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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. All students should study the current University Regulations reference book for students, staff, and faculty. Au.D. students 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. Au.D. students also 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 (i.e., ability to lead independent research), also have the option to apply for admission to the Ph.D. program. It is possible to pursue the Au.D. and Ph.D. degrees simultaneously or sequentially (as described in more detail below). Some efficiencies are possible to shorten the total duration for obtaining both degrees, but either way adding a Ph.D. degree will typically take 3-4 years longer than the 4 years required for the Au.D.

Students should consult with their advisors, the Director of Clinical Education in Audiology, the Chair of the Au.D. Curriculum Committee, the Chair of the Graduate Committee, 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

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/ or the link to the ASHA Audiology Certification Handbook: https://www.asha.org/uploadedFiles/Audiology-Certification-Handbook.pdf

On February 8, 2002, the Indiana Commission on Higher Education approved the 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                     SLHS Department Head
                                            Reports directly to the Dean of the College of Health and Human Sciences
Dr. Jennifer Simpson                     Director of Clinical Education in Audiology
Dr. Shannon Van Hyfte                    Director of the Audiology Clinic
Dr. Michael Heinz                        Chair of the Au.D. Curriculum and Standards Committee
Dr. Amanda Seidl                         Chair of the SLHS Graduate Committee
Ms. Vicki Black                          SLHS Graduate Program Secretary

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, Director of Clinical Education, Chair of the Curriculum Committee, and the Clinic Director are all available to discuss student concerns. In addition, the Department Head appoints two Ombudspersons. Students may discuss any type of grievance with the Ombudspersons in confidence. The ombudspersons can advise the students of various ways to relieve difficulties, including informal discussions, grievance procedures, referrals to outside sources, or counseling services.

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

Purdue Office of the Dean of Students                SCGL 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
Purdue Animal Care and Use Committee                VAHF             (765) 494-9163
ASHA Council on Academic Accreditation               10801 Rockville Pike
                                                      Rockville, MD 20852
                                                      (301) 897-5700 ext. 4142
ASHA Board of Ethics                                  Director of Ethics www.asha.org

SLHS Department Ombudspersons                        Barbara Solomon, CCC-SLP
                                                      Ronnie Wilbur, Ph.D.

Guiding Principles for Purdue’s Au.D. Degree Program

To provide students with the scientific foundation and clinical skills to:

• challenge the status quo and to use evidence-based practice to improve patient and family services
• lead the way in applying the evolving theoretical, empirical, technological and medical advances of the 21st Century
To ensure that hallmarks of a Purdue clinical education are:

- Solid scientific foundation
- Exceptional clinical skills
- Visionary leadership potential

**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 hearing 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.
- Provide students with a solid foundation in the science of hearing 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: 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 them conducting and promoting 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, each student will be assigned an academic advisor and a clinical advisor. The advisors:

1. make up the student’s graduate advisory committee, which meets every semester during registration period (weeks ~9-12). Other meetings can be arranged by the student at any time if needed.
2. consult with the student regarding the overall program
3. advise the student in matters pertaining to the Plan of Study (POS)
4. monitor 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 Program 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, or Speech, Language, and Hearing Sciences. 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, knowledge in the following 8 courses is expected:
- Hearing Science (SLHS 30200)
- Anatomy and physiology of the speech mechanism (SLHS 30300)
- Introduction to phonetics (SLHS 30600)
- Language development (SLHS 309) or Language acquisition (SLHS 50900)
- Introduction to clinical practice in communication disorders (SLHS 44900)
- Assessment Audiology and Aural Rehabilitation across the Lifespan (SLHS 46000)
- Statistics (covering at least t-tests, analyses of variance, chi-square, regression, and correlation; e.g., PSY 20100, PSY 50000, STAT 50100 or SOC 38200, or equivalent as approved by Graduate Committee)

Doctor of Audiology Curriculum

Year One

Semester One
SLHS 50300 Auditory Perception 3
SLHS 50400 Auditory Periphery 3
SLHS 50600 Neural Bases of Hearing 3
SLHS 56000 Audiologic Diagnostics 3
SLHS 57900 Clinical Practicum in Audiology 1
13 credits (12 didactic)

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 (11 didactic)

Semester Three
SLHS 51800 Counseling in SLP and Audiology 2
SLHS 57900 Clinical Practicum in Audiology 1
3 credits (2 didactic)

Year Two

Semester One
SLHS 55100 Aural Rehabilitation: Adults and Children 3
SLHS 56300 Pediatric Auditory Assessment 3
SLHS 57400 Hearing Aids II 2
SLHS 61900 Seminar in Hearing Research 1
XXXXX Elective\(^\) 2
SLHS 57900 Clinical Practicum in Audiology 2
13 credits (11 didactic)
### Semester Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 51900</td>
<td>Evaluating Research</td>
<td>2</td>
</tr>
<tr>
<td>SLHS 54400</td>
<td>School Methods (6 weeks)</td>
<td>2</td>
</tr>
<tr>
<td>SLHS 55300</td>
<td>Implantable Devices</td>
<td>3</td>
</tr>
<tr>
<td>XXXXX</td>
<td>Elective^</td>
<td>2</td>
</tr>
<tr>
<td>SLHS 61900</td>
<td>Seminar in Hearing Research</td>
<td>1</td>
</tr>
<tr>
<td>SLHS 57900</td>
<td>Clinical Practicum in Audiology</td>
<td>2</td>
</tr>
</tbody>
</table>

**12 credits** (10 didactic)

### Semester Three

**SLHS 57900 Clinical Practicum in Audiology 1**

or

**SLHS 59000* Directed Research Study 1**

Flexibility for hearing aid camps, T35 opportunities, other clinical opportunities (all need approval).

*SLHS 590 is to be taken for all non-clinical experiences, and is to be registered with your academic advisor at Purdue who will facilitate with your summer mentor to assign a grade.

**1 credits** (0 or 1 didactic)

### Year Three

#### Semester One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 51900</td>
<td>Integration/Dissemination of Research</td>
<td>2</td>
</tr>
<tr>
<td>SLHS 56500</td>
<td>Vestibular Assessment and Rehab</td>
<td>3</td>
</tr>
<tr>
<td>SLHS 61900</td>
<td>Integrative Audiology Grand Rounds</td>
<td>1</td>
</tr>
<tr>
<td>SLHS 57900</td>
<td>Clinical Practicum in Audiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applications/Interviews to 4th-year sites</td>
<td></td>
</tr>
</tbody>
</table>

**9 credits** (6 didactic)

#### Semester Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 61900</td>
<td>Advanced Medical Audiology</td>
<td>3</td>
</tr>
<tr>
<td>SLHS 61900</td>
<td>Integrative Audiology Grand Rounds</td>
<td>1</td>
</tr>
<tr>
<td>SLHS 65900</td>
<td>Audiology Practice Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Capstone Poster at Ringel Symposium</td>
<td></td>
</tr>
<tr>
<td>SLHS 57900</td>
<td>Clinical Practicum in Audiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(typically off-site)</td>
<td></td>
</tr>
</tbody>
</table>

**9 credits** (6 didactic)

#### Semester Three: 4th Year Externship begins

**SLHS 67900* Advanced Clinical Practice in Audiology 4***

**4 credits** (0 didactic)

### Year Four

#### Semester One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 67900</td>
<td>Advanced Clinical Practice in Audiology</td>
<td>4</td>
</tr>
<tr>
<td>SLHS 61900</td>
<td>Integrative Audiology Grand Rounds</td>
<td>1</td>
</tr>
</tbody>
</table>

**5 credits** (1 didactic)

#### Semester Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 67900</td>
<td>Advanced Clinical Practice in Audiology</td>
<td>4</td>
</tr>
<tr>
<td>SLHS 61900</td>
<td>Integrative Audiology Grand Rounds</td>
<td>1</td>
</tr>
</tbody>
</table>

**5 credits** (1 didactic)

### Total Minimum Required Credit Hours

Required didactic credit hours (including electives): 60

Required clinical credit hours: 26

Total credit hours: 86
*Credit load for 4th year may differ depending on current classification of 4th year experience by the registrar. Students will be notified as needed.

^Electives: Minimum of 4 total elective credits to be taken anytime within Year I-Year III.

## Capstone Project Requirements for the Au.D. program

### Overall Vision

Two courses are designed to help Au.D. (and SLP) students develop the ability to understand, critically analyze, and integrate research from the literature to use as their evidence base in their lifelong clinical practice as well as in their mentorship of future clinicians.

### Evaluating Research (course 1; 2 cr) - Spring Year 2 for Au.D.

The focus of this course is to teach students to understand and critically analyze the types of research commonly used in our field. To do so, students will be taught to understand research methods broadly, including group designs, randomized control trial designs, case studies (single and multiple), and other designs commonly used in the field. The broad course requirements (deliverables) will be the same for SLP and Au.D. students, but with differences in the processes (as determined by the respective curriculum committees) to determine the capstone project topic and advising mentor or mentorship committee. For all students, deliverables at the end of the course include a settled topic, advising mentor or committee, and an abstract.

**Au.D. specifics:** This course will be taken by all Au.D. students, including those that are involved with lab or clinical research (e.g., via SLHS 590s). Half-way through the semester, students will brainstorm 2-3 potential topics for which they would be interested in exploring the evidence base for current practice. An Au.D. faculty coordinator will help to vet students’ ideas based on feasibility/scope and faculty resources, and will then help to match students with an appropriate committee (one academic and one clinical faculty member, no chair). This initial coordination will optimize student advising while spreading the load equally across all Au.D. faculty. Students who are pursuing lab and/or clinical research are encouraged to use their research project as their capstone project, and will work with the Au.D. coordinator to ensure a 2-member committee is formed and to ensure the project fits within the scope of the capstone project.

### Research Integration and Dissemination for Evidence Based Practice (course 2; 1 cr) – Fall Year 3

The goal of this course is to provide education in the integration and dissemination of research. In this course, the deliverables will be a paper and a poster. Posters must be presented at the Ringel Symposium (~Feb, Year 3). The class focuses on activities to improve writing and presentation skills based on the integration of research studies. This is open to, but not required for, thesis and Au.D. 590 students.

**Au.D. 590 students:** Students conducting lab and/or clinical research may use 590 credits (not those used for electives) to substitute for this second course (if approved by the Au.D. curriculum committee). In this case, a paper and poster will be required to be written prior to the end of Fall semester, Year 3. It is encouraged that this paper be an early draft of a complete manuscript describing the project as it stands in preparation for presentation at the Ringel, and that the poster be associated with a national conference presentation. The paper and poster will be graded by the student’s committee.

**All Au.D. students:** All abstracts from the first course will be submitted to ISHA at the Call for Papers (early Summer, end of Year 2) for review. If accepted, posters from the second course will be presented at ISHA in early April (Year 3) following the Ringel symposium. We encourage all students to discuss with their mentors whether presentation at a national conference is appropriate given student interests and project quality.
Au.D. Faculty Involvement

Each academic and clinical faculty member in the Au.D. program will be expected to participate in 1-2 projects per year. Each student will have a 2-member advisory committee (one academic, one clinical, no chair), which will be determined by the Au.D. faculty coordinator (assigned by curriculum committee) based on the topic, student input, and faculty resources. This initial coordination will optimize student advising while spreading the load equally across all Au.D. faculty. Mentorship will consist of providing input and feedback (via an in-person meeting) as the student formalizes their topic at the end of course 1. At least two in-person meetings will be expected during course 2, as well as feedback on a mid-semester draft of the paper and final grading of the paper and poster.

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 advisors 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 Program Secretary. (See orientation packet)

- Schedule a joint meeting with your academic and clinical advisors mid-semester (~weeks 9-12) of each semester (to register for courses for the following semester, and discuss progress to date and future plans)

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

- Meet with the assigned Clinical Instructors throughout semester on a schedule determined with each instructor

- Spring: Complete any necessary course remediation

- Sign sheet with the Graduate Program 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)

- Enter all clinical experience in Typhon (an electronic software program that tracks clinical hours and experiences) throughout the semester. At the end of each semester ensure that your clinical instructors have signed your electronic logcards.

- Any student interested in performing an expanded Capstone Project (e.g., with lab- or clinic-based data collection, which may require IRB or PACUC protocols) should discuss project ideas with potential project advisors and/or the Capstone-project coordinator (see Capstone section) as early as Spring Year 1. It can be beneficial in
these cases to begin the project prior to the first Capstone course (*Evaluating Research*, Spring Year 2), in which case SLHS 590 credits can be taken Summer of Year 1 and/or Fall of Year 2. Up to two 590 credits may be counted as elective credits if approved.

**Second Year**

- Schedule a joint meeting with your academic and clinical advisors mid-semester (~weeks 9-12) of each semester (to register for courses for the following semester, and discuss progress to date and future plans)
- Meet with the assigned Clinical Instructors regarding clinic placements and other clinic requirements throughout 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
- Determine a Capstone project topic and mentorship committee by the middle of spring semester as part of the first Capstone course, *Evaluating Research*. Discuss early (to avoid missing submission deadlines) with your project committee and/or Capstone coordinator you plans for submission of your project to a conference (e.g., ISHA, or national conference).
- Complete any necessary course remediation
- Submit electronic Plan of Study (POS) by the 8th week of the second semester. See section entitled “Plan of Study for the Au.D. program” below for specific rules and requirements.
- Determine specific third-year clinical externship rotations with the Director of the Audiology Clinic and determine any need for creation of “Memo of 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)
- Enter all clinical experience in Calipso (an electronic software program that tracks clinical hours and experiences) throughout the semester. At the end of each semester ensure that your clinical instructors have signed your electronic logcards.

**Third Year**

- Schedule a joint meeting with your academic and clinical advisors mid-semester (~weeks 9-12) of each semester (to register for courses for the following semester, and discuss progress to date and future plans)
- Meet with your Clinical Instructor regarding clinic placements and other clinic requirements throughout 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
- Present Capstone poster at the Ringel Symposium (and ideally another conference), which typically takes place at Purdue during the 5th or 6th week of the spring semester.
- 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

*The exam must be passed before the student can begin the 4th year externship.

Enter all clinical experience in Typhon (an electronic software program that tracks clinical hours and experiences) throughout the semester. At the end of each semester ensure that your clinical instructors have signed your electronic logcards.

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

Enter all clinical experience in Calipso (an electronic software program that tracks clinical hours and experiences) throughout the semester. At the end of each semester ensure that your clinical instructors have signed your electronic logcards.

Submit paperwork to the Graduate Program Secretary in order to apply for 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 (POS) is your official plan filed through the Graduate School for completing the AuD degree. Access to the electronic Plan of Study Generator (POSG) is via the MyPurdue portal. MyPurdue can be found at. https://wl.mypurdue.purdue.edu/

The link for the Plan of Study Generator (POSG) is located under the Academic tab. The Graduate School provides access to the POSG. Once you are in the Academic tab, click on the POSG link. A new browser window will open with the Graduate School links available to you.
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 myPurdue. Your POS committee **must** include 3 faculty members (at least two of which need to be tenure-track (academic) professors). It is your responsibility to request your advisors and one other faculty member to be on your POS committee.

When you have completed your POS and feel it is ready for review by your POS 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 POS committee and your departmental coordinator (Graduate Program Secretary) to ensure that it satisfies both department and Graduate School policies. The POS form will be electronically routed for required signatures (your POS committee, the departmental coordinator (Graduate Program Secretary), 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 with your advisors.

**The Plan of Study Deadline**

The Plan of Study must be approved by both of your advisors and the other POS committee member 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. If you have questions see the Graduate Program Secretary.

**Example Plan of Study**

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.**

<table>
<thead>
<tr>
<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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<tbody>
<tr>
<td>Primary</td>
<td>Auditory Perception</td>
<td>SLHS</td>
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</tr>
<tr>
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<td>Auditory Periphery</td>
<td>SLHS</td>
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<td>RE</td>
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<td>-</td>
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</tr>
<tr>
<td>Primary</td>
<td>Hearing Aids I</td>
<td>SLHS</td>
<td>56400</td>
<td>3</td>
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<td>A</td>
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<tr>
<td>Primary</td>
<td>Auditory Evoked Responses</td>
<td>SLHS</td>
<td>56700</td>
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<td>Hearing Conservation</td>
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<td>SLHS</td>
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<td>RE</td>
<td>A</td>
<td>-</td>
<td>-</td>
<td>Dec 2015</td>
</tr>
</tbody>
</table>
At least 61 total graded POS credits are required for Graduate-School approval of the Au.D. degree. These are primarily the required didactic credits; however, up to eight (8) SLHS 679 credits may be included on the POS.

Graduate Level electives
There is a list of Au.D. approved graduate elective courses taught within and outside the SLHS department. Your advisors, the Chair of the Curriculum Committee, or the Director of Clinical Education can answer any questions regarding these courses. If a 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 the 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 may accept up to a maximum of eight graduate level credits taken in a graduate program outside of Purdue. These credits may be allowed on the POS if the student’s POS committee 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.
- A grade of C or better is required for any course to be permitted on the POS (C- is not acceptable).
- Undergraduate courses are not allowed on the POS. All POS courses must be at the 500 or 600 level.
- Graduate courses taken as an undergraduate may only be listed if they were “certified undergraduate excess” hours (i.e., were not used to satisfy undergraduate degree requirements).

<table>
<thead>
<tr>
<th>Research</th>
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<td>1</td>
<td>RE</td>
<td>May 2018</td>
</tr>
</tbody>
</table>
• Au.D. students may not list any SLHS 579 credits on their POS
• Au.D. students may only list up to eight (8) clinical SLHS 679 credits on their POS (at most two instances).
• Courses used to satisfy the pre-requisite statistics requirement (e.g., PSY 201, PSY 500, STAT 501, SOC 382) may not be listed on the POS (even if they were taken during the Au.D. program).

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.

To make changes to the Plan of Study, follow the instructions on the Plan of Study Generator.

Such changes must have the verbal approval of the student's academic and clinical advisors. The revised POS is then electronically signed by the student, the academic advisor, the Graduate Program Secretary, and is transmitted to the Graduate School for approval and filing.

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 Program Secretary for further instructions. In the case of name changes please contact the Registrar’s Office to make the official change, and notify the Business Office and Graduate Program Secretary.

• change of name
• change in advisors
• request to change major area
• 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 advisors 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 via Graduate School Form 17. If accepted into that 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 MS, then a master’s thesis is required and the student should meet with his/her academic 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. If the application to the Ph.D. program is accepted, he/she could then transfer up to 30 credits from
the Au.D. degree to the Ph.D. Plan of Study with approval. See the Graduate Program 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. program. 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 declaration.

### 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 of each course. There will also be a written exam at the end of the first year and during the third year of the program. Each student is required to pass the Written Exams in order to proceed to the next year of the program.

In May, at the end of the first year of coursework and some clinical experience, students complete an in-class written 1st-year assessment. This assessment is intended to assure that students are competent in material prior to the fall semester of the 2nd year. The assessment is administered in May to provide ample opportunity over the summer months to remediate in areas in which greater mastery will be important for future success. Infrequently, the 1st-year assessment is among several sources of information that might encourage students and/or faculty to contemplate alternative career paths. Because the assessment is designed to establish core competencies – not the full depth of students’ knowledge in every area – sections are graded individually to help students and faculty assess areas of relative strength versus areas in which additional mentoring will be helpful. Both academic and clinical Audiology faculty members are responsible for development, administration and scoring of the Written Exam.

**Year I Written Exam**

This is an in-class exam at the end of the spring semester of the first Year, requiring that students work independently. The written exam is graded by section. Specific standards for performance on the written exam and outcomes will be provided to all 1st-year students and faculty early in the spring semester.

**Typical Year I Written Exam schedule**

- Typically given at the end of the spring semester of the 1st year (e.g., end of exam week)
- Re-take, if necessary, at the end of the summer session of the 1st year

**Year III Written Exam**

The third-year written exam serves as the summative assessment prior to fourth-year externship placement. The purpose of this 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 externship. This exam is given at mid-semester of year three. It is a take-home exam (typically two weeks) which students must complete independently. The written exam is graded by section. Specific standards for performance on the written exam and outcomes will be provided to all 3rd-year students at the beginning of the spring semester.

**Typical Year III Written Exam schedule**
Typically given mid-spring semester, over the week before Spring Break and the week of Spring Break

Re-take, if necessary, must be completed by the end of spring semester of the third year

**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 maps the audiology curriculum to specific knowledge and skills required by the ASHA certification guidelines. 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 Program Secretary for electronic entry into each student’s KASA database.

It is the student’s responsibility to meet at least once a semester with his/her advisors to 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.

**Course instructors and Director of Clinical Education in Audiology are responsible for submitting updated KASA forms to the Graduate Program Secretary at the end of each semester for entry into each student’s electronic KASA.** It is the student’s responsibility to ensure that supervised clinical hours are approved in Typhon 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 Au.D. 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 clinic grades of “B” or higher each semester in the program. If a student’s cumulative GPA drops below 3.0 at the conclusion of any given semester he/she will be placed on academic probation for the next semester by the Graduate School. He/she has that next semester to demonstrate knowledge 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 summer 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 either exam 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 advisors, relevant clinical instructor(s), the Director of Clinical Education in Audiology, and the Chair of the Graduate Committee (perhaps in several separate meetings, as appropriate). 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 issues, 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 B- or lower in clinical practicum at any point in the program. See Appendix D for details regarding the remediation policy.

If a student is unsuccessful in remediating, he/she may meet with the following people: the Chair of the Graduate Committee, the Director of Clinical Education in Audiology, the Academic Advisors (and the Chair of the Curriculum and Standards Committee, when involving the Year 1 or 3 written exam) 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 audiologists.
3. Complete all 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-year 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 in the summer prior to the 3rd year. All sites must be approved by the Director of Clinical Education prior to submitting applications. Applications are typically due anywhere between August and December of the year preceding the fourth year (i.e., the Fall semester of Year 3), typically with numerous interviews occurring during the Fall semester of Year 3 (course accommodations are given for interview travel that interferes with course meeting times, provided notification to course instructor is given as soon as possible).

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 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 to 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 probable 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. State laws and statutes can change; students are responsible for knowing, understanding, and following any changes in the law during the 4th year. This is not 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.


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 towards the end of spring semester Year III after completion of all coursework, but prior to their 4th-year externships. The Praxis II exam scores should be reported directly to Purdue University (1631). 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 Program 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”. See Appendix.

State Licensure:
State licensure is required 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 Purdue University Audiology program ensures graduates are eligible for Indiana state licensure. It is the student’s responsibility to identify requirements needed for licensure in other states. 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


Funding Opportunities

Department of Speech, Language, and Hearing Sciences

Selection Procedures
The Graduate Program Secretary maintains a current accounting of graduate student appointments and a listing of the funding status of all graduate students in the department. The department’s Graduate Committee has taken the position that priority in funding should go to Ph.D. students, then Au.D. and M.S. students.

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

Au.D. students in the fourth year of the program are not eligible for SLHS departmental funding, but will be considered for departmental scholarships when available.

Graduate Assistantships
Each fiscal year, the university allocates a sum of money to the department for graduate assistantships. The university establishes the stipend levels.

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. When a departmental assistantship is offered, a formal appointment letter will be provided to the student, who will need to formally accept the position via returning a signed acceptance form. Note: departmental assistantship are paid employment, which (as stated in offer letters) begins the week prior to the start of classes and ends the day grades are due (see published academic calendar). Students should plan to be on campus the entire period of employment, unless approved by your assistantship supervisor.

Individual Faculty Research and Training Grants
Many faculty members in the department receive research or training grants from a variety of funding sources. If a faculty member has budgeted for one or more assistants in his/her 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), or the American Auditory Society (AAS).

Other Purdue Opportunities

The Department of Speech, Language, and Hearing Sciences does not have any control over appointments of graduate students outside the department, although recommendation letters are supplied when requested.

Student Employment Services in the Division of Financial Aid provides a free job listing service available to both on and off-campus employers and to the students at Purdue University-West Lafayette. Information can be found at:
https://www.purdue.edu/dfa/employment/find-job.html

Note: older Au.D. students are often the best resource for incoming and first-year students with regards to identifying funding opportunities on campus. The Graduate Program Secretary can provide contact information of students funded outside the department.

A few examples of outside funding opportunities that Au.D. students have taken advantage of in the past are: COM-114 Teaching Assistants, University Resident Assistants, Athletic Tutors, English as a second language tutors.

Some useful Purdue funding pages are:
https://www.purdue.edu/gradschool/funding/
https://www.purdue.edu/gradschool/funding/types-of-funding/assistantships.html
https://cla.purdue.edu/academic/communication/graduate/prospective_students/funding.html#teachingassistant

One Fellowship available to Purdue undergraduate students is:

Chappelle Fellowships
Purdue undergraduates who are interested in staying at Purdue for their graduate education are eligible to apply for the Chappelle Fellowship. See Graduate School Fellowship page for details. Applications are typically due in mid-January, and it is the student’s responsibility to apply. SLHS does not control these awards, although SLHS students have received these in the past.

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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<thead>
<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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<tbody>
<tr>
<td>18 credits</td>
<td>15 credits</td>
<td>12 credits</td>
<td>9 credits</td>
<td>6 credits</td>
</tr>
</tbody>
</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 (8) credits.
# Code of Ethics

## 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

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/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
Remediation Policy

Remediation Options for knowledge/skills competencies covered in didactic coursework:
Some students may have difficulty demonstrating entry-level competencies for the knowledge/skills described in the ASHA 2011 Audiology certification standards upon initial completion of the associated courses in the curriculum. In these cases, 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 the lacking 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 semester following the course sequence in which those knowledge/skills are covered. In cases where a KASA standard can be demonstrated in one of multiple classes, target competency simply 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. Note: a few KASA standards require certification from multiple courses based on their wording in relation to Purdue’s curriculum. When a standard has been met, the course instructor will submit a report to the Graduate Program 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 Program Secretary indicating “Unsatisfactory” as designated by “U”.

Remediation Options for skills competencies covered in clinical practicum:
Some students may have difficulty demonstrating professional entry-level competencies for skills described in the ASHA 2011 Audiology certification standards upon initial completion of the associated clinical practicum experiences. In these cases, remediation procedures will be specified to allow individuals to satisfactorily demonstrate target skills competencies.

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 Form (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 will be provided 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. Violation of professionalism standards that rises to the level of unethical or threatens the safety or welfare of patients

**Standard IV-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 the Audiology Clinic and/or Director of Clinical Education in Audiology with notification to the student’s advisors. 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 Year 2 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 student’s advisors. 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 Year 1, will result in termination of clinical privileges.*

In the course of doctoral education in the audiology program 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 to the Purdue 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 student’s advisors. The purpose of this referral is to assist the student in continuing to attain appropriate intervention services.
Writing Intervention Referral Sources

English 002 is a writing course for non-native speakers of English. There are sections in the fall, spring, and summer.

Technical writing courses are also available. These include exercises in writing essays, grant proposals, and personal statements, but are not content specific.

The Purdue 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 https://owl.purdue.edu/, or stop by Heavilon Hall Room 226 Monday-Thursday 9-6PM and Friday 9-1PM.

Purdue Online Writing Lab (OWL) offers over 200 free resources including:
- https://owl.purdue.edu/
  - Writing and Teaching Writing
  - Research
  - Grammar and Mechanics
  - Style Guides
  - ESL (English as a Second Language)
  - Job Search and Professional Writing

Standard IV-B1 (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)
AuD graduate student

__________________________________________
Jennifer Simpson, AuD CCC-A
Director of Clinical Education in Audiology

__________________________  __________________________
Date  Date

Lyles-Porter Hall  715 Clinic Drive  West Lafayette, IN  47907-2122
(765) 494-3789  Fax: (765) 494-0771  www.purdue.edu/hhs/slhs
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