



APPLYING TO AUDIOLOGY GRADUATE SCHOOL

SAA Chapter and Member Relations Committee

Table of Contents

Preface	3
The Scope of Practice of an Audiologist.....	4
Employment Settings for Audiologists	4
Other Settings	5
How to Apply for Graduate School.....	5
What to Look for in an AuD Program	6
CSDCAS vs. Individual Program Applications.....	6
What to Look for in an AuD/PhD Program	8
What to Look for in a PhD Program.....	8
What is Accreditation and Why is it Important?.....	9
What is the ACAE?.....	9
What is the CAA?.....	10
Why is Accreditation Important?	10
Application Essays	10
Resume	11
Resume Review	11
Letters of Recommendation.....	13
Transcripts.....	13
Graduate Record Examination (GRE®).....	14
Application Fees	15
Total Costs of Application	15
Interviews.....	16
Sample Interview Questions:.....	16
Sample Questions to Ask:	16
Comprehensive List of AuD & PhD Programs.....	17
FAQs.....	24
Resources	26
References.....	27

Preface

Congratulations on considering a career in audiology! This informational packet was created by members of the Student Academy of Audiology (SAA) Chapter and Member Relations Committee to assist undergraduate students in researching and applying to audiology graduate programs. This committee is comprised of audiology graduate and undergraduate students with the goal of supporting undergraduates through the creation and promotion of SAA resources. Additional information for undergraduate students may be found [here](#).

Please contact [Olivia DeWald](#), Chapter and Member Relations Committee Chair, with any questions.

Neither the authors nor the American Academy of Audiology (AAA) are the authoritative source on graduate school applications. The best resource for admissions information is to reference the individual graduate programs' application requirements.

The Scope of Practice of an Audiologist

Hearing and balance disorders can be assessed, treated, and (re)habilitated by an audiologist. Audiologists are health care professionals who provide patient-centered care in the prevention, identification, diagnosis, and evidence-based treatment of hearing, balance, and other auditory disorders for individuals of all ages. Hearing and balance disorders are complex with medical, psychological, physical, social, educational, and employment implications. Treatment services require audiologists to have knowledge of existing and emerging technologies, as well as interpersonal skills to counsel and guide patients and their family members through the (re)habilitative process. Audiologists provide professional and personalized services to minimize the negative impact of these disorders, leading to improved outcomes and quality of life.

Audiologists are licensed and/or regulated in all 50 states, the District of Columbia and Puerto Rico.

Employment Settings for Audiologists ^[1,2]

Audiologists may work in a wide variety of settings, including hospitals, clinics, private practices, ENT offices, universities, K-12 schools, government, military, and Veterans' Administration (VA) hospitals.

Health Care

The majority of audiologists are employed in healthcare settings like hospitals and physicians' offices, where they serve different populations and their responsibilities can vary widely. Audiologists in healthcare settings may be responsible for performing hearing assessments, prescribing and fitting hearing aids, assisting in cochlear implant programs, performing ear- or hearing-related surgical monitoring, and/or designing and implementing hearing conservation programs and newborn hearing screening programs. They may also participate as members of balance treatment teams to recommend and carry out treatment and rehabilitation of impairments of vestibular function. Audiologists work anywhere from small private practices to large research hospitals, and everywhere in between!

Percentage of audiologists working in various healthcare settings:

- Hospital (state, local, private, and VA): 29%
- Private audiology practice: 24%
- ENT clinic or other medical practice: 24%

Education

Some audiologists work in educational settings like K-12 schools, as well as universities. The audiologist is an integral part of the team within the school system that manages students with hearing impairments and students with central auditory processing disorders. The audiologist participates in the development of Individual Family Service Plans (IFSPs) and Individualized Educational Programs (IEPs), serves as a consultant in matters pertaining to classroom acoustics, assistive listening systems, hearing aids, communication, and psycho-social effects of hearing loss, and maintains both classroom assistive systems as well as students' personal hearing aids. The audiologist administers hearing screening programs in schools, and trains and supervises non-audiologists performing hearing screening in the educational setting. Audiologists in universities may provide clinical and academic training to students in audiology, as well as teach physicians, medical students, residents, and fellows about the auditory and vestibular system. University-employed audiologists may also conduct research and serve in administrative roles.

Percentage of audiologists working in various educational settings:

- University: 6%
- Public/Private school: 4%

Other Settings

A smaller number of audiologists fulfill a variety of roles in other settings. Examples include audiologists who work as consultants, trainers, and researchers for manufacturers of assistive technologies, or as hearing conservation program coordinators in industrial settings. Some audiologists work in administrative and clinical capacities as state or federal government employees. Additionally, there are audiologists who serve their communities as employees of nonprofit organizations, or even in other settings not mentioned above.

Percentage of audiologists working in various other settings:

- Manufacturer: 5%
- Industry: 0.5%
- Federal government: 1%
- Non-profit practice: 2%
- Other: 4%

How to Apply for Graduate School

The audiology graduate program application process is very competitive.

General Application Requirements

All programs require an application, personal statement, transcripts, Graduate Record Examinations (GRE®) scores, and letters of recommendation from academic or clinical faculty.

The timeline provided below is a general timeline for most graduate school programs. It is important to reference the admission process for each program for specific deadlines and required materials.

Graduate School Timeline

Research/Application process	June – December
Application process	September – December
Applications due	December 1 – February 15
Interviews (if applicable)	February – March
Offers made by graduate programs to students	March 15
Offers accepted/declined by students	April 15
Graduate school begins	August/September

What to Look for in an AuD Program

The entry level degree in audiology is the Doctorate of Audiology (AuD); this is a clinical degree.

There are currently 74 clinical audiology graduate programs in the country. When considering an AuD program, it may be helpful to identify your areas of interest (private practice, research, schools, hospitals, industry, etc.) and search for a program that offers opportunities in that area. If you are unsure of your interest at that time, like many first-year audiology students, then search for an audiology program that offers the most diverse experiences. Your clinical experiences are a very important piece of your graduate school career. It is also important to consider location, cost, and competitiveness of programs.

Once you have narrowed your list to a few programs, it is highly recommended you make a campus visit. There is a lot you can learn by talking with the faculty and students rather than only viewing the program's website.

Questions to Ask Audiology Graduate Programs:

1. On average, how many students apply and are accepted into your program, annually?
2. What are the GPA and GRE® requirements for your program?
3. Tell me more about the clinical experiences offered for each year of the program.
4. How far are off-site clinic placements?
5. At what point in the program do students begin to actively participate in clinic?
6. Do you have a capstone/research component? What is that process?
7. For the externship process, am I solely responsible for communicating with the sites or is there a faculty member that is responsible for communicating with the sites on my behalf?
8. Are there any research opportunities available?
9. What kinds of opportunities are there for graduate assistantships in the department?
10. Are there any graduate assistantships outside of the department?
11. What are the program's strengths?
12. What are the program's weaknesses, and what is being done to repair them?
13. What community outreach programs are there?
14. Where do most AuD students live?
15. Are there funding opportunities (scholarships or grants) available to AuD students?
16. What is the PRAXIS pass rate for your program?
17. What is the retention rate?
18. What on-site and off-site clinical experiences do students have?

CSDCAS vs. Individual Program Applications

The Communication Science and Disorders Centralized Application Service (CSDCAS) is used by the programs listed below. While some programs utilize this centralized application service, some programs choose to use a program-specific application. In order to determine how to apply to each school, visit the individual program's website. Be sure to check the requirements for each program, whether those include CSDCAS, a program-specific application, or both.

Programs Listed in CSDCAS ^[3]

The Communication Science and Disorders Centralized Application Service (CSDCAS) is a centralized application process specifically for audiology and speech-language pathology graduate school. It was created to provide a streamlined and uniform application for all applicants to all universities that use the system. The cost for using CSDCAS is \$125 for the first school and an additional \$50 for each additional school. Individual schools may require that applicants complete a secondary, institution-specific application, at an additional fee, after submission of the CSDCAS application.

CSDCAS Participating Audiology Programs List for the 2017-2018 Application Cycle

State	Audiology Program	Program Deadline
AL	Auburn University	01/15/2018
AL	Samford University	03/01/2018
AL	University of South Alabama	01/15/2018
AR	University of Arkansas for Medical Sciences	01/15/2018
CA	University of the Pacific	02/01/2018
CA	San Diego State University	01/12/2018
CO	University of Northern Colorado	02/01/2018
FL	University of Florida	01/15/2018
FL	University of South Florida	01/15/2018
IA	University of Iowa	01/01/2018
ID	Idaho State University	01/15/2018
IL	Illinois State University	01/15/2018
IL	Northwestern University	01/15/2018
IL	Rush University	01/01/2018
IN	Purdue University	01/01/2018
KS	Wichita State University	01/15/2018
LA	Louisiana State University Health Science Center	02/15/2018
MI	Central Michigan University	01/15/2018
MI	Wayne State University	01/15/2018
MI	Western Michigan University	01/15/2018
MO	Missouri State University	01/15/2018
NC	University of North Carolina – Chapel Hill	12/15/2017
NY	SUNY University at Buffalo	01/01/2018
NY	Syracuse University	01/01/2018
OH	The Ohio State University	12/15/2017
OH	Ohio University	01/01/2018
OH	University of Akron (NOAC)	01/15/2018
OH	University of Cincinnati	12/15/2017
OR	Pacific University	01/15/2018
PA	Salus University	04/01/2018
PA	University of Pittsburgh	01/15/2018
TN	University of Memphis	02/01/2018
TN	University of Tennessee	01/01/2018
TX	Lamar University	02/01/2018
VA	James Madison University	01/15/2018
WV	West Virginia University	02/01/2018

What to Look for in an AuD/PhD Program [4]

The general application requirements described above for AuD and PhD programs are also applicable for a dual degree. There are three enrollment models for the AuD/PhD programs: sequential, simultaneous, and dual-track. The sequential model has students complete one degree before moving on to the other degree. Simultaneous study involves completing coursework for both degrees at the same time, allowing for some overlap of coursework. The dual-degree programs admit students with the intention of completing both degrees while in graduate school. [3] There can be some flexibility of enrollment models between PhD students within the same graduate school.

What to Look for in a PhD Program [5]

Doctorate of Philosophy (PhD) degrees in audiology or hearing science are available at many universities in the United States. The length of the program can range from four- to six-years. Some programs offer a joint AuD/PhD program and, on average, consists of a six-year time commitment.

There are many items to consider when pursuing a PhD program:

- A. Get involved with research as an undergraduate. You could consider starting a capstone/research project or volunteering in a research laboratory. This will help you gain insight into what a PhD program might entail.
- B. Your mentor is a key piece in the success of your research. You will spend the majority of your time working together with your mentor, so it is essential to have compatibility. Mentors often align your research interests with their own – which is important to keep in mind when researching various programs. It is ideal to visit the school to meet with faculty and current students before accepting an offer.
- C. Know your general area of research interest. Most programs will have their PhD students declare up to 5 areas of interest. Look up the research faculty and their declared areas of research. It would be ideal to find a program that has well-rounded opportunities.
- D. Look at previous projects, as well as the sources (and consistency) of grant funding for your potential research mentor. Many PhD students might participate in grant writing with their mentor to find funding for their studies. It would be ideal to learn from a mentor who can consistently get funding for their projects.
- E. Consider the geographical and available study population for your interested area of research. If you are interested in studying one particular population (e.g., Deaf culture, cochlear implants in children, etc.), look for a PhD program that could recruit those participants for your research.
- F. If you are unsure about obtaining a PhD, complete a T35 research grant during your graduate school experience. These grants are created for AuD students who may be interested in obtaining a PhD and can be completed during the summer at select universities.

Here is a list of current PhD Programs in Audiology for the 2017-2018 Application Cycle

<u>State</u>	<u>PhD Program</u>	<u>State</u>	<u>PhD Program</u>
AL	University of South Alabama	NJ	Montclair State University
AK	University of Arkansas	NY	University of Buffalo – SUNY
AZ	Arizona State University	NY	Syracuse University
AZ	University of Arizona	NY	The Graduate Center – CUNY
CO	University of Colorado	OH	Kent State University
CT	University of Connecticut	OH	The Ohio State University
DC	Gallaudet University	OH	Ohio University
FL	University of South Florida	OH	University of Cincinnati
FL	University of Florida	OK	University of Oklahoma
IA	University of Iowa	PA	Pennsylvania State University
IN	Indiana University	PA	Salus University
IN	Purdue University	PA	University of Pittsburgh
KS	University of Kansas	SC	University of South Carolina
KS	Wichita State University	TN	University of Memphis
MA	Boston University	TN	University of Tennessee
MA	Harvard-MIT Health Sciences and Technology	TN	Vanderbilt University
MA	University of Massachusetts	TX	Texas Tech University
MD	University of Maryland, College Park	TX	University of Texas at Austin
MI	Wayne State University	TX	University of Texas at Dallas
MN	University of Minnesota	UT	University of Utah
MO	University of Missouri	UT	Utah State University
MO	Washington University	VA	James Madison University
NC	East Carolina University	WA	University of Washington
NC	University of North Carolina	WI	University of Wisconsin - Madison
ND	University of North Dakota	WV	West Virginia University
NE	University of Nebraska		

What is Accreditation and Why is it Important?

Accreditation is the process by which an entity (in this case, a program/school) is meeting all formal requirements of academic excellence, curriculum, facilities, etc. There are two accrediting bodies associated with audiology programs. The purpose of accreditation is to maintain educational and clinical standards across all programs.

What is the ACAE? ^[6]

The purpose of the Accreditation Commission for Audiology Education (ACAE) is to recognize, reinforce, and promote high quality performance in AuD educational programs through a rigorous verification process. This process will produce evidence that AuD programs have prepared graduates who are qualified to be doctoral-level audiologists. It also will assure communities of interest that graduates will be able to function according to the national scope of practice, as defined by the professional organization.

What is the CAA? [7]

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) was established by the American Speech-Language-Hearing Association (ASHA). The intention of accreditation is to promote excellence in educational preparation while assuring the public that graduates of accredited programs are educated in a core set of knowledge and skills required to qualify for state and national credentials for independent professional practice.

Why is Accreditation Important? [8]

Most graduate students focus on the requirements the accrediting body sets for graduation, such as clinical skill development, how to obtain clinical hours, research/capstone projects, and requirements for externships. Additionally, graduation from an accredited program is needed to obtain state licensure. When considering programs, it is important to be aware of the accrediting body, if they are currently accredited, and when the accreditation is up for renewal.

The competency of the profession is dependent on program standards. “Students play a pivotal role in ensuring that the quality of graduate audiology programs is commensurate with the needs of practicing audiologists and their patients” (Joshi, 2016). With the ultimate goal of becoming independent practicing audiologists, students should expect high standards for graduate education.

Application Essays

Some programs will use the term “cover letter” or “letter of interest” for your application essay. A cover letter usually includes information about how/why you are qualified for the position you are applying for, and your specific interest in the organization. Similar to a cover letter, a letter of interest is a snapshot of your interest in a graduate program and contains a description of why you should be considered for an interview. Cover letters and letters of interest should accompany a resume and other required documentation.

Most programs will ask for a personal statement. This should be a one- to two-page document in which you talk about yourself, your clinical interests, the reason(s) you want to be an audiologist, and why you are interested in a particular graduate program. This is your chance to shine!

Sample Essay Prompts:

1. What attracted you to this field of study and what have you done to learn more about it?
2. What are your career goals?
3. What do you perceive as the needs and/or challenges in this field of study?
4. Does your academic record reflect your ability in the field you desire? If not, please explain.
5. What particular strengths do you possess that qualify you for the program?
6. What education and skills do you expect to acquire through obtaining this degree?
7. Why specifically do you want to attend this university?

It is important to have at least one person proofread your paper. If possible, have one person read it who is familiar with audiology or the application process, and have one person read it who is unfamiliar with audiology or the application process. Most universities have a writing center that assist students with brainstorming, formatting, spelling, and grammatical checks for their personal statements and/or resumes.

Personal statements are often considered to be one of the hardest part of the application process. Take time and invest in the development of your personal statement because it is the best way to represent yourself.

Resume

Most universities have a writing center or career center that assists students with brainstorming, formatting, spelling, and grammatical checks for their personal statements and/or resumes.

Sections to include:

- Professional memberships
- Contact information (put in the header of every page)
- Education (only include GPA if it will impress the application board; above a 3.5 is a good rule of thumb)
- Clinical experience (observational or practical experience)
- Work experience (include job title, employer, brief descriptions, and time span)
- Honors and awards

Optional Sections:

- Professional Memberships
- Continuing Education (conferences, symposiums, etc.)
- Volunteer Experiences
- Objective
- Languages
- Certifications

Formatting:

- One- to two-pages, maximum
- One inch margins
- Font size should be at least 11 and no larger than 12
- Choose an easy to read font styles, such as Times New Roman, Arial, Calibri, Tahoma, etc.
- Use space wisely (do not try to jam too much information on one page)
- Include two to three descriptions for relevant experience in a single line bullet
- Use present tense verbs for current jobs and past tense verbs for past jobs
- Print out a copy to see how the headings and sections line up. It may look different than on your computer.

Resume Review

Undergraduate associate members of the SAA have the opportunity to submit their personal statement to the Resume Review service provided by the AAA. This is a chance to have your resume reviewed by audiologists and receive feedback about how to tailor your resume towards audiology graduate programs. Resumes should be thoroughly edited for grammar and format before submission to the Resume Review service to enable the best experience and attention to content. To learn more and take advantage of [Resume Review](#), complete the Resume Review Request form, and submit materials to resumereview@audiology.org. Please allow up to two weeks for edits to be sent back, so plan ahead! See an example audiology resume below:

Sally Audiologist

Chicago, IL • (123) 456-7890 • sally.audiologist@gmail.com

Education

Undergraduate University Expected Graduation: May 2018
Bachelor of Science Chicago, IL
Major: Speech and Language Pathology and Audiology
Minor: Psychology

University of London January-May 2016
Study Abroad London, England

Clinical Experience

Undergraduate University Campus Clinic June 2016- Present
Practicum II
Provides hearing screenings and minor hearing aid repairs.

Chicago Hospital- Audiology Department June 2015-December 2015
Observation/ Independent Study
Worked closely with the audiologists to provide comprehensive audiological care to patients with hearing disorders.

Undergraduate University Campus Clinic September 2014-May 2015
Practicum I
Provided assessment and remediation of patients with articulation disorders.

Work Experience

Undergraduate University Office of Admissions January 2015- Present
Student Front Office Assistant
Assists administrators with organizing incoming student applications.

Memberships

Undergraduate University Student Academy of Audiology August 2015-Present

National Student Speech-Language-Hearing Association August 2015-Present

Volunteer Experience

Undergraduate University Student Academy of Audiology 2015-Present
Social Media Committee Member
Community Hearing Screenings Volunteer

Family Nursing Home May 2015-Present
Assists residents with daily activities and during meals.

Conferences

American Academy of Audiology National Conference April 2016
Scottsdale, AZ

ISHA Convention November 2015
Chicago, IL

Skills

Fluent in American Sign Language

Letters of Recommendation

Graduate programs typically ask for two to three letters of recommendation from either clinical or academic faculty. You can ask an audiologist that you have observed or worked with for a letter of recommendation. You can also ask a boss for a letter, but use your judgment regarding whether that person can write about your leadership and interpersonal qualities. It is not recommended to use family members, family friends, or families of those you babysit. Letters of recommendation are very important to the application board because it provides an outside perspective of your strengths and abilities.

When considering who you would like to ask to write your letters, think about a few factors: who can fairly represent you and your academic skills, who do you have a good relationship with, and who knows about your life goals. It is important that someone can speak on your academic potential. When asking, you should seek out that faculty member in person. Of course, you can send an email to see if they will be willing to write a letter for you. However, if you ask in person, the faculty member can put a face to the name, especially if you are in a large program. Most importantly, always ask if they would write you a **positive** letter of recommendation. Faculty members will be honest and inform you if they would or would not write a positive recommendation. Be prepared with a backup because some might inform you that they don't have time to write a letter. Once you have decided who to ask for your letters, make the request as soon as possible so that they have plenty of time to write you a strong letter.

The next step is to prepare a packet for that faculty member about you. It should include a current version of your resume, a list of programs with point of contact information and deadlines, submission addresses, and pre-stamped and addressed envelopes if necessary. Most recommendations are submitted electronically and will typically require the applicant to provide the recommender's email. The application program will often send a recommendation request directly to the recommender's email. Additionally, you could include your personal statement to help the recommender understand your interest in the field. Assemble the packet so information is quick and easy to find; you want to make this process as easy as possible for your faculty member.

Transcripts

Graduate programs will request either official or unofficial copies of transcripts from every undergraduate institution you have attended, as well as any course you took for college credit in high school. Additionally, applications may ask you to input your class history and indicate if your classes fulfill prerequisite requirements, while also requiring a copy of your transcripts for reference. It is important to refer to each institution to confirm if official or unofficial copies of transcripts are required. Some institutions will ask for unofficial copies for the application process and require official copies if you are accepted into the program. After determining what type of transcripts are required, you should refer again to the individual institution for the address to send these forms and any additional forms that may need to accompany transcripts.

Note: Programs included in CSDCAS may require you send transcripts to *both* CSDCAS and the individual graduate program.

Graduate Record Examination (GRE®) [9]

The Graduate Record Examination (GRE®) is a standardized test that is taken by many students interested in postgraduate courses in the United States. Educational Testing Services (ETS) will send your scores to whichever school(s) you request. You are allowed to send up to four reports for free, however you must know the name of the schools and the specific departmental code where scores should be sent at the time of your test in order to send these reports through the ETS system. There is a fee for additional test scores to be sent.

The GRE® has two examinations: The General Test & The Subject Test. The GRE® revised General Test consists three main portions: Analytical Writing, Verbal Reasoning, and Quantitative Reasoning. It is offered as a computer-based test and takes about 3 hours and 45 minutes to complete.

- Analytical Writing measures the test taker's critical thinking and analytical writing skills, specifically the ability to articulate and support complex ideas clearly and effectively. This portion will require two essays to be written within a total of 60 minutes. There will be 30 minutes to write the "Issue" essay and 30 minutes to write the "Argument" essay.
- Verbal Reasoning measures the test taker's ability to analyze and evaluate written material and synthesize information obtained from it. Verbal Reasoning also analyzes the relationships among component parts of sentences and recognizes relationships among words and concepts. It is broken up into two 30-minute sections of approximately 20 questions each.
- Quantitative Reasoning measures the test taker's problem-solving abilities using basic concepts of arithmetic, algebra, geometry, and data analysis. It is broken up into two 35-minute sections of approximately 20 questions each.

Those who wish to take the GRE® Subject Test can focus in the following areas: Biochemistry, Cell and Molecular Biology, Biology, Chemistry, Literature in English, Mathematics, Physics, and Psychology. Most AuD programs will not require the GRE® Subject Test, however, it's recommended that you check each program's specific admission requirements.

When is the best time to take the GRE®?

There is no strict guideline or recommendation of when the GRE® should be completed. The scores are needed when applying to graduate school, so you will need to allow for time to take the test and receive the scores. It would be ideal to take the GRE® during the summer or early fall. This will allow for additional time to retake the exam if you are not satisfied with your score. You may take the computer-delivered GRE® once every 21 days, up to five times within any continuous rolling 12-month period. You may take the paper-delivered GRE® as often as it is offered. Test scores are valid for five years after your test administration date.

How can I sign up to take the exam?

Visit www.ets.org/gre for information about test centers, test dates, and information on how to prepare for the exam.

How do I send my scores?

On the day of the exam, you may choose to indicate up to four graduate institutions to send your score report without additional cost. After the exam date, you may order additional score reports for a fee per report. Visit https://www.ets.org/gre/revised_general/scores/send/ for further information on ordering score reports and fees. Each graduate institution and/or centralized application has a unique GRE®

Institution Code. Visit each institution's application requirements for Institution Codes and score reporting requirements.

Application Fees

The final requirement for submission of most graduate applications is submission of the application fees. These generally range from \$40-\$125 per institution. Usually, Applications are not considered complete until this fee has been paid, and financing the cost of application should be a consideration early in the application process.

In some cases, it is possible to request an application fee waiver. Application fee waivers may be granted based on financial need or participation in certain organizations. Financial need is often determined by a specific scale of income or history of financial assistance, and may need to be verified with official financial documents. Participation in organizations that correlate to fee waivers may also need to be verified by coordinators or supervisors of the organization. These requirements can be confirmed with each university's application policy.

If applying for an application fee waiver from CSDCAS, note that if approved for the waiver, your completed CSDCAS application is *required to be submitted* within 14 days of being approved. If you fail to submit in this time, the waiver is void and given to another applicant. See more about the CSDCAS waiver policy here: <https://portal.csdcas.org/csdcasHelpPages/instructions-and-faq/school-information/csdcas-fee-waivers/>.

Total Costs of Application

The graduate application process is a financial investment. Beyond initial application fees, you must consider fees to send transcripts, registration fees to take the GRE®, fees to request additional GRE® score reports, fees associated with secondary applications, and travel costs for any on-campus interviews/visits you choose to attend. Previous applicants have found that this entire process may cost hundreds of dollars depending on the number of institutions that you choose to apply to. Paying for these fees may be aided with waivers provided by the institutions, and the opportunity to interview through telecommunication. It is suggested that you budget the financial costs early in the application process.

Interviews

Some admissions boards will ask potential candidates to interview with their program. Be sure to investigate your schools of interest and find out whether or not this is the case. In situations where an interview is conducted, you will want to be prepared. Take time to research the curriculum and faculty, rehearse commonly asked questions, and make your best first impression. Be prepared to explain what it is specifically about that particular program that interests you. The interviewers will already know about you because they have read your application packet. This is the interviewers' opportunity to observe how well you can organize and articulate your thoughts. Interviewers want you to perform at your best, just as you would want for yourself. Take deep breaths, feel comfortable asking questions if you need clarification, and remember how amazing you are because you have made it far enough to receive an interview for graduate school. Remember, this is also an opportunity for you to interview the university and make sure this is the right fit for you.

Sample Interview Questions:

Below are a sample of audiology specific commonly asked interview questions. A lot of information can be obtained by simply googling "graduate school interviews."

1. How did you become interested in audiology?
2. Why do you want to be accepted to this program?
3. What are you looking for in an audiology program?
4. Why should this school pick you over other candidates?
5. What area of audiology do you plan to specialize in? (It's okay not to know.)
6. What three to five words would you use to describe yourself?
7. What are your strengths and weaknesses? How do you plan to overcome your weaknesses?
8. Do you have any related work/volunteer experiences to audiology or the field?
9. How would you resolve conflict? Can you provide an example of how you've done this in the past?
10. How do you balance volunteerism and school?
11. What are your plans if you do not get into graduate school?
12. Do you have reservations about committing to a four-year program?
13. What types of volunteerism have you been involved in and how do you plan on using those experiences?
14. What research areas are you interested in?
15. Where do you see yourself in ten years?

Sample Questions to Ask:

During the interview, you will be given the opportunity to ask questions about the program. Use this opportunity to gauge if the program is a good fit for you and learn more about the program. Remember to refer to the "[Questions to Ask Audiology Graduate Programs](#)" on page 6 of this packet.

1. What types of experiences will I get here? Specifically, what types of clinical experiences will I obtain?
2. What is the timeline and process for the final decisions about the position?
3. Tell me about your research opportunities with ___ faculty member.
4. Can I speak with current students about the program?
5. What sets this program apart from other audiology graduate programs?
6. What is the graduate rate from this program?
7. What research projects have recent graduates completed?

Comprehensive List of AuD & PhD Programs [10, 11]

Alabama

Auburn University

AuD – 4 year program

CAA Accredited

<http://www.cla.auburn.edu/communicationdisorders/audiology/>

University of South Alabama

AuD – 4 year program

CAA Accredited

PhD Program – Research

https://www.southalabama.edu/colleges/alliedhealth/speechandhearing/aud_program.html

Arizona

Arizona State University

AuD – 4 year program

CAA Accredited

PhD Program – Research

<https://chs.asu.edu/audiology-aud>

AT Still University – Arizona School of Health Science

AuD – 4 year program

CAA Accredited

<http://www.atsu.edu/ashs/programs/audiology/index.htm>

University of Arizona

AuD – 4 year program

CAA Accredited

PhD Program – Research

<http://slhs.arizona.edu/audiology>

Arkansas

University of Arkansas, Little Rock

AuD – 4 year program

CAA Accredited

PhD Program – Research

<http://healthprofessions.uams.edu/programs/audandspeechpathology/>

California

San Diego State University & University of California San Diego – Joint AuD Program

AuD – 4 year program

CAA Accredited

PhD Program – Research

<http://slhs.sdsu.edu/>

University of the Pacific, San Francisco

AuD - 3 year program

ACAIE Developing

CAA Candidate

<http://www.pacific.edu/Academics/Schools-and-Colleges/Thomas-J-Long-School-of-Pharmacy-and-Health-Sciences/Academics/Doctor-of-Audiology.html>

Colorado

University of Colorado – Boulder & Denver

AuD – 4 year program

CAA Accredited

PhD Program – Research

<http://www.colorado.edu/academics/programs/speech-language-hearing-sciences>

University of Northern Colorado

AuD – 4 year program

CAA Accredited

PhD Program - Research

<http://www.unco.edu/nhs/audiology-speech-language-sciences/programs/audiology/>

Connecticut

University of Connecticut

AuD – 4 year program

CAA Accredited

PhD Program – Research

<http://slhs.uconn.edu/au-d-program/District of Columbia>

Gallaudet University

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.gallaudet.edu/department-of-hearing-speech-and-language-sciences/graduate-programs/aud-in-audiology>

Florida

Nova Southeastern University – Ft. Lauderdale

AuD – 4 year program
ACAIE, CAA Accredited
http://healthsciences.nova.edu/audiology/fort_lauderdale/index.html .

University of Florida

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://audiology.ufl.edu/>

University of South Florida

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.usf.edu/cbcs/csd/graduate/aud.aspx>

Georgia

University of Georgia

PhD Program - Research
<https://coe.uga.edu/academics/degrees/phd/communication-sciences-disorders>

Idaho

Idaho State University

AuD – 4 year program
CAA Accredited
<http://www.isu.edu/csed/audiology/>

Illinois

Illinois State University

AuD – 4 year program
CAA Accredited
<http://csd.illinoisstate.edu/graduate/audiology/>

Northern Illinois University

AuD – 4 year program
CAA Accredited
<http://www.chhs.niu.edu/audiology/>

Northwestern University

AuD – 3 year program
CAA Accredited
PhD Program – Research
https://www.communication.northwestern.edu/programs/doctor_audiology

Rush University

AuD – 4 year program
CAA Accredited
<https://www.rushu.rush.edu/college-health-sciences/academic-programs/doctor-audiology>

University of Illinois – Urbana-Champaign

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://shs.illinois.edu/audiology>

Indiana

Ball State University

AuD – 4 year program
CAA Accredited
<http://cms.bsu.edu/academics/collegesanddepartments/spaa>

Indiana University

AuD – 3 year program
CAA Accredited
PhD Program – Research
<http://www.indiana.edu/~sphs/academics/aud/>

Purdue University

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.purdue.edu/hhs/slhs/graduate/>

Iowa

University of Iowa

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://clas.uiowa.edu/comsci/graduate-program>

Kansas

University of Kansas

AuD – 4 year program
CAA Accredited
PhD Program – Research
[http://www.kumc.edu/school-of-health-professions/ipcd/audiology-\(aud\).html](http://www.kumc.edu/school-of-health-professions/ipcd/audiology-(aud).html)

Wichita State University

AuD – 3 year program
CAA Accredited
PhD Program – Research
<http://webs.wichita.edu/?u=c&p=/graduate/aud/program/>

Kentucky

University of Louisville

AuD – 4 year program
CAA Accredited
PhD Program - Research
<http://louisville.edu/medicine/degrees/audiology>

Louisiana

Louisiana State University Health Sciences Center, New Orleans

AuD – 4 year program
CAA Accredited
<https://alliedhealth.lsuhs.edu/cd/audiologyaboutus.aspx>

Louisiana Tech University

AuD – 4 year program
CAA Accredited
<http://liberalarts.latech.edu/communication/language/doctor.php>

University of Louisiana – Lafayette

PhD Program - Research
<http://speechandlanguage.louisiana.edu/>

Maryland

Towson University

AuD – 4 year program
CAA Accredited
<http://www.towson.edu/chp/departments/asld/grad/audiology/index.html>

University of Maryland – College Park

AuD – 4 year program
CAA Accredited
PhD Program – Research
PhD Program – Clinical
<http://hesp.umd.edu/landing/GraduateMassachusetts>

Boston University

PhD Program – Research
<http://www.bu.edu/academics/sar/programs/speech-language-hearing-sciences/phd/>

Harvard-MIT Program in Speech and Hearing Bioscience and Technology

PhD Program – Research
<https://www.hms.harvard.edu/dms/shbt/>

Northeastern University

AuD – 4 year program
CAA Accredited
<http://www.northeastern.edu/bouve/csd/programs/doctor-of-audiology/>
***** As of 03/15/2017 the Northeastern Doctor of Audiology Program is no longer accepting applications for Fall 2017. *****

University of Massachusetts – Amherst

AuD – 4 year program
CAA Accredited
PhD Program – Clinical
PhD Program – Research
<http://www.umass.edu/sphhs/communication-disorders/graduate-programs/doctor-audiology-aud>

Michigan

Central Michigan University

AuD – 4 year program
CAA Accredited
https://www.cmich.edu/colleges/CHP/hp_academics/communications_disorders/academic_programs/audiology/Pages/default.aspx

Wayne State University

AuD – 4 year program
CAA Accredited
PhD Program – Research
[http://clas.wayne.edu/csd/Doctor-of-Audiology-\(AuD\)](http://clas.wayne.edu/csd/Doctor-of-Audiology-(AuD))

Western Michigan University

AuD – 4 year program
CAA Accredited
<https://wmich.edu/speech-audiology>

Minnesota

University of Minnesota – Minneapolis

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://slhs.umn.edu/grad/aud.html>

Mississippi

University of Southern Mississippi

AuD – 4 year program
CAA Accredited
<https://www.usm.edu/speech-hearing-sciences/audiology>

Missouri

Missouri State University

AuD – 4 year program
CAA Accredited
<http://www.missouristate.edu/audiology/>

University of Missouri

PhD Program – Research
<https://healthprofessions.missouri.edu/communication-science-and-disorders/degrees/phd-program/>

Washington University in St. Louis

AuD – 4 year program
ACAE, CAA Accredited
PhD Program – Research
<http://pacs.wustl.edu/programs/doctor-of-audiology/>

Nebraska

University of Nebraska – Lincoln

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://cehs.unl.edu/secd/audiology/>

New Jersey

Montclair State University

AuD – 4 year program
CAA Accredited
PhD Program – Research
<https://www.montclair.edu/chss/communication-sciences-disorders/programs-study/audiology-clinical-track/>

New York

CUNY Graduate Center – Brooklyn College/Hunter College

AuD – 4 year program
CAA Accredited
PhD Program – Research
[http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Audiology-\(Au-D\)](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Audiology-(Au-D))

Long Island AuD Consortium – Adelphi/Hofstra/St. John's Universities

AuD – 4 year program
CAA Accredited
<http://audiology.adelphi.edu/>

Syracuse University

AuD – 4 year program
CAA Accredited
Dual AuD/ PhD Program – 6 year program
PhD Program – Research
<http://csd.syr.edu/index.html>

University of Buffalo – The State University of New York (SUNY)

AuD – 4 year program
CAA Accredited
AuD + MBA
PhD Program – Research
<http://cdswebserver.med.buffalo.edu/drupal/?q=node/344>

North Carolina

East Carolina University

AuD – 4 year program
CAA Accredited
PhD Program - Research
<http://www.ecu.edu/cs-dhs/csd/aud.cfm>

University of North Carolina – Chapel Hill

AuD – 4 year program
ACAE, CAA Accredited
PhD Program – Research
<https://www.med.unc.edu/ahs/sphs/programs/aud>

University of North Carolina – Greensboro

PhD Program – Research
<http://csd.wp.uncg.edu/students/phd/>

North Dakota

University of North Dakota

PhD Program - Research
<http://arts-sciences.und.edu/communication-sciences-disorders/>

Ohio

Bowling Green State University

PhD Program – Research
<http://www.bgsu.edu/health-and-human-services/programs/department-of-communication-sciences-and-disorders/graduate-program/doctoral-program.html>

Kent State University (part of the Northeast Ohio AuD Consortium)

PhD Program – Research
<http://www.kent.edu/ehhs/hs/spa>

Northeast Ohio AuD Consortium – Kent State/University of Akron

AuD – 4 year program
CAA Accredited
<http://www.kent.edu/ehhs/hs/spa>
<https://www.uakron.edu/sslpa/dap/>
(Apply through either university to be part of the consortium)

Ohio State University

AuD – 4 year program
ACAE, CAA Accredited
PhD Program – Research
<https://sphs.osu.edu/grad/aud>

Ohio University

AuD – 4 year program
CAA Accredited
PhD Program – Research
<https://www.ohio.edu/chsp/rcs/csd/academics/aud.cfm>

University of Cincinnati

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://cahs.uc.edu/csd/academic-programs/aud-in-audiology/about-the-program>

Oklahoma

University of Oklahoma Health Science Center

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://alliedhealth.ouhsc.edu/ProspectiveStudents/AcademicPrograms/AuD%E2%80%93DoctorofAudiology.aspx>

Oregon

Pacific University

AuD – 3 year program
CAA Accredited
<http://www.pacificu.edu/future-graduate-professional/colleges/college-health-professions/areas-study/audiology>

Comprehensive List of AuD & PhD Programs, cont.

Pennsylvania

Bloomsburg University of Pennsylvania

AuD – 4 year program
CAA Accredited - (placed on Probation 2/18/2017)
<http://www.bloomu.edu/gradschool/audiology>

Pennsylvania State University

PhD Program – Research
<http://csd.hhdev.psu.edu/grad/PhD>

Salus University (Osborne College of Audiology)

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.salus.edu/Colleges/Audiology/Doctor-of-Audiology-On-Campus-Program.aspx>

University of Pittsburgh

AuD – 4 year program
CAA Accredited
PhD Program – Research
<https://www.shrs.pitt.edu/aud/>

Puerto Rico

University of Puerto Rico, San Juan

AuD – 4 year program
CAA Accredited
<http://eps.rcm.upr.edu/audiology/>

South Carolina

University of South Carolina

PhD Program - Research
<http://www.sph.sc.edu/comd/degreeprograms.htm#PhD>

South Dakota

University of South Dakota

AuD – 4 year program
CAA Accredited
<http://www.usd.edu/arts-and-sciences/communication-sciences-and-disorders/audiology>

Tennessee

East Tennessee State University

AuD – 4 year program
CAA Accredited
<http://www.etsu.edu/crhs/aslp/audiology/>

University of Memphis

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.memphis.edu/csd/>

University of Tennessee

AuD – 4 year program
CAA Accredited
PhD Program – Research
<https://www.uthsc.edu/health-professions/asp/index.php>

Vanderbilt University Medical Center

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.mc.vanderbilt.edu/root/vumc.php?site=GHSS&doc=24664>

Texas

Lamar University

AuD – 4 year program
CAA Accredited
<http://fineartscomm.lamar.edu/speech-and-hearing-sciences/academic-programs/doctor-of-audiology1.html>

Texas Tech University Health Sciences Center

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.ttuhsc.edu/health-professions/doctor-of-audiology/>

University of North Texas

AuD – 4 year program
CAA Accredited
<http://aslp.hps.unt.edu/AuD>
Comprehensive List of AuD & PhD Programs, cont.

University of Texas – Austin

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://csd.utexas.edu/graduate/aud-program>

University of Texas – Dallas

AuD – 4 year program
ACAE, CAA Accredited
PhD Program – Research
<http://bbs.utdallas.edu/aud/>

Utah

University of Utah

AuD – 4 year program
CAA Accredited
PhD Program – Research
<http://www.health.utah.edu/communication-sciences-disorders/degrees/aud.php>

Utah State University

AuD – 4 year program
CAA Accredited
PhD Program – Research
MEd – Deaf Education
<https://comd.usu.edu/htm/campus-programs/audiology-au-d>

Virginia

James Madison University

AuD – 4 year program
CAA Accredited
Dual AuD/ PhD Program
PhD Program – Research
<http://www.csd.jmu.edu/aud/>

Washington

University of Washington

AuD – 4 year program
CAA Accredited
PhD Program – Research
<https://depts.washington.edu/sphsc/academicprograms/audiology/audiology.shtml>

West Virginia

West Virginia University

AuD – 4 year program
CAA Accredited
PhD Program – Research
http://csd.wvu.edu/home/doc_audiology

Wisconsin

**University of Wisconsin AuD Consortium
(Madison & Stevens Point)**

AuD – 4 year program
CAA Accredited
PhD Program – Research
<https://csd.wisc.edu/au-d.htm>

FAQs

The following responses were derived from the University of Wisconsin-Madison's SAA Graduate School Night.

1) How can you tell if you are a good candidate for school? GRE® Scores? GPA Scores?

- *Research your programs and talk about your best attributes for the program in your statement to make it more personal.*
- *Professors are looking for the connections you made in your statement and your research about the program.*
- *Look at the mission statement and values.*

2) When writing personal statements, did you write a brand new essay for each program, or have one or two paragraphs to rewrite?

- *Rewrite a paragraph or two – watch for name changes.*
- *Used a template for letter format.*
- *One person wrote a statement for each program.*
- *Label and double-check all statements to ensure you are sending the proper statement to the approximate school.*

3) What if your background isn't communication sciences and disorders?

- *Think about why you are drawn to audiology. Use your background to explain on how you could combine it or what influenced your interests.*
- *Use it to make you stand out instead of how to make yourself fit in.*

4) Are letters of intent that same as cover letter or personal statement?

- *Essentially yes, they are the same.*
- *Cover letters introduce you, explain your purpose for writing, highlight a few of your experiences and skills, and request an opportunity to meet personally with the potential employer.*
- *Personal statements are how you will introduce yourself to the university, which will reflect your personality and intellect.*

5) Some programs ask you to write about research experiences or leadership experiences that were not available in my undergraduate program. How can I write about these "lack of experiences" in my personal statement?

- *Use it as a strength about how excited you are to experience that in the graduate program.*

6) How many programs did you apply for?

- *Answers ranged from 4 to 10 programs.*
- *This is a personal decision because there are a lot of factors to consider, such as size of the school, clinical experiences, fit into their GPA/GRE® requirements, and tuition and funding.*

7) How should I interpret CV vs Resume?

- *Resumes are meant to summarize your education and experience for graduate school applications or future employers.*
- *A curriculum vita (CV) tends to be used more for research and academic positions, so there is much more detail included in the descriptions. Typically, it is much longer than 2 pages.*

8) Should you visit or tour the program before applying?

- *The answer to this question is personal. If your funding allows for travel, then you can certainly visit the program and speak with faculty and students. However, you could wait until you receive your acceptance letters to visit the programs.*

9) Did you talk about your personal interests?

- *Depends... if your personal interest is binge-watching television shows on Netflix, then definitely not. However, if your personal interest is related to audiology or seeing patients, then you will definitely want to talk about it. If your personal interest is something between these two examples, then decide how important it will be for your academic performance in graduate school. For example, you wouldn't write about being in a sorority, unless you served a leadership role and discuss leadership skills gained.*

10) Should I talk about negative experiences, such as a low grade in a class or low GRE® score?

- *In some cases, yes. If your academic record is weak due to personal issues, such as a death in the family, medical issues, etc., it might be worthwhile to provide a thoughtful explanation. However, if you would prefer not to draw attention to it, then it would be best not to bring it up at all.*

Resources

Accreditation Commission for Audiology Education

<http://acaeccred.org/>

AuD Facts

www.audiology.org/education-research/education/students/aud-facts

Council of Academic Programs in Communications Sciences and Disorders (CSDCAS)

www.capcsd.org/csdcas

Emerging Models of AuD-to-PhD Education

<http://leader.pubs.asha.org/article.aspx?articleid=2289704>

Employment Settings for Audiologists

<http://www.asha.org/Students/Employment-Settings-for-Audiologists/>

How to Ace Your Grad School Interview

<http://college.usatoday.com/2015/02/20/how-to-ace-your-grad-school-interview/>

Learn About the CSD Professions: Audiology

www.asha.org/Students/Audiology

PhD Facts

www.audiology.org/education-research/education/students/phd-facts

Purpose and Role of the CAA

www.asha.org/academic/accreditation/CAA_overview.htm

Selecting PhD Programs and Advisors

saa.audiology.org/educational-opportunities/doctoral-students/selecting-phd-programs-and-advisors

Student Academy of Audiology

<http://saa.audiology.org/>

Undergraduate Resources

<http://saa.audiology.org/educational-opportunities/undergraduate-students>

Resume Review

<http://saa.audiology.org/jobs-and-externships/resume-review>

SAA Facebook Page

<https://www.facebook.com/Student-Academy-of-Audiology-341439069879/?ref=ts>

Student's Say: Craft a Stand-Out Application

<http://leader.pubs.asha.org/article.aspx?articleid=1814888>

Why Students and Universities should be interested in ACAE

<http://online.qmags.com/AT0116?sessionID=D8404E0ABF0090B5E9900F913&cid=3102486&eid=19682#pg80& mode2>

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