APPLYING FOR AUDIOLOGY
GRADUATE SCHOOL

SAA Undergraduate Committee
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Preface

Congratulations on considering a career in Audiology! This informational packet was created by an audiology graduate student, who was interested in compiling information about applying to graduate school. The author nor the American Academy of Audiology are not the authoritative source on graduate school applications. The best resource is to reference the each program’s application requirements.
The Scope of Practice for an Audiologist

Hearing and balance disorders can be assessed, treated, and rehabilitated by an audiologist. Audiologists are healthcare professionals who provide patient-centered care in the prevention, identification, diagnosis, and evidence-based treatment of hearing, balance, and other auditory disorders for people 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 rehabilitative 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 and the District of Columbia.

Employment Settings for Audiologists

Health Care
Nearly three quarters of audiologists (73.5%) are employed in health care settings, including 47.3% in nonresidential health care facilities, 25.1% in hospitals, and 1.1% in residential health care facilities.

Hospitals
Acute care, rehabilitation, and psychiatric hospitals may offer audiology services on an in/outpatient basis. Hospitals may provide services for patients of all ages, while some—such as children’s hospitals or hospitals for military personnel or veterans—may serve specialized populations.

Audiologists working in hospitals may:
• Measure hearing ability, and/or severity of hearing loss in individuals of all ages, including infants.
• Administer and interpret screening, assessment, and diagnostic procedures, such as air conduction, bone conduction, speech audiometry, acoustic immittance (impedance) tests, evoked potential tests, and electroneystagmography.
• Administration and interpretation of behavioral and electrophysiological tests of the vestibular system.
• Design habilitation or rehabilitation programs to help patients develop or improve auditory skills.
• Provide assessment and nonmedical management of tinnitus using biofeedback, masking, hearing aids, education, and counseling.
• Provide aural rehabilitation counseling for communication strategies at home, work, and school to reduce the effects of hearing loss.
• Assess the benefit of amplification devices, such as hearing aids.
• Educate individuals on the use and care/maintenance of hearing aids or other assistive listening devices.
• Collaborate with professionals, patients, and families/caregivers on strategies to meet the needs of individuals with hearing loss.

Private and Group Practice
More than one quarter (28.6%) of audiologists are employed full- or part-time in private practice, which practices may be part of ear, nose, and throat medical offices. Belonging to a private or group practice puts audiologists in charge, with rewards and responsibilities. Audiologists who are self-employed have total ethical, professional, and administrative control of their respective practices and have total financial and legal responsibility and liability.

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Residential Health and Long-Term Care Facilities
Audiologists may serve as consultants in nursing homes or assisted living facilities, day treatment centers, or home health agencies.

Education
Overall, 15.6% are employed in educational settings, including 8.4% in schools and 7.2% in colleges and universities.

K–12 Schools
About 131 out of every 1,000 school-age children have some degree of hearing loss that can potentially affect communication, learning, development, and academic achievement. Educational audiologists are uniquely qualified to understand the impact of hearing loss on classroom learning and have the knowledge and skills to recommend specific strategies and technology to meet the individual communication and academic needs of students with hearing loss.

Colleges and Universities
Audiologists have opportunities for teaching, research, and clinical supervisory positions; they may work with a variety of clients/patients in the university core clinical facility and/or its affiliated health care facility.

• Developmental Learning Center/Day Care and Treatment Centers
• State-funded facilities offer infant and preschool programs for children with disabilities.
• State Schools and Intermediate Facilities for Children with Mental Retardation
Audiologists can provide diagnosis and treatment.

Services educational audiologists provide include
• identification of children with hearing loss,
• hearing technology,
• act as key member of the education team, and
• ensure quality services.

Local, State, and Federal Government Agencies
Federal Government
Audiologists are employed in administrative and clinical capacities.

State Public Health Departments
Audiology services vary by state, and not all states offer services. In general, audiologists provide consultative services or contractual services to state agencies or direct services to patients.

Uniformed Services
Clinicians and research scientists are employed by the U.S. Air Force, U.S. Army, and U.S. Navy.

Industries with Hearing Conservation Programs
Audiologists plan and execute hearing conservation programs for workers.
How to apply for Graduate School?
The audiology graduate program application process is very competitive.

General Application Requirements
All programs require an application to their program, personal statement, transcripts, Graduate Record Examinations (GRE) scores and letters of recommendation from academic or clinical faculty.

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

**Graduate School Timeline**
- Research Process: September – December
- Applications due: December 1 – February 15
- Offers made by graduate programs to students: March 15
- Offers accepted/denied by students: April 15
- Graduate school begins: August/September

Programs Listed in CSDCAS²
The Communication Science and Disorders Centralized Application Service (CSDCAS) is a centralized application process specific for audiology and speech-language pathology graduate school. It was created to provide a streamlined and uniform application for all applicants for each university that uses this system. The cost for using CSDCAS is $125 for the first school and an additional $50 for each additional school.

**CSDCAS Participating Audiology Programs List for the 2015-2016 Application Cycle**

<table>
<thead>
<tr>
<th>State</th>
<th>Audiology Program</th>
<th>Program Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>University of South Alabama</td>
<td>2/1/2016</td>
</tr>
<tr>
<td>CA</td>
<td>University of the Pacific</td>
<td>2/1/2016</td>
</tr>
<tr>
<td>CO</td>
<td>University of Northern Colorado</td>
<td>2/1/2016</td>
</tr>
<tr>
<td>FL</td>
<td>University of Florida</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>FL</td>
<td>University of South Florida</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>IA</td>
<td>University of Iowa</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>ID</td>
<td>Idaho State University</td>
<td>2/1/2016</td>
</tr>
<tr>
<td>IL</td>
<td>Illinois State University</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>IL</td>
<td>Northwestern University</td>
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</tr>
<tr>
<td>IL</td>
<td>Rush University</td>
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</tr>
<tr>
<td>IN</td>
<td>Purdue University</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>KS</td>
<td>Wichita State University</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>LA</td>
<td>Louisiana State University Health Science Center</td>
<td>2/15/2016</td>
</tr>
<tr>
<td>MI</td>
<td>Central Michigan University</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>MI</td>
<td>Wayne State University</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>MI</td>
<td>Western Michigan University</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>MO</td>
<td>Missouri State University</td>
<td>2/1/2016</td>
</tr>
<tr>
<td>NC</td>
<td>University of North Carolina – Chapel Hill</td>
<td>12/15/2016</td>
</tr>
<tr>
<td>NY</td>
<td>SUNY University at Buffalo</td>
<td>1/1/2016</td>
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<tr>
<td>NY</td>
<td>Syracuse University</td>
<td>1/1/2016</td>
</tr>
<tr>
<td>OH</td>
<td>Ohio University</td>
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</tr>
<tr>
<td>OH</td>
<td>The Ohio State University</td>
<td>12/15/2016</td>
</tr>
</tbody>
</table>

² CSDCAS. (2016). “Participating Programs and Deadline Requirements.” Council of Academic Programs in Communications Sciences and Disorders. [https://portal.csdcas.org/csdcasHelpPages/participating-programs-2/]
<table>
<thead>
<tr>
<th>State</th>
<th>Institution</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>OH</td>
<td>University of Akron</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>OH</td>
<td>University of Cincinnati</td>
<td>1/1/2016</td>
</tr>
<tr>
<td>OR</td>
<td>Pacific University School of Audiology</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>PA</td>
<td>Salus University</td>
<td>4/1/2016</td>
</tr>
<tr>
<td>PA</td>
<td>University of Pittsburgh</td>
<td>1/15/2016</td>
</tr>
<tr>
<td>TN</td>
<td>University of Memphis</td>
<td>2/1/2016</td>
</tr>
<tr>
<td>TN</td>
<td>University of Tennessee Health Science Center</td>
<td>1/1/2016</td>
</tr>
<tr>
<td>VA</td>
<td>James Madison University</td>
<td>2/1/2016</td>
</tr>
<tr>
<td>WV</td>
<td>West Virginia University</td>
<td>1/15/2016</td>
</tr>
</tbody>
</table>

**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 audiology programs in the country. When considering an AuD program, it may be ideal to identify your areas of interest (private practice, research, schools, hospitals, industry, etc.) and search for an audiology program that offers opportunities in that area. If you are unsure of your interest at this time, like a majority of first year audiology students, then search for an audiology program that offers the best “all around experience.” Your clinical experiences are a very important piece of your graduate school career.

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 simply viewing the program’s website.

**Basic Questions to ask any Audiology Graduate Program:**

1. On average, how many students apply and are accepted into your program?
2. What the GPA and GRE requirements for your program?
3. Tell me more about your clinical experiences offered for each year of the program.
4. At what point in the program do students begin to actively participate in clinic?
5. Do you have a capstone/research component? What is that process?
6. 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?
7. Are there any research opportunities available?

**What to look for in a PhD program**

Doctorates of Philosophy (PhD) degrees in Audiology are available at 51 universities in the United States. The length of the program can range from 4-6 years. Some programs offer a joint AuD/PhD program and, on average, is a 6 year time commitment.

There are many items to consider when pursuing a Ph.D. program:

A. Get involved with research during as an undergraduate. You could consider starting a capstone/research project or volunteering in a research laboratory. This will help you gain insight on 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.

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[http://www.audiology.org/sites/default/files/documents/PhD_Programs.pdf](http://www.audiology.org/sites/default/files/documents/PhD_Programs.pdf)
C. **Know your general area of research interest.** Most programs will have their PhD students declare up to 5 major areas of expertise. 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 and sources (and consistency) of grant funding of 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 (i.e. Deaf culture, cochlear implants in children, etc.), look for a PhD program that could recruit those participants for your research.

### What do look for in an AuD/PhD Program

The information described above for AuD and PhD programs are also applicable for a dual degree. There are three enrollment models of the AuD/PhD programs education: sequential, simultaneous, and dual-track. The sequential model has students complete one degree and then move on to the other degree. Simultaneous study involves completing course work 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.\(^4\) There can be some flexibility of enrollment models from PhD student to PhD student within the same graduate school.

Here is a list of current PhD Programs in Audiology for the 2015-2016 Application Cycle

<table>
<thead>
<tr>
<th>State</th>
<th>PhD Program</th>
<th>State</th>
<th>PhD Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>University of South Alabama</td>
<td>NY</td>
<td>Syracuse University</td>
</tr>
<tr>
<td>AZ</td>
<td>Arizona State University</td>
<td>NY</td>
<td>The Graduate Center – CUNY</td>
</tr>
<tr>
<td>AZ</td>
<td>University of Arizona</td>
<td>NC</td>
<td>East Carolina University</td>
</tr>
<tr>
<td>AK</td>
<td>University of Arkansas</td>
<td>NC</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td>CO</td>
<td>University of Colorado</td>
<td>ND</td>
<td>University of North Dakota</td>
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<tr>
<td>CT</td>
<td>University of Connecticut</td>
<td>OH</td>
<td>Kent State University</td>
</tr>
<tr>
<td>DC</td>
<td>Gallaudet University</td>
<td>OH</td>
<td>The Ohio State University</td>
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<td>FL</td>
<td>University of South Florida</td>
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<td>IN</td>
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<td>IN</td>
<td>Purdue University</td>
<td>PA</td>
<td>Pennsylvania State University</td>
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<tr>
<td>IA</td>
<td>University of Iowa</td>
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<tr>
<td>KS</td>
<td>University of Kansas</td>
<td>SC</td>
<td>University of South Carolina</td>
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<tr>
<td>KS</td>
<td>Wichita State University</td>
<td>TN</td>
<td>University of Memphis</td>
</tr>
<tr>
<td>MD</td>
<td>University of Maryland, College Park</td>
<td>TN</td>
<td>University of Tennessee</td>
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<tr>
<td>MA</td>
<td>Boston University</td>
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<td>MA</td>
<td>Harvard-MIT Health Sciences and Technology</td>
<td>TX</td>
<td>Texas Tech University</td>
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<td>MA</td>
<td>University of Massachusetts</td>
<td>TX</td>
<td>University of Texas at Austin</td>
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<tr>
<td>MI</td>
<td>Wayne State University</td>
<td>UT</td>
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<td>MN</td>
<td>University of Minnesota</td>
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<td>West Virginia University</td>
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<td>NJ</td>
<td>Montclair State University</td>
<td>WI</td>
<td>University of Wisconsin - Madison</td>
</tr>
<tr>
<td>NY</td>
<td>University of Buffalo – SUNY</td>
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</tbody>
</table>

What is accreditation and why is that important?
Accreditation is the process by which an entity (in this case, a program/school) is meeting all formal official 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 CAA?5
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.

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.

Why is this important?7
Most graduate students focus on the accrediting body based on what requirements are needed to graduate, 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 an independent practicing audiologist, students should expect high standards for graduate education.

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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. A letter of interest is very similar to a cover letter except that it is a snapshot of your interest in a position and 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. It is typically required when applying for graduate programs, externships, or other academic programs. This should be a 1-2 page document where you talk about yourself, your clinical interests, the reason you want to be an audiologist, and why you are interested in a particular graduate program. This is your chance to shine!

It is important to have at least one person proof-read 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 not familiar with audiology or the application process. Most universities have a writing center that assists 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.

Letters of Recommendations
Graduate programs typically ask for 2-3 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 common sense on if that person could write about your leadership skills or interpersonal qualities. It is not recommended to have a family members/family friends nor families of those you babysit. Letters of recommendation are very important to the application board because it provides an outside perspective on 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 name to the face, especially if you are in a program with 200+ individuals. Most importantly, always ask if they could write you a GOOD letter of recommendation, that is, a positive letter of recommendation. Faculty members will be honest and inform you if they could or could not write a positive recommendation. Some might inform you that they don’t have time to write a 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; and stamped and addressed envelopes. You could include your personal statement or you could write a small paragraph about your clinical interests or interests about a certain graduate program. This may sound silly, but you want to make this process as easy as possible for your faculty member. Assemble the packet so information is quick and easy to find.
Interviews

Some admissions boards will ask potential candidates to interview into 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 program, rehearse commonly asked questions, and make your best first impression. 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 because you are interviewing for graduate school.

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 that 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 3 to 5 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?

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.

1. What type of experiences will I get here?
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. Would I be able to speak with current students about the program?
Resume Writing Tips

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

Sections to include:
- Contact information (put in the header of every page)
- Education (only include GPA if it will impress the application board; above a 3.4 is a good rule of thumb)
- Clinical experience (observational or practical experience)
- Work experience (include job title, your employer, and the time span)
- Honors and Awards

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

Formatting:
- 1-2 pages, no more than 2 pages
- Font size should be at least 11 and no larger than 12
- Choose an easy to read font styles, such as Helvetica New, Arial, Calibri, Tahoma, etc.
- Use space wisely (do not try to jam too much information on one page)
- Include 2-3 descriptions for relevant experience in a single line bullet
- Use present tense verbs for current jobs and past tense verbs for past jobs

See example on the next page:
Sally Audiologist

1234 Audiology Lane, Chicago, IL 60601
audio@audiology.com; (312) 555 – 1234

EDUCATION

Undergraduate University; Chicago, IL
Bachelor of Science in Communication Disorders and Sciences
Expected Graduation: May 2016
GPA: 3.7/4.0

University of London; London, England
Study Abroad
Jan. – May 2014

CLINICAL EXPERIENCES

Undergraduate University Speech & Hearing Clinic
Clinical Practicum II
• Assessment and remediation in the area of Language Processing & AAC Devices

Chicago Hospital – Audiology Department
Observation / Independent Study
• Works with the audiologists in the comprehensive care of patients with hearing disorders & provide hearing aid cleanings and minor repairs

Undergraduate University Speech & Hearing Clinic
Clinical Practicum I
• Assessment and remediation in the area of Articulation

WORK EXPERIENCES

Undergraduate University Admissions Office
Student Front Office Assistant
• Sort and organize incoming college applications and complete various departmental tasks

EXTRA-CURRICULAR ACTIVITIES

Student Academy of Audiology (SAA)
• Attends monthly meetings and volunteer with on-campus outreach projects

National Student Speech-Language-Hearing Association (NSSLHA)
• Volunteer Chair
• Participated with the Tutoring Committee

PROFESSIONAL MEMBERSHIPS

Illinois Speech-Language Hearing Association (ISHA)
Student Academy of Audiology (SAA)
National Student Speech-Language Hearing Association
Aug. 2014 – Present
Aug. 2013 – Present
Aug. 2013 – Present

PROFESSIONAL CONFERENCES

American Academy of Audiology Conference
ISHA Convention
American Academy of Audiology Conference
April 6-9, 2015
Nov. 10-12, 2014
Mar. 14-17, 2014

SKILLS

Fluent in American Sign Language
Graduate Record Examination (GRE®)

The Graduate Record Examination (GRE®) is a standardized test that is taken by all students interested in postgraduate courses in the United States. ETS will send your scores to whichever school(s) you wish. You are allowed to send up to four reports for free. There is a fee for additional test scores to be sent.

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

- **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. There are approximately 40 questions with a time limit of 30 minutes.

- **Quantitative Reasoning** measures the test taker’s problem-solving abilities using basic concepts of arithmetic, algebra, geometry, and data analysis. There are approximately 40 questions with a time limit of 35 minutes.

- **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.

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.

**How can I sign up to take the exam?**

Visit [www.ets.org/gre](http://www.ets.org/gre) for information about test centers, test dates, and information on how to prepare for the exam.

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Comprehensive List of AuD & PhD Programs

**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/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/degree-programs/overview-3/

**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/

**Colorado**
University of Colorado – Boulder & Denver
AuD – 4 year program  
CAA Accredited  
PhD Program – Research  
http://www.colorado.edu/academics/programs/speach-language-hearing-sciences

University of Northern Colorado
AuD – 4 year program  
CAA Accredited  
PhD Program – Research  
http://www.unco.edu/NHS/asls/ProspectiveAud.html

**Connecticut**
University of Connecticut
AuD – 4 year program  
CAA Accredited  
PhD Program – Research  
http://slhs.uconn.edu/aud-program/

**District of Columbia**
Gallaudet University
AuD – 4 year program  
CAA Accredited  
PhD Program – Research  
http://www.gallaudet.edu/hearing-speech-and-language-sciences/graduate-programs/aud-audiology.html

**Florida**
Nova Southeastern University – Ft. Lauderdale
AuD – 4 year program  
ACAE, 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

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

Wichita State University
AuD – 4 year program
CAA Accredited
PhD Program – Research
http://webs.wichita.edu/?u=csd&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.lsuhsc.edu/cd/audiology/aboutus.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://grad.towson.edu/program/doctoral/acsd-aud/

University of Maryland – College Park
AuD – 4 year program
CAA Accredited
PhD Program – Research
PhD Program – Clinical
http://hesp.umd.edu/landing/Graduate

Massachusetts
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/

University of Massachusetts – Amherst
AuD – 4 year program
CAA Accredited
PhD Program – Clinical
PhD Program – Research
https://www.umass.edu/sphhs/communication-disorders/academicsgraduate-programs/doctor-audiology

Michigan
Central Michigan University
AuD – 4 year program
ACAE, 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)

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

Missouri
Missouri State University
AuD – 4 year program
CAA Accredited
http://www.missouristate.edu/audiology/

University of Missouri – Columbia
PhD Program – Research
https://shp.missouri.edu/csd/degrees.php
Washington University in St. Louis
AuD – 4 year program
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)

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
https://www.ecu.edu/cs-dhs/csd/doctroral.cfm

University of North Carolina – Chapel Hill
AuD – 4 year program
ACAE Accredited
PhD Program – Research
https://www.med.unc.edu/ahs/sphs/programs/audiology

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

Kent State University
(part of the Northeast Ohio AuD Consortium)
PhD Program – Research
Northeast Ohio AuD Consortium – Kent State/University of Akron
(part of Kent State)
AuD – 4 year program
CAA Accredited
http://www.kent.edu/ehhs/hs/spa
Ohio State University
AuD – 4 year program
CAA Accredited
PhD Program – Research
https://sphs.osu.edu/academic-programs/doctor-of-audiology

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 Candidate
http://www.pacificu.edu/future-graduate-professional/colleges/college-health-professions/areas-study/audiology

Pennsylvania
Bloomsburg University of Pennsylvania
AuD – 4 year program
CAA Accredited
http://www.bloomu.edu/gradschool/audiology

Pennsylvania State University
PhD Program – Research
http://csd.hhd.psu.edu/grad/grad_doc.html

Salus University (Osborne College of Audiology)
AuD – 4 year program
CAA Accredited
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/audiologia.asp

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/csdc/

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=G
HSS&doc=24664

Texas
Lamar University
AuD – 4 year program
CAA Accredited
https://fineartscomm.lamar.edu/speech-and-hearing-
sciences/academic-programs/d|ctor-of-
audiology.html

Texas Tech University Health Sciences Center
AuD – 4 year program
CAA Accredited
PhD Program – Research
https://www.ttuhsc.edu/shp/aud/

University of North Texas
AuD – 4 year program
CAA Accredited
http://speechandhearing.unt.edu/academics/aud

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
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/academicprogra-
ms/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 & Resources

Frequently Asked Questions

The SAA Chapter at the University of Wisconsin-Madison held a “Graduate School Night.” It was attended by SAA undergrad and graduate members. The session was designed to be an open discussion/forum for students to ask about the application process and ask for individual assistance on personal statements and resume writing. The questions and answers below were discussed during the “Graduate School Night” session.

1. **How can you tell if you are a good candidate for school? GRE Scores? GPA Scores?**
   a. Research your programs and talk about what is best attributes for the program in your statement… make it more personal
   b. Professors are looking for the connections you made in your statement and your research about the program
   c. 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?**
   a. Rewrite a paragraph or two – watch for name changes
   b. Used a template for letter format
   c. One person wrote a statement for each program
   d. 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?**
   a. Think about why you are drawn to audiology. Use your background to explain on how you could combine it or what influenced your interests
   b. 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?**
   a. Essentially yes.
   b. Cover letters introduces you, explains your purpose for writing, highlights a few of your experiences and skills, and requests an opportunity to meet personally with the potential employer.
   c. 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?**
   a. 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?**
   a. 6, 8, 10, & 4
   b. 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, & tuition and funding.

7. **How should I interpret CV vs Resume?**
   a. Resumes are meant to summarize your education and experience for graduate school applications or future employers
   b. A curriculum vita (CV) tends to be used for more scientific and teaching 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?**
   a. 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?**
   a. 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 experience, such as a low grade in a class or low GRE score?**
   
a. 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

Emerging Models of AuD-to-PhD Education  

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

Student’s Say: Craft a Stand-Out Application  
www.leader.pubs.asha.org/article.aspx?articleid=1814888&resultClick=3

Why Students and Universities should be interested in ACAE  
http://online.qmags.com/AT0116?sessionID=D8404E0ABF0090B5E9900F913&cid=3102486&eid=19682#pg80&mode2

References

Accreditation Commission for Audiology Education  
www.acadeaccred.org

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

Council of Academic Programs in Communications Sciences and Disorders  
www.capcsd.org/csdcas

Doctoral Students  
www.saa.audiology.org/educational-opportunities/doctoral-students

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

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