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Introduction

This handbook serves as a reference for audiology students and their faculty advisors. It provides a description of graduate education in audiology offered at the Department of Speech, Language, and Hearing Sciences (SLHS) at Purdue University. It also contains information about departmental policies, procedures, practices, and regulations that are most often needed by students. It is not an exhaustive collection of all policies of Purdue University. Students in all degree programs (M.S., Au.D and Ph.D.) should study the current University Regulations reference book for students, staff, and faculty. Students enrolled in the Au.D. program will need to obtain a copy of and review the Audiology Clinic Handbook and other documents discussing policies and procedures for the M.D. Steer Audiology and Speech-Language Clinics. Students in the Ph.D. program should also use and review the Ph.D. Student Handbook. The Graduate School administers all graduate degrees.

The Department of Speech, Language, and Hearing Sciences offers undergraduate coursework in communication sciences and disorders and linguistics, and graduate work leading to the Master of Science (M.S.) degree (in speech pathology), Master of Science in Hearing Science, the Doctor of Audiology (Au.D) degree in audiology and the Ph.D degree in speech pathology, audiology, speech science or hearing science.

The Au.D. program is a four-year post-baccalaureate degree available to applicants who meet the entry requirements for the program and seek to become doctoral-level audiologists. It is the intent of the program to attract students who will succeed in the application of basic science and technology to the diagnosis and habilitation/rehabilitation of hearing disorders and related communication and educational problems.

The Au.D degree is the entry-level degree for clinical practice in Audiology. Students, who wish to develop research skills commensurate with those required for a research or tenure track faculty position, also have the option to apply for admission to the Ph.D. program. It is possible to fulfill the requirements for both the Au.D. and Ph.D. degrees, but it will take longer than the 4 years required for the Au.D or the typical 5 years (minimum) required for the Ph.D.

Students should consult with their advisor, the Director of Clinical Education in Audiology, the Graduate Program Director, the Head of the SLHS Department, or other appropriate faculty or staff if they have questions about any of the information in this handbook. If a student feels that he/she has a legitimate reason to justify an exception to a particular policy described in this document, they may submit a written petition to the departmental Graduate Committee for consideration.

A Brief History of the Purdue University Department of Speech, Language and Hearing Sciences and the Au.D. degree

The program in speech pathology at Purdue University began in 1935, when Professor M.D. Steer joined the faculty. Its primary function at that time was to provide remedial services to university students who had deviant speech skills. A year later, the University started an undergraduate academic training program and then the graduate program began in 1940. In its early years, the program was a part of the Department of English. In 1947, the program was assigned to the Department of Speech. In that same year, a formal academic offering in audiology was introduced. The first Ph.D. degree was granted in 1948. The SLHS program became a separate department in 1963. In 1971, the program was one of the first in the country to achieve accreditation in both speech pathology and audiology from the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA).

Changes in the scope of practice and skill demands of clinical audiologists led ASHA to alter certification requirements for audiologists over the years. The 1993 ASHA standards required a Master’s degree in Audiology and 375 clinical practicum hours for ASHA certification. Effective in 2007, the Certificate of Clinical Competence in audiology (CCC-A) from ASHA required seventy-five didactic semester credit hours of post-baccalaureate study plus the equivalent of twelve months of full-time clinical practicum in order to obtain an Au.D degree. The latest ASHA standards (2011) had an implementation date of January 1, 2011 and require a doctoral degree for certification beginning in January 2012, plus 1820 hours of clinical practicum.

For the current version of the Standards and Implementation procedures for the certificate of Clinical Competence in Audiology, please refer to: http://www.asha.org/Certification/2012-Audiology-Certification-Standards/

On February 8, 2002, the Indiana Commission on Higher Education approved the joint Doctor of Audiology (Au.D) program offered by Purdue University. The program is accredited by ASHA and the first class of Au.D. students graduated in 2007.
The Organizational Structure of the Department

Dr. Keith R. Kluender  
Department Head, Purdue University  
Reports directly to the Dean of the College of Health and Human Sciences

Dr. Jennifer Simpson  
Director of Clinical Education in Audiology, Purdue University

Dr. Shannon Van Hyfte  
Director of the Audiology Clinic, Purdue University

Concerns and Complaints

We hope that students will be able to discuss most concerns directly with the involved parties but we know that situations can arise in which other advice is needed. The department head, chair of the graduate committee, faculty advisors, directors of clinical education, and the clinic directors are all available to discuss student concerns. In addition, the department head appoints two ombudsmen. Students may discuss any type of grievance with the ombudsmen in complete confidence. The ombudsmen can advise the students of various ways to relieve difficulties, including informal discussions, grievance procedures, and referrals to counseling services.

Depending on the nature of the concern or grievance, students may also contact the following:

- Purdue Office of the Dean of Students  
  SCHL 207  
  (765) 494-1747
- Purdue Graduate School  
  YONG 170  
  (765) 494-2600
- Purdue Committee on the Use of Human Subjects  
  ENAD 328  
  (765) 494-5942
- ASHA Council on Academic Accreditation  
  10801 Rockville Pike  
  Rockville, MD 20852  
  (301) 897-5700 ext. 4142
- ASHA Board of Ethics Director  
  Director of Ethics  
  www.asha.org

Mission of the Au.D Program

It is the mission of the SLHS department through the sequences of academic and clinical education leading to the Au.D degree to:

- Recruit and retain excellent students who are committed to the profession of audiology and the delivery of high quality clinical services.
- Provide students with a solid foundation in the science of audition and the clinical skills to conduct and promote evidence-based clinical practice.
- Develop audiologists who have the diagnostic and rehabilitative clinical skills necessary to fulfill the current scope of practice in a culturally sensitive manner, across the life span in a wide variety of clinical settings.

Goals of the Au.D program

The following goals have been established to enable achievement of the mission of the Au.D. degree program.

- Prepare audiology students to become practitioners who are well grounded in the theory of and experimental research into auditory processes in normal- hearing and hearing-impaired individuals.
- Prepare students who based on this knowledge, will develop excellence in the diagnostic and rehabilitative clinical skills necessary to fulfill the current scope of audiologic clinical practice in a culturally sensitive manner, across the life span in a wide variety of clinical settings: medical centers, private practices, schools, industry, and communities.
- Assure that the curriculum is sequential and parsimonious so that students meet clinical competencies.
- Expose students to research, both basic and applied, with the goal of helping them develop research skills that will allow them to conduct and promote evidence-based clinical services.
- Prepare students to be critical consumers of published research in their own ongoing professional development.
- Develop clinical audiologists who have the interpersonal, team building, leadership and counseling skills necessary to function as exemplary professionals in a broad range of practice environments.
- Develop clinical audiologists who are able to act as peer mentors and supervisors of audiologists in training.
The Advisors

Upon admission to the Au.D program, during the first semester, each student will be assigned an academic advisor and a clinical advisor. The advisors:

1. Are on the student’s graduate advisory committee
2. Consults with the student regarding the overall program
3. Advises the student in matters pertaining to the Plan of Study (POS)
4. Monitors the student’s academic and clinical progress

At any time during the program, the student may request a change in their advisors. Please see the graduate secretary for specific guidance.

Course Requirements for the Au.D. program

Students entering into the Au.D program or Au.D–plus-Ph.D. track typically have an undergraduate degree with a major in Communication Disorders, Audiology and Speech Pathology, Communication Sciences and Disorders, Speech, Language, and Hearing Sciences, etc. A student may enter the graduate program with a different major, but he/she may need to independently learn prerequisite knowledge before successfully completing the audiology core graduate courses.

For such students the knowledge in the following 8 courses is expected:

- Anatomy and physiology of the speech and hearing mechanism (SLHS 30400)
- Introduction to clinical practice in communication disorders (SLHS 44900)
- Introduction to assessment audiology (SLHS 46000)
- Acoustic bases of speech and hearing (SLHS 30200)
- Language development (SLHS 309) or Language acquisition (SLHS 50900)
- Introduction to aural rehabilitation across the life-span (SLHS 45000)
- Introduction to phonetics (SLHS 30600)
- Statistics (PSY 20100, PSY 50000, STAT 50100 or SOC 38200)

Doctor of Audiology Curriculum

Year One

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<td>SLHS 50400 Auditory Periphery</td>
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<td>SLHS 56000 Basic Procedures in Assessment Audiology</td>
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<td>SLHS 57900 Clinical Practicum in Audiology</td>
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</tr>
<tr>
<td></td>
<td>13 credits</td>
</tr>
</tbody>
</table>

Semester Two

| SLHS 56100 Medical Audiology         | 3       |
| SLHS 56400 Hearing Aids I            | 3       |
| SLHS 56700 Auditory Evoked Responses | 3       |
| SLHS 57000 Hearing Conservation      | 2       |
| SLHS 57900 Clinical Practicum in Audiology | 1 |
|                                     | 12 credits |

Semester Three

| SLHS 51800 Counseling in SLP and Audiology | 2       |
| SLHS 57900 Clinical Practicum in Audiology | 1       |
|                                     | 3 credits |
| Year Two | Semester One | SLHS 56300 | Pediatric Auditory Assessment | 3 |
| | | SLHS 57400 | Hearing Aids II | 2 |
| | | SLHS 55100 | Aural Rehabilitation: Adults and Children | 3 |
| | | XXXXX | Elective | 2 (minimum) |
| | | SLHS 619 | Seminar in Hearing Research | 1 |
| | | SLHS 57900 | Clinical Practicum in Audiology | 2 |
| Semester Two | SLHS 51900 | Evidence Based Practice-I | 2 |
| | SLHS 54400 | School Methods (6 weeks) | 2 |
| | XXXXX | Elective | 2 |
| | SLHS 61900 | Seminar in Hearing Research | 1 |
| | SLHS 57900 | Clinical Practicum in Audiology | 2 |
| | | | | **13 credits** |
| Semester Three | SLHS 57900 | Clinical Practicum in Audiology | 1 |
| | | Flexibility for hearing aid camps, T35 opportunities, other clinical opportunities (all with approval) | 1 credits |
| Year Three | Semester One | SLHS 55300 | Implantable Devices | 3 |
| | | SLHS 56500 | Vestibular Assessment and Rehab | 3 |
| | | SLHS 61900 | Integrative Grand Rounds | 1 |
| | | SLHS 51900 | Evidence Based Practice Project-II | 2 |
| | | SLHS 57900 | Clinical Practicum in Audiology | 3 |
| | | | | **12 credits** |
| Semester Two | SLHS 6XXX | Advanced Medical Audiology | 3 |
| | | SLHS 65900 | Audiology Practice Management | 2 |
| | | SLHS 51900 | Evidence Based Practice Project (6 weeks) | 1 |
| | | SLHS 61900 | Integrative Grand Rounds | 1 |
| | | SLHS 57900 | Clinical Practicum in Audiology | 3 |
| | | | | **10 credits** |
| Semester Three: 4th Year Externship begins | SLHS 67900 | Advanced Clinical Practice in Audiology | 9 credits* |
| Year Four | Semester One | SLHS 67900 | Advanced Clinical Practice in Audiology | 9 credits* |
| Semester Two | SLHS 67900 | Advanced Clinical Practice in Audiology | 9 credits* |
| Total Minimum Required Credit Hours | | Required didactic credit hours (including electives): 61 |
| | | Required clinical credit hours: 41 |
| | | Total credit hours: 102 |
| | | *Credit load for 4th year may change. Students will be notified as soon as possible.
Student Checklist for the Au.D. program

It is the responsibility of each student to ensure that they follow the check-list below, and meet with their advisor on a regular basis to make sure that they are meeting all academic program requirements and making adequate progress in the program.

First Year

☐ Assigned academic and clinical advisor: If you desire a change, after confirming with current advisors and new advisors, make the change with graduate secretary. (See orientation packet)

☐ Schedule a meeting with your advisor at a minimum at the beginning and toward the end (to register for courses for the following semester) of each semester

☐ Determine that pre-requisite courses documenting knowledge of life sciences, physical sciences, behavioral sciences and mathematics have been taken and determine with advisor and Graduate Secretary (re: electronic KASA) if any courses need to be taken to fulfill these requirements

☐ Meet with Clinical Instructors prior to the initiation of clinic for each semester and throughout semester on a schedule determined with each instructor

☐ Sign sheet with the Graduate Secretary that you have received and accepted responsibility for information in the audiology graduate handbook and the audiology clinic handbook

☐ Take and pass the Written Exam at end of 1st year

☐ Take and pass Written Exam retake (if necessary)

☐ Submit completed and signed log cards to the Report Secretary at the end of EACH semester

Second Year

☐ Schedule a meeting with your advisors at a minimum at the beginning and toward the end (to register for courses for the following semester) of each semester

☐ Meet with your Clinical Instructors regarding clinic placements and other clinic requirements at the beginning and end of each semester

☐ Meet with Clinical Instructors prior to the initiation of clinic for each semester and throughout semester on a schedule determined with each instructor

☐ Complete any necessary course remediation

☐ Submit Plan of Study (approved by your advisor) electronically to the graduate division (semester two)

☐ Determine specific third year clinical externship rotations with the Director of the Audiology Clinic and determine any need for creation of “Externship Affiliation Agreement” with an externship site not typically included in the program (semester two)

☐ Schedule a meeting with the Director of Clinical Education in Audiology to discuss options for fourth year clinical externships (semester two)

☐ Submit completed and signed log cards to the Report Secretary at the end of EACH semester
**Third Year**

- Schedule a meeting with your advisor at a minimum at the beginning and toward the end (to register for courses for the next semester) of each semester
- Meet with your Clinical Instructor regarding clinic placements and other clinic requirements at the beginning and end of each semester
- Meet with Clinical Instructors prior to the initiation of clinic for each semester and throughout semester on a schedule determined with each instructor
- Complete any necessary course remediation
- Take and pass the 3rd year Written Exam (take-home exam typically given before spring break with an approximate 2-week turnaround time)
- Take and pass the 3rd year Written Exam retake (if necessary) before the end of the spring semester
*This must be completed before the student can begin the 4th year externship.*
- Submit completed and signed log cards to the Report Secretary at the end of EACH semester
- Take and pass PRAXIS exam in third or fourth year if interested in obtaining ASHA clinical certification and state licensure
- Submit PRAXIS results to Purdue University

**Fourth Year**

- Take and pass (if not already done so) PRAXIS exam if interested in obtaining ASHA clinical certification and/or state licensure
- Submit PRAXIS results to Purdue University
- Complete fourth year clinical externship with a minimum of 1820 hours (total of all supervised clinic hours acquired throughout the 4-year program) and 3 semesters (summer, fall and spring of the 4th year) supervised by state licensed audiologists
- Submit completed and signed log cards to the Report Secretary
- Submit paperwork to the graduate secretary in order to apply ASHA certification if desired. Note that it may be 2-3 weeks for the paperwork to be completed and signed by the Director of Clinical Education in Audiology.
- Apply for State license for employment
- Apply for ASHA certification if desired
- Complete program evaluation forms
Plan of Study for the Au.D. program

Preparing the Plan of Study Electronically

The Plan of Study will include a minimum of 102 didactic/clinical credit hours. Access to the electronic POS Generator (POSG) is via SSINFO. SSINFO can be found at http://www.ssinfo.purdue.edu. Information pertinent specifically to graduate students is located under the Academic link, then the Graduate School link. The Graduate School provides access to the POSG. If you have never used SSINFO, click on the Login button then click on the Page Help for information on gaining access to the secure areas within SSINFO. Once you have clicked on the Graduate School link within SSINFO a new browser window will open with the Graduate School links available to you. This browser window is now separate from the SSINFO window.

To begin your plan of study, click on the POSG link, and then click on "Create new POS" link. Once in the POSG, refer to the Help buttons located on each page to assist you in using the electronic POSG. You do not need to complete the entire form in one sitting; you may save your POS and return to it later. You may not bookmark any pages within the Graduate School link. To return to the POSG you must login to SSINFO. Your POS committee must include 3 tenure track faculty members. It is your responsibility to request your major professor, research project mentor or other faculty members to be in your POS committee.

When you have completed your POS and feel it is ready for review by your committee, submit your plan as a Draft. All plans of study must first be submitted as Draft before you can submit your plan as a Final. While your plan is in Draft status, review the information with your committee and your departmental coordinator (Graduate Secretary) to ensure that it satisfies department and Graduate School policies. Use your draft as a basis to discuss your academic and research goals with your committee members. Once your entire committee has verbally accepted your POS, return to the POSG and submit your plan as "Final". The POS form will be electronically routed, reviewed and, if approved, signed by the departmental coordinator (graduate secretary), your committee and the graduate school. You may check the status of your plan at any time by returning to the POSG and click on the Display Submitted POS link. Once the Graduate School has approved your POS, you should check it every semester to monitor your academic degree progress.

The Plan of Study Deadline

The Plan of Study must be approved by the major professor and the other advisory committee members and submitted electronically by the 8th week of the spring semester in the student's second year of study. Registration for the third year of study will not be permitted unless the POS has been completed and accepted by the Graduate School. Students who must take all prerequisite courses may wait until the eighth week of the third fall semester to submit the POS. Do not include undergraduate courses on your plan of study. If you have questions see the graduate secretary.

Alteration of the Plan of Study

Occasionally students find it necessary to change some aspect of their POS. For example, a student may be unable to enroll in a course listed on the POS because of a schedule conflict or course cancellation. In other cases, the student's program emphasis or professional interests may change. In this case, some of the listed courses are no longer appropriate. Sometimes, it may be necessary to change the members of the advisory committee.

To make changes to your POS go again to SSINFO and file an electronic change to the POS. Such changes must have the approval of all members of the student's committee. The form is signed by the student, the major professor, and the chair of the graduate committee, and is transmitted to the Graduate School for approval and filing. Each term the Graduate School announces the deadline date after which no changes in the POS can be made if the student is to receive a graduate degree in that term.
Here is an example of how the POS may look after you have chosen your courses. This is an example; specific POS courses are listed in the required curriculum. When adding courses make sure the titles are exact and number for the courses are correct.

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<th>Area</th>
<th>Courses Title</th>
<th>Subj. Abbr.</th>
<th>Course No.</th>
<th>Credit Hours</th>
<th>Regis. Type</th>
<th>Grade</th>
<th>B or better</th>
<th>Transfer From</th>
<th>Date Completed To Be Completed</th>
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</table>
**Graduate Level electives**

There is a list of approved graduate elective courses within and outside the department. Your advisor, the Director of Clinical Education, and the Chair of the Curriculum committee can answer any questions regarding these courses. If the student identifies a course not on the approved list, this course can be brought to the Curriculum committee for discussion and possible approval.

**Transfer of Credits to the Purdue Audiology Graduate Programs**

A maximum of twelve graduate credits taken at Purdue, prior to beginning the audiology graduate program, can be counted toward the graduate degree. These courses must be considered excess courses not needed for the bachelor’s degree in order to be counted towards their POS. Au.D and M.S. students must spend at least two terms in full-time enrollment after earning the bachelor’s degree no matter how many graduate credits were accumulated during undergraduate study. Taking of courses for graduate credit as an undergraduate or non-degree student neither ensures admission to graduate study nor ensures acceptance of the acquired graduate credits on the POS. The department and the Graduate School will not accept graduate academic credit taken at other graduate programs upon entry into our graduate programs on an a priori basis. Such credit, up to a maximum of eight credits, may be allowed on the POS if the student’s advisor and the graduate committee approve. In addition, approval by the department head and by the dean of the Graduate School of Purdue University is required.

**Restrictions to Courses Included on the Plan of Study**

Graduate students are not permitted to list courses taken on a pass/no pass (pass-fail) basis on their POS. It is a firm university policy that pass/no pass grades are not acceptable in fulfilling degree requirements. Undergraduate courses are not allowed on the POS.

**Change of Status Notification**

For any number of reasons, students may change their status within the department. It is necessary to formalize some of these changes by contacting the graduate secretary for further instructions. In the case of name changes please contact the business office in addition to the graduate secretary.

- change of name
- change from temporary advisor to advisor (major professor)
- request to change major area
- change of major professor
- withdraw from the program, even if temporarily

**Matriculation Options for Graduate Education in Audiology**

The Au.D degree program is a 4-year post baccalaureate degree and the Ph.D. typically takes a minimum of 5 years post-baccalaureate. Both doctoral programs in Audiology at Purdue University can overlap in the first two years.

If a student is accepted into the Au.D track and decides to change his/her degree objective, the following applies:

1. The student requesting a change in status must submit a letter to the Graduate Committee. The student must also meet with his/her advisor and the Director of Clinical Education in Audiology.
   a. If the request is to change the degree objective from audiology to some other field of study, then the student should apply for transfer to the appropriate graduate program. The student would exit the Purdue Doctor of Audiology program and transfer to the new program.
   b. If the request is to pursue a hearing science master’s, then a master’s thesis is required and the student should meet with his/her advisor to discuss research goals. The student’s request to the graduate committee should indicate the desire to change from the Au.D to the hearing science master’s degree emphasis. A new plan of study is then required to reflect the new degree program.
   c. If the request is to pursue the Ph.D. degree without clinical certification, then the student must submit an application to the Ph.D. program to the Graduate Committee and also request a change from the Au.D track to the Master’s in hearing science. If the application to the Ph.D. program is accepted, then the thesis option must be added to the Master’s plan of study. He/she could then transfer up to 30 credits from the AuD degree to the Ph.D. Plan of Study with approval. See the graduate secretary for further instructions.
d. If the request is to pursue the Ph.D. in addition to the Au.D, then the student must submit an application to the department for the Ph.D. This can be done at any point in the Au.D program. Students completing the Au.D can then apply up to 30 credits of their Au.D coursework to their Ph.D. plan of study to achieve the required 90 minimum credits for the Ph.D. plan of study. In addition, a student seeking both the Au.D and Ph.D. must file a dual degree form with the graduate school. An M.S. is not required to apply for the Ph.D.

Formative and Summative Assessments in the Au.D. Program

Formative Evaluation of Knowledge and Skills

Formative assessment is the ongoing measurement during educational preparation for the purpose of improving student learning. Formative assessment yields critical information for monitoring an individual’s acquisition of knowledge and skills. Such assessment must evaluate critical thinking, decision-making, and problem-solving skills. Measures should include oral and written components, as well as demonstrations of clinical proficiency.

Formative assessments will be conducted in each course, with ASHA standards covered in the class and evidence to be collected in each class showing achievement of target competencies, identified in the syllabus introduction of each course. There will also be a written exam of academic knowledge at the end of the first year of the program. Each student is required to pass the Written Exams in order to proceed to the next year of the program.

Formative Exams

The purpose of the exams is to ensure that students have mastered the knowledge skills needed to advance to academic and clinical courses and practicum offered in the subsequent year. For those students who fail to demonstrate skill mastery, opportunities for remediation are available in order to maximize potential for individual student’s success in the program. Academic audiology faculty members are primarily responsible for development, administration and scoring of the Written Exam. Retaking a given exam must occur within one semester of the original exam period.

Year I Written Exam

The purpose of this exam is to determine mastery of foundational concepts important to success in later portions of the Au.D. curriculum. It is an in-class exam at the end of the spring semester of year one, requiring that students work independently. The written exam is graded by section. There are four sections of the exam: Integration of basic science (counts double), clinical cases, hearing aids, and pediatric aural rehabilitation. Each section will be graded as a pass, low pass, or fail. A pass counts as 1 point, a low pass as 0.5 point, and a fail as 0 points. Performance for the whole exam will be graded according to the following scale:

- Pass: 4.5 to 5
- Remediation: 3.5 to 4
- Remediation consists of taking an exam at the end of the summer over the questions which were not passed (low pass or fail) in the first exam. The student must have no more than one low pass (of a section) on the 2nd exam to pass the exam.
- Committee: 0.5 to 3
- These cases will be reviewed by the Written Exam Committee within a week after exams are graded. Based on the performance on the entire exam and performance in the 1st year program, the committee may decide either that the student should remediate, or recommend to the Chair of the Graduate Committee that the student be terminated from the program.

Typical Written Exam schedule

- Year 1 written: Typically given at the end of the 1st year
- Year 1 written re-take: if necessary, before or during the 1st week of classes fall semester 2nd year
**Year III Written Exam**

The third-year written exam serves as the summative assessment prior to fourth year externship placement. The purpose of the exam is to assess whether students are able to integrate curricular information into the assessment and treatment of clinical cases as they prepare to enter their final year of clinical externships. This exam is given at mid-semester of year three. It is a take-home exam (2 weeks) which students must do independently. The written exam is graded by section. There are five sections of the exam: Clinical cases, adult aural rehabilitation, hearing conservation, cochlear implants, and electrophysiology. Each section will be graded as a pass, low pass, or fail. A pass counts as 1 point, a low pass as 0.5 point, and a fail as 0 points. Performance for the whole exam will be graded according to the following scale:

- **Pass:** 5.5 to 6
- **Remediation:** 4.5 to 5
- **Committee:** 0.5 to 4
- **Fail:** 0

Remediation consists of taking an exam before the end of the semester over the questions which were not passed (low pass or fail) on the first exam. The student must have no more than one low pass (of a section) on the 2nd exam to pass the exam.

These cases will be reviewed by the Written Exam Committee within a week after exams are graded. Based on the performance on the entire exam and performance in the program, the committee may decide either that the student should remediate, or recommend to the Chair of the Graduate Committee that the student be terminated from the program.

- **Fail:** Recommendation to the Chair of the Graduate Committee that the student be terminated from program.

**Typical Year III Written Exam schedule**

- Mid-spring semester before Spring Break (2 week turnaround time for students to complete exam)
- Year 3 written retake (if necessary) must be completed by end of spring semester in the 3rd year

**Grading of year III Written Exam**

The grading of the written exam is completed by Audiology faculty.

**Record Keeping**

The audiology program has developed The Knowledge and Skills Acquisition (KASA) summary form that students enrolled in the Au.D program will complete throughout their degree programs. This form has mapped the audiology curriculum and identifies where specific knowledge and skills required by the ASHA certification guidelines are covered in the Au.D degree curricula. The course/clinic instructors will provide information regarding the completion of various knowledge/skill competencies in the ASHA certification standards to the Department’s Graduate Secretary for electronic entry into each student’s KASA database.

Each ASHA competency listed in the KASA is developed through a series of didactic course and/or clinic experiences, which are listed under each ASHA standard in the KASA. At a minimum, a student must demonstrate competency (pass) in at least one of the courses and each of the clinics (57900/67800/67900) identified under each standard in order to be recommended by the Department for ASHA audiology certification. Course professors and clinical supervisors will submit evidence that each student has achieved target course/clinic competencies to the Graduate Secretary at the end of each semester so that she can officially enter this information into the Department’s electronic KASA data base.

It is the student’s responsibility to meet at least once a semester with his/her advisor, discuss progress through the curricular sequence and ensure that the appropriate documentation has been entered into his/her KASA as they satisfactorily complete the courses and clinics and the integrative formative assessments at the end of each year.

The course instructors and Director of Clinical Education in Audiology are responsible for submitting updated KASA form information to the graduate secretary at the end of each semester for entry into each student’s electronic KASA maintained by the graduate secretary. It is the student’s responsibility to see that supervised clinical hours are signed by their clinical instructors and turned into the Report Secretary at the end of each semester.
**Summative Assessment**

Summative assessment is the comprehensive evaluation of learning outcomes at the culmination of educational preparation. It yields critical information for determining an individuals’ achievement of knowledge and skills.

**Year IV Clinical Experience**

The fourth year clinical experience serves as the summative assessment for clinical knowledge and skills. Students are assessed throughout the fourth year and receive a grade at the end of summer, fall, and spring semesters. The student must receive a B- or better in each semester in order to stay in good standing in the AuD program.

**Progress in the Au.D Program**

All students are expected to follow the ASHA Code of Ethics (Appendix A) and the Purdue University Statement of Integrity and Code of Conduct (appendix B), as well as all professional expectations and requirements (see Audiology Clinic Handbook).

Adequate progress in the Au.D. program is achieved by maintaining an overall GPA of 3.0 in all coursework. Additionally, if a student receives a grade of “B-” in any course, remediation may be required by the course instructor. It is the student’s responsibility to follow-up with the instructor. Adequate progress in the Au.D. program is also achieved with maintaining clinical grades of “A” or “B” each semester in the program.

If a student’s cumulative GPA (not including clinical grades) drops below 3.0 at the conclusion of any given semester he/she will be placed on academic probation for the next semester. He/she has that next semester to demonstrate work and resultant course grades that will rectify the reason for his/her probationary status. Students who do not pass the written exams may have the opportunity to initiate and complete remediation and retake the portions of the exams that were assessed as unsatisfactory. For the Year I exam, the student must pass the full exam by the end of the next semester, which would enable him/her to move on to the next level of the Au.D. program with their class cohort. **For the Year III exam, the student must pass the exam prior to beginning the 4th year externship. There will be no exceptions to this requirement.** Joining the cohort of students behind him/her because of delays in successfully passing the exams is not an option.

If a student receives a grade of “B-” in any semester of clinic he/she will be placed on probation for the next semester. The student will meet with his or her major professor, relevant clinical instructor(s), the Director of Clinical Education in Audiology and the Chair of the Graduate Committee. The student is informed that his or her privileges of participating in clinical practicum are at risk of being suspended, and the reasons are explained to the student. The student is given specific written remediation recommendations for rectifying the problem, along with a deadline by which this must be accomplished. Documentation will be kept in the students file. A student cannot continue in the Au.D program if they obtain a second grade of C in clinical practicum at any point in the program. Students who do not pass the clinical exams have the opportunity to initiate and complete remediation and retake the portions of the exams that were assessed as unsatisfactory. See Appendix D for details regarding the remediation policy.

If a student is unsuccessful in remediating, he/she may meet with a combination of the following people: the Chair of the Graduate Committee, the Director of Clinical Education in Audiology, the Academic Advisor and the Chair of the Written Exam Committee to discuss possible release from the program.

**Minimum requirements for graduation:**

1. Complete all required didactic and clinical credit hours with GPA 3.0 or higher.
2. Complete a minimum of 1820 clinical hours successfully, supervised by a state licensed audiologist.
3. Complete Knowledge and Skills Acquisitions.
4. Pass Year I and Year III comprehensive written exams.
5. Follow ASHA Code of Ethics, the Purdue University Statement of Integrity and Code of Conduct (appendix B), and the professional expectations and requirements (see Audiology Clinic Handbook).
Fourth Year Externship

Students will not be allowed to begin a 4th year externship without completing all coursework and passing both comprehensive exams successfully. There will be no exceptions to this requirement.

The fourth externship placement begins in the summer after the third year and typically ends during the summer after the fourth year. Depending on the site chosen/arranged, the dates may differ and may extend past the graduation date. Students are responsible for identifying possible sites throughout the nation for their 4th year experience. The student shares a list of possible sites with the Director of Clinical Education at the beginning of the 3rd year. Applications are typically due in October/November of the year preceding the fourth year (example: applications will be due October/November 2015 for a summer 2016 start date).

A Memorandum of Affiliation (MOA) needs to be in place before a student can begin an externship. Many sites have this in place with Purdue already. If a site is identified that does not have a current MOA, the Director of Clinical Education will work with the potential site and the Purdue contracts office to create an affiliation. The process of securing a MOA can take several months, although it is typically completed in several weeks. It is possible, although unlikely, that a MOA cannot be reached and a new site will need to be identified.

Expectations for Fourth Year Externships

The Fourth year site must offer a broad range of experiences for the student. At the minimum, the site must offer adult and pediatric assessment and treatment opportunities (including hearing aid evaluations and fittings). Along with basic diagnostics and amplification opportunities, the site must offer something “extra”. For example, cochlear implant evaluations and mapping, vestibular assessments and treatment, intraoperative monitoring, etc.

Expectations for Students during their Fourth Year

It is a privilege to be selected for a 4th year placement. Students are expected to continue follow the ASHA Code of Ethics during their externships. Students will also follow policies and procedures set by their externship site. At any time, the site can request that the student be removed from their site. If this happens because of unethical behavior, continued unsatisfactory clinical performance, or unprofessional behavior, Purdue University will not be responsible for finding a new site for the student. In this situation, it is possible that the student will not complete the Doctor of Audiology program.

It is the student’s responsibility to abide by all state laws in the state that they are completing their 4th year externship. This may include registering with the Licensing Board, paying a fee, or other requirements. Laws and statutes can also change. Students are responsible for knowing, understanding, and following any changes in the law during the 4th year. This is not be Purdue University’s responsibility.

ASHA Certification and Licensure

The American Speech-Language Hearing Association (ASHA) Council on Academic Accreditation (CAA) accredits the Purdue University audiology program; our program is designed to provide all academic and clinical practicum requirements for the Certificate of Clinical Competence in Audiology (CCC-A) issued by ASHA and meet Indiana State Licensure requirements.

Praxis exam:
The national PRAXIS exam can be taken any time during years three or four of the Au.D degree sequence. Passing of the exam along with completion of all requirements of the Au.D program sequence allows the student to apply for and receive the ASHA Certification of Clinical Competence in Audiology (CCC-A) and state licensure. Separate applications are required for ASHA certification and state licensure.

Information about the exam is available at http://www.asha.org/students/praxis. The Praxis II exam is administered by the Educational Testing Service: www.ets.org/praxis.
ETS – Praxis Series
P.O. Box 6052
Princeton, NJ 08541-6052
Phone number: 800-772-9476
It is recommended that students register for and take this exam at the end of Year III after completion of all coursework, but prior to their final off-campus clinical practicum rotations. The Praxis II exam scores should be reported directly to the SLHS Department. It is recommended that students print and keep a copy of their results for their records after completing the exam.

**ASHA Certification:**
The application for ASHA membership and certification is available online at [http://asha.org](http://asha.org). A complete description of the procedures for obtaining the CCC-A is available at [http://www.asha.org/certification/AudCertification.htm](http://www.asha.org/certification/AudCertification.htm). Students applying for ASHA certification must complete these forms as well as the SHLS Practicum Record Form for Audiology (see appendix) and turn these in to the Graduate Secretary along with the completed log cards. Students can contact the ASHA Action Center at 800-498-2071 for assistance. Please note, that it can take several weeks to process this request through the SLHS department.

If a student chooses an externship site that does not offer supervision by audiologists with ASHA certification, the student will meet with the Director of Clinical Education and discuss how that will affect their program and ability to apply for ASHA certification. The student will sign the form “Doctor of Audiology (AuD) Supervision: Waiver of CCC-A requirements 3rd year” or “Doctor of Audiology (AuD) Supervision: Waiver of CCC-A requirements 4th year”. These forms

**State Licensure:**
State licensure is required in most states to practice Audiology, and the requirements vary by state. Indiana state licensure requirement information, instructions and application forms are available at [http://in.gov/pla/](http://in.gov/pla/). The ASHA CCC-A may be submitted in lieu of evidence of the practicum hours. Check individual state requirements if you are applying for jobs elsewhere. The contact information for the Indiana Professional Licensing Agency is:

ATTN: SLPA Board  
402 West Washington Street, Room W072 9


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**Funding Opportunities**

*Department of Speech, Language, and Hearing Sciences*

**Selection Procedures**

The graduate program administrator maintains a current accounting of graduate student appointments and a listing of the funding status of all graduate students in the department. In order to anticipate available funds, each graduate student’s expected date of degree completion is noted as written on the Plan of Study. For example, if a graduate student who presently holds a half-time graduate assistantship indicates on the Plan of Study that the degree completion date is next December, then the department can plan on appointing another student to that assistantship after December. There is a continual attempt to project ahead for planning purposes. This can only be done when accurate records are kept of the number of available appointments based upon students’ turnover. The department’s graduate committee has taken the position that priority in funding should go to Ph.D. students, then M.S. and Au.D students.

All students who are not on a graduate appointment are considered if they have requested funding. The department head makes all of the decisions concerning funding.

In the case of a graduate assistantship, the student must have demonstrated skills and abilities required for the assigned job requirements. In most instances, Ph.D. students who are admitted will be provided with funding. Ph.D. student appointments are for a period of one year. Extensions of appointments are granted in one-year increments, assuming satisfactory performance. As long as funding is available, Ph.D. students are supported until they have completed the degree, provided that they do so in a timely manner.

Au.D students in the fourth year of the program are not eligible for funding but will be considered for departmental scholarship monies when available.
**Graduate Assistantships**

Each fiscal year, the university allocates a sum of money to the department for graduate assistantship appointments for teaching. These are generally awarded as half-time appointments because the university severely restricts the department in awarding quarter-time assistantships. The university establishes the stipend levels. Thus, the amount of allocated funds determines the number of graduate assistantships that can be given each year.

Assistantships constitute payment for services rendered by the graduate student to the department in the form of teaching, administration, etc. All graduate assistants are assigned specific duties within the department. This may take the form of teaching laboratory sections, assisting faculty members in a specified course or courses, development of teaching/administrative materials, etc.

**Individual Faculty Research and Training Grants**

Many faculty members in the department receive research or training grants from a variety of funding sources. If the faculty member has budgeted for one or more assistants in the grant proposal, and if this was approved by the granting agency, then the principal faculty member is responsible for selecting the graduate student to fill each appointment.

**Audiology Awards**

Various awards (Lions Club, Indiana Speech-Language-Hearing Association, Erler award, etc.) are awarded to deserving students each year. Students may also find information regarding awards outside of SLHS through other organizations such as ASHA, the American Academy of Audiology (AAA) etc. that they can apply for.

**Other Purdue Opportunities**

The Department of Speech, Language, and Hearing Sciences does not make appointments of graduate students outside the department. The department has no administrative function in assigning students to these programs. The Graduate School maintains a current listing of open graduate assistant positions. Here is the web page address:

http://www.purdue.edu/GradSchool/Funding/funding.html

Two examples of appointments outside the SLHS department are as follows:

**Residence Counsellorships**

Part-time employment on the counseling staff of the men and women’s residence halls is available to qualified students. In general, compensation for such employment amounts to room and board, remission of tuition, and a small stipend. The student applies directly to the director of residence halls. The Department of Speech, Language, and Hearing Sciences has no control over who receives these counsellorships, although recommendations are supplied when requested.

**Frederick N. Andrews Fellowships (University Fellowships)**

A number of Purdue University Andrews Fellowships are awarded each year to outstanding graduate doctoral applicants new to the Purdue University Graduate School. In February, the department selects and submits nominations of a few exceptional graduate applicants to the College of Health and Human Sciences for consideration for the Andrews Fellowships. The competition is college-wide and the number of fellowships is limited, so there is no assurance that any graduate student entering SLHS will receive an award.

**Limitations on Credit Hours for Students with Funding Appointments**

Students who hold any graduate staff (teaching or research) appointment must be enrolled for a minimum of 3 credits during every semester in which they are employed. Students also must adhere to the following maximum number of credit hours taken at one time during a semester:

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<tr>
<th>No appointment</th>
<th>.25 FTE</th>
<th>.50 FTE</th>
<th>.75 FTE</th>
<th>1.0 FTE</th>
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<td>18 credits</td>
<td>15 credits</td>
<td>12 credits</td>
<td>9 credits</td>
<td>6 credits</td>
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</table>

Students who hold a position as a residence hall counselor are limited to 16 credit hours taken at one time during a semester. Full-time is eight credits.
CODE OF ETHICS

Index terms: ethics
doi:10.1044/policy.ET2010-00309

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Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

A. Individuals shall provide all services competently.
B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.

G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.

H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.

I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication, however, they may make a reasonable statement of prognosis.

K. Individuals shall not provide clinical services solely by correspondence.

L. Individuals may practice by telecommunication (e.g., telehealth/v-e-health), where not prohibited by law.

M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.

N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.

O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.

Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.
Rules of Ethics

A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.

B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.

C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.

D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member’s competence, level of education, training, and experience.

E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics

III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.

B. Individuals shall not participate in professional activities that constitute a conflict of interest.

C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.

D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.

E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.

F. Individuals’ statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

G. Individuals’ statements to the public when advertising, announcing, and marketing their professional services, reporting research results, and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.
Rules of Ethics

A. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.

D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.

E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.

G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.

I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.

K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.

N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.
Purdue University Statement of Integrity and Code of Conduct

Preamble
Purdue University has a tradition of ethical conduct spanning its history. As a land-grant institution, we demonstrate our responsiveness to our constituencies and extend to them access to our knowledge resources. We nurture relationships with other partners in education who support our vision or join us to foster common interests. We integrate our mission with our responsibilities. We contribute our knowledge resources impartially in serving our public purposes. As faculty, students, staff, and administrators, we are a community of dedicated learners, scholars, professionals, and practitioners - all contributing our talents to uphold our standards, and improve ourselves and the broader community in which we live and work. Our responsibilities and obligations toward the advancement of learning, discovery, and engagement in the University and in Indiana extend to our nation and the world. This statement of integrity is meant to provide an overarching declaration that informs specific policies and procedures regarding conduct, enforcement, and accountability. Such policies and procedures either exist in official University documents or will be developed as necessary.

Statement
At Purdue, integrity is indispensable to our mission. We act with honesty and adhere to the highest standards of moral and ethical values and principles through our personal and professional behavior. We demonstrate our understanding of these values and principles and uphold them in every action and decision. Trust and trustworthiness go hand in hand with how we conduct ourselves, as we sustain a culture that is based upon ethical conduct. We expect our actions to be consistent with our words, and our words to be consistent with our intentions. We accept our responsibilities, share leadership in a democratic spirit, and subject ourselves to the highest standards of public trust. We hold ourselves accountable for our words and our actions.

We champion freedom of expression. To ensure our integrity, we safeguard academic freedom, open inquiry, and debate in the best interests of education, enrichment, and our personal and professional development. We embrace human and intellectual diversity and inclusiveness. We uphold the highest standards of fairness, act as responsible citizens, respect equality and the rights of others, and treat all individuals with dignity.

To fulfill our goals as a learning community, we insist that the objectives of student learning are not compromised. We treat all students equitably, and our evaluations of learning achievements are impartial based on demonstrated academic performance. As students, we understand that learning is the most important goal and we embrace ethical values and principles, and reject academic dishonesty in all our learning endeavors. In the realm of new discoveries, we place the highest value upon truth and accuracy. We acknowledge the contributions of others. We place a higher value on expanding and sharing knowledge than on recognition or ownership.

We work diligently drawing from the strong work ethic of our state of Indiana and are committed to always acting in the best interests of the University. We pledge to make wise use of our resources and to be good stewards of financial, capital, and human resources. We operate within the letter and spirit of the law and prescribed policies, and strive to avoid impropriety or conflict of interest.

As members of the Purdue community, we demonstrate unyielding and uncompromised integrity in support of the highest standards of excellence for the University. As individuals, we all contribute to this Purdue standard of integrity as an exemplary model for all universities.

Available at: http://www.purdue.edu/purdue/about/integrity_statement.html
APPENDIX C

Remediation Policy

Remediation Options for knowledge/skills competencies covered in didactic coursework:
For students who have difficulty demonstrating entry-level competencies for the knowledge/skills described in the ASHA 2011 audiology certification standards upon initial completion of the assessments associated with these competencies in the various courses in the curriculum, remediation procedures will be specified to allow individuals to satisfactorily demonstrate target knowledge/skills competencies.

These remediation procedures can consist of one or more of the following, and must be completed in order to achieve specified standards:

a. Activities described by course instructors in their course syllabi that must be completed during the course or soon after course completion (timeline to be determined by the course instructor).

b. Comprehensive exam performance in questions designed to assess deficit/questionable knowledge/skills identified by various course instructors. Written Exams occur at the end of the first and third years.

Remediation procedures are to be initiated by the student, with the understanding that target competency in the deficit area must be achieved as defined in the KASA record, by the end of the course sequence in which those knowledge/skills are covered. In other words target competency must be demonstrated for a given knowledge/skill in at least one of the courses/practicum/other experiences identified for that knowledge/skill in the audiology KASA record. Completion of the remediation procedures does not result in the raising of a grade, but will serve as demonstration of the target competencies. When a standard has been met the course instructor will submit a report to the Graduate Secretary that the student’s performance is satisfactory and an “S” will be entered into the student’s KASA to indicate achievement of the competencies. If a student fails to demonstrate a knowledge or skill competency at the completion of remediation activities, the Course Instructor will submit a report to the Graduate Secretary indicating “Unsatisfactory” as designated by “U”.

Remediation Options for skills competencies covered in clinical practicum:
For students who have difficulty demonstrating professional entry-level competencies for skills described in the ASHA 2011 audiology certification standards upon initial completion of the assessments associated with these competencies expected to be developed in various clinical practicum experiences. Students must demonstrate satisfactory performance each semester in their clinical practicum assignment in order to proceed in the program.

Remediation Procedures for Audiology students in the Clinical Program
Students enrolled in SLHS 57900 (on-campus clinical practicum) or SLHS 67900 (4th year clinical practicum) will participate in formative assessment procedures throughout their clinical placements. The formative evaluation tool is the Clinical Skills Competency Forms (CSCF). Remediation procedures for clinical skills are individualized as appropriate for each practicum assignment that provides opportunity for development of experience within all areas specified in ASHA 2011 Audiology Standards.

Clinical faculty (licensed and ASHA certified audiologists who supervise student practicum) will identify the need for remediation when necessary. Remediation procedures for clinical competencies will result when the student fails to show clinical knowledge/skills at the level expected for the semester in the Au.D program (CSCF ratings are progressively structured to reflect 4 years of clinical practica that require increased competency levels).

Unsatisfactory performance will be directly reflected in a student’s course grade for each clinical experience. Corresponding on-going feedback by their clinical instructors with specific recommendations of remediation as needed. A formal evaluation meeting will be held at mid-semester and at the end of the semester, using the Clinical Skills Competency Form (CSCF) as a mechanism for the clinical instructor to identify areas of success, as well as areas needing remediation. Failure to demonstrate expected levels of performance in any area of clinical skills will be recorded on the CSCF and the clinical instructor for that practicum assignment will make specific recommendations for those areas that are not at expected performance levels.

Students who demonstrate clinical skills below expectations for the current year-level will receive an opportunity to improve these skills through remediation. This remediation will include specific goals, suggested resources,
and a reasonable time frame for completion. If a student clinician demonstrates skills within expected levels in the indicated time frame, his/her clinical practicum privileges continue. For those students whose performance in clinical practicum results in a letter grade of C or lower, individualized remediation plans will specify the behaviors or skills that the student must demonstrate, the context in which the skills must be performed, and a deadline for remediation.

A student is considered to be ineligible to continue in the clinical program if any of the following apply:

1. "B-" level performance or lower in two semesters (not necessarily sequential) of clinical practicum.
2. Failure to “pass” oral and written communication skills by spring of Year II. See description below.
3. Violate professionalism standards that rises to the level of unethical or threatens the safety or welfare of patients

**Standard IV-A A1 Prerequisite skills in oral and written communication**

Two formative assessment tools are used to assess skills in oral and written communication: Oral/Nonverbal Communication Skills and Written Communication Skills. If a student receives a “U” (unsatisfactory) for any of the written communication skills either at his/her mid-term or end-of-semester evaluation, the clinical instructor will issue a “Professional Protocol Notice”. The student’s clinical privileges will be automatically lowered to probationary status, and a remediation plan will be developed by the clinical instructor(s) in consultation with the Director of Audiology Clinic and/or Director of Clinical Education in Audiology with notification to the major professor. Additionally, the student’s semester grade may be lowered. Development of written communication skills will be evaluated at all subsequent mid-and end-of-semester evaluations. Failure to remediate, as evidenced by not achieving and maintaining an “S” (pass) or “S-” (low pass) by the end of spring two will result in termination of clinical privileges.

If a student receives a “U” for any of the oral/nonverbal communication skills either at his/her mid-term or end-of-semester evaluation, the clinical instructor will issue a “Professional Protocol Notice”. The student’s clinical privileges will be automatically lowered to probationary status, and a remediation plan will be developed by the clinical instructor(s) in consultation with the Director of Audiology Clinic and/or Director of Clinical Education in Audiology with notification to the major professor. Additionally, the student’s semester grade may be lowered. Development of oral & nonverbal communication skills will be evaluated at all subsequent mid and end of semester evaluations. Failure to remediate as evidenced by not achieving and maintaining an “S” or “S-” by the end of summer one, will result in termination of clinical privileges.

In the course of doctoral education in the audiology program (M.S. through Ph.D.) there are many opportunities for students to express themselves in writing (e.g., papers, clinical reports, take home examinations, or projects, etc). If a student produces work that is a matter of concern (e.g., difficulty with grammatical construction, spelling, or organization), the instructor may refer a student the writing lab. It will be the responsibility of the individual student to implement the recommended procedure. The writing lab routinely notifies the referring instructor when students use the services. It will also be at the discretion of the instructor to determine if the writing deficiencies are severe enough to potentially impede the student’s success. If so, it will be the instructor’s responsibility to inform the major professor. The purpose of this referral is to assist the student in continuing to attain appropriate intervention services.
Writing Intervention Referral Sources

English 002: This is a writing course for non-native speakers of English. There are sections in the fall, spring, and summer. Technical writing courses are available. These include exercises in writing essays, grant proposals, and personal statements, but are not content specific. The writing lab is a major referral source. The writing lab is able to provide a range of services:

- Consultation with individual department
- Writing groups
- Individualized instruction

It is very helpful for the writing lab to receive information from the instructor regarding the specific concerns surrounding the student’s writing. For more information on the resources the writing lab can offer, please call (765) 494-3723, check the website http://owl.english.purdue.edu/, or stop by Heavilon Hall Room 226 Monday-Thursday 9-4 and Friday 9-1.

Standard IV-B 81 (Professionalism)
The Clinical Skills Competency Professional Protocol form is the tool used to assess professional protocol (Ethical practice, Responsibility, Punctuality, Confidentiality, Personal appearance) competencies. If exhibited behaviors violate these standards of our profession, the clinical instructor involved will complete an Ethical Practices Reminder. Failure to meet these standards will result in probationary status to be determined by the Director of Clinical Education in Audiology, the Audiology Clinic Director and the clinical instructor directly involved. A remediation plan will be developed that provides the student with specific written recommendations for remediation, along with a deadline by which the remediation must be accomplished. A final grade of “F” in any of the areas of (Ethical Practice, Responsibility, Punctuality, Confidentiality, Personal appearance) will result in a failing clinic grade for the semester, and/or termination of clinical privileges. Termination with no remediation option may be warranted for severe ethical violations or threats to safety/welfare of clients.
Doctor of Audiology (AuD) Supervision: Waiver of CCC-A requirements 4th year

The Purdue University Doctor of Audiology (AuD) program provides students with the ability to apply for licensure through the State and certification through the American Speech-Language-Hearing Association (ASHA). This certification is denoted by CCC-A (Certificate of Clinical Competence in Audiology).

Graduation requirements for the AuD program are outlined in the AuD Handbook. These requirements include a minimum of 1820 supervised clinical hours. These hours must be supervised by a state licensed audiologist for graduation and state licensure. If the student chooses to apply for ASHA certification, 1820 hours must be supervised by audiologists who hold their ASHA CCC-A.

Most audiology externship sites arranged through Purdue University have audiologists that hold their CCC-A. There are a few sites that do not have an audiologist employed with their CCC-A.

I understand that I have chosen an externship site (site name) for (term) that does not offer supervision by audiologists that hold their CCC-A. I understand that these hours will not count toward my ASHA certification requirements. Further, I understand that Purdue is not required to find additional placements to ensure I will have 1820 hours supervised by a clinician with his/her CCC-A certification. I understand that the choice of this externship site will most likely preclude me from applying for my ASHA certification upon graduation.

________________________  __________________________________________________________________________
(name)  Jennifer Simpson, AuD CCC-A
AuD graduate student  Director of Clinical Education in Audiology

________________________  __________
Date  Date
Doctor of Audiology (AuD) Supervision: Waiver of CCC-A requirements 3rd year

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I understand that I have chosen an externship site (site name) for (term) that does not offer supervision by audiologists that hold their CCC-A. I understand that these hours will not count toward my ASHA certification requirements. Further, I understand that if I want to pursue ASHA certification I will need to choose a 4th year placement that offers supervision by audiologists that hold their CCC-A.

__________________________  ____________________________
(name)                     Jennifer Simpson, AuD CCC-A
AuD graduate student       Director of Clinical Education in Audiology

__________________________  ____________________________
Date                       Date