



**Au.D. Graduate Handbook  
2025-2026**

**Department of Speech, Language, and Hearing Sciences**



## **Revisions by the 2025-2026 Au.D. Curriculum and Standards Committee**

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## Introduction

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 that students need. It is not an exhaustive collection of all Purdue University policies. 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 Office of Graduate Students and Postdoctoral Scholars (OGSPS) administers all graduate degrees.

The Department of Speech, Language, and Hearing Sciences offers undergraduate coursework in both communication sciences and disorders, as well as linguistics. It offers graduate coursework leading to the Master of Science degree in Speech-Language 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 and seek to become doctoral-level audiologists. The program aims to attract students who will excel in applying basic science and technology to the diagnosis and habilitation/rehabilitation of hearing disorders, as well as related communication and educational issues.

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 Graduate Program Director, the Head of the SLHS Department, or other appropriate faculty or staff if they have questions about any of the information in this handbook. If a student believes they have a legitimate reason to justify an exception to a policy described in this document, they may submit a written petition to the departmental Graduate Program Director 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 speech-language disorders. 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.

## The Organizational Structure of the Department

Contact	Title
Dr. Michael Heinz	Interim SLHS Department Head
Dr. Joshua Alexander	Chair of the Au.D. Curriculum and Standards Committee
Dr. Shannon Hyfte	Director of Clinical Education in Audiology
Dr. Elizabeth Strickland	Graduate Program Director
Ms. Vanessa Williams	Executive Assistant and Operations Lead

Ms. Melissa Derflinger	SLHS Graduate Program Coordinator
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## Concerns and Complaints

We hope that students will feel comfortable discussing most concerns directly with the relevant parties, but we recognize that situations may arise where additional advice is needed. The Department Head, Graduate Program Director, faculty advisors, Director of Clinical Education, and the Chair of the Curriculum and Standards Committee are all available to discuss student concerns. In addition, the Department Head appoints one or two Ombudspersons. Students may discuss any type of grievance with the Ombudspersons in confidence. The Ombudspersons can advise students on ways to alleviate 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:

Office / Organization	Location	Phone	Notes / Contact
Purdue Office of the Dean of Students	SCHL 207	(765) 494-1747	-
Purdue Office of Graduate Students and Postdoctoral Scholars (OGSPS)	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 Ombudspersons	-	-	Dr. Elizabeth Strickland Dr. Alexander Francis

Or the following resources:

- [Sexual Harassment Advisors' Network](#)
- [Reporting Hate and Bias at Purdue](#)
- [Center for Advocacy, Response, and Education \(CARE\)](#)

## Mental Health Statement

Purdue University is committed to supporting students' mental and emotional well-being and provides a variety of confidential resources.

### Purdue Student Help and Crisis Line

- Phone: 765-495-HELP (765-495-4357)
- Available 24 hours a day for students experiencing distress or crisis situations

## Therapy Assistance Online (TAO)

If you are experiencing stress, anxiety, or feelings of being overwhelmed, you may also consider **Therapy Assistance Online (TAO)**. **Therapy Assistance Online (TAO)** is a free, confidential, web- and app-based mental health resource provided by Purdue Counseling and Psychological Services (CAPS). TAO is available to all students at any time.

TAO provides:

- Short educational videos
- Brief self-guided exercises
- Self-reflection tools informed by psychotherapy research

You can access TAO by:

- [Therapy Assistance Online \(TAO\) Website](#)
- Creating an account on the [TAO Connect website](#)
- Downloading the app from the **Apple App Store**
- Downloading the app from **Google Play**

## Office of the Dean of Students

If you need support and information about options and resources, you may contact the Office of the Dean of Students.

- [Office of the Dean of Students Website](#)
- Phone: 765-494-1747
- Hours: Monday–Friday, 8:00 a.m. to 5:00 p.m.

## Purdue Wellness Coaching (RecWell)

If you are struggling to find a healthy balance between academics, social life, and stress, you may sign up for free virtual or in-person sessions with a [Purdue Wellness Coach through Recreation and Wellness \(RecWell\)](#).

Wellness coaches can help students:

- Navigate barriers and challenges
- Set and work toward personal goals
- Maintain well-being throughout the semester
- Sign-up is free and available through [BoilerConnect](#).

## Counseling and Psychological Services (CAPS)

[Counseling and Psychological Services \(CAPS\)](#) offers same-day or next-day appointments.

- Phone: 765-494-6995
- Session Limits: None
- Crisis Services: Available 24/7

If your crisis is life-threatening, call **911** immediately.

After-hours support is available by calling the CAPS main number and pressing **1**.

## Purdue University Student Health Center (PUSH)

[PUSH](#) is committed to keeping students healthy and well. If you are sick or have a fever, seek medical care promptly. Delaying care can lead to worsening conditions.

## Recreation and Wellness

[Recreation and Wellness](#) offers a wide range of programs that promote learning and a healthy, active lifestyle, including:

- Exercise and fitness training
- Nutrition counseling
- Wellness coaching
- Mindfulness space
- Financial literacy and [Boiler Financial Track](#)

## ODOS Student Support Services

Some students may not require the services of a licensed clinician to feel supported. Student Support Services, part of the [Office of the Dean of Students](#), is staffed with professionals who support student success.

- Availability: Weekdays, 8:00 a.m. to 5:00 p.m.
- Location: Second floor, Schleman Hall

Student support specialists can assist students and connect them to appropriate resources.

## Student of Concern

If you are worried about another student, you may submit a report through the [Student of Concern Report](#) system.

## **Department Mission Statement**

The Department of Speech, Language, and Hearing Sciences emphasizes the study of speech, language, hearing, swallowing, and balance across the lifespan. The Department prioritizes excellence in education across undergraduate, graduate professional (MS-SLP and AuD), and research programs (PhD). Evidence-based practice and research are central emphases of all the department's programs. 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 aligns with the missions of Purdue University and the College of Health and Human Sciences.

## **Guiding Principles of the Au.D. Program**

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 the hallmarks of a Purdue clinical education are:

- Solid scientific foundation

- Exceptional clinical skills
- Visionary leadership potential

## Mission of the Au.D. Program

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

- Recruit and retain excellent students who are committed to the profession of audiology and the delivery of high-quality clinical services.
- Provide students with a solid foundation in hearing science and clinical skills to conduct and promote evidence-based clinical practice throughout their careers.
- Develop audiologists with 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 various 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

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 and experimental research of auditory processes in both 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 with 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 the populations they serve and how their own culture influences the delivery of services.
- 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

Upon admission to the Au.D. program, each student is assigned dedicated academic and clinical advisors who are available to discuss any issues or concerns related to academic and clinical progress. The advisors:

1. Make up the student's graduate advisory committee, which meets every semester during the registration period (around 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.

Advisors serve as invaluable resources, providing guidance, mentorship, and support throughout the students' time in the program. However, students must understand that while their advisors are available and willing to assist, it is the students' responsibility to initiate and schedule these meetings. Proactive communication is essential to ensuring that students receive the guidance they need to succeed. Whether facing challenges in coursework, navigating clinical placements, or seeking guidance on professional development, students are encouraged to consult their advisors regularly. The success of students in the program is a shared responsibility. By engaging with their advisors, students will be better equipped to address any challenges and make the most of the opportunities in the program.

The student may request a change in their advisors at any time during the program. Please see the Graduate Program Coordinator for specific guidance.

## Course Requirements for the Au.D. Program

You may take these courses before or during the graduate program. Taking these courses during the program creates a heavier course load; if possible, you are encouraged to complete these courses before beginning the graduate program.

- 1 course in biological science (focus on animal or human biology)
- 1 course in physical sciences (focus on chemistry or physics)
- 1 course in behavioral/social sciences
- 1 course in statistics (An inferential statistics course covering t-tests, analyses of variance, chi-square, regression, and correlation. A course syllabus may be requested to confirm course content.)

AP transfer credit for biological, physical, and social sciences can only be used if the original scores meet Purdue's minimums. AP credit cannot be used to meet the statistics requirement.

## Doctor of Audiology Curriculum

### YEAR ONE Semester One

Course Number	Course Title	Credits
SLHS 503	Auditory Perception	3
SLHS 504	The Auditory Periphery	3
SLHS 506	Neural Bases of Hearing	3
SLHS 560	Audiologic Diagnostics	3
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	4

**Total: 16 Credits** (12 didactic)

### YEAR ONE Semester Two

Course Number	Course Title	Credits
SLHS 561	Medical Audiology	3

SLHS 564	Hearing Aids 1	3
SLHS 567	Auditory Evoked Responses	3
SLHS 570	Hearing Conservation	2
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	<i>4</i>

**Total: 15 Credits** (11 didactic)

**YEAR ONE Semester Three**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
SLHS 518	Counseling in SLP and Audiology	2
SLHS 563	Pediatric Audiology	3
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	<i>4</i>

**Total: 9 Credits** (5 didactic)

**YEAR TWO Semester One**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
SLHS 565	Vestibular Assessment and Rehabilitation	3
SLHS 574	Hearing Aids 2	2
SLHS 619	Seminar in Hearing Research	1
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	<i>5</i>

**Total: 11 Credits** (6 didactic)

**YEAR TWO Semester Two**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
SLHS 553	Implantable Devices	3
SLHS 588	EBP 1: Evaluating Research	2
SLHS 619	Seminar in Hearing Research	1
XXXX XXX	Elective	2
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	<i>5</i>

**Total: 13 Credits** (8 didactic)

**YEAR TWO Semester Three**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	5
or		
SLHS 590*	Directed Research Study For Research Opportunities, Hearing aid camps, and other clinical opportunities (all need approval)	1

**Total: 5 or 1 Credits** (0 or 1 didactic)

\*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**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
SLHS 544	School-Clinical Methods (8 weeks)	1
SLHS 670	Integrative Audiology Grand Rounds	1
SLHS 688	EPB 2: Research Integration and Dissemination	2
XXXX XXX	Elective	2
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	<i>5 (typically off-site)</i>

**Total: 11 Credits** (6 didactic)**YEAR THREE Semester Two**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
SLHS 659	Audiology Practice Management	2
SLHS 661	Advanced Medical Audiology	3
SLHS 670	Integrative Grand Rounds	1
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	<i>5 (typically off-site)</i>

**Total: 11 Credits** (6 didactic)**YEAR THREE Semester Three: Fourth-Year Externship Begins**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
<i>SLHS 679</i>	<i>Advanced Clinical Practice in Audiology</i>	<i>4</i>

**Total: 4 Credits** (0 didactic)

## YEAR FOUR Semester One

Course Number	Course Title	Credits
SLHS 670	Integrative Audiology Grand Rounds	1
<i>SLHS 679</i>	<i>Advanced Clinical Practice in Audiology</i>	4

**Total: 5 Credits** (1 didactic)

## YEAR FOUR Semester Two

Course Number	Course Title	Credits
SLHS 670	Integrative Grand Rounds	1
<i>SLHS 579</i>	<i>Clinical Practicum in Audiology</i>	4

**Total: 5 Credits** (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.**

This curriculum is designed to meet the [Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology](#)

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

### **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**

This course teaches students how to understand and critically analyze the types of research commonly used in our field, including group designs, randomized controlled trial designs, case studies (both single and multiple), and other methodologies. 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) for determining the capstone project topic and the advising mentor or mentorship committee. For all students, deliverables at the end of the course include a settled topic, an advising mentor or committee, and an abstract.

This course is required for all Au.D. students, including those involved in lab or clinical research (e.g., via SLHS 590s). About midway through the semester, students begin planning a project focused on 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 designed to improve writing and presentation skills by integrating 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 toward the total elective credit requirement. Students seeking this option must complete a waiver request with the project advisor to develop an explicit plan for meeting all the primary learning goals for the EBP II course, including the submission of a paper and poster. A copy of the waiver request form can be found on the Au.D. Program Brightspace page. Plan early because the waiver request needs to be submitted to the Au.D. Curriculum and Standards Committee 2 weeks before the end of the summer semester.

## **Student Checklist for the Au.D. Program**

It is the student's responsibility to follow the checklist below and meet regularly with their advisors to ensure they are meeting all academic program requirements and making adequate progress.

### First Year

- Assigned academic and clinical advisor: If you desire a change, after confirming with current advisors and new advisors, make the change with the Graduate Program Coordinator.
- Determine that courses documenting knowledge of life sciences, physical sciences, statistics, and behavioral sciences have been taken, and determine with advisors and the Graduate Program Coordinator (re: electronic KASA) if any courses need to be taken to fulfill these requirements.
- Schedule a joint meeting with 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 by 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 the 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. A minimum of 1820 hours is required for graduation.
- Any student interested in conducting 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 the spring semester of Year 1. In these cases, beginning the project before the EBP I course (spring of Year 2) can be beneficial. 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 spring semester. Refer to the "Plan of Study for the Au.D. Program" section below for specific rules and requirements.
- Schedule a joint meeting with your academic and clinical advisors during the registration period (around weeks 9-12) each semester (to register for courses for the following semester and discuss progress and plans).
- Meet with clinical instructors before clinic starts each semester and regularly throughout the semester on a schedule determined by each instructor.
- Meet with the assigned clinical instructors each semester regarding clinic placements and other requirements.

### **SPRING**

- 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 conduct laboratory and/or clinical research, strongly consider using SLHS 590 credits to substitute for the EBP II course.
- Complete any necessary course remediation.
- Determine specific third-year clinical externship rotations with the Director of the Audiology Clinic and determine any need to create a "Memo of Agreement" with an externship site not typically included in the program.
- Sign the Third-Year Externship Expectations Form (see [Appendix D](#))
- 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 throughout the semester. At the end of each semester, ensure that your clinical instructors have signed your electronic log cards. A minimum of 1820 hours is required for graduation.

### **SUMMER**

- Create a list of possible fourth-year clinical externship sites.

## Third Year

- 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.
- Schedule a joint meeting with your academic and clinical advisors during the registration period (around weeks 9-12) each semester (to register for courses for the following semester and discuss progress and plans).
- Meet with your clinical instructor regarding clinic placements and other requirements each semester.
- Meet with clinical instructors before clinic starts each semester and regularly throughout the semester on a schedule determined by each instructor.
- Present the Capstone poster at the Ringel Student Research Symposium.

### **SPRING**

- Complete any necessary course remediation.
- Sign the Fourth-Year Externship Expectations Form (see [Appendix E](#))

- Enter all clinical experience in Calipso throughout the semester. At the end of each semester, ensure that your clinical instructors have signed your electronic log cards. A minimum of 1820 hours is required for graduation.
- Take and pass the 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) the 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 throughout the semester. At the end of each semester, ensure that your clinical instructors have signed your electronic log cards. A minimum of 1820 hours is required for graduation.
- If desired, submit paperwork to the Graduate Program Coordinator to apply for ASHA certification. 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 licensure for employment.
- Apply for ASHA certification if desired.
- Complete program evaluation forms.
- Complete Au.D. Exit Survey

## **Plan of Study for the Au.D. Program**

### Preparing the Plan of Study Electronically

The Plan of Study (POS) is your official plan filed through the Office of Graduate Students and Postdoctoral Scholars (OGSPS) for completing the Au.D. degree. Access to the electronic Plan of Study Generator (POSG) is via the [MyPurdue portal](#).

The Plan of Study Generator (POSG) link is under the Academic tab. The Office of Graduate Students and Postdoctoral Scholars (OGSPS) provides access to the POSG. Once you are in the Academic tab, click on the POSG link. A *new* browser window will open with links to the Office of Graduate Students and Postdoctoral Scholars (OGSPS).

To begin your Plan of Study, click the POSG link and click the "Create new POS" link. Once in the POSG, refer to the Help buttons on each page for assistance with 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 Office of Graduate Students and Postdoctoral Scholars (OGSPS) link. To return to the POSG, you must log in to myPurdue. Your POS committee must include **3** faculty members with an R1 or R2 classification. Committees typically have at least one academic faculty member and at least one clinical faculty member. You are responsible for requesting your advisors and another faculty member to serve on your POS committee. Having your Capstone Project advisor(s) as members of your POS committee is preferred.

When your draft POS is ready for review by your POS committee, submit your plan as a Draft. **All Plans of Study must be submitted as a Draft before submitting it as a Final.** While your plan is in Draft status, please review the information with your POS committee and your departmental coordinator (Graduate Program Coordinator) to ensure that it satisfies department and Office of Graduate Students and Postdoctoral Scholars (OGSPS) policies. The POS form will be electronically routed for required signatures: your POS committee, the departmental coordinator (Graduate Program Coordinator), and the Office of Graduate Students and Postdoctoral Scholars (OGSPS). You can check the status of your plan at any time by returning to the POSG and clicking on the 'Display Submitted POS' link. Once the Office of Graduate Students and Postdoctoral Scholars (OGSPS) has approved your POS, you should check it every semester to monitor your academic 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 Office of Graduate Students and Postdoctoral Scholars (OGSPS) has completed and accepted the POS. If you have questions, see the Graduate Program Coordinator.

## 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, ensure the titles are exact and the course numbers are correct.

AREA	COURSES TITLE	SUBJ ABBR.	COURSE NO.	CREDIT HOURS	REGIS. TYPE	B OR BETTER	TRANSFER FROM	DATE COMPLETED TO BE COMPLETED
PRIMARY	AUDITORY PERCEPTION	SLHS	50300	3	RE	YES	-	Fall 2025
PRIMARY	THE AUDITORY PERIPHERY	SLHS	50401	3	RE	YES	-	Fall 2025
PRIMARY	NEURAL BASES OF HEARING	SLHS	50601	3	RE	YES	-	Fall 2025
PRIMARY	AUDIOLOGIC DIAGNOSTICS	SLHS	56000	3	RE	YES	-	Fall 2025
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	4	RE	YES	-	Fall 2025
PRIMARY	MEDICAL AUDIOLOGY	SLHS	56100	3	RE	YES	-	Spring 2026
PRIMARY	HEARING AIDS I	SLHS	56400	3	RE	YES	-	Spring 2026
PRIMARY	AUDITORY EVOKED RES I	SLHS	56700	3	RE	YES	-	Spring 2026
PRIMARY	HEARING CONSERVATION	SLHS	57000	2	RE	YES	-	Spring 2026
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	4	RE	YES	-	Spring 2026
PRIMARY	COUNSELING SLP & AUD	SLHS	51800	2	RE	YES	-	Summer 2026
PRIMARY	VESTIBULAR ASSESSMENT & REHAB	SLHS	6501	3	RE	YES	-	Summer 2026
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	4	RE	YES	-	Summer 2026
PRIMARY	PEDIATRIC AUDIOLOGY	SLHS	56300	3	RE	YES	-	Fall 2026
PRIMARY	HEARING AIDS II	SLHS	57401	2	RE	YES	-	Fall 2026
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	5	RE	YES	-	Fall 2026
PRIMARY	SEMINARS IN HEARING RESEARCH	SLHS	61900	1	RE	YES	-	Fall 2026
PRIMARY	IMPLANTABLE DEVICES	SLHS	55300	3	RE	YES	-	Spring 2027
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	5	RE	YES	-	Spring 2027
PRIMARY	EVAL RES IN EVID-BASED PRAC	SLHS	58800	2	RE	YES	-	Spring 2027
PRIMARY	SEMINARS IN HEARING RESEARCH	SLHS	61900	1	RE	YES	-	Spring 2027
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	5	RE	YES	-	Summer 2027
PRIMARY	SCHL-CLIN MTHDS COMM DISORDERS	SLHS	54401	1	RE	YES	-	Fall 2027
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	5	RE	YES	-	Fall 2027
PRIMARY	INTEGRATIVE AUD GRAND ROUNDS	SLHS	67000	1	RE	YES	-	Fall 2027
PRIMARY	RID-EBP	SLHS	68800	2	RE	YES	-	Fall 2027
PRIMARY	CLINICAL PRACTICE AUD	SLHS	57900	5	RE	YES	-	Spring 2028
PRIMARY	AUD PRACTICE MGMT	SLHS	65900	2	RE	YES	-	Spring 2028
PRIMARY	ADVANCED MEDICAL AUDIOLOGY	SLHS	66100	3	RE	YES	-	Spring 2028
PRIMARY	INTEGRATIVE AUD GRAND ROUNDS	SLHS	67000	1	RE	YES	-	Spring 2028
PRIMARY	ADV CLN PRAC AUDIOLOGY	SLHS	67900	4	RE	YES	-	Summer 2028
PRIMARY	INTEGRATIVE AUD GRAND ROUNDS	SLHS	67000	1	RE	YES	-	Fall 2028
PRIMARY	ADV CLN PRAC AUDIOLOGY	SLHS	67900	4	RE	YES	-	Fall 2028
PRIMARY	INTEGRATIVE AUD GRAND ROUNDS	SLHS	67000	1	RE	YES	-	Spring 2029
PRIMARY	ADV CLN PRAC AUDIOLOGY	SLHS	67900	4	RE	YES	-	Spring 2029
RELATED	ELECTIVE GO HERE				RE	YES	-	
RELATED	ELECTIVE GO HERE				RE	YES	-	

## Graduate Level Electives

Electives are to be listed as "Related" in the Area category. There is a list of approved graduate elective courses taught within and outside the SLHS department on the Au.D. Program Brightspace page. Your advisors, the Chair of the Curriculum and Standards Committee, or the Director of Clinical Education can answer any questions you may have regarding these courses. Students are encouraged to identify a course not on the approved list. New elective courses can be brought to the Curriculum and Standards Committee for discussion and possible approval. Refer to the Au.D. Program Brightspace page for more information.

## 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 that the acquired graduate credits will be accepted on the POS. The Department and the Office of Graduate Students and Postdoctoral Scholars (OGSPS) 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 Au.D. Curriculum and Standards Committee approve. Approval by the Department Head and the Dean of the Graduate School of Purdue University is also required.

## Restrictions to Courses Included in the Plan of Study

- Graduate students cannot list courses taken on a pass/no pass (pass-fail) basis on their POS. University policy clearly states that pass/no pass grades are not acceptable for 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 that 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 change 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, and the Graduate Program Coordinator. It is transmitted to the Office of Graduate Students and Postdoctoral Scholars (OGSPS) 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 Coordinator 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 Coordinator.

- Change of name
- Change in advisors
- Request to change major area
- Withdraw from the program, even if temporarily

## **Matriculation Options for Graduate Education in Audiology**

The Au.D. degree is acquired through a 4-year post-baccalaureate program. The Ph.D. typically takes at least 5 years after the baccalaureate degree. 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 Program Director. 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 another field of study, then the student should apply for transfer to the appropriate graduate program via Office of Graduate Students and Postdoctoral Scholars (OGSPS) 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 Program Director 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 Ph.D. Admissions 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 Coordinator 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 Ph.D. Admissions 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**

### 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 both 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 program's first year. 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 designed to ensure that students possess the necessary knowledge and skills before progressing 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. Rarely, the First-Year Exam is among several sources of information that may encourage students to consider 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 where additional mentoring will be helpful. Both academic and clinical faculty members are responsible for the development, administration, and scoring of the exam.

### Record Keeping

The Knowledge and Skills Acquisition (**KASA**) summary form aligns the audiology curriculum with the 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 Coordinator for electronic entry into each student's KASA database.

The students are responsible for meeting with their advisors at least once a semester 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 Coordinator at the end of each semester for entry into each student's electronic KASA.** Students are responsible for ensuring that their supervised clinical hours are approved in Calipso at the end of each semester. A minimum of 1820 hours is required for graduation.

### Summative Assessment

There is a comprehensive summative assessment process in place for all Au.D. students to evaluate and enhance their progress and acquisition of knowledge and skills throughout the program. The Au.D. Curriculum and Standards Committee administers the key assessment components in the fourth year of the Au.D. program.

The purpose of this assessment process is to ensure that the Au.D. program consistently evaluates the performance and progress of its students, both academically and clinically. The summative assessment process provides a structured approach for assessing students' readiness for graduation and preparedness to enter audiology as competent professionals. The assessment promotes transparency, accountability, and continuous improvement within the Au.D. program, ultimately benefiting students and ensuring the highest standards of education and clinical practice.

## Components of the Assessment Process

- **Multiple Faculty Involvement:** The assessment process involves the participation of multiple academic and clinical faculty members to ensure a well-rounded evaluation of each student's performance. This diverse input encompasses academic achievements and clinical competencies, providing a comprehensive view of student progress.
- **Evaluation and Enhancement:** Assessment results are used to evaluate and enhance student progress and the acquisition of knowledge and skills as follows. Assessment data is utilized to identify areas of improvement and implement necessary changes in the curriculum or teaching methods to better support student development.
- **Consistency and Systematic Application:** As outlined below, clear guidelines and procedures ensure student assessment is applied consistently and systematically. This consistency contributes to the fairness and reliability of the assessment process.

## Summative Assessment for Fourth-Year Au.D. Students

The primary focus of the summative assessment process is on fourth-year Au.D. students. The Au.D. curriculum committee conducts this assessment during the spring semester of the students' fourth year. The assessment includes the following components.

- **Graduate Plan of Study:** Evaluation of each student's Graduate Plan of Study to ensure they have met all academic requirements and milestones throughout their Au.D. program.
- **Evidence-Based Practice Project Completion:** Assessment of the completion and quality of each student's Evidence-Based Practice project, ensuring they have successfully demonstrated their ability to apply evidence-based principles in clinical settings.
- **Overall Clinical Learning:** Evaluation of each student's clinical performance, competency, and clinical hours of experience, considering clinical evaluations and feedback from supervisors and preceptors.
- **Integrative Au.D. Grand Rounds Course Progress:** Assessment of each student's progress in the Integrative Au.D. Grand Rounds course, including their ability to synthesize and apply knowledge to clinical scenarios.
- **Courses Completed During the Program:** Review of the courses completed by each student during their Au.D. program, ensuring they have fulfilled all academic requirements.

This combination of assessments provides a comprehensive overview of each student's performance and readiness for graduation, incorporating both low-stakes and high-stakes assessment tools.

## Implementation of the Summative Assessment Process

The summative assessment occurs in the spring of the fourth year; however, the process spans from the second to the fourth year of the Au.D. program, comprising multiple components with their own timelines and benchmarks to ensure students' progress and readiness for graduation.

- **Graduate Plan of Study:** Before the **second-year review**, the Chair of the Au.D. Curriculum and Standards Committee, in collaboration with the Graduate Coordinator, double-checks each student's Graduate Plan of Study to ensure they have listed all the required courses in the Au.D. Graduate Student Handbook, along with the electives.
- **Evidence-Based Practice Project Completion:** EBP papers and posters must be submitted to the Chair of the Au.D. Curriculum and Standards Committee for archival purposes. These submissions are shared with and reviewed by the Au.D. Curriculum and Standards Committee before the **third-year review**.

- Overall Clinical Learning: **Throughout the program**, continuous monitoring ensures that students meet the expected clinical performance standards for their respective year. Clinical faculty members on the committee regularly confer with the Director of Clinical Education in Audiology (if different) and provide updates during student reviews.
- Integrative Au.D. Grand Rounds Course Progress: Before the **fourth-year review**, the instructor responsible for the Integrative Au.D. Grand Rounds Course provides a comprehensive report to the committee.
- Courses Completed During the Program: A **continuous process** ensures students meet the academic requirements. The Graduate Program Director (a member of the Au.D. Curriculum and Standards Committee) and the Graduate Coordinator periodically verify students' grades to confirm they maintain a minimum "B" grade and complete necessary course remediations.
- Additionally, before the **third-year and fourth-year reviews**, the Chair of the Au.D. Curriculum and Standards Committee, along with the Graduate Coordinator, reevaluate each student's Plan of Study to ensure all required courses have been successfully completed.

This phased approach to assessment, along with the involvement of various stakeholders, enables the Au.D. Curriculum and Standards Committee to track students' progress effectively and provide timely support and feedback. It aligns with the program's commitment to maintaining high standards and ensuring that all Au.D. students graduate fully prepared for their future careers.

## Progress in the Au.D. Program

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

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 Office of Graduate Students and Postdoctoral Scholars (OGSPS). 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 Graduate Program Director in writing. It is the student's responsibility to follow up with the instructor. Refer to the chart titled "Course Remediation Process" in [Appendix C](#). The student is provided with specific written remediation recommendations to rectify 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 Graduate Program Director (perhaps in several separate meetings, as appropriate). The student is informed that their clinical practicum privileges are at risk of being suspended, and the reasons are explained to the student. The student is provided with specific written remediation recommendations to rectify the issues, along with 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, allowing them to progress to the next level of the Au.D. program with their class cohort. Refer to the "[Remediation Policy](#)" for deadlines.

## Minimum requirements for graduation:

1. Complete all required didactic and clinical credit hours with a GPA of 3.0 or higher.
2. Complete clinical hours successfully, supervised by a state-licensed audiologist.
3. Complete a minimum of 1820 clinical hours.

4. Complete all Knowledge and Skills Acquisitions.
5. Pass First-Year Exam.
6. 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 (refer to the Audiology Clinic Handbook).

## Remediation Policy

### Remediation procedures for knowledge/skills competencies covered in didactic coursework

Some students may struggle to demonstrate entry-level competencies for the knowledge/skills described in the ASHA 2020 Audiology Certification Standards (<https://www.asha.org/Certification/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). Refer to 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 multiple courses, the target competency must only be demonstrated in one of the courses/practicum/other experiences identified in the KASA summary form. Completing the remediation procedures does not affect the grade, but it 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 Coordinator 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 Coordinator 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, including 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 must formally remediate 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 areas that need correction and reviewing relevant course notes. The student should also meet with all the graders of the sections to be remediated to ensure they understand the weak spots in their knowledge, discuss a plan for remediation of 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 exam.

Activity	Target Deadline
First-Year Exam	First week of May
Student notified of the need to remediate	Third week of May

Student meets with the instructor(s) responsible for “no pass” or “low pass” sections	End of May
Student meets with the instructor(s) to review material	June – July
Student retakes “no pass” or “low pass” sections	Third week of July
Student receives feedback on retake exam	First week of August

## Remediation procedures for skills competencies covered in clinical practicum

Some students may struggle to demonstrate professional entry-level competencies for the 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 and 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 facilitate the development of experience in all areas specified in the ASHA 2020 Audiology Certification 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 four years of clinical practice 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 remediation recommendations as needed. Formal evaluation meetings are held at 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 can 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 students whose performance in the clinical practicum results in a grade of “B-” or lower, individualized remediation plans specify the behaviors or skills that the student must demonstrate, the context in which these 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 rise to the level of unethical or threaten 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 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 the 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, projects, etc.). If a student produces work that raises concerns (e.g., difficulty with grammatical construction, spelling, or organization), the instructor may refer the 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 the instructor's discretion to determine if the writing deficiencies are severe enough to impede the student's success. If so, it is the instructor's responsibility to inform the student's advisors. This referral aims to help the student access 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 specific to any content area.

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

- Consultation with the 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 the Writing Lab offers, please call (765) 494-3723 or visit the website at <https://owl.purdue.edu/>.

[Purdue Online Writing Lab \(OWL\)](https://owl.purdue.edu/) offers hundreds of 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 assesses 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 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 without remediation options 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 Graduate Program Director 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**

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 “B” or better grade in SLHS 57900 (on-campus clinical practicum) in Spring Year 2 to begin off-campus placement in Summer Year 2.

Expectations are similar for off-campus placements as on-campus clinical practicums; 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](#)”).

If a student fails to make adequate progress during any of the externship placements (i.e., not meeting the 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 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 must 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, thereby delaying graduation.
- 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**

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 clinical education sites before submitting applications.* Applications are typically due between August and December of Year 3, followed by numerous interviews. Course accommodations are provided for interview travel that interferes with course meeting times, as long as the instructor is notified as soon as possible.

**A Memorandum of Affiliation (MOA) must 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 a 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, and 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 adhere to the policies and procedures established 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. The student is unlikely to complete the Doctor of Audiology program in this situation.

**The student must abide by all state laws in the state where 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 are subject to change; therefore, students are responsible for knowing, understanding, and adhering to any changes in the law during their fourth year. This is not Purdue University's responsibility.**

## **ASHA Certification and Licensure**

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

### Praxis Exam:

The national Praxis exam can be taken at any time during Years 3 and 4. Passing the exam and completing all the Au.D. program sequence requirements 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 Educational Testing Service administers the Praxis exam: [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 the spring semester of Year 3 after completing all coursework but before their fourth-year externships. The Praxis exam scores should be reported directly to PURDUE UNIV SLP/AUD (0087). 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 [HERE](#).

Students applying for ASHA certification must complete the following forms, as well as the SHLS Practicum Record Form for Audiology. These should be submitted to the Graduate Program Coordinator along with the completed log cards. Students can contact the ASHA Action Center at 800-498-2071 for assistance. Please note that processing this request through the SLHS department can take several weeks.

- 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 to discuss how this will affect their program and their 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 instead of evidence of the practicum hours. Check individual state requirements if you are applying for jobs outside your current state. The contact information for the Indiana Professional Licensing Agency is:

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

## **Funding Opportunities**

### **Department of Speech, Language, and Hearing Sciences Selection Procedures**

The Graduate Program Coordinator 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 be given to Ph.D. students, followed by 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 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, such as teaching, administration, and other duties. All graduate assistants are assigned specific duties within their respective departments. This may include teaching laboratory sections, assisting faculty members in specific courses, developing teaching/administrative materials, and other related tasks. When a departmental assistantship is offered, a formal appointment letter is provided to the student, who needs to formally accept the position by 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 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 ASHFoundation, 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 has no 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 [HERE](#).

*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 Coordinator 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 include COM-114 Teaching Assistants, University Resident Assistants, Athletic Tutors, and English as a Second Language tutors.

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 Office of Graduate Students and Postdoctoral Scholars (OGSPS) 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 them in the past.

## Recommended Maximum Credit Hours for Students with Funding Appointments

Students who hold graduate assistantships must be enrolled for at least 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 per semester. Full-time is eight (8) credits.

# APPENDIX A

## ASHA Code of Ethics Effective March 1, 2023

### 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 to reflect the current state of practice and to address evolving issues within the professions.

The ASHA Code of Ethics reflects professional values and expectations for scientific and clinical practice. It is based on principles of duty, accountability, fairness, and responsibility and is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions. The Code of Ethics is a framework and a guide for professionals in support of day-to-day decision making related to professional conduct.

The Code of Ethics is obligatory and disciplinary as well as aspirational and descriptive in that it defines the professional’s role. It is an integral educational resource regarding ethical principles and standards that are expected of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

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 ASHA holding the Certificate of Clinical Competence
- a member of ASHA not holding the Certificate of Clinical Competence
- a nonmember of ASHA holding the Certificate of Clinical Competence
- an applicant for ASHA certification or for ASHA membership and certification

ASHA members who provide clinical services must hold the Certificate of Clinical Competence and must abide by the Code of Ethics. By holding ASHA certification and/or membership, or through application for such, all individuals are [subject to the jurisdiction](#) of the ASHA Board of Ethics for ethics complaint adjudication.

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

### 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.

### 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 age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; or veteran status.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, students, research assistants, 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, 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 audiologist or speech-language pathologist.
- 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, 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 audiologist or speech-language pathologist.
- 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 legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations/simulations 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, including humane treatment of animals involved in 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 who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- M. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- N. Individuals who hold the Certificate of Clinical Competence may provide services via telepractice consistent with professional standards and state and federal regulations, but they shall not provide clinical services solely by written communication.
- 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 legally authorized or required by law.
- P. Individuals shall protect the confidentiality of information about persons served professionally or participants involved in research and scholarly activities. Disclosure of confidential information shall

be allowed only when doing so is legally authorized or required by law.

- Q. Individuals shall maintain timely records; shall 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 shall not allow personal hardships, psychosocial distress, substance use/misuse, or physical or mental health conditions to interfere with their duty to provide professional services with reasonable skill and safety. Individuals whose professional practice is adversely affected by any of the above-listed factors should seek professional assistance regarding whether their professional responsibilities should be limited or suspended.
- 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 such a mechanism exists and, when appropriate, externally to the applicable professional licensing authority or board, other professional regulatory body, or professional association.
- T. Individuals shall give reasonable notice to ensure continuity of care and shall provide information about alternatives for 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. ASHA 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 provide clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- D. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research.
- 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 use technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is warranted but not available, an appropriate referral should 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

In their professional role, individuals shall act with honesty and integrity when engaging with 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, or scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby a personal, professional, financial, or other interest or relationship could influence their objectivity, competence, or effectiveness in performing professional responsibilities. If such conflicts of interest cannot be avoided, proper disclosure and management is required.
- C. Individuals shall not misrepresent diagnostic information, services provided, results of services provided, products dispensed, effects of products dispensed, or research and scholarly activities.
- D. Individuals shall not defraud, scheme to defraud, or engage in any illegal or negligent conduct related to obtaining payment or reimbursement for services, products, research, or grants.
- E. Individuals' statements to the public shall provide accurate information regarding the professions, professional services and products, and research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional standards and shall not contain misrepresentations when advertising, announcing, or promoting their professional services, products, or research.
- 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 with members of their own profession and/or members of other professions, when appropriate, to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative directive, referral source, or prescription prevents them from keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, products, or research results 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, deceit, or misrepresentation.
- F. Individuals who mentor Clinical Fellows, act as a preceptor to audiology externs, or supervise undergraduate or graduate students, assistants, or other staff shall provide appropriate supervision and shall comply—fully and in a timely manner—with all ASHA certification and supervisory requirements.
- G. Applicants for certification or membership, and individuals making disclosures, shall not make false statements and shall complete all application and disclosure materials honestly and without omission.
- H. Individuals shall not engage in any form of harassment or power abuse.
- I. Individuals shall not engage in sexual activities with persons over whom they exercise professional authority or power, including persons receiving services, other than those with whom an ongoing

consensual relationship existed prior to the date on which the professional relationship began.

- J. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- K. 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.
- L. 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.
- M. Individuals shall not discriminate in their relationships with colleagues, members of other professions, or individuals under their supervision on the basis of age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; socioeconomic status; or veteran status.
- N. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to either work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its [established procedures](#).
- O. 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.
- P. 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.
- Q. 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.
- R. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- S. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice and to the responsible conduct of research.
- T. Individuals who have been convicted of, been found guilty of, 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 the ASHA Ethics Office in writing within 60 days of the conviction, plea, or finding of guilt. Individuals shall also provide a copy of the conviction, plea, or nolo contendere record with their self-report notification, and any other court documents as reasonably requested by the ASHA Ethics Office.
- U. Individuals who have (1) been publicly disciplined or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body; or (2) voluntarily relinquished or surrendered their license, certification, or registration with any such body while under investigation for alleged unprofessional or improper conduct shall self-report by notifying the ASHA Ethics Office in writing within 60 days of the final action or disposition. Individuals shall also provide a copy of the final action, sanction, or disposition—with their self-report notification—to the ASHA Ethics Office.

## Terminology

The purpose of the following Terminology section is to provide additional clarification for terms not defined within the Principles of Ethics and Rules of Ethics sections.

The ASHA Ethics Office assists the Board of Ethics with the confidential administration and processing of self-reports from and ethics complaints against individuals (as defined below). All complaints and self-reports should be sent to this office. The mailing address for the ASHA Ethics Office is American Speech-Language-Hearing Association, attn: Ethics Office, 2200 Research Blvd., #309, Rockville, MD 20850. The email address is [ethics@asha.org](mailto:ethics@asha.org).

**Advertising** - Any form of communication with the public regarding services, therapies, research, products, or publications.

**Diminished decision-making ability** - The inability to comprehend, retain, or apply information necessary to determine a reasonable course of action.

**Individuals** - Within the Code of Ethics, this term refers to ASHA members and/or certificate holders and applicants for ASHA certification.

**Informed consent** - An agreement by persons served, those with legal authority for persons served, or research participants that constitutes authorization of a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks. Such an agreement may be verbal or written, as required by applicable law or policy.

**May vs. shall** - *May* denotes an allowance for discretion; *shall* denotes something that is required.

**Misrepresentation** - Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false, erroneous, or misleading (i.e., not in accordance with the facts).

**Negligence** - Failing to exercise a standard of care toward others that a reasonable or prudent person would use in the circumstances, or taking actions that a reasonable person would not.

**Nolo Contendere** - A plea made by a defendant stating that they will not contest a criminal charge.

**Plagiarism** - Representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing.

**Publicly disciplined** - A formal disciplinary action of public record.

**Reasonable or reasonably** - Being 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 the ASHA Ethics Office in writing and (b) sending a copy of the required documentation to the ASHA Ethics Office (see definition of "written" below).

**Shall vs. may** - *Shall* denotes something that is required; *may* denotes an allowance for discretion.

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

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

# APPENDIX B

## Purdue University Statement of Integrity and Code of Conduct

### Preamble

Purdue University has a long-standing tradition of upholding ethical conduct throughout its history. As a land-grant institution, we demonstrate our responsiveness to our constituencies and provide them with access to our knowledge resources. We nurture relationships with other partners in education who share our vision and join us in fostering 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 advancing learning, discovery, and engagement at the University and in Indiana extend to our nation and the world. This statement of integrity serves as a comprehensive 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, upholding them in every action and decision. Trust and trustworthiness are closely tied to how we conduct ourselves, as we foster a culture built on 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 value human and intellectual diversity, as well as 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, rejecting 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.

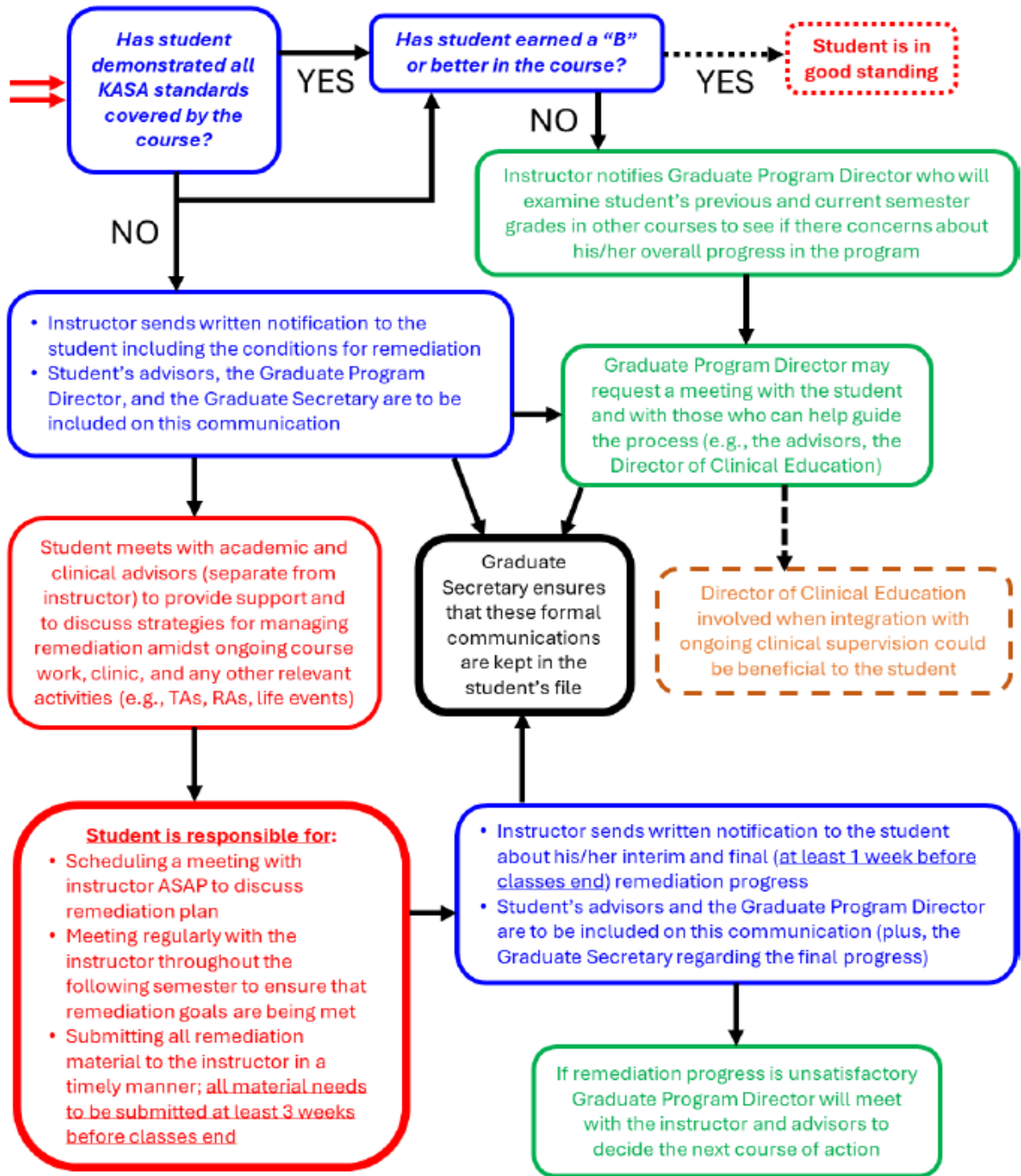
As members of the Purdue community, we demonstrate unyielding and uncompromised integrity in support of the highest standards of excellence for the University. As individuals, we all contribute to the Purdue standard of integrity, serving as an exemplary model for all universities.

Available [HERE](#)

# APPENDIX C

## Course Remediation Process

Graduate Program Director oversees this process  
 Instructor initiates it, Student is responsible for it,  
 Graduate secretary tracks it, Director of Clinical  
 Education facilitates it when needed



## APPENDIX D



DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

### Third-Year Externship Expectations

The Purdue University Doctor of Audiology (AuD) program equips students with the skills necessary to apply for licensure through state authorities and to obtain certification through the American Speech-Language-Hearing Association (ASHA) via the Certificate of Clinical Competence in Audiology (CCC-A). The third-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 the acquisition of the knowledge and skills identified in Standard II under the supervision of 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. Travel will be required. Students are expected to follow the dress code of the site and adhere to all professional requirements of the Purdue University Audiology Clinic. Most sites arranged through Purdue University have audiologists who hold their CCC-A. There are a few sites that do not have an audiologist employed with their CCC-A.

I understand that to pursue ASHA certification, I will need to select a fourth-year placement that offers supervision by audiologists who hold their CCC-A certification.

AuD Student Signature: \_\_\_\_\_

AuD Student Name (Printed): \_\_\_\_\_

AuD Student Date: \_\_\_\_\_

Third-Year Externship Coordinator Signature: \_\_\_\_\_

Externship Coordinator Name (Printed): Melissa Newell, AuD, CCC-A

Date: \_\_\_\_\_

Lyles-Porter Hall

(765) 494-3789

715 Clinic Drive

Fax: (765) 494-0771

West Lafayette, IN 47907-2122

[www.purdue.edu/hhs/slhs](http://www.purdue.edu/hhs/slhs)

# APPENDIX E



## Fourth-Year Externship Expectations

The Purdue University Doctor of Audiology (AuD) program equips students with the skills necessary to apply for licensure through state authorities and to obtain certification through the American Speech-Language-Hearing Association (ASHA) via the Certificate of Clinical Competence in Audiology (CCC-A).

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 the following standards:

- 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 the acquisition of the knowledge and skills identified in Standard II under the supervision of an ASHA-certified audiologist who has met the clinical instruction/supervision requirements.
- Applicants must pass the national examination (Praxis).

I understand that to pursue ASHA certification, I will need to select a fourth-year placement that offers supervision by an audiologist who holds a CCC-A.

Fourth-year audiology externship site placements are full-time during the summer, fall, and spring semesters of your fourth year. Travel will be required. Students are expected to follow policies and procedures at the off-campus site.

During the externship year, the number of academic credits registered in the fall and spring semesters is **below the university's minimum requirement to be classified as a full-time student**. As a result, students relying on financial aid should be aware that their eligibility may be impacted. Reduced enrollment status may limit access to certain forms of aid or affect the timing and amount of disbursements.

Because of this, students need to plan ahead. One way to help offset the cost of tuition during the externship year is to **seek placement sites that offer a stipend**. While stipends vary by site, they can provide meaningful financial support and help reduce the burden of tuition and living expenses.

If you have questions about how your externship year enrollment may affect your individual financial aid package, please contact the Office of Financial Aid as early as possible to review your options.

AuD Student Signature: \_\_\_\_\_

AuD Student Name (Printed): \_\_\_\_\_

AuD Student Date: \_\_\_\_\_

Fourth-Year Externship Coordinator Signature: \_\_\_\_\_

Externship Coordinator Name (Printed): Jillian Hubertz, AuD, CCC-A

Date: \_\_\_\_\_

**APPENDIX F**



OFFICE OF RISK MANAGEMENT

**Report of Personal Injury for**

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. Were 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