



# Au.D. Graduate Handbook 2022-2023

Department of  
Speech, Language, and Hearing Sciences



**Revisions by the 2022-2023 Au.D. Curriculum and Standards Committee**

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This handbook serves as a reference for students pursuing the Doctor of Audiology degree (Au.D.) and their faculty advisors. It describes 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 students need. 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 concurrently 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 undergraduate coursework in linguistics. It offers graduate coursework leading to the Master of Science degree in Speech Pathology; the Master of Science degree in Hearing Science; the Doctor of Audiology degree; and the Ph.D. degree.

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. The program intends to attract students who will succeed in applying 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. (as described in more detail below) It is possible to pursue the Au.D. and Ph.D. degrees simultaneously or sequentially. Some efficiencies can 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 and Standards 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 they have 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 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 was to provide remedial services to university students who had deviant speech skills. A year later, the University started an undergraduate academic training program. 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 to achieve accreditation in both speech pathology and audiology from the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA). On February 8, 2002, the Indiana Commission on Higher Education approved the Doctor of Audiology program offered by Purdue University. The first class of Au.D. students graduated in 2007.

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 to obtain an Au.D. degree. The 2011 ASHA standards had an implementation date of January 1, 2011, and required a doctoral degree for certification beginning in January 2012, plus

1820 hours of supervised clinical practicum. The 2020 ASHA standards, which had an implementation date of January 1, 2020, no longer prescribed a specific number of hours of supervised clinical practicum.

For the current version of the Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology, please refer to <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>.

## The Organizational Structure of the Department

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Dr. Preeti M. Sivasankar	SLHS Department Head Reports directly to the Dean of the College of Health and Human Sciences
Dr. Jennifer Simpson	Associate SLHS Department Head
Dr. Shannon Van Hyfte	Director of Clinical Education in Audiology
Dr. Joshua M. Alexander	Chair of the Au.D. Curriculum and Standards Committee
Dr. Elizabeth Strickland	Chair of the SLHS Graduate Committee
Ms. Vicki Black	SLHS Graduate Program Secretary

## Concerns and Complaints

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We hope that students will feel comfortable discussing most concerns directly with the involved parties, but we know that situations can arise where other advice is needed. The Department Head, Chair of the Graduate Committee, faculty advisors, Director of Clinical Education, Chair of the Curriculum and Standards 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 Ombudsmen 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	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
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 <a href="http://www.asha.org">www.asha.org</a>	
SLHS Department Ombudsperson	Dr. Ronnie Wilbur	

## Mental Health Statement

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Purdue University is committed to advancing students' mental health and emotional well-being and offers numerous resources, including those listed below.

- Purdue Student Help and Crisis Line: 765-495-HELP (765-495-4357)
- **If you find yourself beginning to feel some stress, anxiety, and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>.** Sign in and find information and tools at your fingertips, available to you at any time.
- **If you need support and information about options and resources,** please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- **If you are struggling and need mental health services:** If you or someone you know feels overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should

contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

## Department Mission Statement

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The Department of Speech, Language, and Hearing Sciences emphasizes the study of human communication sciences and disorders. All aspects of communication – including speech, language, and hearing – as well as essential functions of swallowing and balance, are explored through all stages of the lifespan. The department provides excellence in education across undergraduate, graduate professional (MS-SLP and Au.D.), and research programs (Ph.D.). Evidence-based practice and research are central emphases of all the department's programs. As future clinicians and developing scientists, students study all aspects of normal and pathological communication, as well as normal and disordered swallowing and balance. The Department embraces a state, national, and international character in its student enrollment, its reputation, and the placement of its graduates. The department's mission fits well with the missions of both the University and the College of Health and Human Sciences.

## Guiding Principles of the Au.D. Program

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

- Challenge the status quo and 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 21<sup>st</sup> 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

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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 hearing science and the clinical skills to conduct and promote evidence-based clinical practice throughout their careers.
- Develop audiologists who have the diagnostic and rehabilitative clinical skills necessary to fulfill the current and future scope of practice in a culturally sensitive manner across the life span in a wide variety of clinical settings.
- Develop tomorrow's leaders in audiology by encouraging students to pursue their individual goals and expand upon their talents and strengths.

## Goals of the Au.D. Program

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The following goals have been established to achieve the mission of the Au.D. program.

- Prepare audiology students to become 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 and future 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.
- Prepare students to conduct and promote evidence-based clinical services.
- Prepare students to be critical consumers of published research in their 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 students’ cultural competence by deepening their understanding of those they serve and how their own culture impacts service delivery.
- Develop clinical audiologists who can act as peer mentors and supervisors of audiologists in training.
- Foster leadership by promoting a culture of lifelong learning and providing students with the skills necessary to adapt to future changes in the field.
- Assure that the curriculum is sequential and parsimonious so that students meet clinical competencies.

## The Advisors

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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 the 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 concerning 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

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Students entering the Au.D. program typically have an undergraduate degree in Communication Disorders; Audiology and Speech Pathology; Communication Sciences and Disorders; or Speech, Language, and Hearing Sciences. Students may enter the graduate program with a different major, but they may need to *independently learn* prerequisite knowledge before enrolling in the audiology core graduate courses.

**For these students, knowledge in the following 8 courses is expected:**

- Hearing Science (SLHS 302)
- Anatomy and Physiology of the Speech Mechanism (SLHS 303)
- Introduction to Phonetics (SLHS 306)
- Language Development (SLHS 309) or Language Acquisition (SLHS 509)
- Introduction to Clinical Practice in Communication Disorders (SLHS 449)
- Assessment Audiology and Aural Rehabilitation Across the Lifespan (SLHS 460)
- Statistics (covering at least t-tests, analyses of variance, chi-square, regression, and correlation; e.g., PSY 201, PSY 500, STAT 501 or SOC 382, or equivalent as approved by Graduate Committee)

### Doctor of Audiology Curriculum

#### Year One

##### **Semester One**

SLHS 503	Auditory Perception	3
SLHS 504	The Auditory Periphery	3
SLHS 506	Neural Bases of Hearing	3
SLHS 560	Audiologic Diagnostics	3
SLHS 579	<i>Clinical Practicum in Audiology</i>	4
		<b>16 credits (12 didactic)</b>

##### **Semester Two**

SLHS 561	Medical Audiology	3
SLHS 564	Hearing Aids I	3
SLHS 567	Auditory Evoked Responses	3



SLHS 570	Hearing Conservation	2
SLHS 579	<i>Clinical Practicum in Audiology</i>	4
		<b>15 credits</b> (11 didactic)

**Semester Three**

SLHS 518	Counseling in SLP and Audiology	2
SLHS 565	Vestibular Assessment and Rehabilitation	3
SLHS 579	<i>Clinical Practicum in Audiology</i>	4
		<b>9 credits</b> (5 didactic)

**Year Two**

**Semester One**

SLHS 563	Pediatric Audiology	3
SLHS 574	Hearing Aids II	2
SLHS 619	Seminar in Hearing Research	1
SLHS 579	<i>Clinical Practicum in Audiology</i>	5
		<b>11 credits</b> (6 didactic)

**Semester Two**

SLHS 519	EPB I: Evaluating Research	2
SLHS 553	Implantable Devices	3
SLHS 619	Seminar in Hearing Research	1
XXXXX Elective^		2
SLHS 579	<i>Clinical Practicum in Audiology</i>	5
		<b>13 credits</b> (8 didactic)

**Semester Three**

SLHS 579	<i>Clinical Practicum in Audiology</i>	5
or		
SLHS 590*	Directed Research Study	1
		<b>5 (or 1) credits</b> (0 or 1 didactic)

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

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

**Year Three**

**Semester One**

SLHS 544	School-Clinical Methods (8 weeks)	1
SLHS 670	Integrative Audiology Grand Rounds	1
SLHS 688	EBP II: Research Integration and Dissemination	2
XXXXX Elective^		2
SLHS 579	<i>Clinical Practicum in Audiology</i>	5 (typically off-site)
		<b>11 credits</b> (6 didactic)

**Semester Two**

SLHS 659	Audiology Practice Management	2
SLHS 661	Advanced Medical Audiology	3
SLHS 670	Integrative Audiology Grand Rounds	1
SLHS 579	<i>Clinical Practicum in Audiology</i>	5 (typically off-site)
		<b>11 credits</b> (6 didactic)

**Semester Three: Fourth-Year Externship begins**

SLHS 679	<i>Advanced Clinical Practice in Audiology</i>	<b>4*</b>
		<b>4 credits</b> (0 didactic)

**Year Four**

**Semester One**



SLHS 670	Integrative Audiology Grand Rounds	1*
SLHS 679	Advanced Clinical Practice in Audiology	4*
		<b>5 credits</b> (1 didactic)
<b>Semester Two</b>		
SLHS 670	Integrative Audiology Grand Rounds	1*
SLHS 679	Advanced Clinical Practice in Audiology	4*
		<b>5 credits</b> (1 didactic)

**Total Minimum Required Credit Hours**

Required didactic credit hours (including electives): 56

Required clinical credit hours: 49

Total credit hours: 105

**^Electives: Minimum of 4 total elective credits to be taken anytime within Year 1 – Year 3.**

**Capstone Project Requirements for the Au.D. Program**

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***Overall Vision***

Two courses are designed to help graduate students understand, critically analyze, and integrate research from the literature. These skills will serve as the evidence base for a lifelong clinical practice and will be used to mentor future clinicians.

**EBP I: Evaluating Research (2 credits) – Spring Year 2**

The teaches students how to understand and critically analyze the types of research commonly used in our field: group designs, randomized control trial designs, case studies (single and multiple), etc. The broad course requirements (deliverables) are the same for SLP and Au.D. students, but with different processes (as determined by the respective curriculum and standards 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.

This course is taken by all Au.D. students, including those involved with lab or clinical research (e.g., via SLHS 590s). About midway through the semester, students start planning a project concerning the evidence base for current practice. Students pursuing lab and/or clinical research are encouraged to use their research project as their Capstone Project.

**EBP II: Research Integration and Dissemination (2 credits) – Fall Year 3**

The goal of this course is to provide education in the integration and dissemination of research. In this course, the deliverables are a paper and a poster. Posters are presented at the Ringel Student Research Symposium. The course focuses on activities to improve writing and presentation skills based on the integration of research studies. This is not required for Au.D. students who obtain a waiver from the Au.D. Curriculum and Standards Committee to complete an independent research project (see below). Students doing a mentored research project are strongly encouraged to obtain a waiver.

*Waiver Request to take SLHS 590: Independent Study instead of EBP II:* Students conducting laboratory and/or clinical research are strongly encouraged to use SLHS 590 credits to substitute for the EBP II course. These credits cannot count towards the total elective credit requirement. Students seeking this option need to complete a waiver request in conjunction with the project advisor to develop an explicit plan for meeting all of the primary learning goals for the EBP II course, including a paper and poster. Plan early because the waiver request needs to be approved by the Au.D. Curriculum and Standards Committee before the start of the fall semester, Year 3.

It is the student's responsibility to follow the checklist below and meet with their advisors regularly to ensure 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).
- 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.
- Schedule a joint meeting with your academic and clinical advisors during the registration period (around weeks 9-12) of each semester (to register for courses for the following semester and to discuss progress and plans).
- Meet with clinical instructors before clinic starts each semester and regularly throughout the semester on a schedule determined with each instructor.
- Spring: Complete any necessary course remediation from the fall semester.
- Take and pass the First-Year Exam in early May.
- Take and pass First-Year Exam retake (if necessary) before the start of the fall semester.
- 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 log cards.
- Any student interested in performing independent research for their Capstone Project (e.g., lab- or clinic-based data collection, which may require IRB or PACUC protocols) should discuss project ideas with potential project advisors as early as spring semester Year 1. In these cases, it can be beneficial to begin the project before the EBP I course (spring of Year 2). In these cases, SLHS 590 credits can be taken during the summer of Year 1 and/or fall of Year 2. If approved, up to two SLHS 590 credits may be counted as elective credits.

## Second Year

- Submit the electronic Plan of Study (POS) by the 8<sup>th</sup> week of the second semester. See the section entitled "Plan of Study for the Au.D. Program" below for specific rules and requirements.
- Schedule a joint meeting with your academic and clinical advisors during the registration period (around weeks 9-12) of each semester (to register for courses for the following semester and to discuss progress and plans).
- Meet with clinical instructors before clinic starts each semester and regularly throughout the semester on a schedule determined with each instructor.

- Meet with the assigned clinical instructors regarding clinic placements and other clinic requirements throughout each semester.
- Determine a Capstone Project topic and advisor. To avoid missing submission deadlines, meet with your advisor early to discuss your plans for submitting your project to a conference (e.g., ISHA, or a national conference). If you are conducting laboratory and/or clinical research, strongly consider using SLHS 590 credits to substitute for the EBP II course.
- Complete any necessary course remediation.
- Spring: Determine specific third-year clinical externship rotations with the Director of the Audiology Clinic and determine any need to create “Memo of Agreement” with an externship site not typically included in the program.
- Spring: Schedule a meeting with the Director of Clinical Education in Audiology to discuss options for fourth-year clinical externships.
- 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 log cards.

### **Third Year**

- Schedule a joint meeting with your academic and clinical advisors during the registration period (around weeks 9-12) of each semester (to register for courses for the following semester and to discuss progress and plans).
- Meet with your clinical instructor regarding clinic placements and other clinic requirements throughout each semester.
- Meet with clinical instructors before clinic starts each semester and regularly throughout the semester on a schedule determined with each instructor.
- Present Capstone poster at the Ringel Student Research Symposium.
- Complete any necessary course remediation.
- In the summer, create a list of possible fourth-year clinical externship sites.
- In the fall, get your list of externship sites approved by the Director of Clinical Education in Audiology. Apply to the approved externship sites. Interview with the externship sites that contact you.
- 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 log cards.
- Take and pass Praxis exam in Year 3 or 4 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.
- 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 log cards.
- Submit paperwork to the Graduate Program Secretary to apply for ASHA certification if desired. Note that it may take 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**

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### Preparing the Plan of Study Electronically

The Plan of Study (POS) is your official plan filed through the Graduate School for completing the Au.D. degree. Access to the electronic Plan of Study Generator (POSG) is via the MyPurdue portal (<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 log in to myPurdue. Your POS committee must include **3** faculty members with either an R1 or R2 classification. Committees typically have at least one academic faculty member and at least one clinical faculty member. It is your responsibility to request your advisors and one other faculty member to serve 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 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 clicking 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 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 Graduate School has completed and accepted the POS. 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 the numbers for the courses are correct.*

Area	Courses Title	Subj. Abbr.	Course No.	Credit Hours	Regis. Type	Grade	B or better	Transfer From	Date Completed To Be Completed
PRIMARY	AUDITORY PERCEPTION	SLHS	50300	3	RE	A	YES	-	Fall 2020
PRIMARY	THE AUDITORY PERIPHERY	SLHS	50401	3	RE	B+	YES	-	Fall 2020
PRIMARY	FND AUDITRY NEURL PROC	SLHS	50601	3	RE	A-	YES	-	Fall 2020
PRIMARY	AUDIOLOGIC DIAGNOSTICS	SLHS	56000	3	RE	A+	YES	-	Fall 2020
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	1	RE	A-	YES	-	Fall 2020
PRIMARY	MEDICAL AUDIOLOGY	SLHS	56100	3	RE	A+	YES	-	Spring 2021
PRIMARY	HEARING AIDS I	SLHS	56400	3	RE	B+	YES	-	Spring 2021
PRIMARY	AUDITORY EVOKED RES I	SLHS	56700	3	RE	A-	YES	-	Spring 2021
PRIMARY	HEARING CONSERVATION	SLHS	57000	2	RE	A+	YES	-	Spring 2021
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	1	RE	A	YES	-	Spring 2021
PRIMARY	COUNSELING SLP & AUD	SLHS	51800	2	RE	A	YES	-	Summer 2021
PRIMARY	VESTIBULAR ASSMT&REHAB	SLHS	56501	3	RE	A	YES	-	Summer 2021
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	1	RE	A	YES	-	Summer 2021
RELATED	HEALTHCARE ECON AND FINANCE	NUR	67800	3	RE	B+	YES	-	Fall 2021
PRIMARY	PEDIATRIC AUDIOLOGY	SLHS	56300	3	RE	A	YES	-	Fall 2021
PRIMARY	HEARING AIDS II	SLHS	57401	2	RE	A	YES	-	Fall 2021
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	2	RE	A	YES	-	Fall 2021
PRIMARY	SEMINARS IN HEARING RESEARCH	SLHS	61900	1	RE	A	YES	-	Fall 2021
PRIMARY	EVALUATING RESEARCH (EBP1)	SLHS	51900	2	RE	A	YES	-	Spring 2022
PRIMARY	SCHL-CLIN MTHDS COMM DISORDERS	SLHS	54401	1	RE	A-	YES	-	Spring 2022
PRIMARY	IMPLANTABLE DEVICES	SLHS	55300	3	RE	B+	YES	-	Spring 2022
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	2	RE	A	YES	-	Spring 2022
PRIMARY	SEMINARS IN HEARING RESEARCH	SLHS	61900	1	RE	A	YES	-	Spring 2022
RELATED	COMM SCIENCE TO THE PUBLIC	ASEC	54800	1	RE	A	-	-	Summer 2022
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	1	RE		-	-	Summer 2022
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	3	RE		-	-	Fall 2022
PRIMARY	INTEGRATIVE AUD GRAND ROUNDS	SLHS	67000	1	RE		-	-	Fall 2022
PRIMARY	DISSEMINATING RESEARCH	SLHS	68800	2	RE		-	-	Fall 2022
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	3	RE		-	-	Spring 2023
PRIMARY	PRACTICE MANAGEMENT	SLHS	65900	2	RE		-	-	Spring 2023
PRIMARY	ADVANCED MEDICAL	SLHS	66100	3	RE		-	-	Spring 2023
PRIMARY	INTEGRATIVE AUDIOLOGY GRAND ROUNDS	SLHS	67000	1	RE		-	-	Spring 2023
PRIMARY	EXTERNSHIP	SLHS	67900	4	RE		-	-	Summer 2023
PRIMARY	INTEGRATIVE AUDIOLOGY GRAND ROUNDS	SLHS	67000	1	RE		-	-	Fall 2023
PRIMARY	EXTERNSHIP	SLHS	67900	4	RE		-	-	Fall 2023
PRIMARY	INTEGRATIVE AUDIOLOGY GRAND ROUNDS	SLHS	67000	1	RE		-	-	Spring 2024
PRIMARY	EXTERNSHIP	SLHS	67900	4	RE		-	-	Spring 2024

**\*\*\* At least 61 total graded POS credits are required for Graduate-School approval of the Au.D. degree.**

**Graduate Level Electives**

Electives are to be listed as “Related” in the Area category. 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 and Standards Committee, or the Director of Clinical Education can answer any questions regarding these courses. Students are encouraged to

identify a course that is not on the approved list. New elective courses can be brought to the Curriculum and Standards Committee for discussion and possible approval.

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

Before beginning the audiology graduate program, a maximum of twelve graduate credits taken at Purdue can be counted toward the graduate degree. These courses must be considered excess courses for the Bachelor's degree. Au.D. and M.S. students must be enrolled full-time for at least two terms after earning the Bachelor's degree, no matter how many graduate credits were accumulated during undergraduate study. Taking courses for graduate credit as an undergraduate or non-degree student neither ensures admission to the graduate program nor ensures that the acquired graduate credits will be accepted on the POS. The Department and the Graduate School may accept up to twelve graduate-level credits from a graduate program outside Purdue. These credits may be allowed on the POS if the student's POS committee and the Graduate Committee approve. Approval by the Department Head and the Dean of the Graduate School of Purdue University is also 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. University policy firmly states that pass/no pass grades are not acceptable in fulfilling degree requirements.
- A grade of C or better is required for any course 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 undergraduates may only be listed if they were "certified undergraduate excess" hours (i.e., they were not used to satisfy undergraduate degree requirements).
- Courses used to satisfy the prerequisite 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.

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

### **Change of Status Notification**

For several 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**

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The Au.D. degree is acquired through a 4-year post-baccalaureate program. The Ph.D. typically takes at least 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. program and decides to change their degree objective, they must request a change in status by submitting a letter to the Graduate Committee. The student must also meet with their advisors and the Director of Clinical Education in Audiology.

1. 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.
2. If the request is to pursue an M.S. in Hearing Science, then a master's thesis is required and the student should meet with their academic advisor to discuss research goals. The student's request to the Graduate Committee should indicate the desire to change the degree objective from the Au.D. to the M.S. in Hearing Science. A new plan of study is then required to reflect the new degree program.
3. If the request is to pursue a Ph.D. without clinical certification, the student must apply to the Ph.D. program through the Graduate Committee. If the student is accepted into the Ph.D. program, up to 30 credits from the Au.D. coursework can be transferred to the Ph.D. Plan of Study with approval. See the Graduate Program Secretary for further instructions.
4. If the request is to pursue the Ph.D. in addition to the Au.D., the student must apply to the Ph.D. program through the Graduate Committee. This can be done at any point in the Au.D. program. Students completing the Au.D. can 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. Students seeking both the Au.D. and Ph.D. must file a dual degree declaration.

## **Formative and Summative Assessments in the Au.D. Program**

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### **Formative Evaluation of Knowledge and Skills**

Formative assessment is an ongoing measurement of students' learning during their educational preparation. Formative assessment yields critical information for monitoring a student's acquisition of knowledge and skills. Such an 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 are conducted in each course. The syllabus for each course identifies the ASHA standards covered and how evidence will be collected to indicate that target competencies have been achieved. There is also an exam at the end of the first year of the program. Each student must pass the exam to continue in the program.

At the end of Year 1, students complete a written First-Year Exam. This assessment is intended to assure that students are competent in crucial knowledge and skills before continuing to Year 2. It is administered in early May to provide many opportunities over the summer to remediate areas in which greater mastery will be essential for future success. Infrequently, the First-Year Exam is among several sources of information that might encourage students 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 faculty members are responsible for the exam's development, administration, and scoring.

### **Record Keeping**

The Knowledge and Skills Acquisition (**KASA**) summary form maps the audiology curriculum to specific knowledge and skills required by the ASHA certification guidelines. The course/clinic instructors 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 students' responsibility to meet at least once a semester with their advisors to discuss progress through the curricular sequence and ensure that the appropriate documentation has been entered into their KASA as they complete their courses and clinics.

**Course instructors and the 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 students' responsibility to ensure that supervised clinical hours are approved in Calipso 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 a student's achievement of knowledge and skills. There is no formal summative assessment for graduation. The summative assessment used for ASHA certification is the Praxis series examination in audiology administered by the Educational Testing Service (ETS). See below for more information.

## **Year 4 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 each semester to stay in good standing in the Au.D. program.

## **Progress in the Au.D. Program**

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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).

1. Adequate progress in the Au.D. program is achieved by maintaining an overall GPA of 3.0 in all coursework. Students whose cumulative GPA is less than 3.0 after any given semester will be placed on academic probation for the next semester by the Graduate School. They have that next semester to demonstrate knowledge and resultant course grades that will rectify the reason for their probationary status.
2. If a student receives a grade of "B-" or lower in any course, remediation may be required by the course instructor, who will notify the student, advisors, and Chair of the Graduate Committee in writing. It is the student's responsibility to follow up with the instructor. See the chart titled "Course Remediation Process" in [Appendix C](#). The student is given specific written remediation recommendations for rectifying the issues, along with a deadline by which this must be accomplished. Documentation is kept in the student's file.
3. Adequate progress in the Au.D. program is achieved by maintaining clinic grades of "B" or higher each semester. If a student receives a grade of "B-" or lower in any semester of clinic, they will be placed on probation for the next semester. The student meets with their 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 their clinical practicum privileges 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 and a deadline by which this must be accomplished. Documentation is kept in the student's 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.
4. Students who do not pass the First-Year Exam may have the opportunity to initiate and complete remediation and retake the exam sections assessed as unsatisfactory. They must pass the retake by the end of the summer semester, which would enable them to move on to the next level of the Au.D. program with their class cohort. See "[Remediation Policy](#)" for deadlines.

## **Minimum requirements for graduation:**

1. Complete all required didactic and clinical credit hours with GPA 3.0 or higher.
2. Complete clinical hours successfully, supervised by a state-licensed audiologist.
3. Complete all Knowledge and Skills Acquisitions.
4. Pass First-Year Exam.
5. Follow ASHA Code of Ethics ([Appendix A](#)), the Purdue University Statement of Integrity and Code of Conduct ([Appendix B](#)), and the professional expectations and requirements (see Audiology Clinic Handbook).

***Remediation procedures 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 2020 Audiology Certification Standards upon initial completion of the associated courses in the curriculum. In these cases, remediation procedures are specified to allow individuals to satisfactorily demonstrate target knowledge/skills competencies.

These remediation procedures must be completed to achieve specified standards. They can consist of one or more of the following:

- 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). See the chart titled “Course Remediation Process” in Appendix C.
- b. Comprehensive exam performance on questions designed to assess the lacking knowledge/skills identified by various course instructors.

Remediation procedures are to be initiated by the student. The target competency in the deficit area must be achieved as defined in the KASA summary form by the end of the semester following the course sequence in which those knowledge/skills are covered. In cases where a knowledge/skill can be demonstrated in more than one course, target competency only needs to be demonstrated in one of the courses/practicum/other experiences identified in the KASA summary form. Completing the remediation procedures does not raise a grade but will demonstrate 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 report to the Graduate Program Secretary that the student’s performance is satisfactory. 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 after remediation activities, the Course Instructor will submit a report to the Graduate Program Secretary indicating “Unsatisfactory” as designated by “U”.

***Remediation procedures for the First-Year Exam***

The First-Year Exam ensures that a student is competent in various areas before the fall semester of the second year: Etiology, Diagnostics, Hearing Aids, and Basic Processes. Students who receive a No-Pass on any of these sections or a Low-Pass on two or more are required to formally remediate in order to continue in the program.

While the Au.D. faculty are more than willing to help a student with remediation, it is ultimately the student’s responsibility to design and manage the remediation plan. The student must meet with the Chair of the Au.D. Curriculum and Standards Committee and their advisors to discuss the remediation plan. The remediation plan includes reviewing the graders’ written feedback to identify specific weak spots that need to be corrected and reviewing relevant course notes. The student should also meet with all of the graders of the sections to be remediated to be sure they understand the weak spots in their knowledge, discuss a plan for remediating that section, and seek clarification on specific comments or concepts.

Remediation is completed by retaking only those sections not passed by the third week of July. The earlier, the better. Except for one Low-Pass, students must pass all sections to pass the entire exam.

**Activity**

- First-Year Exam
- Student notified of need to remediate
- Student meets with the instructor(s) responsible for “no pass” or “low pass” sections
- Student meets with the instructor(s) to review material
- Student retakes “no pass” or “low pass” sections
- Student receives feedback on retake exam

**Target Deadline**

- First week of May
- Third week of May
- End of May
- June – July
- Third week of July
- First week of August

***Remediation procedures for skills competencies covered in clinical practicum***

Some students may have difficulty demonstrating professional entry-level competencies for skills described in the ASHA 2020 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 the clinical program***

Students enrolled in SLHS 579 (on-campus clinical practicum) or SLHS 679 (fourth-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 provide an opportunity to develop experience within all areas specified in ASHA 2020 Audiology standards for clinical skills. They are individualized as appropriate for each practicum assignment.

Clinical faculty (licensed and ASHA-certified audiologists who supervise student practicum) identify the need for remediation when necessary. Remediation procedures for clinical competencies are initiated when a 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 is directly reflected in a student's course grade for each clinical experience. Their clinical instructors provide corresponding ongoing feedback with specific recommendations of remediation as needed. Formal evaluation meetings are held in the middle and the end of the semester, using the Clinical Skills Competency Form (CSCF) as a mechanism for the clinical instructor to identify areas of success and areas needing remediation. Failure to demonstrate expected performance levels in any clinical skill area is recorded on the CSCF, and the clinical instructor for that practicum assignment makes specific recommendations for those areas that are not at expected performance levels.

Students who demonstrate clinical skills below expectations for the current year-level have an opportunity to improve these skills through remediation. This remediation includes specific goals, suggested resources, and a reasonable period for completion. If a student clinician demonstrates skills within expected levels in the indicated period, their clinical practicum privileges continue. For those students whose performance in clinical practicum results in a letter grade of "B-" or lower, individualized remediation plans 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 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 the spring of Year 2. See the description below.
3. Violation of professional standards that rises to the level of unethical or threatens the safety or welfare of patients.

### ***Prerequisite skills in oral and written communication***

Two formative assessment tools are used to assess oral and written communication skills: Oral/Nonverbal Communication Skills and Written Communication Skills. If a student receives a "U" for any oral/nonverbal communication skills either at their mid-term or end-of-semester evaluation, the clinical instructor issues a "Professional Protocol Notice." The student's clinical privileges are automatically lowered to probationary status, and a remediation plan is 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. Oral and nonverbal communication skills development 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.*

If a student receives a "U" (unsatisfactory) for any of the written communication skills either at their mid-term or end-of-semester evaluation, the clinical instructor issues a "Professional Protocol Notice." The student's clinical privileges are automatically lowered to probationary status, and a remediation plan is 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. The development of written communication skills is 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.*

During the Au.D. program, students have many opportunities 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 is the responsibility of the individual student to implement the recommended procedure. The writing lab routinely notifies the referring instructor when a student uses the services. It is at the instructor's discretion to determine if the writing deficiencies are severe enough to potentially impede the student's success. If so, it is the instructor's responsibility to inform the student's advisors. This referral aims to assist the student in attaining 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 writing essays, grant proposals, and personal statements but are not content-specific.

The Purdue Writing Lab is a major referral source. The writing lab provides a range of services:

- Consultation with individual department
- Writing groups
- Individualized instruction

It is constructive 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 that 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 9-6 p.m. and Friday 9-1 p.m.

Purdue Online Writing Lab (OWL) offers over 200 free resources, including:

- Writing and Teaching Writing
- Research
- Grammar and Mechanics
- Style Guides
- ESL (English as a Second Language)
- Job Search and Professional Writing

### ***Professionalism***

The Clinical Skills Competency Professional Protocol form is 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 completes an Ethical Practices Reminder. Failure to meet these standards results in probationary status determined by the Director of Clinical Education in Audiology, the Audiology Clinic Director, and the clinical instructor directly involved. A remediation plan is developed that provides the student with specific written recommendations for remediation and 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**) results 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 the safety/welfare of clients.

### ***Release from the Au.D. Program***

If a student is unsuccessful in remediating any of the above, they will meet with the Chair of the Graduate Committee as well as one or more of the following: the Director of Clinical Education in Audiology, the Academic Advisors, and the Chair of the Curriculum and Standards Committee to discuss possible release from the program.

## Third-Year Externship

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The third-year externships (SLHS 57900) consist of three off-campus placements — Summer Year 2, Fall Year 3, and Spring Year 3. Students must have a grade of “B” or better in SLHS 57900 (on-campus clinical practicum) in Spring Year 2 in order to begin their off-campus placement in Summer Year 2.

Expectations are similar for off-campus placements as on-campus clinical practicums; as such, adequate progress in the Au.D. program is achieved by maintaining grades of “B” or higher each semester. A student cannot continue in the Au.D. program if they obtain two grades of “B-” or lower in their clinical practicums (on- or off-campus) at any point in the program (see section #3 under “[Progress in the Au.D. Program](#)” on page 13).

If a student fails to make adequate progress during any of the externship placements (not meeting expected knowledge and skills for their level in the program as outlined and described in the KASAs), the student will be dismissed or recalled from the placement and return to campus for remediation. If this occurs, the student will earn a grade of “B-” or lower for that semester.

- If the student’s first grade of “B-” or lower occurs in Summer Year 2 or Fall Year 3, they will be placed on probation for the next semester.
- If the student’s first grade of “B-” or lower occurs in Spring Year 3, they will be required to complete another externship deemed appropriate by the committee — post-remediation before moving on to the fourth-year externship and continuing in the Au.D. program.
  - If the student obtains a grade of “B-” or lower at this post-remediation externship, they will be dismissed from the Au.D. program.

## Fourth-Year Externship

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**Students can only begin a fourth-year externship if they maintain adequate progress in the Au.D. program (see section titled “[Progress in the Au.D. Program](#)”). There are no exceptions to this requirement.**

The fourth-year externship placement begins in the summer after Year 3. Depending on the site chosen/arranged, the dates may differ and extend past the graduation date. Students are responsible for identifying possible sites throughout the nation for their fourth-year experience. The student shares a list of possible sites with the Director of Clinical Education in the summer before the third year. *The Director must approve all sites of Clinical Education before submitting applications.* Applications are typically due between August and December of Year 3, followed by numerous interviews. Course accommodations are given for interview travel that interferes with course meeting times, provided that the course instructor is notified 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. Securing an MOA can take several months, although it is typically completed in several weeks. It is possible that an MOA cannot be reached, and a new site needs 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” (e.g., cochlear implant evaluations and mapping, vestibular assessments and treatment, intraoperative monitoring).

### Expectations for Students during their Fourth Year

It is a privilege to be selected for a fourth-year placement. Students are expected to continue to follow the ASHA Code of Ethics during their externships. Students must also follow policies and procedures set by their externship site. The site can request that the student be removed from their site at any time. If this happens because of unethical behavior, continued unsatisfactory clinical performance, or unprofessional behavior, Purdue University is not responsible for finding a new site for the student. In this situation, the student will probably 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 fourth-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 fourth year. This is not Purdue University's responsibility.**

## **ASHA Certification and Licensure**

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The American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation (CAA) accredits the Purdue University Au.D. 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 Year 3 and Year 4. Passing the exam and completing 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/certification/praxis/>

The Praxis exam is administered by the Educational Testing Service: [www.ets.org/praxis](http://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 towards the end of spring semester Year 3 after completing all coursework but before their fourth-year externships. The Praxis exam scores should be reported directly to Purdue University (1631). It is recommended that students save 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>. A complete description of the procedures for obtaining the CCC-A is available at <https://www.asha.org/certification/AudCertification>. Students applying for ASHA certification must complete these forms and the SHLS Practicum Record Form for Audiology. These should be submitted 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.**

### **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/>. The Purdue University Au.D. program ensures graduates are eligible for Indiana state licensure. It is the student's responsibility to identify the requirements needed for licensure in other states. The ASHA CCC-A may be submitted in place 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**

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### **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 position is that priority in funding should go to Ph.D. students, then Au.D. and M.S. students.

All students 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 Year 4 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 include teaching laboratory sections, assisting faculty members in a specified course or courses, developing teaching/administrative materials, etc. When a departmental assistantship is offered, a formal appointment letter is provided to the student, who needs to formally accept the position via returning a signed acceptance form. Note: departmental assistantship is paid employment, which (as stated in offer letters) begins the week before classes start and ends the day grades are due (see published academic calendar). Students should plan to be on campus for the entire period of employment unless approved by the assistantship supervisor.

#### ***Individual Faculty Research and Training Grants***

Many faculty members in the department receive research or training grants from various funding sources. If a faculty member has budgeted for one or more assistants in their grant proposal, and if the granting agency has approved this, 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 awards outside of SLHS through other organizations such as ASHA, the American Academy of Audiology (AAA), the American Auditory Society (AAS), and various hearing aid manufacturers.

#### **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 students at Purdue University-West Lafayette. Information can be found at <https://careers.purdue.edu/go/West-Lafayette-Students/7721500>

*Note: Au.D. students who are further along in the program are often the best resource for incoming and first-year students to identify 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, and English as a second language tutors.

The Purdue funding page is:

<https://www.purdue.edu/gradschool/funding/types-of-funding/assistantships.html>

One Fellowship available to Purdue undergraduate students is:

### ***Chappelle Fellowship***

Purdue undergraduates interested in staying at Purdue for their graduate education are eligible to apply for the Chappelle Fellowship. See the 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.

### **Recommended Maximum Credit Hours for Students with Funding Appointments**

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

No appointment	.25 FTE	.50 FTE	.75 FTE	1.0 FTE
18 credits	15 credits	12 credits	9 credits	6 credits

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.

## ASHA Code of Ethics Effective March 1, 2016

### Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is [applicable to the following individuals](#):

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

### Terminology

#### **ASHA Standards and Ethics**

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

**Advertising:** Any form of communication with the public about services, therapies, products, or publications.

**Conflict of interest:** An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

**Crime:** Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on [www.asha.org/certification/AudCertification/](http://www.asha.org/certification/AudCertification/) and [www.asha.org/certification/SLPCertification/](http://www.asha.org/certification/SLPCertification/).

**Diminished decision-making ability:** Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

**Fraud:** Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

**Impaired practitioner:** An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health-related conditions.

**Individuals:** Members and/or certificate holders, including applicants for certification.

**Informed consent:** May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

**Jurisdiction:** The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

**Know, known, or knowingly:** Having or reflecting knowledge.

**May vs. shall:** *May* denotes an allowance for discretion; *shall* denotes no discretion.

**Misrepresentation:** Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

**Negligence:** Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

**Nolo contendere:** No contest.

**Plagiarism:** False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

**Publicly sanctioned:** A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

**Reasonable or reasonably:** Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

**Self-report:** A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

**Shall vs. may:** *Shall* denotes no discretion; *may* denotes an allowance for discretion.

**Support personnel:** Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on [Audiology Assistants](#) and/or [Speech-Language Pathology Assistants](#).

**Telepractice, teletherapy:** Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, [see the telepractice section](#) on the ASHA Practice Portal.

**Written:** Encompasses both electronic and hard-copy writings or communications.

## 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 clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

## **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 who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

### **Principle of Ethics III**

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

#### **Rules of Ethics**

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete 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.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

### **Principle of Ethics IV**

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

#### **Rules of Ethics**

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.



## ***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.

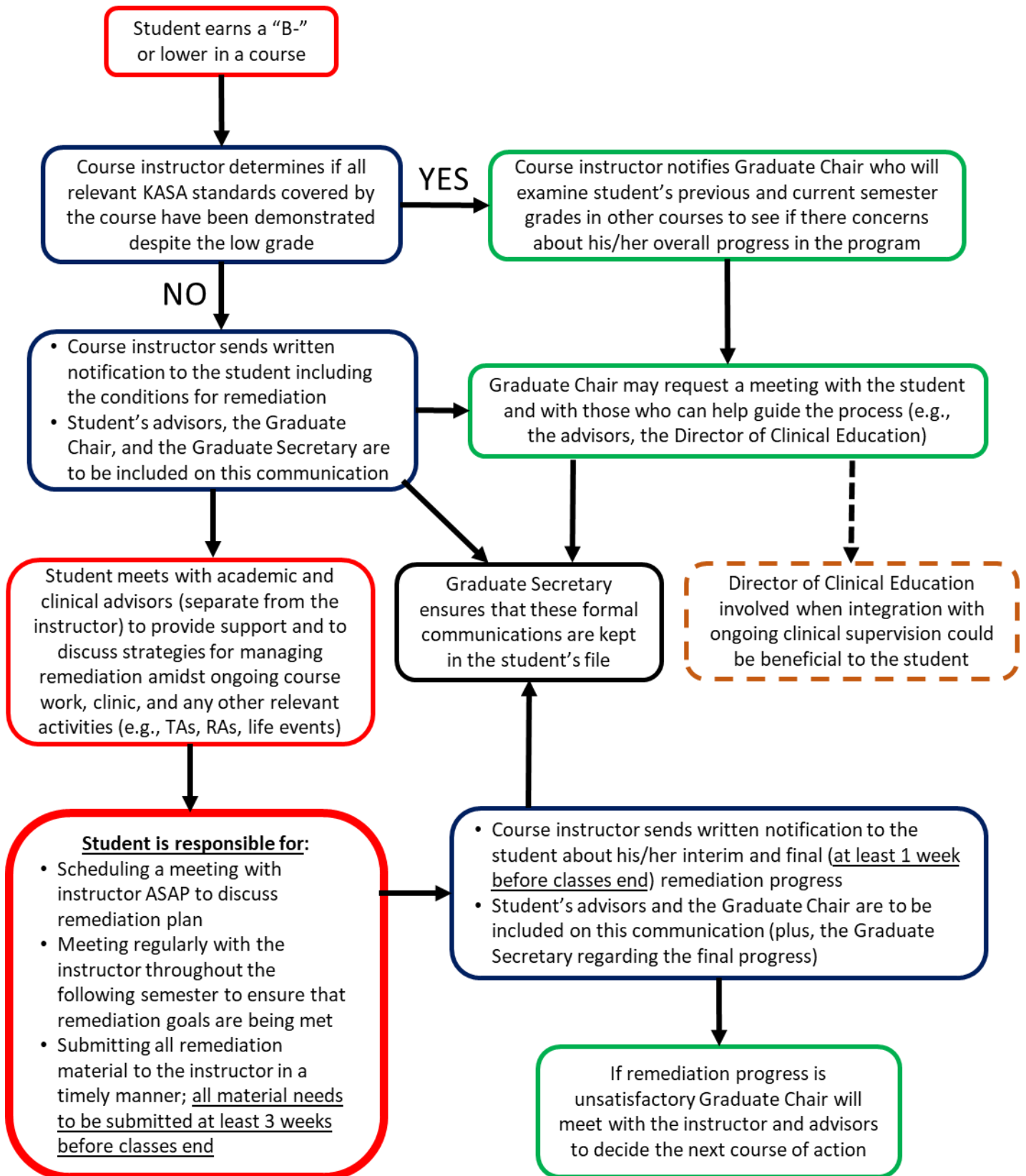
We work diligently drawing from the strong work ethic of our state of Indiana and are committed to always acting in the best interests of the University. We pledge to make wise use of our resources and to be good stewards of financial, capital, and human resources. We operate within the letter and spirit 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: [https://www.purdue.edu/purdue/about/integrity\\_statement.php](https://www.purdue.edu/purdue/about/integrity_statement.php)

## Course Remediation Process

Graduate Chair oversees this process





### 3<sup>rd</sup> Year Externship Expectations

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) via the Certificate of Clinical Competence in Audiology (CCC-A). The 3<sup>rd</sup> year externship experiences provide opportunities for students to build upon the clinical skills and knowledge gained from on-campus clinical assignments.

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, applicants must meet standards for duration and for depth and breadth of knowledge. These standards are as follows:

- Applicants must hold a doctoral degree in audiology from a program accredited by the Council on Academic Accreditation (CAA).
- Applicants must have acquired knowledge and developed skills in the professional areas of practice (Standards II A-F).
- Applicants must have completed supervised clinical experiences for the duration necessary to demonstrate acquisition of the knowledge and skills identified in Standard II under an ASHA-certified audiologist who has met the clinical instruction/supervision requirements.
- Applicants must pass the national examination (Praxis).

Audiology externship site placements typically range from 1 day/week to 2 days/week placements. Travel will be required. Students are expected to follow the dress code of the site and all professionalism requirements of Purdue University Audiology Clinic. Most 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 if I want to pursue ASHA certification I will need to choose a 4<sup>th</sup> year placement that offers supervision by audiologists that hold their CCC-A.

\_\_\_\_\_  
 (name)  
 AuD graduate student

\_\_\_\_\_  
 Shannon Van Hyfte, AuD CCC-A  
 Director of Clinical Education in Audiology

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date



### Report of Personal Injury for Students or Visitors

1. Date injury occurred: \_\_\_\_\_ Time occurred: \_\_\_\_\_

2. Personal contact information of person injured:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

3. Location of incident: \_\_\_\_\_

\_\_\_\_\_

4. Describe what happened: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Describe apparent injury: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Was an ambulance or University Police called? \_\_\_\_\_ YES \_\_\_\_\_ NO

7. Name/Address/Phone Number of any witnesses (if known):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Form Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Complete immediately and file-locker or fax to:**

**Tiffany Utermark**

**Fax: 765-496-1338**

