COMMUNICATION SCIENCES AND DISORDERS
ADVISING GUIDE FOR CURRENT STUDENTS

Augustana College
Rock Island, IL

If my possessions would be taken from me with one exception
I would choose to keep the power of communication,
for by it,
I would soon regain all the rest.

Daniel Webster

March 14, 2018

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Augustana College
Communication Sciences & Disorders

ALL of our majors complete…

academic coursework
that is challenging & comprehensive

diverse clinical experiences
in our on-campus clinic

service learning opportunities
that are fun & award-winning

innovative research projects
that lead to presentations at
international, national, state,
& local conferences

CSD @ Augie is a unique, well-balanced program designed specifically for the undergraduate student!

CSD at Augustana College

- Provides a solid foundation in communication acquisition
- Provides basic principles and procedures for the identification and remediation of speech, language, and hearing impairments through a unique combination of course, clinical, and research experience
- Introduces students to the professional roles and responsibilities associated with the disciplines of speech-language pathology and audiology through coursework and supervised clinical practicums
- Involves and exposes students to local, state, and national associations, related professional organizations, and continuing education opportunities
- Develops a student's ability to think critically and reflectively to express oneself orally and in writing in a professional manner
- Develops a student's ability to adjust communication style to meet the needs of the listener/reader, as well as the situation
- Requires student participation in community-based service learning events

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Why CSD at Augustana?

The value of an Augustana degree in CSD is seen in student responses to our program and in the awards attained by our alumni!

- The department's preparation for academic, clinical, and research settings leads to a high rate of success in graduate school entry and performance. Since 1995, more than 96% of Augustana's CSD majors who applied to graduate school were admitted into master's programs across the U.S.

- Approximately 50% of our graduates received teaching/research assistantships or fellowships to help defray the cost of their graduate studies.

- Since 1995, 99% of CSD majors have earned their degrees within four years.

- Approximately 50% of CSD majors study abroad; 30% graduate with a second major; 25% are members of band, choir, or theatre; and 25% are student-athletes.

- Every CSD major interns as a student speech-language pathologist in our on-campus clinic for a minimum of three terms, accruing approximately 70 direct-care intervention hours that they carry into their graduate programs.

- On a 5-point scale, graduating CSD majors gave the CSD Department very high ratings in all 10 areas surveyed. The highest ratings were for quality of instruction (mean of 4.98), graduate school preparation (mean of 4.98), and opportunities for independent study/research in CSD (mean of 4.93).

- On a 5-point scale, graduating CSD majors stated that their skills in 22 diverse areas were enhanced by studying CSD. Our majors rated their skills in 10 areas as being dramatically improved as a result of their academic program in CSD. Those 10 areas included writing effectively; communicating orally effectively; leading and supervising tasks and groups; relating well to people of different races, nations, and religions; functioning effectively as a member of a team; developing awareness of social problems; identifying moral and ethical issues; developing self-esteem and self-confidence; making life choices based on personal values; and making contributions to society.

Unique, Individualized, and Hands-on Learning Experiences in CSD at Augustana

Augie Choice

CSD majors use Augie Choice funding to participate in a variety of diverse internships, international study programs, and research experiences. It is their participation in these challenging experiences that help them to standout when they apply to graduate schools.

1. Internships
   Over the past five years, 12 CSD majors have completed five-week clinical internships in Australia, working in a variety of centers for individuals with disabilities.

2. International Study
   In the 2015-16 Winter Term, 15 CSD majors engaged in academic study and service learning in Cambodia with Augie professors from CSD, Sociology, and French.

3. Research with Faculty
   In the summer of 2016, Alexandra Watts ('17) studied for six weeks as a summer research intern with Dr. Perreau completing studies on listening effort and tinnitus.

Senior Inquiry

In the senior year, every CSD major completes a major research project that further prepares them for graduate study. Their participation in this rigorous work is one reason why our students are sought after by faculty in graduate programs.

Clare Kilbride('14) investigated prompt responsiveness in children with autism spectrum disorder. She presented her work at the American Speech-Language-Hearing Association Convention in Chicago in November, 2013. Clare received a scholarship for her submission that was ranked as a mentorious student presentation.

Quad Cities as a Learning Laboratory

As part of co-curricular outreach and course-linked service learning, our majors have provided service for several agencies that serve children, individuals with disabilities, and the aging population. Community partners have included the Autism Society of the Quad Cities, Hand-in-Hand, the Project Nest program for at-risk expectant mothers, In-Touch Adult Daycare, Rock Island and Moline Public Schools, and the ARC.

Service in CSD

The Augustana Student Speech-Language-Hearing Association (ASSHA) is an active student service group that is a local affiliate of the National Student Speech-Language-Hearing Association. In a typical year, ASSHA has upwards of 50 student members and a faculty adviser. The majority of members are Communication Sciences and Disorders majors, however, membership is open to any Augustana College student who is interested in human communication and communication disorders. ASSHA members meet at least once monthly and regularly invite community members to speak about various professional, political, and academic issues of relevance to future speech-language pathologists and audiologists. Additionally, ASSHA members engage in major fundraisers each year and complete several hours of communication-related service projects throughout the academic year. The group sponsors, organizes, and provides funding for major two annual events: a holiday party for children and families who receive services at the Augustana College Center for Speech, Language, and Hearing, and a large scale social event for young adults with disabilities. They also host an end-of-year banquet at which CSD students are honored for their departmental achievements and welcome alumni at an annual brunch and open house during Homecoming week. In 2007, the Augustana chapter was named Chapter of the Year by the National Student Speech-Language-Hearing Association.

In addition to service opportunities offered through the ASSHA group, several CSD courses offer service learning and course-related volunteer experiences. Past projects have involved CSD majors assisting in area respite agencies, tutoring local students in language and literacy, providing childcare for autism support groups, and interacting with residents in a skilled nursing facility.

Career Paths for CSD Majors

Audiologist *Speech-Language Pathologist* *Speech-Language Pathology Assistant*	*Health Care* ◦ Health services administrator ◦ Occupational therapist ◦ Registered nurse ◦ Physician's assistant ◦ Public health specialist ◦ Clinical intake specialists ◦ Public policy administrator ◦ Intervention specialist ◦ Surgery technician ◦ Radiation technician ◦ Occupational therapist/Physical therapist assistant
Development, Promotion, and Sales of Clinical, Educational, and Healthcare Materials ◦ Health-related public information ◦ Educational materials, textbooks, reference books ◦ Assessment and intervention materials and software ◦ Hearing aids and assistive listening devices ◦ Voice recognition and production systems ◦ Accommodations for individuals with disabilities	*Education* ◦ Special educator ◦ General educator ◦ Early intervention specialist ◦ School counselor ◦ School administrator ◦ Teacher of the deaf and hard of hearing ◦ Special education teacher ◦ Preschool teacher ◦ ESL (English as Second Language) Teacher
Related Fields ◦ Rehabilitation counselor ◦ Group home staff ◦ Community outreach worker ◦ Public policy specialist ◦ Employment search firm ◦ Education or health law ◦ Marketing and sales ◦ Manager, executive, and administrator ◦ Social worker ◦ Family services ◦ Advocate for individuals with disabilities ◦ Autism specialist ◦ ABA therapist ◦ Vision/orientation/mobility therapist ◦ Art therapist ◦ Movement therapist ◦ Interpreter for the deaf	*Entertainment* ◦ Assisting professional voice users and vocalists ◦ Acting coach to develop dialects, mannerisms, and disorders

Graduate Programs

The major at Augie is called Communication Sciences & Disorders
There are approximately 240 graduate CSD programs in the U.S.
We have had alumni graduate from CSD programs all across the country

Some Illinois programs

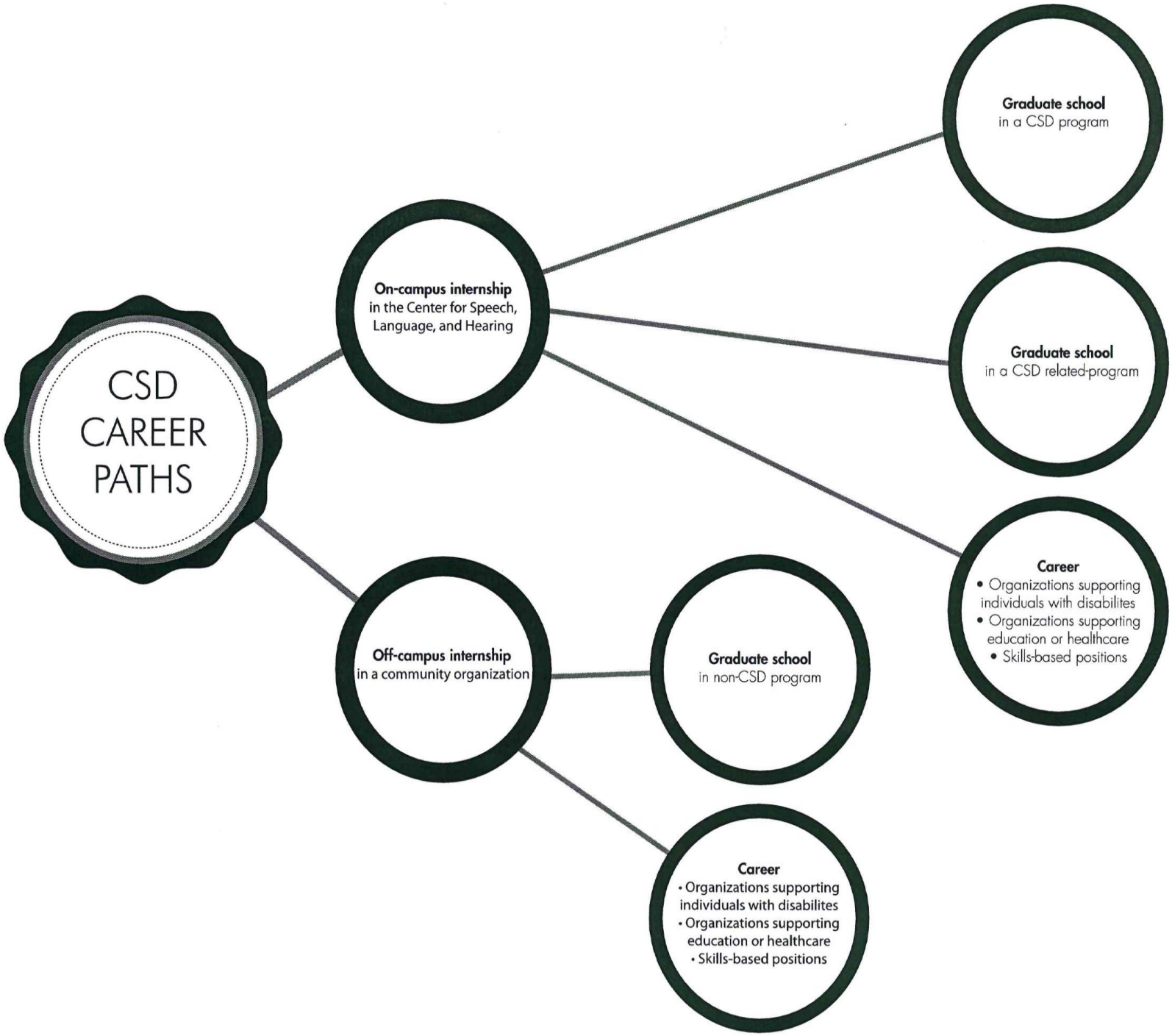
- Eastern, Northern, Southern, & Western Illinois Universities
- Illinois State University
- Rush University
- Midwestern University
- University of Illinois

Some other Midwestern programs

- Western Michigan University
- Truman State University
- University of Indiana
- University of Iowa
- University of Kansas
- University of Northern Iowa
- University of Nebraska - Lincoln
- University of Wisconsin

And a few other examples

- Purdue University
- University of Arizona
- University of Nebraska—Lincoln
- University of Louisiana—Baton Rouge
- University of Texas—Dallas


CSD CAREER PATHS
On-campus internship in the Center for Speech, Language, and Hearing
Graduate school in a CSD program
Graduate school in a CSD related-program
Career
• Organizations supporting individuals with disabilites
• Organizations supporting education or healthcare
• Skills-based positions
Off-campus internship in a community organization
Graduate school in non-CSD program
Career
• Organizations supporting individuals with disabilites
• Organizations supporting education or healthcare
• Skills-based positions

Responsibilities of Speech-Language Pathologists and Audiologists

Speech-language pathology and audiology are fascinating and diverse healthcare fields.

According to ASHA (2007), speech-language pathologists and audiologists

- identify, assess, and provide treatment for individuals of all ages with communication disorders
- manage and supervise programs and services related to human communication and its disorders
- counsel individuals with disorders of communication, their families, caregivers, and other service providers relative to the disability present and its management
- provide consultation
- make referrals

The practice of speech-language pathology includes

- screening, identifying, assessing, interpreting, diagnosing, rehabilitating, and preventing disorders of speech (e.g., articulation, fluency, voice) and language
- screening, identifying, assessing, interpreting, diagnosing, and rehabilitating disorders of oral-pharyngeal function (e.g., dysphagia) and related disorders
- screening, identifying, assessing, interpreting, diagnosing, and rehabilitating cognitive/communication disorders
- assessing, selecting, and developing augmentative and alternative communication systems, and providing training in their use
- providing aural rehabilitation and related counseling services to individuals with hearing losses and their families
- enhancing speech-language proficiency and communication effectiveness (e.g., accent reduction)
- screening of hearing and other factors for the purpose of speech-language evaluation and/or the initial identification of individuals with other communication disorders

The practice of audiology includes

- facilitating the conservation of auditory system function and developing and implementing environmental and occupational hearing conservation programs

- screening, identifying, assessing, interpreting, diagnosing, preventing, and rehabilitating peripheral and central auditory system dysfunctions

- providing and interpreting behavioral and (electro) physiological measurements of auditory and vestibular functions

- selecting, fitting, and dispensing of amplification, assistive listening, and alerting devices and other systems (e.g., implantable devices), and providing training in their use

- providing aural rehabilitation and related counseling services to individuals with hearing losses and their families

- screening of speech-language and other factors affecting communication function for the purposes of an audiologic evaluation and/or initial identification of individuals with other communication disorders

References

American Speech-Language-Hearing Association. (2009). *Language in Brief.* Available from www.asha.org/clinicaltopics.

American Speech-Language-Hearing Association. (2005). *Roles of Speech-language pathologists in the identification, diagnosis, and treatment of individuals with cognitive-communication disorders.* [Position Statement]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2016). *Scope of practice, speech-language pathology.* [Scope of Practice]. Available from www.asha.org/policy.

Additional Information

Speech-language pathologists and audiologists must hold an advanced degree. They must obtain the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and a state license where applicable. Also, professionals working in the public schools must meet certification requirements of the State Board of Education in the state in which they are practicing.

To obtain more information about the fields of speech-language pathology and audiology, go to www.asha.org. From this home page, you also will find pages developed especially for students.

CSD Course Requirements

To complete a Communication Sciences and Disorders major, it is necessary to complete the following CSD courses and internships (33 credits). Courses that also satisfy an Augustana General Education requirement are noted in brackets [ ]. No more than 40 CSD credits will count toward the graduation requirement of 123 credits.

Coursework required (21 credits)

CSD 265	Phonetics	_____
CSD 280 (+lab)	Speech and Language Development	_____
CSD 367	Language Disorders [Learning Community with ENGL 307]	_____
CSD 368	Speech Sound Disorders	_____
CSD 370	Audiology	_____
CSD 375 (+lab)	Anatomy, Physiology, & Science of Speech	_____
CSD 380	Anatomy, Physiology, & Science of Hearing	_____

One of three courses required (3 credits)

CSD 470	Senior Inquiry - Research Essay	_____
CSD 480	Senior Inquiry - Applied Research	_____
CSD 490	Senior Inquiry - Thesis	_____
Or equivalent Senior Inquiry course completed in another discipline		_____

Two courses required (6 credits)

CSD 202	Communication: Components, Variations, and Disorders	_____
CSD 376	Aural Rehabilitation	_____
CSD 440	-02 Special Topics: Neurological and Organic Disorders	
	-04 Special Topics: Neuroscience for CSD	_____

Practicums required (3 credits; courses are 1 credit each, labs are 0 credits)

CSD 304 (+lab)	Internship Beginning	_____
CSD 305 (+lab)	Internship Intermediate	_____
CSD 404 (+lab)	Internship Advanced	_____

Note that these courses require that a student have a minimum cumulative G.P.A. of 3.0 prior to enrolling.

CORE or INT	Internship in the community (1-3 credits; 3 total)	

Optional courses:

CSD 110	Sign Language (1 credit; can be taken any term; evening course)	_____
CSD 441	Fluency Disorders (1 credit)	_____

Supporting coursework required (21 credits)

PSYC 100	Introduction to Psychology [PS]	_____
PSYC 216	Lifespan Development	_____
PSYC 240	Statistics [Q]	_____
PSYC 420	Child Psychopathology	_____
ENGL 307	Linguistics [may be an LC with CSD 367]	_____
BIOL	A biology course related to human or animal sciences (confer with your adviser!) [PN]	_____
CHEM/PHYS	A course that carries a chemistry or physics prefix [PN]	_____

CSD Course Requirements: Two-year Plan for Students Entering the Major in Junior Year

To complete a Communication Sciences and Disorders major, it is necessary to complete the following CSD courses and internships (33 credits). Courses that also satisfy an Augustana General Education requirement are noted in brackets [ ]. No more than 40 CSD credits count toward the graduation requirement of 123 credits.

Coursework required (21 credits; courses are 3 credits each; labs are 0 credits)

S1 CSD 265 Phonetics
S1 CSD 280 (+ Lab) Speech and Language Development
F2 CSD 367 Language Disorders [Learning Community with ENGL 307]
F2 CSD 368 Speech Sound Disorders
S2 CSD 370 Audiology
W1 CSD 375 (+ Lab) Anatomy, Physiology, & Science of Speech
W1 CSD 380 Anatomy, Physiology, & Science of Hearing

One of three courses required (3 credits; student takes only 1 course)
CSD 470 Senior Inquiry - Research Essay
S2 CSD 480 Senior Inquiry - Applied Research
CSD 490 Senior Inquiry - Thesis
Or equivalent Senior Inquiry course completed in another discipline

Two courses required (6 credits)
F1 CSD 202 Communication: Components, Variations, and Disorders
W2 CSD 376 Aural Rehabilitation
S1 CSD 440 -02 Special Topics: Neurological and Organic Disorders
-04 Special Topics: Neuroscience for CSD

Practicums required (3 credits; courses are 1 credit each, labs are 0 credits)
W2 CSD 304 (+ Lab) Internship - Beginning
W2 CSD 305 (+ Lab) Internship - Intermediate
S2 CSD 404 (+ Lab) Internship - Advanced
Note that these courses require that a student have a minimum cumulative G.P.A. of 3.0 prior to enrolling.

Optional courses:
CSD 110 Sign Language (1 credit; can be taken any term; evening course)
W2 CSD 441 Fluency Disorders (1 credit)

Supporting coursework required (21 credits)
PSYC 100 Introduction to Psychology [PS]
PSYC 216 Lifespan Development
PSYC 240 Statistics [Q]
PSYC 420 Child Psychopathology
F2 ENGL 307 Linguistics [LC with CSD 367]
BIOL A biology course related to human or animal sciences (confer with your adviser!) [PN]
W2 CHEM/PHYS A course that carries a chemistry or physics prefix [PN]

Junior Year

F1	W1	S1
CSD 202 BIOL 101 CSD 440-04	CSD 375 (+ Lab) CSD 380	CSD 265 CSD 280 (+ Lab) CSD 440-02

Senior Year

F2	W2	S2
CSD 367 CSD 368 ENGL 307 CSD 304 (class only, not lab) mentee in clinic	CSD 376 CSD 441 PHYS 105 CSD 304 Lab (0 credit) CSD 305 (+ Lab)	CSD 370 CSD SI CSD 404 (+ Lab)

Additional Coursework Suggestions

Audiology

Students interested in pursuing a career in audiology should consider taking the courses that follow.

ACCT 200	Fundamentals of Accounting
BUSN 308	Entrepreneurship for Non-Business Majors
BUSN 320	Marketing for Non-Business Majors
CALC 219	Calculus
PHYS 105	Acoustics
PSYC 220	Psychological Interventions

Speech-Language Pathology: Medical Setting

Students interested in pursuing a career as a medical speech-language pathologist should consider taking the courses that follow.

BIOL 255	Human Anatomy
FYI 103	Disability Studies
SOC 305	Social Gerontology
PSYC 220	Psychological Interventions
PSYC 248	Brain and Behavior
PUBH 100	Global Issues in Public Health
RCLG 326	Medical Ethics

Neuroscience

PSYC 248	Brain & Behavior
PSYC 317	Cognitive Neuropsychology
PSYC 343	Sensation & Perception (I)
PSYC 349	Physiological Psychology
PHIL 329	Philosophy of Mind
BIOL 358	Neuroanatomy

Other:

Non-Profit Leadership Development Certificate

The purpose of the Nonprofit Leadership Development Certificate is to help prepare liberal arts majors for leadership roles with non-profit organizations and to provide them with formal documentation of their competence for doing so. Like traditional academic programs, it will be structured and closely overseen by the faculty. Unlike traditional programs, a substantial fraction of the program content (as much as 500 hours of engagement) will occur in programs that do not lead to the award of academic credit or grades. We believe the program offers a valuable, rigorous experience and, at the same time, demonstrates the practicality of pursuing a liberal arts education.

CSD Clinical Coursework and Experiences

In addition to completing coursework in the major, each student becomes an active participant in the clinical program, as follows.

Sophomore Year: Students observe diagnostic and intervention sessions at the Augustana College Center for Speech, Language, and Hearing. Students also are encouraged to observe speech-language pathologists and audiologists in their home and QCA communities.

Junior & Senior Years: Students participate in supervised clinical practicums at the Center, working with clients who present a variety of speech-language-hearing disorders. While students address the numerous challenges facing their clients in intervention, they are supervised closely by certified and licensed CSD faculty.

Please note that admission to each of the three internship courses is granted only if a student has a minimum overall GPA of 3.0 at the time each course begins. Admission to internship is by written application submitted to the Center Director in the preceding term.

Schedule of CSD Classes Offered

It is suggested strongly that a student majoring in Communication Sciences and Disorders begin coursework during fall term, sophomore year. The typical sequence of classes is presented below.

SOPHOMORE YEAR

Fall	Winter	Spring
CSD 202	CSD 375	CSD 265
		CSD 280

JUNIOR YEAR

Fall	Winter	Spring
CSD 367 ⎫	CSD 304	CSD 305
ENGL 307 ⎭ LC	CSD 380	CSD 370
CSD 368	CSD 441	
Assist in Clinic		

SENIOR YEAR

Fall	Winter	Spring
CSD 404	CSD 376	CSD 440-02
CSD 440-04		
CSD 470/480/490*		

CSD 110: Sign Language also is offered every term and may be taken one time during any term.

*CSD 470/480/490 are the departmental Senior Inquiry courses. At least one S.I. course will be offered each term. Students take only one S.I. course in CSD.

CSD Advising Syllabus

Advising is an integral and essential component of the CSD major. CSD faculty approach advising seriously and we expect our advisees to do the same. The relationship between a CSD adviser and advisee is purposeful and intentional, designed to serve our majors to graduation and beyond.

Adviser: _____

Contact Information: _____

Declaring the CSD Major

If your first-year adviser is a CSD faculty member, he or she will let you know who your CSD adviser will be; it is likely that your first-year adviser will continue to serve as your CSD major adviser.

If your first-year adviser is not a CSD faculty member, please email the CSD Department Chair, stating that you will be declaring the CSD major and are requesting to have a CSD adviser assigned to you.

For the advising relationship to be fruitful, we expect each advisee to have accomplished the first-year advising goals, as listed below.

The student is able to:

- access and utilize resources such as the academic calendar, college catalog, and Arches
- read and use the Program Evaluation tool in Arches to monitor and plan academic progress
- locate and explain registration and financial aid policies and procedures relevant to first-year students
- locate and describe the Liberal Arts Core Curriculum requirements and identify courses that meet them
- know the resources available for academic and personal support
- describe the three broad categories of college-wide learning outcomes
- explain and provide examples of how activities in and outside of the classroom contribute to his or her individual learning experience
- give examples of what it means to be an engaged member of a community
- identify his or her strengths in the context of future goals
- take active ownership of his or her college experience

Sophomore Year in the CSD Major

You are expected to meet with your CSD adviser at least three times in the first year you are a CSD major. Once per term you will sign up for an individual meeting with your adviser to plan out the subsequent term's course schedule. In one of those meetings, your adviser will help you sketch out your course schedules for your remaining terms at Augie. In spring term, you also will discuss CSD graduate school requirements and expectations, as well as other options, in a group meeting that is followed by an individual meeting.

You can expect your adviser to:

- be available by email and phone, and in-person by appointment
- provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- understand and effectively communicate the CSD curriculum and graduation requirements
- work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- assist you in gaining decision-making skills and skills in assuming responsibility for your educational plans and achievements
- help you identify connections between learning experiences in and outside the classroom
- provide referrals to other campus resources

Your adviser expects you to:

- check your Augustana.edu email account at least once per day and respond as needed
- sign up for advising meetings one time per term to discuss your upcoming course schedule
- bring this guidebook to every advising meeting
- bring a print-out of Evaluate Program to every advising meeting
- take primary responsibility for making your own decisions based on available information and advice

Junior Year in the Major

The junior year in the CSD major typically is the busiest for our majors because junior majors take both basic and applied courses, and begin to work as an intern in our on-campus speech, language, and hearing center.

You will meet one time per term with your adviser for course planning. In the spring, you also will discuss graduate school or other post-Augie plans in one group meeting that is followed by an individual meeting. You will receive a detailed handout about applying to graduate school in CSD, if applicable.

You can expect your adviser to:

- be available by email and phone, and in-person by appointment
- provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- support you in defining your academic, career and personal goals, and assist you in creating an educational plan that is consistent with those goals
- assist you in gaining decision-making skills and skills in assuming responsibility for your educational plans and achievements
- help you identify connections between learning experiences in and outside the classroom
- provide referrals to other campus resources

Your adviser expects you to:

- check your Augustana.edu email account at least once per day and respond as needed
- sign up for advising meetings one time per term to discuss your upcoming course schedule
- bring this guidebook to every advising meeting
- bring a print-out of Evaluate Program to every advising meeting
- take primary responsibility for making your own decisions based on available information and advice

Senior Year in the Major

The senior year is an exciting but stressful time in the CSD major that centers around your coursework, completion of your Senior Inquiry project, and graduate school/post-Augie applications. Again, in fall and winter you will meet with your adviser to discuss your course schedules, and early in fall term you will schedule an individual meeting to finalize your graduate school/post-Augie plans. In spring term, you are expected to "check in" briefly with your adviser about post-graduate plans, including graduate school notifications and job offers.

You can expect your adviser to:

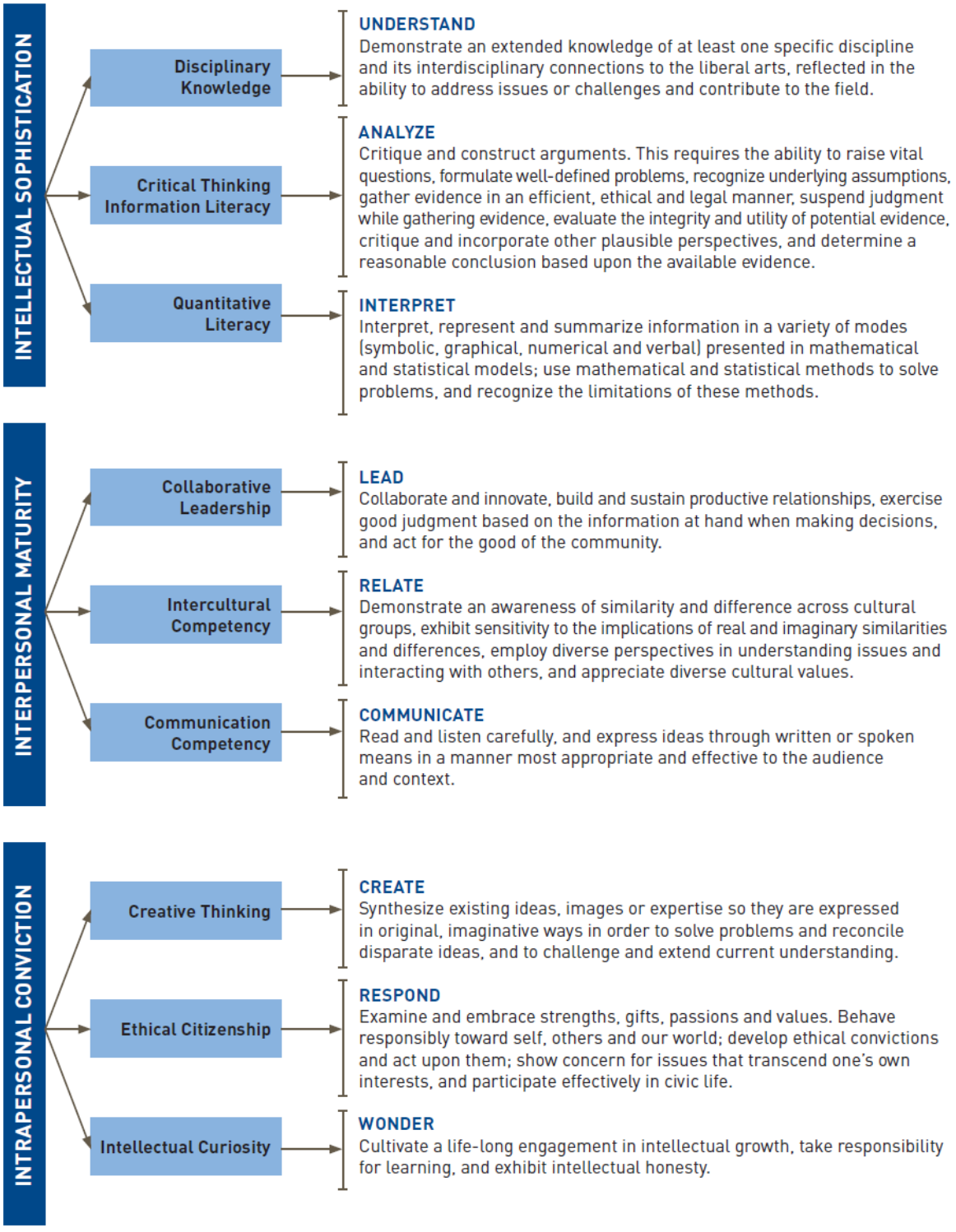
- be available by email and phone, and in-person by appointment
- provide a safe and respectful space to ask questions, discuss your interests, and express your concerns
- work with you to assess your academic performance and areas of strength to ensure they are consistent with your plans
- support you in defining your academic, career and personal goals, and assist you in creating an educational plan that is consistent with those goals
- provide referrals to other campus resources

Your adviser expects you to:

- check your Augustana.edu email account at least once per day and respond as needed
- apply for graduation
- sign up for advising meetings one time per term to discuss your upcoming course schedule
- bring this guidebook to every advising meeting
- bring a print-out of Evaluate Program to every advising meeting
- take primary responsibility for making your own decisions based on available information and advice

AUGUSTANA STUDENT LEARNING OUTCOMES

REPORT CURRENT AS OF APRIL 2013



Advising Guide for All Students

General Requirements

1. 123 credits as defined by Augustana
   - 60 credits must be earned from Augustana
   - The last 30 credits must be earned at Augustana
   - 40 credits at the 300- 400 level
   - No more than 40 credits from the same course code designation
   - No more than 3 credits from physical education activities
   - No more than 8 credits in music ensembles or internships
2. 2.0 GPA overall, until clinical course overall GPA requirement of 3.0 takes effect
3. Major of at least 24 credits, with at least 9 credits of 300-400 level courses taken at Augustana.

First-Year Liberal Studies Sequence 9 credits

- FYI 101
- FYI 102
- FYI 103

Christian Traditions RELG 2XX 3 credits

*Note that all 200 level Religion courses also carry a Learning Perspective

Learning Perspectives Requirements 24 credits

One course (18 credits) in each perspective

Two courses (6 credits) with two different course codes in three perspectives

No more than two courses (6 credits) with same code overall.

- PA: Perspective on the Arts
- PH: Perspective on Human Values and Existence
- PS: Perspective on the Individual and Society
- PL: Perspective on Literature and Text
- PP: Perspective on the Past
- PN: Perspective on the Natural World

Learning Community Requirement 6 credits

A pair of three-credit courses thematically/topically linked

*Note that CSD 367 (Language Disorders) and ENGL 307 (Linguistics), taught in fall term, are required for the CSD major and typically are a Learning Community

Specific Requirements

1.	Physical Education	2 credits
2.	Foreign Language	0-9 credits
3.	Investigative Lab (I)	3 credits
4.	Quantitative Reasoning (Q)	3 credits
5.	Global Diversity (G)	3 credits
6.	Multicultural Diversity (D)	3 credits

CSD Course Descriptions

Academic Courses

110 Sign Language (1)
Comprehension and expression of a basic vocabulary in sign language. English word order. Learn manual finger spelling. Develop a basic understanding of deaf culture.

202 Communication: Components, Variations, and Disorders (3)
Human and animal communication systems, communication variations including multicultural issues, communicative disorders and the impact of communication breakdown in individuals and society.

265 Phonetics (3)
Speech sound production, perception, and use in a variety of the world's languages, with an emphasis on American English. Students learn phonetic transcription of normal, disordered, and dialectal speech using the International Phonetic Alphabet.

280 Speech and Language Development (3)
Development of phonology, semantics, syntax, morphology, pragmatics, and metalinguistics in children and adults. Speech and language universals and multicultural variations related to age, gender, race, and ethnicity. Language-based for reading development.

367 Language Disorders (3)
Identification and treatment of language disorders in children birth through adolescence. Multi-cultural variations.

368 Speech Sound Disorders (3)
Various speech disorders that can affect individuals throughout the lifespan. Review of competing theories of speech acquisition. Special populations and multicultural issues related to diagnosis and treatment of speech disorders and differences.

370 Audiology (3)
Introduces the rationale, structure and function of various auditory test batteries. Instruction in administering hearing tests and interpreting results.

375 Anatomy, Physiology, and Science of Speech (3)
Study the structure, function, and neurology of the mechanisms of respiration, phonation, articulation, and resonation. Examine the multidisciplinary nature of speech communication by applying principles from physics, biology, and psychology to speech. Students study topics such as physiology of speech and evolution of speech.

376 Aural Rehabilitation (3)
Principles and methods of teaching language and speech to hearing impaired individuals. Emphasis on total communication.

380 Anatomy, Physiology, and Science of Hearing (3)
Study the structure, function, and neurology of the mechanism of audition. Examine the multidisciplinary nature of audition by applying principles from physics, biology, and psychology to hearing.

440 Special Topics in Communicative Disorders (3)
Investigates advanced topics related to communication disorders. May be repeated for credit one time if the topic is different. Consult department for current topic. Prerequisite: junior or senior standing or consent of instructor.

441 Fluency Disorders (1)
This is a clinical methods course for communication sciences and disorders majors, designed to introduce principles of assessment and intervention, and relevant current research related to causation of fluency disorders. Students will explore various approaches to fluency intervention, including stuttering modification, fluency shaping, and integrated intervention approaches. Principles of counseling and cognitive behavioral therapy will be incorporated to allow students to develop a greater awareness and understanding of fluent vs. non-fluent speech, and empathy toward individuals with fluency disorders.

Research Courses

470 Senior Inquiry - Research Essay (3)
Advanced study of the research process and scientific writing in communication sciences and disorders. Students required to develop a research question and complete an extensive literature search, culminating in a scientific essay on a topic of narrow focus and an in-class presentation of research. Limited enrollment.

480 Senior Inquiry - Applied Research (3)
Advanced study of the research process and scientific writing in communication sciences and disorders. Students required to develop data-based clinical research questions; students to be placed in a community-based clinical setting in which answers to those questions can be investigated. This course will culminate in a research paper and an in-class presentation of research. Limited enrollment.

490 Senior Inquiry - Thesis (3)
Advanced study of the research process and scientific writing in communication sciences and disorders. Students required to develop and complete a research project, culminating in a senior thesis. Limited enrollment.

Internship Courses

Please note that a minimum cumulative GPA of 3.00 is required of all students prior to enrolling in an internship course.

CSD-INTR-304 - Beginning (1)
Speech-language pathology diagnostic and intervention procedures. Ethical and multicultural issues. Clinical practice included.

CSD-INTR-305 - Intermediate (1)
Intermediate speech-language pathology diagnostic and intervention procedures. Ethical and multicultural issues. Clinical practice included.

CSD-INTR-404 - Advanced (1)
Study of advanced speech-language pathology diagnostics and therapeutic intervention. Ethical and multicultural issues. Clinical practice included.

Policies and Prerequisites for the CSD Program's Three-Term Clinical Internship Program
Augustana College Center for Speech, Language, and Hearing

Prior to enrolling in CSD 304, students must complete the following prerequisites

- 3.0 Cumulative Grade Point Average Students must achieve a 3.0 cumulative GPA by the start of the term in which they will begin their mentee experience and will maintain this GPA while enrolled in CSD 304/CSD 305/CSD 404. Students who do not meet the 3.0 GPA requirement will meet with their major adviser and a CORE counselor to determine placement for a 3 credit off-campus internship experience.
- Observation Hours Student clinicians must complete 25 observation hours beyond hours that are accrued as part of their Augustana CSD coursework. Prospective student clinicians must turn in to the Center Director fully completed *RECORD OF UNDERGRADUATE SUPERVISED OBSERVATION HOURS* and *DIRECT OBSERVATION* forms by the Tuesday of week 2 of the term in which the student is enrolled in CSD 304. Speech-language pathologists and audiologists whom are observed must hold the ASHA Certificate of Clinical Competence (CCC). Students are responsible for securing their own observation sites and also are responsible for meeting all related requirements that individual sites have (e.g., fingerprinting, reading about site-specific regulations, etc.). Student observers should dress and behave professionally at all observation sites. They should also be punctual and engaging and demonstrate strong communication skills.
  Note that students will receive credit for additional hours for observations completed as part of coursework in course such as CSD 202, CSD 367, CSD 368, and CSD 376.
- Blood Borne Pathogens Training CSD students in the fall of their junior and senior years must complete online blood borne pathogens training and pass a related quiz. The CSD Coordinator will email each student a link to follow to complete this requirement.
- Background Check Prior to week 1 of their first term of clinical internship, students must complete a background check by submitting payment and completing documents related to this requirement. The CSD Coordinator will email each student a link to follow to complete this requirement. Students who have been convicted of felonies, who have violations that relate to children, or who have a record that would prevent them from securing professional licensure for speech-language pathology or audiology practice in the state of Illinois will not be allowed to complete a clinical internship.
- HIPAA Prospective student clinicians are required to view a presentation and read accompanying documents related to the *Health Insurance Portability and Accountability Act of 1996* and pass with at least 75% accuracy a written quiz related to the material.
- Clinical Mentoring Experience Prior to enrolling in CSD 304, students must serve for at least one term as a mentee to a senior clinician for one client. Students must have a 3.0 cumulative GPA by the beginning of the term in which they complete their mentee experience. Mentees are expected to increase their involvement in the clients' sessions from the beginning to the end of the term and to follow all Center policies. Mentees who demonstrate unprofessional behavior or who do fail to demonstrate competency consistent with their level of experience may not be allowed to enroll in CSD 304.

Essential Functions and Skills for Student Speech-Language Pathologists and Audiologists
Augustana College Center for Speech, Language, and Hearing

The three-term Augustana College clinical internship program is an integral part of the Communication Sciences and Disorders major. As a pre-professional program from which most students pursue graduate study in speech-language pathology or audiology and later, employment in the communication disorders field, the program has procedures that reflect the standards of the American Speech-Language Hearing Association and the Illinois Department of Financial and Professional Regulation. The Department's clinical and academic faculty oversee and are responsible for students in the internship program. It therefore is imperative for prospective student clinicians to demonstrate competency in academic performance. Clinical internships also require specific inter and intra-personal, emotional, physical, moral and ethical, and compassionate qualities. Faculty may disallow a prospective student from beginning or continuing in the internship program if he or she is not able to satisfy any of the functions described in this document.

CSD faculty and staff members are committed to adhering to the Americans with Disabilities Act and are eager to provide necessary accommodations to create an optimal clinical experience. Students with documented disabilities encouraged to contact the Dean of Students to facilitate the accommodations process.

Cognitive and Academic Skills

Prospective clinicians must

- have a cumulative grade point average of 3.0 at the beginning of the term in which they complete their clinical menteeship and maintain their GPA throughout the subsequent 3-term clinic internship sequence (CSD 304, 305, and 404).
    - Please note that a passing grade in the three-term internship sequence (CSD 304, CSD 305, and CSD 404) is required for successful completion of the CSD major
- demonstrate the potential to learn and assimilate theoretical and clinical information
- be able to make connections between coursework and engage in evidence based clinical practice
- synthesize, analyze, and apply concepts from coursework in CSD and other disciplines
- write in English professional clinical reports that integrate suggestions from supervisors
- collect, analyze and respond to data from intervention sessions; write SOAP notes

Physical Skills

Prospective clinicians must

- actively participate in class, clinical, or related activities for up to three hour blocks of time with minimal breaks
- move independently to, from, and within the clinic setting
- maintain hygiene appropriate for a professional clinic setting
- independently, or through augmented means manage standard use of clinical equipment and materials including test easels, clipboards, recording equipment, computer applications, or audiologic instrumentation
- use developmentally appropriate, evidence based procedures to carry out a client's individual or group intervention plan; this may involve working on the floor or in other natural environments for pediatric clients or sitting at a table for school-age and adult clients
- use appropriate paper and pencil or computer based data collection methods
- be able to uphold universal precautions and respond, as trained, to limiting exposure to blood borne pathogens
- visually monitor and respond appropriately to the clinical environment
- create a safe clinical environment for oneself and one's client(s) by using appropriate functional behavior plans and responding to clients who may be physically aggressive or self-injurious
- provide specific, accurate feedback to clients about speech sound and linguistic productions; consistent use of assistive listening devices, FM systems, or hearing aids may be requested for clinicians who are unable to pass a 20 dB hearing screening at for 250-8000 Hz

Behavioral, Professional, Ethical, and Interpersonal Skills

Prospective clinicians must

- pass a background check. Students who have a history of crimes committed against children will not be allowed to complete the clinical internship sequence. Students with non-child related felony convictions will be counseled individually about their ability to complete the clinical sequence. Students with convictions or charges that would prevent state licensure will be counseled (e.g., child support violations)
- maintain appropriate emotional and physical health to be able to complete clinical and professional responsibilities
- maintain appropriate and professional relationships with clients, classmates, supervisors, and Center staff. This involves showing discretion in communicating via social networking websites with clients and maintaining professional interactions with clients in and outside the Center
- maintain composure and professional interactions in stressful and sometimes emotionally charged situations
- comply with ASHA's Code of Ethics
- communicate effectively in writing, on the telephone, and in person with a variety of communication partners
- demonstrate emerging professional qualities commensurate with one's level of training and adhere to legal, administrative and regulatory policies (e.g., follow the Center's dress code, complete paperwork, maintain HIPAA, comply with blood borne pathogens training, etc.)
- speak English intelligibly and have the ability to model production of English phonemes

- be an active team member with one's supervisor and fellow clinicians
- regularly attend clinic class and meet internship deadlines in a timely manner
- understand and respect authority
- interpret supervisors', clients' and clients' families' linguistic and nonlinguistic communications.
- be prepared for clinical sessions by meeting regularly with your supervisor, completing related reading, reviewing case files, responding to supervisory feedback, and communicating with your clients and Center staff
- be respectful of the Center's facilities by allowing sufficient time to set up and clean up your sessions. Use check-out procedures to reserve intervention or testing materials owned by the Center or clinical supervisors. Participate in weekly Center cleaning activities and notify the Program Coordinator or Center Director if materials are in need of repair or replacing
- be able to complete multiple tasks simultaneously and manage time effectively
- consistently build skills throughout the internship program, moving toward independent performance

American Speech-Language-Hearing Association
Standards for Certificate of Clinical Competence in Speech-Language Pathology
(Effective September 1, 2014 and thereafter)

I. Degree: The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

II. Institution of Higher Education: All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

III. Program of Study: The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

IV. Knowledge Outcomes

A. The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

B. The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

C. The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

1. Articulation
2. Fluency
3. Voice and resonance, including respiration and phonation
4. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
8. Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
9. Augmentative and alternative communication modalities

D. For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

E. The applicant must have demonstrated knowledge of standards of ethical conduct.

F. The applicant must have demonstrated knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

G. The applicant must have demonstrated knowledge of contemporary professional issues.

H. The applicant must have demonstrated knowledge of entry level and advanced

certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

V. Skills Outcomes

A. The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

B. The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

a. Conduct screening and prevention procedures (including prevention activities).

b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.

d. Adapt evaluation procedures to meet client/patient needs.

e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

f. Complete administrative and reporting functions necessary to support evaluation.

g. Refer clients/patients for appropriate services.

2. Intervention

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).

c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients'/patients' performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

b. Collaborate with other professionals in case management.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics and behave professionally.

C. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

- Guided observation hours generally precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to beginning direct client/patient contact. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

D. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

E. Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's level of knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

- Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants.

F. Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

- The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation:
    a. conduct screening and prevention procedures (including prevention activities)
    b. collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
    c. select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures
    d. adapt evaluation procedures to meet client/patient needs
    e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
    f. complete administrative and reporting functions necessary to support evaluation
    g. refer clients/patients for appropriate services
2. Intervention:
    a. develop setting-appropriate intervention plans with measurable and achievable goals that meet client/patient needs; collaborate with

clients/patients and relevant others in the planning process

b. implement intervention plans; involve clients/patients and relevant others in the intervention process
c. select or develop and use appropriate materials and instrumentation for prevention and intervention
d. measure and evaluate client/patient performance and progress
e. modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
f. complete administrative and reporting functions necessary to support intervention
g. identify and refer clients/patients for services as appropriate

3. Interaction and Personal Qualities:
    a. communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
    b. collaborate with other professionals in case management
    c. provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
    d. adhere to the ASHA Code of Ethics and behave professionally

VI. Assessment: The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

American Speech-Language-Hearing Association

Standards for Certificate of Clinical Competence in Audiology

(Effective January 1, 2012 and thereafter)

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

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

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

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

A. Foundations of Practice. The applicant must have knowledge of:

1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
2. Genetics and associated syndromes related to hearing and balance
3. Normal aspects of auditory physiology and behavior over the life span
4. Normal development of speech and language
5. Language and speech characteristics and their development across the life span
6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
10. Pathologies related to hearing and balance and their medical diagnosis and treatment
11. Principles, methods, and applications of psychometrics
12. Principles, methods, and applications of psychoacoustics
13. Instrumentation and bioelectrical hazards
14. Physical characteristics and measurement of electric and other nonacoustic stimuli
15. Assistive technology
16. Effects of cultural diversity and family systems on professional practice
17. American Sign Language and other visual communication systems
18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
20. Health care and educational delivery systems
21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

22. Oral and written forms of communication
23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:

a. occupational and industrial environments
b. community noise
c. classroom and other educational environments
d. workplace environments

24. The use of instrumentation according to manufacturer's specifications and recommendations

25. Determining whether instrumentation is in calibration according to accepted standards

26. Principles and applications of counseling

27. Use of interpreters and translators for both spoken and visual communication

28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management

29. Consultation with professionals in related and/or allied service areas

B. Prevention and Identification. The applicant must have the knowledge and skills necessary to:

1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems

2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs

3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

5. Educate individuals on potential causes and effects of vestibular loss

6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

C. Assessment. The applicant must have knowledge of:

1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems

3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral

5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function

6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems

7. Conducting and interpreting otoacoustic emissions and acoustic immitance (reflexes)

8. Evaluating auditory-related processing disorders

9. Evaluating functional use of hearing

10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

11. Referring to other professions, agencies, and/or consumer organizations

D. Intervention (Treatment). The applicant must have knowledge and skills in:

1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
    a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
    b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
    c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
    d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems
3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments
4. Treatment and audiologic management of tinnitus
5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)
6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems
7. Evaluation of the efficacy of intervention (treatment) services

E. Advocacy/Consultation. The applicant must have knowledge and skills in:
1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
3. Identifying underserved populations and promoting access to care

F. Education/Research/Administration. The applicant must have knowledge and skills in:
1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
2. Applying research findings in the provision of patient care (evidence-based practice)
3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
4. Administering clinical programs and providing supervision of professionals as well as support personnel
5. Identifying internal programmatic needs and developing new programs
6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

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