plus a 1-hour ethics course. Students entering the Ph.D. program with a Bachelor's degree will require a minimum of 90 graduate academic credit hours plus a 1-hour ethics course. The additional 30 hours will typically be selected from core course content in the Master of Science in speech-language pathology (MSSLP) or from the clinical doctorate in audiology (AuD) programs (degree programs offered through the College of Health Professions).

All necessary coursework will be determined by the student's doctoral committee and may require additional academic credit hours beyond the minimum. However, at a minimum the following will be required:

1. 24 credit hours in SPH 900 – Doctoral Research and Dissertation.
2. 6 credit hours in a research tool.
3. 1 credit hour in approved research ethics course.
4. 6 credit hours in a cognate area outside the Department of Audiology and Speech Pathology.
5. 24 credit hours of graduate-level coursework within the Department of Audiology and Speech Pathology:
 - a. a minimum of 6 credit hours must be at the 600-level (doctoral);
 - b. a minimum of 6 credit hours in the topic of major interest;

- c. a minimum of 6 credit hours in topic(s) of related interest;
 - d. 3 credit hours in SPH 911 - Experimental Design in Speech and Hearing; and
 - e. 3 credit hours in supervised teaching experience (SPH 955).
6. In addition to the courses specified above, students are required to complete two publishable quality research projects in collaboration with their research advisor, and pass comprehensive examinations prior to beginning work on their dissertation.

Typical Sequence for a Student Entering with a Master's Degree

Year 1

- 6 credits Major Area Coursework
- 6 credits in Statistics
- 6 credits of Directed Research (SPH 956 , SPH 958 , SPH 959 , SPH 960)

Year 2

- 9 credits of Related Area and Cognate coursework
- 3 credits of Experimental Design (e.g., SPH 911)
- 6 credits of Directed Research (SPH 956 , SPH 958 , SPH 959 , SPH 960)
- Completion of first research project
- Advancement to Candidacy

Year 3

- 3 credits of Cognate or Related Area coursework
- 1 credit of Research Ethics (SPH 955)
- 11 credits of Directed Research (SPH 956 , SPH 958 , SPH 959 , SPH 960)
- 3 credits of Dissertation Research (SPH 900)
- Completion of comprehensive exams
- Completion of 2nd research project
- Defend Dissertation Proposal

Year 4

- 3 credits Supervised Teaching (SPH 955)
- 21 credits Dissertation Research (SPH 900)
- Dissertation Defense