

Academic Handbook to Graduate Study



*Department of
Hearing and Speech
Sciences (DHSS)
Vanderbilt University
Nashville, TN*

STUDENT GUIDE TO THE VANDERBILT DEPARTMENT OF HEARING AND SPEECH SCIENCES

OVERVIEW	6
Purpose of Handbook	7
Brief History of the Department of Hearing and Speech Sciences	7
Office of Graduate Studies in Hearing and Speech Sciences	8
Mission Statements	9
Vanderbilt University	
Vanderbilt School of Medicine	
Medical School Credo	
Vanderbilt's Department of Hearing and Speech Sciences	
PROGRAMS OF STUDY	12
Doctor of Audiology (Au.D.)	14
Background/Requirements	16
Undergraduate Prerequisites	16
Sample Curriculum	17
Intent to Graduate	18
Specific Information	18
Academic Requirements	18
Degree Requirements	18
Residence	18
Coursework	18
Practicum	18
4 th Year Externship	19
Annual Review	20
Capstone	20
Capstone Specifics	
Purpose	
Requirements	
Procedural Steps	
Timeline	
Forms	
Conflict of Interest Policy	35
Teaching Assistant Policy	38
Promotion Procedures	38
Student Appeal/Redress	41
Core Au.D. Faculty	41
Doctor of Philosophy in Hearing and Speech Sciences (Ph.D.)	42
Requirements	44
General	44
Advisor and Program Committee	44
Department Requirements	45
Minor Area	46
Research Skills	46
Academic Progress	47
Demonstrated Research Ability	47
Institutional Review Board (IRB)	
Suggested Timeline for Fulfillment of Requirements	48
Sample Ph.D. Curriculum Plans	49
Audiology	
Speech-Language Pathology	

First-Year and Second-Year Evaluation-----	55
Ph.D. Written Comprehensive Examination-----	55
Dissertation and Final Examination-----	56
Length of Program-----	58
Forms-----	60
Master in Education of the Deaf (MDE)-----	70
Overview-----	72
Entrance Background/Requirements and Undergraduate Prerequisites-----	72
Curriculum-----	73
Intent to Graduate-----	75
Degree Requirements-----	75
Academic Requirements-----	75
Residence-----	75
Coursework-----	75
Maymester-----	75
Core Faculty-----	77
Master of Science in Speech-Language-Pathology (M.S.)-----	78
Overview-----	80
Entrance Background/Requirements-----	80
Undergraduate Prerequisites-----	80
Curriculum-----	81
Intent to Graduate-----	83
Degree Requirements-----	83
Academic Requirements-----	83
Residence-----	83
Coursework-----	83
Practicum-----	83
Student Review-----	84
Student Appeal/Redress-----	85
Thesis Option-----	85
Core Faculty-----	86
FACULTY-----	88
Research Report-----	93
PROSPECTIVE STUDENTS-----	94
Admissions-----	96
Financial Aid-----	96
On-Campus Visits-----	96
ENROLLED STUDENTS-----	98
Policies and Procedures-----	100
Academic Probation-----	100
Commencement-----	100
Course Credit-----	101
Transfer Credit-----	

Financial Information	102
Payment of Tuition and Fees	
Refunds of Tuition	
Tuition payment programs	
Fees	
Grading System	103
Grievances and Appeals	104
Honor System	105
Independent Study	105
Leave of Absence	106
Non-academic Misconduct	106
Registration	106
Changes in Registration	
Withdrawal from Program	107
Additional Information	108
Extra-curricular opportunities	108
Required Annual Training/Inoculations	108
Immunizations	
Standards of Conduct	
Travel Policies and Guidelines	109
Student Web Applications	111
RELATED MATTERS	112
Professional Credentials	114
ASHA	
AAA	
Professional Ethics	121
Website Links	122
DEPARTMENT/UNIVERSITY AND OTHER CONTACTS	126

Overview

PURPOSE OF THIS HANDBOOK

This handbook is meant to provide enrolled as well as prospective students and related parties (e.g., DHSS academic advisors) with information about the policies and procedures involved in the academic graduate programs of the Department of Hearing and Speech Sciences, Vanderbilt University. It includes information about departmental policies and procedures and is to be used as a supplement to the University Student Handbook http://www.vanderbilt.edu/student_handbook and the catalog of the Graduate School <http://www.vanderbilt.edu/catalogs/grad/Grad01.html> (if applicable).

BRIEF HISTORY OF THE DEPARTMENT OF HEARING AND SPEECH SCIENCES

In the 1920's through 1940's, Dr. Wesley Wilkerson practiced medicine as an Eye, Ear, Nose and Throat doctor in Nashville, Tennessee. He was most concerned for his pediatric patients with hearing loss and was very frustrated with the lack of intervention services for deaf and hard of hearing children, who were expected to live at home or in an institution and have very little independence as adults. Dr. Wilkerson was married to Fawn Parent Wilkerson and had three children: Bill, Nancy Fawn and Jane. In January of 1945, Bill was killed in the Battle of the Bulge when he volunteered for dangerous duty as a forward observer.

In the 1940's, Dr. Wilkerson attended several conferences where he heard Mrs. Spencer Tracey speak about her son, a profoundly deaf child who had, with early intensive intervention, learned to speak. He became determined to create a place where any child with hearing loss could learn to speak and communicate in order to have a much better chance at education, employment and a typical life. In 1949, Dr. Wilkerson organized a board of directors and chartered the "Tennessee Hearing and Speech Foundation".

Two years later, in 1951, the Foundation opened a clinic in an old fraternity house on the Vanderbilt campus, hiring audiologist Dr. Freeman McConnell as its first director. In a secret meeting, the board of directors voted to name the Nashville clinic after Dr. Wilkerson's son, Bill, as a memorial and a tribute to the Wilkerson family. In subsequent years, the Foundation was instrumental in opening seven more hearing and speech centers across the state of Tennessee. Dr. Wilkerson also worked with Vanderbilt University to start a training program for hearing and speech professionals. The first class of audiologists and speech-language pathologists graduated in 1953. This was the beginning of a long-term educational and research relationship the Center has with Vanderbilt.

In the early 1950's, the board started plans to build a more permanent facility. Mrs. Lucille Clement, wife of the governor at that time, spearheaded efforts with the Tennessee State Legislature to pass a bond issue to fund the construction of a new facility. In 1956, ground was broken for the new building, which was completed in 1958 and considered the most state-of-the-art clinic of its kind in the world. The new facility also contained a number of research labs, including an anechoic chamber, which enabled the Center to expand its research program.

In the 1960's, the Center expanded the scope of its mission to treat very young children with hearing loss. Working on the new-found belief that children learn language at a more rapid rate as toddlers and preschoolers, the Center opened a demonstration project to train parents to provide ongoing language stimulation in the home environment. In 1972, The Mama Lere Home was built to house the Parent-Infant Training Program. Families came from across the southeast to participate in the program. Also during this era, the Center was home to the Nashville Public Schools Hearing Impaired Preschool. The clinical, academic and research programs continued to grow and develop across the next three decades.

The Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences (VBWCOCS) was created in 1997 when the Bill Wilkerson Center, a private hearing and speech clinic, merged with Vanderbilt Medical Center and became the Vanderbilt Department of Hearing and Speech Sciences. Partnered with the nationally-ranked Vanderbilt Department of Otolaryngology, the combined departments are known as the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences.

Ground was broken for a state-of-the-art building to house the new Center on the medical center campus in December 2001. The facility is designed to encourage interdisciplinary collaboration and research in all of the speech, language and hearing sciences, and otolaryngology specialties. The \$61M facility was completed in 2005, and all entities of the Center are housed within it.

The VBWCOCS is dedicated to serving persons with diseases of the ear, nose, throat, head and neck, and hearing, speech, language and related disorders. As a part of one of the nation's leading academic health systems, the Center restores health and the ability to communicate to thousands of people every year through patient care, professional education, and clinical research. The Center is comprised of Vanderbilt's Department of Otolaryngology and Department of Hearing and Speech Sciences.

OFFICE OF GRADUATE STUDIES IN HEARING AND SPEECH SCIENCES

The Vanderbilt University Graduate Program in Hearing and Speech Sciences was established in 1951 – it is the largest graduate program in the School of Medicine and one of the largest programs at Vanderbilt University. Currently, the Audiology program is ranked first in the country and the speech-language pathology program is ranked fifth by *U.S. News and World Report*. The Doctor of Audiology (Au.D.) degree is the only doctoral program in Vanderbilt University School of Medicine other than the M.D. degree. The Doctor of Audiology and the Master's of Science in Speech-Language Pathology degrees are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association.

The Vanderbilt Bill Wilkerson Center offers our students one of the finest facilities in the U.S.. The facility houses service delivery programs for audiology, speech-language pathology, deaf education, and otolaryngology. It contains educational and research space specifically designed to accommodate the DHSS's programs at Vanderbilt University with more than 20,000 square feet dedicated to graduate studies in communication sciences and disorders.

Vanderbilt's DHSS is a large, multidisciplinary program logging over 50,000 patient visits annually for all forms of communication and related disorders. Its unique partnership with the Department of Otolaryngology enables access to medical consultation and collaboration. With eight audiology and speech-language pathology clinics located in both hospital and clinical settings, DHSS students have access to all aspects of clinical experience—identification, assessment and management—in neonate through geriatric patients.

MISSION STATEMENTS

Vanderbilt University

Vanderbilt University is, above all, a center for scholarly research, informed and creative teaching, and service to the community and the society at large. The University avows as its essential task the unique fusing of the quest for knowledge through scholarship with the dissemination of knowledge through teaching. Creative experimentation, the development of high standards, and an enhanced atmosphere of intellectual freedom are both evident and valued on this campus.

In addition, the University has an inherent regional role. It recognizes that as a private institution it is almost unique in its offerings of advanced programs in the region. Moreover, the diversity of programs promotes an interchange manifested in a wide and rich curriculum both remarkable for its size and complexity. Vanderbilt values an environment conducive to the cultivation of liberal learning, logical thought, and disciplined inquiry into the education of our youth and the training of creative professionals. Vanderbilt understands itself as self-contained and self-regulating, subject finally only to generally acknowledged standards of excellence and a sense of responsibility to the national community. High in priority among Vanderbilt's many goals is to have a diversified student population.

Vanderbilt School of Medicine

To bring the full measure of human knowledge, talent, and compassion to bear on the healing of sickness and injury and the advancement of health and wellness through preeminent programs in patient care, education, and research.

Medical School Credo

We provide excellence in healthcare, research, and education.
We treat others as we wish to be treated.
We continuously evaluate and improve our performance.

Medical School Credo Behaviors:

- I make those I serve my highest priority.
- I have a sense of ownership.
- I conduct myself professionally.

- I respect privacy and confidentiality.
- I communicate effectively.
- I am committed to my colleagues.

Vanderbilt's Department of Hearing and Speech Sciences (DHSS)

The DHSS is dedicated to serving persons with communicative and related disorders through treatment, education, and research; enhance our knowledge of communicative and related disorders; shape the future of communication disorders and related disciplines through international leadership; promote public awareness and prevention of communicative and related disorders; ensure continuous improvement of operations through personal and professional development; and generate measurable benefits for our community, employees, students, clients and their families, and other customers.

Programs of Study

Doctor of Audiology (Au.D.)

DOCTOR OF AUDIOLOGY (AU.D.)

BACKGROUND/REQUIREMENTS

The Au.D. Program at Vanderbilt encourages applicants with backgrounds in such areas as communication disorders and other health-related professions, biomedical sciences, psychology and psycholinguistics. All students must possess GRE scores consistent with Vanderbilt standards, a strong record of past academic achievement, a commitment to hearing health care, excellent oral and written communication skills, a willingness to work collaboratively, a strong work ethic, perseverance, and excellent organizational and time management skills.

UNDERGRADUATE PREREQUISITES

It is necessary for students to have satisfied the following prerequisites prior to admission to the Vanderbilt program (for those without or minimal undergraduate coursework in these areas, **all** four prerequisites must be completed prior to completion of their program).

- 1) Biological Sciences (at least one course, for example, Intro to Biology)
- 2) Physical Sciences (at least one course, for example, Intro to Physics, Intro to Acoustics)
- 3) Mathematics (at least one course, for example, Intro to Statistics)
- 4) Behavioral Sciences (at least one course, for example, Intro to Developmental Psych)

Although other courses, for example, Fundamentals of Hearing Science, etc. would also be helpful, the above four areas are the most crucial to complete as an *undergraduate*.

SAMPLE Au.D. CURRICULUM

	Course 1	Course 2	Course 3	Course 4	Course 5
YEAR ONE					
Fall	Acoustics, Calibration & Instrumentation AUD 5359.06, 3 hrs	Anatomy and Physiology of Hearing Mechanisms AUD 5227.06, 3 hrs	Hereditary Hearing Loss AUD 5303.06, 3 hrs.	Measurement of Hearing AUD 5310.06, 3 hrs	Intro to Clinical Case Conference AUD 5580.06, 1 hr
Spring	Auditory Clinical Electrophysiology AUD 5337.10, 3 hrs	Amplification I AUD 5340.10, 3 hrs	Neuroscience AUD 5233.10, 3 hrs	Psychoacoustics AUD 5328.10, 3 hrs	Clinical Case Conference AUD 5583.10, 1 hr.
Summer	Family Ctrd Counseling & Interviewing AUD 5361.12, 2 hrs	Assessment of Vestibular Disorders, AUD 5346.12, 3 hrs			Case Conference AUD 5583.12, 1 hr
YEAR TWO					
Fall 2	Pediatric Audiology AUD 5325.06, 3 hrs	Management of Vestibular Disorders, AUD 5347.06, 3 hrs	Amplification II AUD 5345.06, 3 hrs	Pathology of Auditory System AUD 5332.06, 3 hrs	Case Conference AUD 5583.06, 1 hr
Spring 2	Aural Rehabilitation for Children AUD 5318.10, 3 hrs	Capstone I AUD 5581.10, 3 hrs	Hearing Loss & Speech Understanding AUD 5327.10, 3 hrs	Microbiology and Pharmacology for Audiology AUD 5333.10, 3 hrs	Case Conference AUD 5583.10, 1 hr
Summer 2	Hearing Conservation AUD 5343.12, 3 hrs	Hearing and Aging AUD 5363.12, 3 hrs			Case Conference AUD 5583.12, 1 hr
YEAR THREE					
Fall 3	Clinical Research Design AUD 5368.06, 3 hrs	Professional Issues & Ethics AUD 5367.06, 2 hrs	Elective or Child Language Acquisition SLP 5304.06, 2 hrs	Capstone II AUD 5582.06, 3 hrs	Case Conference AUD 5583.06, 1 hr
Spring 3	Cochlear Implants AUD 5354.10, 3 hrs	Business and Financial Management for Audiologist AUD 5365.10, 4 hrs	Elective	Amplification III AUD 5353.10, 3 hrs	Case Conference AUD 5583.10, 1 hr
Summer 3	Externship, AUD 5355-12, 1 hr				
YEAR FOUR					
Fall	Externship, AUD 5355-06, 3 hrs				
Spring	Externship, AUD 5355-10, 3 hrs				

Note: Special funding under a federal or private grant may change the total number of semester credit hours required or the distribution of coursework in certain semesters.

INTENT TO GRADUATE

The DHSS Graduate Studies office will provide the Medical School a list of all eligible-to-graduate students near the beginning of the semester in which the Au.D. student expects to receive a degree (e.g., January/February for May graduation, etc.).

SPECIFIC AU.D. INFORMATION

Guidelines on regulations and requirements for the Au.D. program can also be found in the School of Medicine online catalog at:

<http://www.vanderbilt.edu/catalogs/medical/index.html>

Academic Requirements

Candidates for the Au.D. degree must have satisfactorily completed all residency, academic course and clinical practica requirements, as well as be free of indebtedness to the University at the time of graduation.

The academic requirements described on the following pages have been established by the Graduate Faculty and are applicable to all graduate students at Vanderbilt. Au.D. students are advised/required to consult with their major advisers as well as the Director of Graduate Studies and the Director of Clinical Education for Doctor of Audiology degree requirements.

Students who were completing undergraduate or advanced degrees at the time of their admission to the Au.D. must provide to the Office of Graduate Studies (before initial registration) an official final transcript showing that the degree has been received and the date it was granted.

Degree Requirements

Residence

The candidate for the Au.D. degree shall spend at least nine academic semesters of graduate study at Vanderbilt. Candidates for the Au.D. degree are expected to be enrolled in the Medical School during each fall, spring, or summer semester until completion of the degree. International students should contact the Medical School's Office of International Student and Scholar Services concerning time limitations for completion of the Au.D. degree.

Coursework

For Au.D. students, a minimum of 78 semester hours of formal, didactic coursework plus 15 clinical practicum semester hours is required for the Au.D. degree.

Practicum

All Au.D students are expected to participate and make good progress in developing clinical skills through clinical practicum throughout their program. The first semester of clinical practicum will involve more observation and guidance than actual hands-on experience. A grade of Pass (P) or Fail (F) will be awarded for the first semester of practicum, primarily based on attendance, punctuality, professionalism, and active engagement in the learning process. In subsequent semesters, clinical supervisors award traditional letter grades (A, B, C, D, F) for clinical performance/learning, a grade which may be reduced for unexcused absences from either clinic or clinical case conference according to prevailing departmental guidelines.

Students may expect to have the following time commitments to clinic during enrollment in the Au.D program:

<u>Semester/Year</u>	<u>Amount of Clinic Time per Week</u>
1 st Semester (Fall 1)	2 half-days
2 nd Semester (Spring 1)	3 half-days
3 rd Semester (Summer 1)	3 half-days
4 th Semester (Fall 2)	3 half-days
5 th Semester (Spring 2)	3 half-days
6 th Semester (Summer 2)	3 half-days
7 th Semester (Fall 3)	4 half-days
8 th Semester (Spring 3)	4 half-days
4 th -year (beginning Summer 3)	Full-time clinical assignment

Student performance is reviewed annually, and a failure to appropriately develop clinical skills can result in probationary status which must be alleviated in order to continue in the program. (See Annual Review section below).

4th-Year Externship

During the fall of the third year, Au.D students begin the application process for 4th-year clinical externship placements. These externships begin on or about July 1 at the conclusion of the third year and must continue for a minimum of ten months (until April 30 of the fourth year). Students receive financial support in the form of tuition and a stipend paid by the externship facility during the fourth year. All other financial support in the form of scholarships or training grants are discontinued during the fourth year. Individual contracts and agreements with receiving facilities vary significantly with some facilities requiring a twelve-month placement (extending beyond graduation) in order to accept a student. Students are guided during the application and acceptance process by the Director of Clinical Education and faculty and staff in the audiology program.

IMPORTANT INFORMATION ABOUT FUNDING DURING THE EXTERNSHIP YEAR

This information is to make you aware of issues related to money and departmental support for the AuD so that you can plan accordingly. Your tuition bill is divided into three (3) equal installments for each year, due approximately August, January, and June. This same division of payments will apply to the third year of the degree program with the last payment in June for your third year. Any tuition remission support you have been receiving will continue through the third year. However, for the fourth year, any tuition support or remittance you received during the first three years **will NOT continue**. Instead, you will engage in a paid externship and will be responsible for paying your tuition (a greatly reduced amount, less than 25% of the total previous yearly amounts) divided evenly between fall and spring semesters from the money you earn in your externship. You will keep the money you earn above the tuition costs to pay for your living expenses. The department works with externship sites to ensure that the monthly funding level for living expenses is never less than \$1800/month after tuition payments have been deducted.

Annual Review

AuD students are reviewed annually by the faculty AuD committee. Reviews include an assessment of both academic and clinical progress and a less quantitative assessment of professional and personal behavior that augments the more traditional metrics. Results of the review, which are communicated to the advisors of students and then to the students by the advisors, include findings of promotion, promotion with a plan for performance improvement, promotion on probation, and non-promotion. Specific remediation plans for other actions are specified by the committee as a result of the annual review. If students disagree with the findings of the AuD faculty committee, they may follow the grievance plan outlined in a later section.

Capstone

The capstone experience can take many different forms and students are encouraged to be creative in developing projects that foster their own specific clinical interests. All capstone projects will be evidence-based and will include a comprehensive literature review of a specific aspect of the practice of clinical audiology. Examples of acceptable capstone projects include:

- 1) formulation and evaluation of clinical protocols
- 2) in-depth investigation into an unfamiliar clinical topic
- 3) development of student/employee training material
- 4) case study using single-subject design concepts
- 5) meta-analysis
- 6) business plans
- 7) grant proposals
- 8) clinic-based research
- 9) development of clinical/educational materials

Potential Capstone Directors: The following are Au.D. faculty members who can potentially serve as capstone directors*:

- 1) Auther, Linda – electrophysiology
- 2) Ashmead, Daniel – spatial hearing, psychoacoustics
- 3) Bess, Fred – pediatric audiology, geriatrics
- 4) Bradham, Tamala – pediatric audiology, cochlear implants
- 5) Bratt, Gene – adult diagnostics, hearing aids
- 6) Dickinson, William – adult hearing aids
- 7) Fino-Szumski, Mary Sue – business aspects, health care policy
- 8) Grantham, Wesley – psychoacoustics
- 9) Hackett, Troy – auditory neuroscience
- 10) Hood, Linda – auditory electrophysiology, cochlear implants
- 11) Hornsby, Benjamin – hearing aids, psychoacoustics
- 12) Jacobson, Gary – electrophysiology, vestibular
- 13) McCaslin, Devin – vestibular, tinnitus
- 14) Mueller, Gus – hearing aids, outcome measures
- 15) Peek, Barbara – hearing aids, adult diagnostics
- 16) Ricketts, Todd – hearing aids, psychoacoustics
- 17) Rosenfeld, Mia – geriatrics, epidemiology
- 18) Tharpe, Anne Marie – pediatric audiology, aural habilitation

*Note that the topics listed above represent *examples* of the expertise of each faculty member and are not the only topics of interest to these faculty members.

Capstone Specifics

The policies and procedures outlined by this document are designed to be used by the Au.D. student as a guide for the doctoral capstone project. It is expected that the guidelines contained in this document will be especially useful for students and committee members as they plan and complete the capstone experience. The guidelines expressed in the following sections of this document have been reviewed and approved by the Vanderbilt Au.D. faculty. It is expected that this document will be reviewed frequently and amended as needed.

Purpose of Capstone

All Au.D. students in the Department of Hearing and Speech Sciences (DHSS) must complete a capstone project. It is important to stress that the capstone experience is not limited to research-based investigations. Although a research project conducted within the following guidelines would certainly satisfy the capstone requirement, other projects such as evidence-based position papers, business plans, critical literature reviews with applications to clinical problem solving, grant proposals, development of clinical protocols based on published research findings, etc. also represent excellent potential for capstone projects.

The DHSS faculty believe that students need to understand that a new paradigm for practicing audiology is emerging – one that is more evidence-based, one that de-emphasizes unsystematic experience and clinical intuition as sufficient grounds for clinical decision-making, and one that stresses the examination of results from clinical research. Thus, any project designed to accomplish this overall goal should be considered worthy capstone material. Specifically, the purposes of the doctoral capstone project are:

- To create an opportunity for students to engage in an in-depth study of an area of audiology
- To foster the student's appreciation for evidence-based practice
- To enhance the student's capacity to be a critical consumer of audiologic research
- To provide a forum conducive for the student to demonstrate critical thinking

In general, regardless of the format, it is envisioned that typical doctoral capstone projects will minimally consist of a literature review centered on a specific aspect of the practice of clinical audiology, followed by an assessment or projection of impact upon existing clinical practices. Thus, doctoral capstone experiences should be designed to allow students an opportunity to demonstrate critical thinking on clinical issues within a maximally-flexible curriculum.

Capstone Requirements

The doctoral capstone project is comprised of 6 credit hours taken in Years 2 and 3 (3 in spring of Year 2 and 3 in spring of Year 3). Prior to enrolling for capstone credit, students must have identified a capstone topic and, minimally, a committee director. By the end of spring semester of Year 2, the capstone proposal must be completed and accepted by the student's capstone committee. Under no circumstances, should a student initiate a doctoral capstone project until it has been approved by her or his capstone committee. The completed capstone project must be approved by the capstone committee and presented in a written form and orally in a format defined by the capstone committee. The various steps and guidelines associated with completion of the capstone project are outlined as follows.

Capstone Procedural Steps

The capstone project is considered a significant educational experience in the Au.D. program. Although the student assumes primary responsibility for the content and format of the capstone document, the DHSS faculty and the student's capstone committee are also expected to provide guidance. The director of the

capstone committee is especially important in the guidance process and serves the primary role of mentor. **Both the student and committee director, therefore, should read and understand these guidelines prior to initiating the doctoral capstone process.** The following steps describe the procedural sequence necessary to complete the capstone project. A suggested timeline is provided in this handbook.

(1) Initiation of Capstone

The initial step in the capstone process is to identify an area of interest. At this stage, the topic or format of the capstone project need not be specific, but the student should have a general idea about the area of interest. The majority of ideas for capstone projects arise from reading the literature (often associated with course assignments), as the result of discussions with course instructors, classmates, or with other professional colleagues. For these reasons, it often is beneficial for students to discuss possible capstone ideas with course instructors, academic advisors or classmates.

(2) Selection of a Capstone Committee.

Once a student has an idea, topic, or an area of interest for a capstone project, the next step is to identify a capstone committee. At a minimum, the capstone committee must consist of a director and two additional members. Faculty members from other departments outside the DHSS and outside VU may be invited to serve as committee members. However, the committee director and one additional member must be from within the DHSS. The committee director must also hold a Ph.D. or an Au.D. clinical faculty appointment *with* teaching responsibilities. A Ph.D. student can serve as an additional (4th), non-voting member of the committee if s/he is ABD. The capstone committee must have at least one member with a Ph.D.

It is recommended that students first select a capstone committee director. Once the director is identified, the student and director can discuss the selection of the other committee members. The student, however, has the right to make the final decision as to the composition of the capstone committee within the guidelines set forth in this document. When the committee is finalized, the student must file this information in his/her academic file (see Declaration of Capstone Intent in the capstone forms section of this document).

Students need to select carefully the director of their capstone project. In addition to providing assistance in selecting other committee members, it is expected that the student and director will interact closely to refine the original capstone ideas into its final form, develop a proposal, conduct the project, write the final narrative, and moderate the student's oral presentation. In this respect, the director is expected to provide guidance and mentorship to the student during all phases of the capstone experience

and, as necessary, to consult with the other committee members as the project is developed, initiated and brought to fruition.

(3) *Capstone Proposal.*

The student must prepare a narrative that describes the proposed capstone project. This narrative, hereafter referred to as the capstone proposal, should be prepared in close consultation with the capstone director. The format for preparing the proposal is illustrated in the capstone forms portion of this document.

Sufficient detail should be provided in the proposal so that each section contains a clear and succinct description of the project. The proposal must provide fundamental direction for the capstone project that subsequently will be followed as the project is completed.

- The title of the capstone project should be brief, but descriptive and suggest the project's purpose.
- The introduction of the capstone proposal should describe the type (e.g., research, survey development, position paper, literature review, assessment or management protocol, etc.) and purpose (i.e., typically a theoretical rationale based on literature review) of the project. The purpose of the project should support, and logically lead to a statement of the importance of the project. In many cases, the purpose and importance of the project can be broken down further into more precise sub-components or position statements. The literature review should contain prominent research studies or published reports that are relevant to the student's project. Irrelevant literature, although sometimes interesting and informative, generally should not be included. The length of the literature review will depend on the nature of the topic and of the project. The capstone director will provide guidance in this regard. Finally, it is basically accepted that if the student can state clearly and succinctly why she or he wants to undertake the project, she or he understands what she or he is attempting to accomplish.
- The procedures section of the capstone proposal addresses the methodological approaches the student will use to complete the project. It includes minimally how the project will be conducted, specific procedures that will be employed, decision criteria, types of evidence (data) that will be collected and the anticipated sources of such evidence, and how the information collected will be analyzed and described. The procedure section usually concludes with a statement summarizing the scope of the project and listing expected limitations.
- Students should include as appendices any information that might be distracting, or that is not needed in the body of the proposal.

- Each proposal must include a list of references – a listing of the books, articles and other sources that the student has cited in the proposal narrative. The listing of all references should be consistent with the most current edition of the *APA Style Manual*.
- The capstone proposal should be between 6 and 20 pages in length (sans references, appendices, and other support documents). Again, the length of the proposal will depend on the nature of the project and should be discussed with the capstone director.
- Capstone committee directors will work with the student to include a time line suggesting appropriate times for developing and completing various stages of the project, including writing the final document. Students should ask their director for her or his preference.
- If a capstone topic overlaps with work the student has completed or is in the process of completing for a course, the student must consult with the course instructor and gain his/her approval *prior to submitting a capstone proposal* (indicated by signature on the Declaration of Capstone Intent form) and the student must notify his/her capstone committee of the overlap. In addition, all work already generated by the student on the topic must be handed in to the capstone committee along with the proposal.
- Capstone committee members will respond to the capstone director and the student within two weeks of proposal receipt. This can be orally, or in writing. Email is preferable in terms of efficiency and provision of a permanent record. Committee members have the following options: (1) approve the proposal, (2) approve with minor revisions, or (3) reject the proposal. Committee members reserve the right to request a meeting at which the student must defend the proposal and address committee questions/concerns. See Capstone Proposal Approval Form in the “forms” section of this document.
- A capstone project cannot begin without committee approval.

(4) *Institutional Review Board (IRB).*

VU has specific policies that govern projects involving human and animal subjects. When a capstone project involves human or animal subjects, an application must be submitted for VU IRB review and approval. Students should refer to the VU IRB training website

<http://www.mc.vanderbilt.edu/irb/training> for required training prior to initiating a research project. **A CAPSTONE PROJECT INVOLVING HUMAN OR ANIMAL SUBJECTS MUST NOT BEGIN WITHOUT IRB APPROVAL.**

(5) *Conduct the Capstone Project and Prepare a Preliminary Draft.*

Once all necessary approvals have been obtained as discussed in the previous sections of these guidelines, the student will conduct the capstone project consistent with the procedures section of the capstone proposal. When this phase of the project is completed, the student, working closely with the capstone committee director, will develop a preliminary draft of the project. In many cases, the student may have to write several “rough” drafts of the manuscript until both the student and the capstone director agree that a final preliminary draft has been achieved. The completed preliminary draft is submitted by the student to the other committee member(s) for review. The capstone committee, after review of the preliminary draft, will decide if the student is ready to make an oral presentation of the doctoral capstone project. **The committee should respond to the student or the student’s capstone director within two weeks of receiving the preliminary draft.** In the event that the committee decides a student is **NOT** ready for an oral presentation, it will confer with the committee director to specify areas of concern that need to be satisfied prior to the oral presentation.

(6) *Oral Presentation of Capstone*

All capstone projects will be presented orally by the students in a meeting designated for that purpose **on a date TBA during spring** of their third year. All interested faculty and students will be encouraged to attend this meeting. Details of the oral presentation follow:

- a. Presentation of capstone projects must be delivered orally by each student in front of an audience of fellow students, staff, faculty and other invited guests.
- b. Each capstone project must have been previously defended and approved by a student’s capstone committee prior to the oral presentation. This will typically require a defense date two weeks prior to the oral presentation.
- c. In the event that a student does not have an approved project by the date of the oral presentations, his/her committee will decide on the appropriateness of the student presenting his/her work to date. In any case, if the project is not completed (defined as the completion of a final manuscript and an oral defense to the student’s capstone committee) by the day of the oral presentations, the tardiness will be reflected in the student’s final capstone grade.

- d. Capstone presentations will last no more than 15 minutes with 3 minutes following for questions. This time limit will be strictly enforced. Therefore, it is recommended that students practice their presentations beforehand. Students may consider making the presentation to their capstone committee during their defense as a means for practice.
- e. Presentations must be in PowerPoint format or equivalent.
- f. Capstone presentations will begin at 3:00 p.m. and end at 6:00 p.m. with a reception following for students and guests.
- g. An award committee consisting of all capstone directors, Fred Bess, and Sue Hale will determine the outstanding capstone for each year.

(7) *Final Capstone Manuscript.*

All capstone projects, regardless of format (e.g., research, critical literature review to support position statement, etc.), must be presented as a formal manuscript. The final draft of this manuscript contains any changes to the preliminary draft as agreed upon by the student and capstone project committee. It is expected that the organization of the text of the final manuscripts may vary from project to project but all will adhere to the current Publication Manual of American Psychological Association. Final, approved manuscripts are to be completed and placed in the student's academic file prior to departure for his or her 4th year placement.

(8) *Grading Procedure* for Capstone*

The director of the capstone committee is responsible for submitting the grades for Capstone I (3 hrs) and Capstone II (3 hrs). The grades will be determined after receiving and considering input from the other committee member(s). Grading options include A (meaning "High Pass"), B (meaning "Pass"), C (meaning "Low Pass"), and F (meaning "Fail"). In the case of a "Fail" score, the student's committee will decide what steps will be necessary in order to change the score to a "Pass", if possible. An inability to obtain a "Pass" score on the capstone may influence a student's transition to the 4th Year. ***Successful completion of the capstone is required prior to leaving for a 4th Year site.*** An "I" (meaning "Incomplete") can be conferred for Capstone I, but not without a grading penalty (unless a student has a legitimate reason for having not completed the proposal by the due date at the end of the semester), and for Capstone II, in cases where a student has a legitimate reason for having not completed the capstone by the due date ***OR*** the committee feels that minor re-writing is necessary that can be completed after the student has left for his/her 4th Year site [the student's capstone director, with input from the capstone committee, will determine if a student has a legitimate reason for delayed completion of Capstone I or Capstone II].

(9) *General guidelines for grading capstones include:*

Capstone I:

- A = completion of all requirements (i.e., submission of capstone intent form, draft proposal to committee, and committee acceptance of proposal) in a timely- and high-quality manner; proposal idea was well thought out; proposal was well-written;
- B = completion of all requirements with good quality (i.e., submission of capstone intent form, drafts of proposal to director and to committee, and committee acceptance of proposal) in a timely manner, or the Capstone proposal was of high quality but the requirements were not met according to the dates set forth by the capstone director;
- C = the proposal was of average or below average quality. In addition, it may not have met time requirements;
- F = student completed work but it was not completed in a timely fashion and/or was of such poor quality that it was not expected that Capstone II could be completed in a reasonable manner; failure on Capstone I will result in automatic withdrawal from Capstone II. The student will be required to remedy the failure prior to re-enrolling in Capstone II, but the failure will remain on the student's record;
- I = incomplete

Capstone II:

- A = completion of all requirements (completion of data collection or project completion, drafts of final manuscript to director and to committee, final defense, oral presentation on Capstone Day) in a timely manner. The Capstone is of extremely high quality, is well written, and/or exhibits exceptional creativity or initiative on the part of the student;
- B = completion of all requirements with good quality (completion of data collection or project completion, drafts of final manuscript to director and to committee, final defense, oral presentation on Capstone Day) in a timely manner or the Capstone was of exceptional quality, however the requirements were not met according to the dates set forth by the capstone director or by the AuD Committee;
- C = the project was of average or below average quality. In addition, it may not have been well-written or not presented in a professional manner; may have also not met time requirements;
- F = student does not complete the Capstone with a level of quality acceptable to his or her capstone committee or does not do so in time to meet their planned graduation date (i.e., no legitimate reason is determined);
- I = incomplete

* Academic misconduct including, but not limited to, data fabrication or plagiarism may result in an automatic failure of either Capstone 1 or Capstone 2.

*Suggested Timeline for Completion of Au.D. Capstone Project**

Benchmarks	Year 2	Year 3
Select capstone director	End of Fall Semester	
Select capstone committee (turn in Declaration of Capstone Intent form)	By February 1	
Begin drafting proposal	By February 1	
Deliver proposal to committee	By April 1	
Obtain proposal approval (turn in Capstone Proposal Approval form)	By End of Spring Semester	
Deliver capstone manuscript to committee		By November 15
Orally defend project to committee		By December 1
Complete all revisions		By February 1
Public oral defense		TBA

*Slight adjustments to this timeline can be made at the discretion of the capstone director

Forms/Documents Related to the Au.D. Capstone Project

DECLARATION OF Au.D. CAPSTONE INTENT.

To: **DHSS Office of Graduate Studies**

Date: _____

Student Name: _____

Capstone Director: _____

Signature of Capstone Director: _____

Additional Committee Members: _____

Capstone Topic (1-2 sentences): _____

Expected Date of Completion: _____

Au.D. CAPSTONE PROJECT PROPOSAL

Project Title: _____

Student: _____

Committee Members: _____ (Director)

I. INTRODUCTION

- A. Type and purpose of project
- B. Why is this project important
- C. Why you want to do this project

II. PROCEDURE

- A. How the project will be conducted
- B. What methods will be used to complete the project

III. APPENDICES (if appropriate)

IV. REFERENCES



VANDERBILT
UNIVERSITY

AU.D. CAPSTONE PROPOSAL APPROVAL FORM

Student name: _____

Title of Proposal: _____

Are human subjects involved in the project? ☐ No ☐ Yes (attach copy of IRB approval)

*Required Signatures:

Capstone Committee Chair _____

☐ Approve ☐ Approve with minor revisions ☐ Reject

Committee Member _____

☐ Approve ☐ Approve with minor revisions ☐ Reject

Committee Member _____

☐ Approve ☐ Approve with minor revisions ☐ Reject

Committee Member _____

☐ Approve ☐ Approve with minor revisions ☐ Reject

* Committee members reserve the option to request an oral defense of the proposal

Cc: student file
Director of Capstone Project



VANDERBILT
UNIVERSITY

Au.D. Capstone Final Manuscript Approval

Student name: _____

Title of Capstone: _____

*Required Signatures:

Capstone Committee Chair _____

☐ (A) High Pass ☐ (B) Pass ☐ (C) Low Pass ☐ (F) Fail

Committee Member _____

☐ (A) High Pass ☐ (B) Pass ☐ (C) Low Pass ☐ (F) Fail

Committee Member _____

☐ (A) High Pass ☐ (B) Pass ☐ (C) Low Pass ☐ (F) Fail

Committee Member _____

☐ (A) High Pass ☐ (B) Pass ☐ (C) Low Pass ☐ (F) Fail

Date _____

CONFLICT OF INTEREST POLICY

“Avoiding Conflict of Interest - Graduate Students and Industry”

The intent of this document is to provide direction to students who are confronted with educational funding opportunities provided by Industry (i.e., usually the hearing instrument industry). These opportunities include but are not limited to: Industry supported educational activities that are provided at the manufacturing site, or, at venues separate from the manufacturing site (e.g. hotels and resorts), and educational scholarships that are offered as a supplement to a student's financial resources. The content of the document has been produced with the full understanding that students have limited resources to finance an education. However, we should be mindful that Industry is not in the business of altruism, and, whatever of value is provided to us by industry is done with expectation that there will be a return on that investment (ROI) including decisions regarding purchases of scientific instrumentation, hearing aids, cochlear implants etc. In fact, with the resources available on campus (e.g. the Department of Hearing and Speech Sciences faculty), there are few instances where, if requested, a student could not obtain the same information locally without traveling away from campus.

There exist multiple ethical practice guidelines that have been developed by both the American Speech-Language Hearing Association, the American Academy of Audiology and Vanderbilt University. Additionally, the American Medical Student Association (AMSA) has developed its own policy regarding accepting support from industry (i.e. the pharmaceutical industry in this case). Please see section below from the AMSA (<http://www.amsa.org/about/ppp/pharm.cfm>):

“2. Regarding physician/industry interaction:

- a. SUPPORTS the concept that the physician's role in pharmaceutical product selection remain primary;
- b. ENDORSES the "Medical Letter of Drugs and Therapeutics," "Facts and Comparisons," "The American Hospital Formulary," and other objective sources of therapeutic information on pharmaceuticals, and ENCOURAGES all institutions to provide independent sources such as these, rather than relying solely upon industry sponsored sources such as the Physician's Desk Reference;
- c. OPPOSES the use of promotional gimmicks and inappropriate gifts serving no educational or informational purpose to influence medical students or physicians; (1992)
- d. OPPOSES the process by which the AMA's guidelines on gifts to physicians from industry were adopted by members of the medical community and its related industries; (1992)
- e. OPPOSES the policy of giving training institutions sole control over the allocation of industrial funds for the purpose of physicians'-in-training participation in extracurricular educational activities; (1992)
- f. ENCOURAGES the pharmaceutical industry, in cooperation with AMSA and other organizations representing physicians-in-training, to begin a continuing dialogue on the role of industry in medical education and in supporting legitimate medical education activities; (1992)

- g. BELIEVES that practicing physicians should maintain an independent financial posture vis-a-vis the pharmaceutical industry to avoid the potential of conflict of interests in prescribing for and treating their patients; (2002)
- h. URGES all physicians, residents and medical students not to accept as end recipients any promotional gifts from the pharmaceutical industry. (2002)
- i. URGES all hospitals and residency programs to discontinue the practice of pharmaceutical company-funded lectures and lunches. (2002)
- j. URGES all hospitals and residency programs to discontinue the practice of disseminating information about off-site drug-company sponsored events. (2002)
- k. OPPOSES granting CME credit for pharmaceutical company-sponsored events. (2002)
- l. URGES all physicians not to accept honoraria on behalf of pharmaceutical companies for speaking at educational conferences and not to accept compensation for token consulting or advising. (2002)
- m. SUPPORTS including curricula in medical school education concerning the ethics of physician-industry interactions, particularly in relation to pharmaceutical research and marketing. This curriculum may include: (2004)”

As an Institution we feel this strong code of ethics is appropriate for our students, faculty and field as well.

A. Attending Industry-Supported Educational Meetings (e.g. Oticon, Phonak, Starkey meetings) – Students may attend industry supported educational meetings if the following decisions about the educational meeting were made free of the control of Industry:

- “1. Identification of CME needs
- 2. Determination of educational objectives
- 3. Selection and presentation of content
- 4. Selection of all persons and organizations that will be in a position to control the content of the meeting
- 5. Selection of educational methods
- 6. Evaluation of the activity”

From Standard 1, The Standards for Commercial Support, Standards to Ensure Independence in CME Activities, Accreditation Council for Continuing Medical Education.

A meeting of this type occurs when the industry sponsor provides an organizer (i.e. a person or persons not affiliated directly with the industry sponsor) with an unrestricted grant and a topic for the meeting. The organizer (e.g. Mayo Clinic, Cleveland Clinic Foundation) then has the responsibility of creating the agenda, inviting speakers, developing learner objectives etc.

B. Industry Support of Expenses Incurred by Students Attending Industry Sponsored Educational Meetings

While attending industry supported educational events, students may not accept support from industry over and above food served before, during and after the educational event (i.e. breakfast, lunch, dinner and food breaks).

“The provider may not use commercial support to pay for travel, lodging, honoraria or personal expenses for non-teacher or non-author participants of an (educational) activity.”

Adapted from Standard 3, The Standards for Commercial Support, Standards to Ensure Independence in CME Activities, Accreditation Council for Continuing Medical Education.

Whether a given educational meeting is “industry sponsored” may be unclear to the student. In those cases the student should seek counsel from their academic advisor (first preference) or member of the Au.D. Committee.

C. Applying for, Obtaining, Accepting Industry-Funded Scholarships

Students may not apply directly to industry to obtain scholarships to defray educational expenses. Accepting funding directly from industry places the student in a potential conflict of interest. This conflict stems from the question of whether accepting money from a hearing aid manufacturer (for example) may influence their future dispensing habits. Industry funded scholarships usually carry with them an expectation that the student’s name, image and possibly name of their academic institution may be used for the purpose of marketing.

An exception to this policy would be if the institution and department (e.g. Vanderbilt University, Department of Hearing and Speech Sciences) were to receive from industry a grant restricted for the financial support of worthy students. If this grant was given without the aforementioned expectations, the student could accept the financial support if it was offered to them by the Department.

D. Accepting gifts from Industry

Students may accept gifts from Industry in the following circumstances:

The value of the gift should be no more than \$100. This means that the cost to the student (not Industry) of replacing the gift would be \$100 or less, and,

The gift should, in some way be of benefit to the patients the student will assess and manage in the future. That is, the gift should represent some real benefit to the student’s education and training (e.g. a textbook).

E. Primary reference

In these matters a primary reference (attached) is Addendum II: “Council on ethical and judicial affairs clarification on gifts to physicians from industry (E-8.061).” American Medical Association.

TEACHING ASSISTANT POLICY

Periodically, situations occur where it may be beneficial to the Audiology program, professors and their students for Au.D. students to serve as Teaching Assistants (TAs) in support of a course taken by Au.D. students. Traditionally, DHSS TAs have been Ph.D.-level students in courses and seminars primarily taken by master's or Au.D. students (although some Ph.D. students have also been TAs in courses taken by Ph.D. students).

However, there have been occasions where it is thought to be beneficial for Au.D. students to serve as TA's for Au.D. classes. To permit this to happen in the most appropriate fashion possible, the Au.D. faculty has approved following policy regarding when and how Au.D. students can serve as TA's for Au.D. courses:

1. It is customary for Ph.D. students (who will be instructing/teaching once they graduate) whenever appropriate and feasible, to serve as TA's in courses taken by AuD students.
2. Only 3rd or 4th year (i.e., honors placement) Au.D. students may serve as TA's and, only if:
 - a. they have both a clinic and academic aggregate GPA of >3.5, and,
 - b. if they received a grade of A- or better for the course for which they are proposing to serve as a TA, and,
3. TA activities conducted by Au.D. students will be limited to:
 - a. assisting with laboratory-type activities, and,
 - b. limited didactic instruction that is supplemental to the course and accompanied by on site supervision by the course faculty.
4. The student's academic advisor must agree that, by serving as a TA, the student's progress towards completion of degree will not be jeopardized.
5. The Chair of the Audiology Committee and DHSS Director of Graduate Studies will be informed, in writing, by the AuD student's academic advisor of the AuD student's abilities to meet criteria 2), 3) and 4) and a copy of this written statement will be placed in the AuD students academic file.

PROMOTION PROCEDURES *(Adapted from The Bulletin of Vanderbilt University: Medical Center 2004/2005)*

The Au.D. Committee, in consultation with all faculty members responsible for instruction of Au.D. students, is charged with making recommendations to the Director of Graduate Studies (DGS), Department of Hearing and Speech Sciences (DHSS) and Department Chair regarding progress and promotions of students in each class. Decisions on the progress of students are ordinarily made at the end of each academic year. However, decisions on the progress of students may be made at any time as academic or clinical performance, and/or personal behavior may dictate. Ordinarily, decisions for graduation will be made shortly before Commencement in the final year.

Recommendation for Promotion

The Au.D. Committee recommends for promotion those students who have demonstrated appropriate personal and interpersonal behavior and the knowledge, understanding, and skills consistent with faculty expectations at their

particular stage of professional development. As representatives of the Vanderbilt University School of Medicine (VUSM), students pledge to conduct themselves with honor and integrity at all times. This includes behavior at student and professional gatherings on and off the VU campus. In addition, all students are under the jurisdiction of the VUMC Honor System and are expected to abide by the Honor Code during their studies at VUSM. Any student taking a course in the School of Medicine, regardless of where registered, is under the jurisdiction of the Honor Council of VUSM and subject to the penalties it may impose. Students are expected to review the Honor Code online at http://www.mc.vanderbilt.edu/medschool/admissions/honor_code.php

A student's knowledge, understanding, and skills will be assessed via the Au.D. Grading System for academic and clinical work. Appropriate personal and interpersonal behavior are determined by adherence to the VUMC Honor Code, adherence to clinical and class attendance and behavior requirements as determined by course instructors and clinical supervisors, and adherence to generally accepted social mores for professional/student off-campus activities. Any student questions about appropriate personal, academic or clinical behaviors should be addressed with the student's academic advisor, course instructor, clinical supervisor, or the DGS, as appropriate.

Cause for Review

Academic/Clinical Performance. The department's educational program is predicated upon providing students an academic and clinical environment conducive to successful achievement. However, occasionally the outcome is unsuccessful. The Au.D. Committee will review the performance of students with alleged or known academic and/or clinical deficiencies and make recommendations concerning their progress.

It is Au.D program policy that students who exhibit overall marginal or unsatisfactory academic or clinical performance will undergo review by the Au.D. Committee (see Appendix A for Grading Policy). In addition, receipt of marginal or poorer grades in two or more academic courses and/or clinical practica in a single academic year will undergo special review by the Au.D. Committee. In light of the student's complete academic and clinical record, the committee may recommend promotion, promotion with recommendations for performance improvement (e.g., additional coursework in specific areas, repetition of all or part of the academic year), promotion on probation (may result in removal of funding), or dismissal from school. Students who deliver marginal performances (i.e., C+ or poorer) in more than two required clinics can expect to have their progress delayed in order to complete remedial work.

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether required or elective, may be required to remedy the grade before being permitted to enter the courses of the next academic year. If the course in question is a prerequisite for another course, the student will be required to remedy the grade before being permitted to proceed. Possible

remedies include re-examination, course/practica repetition, and/or prerequisite examination prior to entering a higher level course. Credit may be given on the basis of re-examination or satisfactory repetition of the course/practica work, but the original grade will remain on the record and may be counted in the computations as cause for dismissal if additional poor performance occurs.

Students placed on academic and/or clinical probation who do not perform in a satisfactory manner during the subsequent academic year will be considered for dismissal from school unless there are mitigating circumstances approved by the Au.D. Committee, DGS and Chair, DHSS. Students on probation may be considered for dismissal from school if their academic and/or clinical performance continues at a marginal level, even though there may be no recorded failures. The Au.D. Committee may recommend removal of probationary status when a student has demonstrated a continuing record of satisfactory performance in the succeeding units of academic study/clinical practica. A recommendation for withdrawal from school may be made to the DGS for students who are shown by work or conduct to be unfit for the practice of audiology.

Any student who is required or recommended to be dismissed from the Au.D. program may be eligible to receive a Master of Science degree. This will depend upon the number and type (required or elective) of completed hours at the time of withdrawal.

Personal/Interpersonal Conduct. If personal or interpersonal behavior indicating marginal or poor character is exhibited at student or professional functions, the Au.D. Committee will review the concern with the student(s) involved. If shown to have exhibited unprofessional or poor personal behavior, the Au.D. Committee will consider this behavior in conjunction with any prior reports conduct reports, and academic/clinical performance and render a decision regarding promotion. The Au.D. Committee may recommend promotion, probationary status, or withdrawal from school.

Promotion Review Schedule

- The DGS submits academic and clinical records to the Au.D. Committee for every Au.D. student for review on a semi-annual basis or anytime a student exhibits marginal or unsatisfactory performance.
- Any student, faculty or staff member of the DHSS can request a promotion review of a given student for an alleged conduct or Honor Code violation at any time. Students must request such reviews through their academic advisors who will determine if said request should go to the AuD Committee or if another means of resolving the concerns is more appropriate.
- All student promotion reviews will become part of the student's permanent record.
- All students will be notified of the result of their review in writing. If any faculty concerns exist, the student will meet personally with his/her advisor to discuss. Students will be given the opportunity to express concerns about their reviews to their academic advisors.

Student Appeal/Redress

Academic and/or Clinical. Students should seek redress of a problem with a course/practicum letter grade as soon as possible after receiving the grade and in no case later than three months after the event. Students with a course/practicum letter grade problem should confer directly with the course instructor and inform their advisor of the situation. Every effort on the part of the student and course instructor/practicum supervisor should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the academic instructor/clinical supervisor, he or she should bring the problem, within two weeks of talking with the instructor/supervisor, to the attention of the DGS.

If resolution is still not achieved, the DGS will make a recommendation to the Chair, DHSS. If resolution is not achieved at the level of the DHSS Chair, the student may appeal to the Associate Dean, VUMC. The Associate Dean would make a recommendation to the Dean, VUMC (which may include commentary on the recommendation from the DHSS Chair). The Dean's office would make the final decision with regard to the student's appeal.

Conduct. Any student who is under evaluation by the Au.D. Committee for a conduct violation will be asked to appear before the committee to discuss the alleged incident(s). Every effort on the part of the student and the committee should be made to resolve the problem fairly and promptly at this level. When necessary, the problem will be brought to the attention of the DGS. If resolution is still not achieved, the DGS will notify the Chair, DHSS. Likewise, if the student is not satisfied with the outcome at the level of the Au.D. Committee, s/he can address the issue with the DGS and, ultimately, with the Chair, DHSS. If the conduct issue is determined to be a possible violation of the VUMC Honor Code, the issue may be referred to the VUMC Honor Council.

Students have the right to appeal any promotion review decisions to the Council on Academic Accreditation.

CORE AU.D. FACULTY

ASHMEAD, BESS, BRATT, FINO-SZUMSKI, GRANTHAM, HACKETT, HOOD, HORNSBY, JACOBSON, MCCASLIN, MUELLER, RICKETTS, THARPE

The program also involves additional faculty from the Department of Hearing & Speech Sciences as well as the Department of Otolaryngology:

S. CAMARATA, CONTURE, GOLPER, HALE, HAYNES, LABADIE, OHDE, OSSOFF, SCHUELE, WEBB, ZEALEAR

NOTE: You may find additional information on our faculty by accessing the "Faculty" section of this handbook, or by logging on to <http://www.mc.vanderbilt.edu/root/vumc.php?site=gshss&doc=6636>

Doctor of
Philosophy (Ph.D.)
in Hearing and
Speech Sciences

REQUIREMENTS

General

The following concisely summarizes requirements for the Ph.D. degree in hearing and speech sciences. Each of these requirements is described in more detail on succeeding pages of this handbook.

1. 72 credit hours of graduate course work (up to 24 graduate-level credit hours may be transferred from another school or internally from a pre-Ph.D. graduate degree program).
 - a. 12 credit hours of basic research skills (of which at least six credit hours involve statistical methods/analysis coursework).
 - b. 12 credit hours of courses in a minor area, typically coursework taken outside of DHSS
2. First research project
3. Second research project
4. Teaching experience
5. Written qualifying exam with oral defense
6. Ph.D. dissertation

Advisor and Program Committee

A student entering the DHSS Ph.D. program will be assigned an Academic Advisor by the Director of Graduate Studies (DGS). The student's academic and career interests will be taken into account in this assignment. A Program (Academic/Education) Committee will then be selected by the student's Advisor, in consultation with the DGS during the first semester in the program. The Advisor will assume the role of Program Committee Chair. The primary responsibility of guiding the doctoral student through the academic program rests with the Program Committee. The Program Committee will include at least three members of the doctoral-level faculty in the student's major as well as related areas of interest. The functions of the Program Committee include:

1. Providing guidance to the student on academic and extra-academic assignments, including teaching duties;
2. Facilitating selection of and approving a minor area of study for the student;
3. Evaluating the student's progress at the end of the first as well as second year of study;
4. Approving the prospectus for and final completion of the first research project. Additional ad hoc Program Committee members may be included for these Committee functions;
5. In consultation with the Ph.D. student's Academic Advisor, the DGS will help develop each Ph.D. student's Ph.D. Written Comprehensive Examination

Committee (typically three DHSS faculty members – one the student's advisor – and one other non-DHSS faculty member). Additional faculty will be appointed to the Committee for this responsibility, including at least one faculty member from outside the Department. Members of the student's Ph.D. Comps committee and the student's Program Committee may overlap.

6. The student's Dissertation Director, usually but not necessarily the student's academic advisor, assumes responsibility for approving a Dissertation prospectus and conducting the final defense over the dissertation.

The Program Committee will meet with the student approximately once per semester. The student and advisor are responsible for scheduling these meetings. The student and advisor will present an outline of the proposed curriculum at the first meeting, which will be scheduled during the first semester in the program. The curriculum program will be periodically updated at subsequent Program Committee meetings. Minutes of each meeting will be documented in the student's Department file.

Department Requirements

1. As mentioned above, each Ph.D. student's academic advisor – in consult with the DGS – will initially develop a Program Committee consisting of at least three DHSS faculty members (one of which being the student's academic advisor). This Program Committee will assess the student's Plan of Study and First Research Project (both for prospectus and final defense versions). Membership of this committee may change for the Second Research Project, the Ph.D. Written Comprehensive exam and the Dissertation.
2. All Ph.D. students must assume teaching assistant duties. These include a minimum of one course during the student's program. Examples of teaching duties would include instruction of students during a section of a course, laboratory instruction and preparation, administration, and grading of examinations. Generally, the student will assume the equivalent of one hour of teaching duties per week for a 3 semester hour course, although specific requirements are at the Program Committee's discretion. A second course is optional. This requirement must be met before the student is admitted to candidacy for the Ph.D. Scheduling of teaching duties will be coordinated by the student's Program Committee. The student's teaching performance will be monitored by the course professor. Depending on the student's teaching ability, further experience may be required.
3. All Ph.D. students will undergo a progress evaluation by their Program Committee after completion of the first year of the program. The evaluation will include review of the student's completed first research project.
4. All Ph.D. students must complete two directed research projects, one during the first year and the other during the second year in the program. It is expected that these projects will begin in the fall semester. The student will select a faculty member to direct each project based on the topic to be studied. The Project Director may be a member of the standing Program Committee or may be an ad hoc member for the

duration of the research project. The student's Program Committee, in conjunction with the Project Director, will approve a prospectus for each research project. A "**First Research Project – PROSPECTUS**" and a "**Second Research Project – PROSPECTUS**" form will need to be completed and turned in to the Graduate Studies office in order for the projects to become an official part of the student's Ph.D. program.

5. All Ph.D. students must successfully pass a Ph.D. Written Examination (hereafter "Ph.D. Comps") within the semester following the completion of 48 graduate-level credits (typically about 2 calendar years after initial enrollment). The examination consists of two portions:
 - a. The student will complete an open-book written examination on several related topics. This portion, consisting of either three or four questions is prepared by selected faculty members who are on the student's Examination Committee. The student will be allotted four weeks to prepare answers to the Ph.D. Comps questions.
 - b. The student and Examining Committee will then meet to discuss the written examination questions and answers. A "**Grade Report**" form will be completed and submitted to the Graduate Studies office for the student's file.Again, the student's Ph.D. Comps Committee will consist of at least three DHSS faculty and one non-DHSS faculty member).
6. The doctoral student must complete and successfully orally defend a dissertation prospectus.
7. The student must complete and successfully orally defend the completed dissertation.

Minor Area

Doctor of Philosophy students within the Department of Hearing and Speech Sciences are required to take a minor program of at least 12 semester hours of coursework in an area approved by the Program Committee. Students are encouraged to take the minor in an area outside the Department. Examples of acceptable minors are neuropsychology, psycholinguistics, linguistics, neurobiology, business administration, child development, special education, electrical engineering, and computer sciences. On occasion, a minor from within the Department may be chosen. Speech and hearing science, child language development and disorders, adult language disorders, voice, speech pathology, or audiology are examples of appropriate minors within the Department.

Research Skills

The Department requires that each student successfully complete 12 hours of course work related to basic research skills. This is in addition to the major and minor course requirements. A minimum of 6 hours is required in statistics with the remaining course work (6 hours) to be determined by the Program Committee.

Academic Progress

Throughout all course work, students are required by the Graduate School to maintain a 3.0 (“B”) grade-point average. Failure to do so may result in the student being placed on probation (see details below). In addition, students maintaining 2 incomplete grades (“I”) for any given semester or receiving 3 “I” grades in any 12-month period may be placed on probation, if recommended unanimously by the student’s Program Committee.

Demonstrated Research Ability

Completion of two research projects prior to the dissertation is required for every Ph.D. student. It is strongly advised that the first project be completed by the end of the student’s first year in the program, and the second project completed by the end of the second year in residence. Both the first- and second-year projects must culminate in a written report of the project prepared and submitted to the Program Committee and, as appropriate, submitted in collaboration with the student’s advisor as a manuscript for publication in a professional journal. Presentation at a state or national professional conference is also encouraged, when appropriate.

A proposal for the first-year project should be submitted to and approved by the Program Committee within the first semester of the first year of residence. For the second-year project, a research proposal should be presented to the student’s Program Committee within the first semester of the second year of the student’s program. Failure to meet either of these deadlines could result in probation. It is expected that the degree of direct faculty involvement will be reduced considerably for the second-year project. As part of the process of initiating the first, second or dissertation projects, the Ph.D. student need to submit a proposal to Vanderbilt’s Institutional Review Board (IRB), the governing board of all projects involving human and animal participants (to be described immediately below).

Institutional Review Board (IRB).

VU has specific policies that govern projects involving human and animal subjects. When an academic research project involves human subjects, an application must be submitted for VU IRB review and approval. Students should refer to the VU IRB training website <http://www.mc.vanderbilt.edu/irb/training> for required training prior to initiating a research project. **AN ACADEMIC RESEARCH PROJECT INVOLVING HUMAN OR ANIMAL SUBJECTS MUST NOT BEGIN WITHOUT IRB APPROVAL.**

Suggested Timeline for Fulfillment of Requirements

Suggested Timeline for fulfillment of all academic/degree-research requirements for Ph.D. students in Audiology and Speech-Language-Pathology

1. Year 1	<p>a. Fall Semester Meet with Major Advisor (complete “Doctoral Curriculum Plan”) Select Program Committee Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Ind. Study form) First Research Project – Select/identify topic</p> <p>b. Spring Semester Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Ind. Study form) First Research Project – Prospectus (complete & submit form)</p> <p>c. Summer Semester Program Committee Review of Student’s Progress Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Ind. Study form) First Research Project – Final (complete & submit form)</p>
2. Year 2	<p>a. Fall Semester Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Ind. Study form) Second Research Project – Prospectus (complete & submit form)</p> <p>b. Spring Semester Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Ind. Study form) Second Research Project – Select/identify topic</p> <p>c. Summer Semester Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Ind. Study form) Second Research Project – Final (complete & submit form)</p>
3. Year 3	<p>a. Fall Semester Enroll for 0 credit hours Complete doctoral written/oral comprehensive exam (<i>Committee Chair turn in internal “Grade Report” form for student file</i>) Dissertation – Select/identify topic Dissertation Research</p> <p>b. Spring Semester Enroll for 0 credit hours Dissertation Research</p> <p>c. Summer Semester Enroll for 0 credit hours Dissertation Research</p>
4. Years 4-5	<p>a. Register each semester for Dissertation Research</p> <p>b. Form doctoral advisory committee (submit “Request to Appoint Ph.D. Committee form”)</p> <p>c. Research doctoral dissertation topic</p> <p>d. Schedule doctoral thesis prospectus/proposal meeting (known in Grad School as Qualls) Complete “Request to Schedule Qualifying Examination” form to Grad School no later than two weeks prior to presentation</p> <p>e. Present doctoral thesis proposal – Committee Chair to complete “Results of Qualifying Examination” form & return to Grad Studies</p> <p>f. Perform doctoral dissertation research</p> <p>g. Write doctoral dissertation. Complete “Request to Schedule Dissertation Defense” form to Grad School no later than two weeks prior to presentation</p> <p>h. Defend doctoral dissertation. Committee Chair to complete “Dissertation Defense Results” form & return to Grad Studies</p> <p>i. Submit “Intent to Graduate” form</p>

Sample Ph.D. Curriculum Plans

SAMPLE PH.D. IN AUDIOLOGY CURRICULUM PLAN (this sample is meant to be an exemplar, not prescriptive)

[student name]
Department of Hearing & Speech Sciences
Vanderbilt University Medical Center
[e-mail address]

Meeting Date: 9/14/07

Program Committee: Daniel Ashmead, Ph.D. (Chair)
Anne Marie Tharpe, Ph.D.
Todd Ricketts, Ph.D.

Major Area: Audiology

Minor Area: Amplification

Transfer Credits: 24 credits from [insert name] University (see page 3)

Entering Semester: Fall, 2007

Projected Qualifying Examination Date: August/September 2009

Projected Dissertation Period: Fall 2009 – Fall 2010

Projected Graduation Date: May 2011

Sample Audiology Ph.D. Program Summary by Semester

Semester	Course (# and name)	Instructor	Credits
Fall Year 1	HRSP 371a Research Design & Statistical Analysis	Ashmead	3
	HRSP 387 Spatial Hearing	Ashmead	3
	HRSP 389 Independent Study (1 st Research Project)	Ricketts	3
Spring Year 1	HRSP 371b Research Design & Statistical Analysis	Ashmead	3
	HRSP 377 Seminar in Speech Perception	Ohde	3
	PSY 336 The Visual System	Staff	3
	1 st Research Project		
Summer Year 1	HRSP 379 Adv. Sem in Audiology	Bess	3
	HRSP 389 Independent Study (1 st Research Project)	Ashmead	3
Fall Year 2	HRSP 352 Special Problems in Audiology	Staff	3
	HRSP 385 Instrumentation	Grantham	3
	PSY 397 Readings & Research in Psychology	Staff	3
	2 nd Research Project		
Spring Year 2	HRSP 386 Instrumentation: MATLAB	Grantham	3
	HRSP 389 Independent Study (2 nd Research Project)	Ashmead	3
	HRSP 353 Amplification III	Ricketts	3
Summer Year 2	HRSP 379 Adv Sem in Audiology: Grants & Contracts	Bess	3

	HRSP 389	Independent Study (2 nd Research Project)	Staff	3
	QUALIFYING EXAMINATION			
Fall Year 3	HRSP 399	Dissertation Research		0
Spring Year 3	HRSP 399	Dissertation Research		0
Summer Year 3	HRSP 399	Dissertation Research		0
Fall Year 4	HRSP 399	Dissertation Research		0
Spring Year 4	HRSP 399	Dissertation Research		0

Total Credits = 48

Sample Audiology Ph.D. Program Summary by Area

Major area courses (need 18 credits)

Course #	Course Name	Credits
HRSP 389	Independent Study – Hood (AN/AD)	3
HRSP 389	Independent Study – Key	3
PSY 361	Grad Seminar: Cognitive Development	3
BSCI 389	Cell neurobiology	3
PSY 216	Brain Imaging Methods	3
HRSP 389	Independent Study – Ashmead/Tharpe	3

Total Major Area Courses 18

Minor area courses (need 12 credits)

Course #	Course Name	Credits
PSY 272-1	Structure & Fxn Cerebral Cx	3
MED 5010	Pharmacology	3
PSY 269	Developmental Neuroscience	3
PSY 255	Integrative Neuroscience	3

Total Minor Credits 12

Research methodology (need 12 credits)

Course #	Course Name	Credits
HRSP 371a	Research Design & Statistical Analysis	3
HRSP 371b	Research Design & Statistical Analysis	3
HRSP 385	Instrumentation 1	3
HRSP 386	Instrumentation 2	3

Total Research Methodology 12

Teaching Experience: Two semesters TA of HRSP 371 a & b

Research Projects:

Project 1: TBD

Project 2: TBD

Dissertation: TBD**Transfer Credits:**

All 24 graduate-level credits obtained while a Master's or Au.D. (or related discipline) student in Audiology from XXXX University in [city], [state]

Semester	Course (# and name)	Instructor	Grade	Credits
Fall 2005	SPA 572A Electrophysiological Testing	Smith	B+	3
Spring 2006	SPA 561 Advanced Audiology I	Baker	A	3
	SPA 566 Bioacoustics	Jones	A	3
	SPA 466 Medical Audiology	Anderson	B+	3
Summer 2006	SPA 562 Advanced Audiology II	Williams	B	3
Fall 2006	SPA 570 Hearing Impairment in Children	Ryan	B	3
	SPA 573 Speech Acoustics	Owens	A	3
Spring 2007	SPA 577 Pediatric Audiology	Wright	B+	3
Total Transfer Credits				24

Vanderbilt Credits: 48 (formal coursework/independent study)**Transfer Credits:** 24**Total Credits towards Ph.D.:** 72

SAMPLE PH.D. IN SPEECH-LANGUAGE PATHOLOGY CURRICULUM PLAN

(this sample is meant to be an exemplar, not prescriptive)

[student name]
Department of Hearing & Speech Sciences
Vanderbilt University Medical Center
[e-mail address]

Meeting Date: 9/17/02

Program Committee: Edward G. Conture, Ph.D. (Chair)
C. Melanie Schuele, Ph.D.
Ralph N. Ohde, Ph.D.

Major Area: Fluency Disorders

Minor Area: Psycholinguistics, Developmental/Personality Psychology

Transfer Credits: 24 credits from [insert name] University (see page 3)

Entering Semester: Fall, 2002

Projected Qualifying Examination Date: August/September 2004

Projected Dissertation Period: Fall 2004 – Fall 2005

Projected Graduation Date: February/March 2006

Sample Speech-Language Pathology Ph.D. Program Summary by Semester

Semester	Course (# and name)	Instructor	Credits
Fall Year 1	HRSP 371a Research Design & Statistical Analysis	Ashmead	3
	HRSP 388 Independent Study (1 st Research Project)	Conture	3
	PSY 360P Developmental Psychology	Walden	3
Spring Year 1	HRSP 371b Research Design & Statistical Analysis	Ashmead	3
	HRSP 311 Stuttering	Conture	3
	PSY 368P Language Development	Saylor	
	or	or	
	HRSP 377 Seminar in Speech Perception	Ohde	3
	1 st Research Project		
Summer Year 1	HRSP 388 Ind Study: Pediatric Traumatic Brain Injury	Allen	3
	HRSP 388 Independent Study (1 st Research Project)	Conture/Staff	3
Fall Year 2	PSY 319P Sp: Tp: Struct Equation Mod	Tomarken	3
	HRSP 306 Child Language Disorders	Schuele	3
	HRSP 301 Acoustics/Perception in Speech	Ohde	3
	2 nd Research Project		
Spring Year 2	PSY 396P Seminar in Coping & Self Reg	Walden	3
	PSY 316P Brain Imaging Methods	Goldman	3

	HRSP 388	Independent Study (2 nd Research Project)	Staff	
	or		or	
	PSY 368P	Language Development	Saylor	3
Summer Year 2	HRSP 379	Adv Sem in Audiology: Grants & Contracts	Bess	3
	HRSP 388	Ind. Study (2 nd Research Project)	Staff	3
QUALIFYING EXAMINATION				
Fall Year 3	HRSP 399	Dissertation Research		0
Spring Year 3	HRSP 399	Dissertation Research		0
Summer Year 3	HRSP 399	Dissertation Research		0
Fall Year 4	HRSP 399	Dissertation Research		0
Spring Year 4	HRSP 399	Dissertation Research		0

Total Credits = 48

Sample Speech-Language Pathology Ph.D. Program Summary by Area

Major area courses (need 18 credits)

Course #	Course Name	Credits
HRSP 311	Stuttering	3
HRSP 388	Independent Study	3
HRSP 377	Seminar in Speech Perception	3
HRSP 321	Pediatric Traumatic Brain Injury	3
HRSP 388	Independent Study	3
HRSP 306	Child Language Disorders	3
HRSP 301	Acoustics/Perception in Speech	3

Total Major Area Courses 18

Minor area courses (need 12 credits)

Course #	Course Name	Credits
PSY 353	Cognition and Language	3
PSY 360	Developmental Psychology	3
PSY 363	Sem in Social and Personality Development	3
PSY 368	Language Development	3

Total Minor Credits 12

Research methodology (need 12 credits)

Course #	Course Name	Credits
HRSP 371a	Research Design & Statistical Analysis	3
HRSP 371b	Research Design & Statistical Analysis	3
HRSP 379	Adv Sem in Audiology: Grants & Contracts	3
PSY 311P	Experimental Design	3

Total Research Methodology 12

Teaching Experience: SLP 5305, SLP 5311

Research Projects:

Project 1: TBD

Project 2: TBD

Dissertation: TBD

Transfer Credits:

All 24 graduate-level credits obtained while a Master's student in Speech-Language-Pathology (or related discipline) from [insert name] University in [city], [state]

Semester	Course (# and name)		Instructor	Grade	Credits
Summer 98	CSD 641	Language Disorders in Adults	Williams	B+	3
Fall 1998	CSD 604	Neurology of Speech & Language	Smith	A	2
	CSD 621	Adv Study of Phonological Disorders	Peterson	A	2
	CSD 640	Pragmatic & Semantic Lang Dis in Children	Schwartz	B+	4
Spring 1999	CSD 560	Neuromotor Speech Disorders	Baker	B	2
Summer 1999	CSD 530	Early Intervention	Michaels	B	1
	CSD 501	Sem in Speech Path & Aud: Autism Spec Dis	Richards	A	1
Fall 1999	CSD 631	Disorders of Speech Fluency	Helms	B+	3
	CSD 605	Physiological & Acoustical Phonetics	Billings	A	3
Spring 2000	CSD 680	Reading & Research: Neurogenic Basis of Stuttering	Roberts	A	3

Total Transfer Credits 24

Vanderbilt Credits: 48 (formal coursework/independent study)

Transfer Credits: 24

Total Credits towards Ph.D.: 72

August, 2008

First-Year and Second-Year Evaluation

At the end of the first (and second) year of the program, the student's progress will be evaluated by the student's Program Committee. The focus will be on the first-year (or second-year) research project and on the student's ability to integrate material covered in course work during the first year. The evaluation will lead to one of the following decisions:

1. The student will be encouraged to continue in the program. This outcome will naturally result if the student's performance is judged satisfactory.
2. The student will be allowed to continue in the program, but will be required to work on specific areas of deficiency through additional coursework, research experience, etc. The specific requirements will be presented to the student in writing.
3. The student will be retained in the program pending successful completion of an oral and/or a written examination over areas to be determined by the Program Committee. The grading procedures will be the same as those for the written examination.
4. The student will be advised to discontinue doctoral study.
5. The student will be dismissed from the program.

Ph.D. Written Comprehensive Examination

Consistent with Graduate School guidelines, the objectives of the Ph.D. Written Comprehensive Examination (i.e., Ph.D. Comps) are three-fold. First, the written examination is designed to test the student's knowledge of the field of specialization. Second, the examination should assess familiarity with the published research in the field. Finally, it should determine whether the student possesses those critical and analytic skills needed for a scholarly career. The Examination Committee and its ad hoc members administer and evaluate the Ph.D. Comps.

The Ph.D. Comps will not be undertaken until after the end of the second year of a Ph.D. degree program, after the student has completed the major portion of the proposed plan of academic studies, the teaching requirement, and the first- and second-year research projects. Failure to pass the Ph.D. Comps will result in the student's dismissal from the program unless, through petition to the DGS/Graduate Faculty of the Department, just cause for continuation can be shown. In the event of such continuation, the Department has no obligation for providing the student with financial assistance.

The written examination will consist of either three or four questions. The Program Committee and ad hoc members will develop the specific questions. After approval of content and form, the DGS, in consultation with student's faculty advisor, will present the questions to the student one month prior to the due date. Faculty will review the answers to written examination questions after the four-week preparation period. Following this

review, the student will meet with the Program Committee, including any ad hoc members involved in the Written Examination, to discuss and/or orally defend his/her answers. The student should be prepared to orally address questions regarding the topics covered in the written examination, as well as to clarify or correct written answers. A ballot will then be used to assign one of the following ranks to each answer:

<u>RANK</u>	<u>INTERPRETATION</u>
3	High Pass: Requirement completed in a superior fashion
2	Pass: Successful completion of requirement
1	Qualified Pass: Some significant weaknesses; student will be counseled about addressing the weaknesses.
0	Fail: Many deficiencies; unsuccessful completion of requirement; Recommend dismissal from Program.

Only integers will be acceptable in the grading (e.g. 1.5 is not an acceptable grade on a given question). The student will be informed of the outcome of the written examination in writing by the Committee chairperson. The individual votes will be kept confidential. The average of these ballots must exceed 1.0 for the student to continue in the Program.

Records pertaining to the written examination will be maintained in the Department office. Correspondence (with the Dean of the Graduate School, primarily), lists of post-exam requirements, and other information regarding the written examination and the qualifying examination (presentation of dissertation prospectus) will be kept in the student's file in the Department Office.

Ph.D. Dissertation and Final Examination

A dissertation proposal will be presented to the Dissertation Committee no later than four months following notification of successful completion of the written examination. The appropriate sequence of events is as follows:

Step 1: Working with the Dissertation Advisor, the student prepares a complete prospectus for the dissertation. The prospectus should review the literature and include a statement of the problem, and it should outline the research design to study the problem.

The anticipated procedures should be given in some detail. Care should be given to the question of how results will be analyzed. It is the student's responsibility to demonstrate to the Dissertation Committee that: (1) the prospectus is scientifically sound; (2) the proposed research procedures in the prospectus are feasible (such demonstrations frequently involve a pilot study); and (3) the student has the requisite technical skills to carry it out.

Step 2: The Dissertation Committee membership and date for the prospectus exam

is cleared with the Dean of the Graduate School. At least 10 working days are required for this process. The paper work is handled by the Director of Graduate Studies. The prospectus should be delivered to all members of the Dissertation Committee at least two weeks prior to the meeting for consideration of the prospectus. At the meeting's completion, the Committee will select one of several options ranging from completely accepting the prospectus to requiring the student to prepare an entirely new prospectus. Upon approval of the dissertation prospectus, the Dissertation Advisor will recommend to the Dean of the Graduate School that the student be admitted to candidacy.

Step 3: The candidate conducts the approved study and writes the dissertation under the supervision of the Dissertation Advisor, though all others on the Dissertation Committee are expected to help when called upon by the student and/or advisor. The dissertation manuscript usually undergoes a number of revisions. In general, the Department strongly discourages students from attempting to complete the dissertation in absentia. If this becomes necessary, however, the student should complete an acceptable draft before leaving campus.

Step 4: It is the responsibility of the Dissertation Advisor to determine when the candidate is ready for the final examination. When, in the opinion of the Dissertation Advisor, the candidate has prepared an acceptable draft of the dissertation, the Advisor will suggest an appropriate date to the Dean of the Graduate School who officially schedules the examination. The student should distribute the final draft to committee members **at least 10 days before** the scheduled final examination. In the final examination, the student will be required to defend the dissertation. A thorough, sophisticated understanding of the literature supporting the formal problem should be demonstrated as well as competence in justifying the dissertation procedures and interpretation of results. The student is expected to demonstrate an understanding of the larger scientific context in which the dissertation lies.

Step 5: The dissertation draft must be approved by the Dissertation Committee at the final examination. The student is obligated to make alterations in the draft recommended by the Committee, under the supervision of the Dissertation Advisor. Responsibility for assuring that the student completes revisions recommended by the Committee rests with the Dissertation Advisor. The student should adhere strictly to the rules and regulations for preparation of the dissertation as outlined by the Graduate School. If there are any questions concerning style or form, the student may consult the Graduate School well in advance of the deadline for graduation.

Length of Program

The doctoral student should understand, prior to enrollment, that the Ph.D. program is ordinarily designed to require three years after the Master's or Au.D. degree. If the student chooses to leave Nashville before completing his/her program, the faculty of the Department cannot guarantee that an advisor will be made available to the student nor will priority attention be given to the student's incomplete dissertation.

As noted previously, a Master's degree is not required for admission to the Ph.D. program. However, the post-baccalaureate doctoral program will require minimally four years for completion. Those students interested in the possibility of a four year post-baccalaureate doctoral program should, when they make application to the program, consult with the Director of Graduate Studies to review their academic background, discuss proposed curriculum, and inquire about funding possibilities.

Departmental Forms Specific to the Ph.D. Program

(for Graduate School specific forms, please access their website at:
<http://www.vanderbilt.edu/gradschool/>)

Curriculum Plan
Ph.D., Hearing & Speech, Vanderbilt University

Name: _____

Meeting Date: _____

Yr. Entered Program: _____

Projected written comp exam date: _____

Ph.D. Program Summary by Semester

<u>Semester</u>	<u>Course (# and name)</u>	<u>Credits</u>
Fall Year 1	_____	___
	_____	___
	_____	___
Spring Year 1	_____	___
	_____	___
	_____	___
Summer Year 1	_____	___
	_____	___
Fall Year 2	_____	___
	_____	___
	_____	___
Spring Year 2	_____	___
	_____	___
	_____	___
Summer Year 2	_____	___
	_____	___

Total Credits = 48

Ph.D. Program Summary by Area

Major area courses (need 18 credits)

<u>Course</u>	<u>Credits</u>
_____	___
_____	___
_____	___
_____	___
_____	___
_____	___

Minor area courses (need 12 credits)

<u>Course</u>	<u>Credits</u>
_____	___
_____	___
_____	___
_____	___
_____	___
_____	___

Research methodology (need 12 credits)

<u>Course</u>	<u>Credits</u>
_____	___
_____	___
_____	___
_____	___
_____	___
_____	___

Research projects (need 6 credits)

Course

Credits

_____	_____
_____	_____
_____	_____
_____	_____

First Research Project – PROSPECTUS

Ph.D. Program
Department of Hearing and Speech Sciences
Vanderbilt University

Name of Student:

Project Title:

Date:

Approved by:

Name of Committee Members:

Signature

FIRST RESEARCH PROJECT - FINAL
DEFENSE
PH.D. PROGRAM
DEPARTMENT OF HEARING AND SPEECH SCIENCES
VANDERBILT UNIVERSITY

Name of Student:

Project Title:

Date:

Approved by:

Name of Committee Members:

Signature

Second Research Project - PROSPECTUS

Ph.D. Program
Department of Hearing and Speech Sciences
Vanderbilt University

Name of Student:

Second
Project Title:

Date Submitted:

Required Signatures:

Committee Chair,

☐ Approve ☐ Approve with minor revisions ☐ Reject

Committee Member,

☐ Approve ☐ Approve with minor revisions ☐ Reject

Committee Member,

☐ Approve ☐ Approve with minor revisions ☐ Reject

Second Research Project – FINAL DEFENSE

***PH.D. PROGRAM
DEPARTMENT OF HEARING AND SPEECH SCIENCES
VANDERBILT UNIVERSITY***

Name of Student:

**Second
Project Title:**

Date Submitted:

Approved by:

Name of Committee Members:

Signature

GRADE REPORT

PH.D. WRITTEN/ORAL COMPREHENSIVE EXAMINATIONS

Student's Name: _____

Date Written Examination Began: _____

Date of Oral Examination: _____

Each question on the written and oral comprehensive examination is assigned a rank. The rank is given by the person(s) who wrote the question, with input from other committee members in some cases. Only integers are acceptable in the grading.

<u>RANK</u>	<u>INTERPRETATION</u>
3	High Pass: examination completed in a superior fashion
2	Pass: successful completion of requirement. Some minor editing and revision may be recommended.
1	Qualified Pass: some significant weakness seen in the written and/or oral portion of the examination. Student will be asked to address the weakness in some way such as: revise the answer, write an answer to a new question, do further reading and then meet for another oral examination on that question, etc.
0	Fail: many significant deficiencies seen in the written and/or oral portion of the examination, or unsuccessful completion of the requirement. Dismissal from the doctoral program will be recommended by the committee.

	<u>Question</u> (insert name)	<u>Rank</u>	<u>Reader's Initials</u>
#1	_____	_____	_____
#2	_____	_____	_____
#3	_____	_____	_____
#4	_____	_____	_____

AVERAGE RANKING: _____

(THIS VALUE MUST EXCEED 1.0 FOR THE STUDENT TO CONTINUE IN THE DOCTORAL PROGRAM.)

Master in Education of the Deaf (MDE)

Overview

The DHSS offers a **Master in Education of the Deaf (MDE)** degree. This one- to two-year program emphasizes the training needed to develop spoken language and auditory skills in deaf and hard-of-hearing children. The DHSS is home to a unique, interdisciplinary approach to teacher training by combining training in audiology, speech-language pathology, and deaf education. The Mama Lere Hearing School in our National Center for Childhood Deafness and Family Communication serves as the professional development school for the DHSS deaf education program. This auditory oral school for children who are deaf or hard of hearing is known for its outstanding work in the areas of speech development, auditory training, cochlear implant habilitation, language and reading.

The MDE program will be one year in length (three semesters including summer plus Maymester) for those coming in with a background in deaf education and two years (five semesters including summer plus Maymester) for those with no background.

Entrance Background/Requirements and Undergraduate Prerequisites

The MDE Program at Vanderbilt encourages applicants with backgrounds in such areas as communication disorders and other health-related professions, biomedical sciences, psychology and psycholinguistics. Students entering the MDE program are required to have an undergraduate degree in deaf education, special education, early childhood education or general education and must have teacher certification in same.

All students must possess GRE scores consistent with Vanderbilt standards, a strong record of past academic achievement, a commitment to hearing health care, excellent oral and written communication skills, a willingness to work collaboratively, a strong work ethic, perseverance, and strong organizational and time management skills.

Curriculum

MDE Sample 1-Year-Curriculum (With Prior Deaf Education Certification) Effective Summer Semester, 2008

MDE 1-Year-Curriculum (With Prior Deaf Education Certification)

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Fall 1 (13 hrs)	Acoustics 7 Perception of Speech and Speech Disorders SLP 5301- 06*, 3hrs	Advanced Issues in Family Intervention, SPED 3030, 3 hrs	Teaching Infants & Children with Hearing Loss to Listen & Speak MDE 5392-06, 1 hr	Introduction to Amplification for Infants & Children, MDE 5320-06, 2 hrs	Clinical Research Design AUD 5368-06, 3 hrs	Student Teaching & Field Experience, MDE 5358- 06, 1 hr
Spring 1 (13 hrs)	Aural Rehab for Infants & Children, AUD 5318- 10, 3 hrs OR Elective	Teaching Children with Hearing Loss to Listen & Speak, MDE 5392-10, 2 hrs	Curr & Methods for Deaf Children MDE 5390- 10, 3 hrs	Cochlear Implants for Infants & Children AUD 5354-10, 2 hrs	(note: register for "Maymester" MDE 5356- 10, 2 hrs)	Student Teaching & Field Experience, MDE 5358- 10, 1 hr
Summer 1 (10 hrs)	Teaching Children with Hearing Loss to Listen & Speak, MDE 5392-12 1 hr	Children w/ Hearing Loss & Additional Disabilities, MDE 5322-12, 3 hrs	Family- Centered Counseling & Interview AUD 5361- 12, 2 hrs	Lang and Literacy in Deaf Children, MDE 5308-12, 3 hrs		Student Teaching & Field Experience, MDE 5358- 12, 1 hr

Elective Options: Courses within the DHSS and

SPED 3420. Advanced Assessment Procedures for Young Children
 OL/HRD 3340. Adult Learning and Performance
 SPED 3060. Cultural Diversity in American Education
 SPED 3210. Management Procedures for Academic & Social Behavior
 SPED 3030. Advanced Issues in Family Intervention
 SPED 3400. Advanced Trends & Issues in Early Childhood

MDE 2-Year-Curriculum

Effective Fall Semester, 2008

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
YEAR ONE						
Fall 1 (12 hrs)	Teaching Children with Hearing Loss to Listen & Speak MDE 5392-06, 1 hrs	Introduction to Amplification for Infants & Children MDE 5320-06, 2 hrs	Acoustics & Perception of Speech and Speech Disorders SLP* 5301-06, 3 hrs	Child Language Acquisition, SLP 5304-06, 2 hrs	Audiology in Education, AUD 5348-06, 3 hrs	Student Teaching & Field Experience, MDE 5358-06, 1 hr.
Spring 1 (14 hrs)	Curriculum & Methods for Deaf Children MDE 5390-10, 3 hrs	Psychology & Culture of the Deaf MDE 5312-10, 2 hrs	Aural Rehabilitation for Infants & Children AUD 5318-10, 3 hrs	Teaching Children with Hearing Loss to Listen & Speak MDE 5392-10, 2 hrs	Management of Communication Disorders in the Schools SLP 5313-10, 3 hrs	Student Teaching & Field Experience, MDE 5358-10, 1 hr.
Summer 1 (10 hrs)	Lang and Literacy in Deaf Children MDE 5308-12, 3 hrs	Family Centered Counseling & Interviewing AUD 5361-12, 2 hrs	Children w/ HL & Multiple Disabilities, MDE 5322-12, 3 hrs.	3-week MayMester, MDE 5356-12, 2 hrs.	Teaching Children with Hearing Loss to Listen & Speak MDE 5392-12, 1 hr	Student Teaching & Field Experience, MDE 5358-12, 1 hr.
YEAR TWO						
Fall 2 (10 hrs)	Advanced Issues in Family Intervention SPED 3030, 3 hrs		Clinical Research Design AUD 5368-06, 3 hrs	Man. Procs for Acad & Soc Behav SPED 3210, 3 hrs		Student Teaching & Field Experience, MDE 5358-06, 1 hr.
Spring 2 (9 hrs)	Seminar in Deaf Education MDE 5372-10, 3 hrs	Cochlear Implants for Children AUD 5354-10, 2 hrs	Elective, 3 hrs.			Student Teaching & Field Experience, MDE 5358-10, 1 hr.

For those students without certification in special education SPED 3000 and SPED 3820 OR SPED 3420 will be required in addition to the courses listed above or may be substituted, as determined by student's academic advisor.

*Recommended prerequisite in phonetics/articulation/phonology

INTENT TO GRADUATE

The DHSS Graduate Studies office will provide the Medical School a list of all eligible-to-graduate students near the beginning of the semester in which the MDE student expects to receive a degree, (e.g., January/February, 2008 for May 2008 graduation, etc.).

Degree Requirements

Academic Requirements

Residence

The candidate for the MDE degree shall spend at least three academic semesters of graduate study at Vanderbilt. Candidates for the MDE degree are expected to be enrolled in the Medical School during each fall, spring, or summer semester until completion of the degree.

Coursework

For MDE students on the one-year track, a minimum of 30 semester hours of formal, didactic course work plus 5 clinical practicum semester hours is required and for students on the two-year track, a minimum of 50 semester hours of formal, didactic course work plus 7 clinical practicum semester hours is required for the MDE degree. International students should contact the Medical School's Office of International Student and Scholar Services concerning time limitations for completion of the MDE degree.

Maymester

The Maymester is designed to provide our deaf education and specialty track students in speech-language pathology and audiology a unique opportunity for a 3-week intensive practicum working with deaf and hard-of-hearing children in an auditory-oral setting. Descriptions of each Maymester site will be maintained in the Graduate Studies Office on the 8th Floor of the VBWC and at Brenda Anderson's desk on the 10th floor. Students are welcome to peruse this notebook, within either of those areas, at any time throughout the semester.

The steps to be followed for arranging the Maymester are as follows:

1. Sites available for Maymester will be distributed to eligible¹ students early in the fall semester preceding the expected practicum. The student will be asked to submit a ranking (form will be provided) of his/her desired Maymester sites. This submission will be in accordance with the instructions provided to the student by the Director of Clinical Education.

¹ Eligibility assumes a timely and successful completion of the academic curriculum and previous practica.

2. Assuming that the student is in good academic and clinical standing and is making satisfactory progress toward completion of degree, and assuming that no other student has requested the top ranked site, the student's resume will be forwarded to the designated contact at the desired Maymester site for consideration. The site can then opt to interview the student and/or request letters of recommendation prior to making a decision.
3. In the event that more than one student requests a site as a top choice, the decision will be made based on the students' overall class rankings (GPA and clinical/practicum evaluations). This process will then be repeated in order to match the lower-ranked student's 2nd choice, and then 3rd choice, if necessary.
4. **Under no circumstance**, is a student to contact a potential Maymester site directly unless instructed to do so by the Director of Clinical Education.
5. Any grievances throughout this process should be directed to the Director of Clinical Education.
6. For registration purposes, in addition to other required courses,
 - SLP students should sign up for a 7-week Externship (SLP 5355) for 5 credit hours and a 3-week Maymester (SLP 5356), for 2 credit hours, for their 2nd (final) spring semester.
 - AuD students should sign up for a 3-week Maymester (AUD 5356), for 2 credit hours, for their 2nd spring semester.
 - One-year MDE students should sign up for a 3-week Maymester (MDE 5356), for 2 credit hours, for their spring semester.
 - Two-year MDE students should sign up for a 3-week Maymester (MDE 5356), for 2 credit hours, for their 2nd (final) spring semester.
7. Timing of Maymester:
 - For SLP students without a background, Maymester will typically occur following their 2nd spring semester classes and immediately *prior to* starting their approximately 6-week summer externship (SLP 5355).
 - For SLP students with a background, Maymester will typically occur directly *after* their approximately 7-week externship (SLP 5355) and *prior to* May graduation. This means that Maymester will need to begin in April and end early in May.
 - For AuD students, Maymester will begin following their 2nd spring semester classes and before classes begin in the summer.
 - For One-Year MDE students, Maymester will begin following their spring semester classes and before classes begin in the summer.
 - For Two-Year MDE students, Maymester will begin following their 1st spring semester classes and prior to summer classes.

7. **Note:** Some students are interested in Maymester experiences that may result in supervision by those outside of their respective fields of practice. That is,

for example, SLP students may opt for a practicum in a school setting where they will be supervised by teachers of the deaf/HOH, as opposed to certified SLPs. This experience, although acceptable for purposes of the Maymester, may not result in accumulation of ASHA-approved clinical hours. Therefore, an accounting of a student's current accumulation of practicum hours and those expected to be obtained during the Maymester and any subsequent practica should be conducted in concert with the Director of Clinical Education prior to finalization of the Maymester site.

MDE Core Faculty

ASHMEAD, S. CAMARATA, HACKETT, HAYES, HORNSBY, OHDE, SCHUELE, THARPE

NOTE: You may find additional information on our faculty by accessing the "Faculty" section of this handbook, or by logging on to <http://www.mc.vanderbilt.edu/root/vumc.php?site=gshss&doc=6636>

Master of Science in Speech-Language Pathology (M.S. - SLP)

Overview

The Master's Degree program in speech-language pathology (MS-SLP) is administered through Vanderbilt University's School of Medicine. The Master's degree program provides clinical education leading to professional certification in speech-language pathology. The 1.5 to 2.0 calendar years (depending on background) covers at least five semesters (51-59 semester hours), including the summer session following the first calendar year of full-time study. Students without a background in Communication Disorders will require an extra semester. Throughout the program, many clinical opportunities are available. The program culminates in a ten-week clinical or research externship at a site of the student's choosing. The program exceeds American Speech-Language-Hearing Association requirements. Cochlear implant, autism courses and education courses are a part of the curriculum for students with interests in those areas. There is also a thesis option.

Entrance Background/Requirements

Students with backgrounds in such areas as communication disorders and other health related professions, biomedical sciences, psychology and psycholinguistics are encouraged to apply. All students must possess GRE scores consistent with Vanderbilt's standards; a strong record of past academic achievement; a commitment to perseverance; and exceptional organizational and time management skills.

Undergraduate Prerequisites

It is necessary for students to have satisfied the following prerequisites prior to admission to the Vanderbilt program (for those without or with minimal undergraduate coursework in these areas, all four prerequisites must be completed prior to completion of their practitioner-oriented, i.e., Au.D. or M.S.-SLP degree programs).

- 1) Biological Sciences (at least one course, for example, Intro to Biology)
- 2) Physical Sciences (at least one course, for example, Intro to Physics, Intro to Acoustics)
- 3) Mathematics (at least one course, for example, Intro to Statistics)
- 4) Behavioral Sciences (at least one course, for example, Intro to Developmental Psych)

Although other courses, for example, Normal Language Development, etc. would also be helpful, the above four areas are the most crucial for you to cover as an *undergraduate*

Curriculum

M.S.-SLP Students With Background

Fall 1

SLP 5300-06	3 hrs.	Neurology
SLP 5305-06	2 hrs.	Clinical Principles and Procedures
SLP 5306-06	3 hrs.	Child Language Disorders
SLP 5314-06	3 hrs.	Articulation Disorders and Phonetics
SLP 5338-06	1 hr.	Research Methods
SLP 5583-06	1 hr.	Practicum & Clinical Case Conference

Spring 1

SLP 5311-10	3 hrs.	Stuttering
SLP 5317-10	3 hrs.	Aphasia
SLP 5313-10	3 hrs.	Mgt Com Dis in Schools
AUD 5318-10	3 hrs.	Aural Rehab
SLP 5316-10	2 hrs.	Motor Speech Disorders
SLP 5583-10	1 hr.	Practicum & Clinical Case Conference

Summer 1

SLP 5317-12	3 hrs.	Traumatic Brain Injury
SLP 5336-12	3 hrs.	Voice Disorders
SLP 5326-12	1 hr.	Craniofacial Anomalies
SLP 5583-12	1 hr.	Practicum & Clinical Case Conference

Fall 2

SLP 5301-06	3 hrs.	Acoustics and Perception
SLP 5319-06	3 hrs.	Dysphagia
SLP 5323-06	2-3 hrs.	Communication in Autism Spectrum Disorders
SLP 5335-06	2 hrs.	Sem: Aug Com
SLP 5583-06	1 hr.	Practicum & Clinical Case Conference

Spring 2

SLP 5361-10	1 hr.	Family Ctrd Counseling & Interviewing
SLP 5324-10	2 hrs.	Feeding & Swallowing Disorders
SLP 5357-10	1 hr.	Professional Issues
SLP 5355-10	6 hrs.	Clinical Externship

M.S.-SLP Students Curriculum Without background

Fall 1

SLP 5300-06	3 hrs.	Neurology Speech & Language
SLP 5304-06	2 hrs.	Child Language Acquisition
SLP 5305-06	2 hrs.	Clinical Principles & Procedures
SLP 5314-06	3 hrs.	Articulation Disorders & Phonetics
SLP 5338-06	1 hr.	Research Methods
AUD 5348-06	3 hrs.	Audiology in Education
SLP 5583-06	1 hr.	Practicum & Clinical Case Conference

Spring 1

SLP 5206-10	3 hrs.	Anat/Physiology Speech & Hrng Mechanism
SLP 5311-10	3 hrs.	Stuttering
SLP 5317-10	3 hrs.	Aphasia
SLP 5316-10	2 hrs.	Motor Speech Disorders

SLP 5583-10 1 hr. Practicum & Clinical Case Conference

Summer 1

SLP 5317-12 3 hrs. Traumatic Brain Injury

SLP 5336-12 3 hrs. Voice Disorders

SLP 5326-12 1 hr Craniofacial Anomalies

SLP 5583-12 1 hr. Practicum & Clinical Case Conference

Fall 2

SLP 5301-06 3 hrs. Acoustics & Perception of Speech Science

SLP 5306-06 3 hrs. Child Language Disorders

SLP 5319-06 3 hrs. Dysphagia

SLP 5323-06 3 hrs. Communication in Autism Spectrum Disorders

SLP 5583-12 1 hr. Practicum & Clinical Case Conference

Spring 2

AUD 5318-10 3 hrs. Aural Rehab

SLP 5357-10 1 hr. Professional Issues in Communication Disorders

SLP 5361-10 1 hr. Family Ctrd Counseling & Interviewing

SLP 5313-10 3 hrs. Mgmt Com Dis in Sch

SLP 5324-10 2 hrs. Feeding & Swallowing Disorders

SLP 5583-12 1 hr. Practicum & Clinical Case Conference

Summer 2

SLP 5355-12 6 hrs. Clinical Externship

Note: Special funding under a federal or private grant may change the total number of semester credit hours and distribution of coursework within certain semesters.

INTENT TO GRADUATE

The DHSS Graduate Studies office will provide the Medical School a list of all eligible-to-graduate students near the beginning of the semester in which the M.S. student expects to receive a degree, (e.g. January/February for May graduation, etc.).

Requirements

Academic Requirements

Candidates for the MS-SLP degree must have satisfactorily completed all residency, academic course, and clinical practica requirements, as well as be free of indebtedness to the University at the time of graduation.

The academic requirements described on the following pages have been established by the Graduate Faculty and are applicable to all graduate students at Vanderbilt. MS-SLP students are advised/required to consult with their major advisers as well as Directors of Graduate Studies and Clinical Education for MS-SLP degree for requirements.

Students who were completing undergraduate or advanced degrees at the time of their admission to the MS-SLP must provide to the School of Medicine, before initial registration, an official final transcript showing that the degree has been received and the date it was granted.

Residence

The candidate for the MS-SLP degree shall spend at least six academic semesters of graduate study at Vanderbilt. Candidates for the master's degree are expected to be enrolled in the School of Medicine during each fall, spring, or summer semester until completion of degree.

Coursework

*For MS-SLP students **with** a background:* A minimum of 48 semester hours of formal, didactic course work plus 10-11 clinical practicum semester hours is required for the master's degree. *For MS-SLP students **without** a background:* A minimum of 54 semester hours of academic coursework plus 11 clinical practicum hours. Approved subjects and the proportion of the 51-53 hours allotted to each are specified by the MS-SLP program.

Practicum

Enrollment in clinical practicum is required during each semester of the student's enrollment. Students must have 25 clock hours of clinical observation conducted by or supervised by a person with the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association. If this observation has not been met prior to enrollment in the M.S. program, the student will complete the

observation during the first semester prior to having an opportunity for direct patient contact.

A typical clinical assignment for a first-semester student is three half-days of clinic (9-12 clock hours) per week. In subsequent semesters, students will be assigned to four or five half-days of clinic (14-20 clock hours) per week. During the final semester of enrollment the student will complete a 10-week full-time externship experience in a facility to be determined based on the student's interest and on facility availability. Students do not receive payment or salary during the externship period, but financial support (remitted tuition) in place for the regular academic semester will continue during the externship. Students are expected to have completed a minimum of 400 clinical clock hours prior to initiation of the externship.

Student Review

Student progress is reviewed at the conclusion of each semester by the academic advisor, the Director of Graduate Studies, and the Director of Clinical Education. Academic probation is discussed in a separate section. If clinical performance falls below a grade of B (3.0) in any given semester, the student will be required to improve the grade to a B (3.0) during the subsequent semester. Clinical performance which falls below a grade of B (3.0) is subject to a formal notice of clinical probation, jointly issued by the Director of Graduate Studies and the Director of Clinical Education. In addition, receipt of marginal or poorer grades in two or more academic courses and/or clinical courses/practica in a single academic year will undergo special review by the MS-SLP. Committee. In light of the student's complete academic and clinical record, the committee may recommend promotion, promotion with recommendations for performance improvement (e.g., additional coursework in specific areas, repetition of all or part of the academic year), promotion on probation (may result in removal of funding), or dismissal from school. Students who deliver marginal performances (i.e., C+ or poorer) in more than two required clinics can expect to have their progress delayed in order to complete remedial work.

Students who receive a grade of C+ or poorer in academic courses and/or clinical courses/practica, whether required or elective, may be required to remedy the grade before being permitted to enter the courses of the next academic year. If the course in question is a prerequisite for another course, the student will be required to remedy the grade before being permitted to proceed. Possible remedies include re-examination, course/practica repetition, and/or prerequisite examination prior to entering a higher level course. Credit may be given on the basis of re-examination or satisfactory repetition of the course/practica work, but the original grade will remain on the record and may be counted in the computations as cause for dismissal if additional poor performance occurs.

Students placed on academic and/or clinical probation who do not perform in a satisfactory manner during the subsequent academic year will be considered for dismissal from school unless there are mitigating circumstances approved by the

MS-SLP Committee, DGS and Chair, DHSS. Students on probation may be considered for dismissal from school if their academic and/or clinical performance continues at a marginal level, even though there may be no recorded failures. The MS-SLP Committee may recommend removal of probationary status when a student has demonstrated a continuing record of satisfactory performance in the succeeding units of academic study/clinical practice. A recommendation for withdrawal from school may be made to the DGS for students who are shown by work or conduct to be unfit for the practice of audiology.

Student Appeal/Redress

Academic and/or Clinical. Students should seek redress of a problem with a course/practicum letter grade as soon as possible after receiving the grade and in no case later than three months after the event. Students with a course/practicum letter grade problem should confer directly with the course instructor and inform their advisor of the situation. Every effort on the part of the student and course instructor/practicum supervisor should be made to resolve the problem fairly and promptly at this level. If the student cannot resolve the problem through discussion with the academic instructor/clinical supervisor, he or she should bring the problem, within two weeks of talking with the instructor/supervisor, to the attention of the DGS.

If resolution is still not achieved, the DGS will make a recommendation to the Chair, DHSS. If resolution is not achieved at the level of the DHSS Chair, the student may appeal to the Associate Dean, VUMC. The Associate Dean would make a recommendation to the Dean, VUMC (which may include commentary on the recommendation from the DHSS Chair). The Dean's office would make the final decision with regard to the student's appeal.

M.S.-SLP Thesis Option

MS-SLP students who elect to do a thesis as part of their degree program will make their intention to do so to their advisor and the DHSS director of graduate studies between the end of their first and before the end of their second semesters of graduate studies. The thesis is optioned and will be pursued by the MS-SLP student pending mutual agreement of student thesis advisor and director of graduate studies. The candidate shall submit two copies of the thesis to the Graduate Studies Office no later than the fourteenth day before the end of the term in which the degree is to be received except for the spring term; a candidate who expects to graduate in May must submit the thesis to the Graduate Studies Office no later than April 3.

The title page of the thesis must bear the signatures of at least two graduate faculty members in the student's program. Each copy must bear original signatures; duplicated signatures are not permitted. The student is responsible for having the thesis bound and should contact Southern Library Bindery (<http://www.southernlibrarybindery.com/>) to arrange preparation of the manuscript. Detailed instructions regarding manuscript preparation can be found on our website.

The candidate shall furnish a thesis abstract of not more than two hundred fifty words.

M.S.-SLP Core Faculty

ALLEN, ASHFORD, M. CAMARATA, S. CAMARATA, CONTURE, DERIESTHAL, GOLPER, HALE, HAUSMAN, B. JACOBSON, KELLY, OHDE, SCHNEIDER, SCHUELE, WEBB

The program also involves additional faculty from the Department of Hearing & Speech Sciences as well as the Department of Otolaryngology:

ASHMEAD, BESS, BRATT, FINO-SZUMSKI, GRANTHAM, HACKETT, HAYNES, HORNSBY, G. JACOBSON, HOOD, LABADIE, MCCASLIN, MUELLER, OSSOFF, RICKETTS, THARPE, ZEALEAR

NOTE: You may find additional information on our faculty by accessing the "Faculty" section of this handbook, or by logging on to <http://www.mc.vanderbilt.edu/root/vumc.php?site=gshss&doc=6636>

DHSS Faculty

<http://www.mc.vanderbilt.edu/root/vumc.php?site=gshss&doc=6636>

PATRICIA F. ALLEN, M.S., Assistant Professor
Traumatic Brain Injury
patsy.allen@vanderbilt.edu

JOHN R. ASHFORD, Ph.D., Assistant Clinical Professor
Dysphagia
john.r.ashford@vanderbilt.edu

DANIEL H. ASHMEAD, Ph.D., Professor
Spatial hearing, Psychoacoustics
daniel.h.ashmead@vanderbilt.edu

LINDA AUTHER, Ph.D., Adjunct Assistant Professor
Electrophysiology
linda.l.auther@vanderbilt.edu

FRED H. BESS, Ph.D., Professor and Chair
Pediatric Audiology, Geriatrics
fred.h.bess@vanderbilt.edu

TAMALA BRADHAM, Ph.D., Assistant Professor, Associate Director of Services,
NCCDFC
Pediatric Audiology, Cochlear Implants
tamala.bradham@vanderbilt.edu

GENE W. BRATT, Ph.D., Associate Professor
Adult Diagnostics, Hearing Aids
gene.w.bratt@vanderbilt.edu

MARY N. CAMARATA, M.S., Assistant Professor
Child Language and Learning
mary.n.camarata@vanderbilt.edu

STEPHEN M. CAMARATA, Ph.D., Professor
Early language development, intervention, children
stephen.camarata@vanderbilt.edu

EDWARD CONTURE, Ph.D., Professor and Director, Graduate Studies
Speech-language, stuttering
edward.g.conture@vanderbilt.edu

MICHAEL DE RIESTHAL, Ph.D., Assistant Professor
Aphasia, Traumatic Brain Injury
michael.r.de.riesthal@vanderbilt.edu

WILLIAM DICKINSON, M.A., Assistant Professor
Adult Hearing Aids
william.w.dickinson@vanderbilt.edu

MARY SUE FINO-SZUMSKI, Ph.D., Assistant Professor
Business Aspects, Health Care Policy
marysue.fino-szumski@vanderbilt.edu

LEE ANN GOLPER, Ph.D., Associate Professor, Director, Speech-Language Pathology
Clinical Programs, Adult Neurogenic Disorders, Evidence-Based Practice
Medical Speech Pathology
lee.ann.golper@vanderbilt.edu

D. WESLEY GRANTHAM, Ph.D., Professor, Director of Research
Psychoacoustics
d.wesley.grantham@vanderbilt.edu

TROY A. HACKETT, Ph.D., Assistant Professor
Auditory Neuroscience
troy.a.hackett@vanderbilt.edu

SUE T. HALE, M.C.D., Assistant Professor, Director of Clinical Education
Clinical Education, Ethics, Counseling
sue.t.hale@vanderbilt.edu

CHARLES HAUSMAN, Ed.S., Instructor
Communication Disorders in School Systems
charles.hausman@mnps.org

P. LYNN HAYES, Ed.D., Assistant Professor
Training Teachers of the Deaf
patricia.hayes@vanderbilt.edu

LINDA J. HOOD, Ph.D., Professor
Auditory Electrophysiology, Cochlear Implants
linda.j.hood@Vanderbilt.Edu

BENJAMIN W.Y. HORNSBY, Ph.D., Research Asst. Professor
Hearing Aids, Psychoacoustics
ben.hornsby@vanderbilt.edu

GARY JACOBSON, Ph.D., Professor
Electrophysiology, Vestibular
gary.jacobson@vanderbilt.edu

ELLEN KELLY, Ph.D., Associate Clinical Research Professor
Fluency Disorders
ellen.m.kelly@vanderbilt.edu

ALEXANDRA (SASHA) KEY, Ph.D., Research Assistant Professor
Psychophysical Integration
sasha.key@vanderbilt.edu

DEVIN MCCASLIN, Ph.D., Assistant Professor
Vestibular, Tinnitus
devin.mccaslin@vanderbilt.edu

GUS MUELLER, Ph.D., Associate Professor
Hearing Aids, Outcome Measures
h.gustav.mueller@vanderbilt.edu

RALPH N. OHDE, Ph.D., Professor
Speech Perception, Fluency Disorders
ralph.n.ohde@vanderbilt.edu

BARBARA PEEK, Ph.D., Adjunct Assistant Professor
Hearing Aids, Adult Diagnostics
barbara.peek@med.va.gov

DANIEL POLLEY, Ph.D., Assistant Professor
Auditory and Sensory Processing
daniel.polley@vanderbilt.edu

TODD A. RICKETTS, Ph.D., Associate Professor
Hearing Aids, Psychoacoustics
todd.a.ricketts@Vanderbilt.Edu

MIA ROSENFELD, M.S., Adjunct Assistant Professor
Geriatrics, Epidemiology
mia.a.rosenfeld@vanderbilt.edu

SANDRA L. SCHNEIDER, Ph.D., Associate Professor
Motor Speech Disorders
sandra.l.schneider@vanderbilt.edu

C. MELANIE SCHUELE, Ph.D., Assistant Professor
Pediatric Language Disorders
melanie.schuele@vanderbilt.edu

ANNE MARIE THARPE, Ph.D., Professor, Associate Director of Education NCCD
Pediatric Audiology, Aural Habilitation
anne.m.tharpe@vanderbilt.edu

MARK WALLACE, Ph.D., Associate Professor
Multisensory Integration
mark.wallace@vanderbilt.edu

WANDA WEBB, Ph.D., Assistant Professor
Neurological Foundation of Communication Disorders
wanda.g.webb@vanderbilt.edu

Our graduate program also involves several additional faculty members from the Department of Otolaryngology

DAVID HAYNES, M.D., Associate Professor

hearing loss, hearing aids, vertigo, cochlear implants, brainstem implants, Neurotology
david.haynes@vanderbilt.edu

BARBARA JACOBSON, Ph.D., Associate Professor

Voice disorders, adult neurogenic disorders,
barb.jacobson@vanderbilt.edu

ROBERT LABADIE, M.D., Ph.D., Associate Professor

cochlear implants
robert.labadie@vanderbilt.edu

ROBERT H. OSSOFF, M.D., D.M.D., Professor, Chair, Director

Laryngeal and voice related research on benign laryngeal conditions. Medical and surgical treatment of benign and premalignant laryngeal disease and voice disorders.
robert.ossoff@vanderbilt.edu

DAVID L. ZEALEAR, Ph.D., Associate Professor, Director of Research, Otolaryngology

Laryngeal Research
david.zealear@vanderbilt.edu

Research Report

Every two years, the Department of Hearing and Speech Sciences publishes a comprehensive overview of research by our faculty in hearing, speech and language sciences. The report may be viewed in its entirety by logging on to:

http://www.mc.vanderbilt.edu/root/pdfs/bill_wilkerson_all/2004-2006ResearchReport.pdf

Prospective Students

in

Au.D., MDE, MS-SLP
and Ph.D. Programs

ADMISSIONS

The Doctor of Audiology (Au.D.), Master in Education of the Deaf (MDE) and Master of Science in Speech-Language Pathology (M.S.) degrees offered by the Department of Hearing and Speech Sciences (DHSS), Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences (VBWC), are administered through Vanderbilt University's School of Medicine (VUSM). The Doctor of Philosophy (Ph.D.) degree is administered through Vanderbilt University's Graduate School. All of these programs have been developed for full-time residential students only. Applications are accepted only for the Fall semester, with the deadline for Fall semester applications being January 15.

Note: Au.D., MDE and M.S.-SLP applicants apply for the Au.D., MDE and M.S.-SLP degrees by going to the **School of Medicine's** application website at:

http://www.mc.vanderbilt.edu/medschool/admissions/other_degree_programs.php

Note: Ph.D. applicants apply for the Ph.D. by going to the **Graduate School's** application website at:

<https://graduateapplications.vanderbilt.edu/>

FINANCIAL AID

The DHSS has a limited number of scholarships currently available for outstanding students. In addition, Vanderbilt University and Vanderbilt School of Medicine supports financial aid departments that are committed to assisting students with financial aid and loans. For additional information log onto the Department of Financial Aid's website at:

Au.D., MDE, and M.S.-SLP students

<http://www.mc.vanderbilt.edu/medschool/finaid/>

Ph.D. students

<http://www.vanderbilt.edu/FinancialAid/gradprof.htm>

Applicants interested in financial support should indicate in the appropriate space on the on-line admissions application.

ON-CAMPUS VISITS

On-campus visits for prospective graduate students are scheduled by appointment only (and depending upon the availability of faculty) on Monday and Friday mornings throughout the year. These visits take between 2.5 - 4.0 hours each, depending on the applicant's interests, availability of faculty, staff and students. To arrange such a visit, please contact Education Specialist, Penny Welch (penny.welch@vanderbilt.edu)

Enrolled Students

Policies and Procedures

POLICIES AND PROCEDURES

Academic Probation

(the following is from the The Bulletin of Vanderbilt University: Graduate School, 2007-2008, p. 59)

A grade point average of 3.0 or above (i.e. 'B') is necessary for graduation. Students who fall below an average of 3.0 are placed on probation for one semester. If the student's performance does not improve during that semester, the school and the director of graduate studies/department chair will decide whether to dismiss the student or to allow the continuation of probation. If at the end of the second semester the grade point average is still below 3.0, the student may be advised to withdraw or face dismissal. Students who earn a grade point average of 2.0 or less during the first semester of residence are subject to dismissal at the end of that semester.

Note: Additional information regarding student review and the promotion process can be found under specific degree areas of this handbook.

Commencement

The University holds its annual Commencement ceremony following the spring semester (usually the second Friday in May). To confirm dates, check the Academic Calendar on the University Registrar's website at <http://registrar.vanderbilt.edu/calendar.htm>.

Degree candidates must have completed successfully all curriculum, academic, clinical, and residency requirements (applicable to the degree sought) to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.

For further information on Commencement access that website at:
<http://www.vanderbilt.edu/commencement/>.

Course Credit

Courses listed in the Graduate School catalog that are numbered in the 200s and 300s may be taken for credit by graduate students on the recommendation and consent of the student's faculty adviser and the DHSS director of graduate studies (unless some limit is noted in the description). However, not all courses offered by various divisions of the Medical School or University in the 200 and 300 numbered series have been approved for graduate credit. In arranging schedules, students should consult their advisers and carefully check the Medical School/Graduate School catalog for approved courses.

Au.D., MDE, M.S.-SLP and Ph.D. students enrolled in the School of Medicine may take Medical Doctor (M.D.) courses. However, these courses are not taken for credit and will receive pass/fail grades only. Only non-M.D. courses in the School of Medicine receive credit hours and letter grades.

Students may register for graduate courses or other courses in the School of Medicine or University on a non-credit basis – either to fulfill their own interests or to meet certain prerequisites and requirements. The designation “no-credit” presupposes the student’s participation in the course, including written assignments and examinations. Grades are received and recorded in no-credit courses and tuition is billed at the regular rate.

Transfer Credit

In general, graduate credit is not accepted for transfer toward the M.S. or Au.D. degree requirements. In rare instances, exceptions to this rule may be made under the following conditions. Graduate credit may be transferred from graduate schools in accredited institutions. Students should not assume that graduate credit earned at other institutions will be transferred. Transfer is made on the recommendation of the chair or director of graduate studies of the major department and approval of the Dean.

On recommendation of the student’s program and approval of the Graduate School or School of Medicine, hours may be transferred from graduate schools in accredited institutions, or other Schools of the University. It is expected, however, that these transfer credits will be replaced, in the student’s plan of study, by more advanced courses or seminars in the area(s) related to that in which they received transfer credit.

An incoming graduate student deficient in areas the major department considers prerequisite to a graduate program may be required to take such course work without graduate credit, in addition to the courses required for the advanced degree.

Only those hours in which the student has achieved the grade *B* or its equivalent will be considered for transfer. Grades earned on transferred credit do not affect the student’s DHSS GPA.

If accepted for graduate credit, a maximum of 6 semester hours of credit may be applied toward the Au.D., MDE, and M.S.-SLP degrees.

A maximum of 24 semester hours of transfer credit may be applied toward the Ph.D. degree.

Students who want to transfer to the School of Medicine from professional degree programs offered by other teaching schools at Vanderbilt must submit a formal application for admission and are expected to do so not later than the end of the first year of graduate-level studies at Vanderbilt. For additional information, contact the DHSS office of Graduate Studies.

Financial Information

Tuition in the Graduate School and in the School of Medicine increases on a yearly basis. For up-to-date tuition rates, please see Frequently Asked Questions (FAQs) under the degree section of our website at:

<http://www.mc.vanderbilt.edu/root/vumc.php?site=gshss>. Au.D. students and Master's degree students will be billed in three equal installments (fall, spring, and summer) for tuition. Graduate School tuition (for Ph.D. students) is charged at an hourly rate per semester hour with a minimum tuition charge of \$200 per semester.

Tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.

Depending on undergraduate background, a minimum of 48 to 60 graduate semester credits is required for the Au.D. and M.S. degree programs. Students who have completed the hours required and who are pursuing the master's thesis option, register for thesis research without hourly credit and are subject to a minimum tuition charge of \$200 per semester.

NOTE: For detailed information on tuition, fees, refunds, payment programs, etc., please access the Office of Student Accounts website at:

<http://www.vanderbilt.edu/stuaccts/>

Payment of Tuition and Fees

To avoid late payment fees, tuition and other out-of-pocket expenses not covered by Financial Aid, tuition and fees must be paid on the due dates published by Vanderbilt University prior to the first day of classes for fall and spring and summer semesters. Other incidental charges occurring after the beginning of the semester are due and payable as described below.

Students will be billed on the first business day of each month, except September and January, for all unpaid charges on the account. Statements will be sent to the address last reported to the Vanderbilt University Registrar's Office. Students with an outstanding balance will not be allowed to register nor attend classes, receive transcripts and/or diplomas until the account has been paid in full. Commodore Card additions, VU Meal Plans, Napster, cell phone and V-Net charges must be paid monthly to avoid cancellation of services. **Any balance not paid by the end of the calendar month in which the statement was issued will be assessed a late fee of one and one-half (1.5%) percent per month.**

Refunds of Tuition

University policy for the refund of tuition charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or who are

dismissed from the University for any reason may be entitled to a partial refund in accordance with an established schedule. Fees are nonrefundable. For additional information, please access the Vanderbilt University Student Handbook at: http://www.vanderbilt.edu/student_handbook/Policies_and_Regulations.htm#ten

Tuition payment programs

Tuition payment programs are available through Sallie Mae. For additional information on the VANDY Plan, access the Student Accounts website at:

<https://secure.tuitionpay.com/cgi-bin/WebObjects/TuitionPay.woa/wa/setSchool?ficeNo=003535>

Other Fees

The required student activities and recreation fees entitle degree-seeking students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. The activities fee for graduate students also includes funding for activities sponsored by the Graduate Student Council. Specific information on these fees is published annually in the *Student Handbook*. By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

The student activities fee and the student recreation fee will be waived automatically if the student is a *part-time* student registered for four or fewer semester hours and not registered in a thesis or dissertation research course, or if he or she resides, while a student, beyond an approximate sixty-mile radius from the campus as determined by zip code. If a student's externship site is more than a sixty-mile radius from campus, the student **must change his/her address** in the University system to reflect that status.

Students who register late or students who want to have fees waived due to exceptional circumstances must petition for a waiver. For additional information on these fees and/or to obtain information on requesting a waiver, please access the following website:

http://www.vanderbilt.edu/student_handbook/Policies_and_Regulations.htm

Grading System

The DHSS grading system includes the letter grades, *A*, *B*, *C*, *D*, and *F*. Grades below *C* may be repeated once at the discretion of the course director and the department. In this situation, the more recent grade will be calculated in the final grade point average. The letter "*I*" may be used at the discretion of the instructor in those cases in which the student is not able to complete work in the normal time. The notation "*W*" is entered onto the transcript when a student withdraws from a course or from the University. A grade point average of 3.0 is required for graduation.

Letter grades are assigned grade point values as follows:

A+ = 4.0	C = 2.0
A = 4.0	C- = 1.7
A- = 3.7	D+ = 1.3
B+ = 3.3	D = 1.0
B = 3.0	D- = 0.7
B- = 2.7	F = 0.0
C+ = 2.3	

Students receive grades in all courses except those approved for credit/non-credit, audits, and some seminars. An *I* that is not replaced by a letter grade within one year may be changed to the grade of *F* at the discretion of the instructor; otherwise, the *I* automatically becomes permanent and remains on the transcript as such.

Certain courses approved by the graduate faculty for credit/non-credit or Pass/Fail may be counted toward total hours. Courses that are strictly no-credit, however, do not count toward total hours or in calculating grade point average, although grades for such courses are entered on the student's record.

With the instructor's permission, students are permitted to officially audit certain courses. Students who audit are expected to attend the course regularly. Students must be registered for regular courses in order to officially audit. Audits are listed on the student's transcript and are limited to two per semester.

NOTE: Students should regularly monitor their transcript using the AAI (Access 2 Academic Information) system at: <http://www.vanderbilt.edu/swa/> and contact the course instructor if completed coursework has not been converted to a letter grade.

Grievances and Appeals

Students who believe their academic performance has not been judged reasonably or fairly should discuss their concerns with the director of graduate studies or, as necessary, the chair of the department. If the student's concerns cannot be resolved at the program or departmental level, the student may then request a further review of the issues in question by the associate dean.

Each step in the grievance process will have a written record of the general discussion and outcomes which will be signed by the student and the faculty participant. The faculty participant will submit the signed originals to the office of the Chair of the department. All records of grievance meetings will be kept in a locked file cabinet in the chair's office, and the final resolution of the grievance will also be filed there. Grievance proceedings will not be recorded in the student's personal file. At any point in the grievance process the student is free to express their concerns to the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) without fear of repercussion.

Honor System

Vanderbilt students are bound by the Honor System inaugurated in 1875. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow student's complete respect for the Honor System. All work submitted as a part of a course requirement is presumed to be the product of the student submitting it unless credit is given by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited by the Honor System.

The Honor System applies not only to examinations but also to written work and computer programs submitted to instructors. The student, by registration, acknowledges the authority of the Graduate Student Honor Council/School of Medicine Honor Council.

Detailed descriptions of Honor System violations and procedures are available on the Web at:

http://www.mc.vanderbilt.edu/medschool/admissions/honor_code.php

or

<http://studentorgs.vanderbilt.edu/gsc/honor-council/>

Independent Study

Overview

The Independent Study is a way for students to pursue individual investigations and/or investigation, reading or study in an area of special interest, or to advance competencies in the major/minor area. Independent Study work is initiated by the student and generally progresses with somewhat different/less normal structure than seen in typical lecture-style classes. Independent Study activities may include extensive research, reading, writing, and/or creative work resulting in a major paper, presentation, or other project agreed upon by the supervising faculty member and the student.

Policy

1. Independent Studies may not be used as the sole or main way to assemble credits for graduation or to replace a course listed in the curriculum.
2. Independent Study may **not** be used to fulfill any Core Program requirements.
3. Independent Studies are usually registered for 1-3 credits per study.
4. Normally a student may carry only one Independent Study per semester, or two Independent Studies at the discretion of the Director of Graduate Studies.
5. Independent Study is not tied to the academic calendar (a project, within reason, may be started or finished at any point, but all such Independent Studies must receive a letter grade before graduation is permitted).

Proposals should include:

- A. A completed Independent Study Application

- B. A clear and specific statement of the objectives of the study
- C. A list of specific responsibilities as outlined by the instructor.

Applying and Registering for an Independent Study

To register for an Independent Study, the student must complete the following steps:

1. Complete the Request for Independent Study form
Note: Ph.D. requests can be located on the Graduate School's website. SOM forms are located in the Graduate Studies office.
2. Obtain the following required signatures:
 - the student
 - the supervising faculty member
 - the Director of Graduate Studies
3. Submit the completed application to the Graduate Studies office **on the FIRST DAY OF CLASSES FOR THE SEMESTER DURING WHICH THE PROJECT WILL BE INITIATED.**
4. The Office of Graduate Studies will forward the proposal to the Graduate School (Ph.D.)/School of Medicine (Au.D., MDE or M.S.-SLP).

Leave of Absence

Graduate programs in the Department of Hearing and Speech Sciences require continuous registration for Fall, Spring, and Summer semesters. Students who want to interrupt their graduate study must apply to the Graduate School (Ph.D.)/School of Medicine (Au.D., MDE and M.S.) and receive an authorized leave of absence. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the Graduate School/School of Medicine and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement. Reinstatement and degree completion time lines are also governed by policies of the Medical School and Graduate School as appropriate.

Non-Academic Misconduct

Students are expected to become familiar with the Student Handbook, available online at http://www.vanderbilt.edu/student_handbook/, which contains the constitution and bylaws of the Honor Council and sections on the Graduate Student Conduct Council, Appellate Review Board and related regulations.

Registration

The normal academic, full-time registration is a minimum of 9-13 credit hours per Fall and Spring semester and 6-9 hours in the summer. During the regular school year, students registered for 9 or more didactic hours per semester are defined as full time. Those registered for 6-8 didactic hours are half-time, and those registered for less than 6 hours are part time. **NOTE**: Externship courses have been coded in the registration system to trigger full-time student status.

During each semester, currently enrolled students are asked to meet with their advisers and/or director of graduate studies to plan their schedules for the coming semester. All students must later complete official registration at the appropriate time using OASIS (Online Access to Student Information Systems). At the beginning of each semester and the summer session, students must validate their registration by submission of an online registration data form. A late registration fee is charged to students who fail to register on the stated registration dates. For additional information on late fees, log on to the Office of Student Accounts website at:

http://www.vanderbilt.edu/stuaccts/q_late_fee.html

All full-time students must register each fall, spring, and summer semester with no breaks in registration to remain in good standing. In addition, all graduate students receiving scholarship, assistantship, fellowship, or traineeship support through the University must be registered each fall and spring semester as well as summer sessions in which they receive support.

Changes in Registration

Changes in registration may be made through OASIS during the change period (i.e. the first ten class days of the semester) with consent of the major department. A student is not permitted to add or drop a course, change the number of hours in a variable-credit course, or change from audit to credit status after the end of the change period. A student may formally withdraw from a course after the end of the change period with the permission of the department, and a grade of *W* will be given. Students should note, in the section on tuition and fees in the School Bulletin, the regulations concerning tuition obligations for courses dropped after the first week of the term.

Courses in which a student has earned a grade lower than a *B–* may be repeated with the consent of the adviser. Although both grades will be recorded on the transcript, the second grade earned will be the one used in computing the student's grade average.

Courses in which there is a significant change in subject matter each semester (e.g., special topics courses), may be repeated for credit within limits noted in the course listings catalog.

Withdrawal from Program

Students who intend to withdraw from the University should inform the DHSS Director of Graduate Studies as well as Graduate School/School of Medicine in writing. Improper notification may result in loss of credit or other penalties.

ADDITIONAL INFORMATION

Extra-curricular Opportunities

Grand Rounds
Clinical Case Conferences
Kennedy Center Presentations
Conferences and Guest Lectures
Martha Lynch Lectures
Vanderbilt University's NSSLHA and NAFDA Chapter

Required Annual Training/Inoculations

CPR

All students who participate in clinic must be certified in CPR. You need to take the training in CPR for both adults and children, but a half-day course (Red Cross or American Heart Association) is sufficient. You do not need the full-day course designed for primary health providers. CPR certification must be kept current at all times during your enrollment in DHSS.

Immunizations

Vanderbilt's Office of Student Health Services keeps medical records on all students and coordinates immunization requirements of incoming students. In addition to completion of the health questionnaire for all entering students, a nurse coordinator monitors records of students in the area of health care who require yearly updates of vaccines/TB skin test. The TB skin test is required on an annual basis. You will not be permitted to register for classes if you have not met this requirement.

For additional information, please contact Student Health Services at 615-322-2427.

Standards of Conduct

In order to remain compliant with hospital accreditation and certain grant funding agencies, our students must complete standards of conduct training on a yearly basis. The training is put together by the Graduate Studies office. You will be contacted each summer and asked to complete the training by a date in September.

It is extremely important for you to adhere to this requirement. If these training segments are not completed, you may not be allowed to complete the clinical portion of your training (which can include running research subjects).

Travel Policies and Guidelines

1. Before a trip is taken, a ***Vanderbilt Authorization for Official Travel*** form must be submitted **at least 10 days prior** to trip:
 - a. Travel forms are available in the Graduate Studies office (“forms” file drawer under “travel”)
 - b. Complete the form in full (name, social security number, address, department, etc.). The “estimated travel expense” section and “center to be charged” areas should be left **blank**. (The department’s maximum reimbursement amount changes each year due to funding and the number of students attending meetings). If you need additional information, please contact Kathy Rhody (who oversees our graduate education budget). Her office is located in 602 Oxford House and her phone extension is 6-5101.
 - c. Obtain Dr. Conture’s signature
 - d. Keep a copy for yourself
 - e. Address an envelope to Kathy Rhody (department budget administrator) and put form in the mail room in the “Center” mailbox.

NOTE: You should ALWAYS complete a travel form when on University business (even if you aren’t asking for reimbursement). The reason we ask you to do this is so you will be covered by Vanderbilt’s insurance.

2. **Remember to keep all receipts. Vanderbilt will only accept original receipts for reimbursement.**
3. ***Itemized receipts must be submitted to obtain reimbursement for meal expenses.*** A receipt that only shows a total (as total paid by a credit card) will not be acceptable. Please note that Vanderbilt will not reimburse for alcohol or taxes.
4. When submitting a meal expense, please identify on the receipt the meal (breakfast, lunch, dinner) and the date of the expense. If the receipt includes a family member, highlight only the traveler’s portion of the meal. The tax and tip attributable to the traveler’s portion will be calculated. **If a meal is over \$25, a written justification must be provided with the expenses.**
5. **The Department of Finance now requires that the method of payment be shown for registration, hotel and airfare.** If you pay by cash, please write the word “cash” on the receipt and then initial the receipt. The Department of Finance will hold, or send back any receipt that does not include method of payment.
6. If you are planning to use your personal automobile, please keep in mind the following:
 - Reimbursement cannot exceed the total cost of round-trip coach airfare to and from the nearest commercial airport serving the destination, plus the reasonable costs of other appropriate local transportation at the destination.

- If mileage exceeds 300 miles, documentation of the cost of round-trip coach must be attached to the travel expense report. For travel less than 300 miles, travel by automobile is deemed to be the least expensive option and no further cost justification is needed.
 - If a University member's vehicle causes bodily injury or property damage to another party, the employee's insurance will provide coverage to the limit of the policy. Vanderbilt will provide coverage after the limit of the employee's policy has been reached. Persons using their own automobiles or other vehicles on Vanderbilt business are responsible for themselves against personal liability. Vanderbilt has no insurable interest in a University member's personal automobile.
 - When reimbursement for local mileage is requested, a list of all trips should be attached to the request for reimbursement. Origin, destination, date, business purpose, and number of miles traveled should be included with the listing, regardless of the length of the trip.
7. Automobile Rental – University member's who rent cars while on University business should decline any optional insurance offered by the rental agency. Travelers are encouraged to choose economy-class cars whenever possible.
 8. **Entertainment of any kind is not a reimbursable expense.**
 9. All receipts should clearly show the date and the amount of the purchase. If you have a receipt that is faded please ask for a better copy.
 10. **All hotel receipts must show the hotel rate and tax for each night of the hotel stay.** A receipt for total amount paid will not be acceptable. If there are others sharing a room (spouse, friend, classmate, etc) only the single occupancy rate will be reimbursed to the traveler.
 11. When submitting receipts for taxi service, the cab company, date of service, amount of fare and any tip must be recorded.
 12. If airport parking is to be reimbursed, an original receipt must be submitted, otherwise the expense will not be reimbursed. **Valet parking is not a reimbursable expense.**
 13. For reimbursement of airfare, a passenger coupon or an e-ticket must be provided. Submitting only the itinerary will not be acceptable.
 14. To help in organizing receipts and ensuring that a receipt isn't lost, it would be very helpful if all expenses are attached to a plain sheet of paper.

Student Web Applications

<http://www.vanderbilt.edu/swa/>

- [Access 2 Academic Information \(AAI\)](#)
View academic record, view/print current term grades, order an official transcript
- [Address Change](#)
Update/add addresses, change where your bill and grades are mailed
- [Alert VU](#)
Vanderbilt University's emergency notification system.
- [Bookstore](#)
Order textbooks online
- [Card Office](#)
Add funds to your card, check your balance, suspend a lost/stolen card, review account activity
- [Center for Teaching](#)
The Center for Teaching offers a variety of programs to meet the needs of graduate students entering the teaching ranks. All instructors will find participation in Center programs an avenue for exploration and discovery in a collegial setting.
- [Class Rolls](#)
See who is in the classes in which you are enrolled
- [E-Password](#)
Establish/change your e-password, use the forgotten e-password recovery option
- [Financial Aid Information](#)
View financial aid information
- [Guide for Graduate School Students](#)
"The Survival Guide" a yearly booklet published by the students in the Graduate School (useful tool for all students).
- [Guide for Vanderbilt Medical Students](#)
"The Paddle" a yearly booklet published by the students in the School of Medicine (useful tool for all students).
- [OAK](#)
Use Vanderbilt's course management software
- [People Finder](#)
View directory information for faculty, staff and students (e-password required for some info)
- [Sprint's Vanderbilt Student Cellphone Package](#)
Order cell phone/service, billed to your student account
- [Student Accounts](#)
Information on Student Accounts including online payment.
- [Student Loans](#)
Information about your student loans.
- [Student Org Registration](#)
Register your student organization
- [Student Org Tech Request](#)
Request listservs, group mailboxes or web site hosting for your student organization
- [Student Select Program](#)
Purchase discounted Microsoft software online
- [University Calendar](#)
View calendars for Vanderbilt and Nashville events
- [VUwebmail](#)
Access your Vanderbilt email account

Related Matters

(e.g., professional/certification/credentials)

PROFESSIONAL CREDENTIALS

American Speech-Language-Hearing Association's (ASHA) Certificate of Clinical Competence (CCC)

www.asha.org/about/membership-certification/handbooks/slp

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) of the American Speech-Language-Hearing Association is responsible for developing the standards for clinical certification and for monitoring those standards. That is, the CFCC develops new standards for professional credentialing in response to changes in the scope of practice, for consumer protection, and to promote quality services. Standards for certification are continually reviewed for necessary changes, and periodically a Skills Validation Study is conducted by the CFCC to assure that standards are evidence-based and reflect appropriate skills and knowledge for independent practice in the marketplace.

All students in the practitioner degree programs (Au.D and M.S. in SLP) will meet current academic and clinical ASHA certification standards upon successful completion of the program. For audiology, the current standards are the 2007 version, and the speech-language pathology standards are the 2005 version. Additional requirements for certification include the successful completion of the PRAXIS examination offered by the Educational Testing Service and, for speech-language pathology, the completion of a Clinical Fellowship. Complete certification requirements may be found at the above ASHA web site. Students will be assisted in achieving these standards by their advisors, the Director of Graduate Studies, and the Director of Clinical Education. A summary document, the Knowledge and Skills Assessment (KASA) is used to document each student's achievement of the knowledge and skills required for ASHA certification and for program completion. This document is updated periodically throughout the student's program. A final copy is provided to the student upon graduation in addition to having a copy filed in the student's permanent file.

ASHA

www.asha.org

Preamble

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

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

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

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

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

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

Principle of Ethics

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

Rules of Ethics

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, or support personnel and shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificates of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, students, or any nonprofessionals over whom they have supervisory responsibility. An individual may delegate support services to assistants, technicians, support personnel, students, or any other persons only if those services are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- F. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in re-search conducted.
- G. Individuals shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.
- H. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reason-able statement of prognosis.
- I. Individuals shall not provide clinical services solely by correspondence.

- J. Individuals may practice by telecommunication (for example, telehealth/e-health), where not prohibited by law.
- K. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed and shall allow access to these records only when authorized or when required by law.
- L. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless required by law to do so, or unless doing so is necessary to protect the welfare of the person or of the community or otherwise required by law.
- M. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- N. Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
- O. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

Principle of Ethics II

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

Rules of Ethics

- A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their competence, considering their level of education, training, and experience.
- C. Individuals shall continue their professional development throughout their careers.
- D. Individuals shall delegate the provision of clinical services only to: (1) persons who hold the appropriate Certificate of Clinical Competence; (2) persons in the education or certification process who are appropriately supervised by an individual who holds the appropriate Certificate of Clinical Competence; or (3) assistants, technicians, or support personnel who are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- E. Individuals shall not require or permit their professional staff to provide services or

conduct research activities that exceed the staff member's competence, level of education, training, and experience.

- F. Individuals shall ensure that all equipment used in the provision of services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III

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

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- B. Individuals shall not participate in professional activities that constitute a conflict of interest.
- C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal financial interest.
- D. Individuals shall not misrepresent diagnostic information, research, services rendered, or products dispensed; neither shall they engage in any scheme to defraud in connection with obtaining payment or reimbursement for such services or products.
- E. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, and about research and scholarly activities.
- F. Individuals' statements to the public—advertising, announcing, and marketing their professional services, reporting research results, and promoting products—shall adhere to prevailing professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious inter-professional and intraprofessional relationships, and accept the professions' self-imposed standards.

Rules of Ethics

- A. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- B. Individuals shall not engage in dishonesty, fraud, deceit, misrepresentation, sexual harassment, or any other form of conduct that adversely reflects on the professions or on

the individual's fitness to serve persons professionally.

- C. Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.
- D. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- E. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- F. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- G. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- H. Individuals shall not discriminate in their relationships with colleagues, students, and members of allied professions on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- I. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- J. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

[American Academy of Audiology \(AAA\)](#)

www.audiology.org

Preamble

The Code of Ethics of the American Academy of Audiology specifies professional standards that allow for the proper discharge of audiologists responsibilities to those served, and that protect the integrity of the profession. The Code of Ethics consists of two parts. The first part, the Statement of Principles and Rules, presents precepts that members of the Academy agree to uphold. The second part, the Procedures, provides the process that enables enforcement of the Principles and Rules.

PART I : STATEMENT OF PRINCIPLES AND RULES

PRINCIPLE 1: Members shall provide professional services and conduct research with honesty and compassion, and shall respect the dignity, worth, and rights of those served.

Rule 1a: Individuals shall not limit the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for the potential benefit from such services.

Rule 1b: Individuals shall not provide services except in a professional relationship, and shall not discriminate in the provision of services to individuals on the basis of sex, race, religion, national origin, sexual orientation, or general health.

PRINCIPLE 2: Members shall maintain high standards of professional competence in rendering services.

Rule 2a: Members shall provide only those professional services for which they are qualified by education and experience.

Rule 2b: Individuals shall use available resources, including referrals to other specialists, and shall not accept benefits or items of personal value for receiving or making referrals.

Rule 2c: Individuals shall exercise all reasonable precautions to avoid injury to persons in the delivery of professional services or execution of research.

Rule 2d: Individuals shall provide appropriate supervision and assume full responsibility for services delegated to supportive personnel. Individuals shall not delegate any service requiring professional competence to unqualified persons.

Rule 2e: Individuals shall not permit personnel to engage in any practice that is a violation of the Code of Ethics.

Rule 2f: Individuals shall maintain professional competence, including participation in continuing education.

PRINCIPLE 3: Members shall maintain the confidentiality of the information and records of those receiving services or involved in research.

Rule 3a: Individuals shall not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless required by law.

PRINCIPLE 4: Members shall provide only services and products that are in the best interest of those served.

Rule 4a: Individuals shall not exploit persons in the delivery of professional services.

Rule 4b: Individuals shall not charge for services not rendered.

Rule 4c: Individuals shall not participate in activities that constitute a conflict of professional interest.

Rule 4d: Individuals using investigational procedures with patients, or

prospectively collecting research data, shall first obtain full informed consent from the patient or guardian.

PRINCIPLE 5: Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered.

- Rule 5a:** Individuals shall provide persons served with the information a reasonable person would want to know about the nature and possible effects of services rendered, or products provided or research being conducted.
- Rule 5b:** Individuals may make a statement of prognosis, but shall not guarantee results, mislead, or misinform persons served or studied.
- Rule 5c:** Individuals shall conduct and report product-related research only according to accepted standards of research practice.
- Rule 5d:** Individuals shall not carry out teaching or research activities in a manner that constitutes an invasion of privacy, or that fails to inform persons fully about the nature and possible effects of these activities, affording all persons informed free choice of participation.
- Rule 5e:** Individuals shall maintain documentation of professional services rendered.

PRINCIPLE 6: Members shall comply with the ethical standards of the Academy with regard to public statements or publication.

- Rule 6a:** Individuals shall not misrepresent their educational degrees, training, credentials, or competence. Only degrees earned from regionally accredited institutions in which training was obtained in audiology, or a directly related discipline, may be used in public statements concerning professional services.
- Rule 6b:** Individuals' public statements about professional services, products, or research results shall not contain representations or claims that are false, misleading, or deceptive.

PRINCIPLE 7: Members shall honor their responsibilities to the public and to professional colleagues.

- Rule 7a:** Individuals shall not use professional or commercial affiliations in any way that would limit services to or mislead patients or colleagues.
- Rule 7b:** Individuals shall inform colleagues and the public in a manner consistent with the highest professional standards about products and services they have developed or research they have conducted.

PRINCIPLE 8: Members shall uphold the dignity of the profession and freely accept the Academy's self-imposed standards.

- Rule 8a:** Individuals shall not violate these Principles and Rules, nor attempt to circumvent them.
- Rule 8b:** Individuals shall not engage in dishonesty or illegal conduct that adversely reflects on the profession.
- Rule 8c:** Individuals shall inform the Ethical Practice Board when there are reasons to believe that a member of the Academy may have violated the Code of Ethics.
- Rule 8d:** Individuals shall cooperate with the Ethical Practice Board in any matter related to the Code of Ethics.

PROFESSIONAL ETHICS

Faculty and staff are governed by the Codes of Ethics of the professional associations to which they belong. Codes of Ethics are both inspirational and aspirational and serve as a foundation for appropriate professional behavior and judgment. Students in training are also expected to adhere to prevailing Codes of Ethics.

WEBSITE LINKS

Academy of Neurologic Communication Disorders and Sciences (ANCDS)

www.ancds.org

Founded in 1983, ANCDS is a group of professionals interested in encouraging the highest quality of life for adults and children with neurologic communication disorders. The purposes of the ANCDS are professional, clinical, educational, scientific, and charitable.

Acoustical Society of America

www.asa.aip.org

Since its organization in 1929, the Society has grown steadily in membership and stature. At this time nearly 7000 men and women who work in acoustics throughout the U.S. and abroad belong to this prestigious Society.

This diversity, along with the opportunities provided for the exchange of knowledge and points of view, has become one of the Society's unique and strongest assets. From the beginning, the Acoustical Society has sought to serve the widespread interests of its members and the acoustics community in all branches of acoustics, both theoretical and applied.

The Society is primarily a voluntary organization and attracts the interest, commitment, and service of a large number of professionals. Their contributions in the formation, guidance, administration, and development of the ASA are largely responsible for its world-wide preeminence in the field of acoustics.

American Academy of Audiology (AAA)

www.audiology.org

Founded in 1988, the American Academy of Audiology is a professional organization of individuals dedicated to providing quality hearing care to the public. To accomplish its objective the Academy strives to enhance the ability of its membership to achieve career and practice objectives through professional development, education, research and increased public awareness of hearing disorders and audiological services.

American Speech-Language-Hearing Association (ASHA)

www.asha.org

ASHA is the professional, scientific, and credentialing association for [more than 123,000 members and affiliates](#) who are speech-language pathologists, audiologists, and speech, language, and hearing scientists in the United States and internationally.

ASHA's Special Interest Divisions (SIDs)

www.asha.org/about/membershipcertification/divs/divisions

- Division 1, Language Learning and Education
- Division 2, Neurophysiology and Neurogenic Speech and Language Disorders
- Division 3, Voice and Voice Disorders
- Division 4, Fluency and Fluency Disorders
- Division 5, Speech Science and Orofacial Disorders
- Division 6, Hearing and Hearing Disorders: Research and Diagnostics
- Division 7, Aural Rehabilitation and Its Instrumentation
- Division 8, Hearing Conservation and Occupational Audiology
- Division 9, Hearing and Hearing Disorders in Childhood
- Division 10, Issues in Higher Education
- Division 11, Administration and Supervision
- Division 12, Augmentative and Alternative Communication
- Division 13, Swallowing and Swallowing Disorders (Dysphagia)
- Division 14, Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations
- Division 15, Gerontology
- Division 16, School-Based Issues

ASHA's Council on Academic Accreditation (CAA)

www.asha.org/about/credentialing/accreditation

Institutions of higher learning that offer graduate degree programs in audiology and/or speech-language pathology can voluntarily seek accreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The CAA is the only agency recognized by the [U.S. Department of Education \(USDE - http://www.ed.gov/admins/finaid/accred/index.html new window\)](http://www.ed.gov/admins/finaid/accred/index.html) and the [Council for Higher Education Accreditation \(CHEA - http://www.chea.org/ new window\)](http://www.chea.org/) for the accreditation and preaccreditation ('Accreditation Candidate') throughout the United States of education programs in audiology and/or speech-language pathology leading to the first professional or clinical degree at the master's or doctoral level, including those programs offered through distance education.

The specific purposes of the CAA are to:

1. formulate [standards](#) for the accreditation of graduate education programs that provide entry-level professional preparation in audiology and/or speech-language pathology;
2. evaluate programs that voluntarily [apply for accreditation](#);
3. grant certificates and recognize those programs deemed to have fulfilled requirements for accreditation;
4. maintain a registry of holders of such certificates; and
5. prepare and furnish to appropriate persons and agencies [lists of accredited programs](#).

Council of Academic Programs in Communication Sciences and Disorders

www.capcsd.org

CAPSCD is involved with the following (material obtained from the CAPCSD website):

- Develop and promulgate position statements relevant to educational and professional standards
- Maintain liaisons with, and advise, related professional organizations, government agencies, and the university community
- Assist your ability to respond to changes in program accreditation and professional credentialing
- Gather, organize and distribute information relevant to your program's strategic planning needs, including funding, as well as faculty, staff and student demographics
- Promote and provide professional development and continuing education opportunities for your department members
- Foster quality education through meetings and publications designed to enhance curricula and improve instruction.

Graduate Record Examination (GRE) PRAXIS Examination

www.ets.org

Nashville Aphasia Group

Email: wgwebb@aol.com

Aphasia Community Group
Vanderbilt Stallworth Rehab Hospital, 2201 Capers Ave., Nashville, TN 37212
Contact: Wanda Webb, Ph.D., CCC-SLP, (615) 481-2662. Mailing Address: Wanda Webb, Ph.D.,
CCC-SLP, 5618 Hillview Dr., Brentwood, TN 37027-4230

National Institute of Deafness and Other Communicative Disorders www.nidcd.nih.gov

Stuttering Foundation of America

www.stutteringhelp.org

Tennessee Association of Audiology and Speech-Language Pathology (TAASLP)

www.taaslp.org

TAASLP meets the needs of persons with hearing, communication, and swallowing disorders while enhancing the professional development of audiologists and speech/language pathologists. Tennessee Association of Audiologists and Speech-Language Pathologists is a state organization that helps audiologist and speech-language pathologists keep up, prepare for the future, and move ahead in today's increasingly competitive world.

Tennessee Licensure Board of Communication Disorders and Sciences

<http://health.state.tn.us/providers.shtml>

This Board began in 1973 as the Board of Examiners of Speech Pathology and Audiology, then was restructured in 1995 by the State Legislature as the current Board of Communication Disorders and Sciences. Its mission is to safeguard the health, safety, and welfare of Tennesseans by requiring those who practice the profession of speech pathology and audiology within this state be qualified. The Board interprets the laws, rules, and regulations to determine the appropriate standards of practice in an effort to ensure the highest degree of professional conduct. The Board is authorized to issue licenses to qualified candidates who have completed appropriate education and successfully completed required examinations. The Board is responsible for the investigation of alleged violations of the Practice Act and rules and is responsible for the discipline of licensees who are found guilty of such violations. Audiologists may be licensed by either examination or endorsement from other states.

Department - University and Other contacts

Questions Regarding....	Where to go	Phone/Link/E-mail
Academic Advising	Faculty Advisor	
Academic Calendar	University Registrar's office	http://www.registrar.vanderbilt.edu/
Address Change	University Registrar	(see "Registrar") – NOTE: Provide a copy of address change form to DHSS grad studies office
Advisor Change	Dr. Conture	edward.g.conture@vanderbilt.edu
Appointments		
<i>Dr. Bess</i>	Shelia Lewis	936-5002 shelia.m.lewis@vanderbilt.edu
<i>Dr. Conture</i>	Keli Duvall	936-5104 keli.s.duvall@vanderbilt.edu
	Penny Welch	936-5103 penny.welch@vanderbilt.edu
<i>Faculty</i>	contact individual faculty member	
Billing	Student Accounts	322-6693 http://www.vanderbilt.edu/stuaccts/
Audio/Video Equipment questions or problems	Educational Support Services	322-6447 http://ess.mc.vanderbilt.edu/
Blackboard	Online Access to Knowledge (OAK)	http://www.vanderbilt.edu/oak/ For Help: Donna Schot, 343-4942, donna.schot@vanderbilt.edu
Bookstores		http://www.bkstr.com/
<i>Medical</i>	Light Hall	322-3328
<i>Rand Hall</i>		322-2994
Classified Ads (Vanderbilt only)		http://www.vanderbilt.edu/myvu/classifieds
Campus/Med Ctr Maps		http://www.vanderbilt.edu/map/entry.html
Classroom and/or Conference room reservations		
<i>Room #4, computer lab, exec. conf rm and 10th floor conf rms</i>	Keli Duvall	936-5104, keli.s.duvall@vanderbilt.edu
<i>All other classrooms</i>	Educational Support Services	322-6447 http://ess.mc.vanderbilt.edu/
Clinic Assignments	Sue Hale	936-5119 sue.t.hale@vanderbilt.edu
Commencement	School Registrar, or....	http://www.vanderbilt.edu/commencement/
Computer Support	Information Technology Services (ITS)	http://its.vanderbilt.edu/ Help Desk: 343-9999

Counseling Center	1120 Baker Bldg (110 21 st Ave. S.)	322-2571 http://www.vanderbilt.edu/pcc/
Disability Services		322-4705 http://www.vanderbilt.edu/odc/
Drop and/or Add Courses (after open enrollment period)	School Registrar	see "Registrar"
Employment (in the Bill Wilkerson Center)	Mary Sue Fino-Szumski	936-5022 marysue.fino-szumski@vanderbilt.edu
Enrollment Verification	University Registrar	322-7701
Escort Service	(sunset to 1:00 a.m.)	Police & Security, 1-8888
Financial Aid (grants, loans, etc.)		
Department Awards	Penny Welch	936-5103 penny.welch@vanderbilt.edu
	Kathy Rhody	936-5101 kathy.rhody@vanderbilt.edu
School of Medicine	Student Financial Services	343-6310 http://www.mc.vanderbilt.edu/medschool/finaid/
University	Office of Student Financial Aid	322-3591 http://www.vanderbilt.edu/financialaid/index.html
Forms (Dept)	Room 8310 MCN	"Form" drawer in reception area behind front desk (in alphabetical order)
Good Standing Letters		
	Graduate School Registrar	322-3941 barry.kendall@vanderbilt.edu
	Medical Student Affairs	343-6311 http://www.mc.vanderbilt.edu/medschool/registrar/index.php
	Penny Welch	936-5103 penny.welch@vanderbilt.edu
Graduation	School Registrar	(see "Registrar")
Housing Assistance	Off-Campus Referral Service	https://apphost1a.its.vanderbilt.edu/housing/Main/
Identification (I.D.) Cards	Medical Center Card Office	http://hr.vanderbilt.edu/hrdepts/vumccardoffice.htm 936-3350 or 936-3349
Insurance (student)	Student Accounts Vanderbilt Insurance Representative	322-6693 http://www.vanderbilt.edu/stuaccts/ 343-4688
International Student Services		322-2753 http://www.vanderbilt.edu/iss/
Keys	Shari Storehalder	936-5004 shari.storehalder@vanderbilt.edu
Internet Access (wireless, on-campus)	ITS	https://ncs.mc.vanderbilt.edu/SS001/SS206.asp

Licensure Requirements	Sue Hale	936-5119 sue.t.hale@vanderbilt.edu
Lost and Found	Police & Security property clerk	343-5371 http://police.vanderbilt.edu/lostnfound.htm
Low Cost Immunizations	Metro Public Health Department	http://healthweb.nashville.gov/ch/ch_immunization.html
Name Change	University Registrar	(see "Registrar") – NOTE: Provide a copy of name change form to DHSS grad studies office
Office/Computer Lab Supplies	Keli Duvall	936-5104 keli.s.duvall@vanderbilt.edu
Paper (copier computer lab)	Room 8310 MCE	Get master keys from front desk. Paper is in locked cabinets in the 8th floor mail room
Parking	MCE Garage, E Level	936-1215 http://www.mc.vanderbilt.edu/root/vumc.php?site=medcenterparking
Police/Security		322-2745 http://police.vanderbilt.edu/ 1-1911 EMERGENCY NUMBER ONLY
Program Requirements	Advisor/Department Office/Graduate Studies Handbook	http://www.mc.vanderbilt.edu/root/vumc.php?site=gshss
Public Relations (Bill Wilkerson Center)	Kate Carney	936-5016 kate.carney@vanderbilt.edu
Registrar		
	Graduate School (Ph.D. students only)	322-3941 barry.kendall@vanderbilt.edu http://www.vanderbilt.edu/gradschool/
	School of Medicine	343-6311 jennifer.m.ray@vanderbilt.edu http://www.mc.vanderbilt.edu/medschool/registrar/index.php
	University Registrar	322-7701 http://registrar.vanderbilt.edu/
Special Events (Bill Wilkerson Center)	Kate Carney	936-5016 kate.carney@vanderbilt.edu
Star Panel Access	Mary Sue Fino-Szumski	936-5022 marysue.fino-szumski@vanderbilt.edu
Stipend Checks	Kathy Rhody	936-5101 kathy.rhody@vanderbilt.edu
Student Health Center	Zerfoss Building	322-2427 http://www.vanderbilt.edu/student_health/
Transcripts	University Registrar	(see "Registrar")
Verification of Graduation	All Registrars	(see "Registrar")
Swipe Access (I.D.)	Mary Sue Fino-Szumski	936-5022 marysue.fino-szumski@vanderbilt.edu
Travel Expenses	Kathy Rhody	936-5101 kathy.rhody@vanderbilt.edu