# STUDENT GUIDE
DEPARTMENT OF HEARING AND SPEECH SCIENCES (DHSS)
VANDERBILT BILL WILKERSON CENTER

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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/](http://www.vanderbilt.edu/student_handbook/), the catalog of the Graduate School [http://www.vanderbilt.edu/catalogs/grad/Grad01.html](http://www.vanderbilt.edu/catalogs/grad/Grad01.html) (if applicable) and the catalog of the School of Medicine [http://www.vanderbilt.edu/catalogs/medical/](http://www.vanderbilt.edu/catalogs/medical/) (if applicable).

DHSS HONOR CODE

Under the DHSS Honor System, students pledge that they neither give, nor receive, unauthorized aid, nor leave unreported any knowledge of such aid given or received by any other student.

This pledge applies to all coursework, examinations, presentations, or any other activities required for the awarding of the Au.D., MDE, MS-SLP or PhD degrees. This pledge encompasses all academic, research endeavors as well as clinical work involving patient care and representations of patient care information.

- Graduate students in the DHSS conduct ourselves honorably, professionally, and respectfully in all realms of the University and in all aspects of education, research and patient care.
- We stand for that which is right: we do not lie, cheat, steal, or plagiarize, nor tolerate those who do.
- DHSS graduate students tell the truth and make certain that the full truth is known.
- We embrace equality in all dealings, ensuring that work submitted as our own is our own, and that assistance received from any source is authorized and properly documented.
- We pledge that assistance provided is endorsed and does not compromise the integrity of others.
- We respect the belongings of others and guarantee that our peers are able to benefit from the use of their own possessions.

As representatives of Vanderbilt University’s DHSS as well as the communication sciences and disorders profession, graduate students pledge to conduct themselves with honor and integrity at all times. Both the DHSS’ and Graduate School’s Honor Councils serve to protect the environment of trust created by this Honor System. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire University. In signing this statement upon initial enrollment, each student agrees to participate in the Honor System and abide by its code during his or her studies at Vanderbilt University.

The Honor Council of the DHSS (AuD, MDE and MS-SLP students) and the Honor Council of the Graduate School (PhD students) serve to educate the student body about their responsibilities outlined in the written code; to conduct investigations and hearings regarding reported violations of the code; and to decide the nature of penalties deemed appropriate for such violations. To review honor system regulations for the Graduate School (Ph.D.), please refer to the following link: [http://studentorgs.vanderbilt.edu/gsc/honor-council/](http://studentorgs.vanderbilt.edu/gsc/honor-council/)

The Director of Graduate Studies has primary oversight for the DHSS Honor Council and should be contacted for questions or concerns regarding potential Honor Council activities.
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 research. The Center is comprised of Vanderbilt’s Department of Otolaryngology and Department of Hearing and Speech Sciences.

OFFICE OF GRADUATE STUDIES IN THE DHSS

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 third 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 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 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 more than 80,000 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 nine audiology and speech-language pathology clinics located in both hospital and clinical settings, and an on-site school for children with hearing loss, DHSS students have access to all aspects of clinical experience—identification, assessment and management—from neonates to 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

The Mission of the Vanderbilt School of Medicine is: 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.

The Vanderbilt University Medical Center Credo:

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.
The Vanderbilt Patient & Family Promise

We make those we serve our highest priority. We expect everyone at Vanderbilt to keep these promises to you and your family.

WE WILL:

- Include you as the most important member of your healthcare team
- Personalize your care with a focus on your values and needs
- Work with you to coordinate your care
- Respect your right to privacy
- Communicate clearly and regularly
- Serve you and your family with kindness and respect

Vanderbilt 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 national and 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.
DHSS FACULTY

RIMA ABOU-KHALIL, Ph.D.
Assistant Clinical Professor
Aphasia Research
rima.n.abou-khalil@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
Pediatric Audiology, Geriatrics
fred.h.bess@vanderbilt.edu

JAMES BODFISH, Ph.D.
Professor, Director of Research
Autism
James.bodfish@vanderbilt.edu

TAMALA BRADHAM, Ph.D.
Assistant Professor, Associate Director of Quality, Protocols,
and Risk Management
tamala.bradham@vanderbilt.edu

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

STEPHEN M. CAMARATA, Ph.D.
Professor
Early Speech- Language Development and Intervention in
Children, Phonetics, Articulation
stephen.camarata@vanderbilt.edu

EDWARD G. CONTURE, Ph.D.
Professor Emeritus
Speech-Language Development in Children, Stuttering
edward.g.conture@vanderbilt.edu

MICHAEL de RIESTHAL, Ph.D.
Assistant Professor, Director, Pi Beta Phi
Rehabilitation Institute
michael.r.de.riesthal@vanderbilt.edu

ROLAND D. EAVEY, M.D.
Professor, Chair, Department of Otolaryngology,
Director, Pediatric ENT
roland.d.eavey@vanderbilt.edu

LEA HELEN EVANS, Ph.D.
Assistant Clinical Professor
Preschool Speech and Language Disorders, Clinical
Education
lea.helen.evans@vanderbilt.edu

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

RENE GIFFORD, Ph.D.
Associate Professor, Director, Cochlear Implant
Program, Associate Director, Pediatric Audiology
rene.h.gifford@vanderbilt.edu

D. WESLEY GRANTHAM, Ph.D.
Professor Emeritus
Psychoacoustics
d.wesley.grantham@vanderbilt.edu

OSCAR GUILLAMONDEGUI, M.D.
Associate Professor
Traumatic Brain Injury
oscar.d.guillamondegui@vanderbilt.edu

MICHELLE GUTMANN, Ph.D.
Assistant Professor
Augmentative and Alternative Communication
Disorders
michelle.l.gutmann@vanderbilt.edu
TROY A. HACKETT, Ph.D.
Associate Professor
Auditory Neuroscience
troy.a.hackett@vanderbilt.edu

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

CHARLES HAUSMAN, M.S.
Assistant Professor
Communication Disorders in School Systems
charles.h.hausman@vanderbilt.edu

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

DAVID HAYNES, M.D.
Professor
Hearing Loss, Hearing Aids, Vertigo, Cochlear Implants,
Brainstem Implants, Neurotology
david.haynes@vanderbilt.edu

MELISSA C. HENRY, M.A.
Assistant Clinical Professor
Pediatric Medical Speech-Language Pathology, Cleft Palate,
Craniofacial Disorders
melissa.c.henry@vanderbilt.edu

ANDREA HILLOCK-DUNN, Ph.D.
Assistant Professor, Associate Director, Pediatric Audiology
Childhood Hearing Loss, Cochlear Implants, and
Multisensory Processing
andrea.h.dunn@vanderbilt.edu

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

BENJAMIN W.Y. HORNBSBY, Ph.D.
Assistant Professor
Hearing Aids, Psychoacoustics
ben.hornsby@vanderbilt.edu

BARBARA H. JACOBSON, Ph.D.
Assistant Professor, Associate Director, Medical
Speech-Language Pathology, Voice Disorders, Adult
Neurogenic Disorders, Dysphagia
barb.jacobson@vanderbilt.edu

GARY JACOBSON, Ph.D.
Professor, Director, Division of Audiology
Electrophysiology, Vestibular
gary.jacobson@vanderbilt.edu

ROBIN MICHAEL JONES, Ph.D.
Assistant Professor
Speech-Language Development in Children, Stuttering
robin.m.jones@vanderbilt.edu

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

SASHA KEY, Ph.D.
Research Associate Professor
Psychophysical Integration
sasha.key@vanderbilt.edu

ROBERT LABADIE, M.D., Ph.D.
Professor
Cochlear implants
robert.labadie@vanderbilt.edu

DEVIN MCCASLIN, Ph.D.
Associate Professor, Associate Director, Adult Audiology
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 Emeritus
Speech Perception, Fluency Disorders, Anatomy and Physiology
ralph.n.ohde@vanderbilt.edu
Research Report

Every three 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/documents/billwilkerson/files/Report19_4.pdf
## USEFUL CONTACTS

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<tr>
<th>Questions Regarding….</th>
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<th>Phone/Link/E-mail</th>
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<td>Academic Advising</td>
<td>Faculty Advisor</td>
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<tr>
<td>Academic Calendar</td>
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<td><a href="http://www.registrar.vanderbilt.edu/">www.registrar.vanderbilt.edu/</a></td>
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<tr>
<td>Address Change</td>
<td>University Registrar (<a href="http://registrar.vanderbilt.edu/academic-records/change-of-address/">http://registrar.vanderbilt.edu/academic-records/change-of-address/</a>)</td>
<td>NOTE: Please provide your new address to the DHSS grad studies office</td>
</tr>
<tr>
<td>Advisor Change</td>
<td>Dr. Ricketts</td>
<td><a href="mailto:todd.a.ricketts@vanderbilt.edu">todd.a.ricketts@vanderbilt.edu</a></td>
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<tr>
<td>Appointments</td>
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<tr>
<td>Dr. Tharpe</td>
<td>Tammy Ezell</td>
<td>936-5002 <a href="mailto:tammy.r.ezell@vanderbilt.edu">tammy.r.ezell@vanderbilt.edu</a></td>
</tr>
<tr>
<td>Dr. Ricketts</td>
<td>Dr. Ricketts</td>
<td>936-5100 <a href="mailto:todd.a.ricketts@vanderbilt.edu">todd.a.ricketts@vanderbilt.edu</a></td>
</tr>
<tr>
<td>Faculty</td>
<td>contact individual faculty member</td>
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<td>Athletic Event Tickets</td>
<td>Ticket Office, McGugin Center</td>
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<td>Audio/Video Equipment</td>
<td>Educational Support Services</td>
<td>322-6447 <a href="http://ess.mc.vanderbilt.edu/">http://ess.mc.vanderbilt.edu/</a></td>
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<tr>
<td>questions or problems</td>
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<tr>
<td>Billing</td>
<td>Student Accounts</td>
<td>322-6693 <a href="http://www.vanderbilt.edu/stuaccts/">www.vanderbilt.edu/stuaccts/</a></td>
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<td>Blackboard</td>
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<td><a href="http://www.vanderbilt.edu/myvu/classifieds">www.vanderbilt.edu/myvu/classifieds</a></td>
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<td>Classroom and/or Conference room reservations</td>
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<tr>
<td>Room #4, exec. conf. room, Room # 2A and 10th floor conf. rooms</td>
<td>Grad Studies Office</td>
<td>936-5104</td>
</tr>
<tr>
<td>All other classrooms</td>
<td>Educational Support Services</td>
<td>322-6447 <a href="http://ess.mc.vanderbilt.edu/">http://ess.mc.vanderbilt.edu/</a></td>
</tr>
<tr>
<td>Clinic Assignments</td>
<td>Sue Hale (SLP)</td>
<td>936-5119 <a href="mailto:sue.t.hale@vanderbilt.edu">sue.t.hale@vanderbilt.edu</a></td>
</tr>
<tr>
<td></td>
<td>Susan Logan (AUD)</td>
<td>936-7335 <a href="mailto:susan.a.logan@vanderbilt.edu">susan.a.logan@vanderbilt.edu</a></td>
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<tr>
<td>Commencement</td>
<td></td>
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<tr>
<td>Computer Support</td>
<td>Information Technology Services (ITS)</td>
<td><a href="http://its.vanderbilt.edu/">http://its.vanderbilt.edu/</a></td>
</tr>
<tr>
<td></td>
<td>Help Desk: 343-9999</td>
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<tr>
<td>Counseling Center</td>
<td>1120 Baker Bldg (110 21st Ave. S.)</td>
<td>322-2571 <a href="http://www.vanderbilt.edu/pcc/">www.vanderbilt.edu/pcc/</a></td>
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<td>CPR Classes</td>
<td>Vanderbilt Resuscitation Program</td>
<td><a href="http://www.vanderbiltcpr.com">http://www.vanderbiltcpr.com</a></td>
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<td>Direct Deposit</td>
<td>Vanderbilt Human Resources</td>
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<tr>
<td>Disability Services</td>
<td>Vanderbilt Equal Opportunity and Affirmative Action Disability Services (EAD), 808 Baker Bldg.</td>
<td>322-4705 <a href="http://www.vanderbilt.edu/ead/">www.vanderbilt.edu/ead/</a></td>
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NOTE: Please provide your new address to the DHSS grad studies office.
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<tr>
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<th>School Registrar</th>
<th>see “Registrar”</th>
</tr>
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<tbody>
<tr>
<td><strong>Employment</strong> (in the Bill Wilkerson Center)</td>
<td>Mary Sue Fino-Szumski</td>
<td>936-5022 <a href="mailto:marysue.finoszumski@vanderbilt.edu">marysue.finoszumski@vanderbilt.edu</a></td>
</tr>
<tr>
<td><strong>Enrollment Verification</strong></td>
<td>University Registrar</td>
<td>322-7701 <a href="http://registrar.vanderbilt.edu/academic-records/">http://registrar.vanderbilt.edu/academic-records/</a></td>
</tr>
<tr>
<td><strong>Escort Service (security)</strong></td>
<td>(Sunset to 1:00 a.m.)</td>
<td>Police &amp; Security, 1-8888</td>
</tr>
<tr>
<td><strong>Fee Waivers</strong> (Student Recreation)</td>
<td>Recreation Administration</td>
<td>322-3963 <a href="http://www.vanderbilt.edu/recadmin/">www.vanderbilt.edu/recadmin/</a></td>
</tr>
<tr>
<td><strong>Financial Aid</strong> (grants, loans, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Department Awards</strong></td>
<td>Penny Welch or Kathy Rhody</td>
<td>936-5103 <a href="mailto:penny.welch@vanderbilt.edu">penny.welch@vanderbilt.edu</a></td>
</tr>
<tr>
<td><strong>School of Medicine</strong></td>
<td>Student Financial Services</td>
<td>343-6310 <a href="https://medschool.vanderbilt.edu/financial-services/">https://medschool.vanderbilt.edu/financial-services/</a></td>
</tr>
<tr>
<td><strong>University</strong></td>
<td>Office of Student Financial Aid</td>
<td>322-3591 <a href="http://www.vanderbilt.edu/financialaid/">www.vanderbilt.edu/financialaid/</a></td>
</tr>
<tr>
<td><strong>Forms, Department</strong></td>
<td>Room 8310 MCE</td>
<td>“Form” drawer in reception area behind front desk (in alphabetical order)</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td>School Registrar or <a href="http://www.vanderbilt.edu/commencement">http://www.vanderbilt.edu/commencement</a></td>
<td><a href="mailto:commencement@vanderbilt.edu">commencement@vanderbilt.edu</a></td>
</tr>
<tr>
<td><strong>Housing Assistance</strong></td>
<td>Off-Campus Referral Service</td>
<td><a href="http://www.vanderbilt.edu/studentbiz/OCReferral/">www.vanderbilt.edu/studentbiz/OCReferral/</a></td>
</tr>
<tr>
<td><strong>Identification (I.D.) Cards</strong></td>
<td>Medical Center Card Office</td>
<td><a href="http://www.vanderbilt.edu/cardservices/mc/medstudents.php">www.vanderbilt.edu/cardservices/mc/medstudents.php</a> 936-3350 or 936-3349</td>
</tr>
<tr>
<td><strong>Individual Faculty/Staff</strong></td>
<td>Vanderbilt home page- select the “People Finder” tab</td>
<td><a href="http://www.mc.vanderbilt.edu/irb/training/">www.mc.vanderbilt.edu/irb/training/</a></td>
</tr>
<tr>
<td><strong>Institutional Review Board (IRB)</strong></td>
<td>Human Research Protection Program</td>
<td></td>
</tr>
<tr>
<td><strong>Insurance (student)</strong></td>
<td>Student Accounts, Vanderbilt Insurance Representative</td>
<td>322-6693, 343-4688 <a href="http://www.vanderbilt.edu/stuaccts/graduate/health-insurance.php">www.vanderbilt.edu/stuaccts/graduate/health-insurance.php</a></td>
</tr>
<tr>
<td><strong>International Student Services</strong></td>
<td>322-2753 <a href="http://www.vanderbilt.edu/iss/s">www.vanderbilt.edu/iss/s</a></td>
<td></td>
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<tr>
<td><strong>Internet Access</strong> (wireless, on-campus)</td>
<td>ITS</td>
<td><a href="https://ncs.mc.vanderbilt.edu/NCSBlackCMS/UI/CMS/CMS.aspx?PageID=1156">https://ncs.mc.vanderbilt.edu/NCSBlackCMS/UI/CMS/CMS.aspx?PageID=1156</a></td>
</tr>
<tr>
<td><strong>Keys</strong></td>
<td>Shari Storehalder</td>
<td>936-5004 <a href="mailto:shari.storehalder@vanderbilt.edu">shari.storehalder@vanderbilt.edu</a></td>
</tr>
<tr>
<td><strong>Letters of Good Standing</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Graduate School</strong></td>
<td>Graduate School</td>
<td>343-2727</td>
</tr>
<tr>
<td><strong>Medical School</strong></td>
<td>Medical Student Affairs</td>
<td>343-6311 <a href="http://www.mc.vanderbilt.edu/medschool">www.mc.vanderbilt.edu/medschool</a></td>
</tr>
<tr>
<td>Department</td>
<td>Penny Welch</td>
<td>936-5103 <a href="mailto:penny.welch@vanderbilt.edu">penny.welch@vanderbilt.edu</a></td>
</tr>
<tr>
<td>------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Licensure Requirements</td>
<td>Sue Hale</td>
<td>936-5119 <a href="mailto:sue.t.hale@vanderbilt.edu">sue.t.hale@vanderbilt.edu</a></td>
</tr>
<tr>
<td>Lost and Found</td>
<td>Police &amp; Security property clerk</td>
<td>343-5371 <a href="http://police.vanderbilt.edu/services/lost-and-found/">http://police.vanderbilt.edu/services/lost-and-found/</a></td>
</tr>
<tr>
<td>Low Cost Immunizations</td>
<td>Metro Public Health Department Student Health Center, Vanderbilt</td>
<td><a href="http://health.nashville.gov/Immunizations.htm">http://health.nashville.gov/Immunizations.htm</a> <a href="https://medschool.vanderbilt.edu/student-health/immunization-requirements">https://medschool.vanderbilt.edu/student-health/immunization-requirements</a></td>
</tr>
<tr>
<td>My Health at Vanderbilt</td>
<td>Patient portal to access your medical records or to contact your physician</td>
<td><a href="https://www.myhealthatvanderbilt.com/myhealth-portal/">https://www.myhealthatvanderbilt.com/myhealth-portal/</a></td>
</tr>
<tr>
<td>Name Change</td>
<td>University Registrar</td>
<td>(see “Registrar”) – NOTE: Provide a copy of name change form to DHSS grad studies office</td>
</tr>
<tr>
<td>Office/Computer Lab Supplies</td>
<td>TBD</td>
<td>936-5104 TBD</td>
</tr>
<tr>
<td>Paper (copier/computer lab)</td>
<td>Room 8310 MCE</td>
<td>Get master keys from front desk. Paper is in locked cabinets in the 8th floor mail room</td>
</tr>
<tr>
<td>Registrar</td>
<td>Graduate School (Ph.D. students only)</td>
<td>322-3941 <a href="mailto:barry.kendall@vanderbilt.edu">barry.kendall@vanderbilt.edu</a> <a href="http://www.vanderbilt.edu/gradschool/">http://www.vanderbilt.edu/gradschool/</a></td>
</tr>
<tr>
<td></td>
<td>School of Medicine</td>
<td>343-6311 <a href="mailto:david.swayze@vanderbilt.edu">david.swayze@vanderbilt.edu</a> <a href="http://www.mc.vanderbilt.edu/medschool/registrar/index.php">www.mc.vanderbilt.edu/medschool/registrar/index.php</a></td>
</tr>
<tr>
<td></td>
<td>University Registrar</td>
<td>322-7701 <a href="http://registrar.vanderbilt.edu/">http://registrar.vanderbilt.edu/</a></td>
</tr>
<tr>
<td>Communications (Bill Wilkerson Center)</td>
<td>Erin Bernardo, Kate Carney or Keli Lawrence</td>
<td>936-5498 <a href="mailto:erin.m.berardo@vanderbilt.edu">erin.m.berardo@vanderbilt.edu</a> 936-5016 <a href="mailto:kate.carney@vanderbilt.edu">kate.carney@vanderbilt.edu</a> 936-5793 <a href="mailto:keli.s.duvall-lawrence@vanderbilt.edu">keli.s.duvall-lawrence@vanderbilt.edu</a></td>
</tr>
<tr>
<td>Stipend Checks</td>
<td>Kathy Rhody</td>
<td>936-5101 <a href="mailto:kathy.rhody@vanderbilt.edu">kathy.rhody@vanderbilt.edu</a></td>
</tr>
<tr>
<td>Student Accounts</td>
<td></td>
<td>110 21st Ave. S., #100 615-322-6693 [<a href="http://www.vanderbilt.edu/stuaccts/Required">www.vanderbilt.edu/stuaccts/Required</a> forms/](<a href="http://www.vanderbilt.edu/stuaccts/Required">http://www.vanderbilt.edu/stuaccts/Required</a> forms/) <a href="http://www.vanderbilt.edu/stuaccts/graduate/forms.php">www.vanderbilt.edu/stuaccts/graduate/forms.php</a></td>
</tr>
<tr>
<td>Student Health Center</td>
<td>Zerfoss Building</td>
<td>322-2427 <a href="http://www.vanderbilt.edu/student_health/">www.vanderbilt.edu/student_health/</a></td>
</tr>
<tr>
<td>Transcripts</td>
<td>University Registrar</td>
<td>(see “Registrar”)</td>
</tr>
<tr>
<td><strong>Verification of Graduation</strong></td>
<td>All Registrars</td>
<td>(see “Registrar”)</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>Swipe Access (I.D.)</strong></td>
<td>Mary Sue Fino-Szumski</td>
<td>936-5022</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:marysue.fino-szumski@vanderbilt.edu">marysue.fino-szumski@vanderbilt.edu</a></td>
</tr>
<tr>
<td><strong>Systems Access (i.e., Star Panel)</strong></td>
<td>Mary Sue Fino-Szumski</td>
<td>936-5022</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:marysue.fino-szumski@vanderbilt.edu">marysue.fino-szumski@vanderbilt.edu</a></td>
</tr>
<tr>
<td><strong>Travel Expenses</strong></td>
<td>Kathy Rhody</td>
<td>936-5101</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:kathy.rhody@vanderbilt.edu">kathy.rhody@vanderbilt.edu</a></td>
</tr>
<tr>
<td><strong>YES (Your Enrollment Services)</strong></td>
<td>Academic record, view/print current term grades, order transcripts, textbook requirements (through class search) etc.</td>
<td><a href="http://registrar.vanderbilt.edu/registration/">http://registrar.vanderbilt.edu/registration/</a></td>
</tr>
</tbody>
</table>
DOCTOR OF AUDIOLOGY PROGRAM (AU.D.)

Entrance 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

There are no specific undergraduate pre-requisites for the Au.D. degree. However, courses related to the profession and basic sciences may be helpful.

All Au.D. students are required to complete a course in normal language development. Those students who do not have an undergraduate course in normal language development will be required to take SLP 5304 (Child Language Acquisition) during the Au.D. curriculum.
# Sample Au.D. Curriculum

## YEAR ONE

<table>
<thead>
<tr>
<th>Fall (14 hrs)</th>
<th>Acoustics, Calibration &amp; Instrumentation, AUD 5359, 3 hrs</th>
<th>Measurement of Hearing, AUD 5310, 4 hrs</th>
<th>Anatomy and Physiology of Hearing Mechanisms AUD 5227, 3 hrs</th>
<th>Elective or Child Language Acquisition, SLP 5304, 3 hrs</th>
<th>Intro to Clinical Case Conference AUD 5580, 1 hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring (15 hrs)</td>
<td>Auditory Clinical Electrophysiology, AUD 5337, 3 hrs</td>
<td>Amplification I, AUD 5339, 2 hrs</td>
<td>Amplification I (lab), AUD 5340, 1 hr</td>
<td>Clinical Research Design, AUD 5368, 3 hrs</td>
<td>Psychoacoustics AUD 5328, 3 hrs</td>
</tr>
<tr>
<td>Summer (8 hrs)</td>
<td>Hereditary Hearing Loss, AUD 5303, 2 hrs</td>
<td>Introduction to Neuroscience, 3 hrs.</td>
<td></td>
<td></td>
<td>Practicum &amp; Clinical Case Conference AUD 5583, 3 hrs</td>
</tr>
</tbody>
</table>

## YEAR TWO

<table>
<thead>
<tr>
<th>Fall 2 (15 hrs)</th>
<th>Pediatric Audiology AUD 5325, 3 hrs</th>
<th>Vestibular Sciences I, AUD 5346, 3 hrs</th>
<th>Amplification II, AUD 5345, 3 hrs</th>
<th>Pathology of Auditory System AUD 5332, 3 hrs</th>
<th>Practicum &amp; Clinical Case Conference AUD 5583, 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2 (15 hrs)</td>
<td>Aural Rehabilitation for Children, AUD 5318, 3 hrs</td>
<td>Microbiology &amp; Pharmacology for Audiology AUD 5333, 3 hrs</td>
<td>Cochlear Implants, AUD 5354, 3 hrs</td>
<td>Capstone I, AUD 5581, 3 hrs</td>
<td>Practicum &amp; Clinical Case Conference AUD 5583, 3 hrs</td>
</tr>
<tr>
<td>Maymester</td>
<td>Optional/Elective - - - Overview of Intraoperative Monitoring, AUD 5374, 1 hr</td>
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<td>Summer Practicum AUD 5586, 3 hrs</td>
</tr>
<tr>
<td>Summer 2 (8 hrs)</td>
<td>Vestibular Sciences 2, AUD 5347, 3 hrs</td>
<td>Family Ctrd Counseling &amp; Interviewing AUD 5361, 2 hrs</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## YEAR THREE

<table>
<thead>
<tr>
<th>Fall 3 (11-16 hrs)</th>
<th>Hearing and Aging AUD 5363, 3 hrs</th>
<th>Professional Issues &amp; Ethics, AUD 5367, 2 hrs</th>
<th>Optional/Elective AUD 5350 Vest Sciences 3, 2 hrs</th>
<th>Optional/Elective HRSP 383 Seminar in Auditory and Vestibular Neuroscience, 3 hrs</th>
<th>Capstone II, AUD 5582, 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 3 (12 hrs)</td>
<td>Hearing Loss &amp; Speech Understanding, AUD 5327, 3 hrs</td>
<td>Amplification III AUD 5353, 3 hrs</td>
<td>Business and Financial Management for Audiologists AUD 5365, 3 hrs</td>
<td></td>
<td>Practicum &amp; Clinical Case Conference AUD 5583, 3 hrs</td>
</tr>
<tr>
<td>Summer (1 hr)</td>
<td></td>
<td></td>
<td>Externship, AUD 5355, 1 hr</td>
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</tbody>
</table>

## YEAR FOUR

<table>
<thead>
<tr>
<th>Fall 4 (3 hrs)</th>
<th>Externship, AUD 5355, 3 hrs (must register every semester to maintain full-time student status)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 4 (3 hrs)</td>
<td>Externship, AUD 5355, 3 hrs (must register every semester to maintain full-time student status)</td>
</tr>
</tbody>
</table>

*Unless taken previously as undergraduate

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.
**Specialty Tracks in Audiology**

**Early Identification and Management of Children with Hearing Loss**

The Vanderbilt DHSS offers Specialty Track training for Au.D. students in early identification and management of infants and children with hearing loss. Students enrolled in the Specialty Track will have additional coursework and practicum experience that will prepare them to work with infants and children who are deaf or hard of hearing. This interdisciplinary approach to training – by combining some core courses with speech-language pathology, audiology, and deaf education students while continuing separate courses that are specific to their disciplines – is unique to our Vanderbilt program.

For additional information, please contact Dr. Lynn Hayes, Program Director at 615-936-2786, (lynn.hayes@vanderbilt.edu).

Complete details of the Au.D. Specialty Track can be found in the student handbook on our website at: [http://www.mc.vanderbilt.edu/root/vumc.php?site=GHSS&doc=24789](http://www.mc.vanderbilt.edu/root/vumc.php?site=GHSS&doc=24789)

Incoming specialty track students will receive access to the handbook during new student orientation.

**Vestibular Sciences**

The Vanderbilt DHSS also offers Specialty Track training for Au.D. students in the area of Vestibular Sciences. Students who decide to follow this specialty track will, at graduation, possess specialized skills in the assessment of the peripheral and central vestibular system (i.e., vestibulo-ocular reflex, vestibulo-spinal and vestibulo-colic reflexes). Additionally, graduates will understand what rehabilitative options are available to patients with either unilateral or bilateral vestibular system impairments. Coursework will include three (3) formal courses in vestibular sciences. Specialty track students will have priority for practicum experiences in the Balance Disorders Clinic that assesses ~1400 patients/year. It is our intention for Specialty Track students to be offered the opportunity to have a concentrated clinical “Maymester” experience at a clinical site separate from Vanderbilt University. Finally, it will be expected that the Capstone project conducted by the Specialty Track student will be in a vestibular system/balance topic area.

For additional information, contact Dr. Gary Jacobson (615-322-4568, gary.jacobson@vanderbilt.edu), or Dr. Devin McCaslin (615-322-7384, devin.mccaslin@vanderbilt.edu), Co-Directors, Specialty Track in Vestibular Sciences.

**Degree Requirements (Au.D.)**

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 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. program must provide to the Center for Data Management (before initial registration) an official final transcript showing that the degree has been received and the date it was granted. Transcripts can be emailed to the Center for Data Management at apply@vanderbilt.edu or mailed to 2301 Vanderbilt Place, Nashville, TN 37240-7833 (on campus mailing address- PMB 407833).

**Academic Requirements**

The candidate for the Au.D. degree will spend at least nine academic semesters of graduate study at Vanderbilt. Candidates for the Au.D. degree are expected to be enrolled in the School of Medicine during each fall, spring, or summer semester until completion of the degree. International students should contact the School of Medicine’s Office of International Student and Scholar Services (615-322-2753) concerning time limitations for completion of the Au.D. degree.

**Coursework**

For Au.D. students, a minimum of 65 semester hours of formal, didactic coursework plus 25 clinical practicum semester hours are 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, 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:

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Amount of Clinic Time per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester (Fall 1)</td>
<td>2 half-days</td>
</tr>
<tr>
<td>2nd Semester (Spring 1)</td>
<td>3 half-days</td>
</tr>
<tr>
<td>3rd Semester (Summer 1)</td>
<td>3 half-days</td>
</tr>
<tr>
<td>4th Semester (Fall 2)</td>
<td>3 half-days</td>
</tr>
<tr>
<td>5th Semester (Spring 2)</td>
<td>3 half-days</td>
</tr>
<tr>
<td>6th Semester (Summer 2)</td>
<td>3 half-days</td>
</tr>
<tr>
<td>7th Semester (Fall 3)</td>
<td>4 half-days</td>
</tr>
<tr>
<td>8th Semester (Spring 3)</td>
<td>4 half-days</td>
</tr>
<tr>
<td>4th-year (beginning Summer 3)</td>
<td>Full-time clinical assignment</td>
</tr>
</tbody>
</table>
Student performance is reviewed annually, and a failure to develop clinical skills appropriately 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 may receive financial support from the externship facility during the fourth year. This support may be used to offset some or all of the costs of tuition or to assist with costs of living. Students who have received assistance during the first three years in terms of tuition assistance that is not grant related (e.g., 25% tuition remission) will continue to receive this percentage of tuition remission in the fourth year if an equivalent (or greater) amount is not provided by the fourth year site. 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 funding information during externship

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. 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 except as delineated above (e.g., you do not receive remittance from your 4th year externship site equivalent to, or greater, than is necessary to offset the percentage of tuition assistance you received during the first three years). 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.

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. Examples of acceptable Capstone projects include:

- formulation and evaluation of clinical protocols
- development of student/employee training material
- grant proposals
- clinic-based research
- development of clinical/educational materials
• independent study with a faculty member (this might include: a focused research experience in an ongoing project, development of clinical/educational materials, business plans, in-depth investigation into an unfamiliar clinical topic, case study using single-subject design concepts, meta-analysis, service projects such as development of clinical advertising materials and other projects that meet the requirements of an independent study).

_Potential Capstone Directors:_
(The following are Au.D. faculty members who can potentially serve as Capstone directors)

Ashmead, Daniel – spatial hearing, psychoacoustics
Bess, Fred – pediatric audiology, geriatrics
Bratt, Gene – adult diagnostics, hearing aids
Fino-Szumski, Mary Sue – business aspects, health care policy
Rene Gifford – cochlear implants, bimodal stimulation
Hackett, Troy – auditory neuroscience
Andrea Hillock-Dunn – pediatric audiology, multi-sensory processing
Hood, Linda – auditory electrophysiology, cochlear implants
Hornsby, Benjamin – hearing aids, psychoacoustics
Jacobson, Gary – electrophysiology, vestibular
Key, Sasha – event-related potentials
McCaslin, Devin – vestibular, tinnitus
Peek, Barbara – hearing aids, adult diagnostics
Ramachandran, Ramnarayan - Auditory Physiology
Ricketts, Todd – hearing aids, psychoacoustics
Rosenfeld, Mia – geriatrics, epidemiology
Stecker, Chris - psychoacoustics
Tharpe, Anne Marie – pediatric audiology, aural habilitation
Wallace, Mark – auditory neuroscience, sensory integration

*Note that the topics listed 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 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, independent study experiences (as described above), development of clinical protocols based on published research findings, etc. also represent excellent potential for Capstone projects.

The purposes of the doctoral Capstone project are:

- To create an opportunity for interested students to engage in an in-depth study of an area of audiology or hearing science
- To foster the student’s appreciation for evidence-based practice
- To provide a forum conducive for the student to demonstrate critical thinking

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 fall of Year 3). Prior to or during enrollment in Capstone 1 students must identify a Capstone topic and a committee director. By the end of the Capstone 1 enrollment, the Capstone proposal must be completed and accepted by the student’s Capstone committee for those completing research or service projects. For students completing independent studies, the specific experience and expected product should be approved by the director and described in the independent study form. The completed Capstone project must be approved by the Capstone committee and presented 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. The director of the Capstone committee is especially important in the guidance process and serves the primary role of mentor. The following steps describe the procedural sequence necessary to complete the Capstone project. The expected timeline is provided in this handbook. The content and timeline of the project can vary considerably, particularly for Independent Study Capstones as specified below.

(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. In some cases 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. In other cases, particularly some Independent Study Capstone, the capstone topic or project, the specific timeline, and the nature of the final product will be defined by the mentor.

(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. A Ph.D. faculty appointment is required to direct research based and Independent Study Capstone projects. A Ph.D. student can serve as an additional (4th), non-voting member of the committee if s/he is ABD.

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 beginning work (indicated by signature on the Declaration of Capstone Intent form) and the student must notify his/her Mentor of the overlap.

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). For Independent Study Capstone experiences, the capstone director and student have full responsibility for defining the project. The only role of the Capstone committee in this case is to attend the final Capstone Presentation at the end of the Capstone 2 registration.

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 or description of an independent study experience, conduct the project, write the final narrative (if required), 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: Students may be required to 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 Capstone Proposal may not be required for some Independent Study Capstones, and may be replaced by the Independent Study Form.** The format for preparing these documents is illustrated in the forms portion of this document. While a formal meeting is not required, the Capstone proposal must be approved by all of the Capstone committee members prior to data collection; or by the mentor in the case of an independent study. This should occur before the end of the student’s Capstone 1 registration in the spring of year 2 to avoid a one letter grade penalty for tardiness.

The proposal must provide fundamental direction for the Capstone project that subsequently will be followed as the project is completed.

a. The title of the Capstone project should be brief, but descriptive and suggest the project’s purpose.

b. The introduction of the Capstone proposal should describe the type (e.g., research, 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 students can state clearly and succinctly why they want to undertake a project, they understand what needs to be accomplished.

c. 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.

d. Students should include as appendices any information that might be distracting, or that is not needed in the body of the proposal. Appendices may include copies of questionnaires, models, computer programs, or software applications specific to the project, formulae and calculations, and detailed descriptions of instrumentation or assessment instruments, etc.

e. 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.

f. 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.

g. 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.

h. 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 with a cc: to the capstone director. 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.

(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](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 if required. Please note that an Independent Study Capstone may or may not require a final written product. If a final written product is required as part of an independent study, it will not be reviewed by a Capstone Committee unless the mentor deems such a review appropriate. In cases where a written product is required, for example an independent research Capstone, 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. Therefore, an initial draft may need to be completed well before the deadlines specified in the timeline below. The completed preliminary draft is submitted by the student to the other committee member(s) for review at least two weeks prior to the oral defense.

(6) Oral Presentation of Capstone: All Capstone projects will be presented orally by the students both to their Capstone committee (Capstone Defense: see the timeline below) and in a meeting designated for that purpose (Capstone Day) 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 Capstone Day 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 require a defense or presentation by the end of classes in the fall semester of their third year. 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 by the committee defense deadlines, the tardiness will be reflected in the student’s final Capstone grade.
   c. 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 should present their capstone defense to their Capstone committee as a means for practice for Capstone Day.
   d. Presentations must be in PowerPoint format or equivalent.

(7) Final Capstone Manuscript: Some Capstone projects (e.g. independent research or service Projects) will be presented as a formal manuscript. Some Independent Study Capstones may have an alternative product. It is expected that the organization of the text of any 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). When appropriate, 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 or director 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 fall deadline. The student’s Capstone director will determine if a student has a legitimate reason for delayed completion of Capstone I or Capstone II.

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

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

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Capstone director</td>
<td>Beginning of Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Select Capstone committee (turn in Declaration of Capstone Intent form or Independent Study form that delineates the nature of the Independent Study and the Specific Product)</td>
<td>By February 1</td>
<td></td>
</tr>
<tr>
<td>Begin drafting proposal (May not be required for an Independent Study Capstone)</td>
<td>By February 1</td>
<td></td>
</tr>
<tr>
<td>Deliver proposal to committee (May not be required for an Independent Study Capstone)</td>
<td>By April 1</td>
<td></td>
</tr>
<tr>
<td>Obtain proposal approval (turn in Capstone Proposal Approval or Independent Study form)</td>
<td>By End of Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Deliver Final Preliminary Draft of the Capstone manuscript to committee (May not be required for an Independent Study Capstone)</td>
<td>By November 15</td>
<td></td>
</tr>
<tr>
<td>Orally present project to committee. In the case of an Independent Study, all work should be completed by this date.</td>
<td>By End of Fall Semester</td>
<td></td>
</tr>
<tr>
<td>Complete all revisions (May not be required for an Independent Study Capstone)</td>
<td>By February 1</td>
<td></td>
</tr>
<tr>
<td>Public oral defense</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

*Slight adjustments to this timeline can be made at the discretion of the Capstone director. In the case of an independent study the requirements are defined by the mentor and very different timeline may apply.*
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. INDEPENDENT STUDY CAPSTONE PROPOSAL

Student’s Name: __________________________ Date: _______________
(Last, First & Middle)

Student’s ID#: __________________________ Semester: _______________

Print Name of Instructor: ____________________________________________

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Independent study for capstone</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course (Dept)</td>
<td>Course #</td>
<td>Section (# assigned to instructor)</td>
</tr>
<tr>
<td>AUD</td>
<td>5389</td>
<td></td>
</tr>
</tbody>
</table>

Describe the nature of this course and list your specific responsibilities as outlined by the instructor:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature of Student __________________________ Date _______________

Signature of Instructor __________________________ Date _______________

Signature of Director of Graduate Studies __________________________ Date _______________
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
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
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: _______________________

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Intent to Graduate

The DHSS Graduate Studies office will provide the School of Medicine with 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.). Students should monitor their transcripts closely and bring missing grades to the attention of the course instructor as soon as possible.

Clinical Requirements

At orientation, all students will receive a Clinic Handbook with general clinical requirements. In addition, some clinical settings may have additional procedures specific to the site. Students are responsible for complying with all site-specific clinical procedures as well as the general requirements in the Clinic Handbook. Please note: some clinical placements may be off-site, and will require transportation.

The Vanderbilt Bill Wilkerson Center and the Department of Hearing and Speech Sciences are part of the Vanderbilt Medical Center complex and consequently offer a variety of clinical settings including:

- Odess Balance and Hearing Center, Department of Otolaryngology–Various experiences including hearing assessments, electrophysiology, middle ear testing, and vestibular assessments including a risk-of-falls center.
- Audiology Clinic, MCE – Comprehensive hearing assessments for adults and children, hearing aid and bone anchored implant selections and fittings and rehabilitation; tinnitus evaluations and management, and adult and pediatric cochlear implant programs.
- Audiology Clinic, Franklin Walk-In Clinic (WIC) – Comprehensive hearing assessments for adults and children, tinnitus evaluations vestibular assessment, and hearing aid fittings.
- Doctors Office Tower (Monroe Carell, Jr. Children’s Hospital at Vanderbilt) –Complete audiologic assessment and rehabilitation program for pediatric patients; includes sedated ABRs and newborn hearing screenings along with a variety of specialty clinics.

Additional Opportunities:

- Veterans Administration of Nashville and Murfreesboro – Comprehensive diagnostics, hearing aid selection and fitting.
- Veterans Administration, Clarksdale Outpatient Clinic – Hearing assessments and hearing aid selection and fitting
- Local Medical Clinics – developing opportunities for NICU screenings or other services on a limited basis.
- Remote newborn hearing screenings – follow-up ABR screenings and diagnostics provided via telepractice, available on a limited basis.
**Au.D. Policies/Guidelines**

**Case Conference Presentation Guidelines**

(1) For each Case Conference, two cases should be presented—one by each of two students.

(2) Although the two cases can be related, they should be separate presentations and include data from individual patients.

(3) All presentations should be in MS PowerPoint format.

(4) All topics should be approved by the clinical supervisor prior to preparing the case.

(5) Students should review the topic and information to be covered in their presentation prior to the actual case conference with their clinical supervisor. The clinical supervisor may adjust the presentation or suggest additional information. Material for the case conference should be submitted to the clinical supervisor for review and comment no later than the Friday prior to the presentation date. The supervisor should give the student feedback no later than the following Monday.

   a. Each supervisor should specify what information is needed for review. The supervisor may choose to formally review and edit the presentation, or to informally go through the presentation with the student.

(6) Although the intent of this recurring presentation is to simulate a true Grand Rounds format, other types of presentations may also be acceptable (e.g., didactic presentations on a topic, discussions of controversial clinical issues in our profession, etc.).

(7) Normally in this format, the case should be presented first, then a discussion of the topic, other illustrations, and relevant literature can be discussed. When reviewing literature, students should cite evidence-based studies if at all possible. If there is a lack of evidence-based research in this area, students should report shortcomings of the studies they review. Students should feel free to reference class notes or discussions with faculty and staff.

(8) Presentations should be structured as educational. It should not be assumed that other students, or even staff, know the topic that is being presented.

   a. All terminology should be explained in lay language
   b. All tests/procedures should be explained: How was the test performed? Why was the test performed? What information does this test provide? How will the results of the test be implemented in this patient’s treatment?
   c. Time should be allotted for questions from students and staff

(9) All presentations will be evaluated using the case conference evaluation form which is intended to provide the students constructive feedback regarding areas of strong performance and areas needing improvement (please see the form following this section of the handbook).
(10) Students should receive their assigned presentation dates at the beginning of each semester. Students are responsible for finding an appropriate case and getting approval from their clinical supervisor.

(11) During presentations, please turn all cell phones and pagers to silent modes.

(12) Attendance will be taken at each case conference. Attendance is required of all AuD students. Each student will be allowed two absences per semester. Any additional unexcused absences will result in a reduction of the clinical case conference grade of ⅓ of a letter grade per additional absence.

For example:

<table>
<thead>
<tr>
<th># of Absences</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>A+</td>
</tr>
<tr>
<td>1-2</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>B+</td>
</tr>
<tr>
<td>4</td>
<td>B-</td>
</tr>
<tr>
<td>5</td>
<td>C+</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

Some final thoughts:

The intent of case conference is to discuss current topics and cases relevant to patient care. Students are not expected to be experts on the topic they present, but are responsible for describing clearly what they are presenting in their slides. Students should have a basic understanding of the tests they are performing, the studies they are citing, and other material relevant to the case. Presenters should not simply read busy slides with lots of text taken from journal articles and textbooks. Presentations should be on the level that a first year student would understand most of the presentation and any second year student would understand fully what happened with the case.

Ultimately, we want students to learn how to present, but we also want to learn about how other clinicians might have handled a patient or other ideas that might help improve patient care. Topics do not have to be extremely complex or about some disorder that occurs once in every 10 zillion live births. Although these types of cases are interesting, they rarely provide the opportunity for other staff to provide input or improve their clinical practices. It is perfectly acceptable to present cases where everything went wrong and ask for help from the audience. We are fortunate to have a faculty and staff that are second to none (literally), with expertise in every area of audiology. Case conference can be the opportunity for both students and staff to learn from each other by taking advantage of the years of accumulated knowledge and clinical experience of staff members and faculty. Done right, the students gain experience, the staff and faculty both gain and share knowledge, and ultimately, the patients win.
Case Conference Presentation Evaluation

Student: ___________________________ Date: ___________________________

1. Student had clear, professional, oral presentation style.

   Excellent  Good  Fair  Poor  Very Poor
   □ rate of speech
   □ professional dress
   □ presentation of information on slides (read or described)
   □ general professional demeanor

Comment: ______________________________________________________

2. Student had effective slide presentation and/or visual support.

   Excellent  Good  Fair  Poor  Very Poor
   □ easy to read slides
   □ good graphics (graphs, figures)
   □ familiar with slides (rehearsed)
   □ other

3. Student was able to answer questions in a professional manner.

   Excellent  Good  Fair  Poor  Very Poor
   □ appeared knowledgeable
   □ answered question(s) directly
   □ other

Comment: ______________________________________________________

4. Student has thorough and current understanding of the available literature in this area.

   Excellent  Good  Fair  Poor  Very Poor
   □ demonstrated knowledge of relevant literature
   □ highlighted relevant points for audience
   □ other

Comment: ______________________________________________________
**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. DHSS TAs are typically Ph.D. level students in courses and seminars primarily taken by masters or Au.D. students (although some Ph.D. students have also been TAs in courses taken by Ph.D. students). However, there are occasions where it may be beneficial for Au.D. students to serve as TAs for Au.D. classes. On such occasions, the following guidelines will prevail:

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 TAs 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 compromised.

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 student’s file in the Office of Graduate Studies.

**4th Year Extern Leave Policy**

**Vacation Leave:**

4th year AuD students, serving as full-time externs, will be entitled to 10 days of vacation time. Under normal circumstances, vacation time must be approved by that student’s supervisor a minimum of 30 days in advance.

**Professional Leave:**

4th year students may participate in professional meetings and conferences if clinical coverage permits. Five days of non-participating leave will be granted to attend professional activities. Additional professional leave may be granted at the discretion of the student's clinical supervisor if a student is directly involved in a meeting (i.e., organizing, presenting, or representing an adjunct professional organization). Requests for
professional leave must be made a minimum of 30 days in advance.

Sick Leave:

Should sick leave be needed for illness or medical appointments, the AuD student should notify his or her direct supervisor with as much advance notice as possible. Students are allotted 5 sick days during the year. If additional sick leave is needed, the student may be asked to: 1) provide documentation of the medical necessity of his or her absence, and/or 2) make-up lost clinical time.

JOINT DEGREE TRAINING PROGRAM (Au.D./Ph.D.)

Rationale

Academically based programs in the field of communication disorders have a dual mission, to provide clinical training for future practitioners, and to prepare scientists for research and teaching careers. This applies to the two major disciplines within communication disorders – audiology and speech-language pathology – as well as to other disciplines such as deaf education. Historically, most students who pursued the PhD degree did so after an initial career phase in which they attained clinical training and professional licensure. The time and financial commitment for this schedule was reasonable if the clinical (Masters) degree took one to two years. However, the field of audiology recently changed to a four-year Doctor of Audiology (AuD) as the entry level degree for clinical training and certification. This has created significant time and financial pressure for students who wish to be trained clinically as audiologists, and then to pursue research training leading to the PhD degree. The field of communication disorders has had a serious shortage of newly trained PhDs to staff academic training programs and the transition to the AuD degree may exacerbate this shortage. To address this problem, the proposed joint degree program would combine AuD and PhD training into a single, coherent set of experiences.

The pursuit of these two degrees is appropriate for students planning careers that combine clinical and research components, focus primarily on research, or include teaching and research. Most notably this pursuit is suitable for those interested in work settings in academia, research centers and some medical centers. Given the Department’s strong interest in training future teacher-scholars who will contribute to the research base for the field of audiology, we have developed our curricula with the flexibility to pursue an AuD/PhD degree that is intended to provide both clinical and research preparation as efficiently as possible. The AuD/PhD program includes requirements for both the AuD and the PhD degrees. Department faculty and staff will make reasonable accommodations to ensure timely, steady progress through the joint program. Students interested in pursuing the AuD/PhD combined program may apply using one of two mechanisms, direct or progressive as described below. Course and clinical requirements are identical for students entering through both the direct and progressive pathways.

Application options

Direct Application

Especially strong and focused candidates are encouraged to apply directly for the combined AuD/PhD program after having completed an undergraduate degree. For students accepted under this plan, those making appropriate progress in clinical training, but failing to make appropriate progress toward research
training may be granted the AuD degree without completing the PhD. Appropriate progress for the AuD degree consists of satisfactory performance in formal class work and in supervised clinical training experiences. Appropriate progress for the PhD degree consists of formal classwork, conduct of two research projects, a written comprehensive exam, teaching experience, and the dissertation.

Progressive Application

Students accepted into the AuD program, who subsequently may be interested in applying to the AuD/PhD program, will be given the opportunity, during their first year and a half of study, to experience work in research laboratory settings to explore their area of interest. Those students who want to pursue both degrees may declare their wish to pursue the AuD/PhD through a written request to their expected mentor and the director of graduate studies. Normally such a request is preceded by informal discussions between the student, faculty mentor, director of graduate studies, and the student’s potential Ph.D. curriculum committee. Formal application to the AuD/PhD program should be made in writing to the director of graduate studies on or before the regular application deadline date in January of the student’s second year. Admission to the AuD/PhD program is not automatic for students enrolled in the AuD program. A letter of application and a letter of recommendation from the faculty mentor must be submitted, and the student’s application is reviewed by the admissions committee. Official acceptance into the AuD/PhD program will occur during the student’s second year. Students accepted into the AuD/PhD program will jointly pursue their research and clinical training through the remainder of their studies.

Program Details

The goal of the AuD/PhD program design is to provide a complete research and clinical training experience; while reducing the time it takes to obtain both the AuD and PhD by approximately six months to one year in comparison to obtaining the two degrees sequentially. The program is designed to provide students with the majority of clinical coursework early in the program, and the majority of research coursework later in the program; however, both clinical and research experiences are present throughout the entire six year course of study. In accordance with these requirements, students will be enrolled in the School of Medicine during years 1, 2, 4 and the first semester for year 3; and in the Graduate School during years 5, 6 and the second semester of year 3. In an effort to interleave AuD and PhD training efficiently, the two AuD courses related to research/statistics and business aspects of Audiology may be replaced with PhD coursework. In addition, rather than completing a Capstone Project, a research project of sufficient breadth, depth and scope to qualify as the doctoral (PhD) First Research Project should be completed. All other required AuD coursework must be completed. In addition, and given the career goals expected for an AuD/PhD, the clinical training load may be reduced slightly during the third year to allow adequate time for the student to work in the laboratory and participate in other research activities. Clinical training elements will still meet or exceed requirements of the American Speech-Language-Hearing Association.

Degree Requirements

In accordance with the goals of the AuD/PhD program, some coursework taken during the second and third years of AuD study will count both toward the PhD and AuD course requirements. For example: 1) Capstone/First Year Project registration; and 2) Up to 18 additional hours of PhD credit. Up to 30 hours of coursework taken for AuD credit may be transferred into the PhD program, consistent with the usual number of credits
that are transferred from Vanderbilt AuD or Masters Degree programs into the PhD program. The remaining 42 credits for PhD study should be distributed as follows:

Major Area Courses (need 18 credit hours)  
Minor Area Courses (need 12 credit hours)  
Research Methodology (need 12 credit hours)  
First and Second PhD Project (need 6 hours)

Total Credits Needed for PhD = 72 (42 after transfer from AuD Studies)
MASTER OF EDUCATION OF THE DEAF PROGRAM (MDE)

Details of the MDE program can be found on our website at [http://www.mc.vanderbilt.edu/root/vumc.php?site=GHSS&doc=24789](http://www.mc.vanderbilt.edu/root/vumc.php?site=GHSS&doc=24789)

Incoming MDE students and incoming specialty track students will be given access to an additional handbook during orientation.

**Overview**

The DHSS offers a Master of Education of the Deaf (MDE) degree. This one- to two-year program emphasizes the training needed to develop spoken language and auditory skills in young children with hearing loss. The DHSS offers a unique interdisciplinary approach to teacher training that combines training in audiology, speech-language pathology, special education, and deaf education. The Mama Lere Hearing School in the 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 young children with hearing loss is known for its outstanding work in the areas of speech development, auditory training, cochlear implant habilitation, language and reading.

**Entrance Requirements**

Students certified in Deaf Education are eligible for the one-year (three semesters including summer plus Maymester) program of study. Students entering the two-year program (five semesters including summer plus Maymester) must have an undergraduate degree in special education, early childhood, or general education, and hold teacher certification. Documentation of teacher certification and praxis scores must be provided for both one-and two-year students.

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.
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 (students with a background) to 2.0 (students without a background) calendar years 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 sciences and 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 the American Speech-Language-Hearing Association’s Council for Clinical Certification (CFCC) requirements. Some elective coursework including that in the areas of cochlear implants, autism, and education are a part of the curriculum for students with interests in those areas. There is also a thesis option.

**Entrance 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 for graduate studies; a strong record of past academic achievement; a commitment to perseverance; and exceptional organizational and time management skills.

**Undergraduate Prerequisites**

It is highly recommended that students satisfy the following pre-requisites prior to enrollment in the Vanderbilt speech-language pathology degree program. The pre-requisite courses are requirements for certification by the American Speech-Language-Hearing Association and are considered by ASHA to be essential background for the graduate program. Pre-requisite courses are not a requirement in order to apply, however, due to the rigorous nature of the MS-SLP program, these courses may not be taken during the master’s curriculum. They should be completed prior to enrollment.

1. Biological Sciences (at least one course, for example, Intro to Biology)
2. Physics or Chemistry (coursework does not have to be at a level for science majors, but it does need to carry full college credit and be applicable to a general science requirement)
3. Statistics
4. Social/Behavioral Sciences (at least one course in Psychology, Sociology, Anthropology, or Public Health)

The above four areas cover the most crucial prerequisites you’ll need for purposes of credentialing. Transcript credit in the form of coursework, AP or CLEP credit may be offered to meet these requirements.

Additionally, certain coursework in the area of communication sciences and disorders may serve to expedite completion of the graduate curriculum. Typically, students who have a background in communication sciences and disorders may graduate after five semesters in the M.S. program while non-background students are enrolled for six semesters.
For students without a background, the completion of the following courses prior to enrollment in graduate school may serve as prerequisites and reduce course load requirements: (1) Normal Language Development or Language Acquisition, (2) Anatomy and Physiology of the Speech and Hearing Mechanism, (3) Basic Audiology and (4) Aural Rehabilitation. To meet program requirements, these courses should be taken in a department of communication sciences and disorders.
# MS SLP Curriculum – With Background in CSD

**YEAR ONE**

**Week Prior to the start of Fall 1 Semester:** All first year students are required to attend to two preparatory/ review seminars: 1) Language Essentials Boot Camp and 2) Intro to Diagnostics Lab.

<table>
<thead>
<tr>
<th></th>
<th>Fall 1 (13-15 hrs)</th>
<th>Spring 1 (12-19 hrs)</th>
<th>Maymester (1 hr)</th>
<th>Summer 1 (6-11 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurology of Speech &amp; Lang</td>
<td>SLP 5300, 3 hrs</td>
<td>Aphasia, SLP 5331, 3 hrs</td>
<td>Acute Care Experience, SLP 5369, 1 hr (Voice Track)</td>
<td>Craniofacial Anomalies, SLP 5326, 1 hr</td>
</tr>
<tr>
<td>Clinical Principles &amp; Procedures SLP 5309, 2 hrs</td>
<td>Dysphagia, SLP 5319, 3 hrs</td>
<td>Traumatic Brain Injury SLP 5517, 2 hrs</td>
<td><strong>Elective</strong> Pediatric Feeding &amp; Swallowing Disorders (4 weeks), SLP 5324, 1 hr</td>
<td><strong>Elective</strong> Pediatric Feeding &amp; Swallowing Disorders (4 weeks), SLP 5324, 1 hr</td>
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<tr>
<td>Child Language Impairments I: Nature SLP 5294, 2 hrs</td>
<td>Motor Speech Disorders SLP 5316, 2 hrs</td>
<td>Voice Disorders SLP 5306, 4 hrs</td>
<td><strong>Elective</strong> Communication in Autism Spectrum Disorders SLP 5323, 2 hrs</td>
<td><strong>Elective</strong> Communication in Autism Spectrum Disorders SLP 5323, 2 hrs</td>
</tr>
<tr>
<td>Child Language Impairments II: Assessment SLP 5291, 2 hrs</td>
<td>Articulation Disorders &amp; Phonetics SLP 5314, 2 hrs</td>
<td>**Cochlear Implants in Infants &amp; Children MDE 5334, 2 hrs</td>
<td><strong>Adv Voice Inst Lab SLP 5378, 1 hr</strong></td>
<td><strong>Adv Voice Res &amp; Rehab SLP 5391, 1 hr</strong></td>
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<tr>
<td><strong>Teaching Children with Hearing Loss to Listen &amp; Speak (Development) MDE 5392, 2 hrs</strong></td>
<td><strong>Teaching Children with Hearing Loss to Listen &amp; Speak (Assessment) MDE 5393, 2 hrs</strong></td>
<td><strong>Aural Rehabilitation for Children AUD 5318, 3 hrs</strong></td>
<td><strong>Language and Literacy in Deaf Children, MDE 5308, 3 hrs</strong></td>
<td><strong>Teaching Children with Hearing Loss to Listen &amp; Speak (Assessment) MDE 5394, 1 hr</strong></td>
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**YEAR TWO**

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<tr>
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<th>Fall 2 (9-15 hrs)</th>
<th>Winter Break</th>
<th>Spring 2 (5-10 hrs)</th>
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<tbody>
<tr>
<td>Acoustics &amp; Perception SLP 5301, 3 hrs</td>
<td>TBA - 2 week clinical rotation Outpatient Voice Disorders Experience (Voice Track)</td>
<td>Family-Centered Counseling &amp; Interviewing (4 weeks), SLP 5361, 1 hr</td>
<td><strong>Elective</strong> Communication in Autism Spectrum Disorders SLP 5323, 2 hrs</td>
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<tr>
<td>Stuttering SLP 5311, 3 hrs</td>
<td><strong>Elective</strong> Communication in Autism Spectrum Disorders SLP 5323, 2 hrs</td>
<td>Professional Issues (4 weeks), SLP 5307, 1 hr</td>
<td><strong>Intro to Amp for Infants &amp; Children, MDE 5320, 2 hrs</strong></td>
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<tr>
<td>Augmentative and Alternative Communication, SLP 5335, 2 hrs</td>
<td><strong>Intro to Amp for Infants &amp; Children, MDE 5320, 2 hrs</strong></td>
<td>10-week Externship in SLP SLP 5339, 6 hrs</td>
<td><strong>Elective</strong> Communication in Autism Spectrum Disorders SLP 5323, 2 hrs</td>
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Enrollment in SLP 5369 **Masters Thesis Research** is required students who elect the thesis option.
# MS SLP Curriculum – Without Background in CSD

* Required, unless taken as an undergrad
**Required for Aural Habilitation Specialty Track

<table>
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<tr>
<th>YEAR 1</th>
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<tr>
<td><strong>Fall 1</strong>&lt;br&gt;(12-17 hrs)</td>
<td>Neurology of Speech &amp; Language SLP 5300, 3 hrs</td>
<td>Clinical Principles &amp; Procedures SLP 5305, 2 hrs</td>
<td>Child Language Acquisition SLP 5364, 3 hrs</td>
<td>Articulation Disorders &amp; Phonetics SLP 5314, 3 hrs</td>
<td>*Introduction to Audiology SLP 5349, 3 hrs</td>
<td>**Teaching Children with Hearing Loss to Listen &amp; Speak (Development) MDE 5392, 2 hrs</td>
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<tr>
<td><strong>Spring 1</strong>&lt;br&gt;(13-15 hrs)</td>
<td>Research Methods SLP 5338, 1 hr</td>
<td>Aphasia SLP 5331, 3 hrs</td>
<td>Dysphagia SLP 5319, 3 hrs</td>
<td>Motor Speech Disorders SLP 5316, 2 hrs</td>
<td>Anatomy and Physiology of Speech &amp; Hearing Mechanism SLP 5206, 3 hrs</td>
<td>**Teaching Children with Hearing Loss to Listen &amp; Speak (Assessment) MDE 5393, 2 hrs</td>
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<td><strong>Maymester</strong>&lt;br&gt;(2 hrs)</td>
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<tr>
<td><strong>Summer 1</strong>&lt;br&gt;(6-11 hrs)</td>
<td>Craniofacial Anomalies, SLP 5325, 1 hr</td>
<td>Traumatic Brain Injury, SLP 5317, 2 hrs</td>
<td>ELECTIVE: Pediatric Feeding &amp; Swallowing Disorders (4 weeks), SLP 5324, 1 hr</td>
<td>Voice Disorders SLP 5325, 3 hrs</td>
<td><strong>Lang &amp; Lit in Deaf Children, MDE 5308, 3 hrs</strong></td>
<td>**Teaching Children with Hearing Loss to Listen &amp; Speak (Intervention) MDE 5394, 1 hr</td>
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<td><strong>YEAR 2</strong></td>
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<tr>
<td><strong>Fall 2</strong>&lt;br&gt;(13 - 15 hrs)</td>
<td>Child Language Impairments I: Nature SLP 5309, 2 hrs</td>
<td>Child Language Impairments II: Assessment SLP 5309, 2 hrs</td>
<td>Stuttering SLP 5311, 3 hrs</td>
<td>Acoustics &amp; Perception SLP 5391, 3 hrs</td>
<td>ELECTIVE: Communicating Spectrum Disorders SLP 5323, 2 hrs</td>
<td>**Intro to Amp for Infants &amp; Children, MDE 5320, 2 hrs</td>
</tr>
<tr>
<td><strong>Spring 2</strong>&lt;br&gt;(4-11 hrs)</td>
<td>Professional Issues (4 weeks) SLP 5357, 1 hr</td>
<td>Family-Centered Counseling &amp; Interviewing (4 weeks) SLP 5361, 1 hr</td>
<td>**Child Language Impairments III: Intervention SLP 5292, 2 hrs</td>
<td></td>
<td><strong>Cochlear Implants MDE 5354, 2 hrs</strong></td>
<td><strong>Aural Rehabilitation for Children AUD 5318</strong>, 3 hrs</td>
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<tr>
<td><strong>Summer 2</strong>&lt;br&gt;(6 hrs)</td>
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Enrollment in SLP 5369 **Masters Thesis Research** is required students who elect the thesis option
Specialty Tracks in Speech-Language Pathology

Early Identification and Management of Children with Hearing Loss

The Vanderbilt Department of Hearing and Speech Sciences offers Specialty Track training for Master of Science in Speech-Language Pathology (M.S-SLP.) students in early identification and management of infants and children with hearing loss. Students enrolled in this Specialty Track for their respective field of study will have additional coursework and practicum experience that will prepare them to work with infants and children who are deaf or hard of hearing. This interdisciplinary approach to training – by combining some core courses with speech-language pathology, audiology, and deaf education students while continuing separate courses that are specific to their disciplines – is unique to our Vanderbilt program. For additional information, please contact Dr. Lynn Hayes, Program Director at 615-936-2786 (lynn.hayes@vanderbilt.edu).

Complete details of the SLP Specialty Track in Education of the Deaf can be found in the student handbook on our website at http://www.mc.vanderbilt.edu/root/vumc.php?site=GHSS&doc=24789

Incoming specialty track students in early identification and management of children with hearing loss will be given access to the handbook during new student orientation.

Voice

Applicants for this specialty track are expected to self-identify their interest in this specialty to the Director of Graduate Studies (DGS) at the time of application and in their personal statement submitted as part of the application process for admission into the graduate program. Preference will be given to applicants who have had an undergraduate background in speech-language pathology and have demonstrated an ability to manage course work and clinical assignments exceeding the standard MS-SLP curriculum and typical academic schedule. Most of the required courses for this track are part of the standard curriculum; however, trainees will take two (2) additional independent studies courses and enroll in four (4) workshops/seminars targeting specific instrumental and non-instrumental assessment skills for individuals specializing in voice, resonance, respiration, and dysphagia evaluation and management. Decisions regarding admission into the voice specialty track will be made at the time of admission into the graduate program. Students will be notified in their letters of acceptance from the graduate school whether they have been accepted, wait-listed, or denied acceptance into the voice specialty track. For additional information, contact Dr. Barbara Jacobson (barb.jacobson@vanderbilt.edu).

Degree 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 faculty 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 Center for Data Management, before initial registration, an official final transcript showing that the degree has been received and the date it was granted.

**Academic Requirements**

**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 47 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 licensed clinician who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association. This observation requirement must be met prior to enrollment in the M.S. program.

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.

**Summative Assessment**

Each student will prepare a formal case report on a client or clinical procedure during the final year of the two-year program, with guidance from a clinical faculty member or clinical supervisor, for presentation to faculty, staff, and student peers. The quality of the case presentation will be assessed formally by faculty and staff members regarding a number of elements of content. Student peers will provide assessment, but their evaluations will not affect the formal evaluation process. The elements to be evaluated include clarity and
sufficiency of content, overall case development, manner of presentation, application of evidence to the
case, identification of the clinical issue or problem, relevance of clinical solutions/outcomes, presentation of
objective and subjective data, and ability to summarize findings. Students will further submit a written
presentation of the case which will include responses to questions regarding relevant ethical and
multicultural issues. The assessment of the oral and written presentations by the faculty and clinical
supervisors will determine students’ readiness to participate in the culminating clinical externship (on track
for graduation) or if remediation is required prior to being approved for the clinical externship. If
remediation is determined to be warranted, the faculty committee will inform the student of the nature of
the remediation, the timelines for its completion, and the threshold of performance necessary to be allowed
to participate in the culminating externship. Thus, the evaluation of the Summative Case Report will serve as
the primary summative assessment for students to determine eligibility for the culminating clinical
externship and, ultimately, conferring of the degree. Students are responsible for initiating this procedure
and should contact a clinical faculty member or clinical supervisor to initiate this procedure during the
summer of their second year (No later than August 1). Presentations will occur in the fall semester for
students completing externships in the spring and during the spring semester for students completing
externships in the summer. The Summative Case Report will include the following:

- an oral presentation that will require prior consultation and guidance by a mentor who
  supervised/directed the clinical work with the selected client/patient
- a requirement to critique and apply relevant evidence-based research to the case
- a summary of any ethical issues associated with the case
- a summary of the diagnostic/treatment decisions that were made as well as their outcomes.

Students will be evaluated by the primary supervisor on:

- the oral presentation
- a written summary of the case study
- the quality/clarity of the Power Point slides used during the oral presentation

Faculty and clinical supervisors in attendance will use a standard instrument to critique the oral presentation
along several dimensions with an outcome of:

- **Pass with Distinction** (same as “pass” plus case study may be chosen for supported
  preparation for submission for a poster at a professional meeting or for submission to a clinical
  publication)
- **Pass** (no remediation needed and proceed to the externship if all other areas of academic
  and clinical performance are acceptable)
- **Fail** (with specification of required remediation and a second presentation to be completed
  prior to the culminating externship)

*Performance on the Summative Case Report will be combined with the final assessment of the student’s
overall performance in the program prior to the externship.*

**Clinical Requirements**
At orientation, all students will receive a Clinic Handbook with general clinical requirements. In addition, some clinical settings may have additional procedures specific to the site. Students are responsible for complying with all site-specific clinical procedures as well as the general requirements in the Clinic Handbook. Please note: Some clinical placements may be off-site, and will require transportation.

The Vanderbilt Bill Wilkerson Center and the Department of Hearing and Speech Sciences are part of the Vanderbilt Medical Center complex and consequently offers a variety of clinical settings including:

- The Vanderbilt Bill Wilkerson Pediatric Speech-Language Clinic – Comprehensive diagnostics and management of disorders in the preschool and school-age populations including individuals with speech and language delay/disorders, fluency disorders, feeding and swallowing problems, autism, developmental delays, velo-pharyngeal insufficiency, and those who require augmentative and alternative modes of communication. Available throughout the graduate program.
- Doctors Office Tower – Assessment and management of medically based speech disorders in a pediatric population. Focus on velo-pharyngeal insufficiency as well as feeding and swallowing disorders in children. Available beginning in the second semester of enrollment but preferred placement for students with Summer I enrollment in craniofacial anomalies class or after completion of the class.
- The Pi Beta Phi Rehabilitation Institute – Comprehensive assessments and management of speech, language, and cognitive communication disorders as a result of brain injury or neurologic disorders. Available Summer I after students have begun the adult neuro coursework. All students assigned to PBP also work in Aphasia Group.
- Aphasia Group – A program within the Pi Beta Phi Rehabilitation Institute treating adults with aphasia in a social setting. Students serve as conversational partners and engage in Book Club activities in a structured setting one half-day per week. Available to all students with preference to second-year students who have not had a previous placement in Aphasia Group.
- The Vanderbilt University Hospital – Acute Speech & Language Services Unit – Bedside assessments and treatment of adults in the acute care setting who are referred for speech, language, cognitive, or swallowing disorders. Includes modified barium swallow studies conducted in the radiology division. Some opportunities for trach and vent management. Available during Summer I after some neurological coursework and dysphagia have been completed.
- Vanderbilt Children’s Hospital – Speech, language, and swallowing assessments for neonates and children with medically based disorders in the acute care setting. Limited opportunity for placement. Available Summer I and later after the dysphagia course has been completed.
- Vanderbilt Bill Wilkerson Center Voice Center, Department of Otolaryngology – Assessments and treatment of outpatients experiencing voice disorders of a physical or psychogenic nature. Available Summer I and afterward when Voice Disorders course has been completed.
- Vanderbilt Satellite Clinics - focus on pediatric speech and language assessments and treatment in medical environments, includes clinics in Franklin, Hendersonville, and Lebanon. Available to all students.
- The National Center for Childhood Deafness and Family Communication – Assessments and treatments of children with hearing loss. Available to all students with preference given to students on the pediatric hearing loss specialty track.
In addition to the programs within the Vanderbilt Bill Wilkerson Center, opportunities for clinical training exist in:

- Local public and private school programs – Collaborating with clinicians employed by a school system or served through a departmental contract; individual assessments and treatment and group therapy for disorders of speech and language. Available beginning Spring I.
- Vanderbilt Stallworth Rehabilitation Hospital – Inpatient rehabilitation assessment and intervention. Limited to one student per semester. Available beginning Fall II after adult neuro coursework and dysphagia are completed.
- Nashville Veterans Hospital – Inpatient and outpatient assessment and intervention in an adult population with a variety of disorders of speech, language, voice, cognition, and hearing. Limited to one student per semester. Available Fall II after adult neuro coursework and dysphagia are completed. Preference is given to extern students.
- Tennessee Rehabilitation Center – Inpatient treatment for short-term residents, generally young adults, who have suffered brain injury, to assist with community re-entry. Some assessment possible. Available from Spring I.

**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.). Students should monitor their transcripts closely and bring missing grades to the attention of the course instructor as soon as possible. A record documenting the successful completion of the required course of study is kept in the student’s file within the DHSS Graduate Studies office.

**Thesis Option**

MS-SLP students who elect to do a thesis as part of their degree program will make their intention known (by completing the form on the following page) and submitting it 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 Master’s thesis is optional and will be pursued by the MS-SLP student pending mutual agreement of student thesis advisor and director of graduate studies. During their thesis experience, students should register each semester for SLP 5369, Master’s Thesis Research, using the section number of the thesis advisor in order to reflect the work on their transcript.

**Thesis Submission**

The candidate shall submit the thesis to his/her thesis advisor 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 1.

There are two options for Thesis submission. Please follow the guidelines below for your chosen method.

**Electronic**
You must complete the following steps when submitting your thesis electronically.

- Original faculty signatures do not appear on the electronic title page. Following the city and state, centered and at least double-spaced below, type the word "Approved," followed by a colon. Under this word, centered, one under another and double spaced list the full names of the faculty members who signed the original title page.
- Optionally, students who submit electronically may use a one inch left-hand margin and may use line and one-half spacing.
- Students may use any standard word processing, spreadsheet, and database software for the preparation of their document.
- Students may employ the use of links within their document but may not link to sites outside their document unless it is possible to copy and submit the entire file with their document so that the link will remain unbroken throughout perpetuity.
- Convert the document to PDF format and upload the thesis on the Electronic Theses and Dissertation Library (ETD) website http://etd.library.vanderbilt.edu/
- The office of graduate studies should be given a copy of the thesis title page, signed by the thesis committee.
- Work with the library technology support team to submit document files and convert all appropriate files to PDF format.

**Hard Copy**

You must complete the following steps when submitting your thesis by hand.

- Obtain final approval of your thesis director and committee members of the document content.
- The title page of the thesis must bear the signatures of at least two graduate faculty members in the student’s program in addition to the thesis advisor.
- One copy of the abstract must be turned in with the master's thesis. Abstracts must have the original signature(s) of the faculty advisor(s).

Submit final copies on 8 1/2 x 11 inch white, acid free, quality bond paper of at least 20-pound weight and not less than 25% cotton content.

**NOTE:** Detailed instructions regarding manuscript format can be found on the Graduate School’s website at http://www.vanderbilt.edu/gradschool/form_locator/thesis_and_dissertation_submission/thesis_guide.pdf. Follow this guide for format of thesis only.
APPLICATION FOR THESIS OPTION IN SPEECH-LANGUAGE PATHOLOGY

I. Student’s Name: ____________________________ Date: ______________

II. Committee Members:

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<thead>
<tr>
<th>Name</th>
<th>Members Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
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</tr>
</tbody>
</table>

III. Option (check one):

1. ______ Clinical and Research Externship
2. ______ Research Externship

IV. Project Timeline

<table>
<thead>
<tr>
<th>Date Scheduled</th>
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</thead>
<tbody>
<tr>
<td>Pre-prospectus meeting (planning)</td>
</tr>
<tr>
<td>Prospectus meeting (Chapter 1 &amp; 2 approval)</td>
</tr>
<tr>
<td>Final meeting (Chapter 3 &amp; 4 final approval)</td>
</tr>
</tbody>
</table>

V. Projected graduation date: _______________

VI. Clinical progress approved by: ____________________________

(Initials of clinical coordinator) Date

VI. Academic progress approved by: ____________________________

(Initials of academic advisor) Date

VIII. Potential for successful completion

<table>
<thead>
<tr>
<th>Rating by academic advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Instructions:

Student:
Complete items I-V and obtain needed signatures/initials for items II and VI. Submit form to academic advisor for signature.

Advisor:
Complete items VII and VIII and forward to Chair, Thesis Application Committee.

Deadline:
This application must be submitted between the end of the fall semester, year one, or the end of your spring semester, year one of graduate studies in the DHSS.

Date of Approval: _______________
MASTER’S THESIS – PROSPECTUS
Department of Hearing and Speech Sciences
Vanderbilt University

Name of Student: _______________________________________________________

Project Title: _______________________________________________________

Date: _____________________________________________________________

Approved by:

Name of Committee Members:          Signature

____________________________________ ______________________________
____________________________________ ______________________________
____________________________________ ______________________________
____________________________________ ______________________________

Rating Scale:
1. Outstanding- far exceeds expectations
2. Very good- more than meets expectations
3. Acceptable- meets expectations
4. Unsatisfactory- does not meet expectations

<table>
<thead>
<tr>
<th>Written Document</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written communication</td>
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</tr>
<tr>
<td>Originality</td>
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<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to organize scientific data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with research literature</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Oral Defense |          |          |          |
| Verbal Communication |          |          |          |
| Research ability and potential |          |          |          |
| Familiarity with research literature |          |          |          |
| Ability to organize scientific data |          |          |          |
| Understanding of RCR principles |          |          |          |
| Mastery of principles and methodology taught in coursework |          |          |          |

| Overall |          |          |          |          |
| Result: |          |          |          |          |
| __Outstanding | (Pass) | __Very Good | (Pass) | __Acceptable | (Pass) | __Unsatisfactory | (Fail) |

Time-line for next meeting: ___3 months ___6 months ___9 months ___1 year ___Other
# MASTER’S THESIS- FINAL DEFENSE

DEPARTMENT OF HEARING AND SPEECH SCIENCES
VANDERBILT UNIVERSITY

**Name of Student:** ____________________________________________________________

**Project Title:** ______________________________________________________________

**Date:** ______________________________________________________________________

**Approved by:**

<table>
<thead>
<tr>
<th>Name of Committee Members</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
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<tr>
<td>__________________________</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Rating Scale:**
1. Outstanding- far exceeds expectations
2. Very good- more than meets expectations
3. Acceptable- meets expectations
4. Unsatisfactory- does not meet expectations

## Written Document

<table>
<thead>
<tr>
<th>Written communication</th>
<th>Originality</th>
<th>Accuracy</th>
<th>Ability to organize scientific data</th>
<th>Familiarity with research literature</th>
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</thead>
</table>

## Oral Defense

<table>
<thead>
<tr>
<th>Verbal Communication</th>
<th>Research ability and potential</th>
<th>Familiarity with research literature</th>
<th>Ability to organize scientific data</th>
<th>Understanding of RCR principles</th>
<th>Mastery of principles and methodology taught in coursework</th>
</tr>
</thead>
</table>

**Overall Result:**

- **Outstanding (Pass)**
- **Very Good (Pass)**
- **Acceptable (Pass)**
- **Unsatisfactory (Fail)**
DOCTOR OF PHILOSOPHY IN HEARING AND SPEECH SCIENCES PROGRAM (Ph.D.)

The doctoral student should understand, prior to enrollment, that the Ph.D. program is ordinarily designed to require a minimum of three years after receiving a 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, students who enroll without a previous graduate degree in communication sciences require a minimum of five years for completion of the Ph.D. degree. Those students interested in the possibility of a five 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.
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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course (# and name)</th>
<th>Instructor</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Year 1</td>
<td>HRSP 371a Research Design &amp; Statistical Analysis</td>
<td>Ashmead</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HRSP 387 Spatial Hearing</td>
<td>Ashmead</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HRSP 389 Independent Study (1st Research Project)</td>
<td>Ricketts</td>
<td>3</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>HRSP 371b Research Design &amp; Statistical Analysis</td>
<td>Ashmead</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HRSP 377 Seminar in Speech Perception</td>
<td>Ohde</td>
<td>3</td>
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<tr>
<td></td>
<td>PSY 336 The Visual System</td>
<td>Staff</td>
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</tr>
<tr>
<td></td>
<td>1st Research Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>HRSP 379 Adv. Sem in Audiology</td>
<td>Bess</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HRSP 389 Independent Study (1st Research Project)</td>
<td>Ashmead</td>
<td>3</td>
</tr>
<tr>
<td>Fall Year 2</td>
<td>HRSP 352 Special Problems in Audiology</td>
<td>Staff</td>
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</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td></td>
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<tr>
<td>HRSP 385</td>
<td>Instrumentation</td>
<td>3</td>
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<tr>
<td>PSY 397</td>
<td>Readings &amp; Research in Psychology</td>
<td>3</td>
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</table>

2nd Research Project

**Spring Year 2**
- HRSP 386 Instrumentation: MATLAB Grantham 3
- HRSP 389 Independent Study (2nd 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 (2nd 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)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSP 389</td>
<td>Independent Study – Hood (AN/AD)</td>
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<tr>
<td>HRSP 389</td>
<td>Independent Study – Key</td>
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</tr>
<tr>
<td>PSY 361</td>
<td>Grad Seminar: Cognitive Development</td>
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<tr>
<td>BSCI 389</td>
<td>Cell neurobiology</td>
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<td>PSY 216</td>
<td>Brain Imaging Methods</td>
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<tr>
<td>HRSP 389</td>
<td>Independent Study – Ashmead/Tharpe</td>
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</table>

Total Major Area Courses = 18

Minor area courses (need 12 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 272-1</td>
<td>Structure &amp; Fxn Cerebral Cx</td>
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<tr>
<td>MED 5010</td>
<td>Pharmacology</td>
<td>3</td>
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<tr>
<td>PSY 269</td>
<td>Developmental Neuroscience</td>
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</tr>
</tbody>
</table>
PSY 255  Integrative Neuroscience  3

Total Minor Credits= 12

Research methodology (need 12 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSP 371a</td>
<td>Research Design &amp; Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HRSP 371b</td>
<td>Research Design &amp; Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HRSP 385</td>
<td>Instrumentation 1</td>
<td>3</td>
</tr>
<tr>
<td>HRSP 386</td>
<td>Instrumentation 2</td>
<td>3</td>
</tr>
</tbody>
</table>

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]

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course (# and name)</th>
<th>Instructor</th>
<th>Grade</th>
<th>Credits</th>
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<tr>
<td>Fall 2005</td>
<td>SPA 572A Electrophysiological Testing</td>
<td>Smith</td>
<td>B+</td>
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<td>Spring 2006</td>
<td>SPA 561 Advanced Audiology I</td>
<td>Baker</td>
<td>A</td>
<td>3</td>
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<td></td>
<td>SPA 566 Bioacoustics</td>
<td>Jones</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPA 466 Medical Audiology</td>
<td>Anderson</td>
<td>B+</td>
<td>3</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>SPA 562 Advanced Audiology II</td>
<td>Williams</td>
<td>B</td>
<td>3</td>
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<tr>
<td>Fall 2006</td>
<td>SPA 570 Hearing Impairment in Children</td>
<td>Ryan</td>
<td>B</td>
<td>3</td>
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<td></td>
<td>SPA 573 Speech Acoustics</td>
<td>Owens</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Grade</td>
<td>Notes</td>
<td></td>
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<tr>
<td>--------------------</td>
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<td>-----------------------------------</td>
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<tr>
<td>Spring 2007 SPA 577</td>
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<td>B+</td>
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</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course (# and name)</th>
<th>Instructor</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>HRSP 371a Research Design &amp; Statistical Analysis</td>
<td>Ashmead</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HRSP 388 Independent Study (1&lt;sup&gt;st&lt;/sup&gt; Research Project)</td>
<td>Conture</td>
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<tr>
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<td>PSY 360P Developmental Psychology</td>
<td>Walden</td>
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<tr>
<td>Spring Year 1</td>
<td>HRSP 371b Research Design &amp; Statistical Analysis</td>
<td>Ashmead</td>
<td>3</td>
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<tr>
<td></td>
<td>HRSP 311 Stuttering</td>
<td>Conture</td>
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<tr>
<td></td>
<td>PSY 368P Language Development</td>
<td>Saylor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or HRSP 377 Seminar in Speech Perception</td>
<td>Ohde</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Research Project</td>
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<td></td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>HRSP 388 Ind Study: Pediatric Traumatic Brain Injury</td>
<td>Allen</td>
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<tr>
<td></td>
<td>HRSP 388 Independent Study (1&lt;sup&gt;st&lt;/sup&gt; Research Project)</td>
<td>Conture/Staff</td>
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<tr>
<td>Fall Year 2</td>
<td>PSY 319P Sp: Tp: Struct Equation Mod</td>
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<td>HRSP 306 Child Language Disorders</td>
<td>Schuele</td>
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<td>HRSP 301 Acoustics/Perception in Speech</td>
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<td>PSY 396P Seminar in Coping &amp; Self Reg</td>
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</table>
Sample Speech-Language Pathology Ph.D. Program Summary by Area

Major area courses (need 18 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>HRSP 388</td>
<td>Independent Study</td>
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<td>HRSP 377</td>
<td>Seminar in Speech Perception</td>
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<td>HRSP 321</td>
<td>Pediatric Traumatic Brain Injury</td>
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<td>HRSP 388</td>
<td>Independent Study</td>
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<td>HRSP 306</td>
<td>Child Language Disorders</td>
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<td>HRSP 301</td>
<td>Acoustics/Perception in Speech</td>
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**Total Major Area Courses** 18

Minor area courses (need 12 credits)

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>PSY 353</td>
<td>Cognition and Language</td>
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<tr>
<td>PSY 360</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSY 363</td>
<td>Sem in Social and Personality Development</td>
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<tr>
<td>PSY 368</td>
<td>Language Development</td>
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**Total Minor Credits** 12

Research methodology (need 12 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
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]

<table>
<thead>
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<th>Course (# and name)</th>
<th>Instructor</th>
<th>Grade</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Summer 98</td>
<td>CSD 641  Language Disorders in Adults</td>
<td>Williams</td>
<td>B+</td>
<td>3</td>
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<tr>
<td>Fall 1998</td>
<td>CSD 604  Neurology of Speech &amp; Language</td>
<td>Smith</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CSD 621  Adv Study of Phonological Disorders</td>
<td>Peterson</td>
<td>A</td>
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<tr>
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<td>CSD 640  Pragmatic &amp; Semantic Lang Dis in Children</td>
<td>Schwartz</td>
<td>B+</td>
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<tr>
<td>Spring 1999</td>
<td>CSD 560  Neuromotor Speech Disorders</td>
<td>Baker</td>
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<tr>
<td>Summer 1999</td>
<td>CSD 530  Early Intervention</td>
<td>Michaels</td>
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<tr>
<td></td>
<td>CSD 501  Sem in Speech Path &amp; Aud</td>
<td>Richards</td>
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<tr>
<td>Fall 1999</td>
<td>CSD 631  Disorders of Speech Fluency</td>
<td>Helms</td>
<td>B+</td>
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<tr>
<td></td>
<td>CSD 605  Physiological &amp; Acoustical Phonetics</td>
<td>Billings</td>
<td>A</td>
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<tr>
<td>Spring 2000</td>
<td>CSD 680  Reading &amp; Research: Neurogenic Basis of Stuttering</td>
<td>Roberts</td>
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</table>
Total Transfer Credits: 24

Vanderbilt Credits: 48 (formal coursework/independent study)

Transfer Credits: 24

Total Credits towards Ph.D.: 72
**Degree Requirements**

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. Please refer to the table titled “Suggested Timeline for Fulfillment of Requirements” for a guide as well as direct links to many of the important forms associated with these requirements.

(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) Laboratory experience

(5) Teaching experience

(6) Written qualifying exam with oral defense

(7) Student Publication

(8) 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:

- Providing guidance to the student on academic and extra-academic assignments, including teaching duties;
- Facilitating selection of and approving a minor area of study for the student;
- Evaluating the student’s progress at the end of the first as well as second year of study;
- 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;
• 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. comprehensive examination committee and the student’s program committee may overlap.

• The student’s Dissertation Director, usually but not necessarily the student’s academic advisor, works with the Ph.D. student to ensure the prospectus is defended and approved in a timely manner. Similarly, the Dissertation Director will work with the student in scheduling the final defense date.

The Program Committee will meet with the student approximately once per year for the student’s first two years in the program. 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 early in the first semester of the program. Minutes of each meeting will be documented in the student’s Department file.

**Department Requirements**

(1) Each Ph.D. student’s academic advisor – in consult with the student – 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 develop a plan of study in their first semester. This program committee may or may not have overlap with the students committees for the First Research Project, Second Research Project, the Ph.D. Written Comprehensive exam and the Dissertation.

(2) All Ph.D. students will undergo a progress evaluation by the PhD committee at least yearly to ensure adequate progress. If necessary this committee, which will include all active PhD mentors and the Director of PhD education, will develop a plan for improvement for students struggling with progress.

(3) 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. “First Research Project – PROSPECTUS” and “First Research Project – FINAL DEFENSE” and a “Second Research Project – PROSPECTUS” and “Second Research Project – FINAL DEFENSE” forms 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. (Note: examples of the grading procedures for the research projects can be found in the “Forms Specific to the Ph.D.” section of this handbook.

(4) All Ph.D. students must successfully pass a Ph.D. Written Examination.

(5) The doctoral student must complete and successfully orally defend a dissertation prospectus.
(6) The doctoral student must submit at least one manuscript as first or second author of his/her doctoral research that is suitable for publication in peer-reviewed, archival publications prior to graduation.

(7) The student must complete and successfully orally defend the completed dissertation.

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.

Minor Area

Ph.D. students within the DHSS are required to take a minor program of at least 12 semester hours of coursework in an area approved by his/her 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 or 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 in consultation with the student.

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. Both the first and second projects must culminate in a written report of the project prepared and submitted to the Program Committee. Presentation at a state or national professional conference is also encouraged, when appropriate.

It is expected that the degree of direct faculty involvement will be reduced considerably for the second project. As part of the process of initiating the first, second or dissertation projects, Ph.D. students 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.**

**Scholarly Publication(s)**

Publication in peer-reviewed professional journals is one of the widely-accepted indicators of quality and productivity in academic environments. Number of publications is routinely considered by research universities as one of the evaluation criteria for faculty retention and promotion. It is also of importance in evaluating applicants for open faculty positions. With the primary objective of preparing our Ph.D. graduates for securing faculty positions in academia, the DHSS requires submission of at least one manuscript as first or second author of his/her doctoral research that is suitable for publication in peer-reviewed, archival publications prior to graduation. Determination of suitability for publication will be made by the student’s advisor and curriculum or project committee members. It is the belief of the DHSS faculty that manuscript preparation and submission provides an opportunity to impart valuable knowledge, skills, and experience that transcends the value of the publication itself.

**Teaching and Laboratory Research Responsibilities**

**Laboratory Work**

As part of their education and training for a research career, all Ph.D. students are expected to work in one or more DHSS laboratories. In some cases, this work is specifically mandated by the source of a student’s financial support, such as a research grant or training grant. However, the expectation of research work applies to all Ph.D. students, regardless of stipend amount or source of financial support. As an educational experience, it is expected that students will receive training in laboratory techniques, instrumentation, and ethics via a combination of personal mentoring and offerings through the Biomedical Research Education & Training (BRET) Office.

The laboratory requirements are as follows:

- Students are required to attend the Responsible Conduct of Research program in their first year of study.
- Students will work in a laboratory for a minimum of 10 hours per week (please note this is a department minimum, not an average or expected value. The actual hours per week expected will be specifically identified in the students officer letter).
- Work is expected to be directed by a student’s primary mentor and may or may not be directly related to the student’s specific area of interest. That is, student-driven laboratory work such as the First or Second Research Projects are not included in the 10 hours.
- In addition to the required laboratory work, students might be offered opportunities for additional laboratory work that can result in payment from research grants. When funded on federal training grants, written consent from the project officer may be required prior to accepting such compensation.
• In the semester of a student’s primary teaching responsibility, arrangements should be made with his/her mentor to reduce their laboratory work.
• After the first year in the Ph.D. program, students are expected to provide mentoring to other, more junior, students who have joined the lab.

**Responsible Conduct of Research**

Vanderbilt University is committed to the highest ethical standards in the conduct of research. To this end, the DHSS requires that all of our Ph.D. students take a course in Responsible Conduct of Research (RCR). Successful completion of this course is required to graduate with the Ph.D. degree.

The BRET Office offers a full-day course which meets this requirement. The course is normally scheduled in the spring, after classes and exams are over. For more information, access BRET’s website at: [https://medschool.vanderbilt.edu/bret/rcr](https://medschool.vanderbilt.edu/bret/rcr). Please contact the DHSS Office of Graduate Studies to inquire about registering for the course.

**Teaching**

In keeping with the goal of professional preparation for work in academic settings, all Ph.D. students are required to have training and experience in classroom-based teaching. Toward this end, students enroll in a course on professional preparation that includes substantial emphasis on teaching skills. This professional preparation course is typically taken during the summer semester at the end of a Ph.D. student’s first year, and must be taken before the student undertakes the focused teaching experience described below. One outcome of the course is that the student will prepare a written plan for their subsequent teaching experience. This plan will be subject to approval by the Ph.D. Program Committee.

The teaching responsibilities are as follows:

- In most cases, the primary teaching experience occurs during a single, focused semester. This experience is supported and monitored by a faculty member who has expertise in the relevant course material. Depending on the student’s career interests and the ongoing teaching needs of the department, this teaching experience consists minimally of an intensive Teaching Assistant role (attend all class sessions, give several lectures, lead some discussions, participate in exam construction and grading, work with students who are having difficulty). At a higher level of involvement, the Ph.D. student could essentially teach the class, taking responsibility for all instruction and evaluation. Ph.D. students are not specifically compensated financially for this focused teaching experience, which is considered a part of their overall training. Some students may wish to spread the teaching experience across more than one semester, particularly if they have an ongoing commitment to teaching in a certain topic area (e.g., language development).
- The teaching experience requirement typically is satisfied before the student takes the written comprehensive exam. If course schedule circumstances prevent this, the requirement may be completed later.
- Except as noted below, students will not be expected, nor should they be asked, to undertake more than one primary teaching assignment during their Ph.D. program. “Primary teaching assignment” is defined in the first bullet point above and will be described specifically in each student’s written plan. However, any student who would like to take on additional teaching duties may submit a written
request to the Director of Graduate Studies, who will consider such requests on a case-by-case basis in consultation with the student’s advisor and/or program committee.

- In some instances, Ph.D. students are asked to take on teaching duties beyond what is described above, in order to help support the teaching mission of the department. This is in much that same way that faculty members occasionally give guest lectures and cover classes when the regular teacher is unavailable. These activities are not expected to occur for more than one or two class sessions per semester on average. There is no specific financial compensation for these teaching activities.
- Students who are receiving certain kinds of financial support, such as stipends provided from departmental funds, may be asked to perform such duties as a condition of that support. In these cases, the linkage between teaching duties and financial support will have been made clear when the student accepted the financial support. In other cases, students will receive financial compensation for the teaching activity, in an amount commensurate with departmental policy for adjunct instruction.
- Some students may be required to participate in minor teaching requirements across their Ph.D. program, for example, assisting in course lab sections. This will also be made clear ahead of time.

**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 administers 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 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 four questions. The student’s Comprehensive Examination Committee made up of four faculty members selected by the student in collaboration with their faculty advisor 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.

It is expected that the answers prepared for the comprehensive exam will be based on the student’s independent effort. Assistance from others, whether in or outside our department, such as review or editing of written drafts (for either content or form), discussion of substantive research issues, or help with identifying pertinent research reports is expressly forbidden. However, the student may talk with the faculty member who has written one of the questions for clarity, if needed.
Faculty will review the answers to written examination questions after the four-week preparation period. Following this review, the student will meet with the Comprehensive Examination Committee, 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:

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

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 (typically the student’s primary mentor). 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 DHSS Office of Graduate Studies.

**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:

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:

   a. the prospectus is scientifically sound;
   b. the proposed research procedures in the prospectus are feasible (such demonstrations frequently involve a pilot study); and
   c. the student has the requisite technical skills to carry it out.

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.

(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.

(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.

(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. Examples of how the Ph.D. prospectus and dissertation are graded can be found in the “Forms Specific to the Ph.D.” section of this handbook. Specific instructions on dissertation submission can be found on the Graduate School’s website at: http://www.vanderbilt.edu/gradschool/current_students/thesis_and_dissertation_submission/index.php

Evaluation of Progress through Program

At the end of the first (and second) research project, the student’s progress will be evaluated by the Program Committee. The focus will be on the first (or second) 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.
# Suggested Timeline for Fulfillment of Requirements
(for all academic/degree-research requirements for Ph.D. students in Hearing and Speech Sciences)

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<tr>
<th>Year</th>
<th>Semester</th>
<th>Tasks</th>
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</table>
| **Year 1** | **a. Fall Semester** | Meet with Major Advisor (complete “Doctoral Curriculum Plan”)  
Select and meet with Program Committee (complete “Plan of Study Curriculum Meeting” form, submit Request for Transfer of Credit* form)  
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 |
| | **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)  
Register for (and attend) Responsible Conduct of Research course through BRET |
| | **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 Defense (complete & submit form) |
| **Year 2** | **a. Fall Semester** | Complete coursework as agreed upon by student and advisor.  
NOTE: If Independent Study is chosen, submit Ind. Study* form  
Start identifying course(s) to fulfill TA requirement for 3rd or 4th year of studies  
Second Research Project – Prospectus (complete & submit form) |
| | **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 |
| | **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 Defense (complete & submit form) |
| **Year 3** | **a. Fall Semester** | Enroll for 0 credit hours (HRSP 8999)  
Fulfill TA requirement (Fall, Spring OR Summer semester of 3rd year)  
Complete doctoral written/oral comprehensive exam (Committee Chair turn in internal “Grade Report” form for student file)  
Dissertation – Select/identify topic  
Dissertation Research |
| | **b. Spring Semester** | Enroll for 0 credit hours (HRSP 8999) Dissertation Research |
| | **c. Summer Semester** | Enroll for 0 credit hours (HRSP 8999) Dissertation Research |
### Years 4-5

<table>
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<tr>
<th>Steps</th>
<th>Description</th>
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<tr>
<td>a.</td>
<td>Register each semester for Dissertation Research <em>(HRSP 8999)</em></td>
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<td>b.</td>
<td>Fulfill TA requirement (if not completed in 3rd year)</td>
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<td>c.</td>
<td>Form doctoral advisory committee (submit “Request to Appoint Ph.D. Committee”* form)</td>
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<td>d.</td>
<td>Research doctoral dissertation topic</td>
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<td>e.</td>
<td>Schedule doctoral thesis prospectus/proposal meeting (known in Grad School as Quals) Complete “Request to Schedule Qualifying Examination”* form to Grad School no later than two weeks prior to presentation</td>
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<td>f.</td>
<td>Present doctoral thesis proposal – Committee Chair to complete “Results of Qualifying Examination”* and Dissertation-Prospectus forms &amp; return to Grad Studies. At this time, you officially enter candidacy and start enrolling for HRSP 9999.</td>
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<td>g.</td>
<td>Perform doctoral dissertation research</td>
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<td>i.</td>
<td>Defend doctoral dissertation. Committee Chair to complete “Dissertation Defense Results”* and the Ph.D. Dissertation-Final Defense Rating forms &amp; return to Grad Studies</td>
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<td>j.</td>
<td>Submit “Intent to Graduate”* form</td>
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* This form is specific to the Graduate School and may also be found on their website at: [http://www.vanderbilt.edu/gradschool/form_locator/](http://www.vanderbilt.edu/gradschool/form_locator/)
Forms Specific to the Ph.D. Program
(Graduate School specific forms were up-to-date as of August 13, 2013.)

DOCTORAL 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

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<tr>
<th>Semester</th>
<th>Course (# and name)</th>
<th>Credits</th>
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Total Credits = 48
### Ph.D. Program Summary by Area

#### Major area courses (need 18 credits)

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<th>Course</th>
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#### Minor area courses (need 12 credits)

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#### Research methodology (need 12 credits)

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#### Research projects (need 6 credits)

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Ph.D. PLAN OF STUDY CURRICULUM MEETING
Department of Hearing and Speech Sciences

Student’s Name (print): ______________________________ Date: ________________

Student’s Signature: ________________________________ Date: ________________

We the undersigned have reviewed and agreed to the above Ph.D. student’s
Plan of Study pending adjustments to same by the Ph.D. student and his/her
advisor according to the availability of courses, appropriate change in academic
research interests, etc.

Advisor: __________________________________________ Date: ________________

Member: _________________________________________ Date: ________________

Member: _________________________________________ Date: ________________
# Request for transfer credit

<table>
<thead>
<tr>
<th>LN#</th>
<th>COURSE ID</th>
<th>SUBJECT+NUM</th>
<th>TITLE OF COURSE</th>
<th>CREDIT HRS</th>
<th>QUAL HRS Y/N</th>
<th>GRADE</th>
<th>INSTITUTION</th>
<th>START DATE</th>
<th>END DATE</th>
</tr>
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**Total Hrs / Qlty Hrs:** 0.0 0.0

<<< Relative GPA impact

Submitted by (DGS) please print name and sign: ______________________

Date of request: ____/____/_____

Approved at Graduate School: __________________________

rev. 2/14
REQUEST FOR INDEPENDENT STUDY / DIRECTED STUDIES / READINGS & RESEARCH

Student’s Name
(Last, First & Middle)

<table>
<thead>
<tr>
<th>Student VU ID</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

Name of Instructor (please print)

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

Department Abbreviation [i.e. ENGL]  Number [Will not be 369, 379, 399]

Describe the nature of this course and list your specific responsibilities as outlined by the instructor:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Student

Date

Signature of Instructor (Required)

Date

Signature of Director of Graduate Studies (Required)

Date

Return completed form to the Graduate School, 411 Kirkland Hall, no later than the tenth day of classes (the end of the change-of-course period).
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

________________________________________

________________________________________

________________________________________

Rating Scale:
1. Outstanding- far exceeds expectations
2. Very good- more than meets expectations
3. Acceptable- meets expectations
4. Unsatisfactory- does not meet expectations

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<tr>
<td>Understanding of RCR principles</td>
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<tr>
<td>Mastery of principles and methodology taught in coursework</td>
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</tbody>
</table>

Overall Result: ___ Outstanding (Pass) ___ Very Good (Pass) ___ Acceptable (Pass) ___ Unsatisfactory (Fail)

| Time-line for next meeting: ___ 3 months ___ 6 months ___ 9 months ___ 1 year ___ Other |
Name of Student: _______________________________________________________

Project Title: ______________________________________________________

Date: _____________________________________________________________

Approved by:

Name of Committee Members: __________________________ Signature

Rating Scale:
1. Outstanding- far exceeds expectations
2. Very good- more than meets expectations
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Overall Result:

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<th>_Outstanding (Pass)</th>
<th>_Very Good (Pass)</th>
<th>_Acceptable (Pass)</th>
<th>_Unsatisfactory (Fail)</th>
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</table>

Time-line for next meeting: _3 months _6 months _9 months _1 year _ Other
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

Rating Scale:
1. Outstanding- far exceeds expectations
2. Very good- more than meets expectations
3. Acceptable- meets expectations
4. Unsatisfactory- does not meet expectations

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Overall Result: ___ Outstanding (Pass)  ___ Very Good (Pass)  ___ Acceptable (Pass)  ___ Unsatisfactory (Fail)

Time-line for next meeting: ___3 months ___6 months ___9 months ___1 year ___ Other
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______________________

______________________________________________________________

Rating Scale:
1. Outstanding- far exceeds expectations
2. Very good- more than meets expectations
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<td>(Fail)</td>
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Result: ____________

Time-line for next meeting: __3 months __6 months __9 months __1 year __Other
Vanderbilt University  
Department of Hearing & Speech Sciences  
Ph.D. Written/Oral Comprehensive Examinations  
Grade Report

Student’s Name: ___________________________

Advisor: ___________________________

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.

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<tr>
<th>RANK</th>
<th>INTERPRETATION</th>
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<td>3</td>
<td>High Pass: examination completed in a superior fashion</td>
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<td>Pass: successful completion of requirement. Some minor editing and revision may be recommended.</td>
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<td>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.</td>
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<td>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.</td>
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<th>Question (insert name)</th>
<th>Rank</th>
<th>Reader’s Initials</th>
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AVERAGE RANKING: ___________  

(THE VALUE MUST EXCEED 1.0 FOR THE STUDENT TO CONTINUE IN THE DOCTORAL PROGRAM.)
REQUEST TO APPOINT PH.D. COMMITTEE

IMPORTANT: Prior to committee appointment, this form should be delivered to the department or program office. The form is to be signed by the Director of Graduate Studies, copied for the department or program file, and forwarded to the Graduate School, 411 Kirkland Hall.

TO: Associate Dean of the Graduate School

This is to request the appointment of the following Ph.D. committee for:

________________________________________
(Student’s Name)

________________________________________
(Student’s I.D. Number)
in
________________________________________
(Department/Program)
with
________________________________________
(Dissertation Advisor)

is being appointed to the following Ph. D. committee.

Members of the Committee:

Please Type Name:
________________________________________, Chair
________________________________________
________________________________________
________________________________________
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Department:
________________________________________
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Director of Graduate Studies:

Signature ___________________________ Date ____________
IMPORTANT: Prior to examination, this form should be delivered to the department or program office. The form is to be signed by the Director of Graduate Studies, copied for the department or program file, and forwarded to the Graduate School, 411 Kirkland Hall.

TO: Associate Dean of the Graduate School
This is to inform you that

__________________________________________
(Student’s Name)

__________________________________________
(Student’s I.D. Number)

in
(Department/Program)

with
(Dissertation Advisor)

is scheduled to take his/her qualifying examination

on
(Date)
at
(Time)
in/at
(Location)

Members of the Committee:
Please Type Name:  Department:

__________________________________________  
,Chair

__________________________________________

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Director of Graduate Studies:

Signature  Date
RESULTS OF QUALIFYING EXAMINATION

IMPORTANT: After the examination, this form with signatures of committee members, including final outcome, should be delivered to the department or program office. The form is to be signed by the Director of Graduate Studies, copied for the department or program file, and forwarded to the Graduate School, 411 Kirkland Hall.

TO: Associate Dean of the Graduate School

This is to inform you that

__________________________________________
(Student’s Name)

__________________________________________
(Student’s I.D. Number)

__________________________________________
(Dissertation Advisor)

Date of Exam: ________________________________

Date of Final Outcome: _________________________
(Could be same as Date of Exam)

Passed    ☐    Failed    ☐

Student’s Major: __________ Minor: __________

Members of the Committee

Please Type Name: ____________________________    Signature: ____________________________

__________________________________________    ____________________________

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Director of Graduate Studies:

__________________________________________    Signature    ____________________________

86
DISSERTATION- PROSPECTUS
Department of Hearing and Speech Sciences
Vanderbilt University

Name of Student: ____________________________________________

Dissertation 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

Rating Scale:
1. Outstanding- far exceeds expectations
2. Very good- more than meets expectations
3. Acceptable- meets expectations
4. Unsatisfactory- does not meet expectations

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Overall Result: __Outstanding ___Very Good ___Acceptable ___Unsatisfactory
(Pass) (Pass) (Pass) (Fail)

Time-line for next meeting: __3 months __6 months __9 months __1 year __Other
REQUEST TO SCHEDULE FINAL DEFENSE

IMPORTANT: Prior to presentation of defense, this form should be delivered to the department or program office. The form is to be signed by the Director of Graduate Studies, copied for the department or program file, and forwarded to the Graduate School, 411 Kirkland Hall.

TO: Associate Dean of the Graduate School

This is to inform you that

(Student’s Name)

(Student’s I.D. Number)

in

(Department/Program)

with

(Dissertation Advisor)

is scheduled to defend his/her dissertation

on

(Date)

at

(Time)

in/at

(Location)

Title of Dissertation:


Members of the Committee

Please Type Name: Department:

____________________, Chair  ______________________

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Director of Graduate Studies:

____________________   ______________________
RESULTS OF DISSERTATION DEFENSE

IMPORTANT: Immediately after the defense, this form with signatures of committee members should be delivered to the department or program office. The form is to be signed by the Director of Graduate Studies, copied for the department or program file, and forwarded to the Graduate School, 411 Kirkland Hall.

TO: Associate Dean of the Graduate School

This is to inform you that

____________________________
(Student’s Name)

____________________________
(Student’s I.D. Number)

____________________________
(Dissertation Advisor)

Passed ☐ Failed ☐

the dissertation defense on

____________________________ (Date)

Student’s Major: ____________ Minor: ____________

Members of the Committee

Please Type Name: ___________________________ ,Chair

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Director of Graduate Studies:

________________________________ Signature _______________________________

________________________________ Date
**Ph.D. DISSERTATION- FINAL DEFENSE RATING**
Vanderbilt University
Department of Hearing and Speech Sciences

Name: ___________________________________________

Date: ____________________________________________

Rating Scale:

5. Outstanding- far exceeds expectations
6. Very good- more than meets expectations
7. Acceptable- meets expectations
8. Unsatisfactory- does not meet expectations

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Overall Results:

__Outstanding__  (Pass)  __Very Good__  (Pass)  __Acceptable__  (Pass)  __Unsatisfactory__  (Fail)
DHSS STUDENT POLICIES AND PROCEDURES (Alphabetical Order)

Attendance

Class

Students are expected to attend classes regularly. Each student is primarily responsible to the instructor in matters pertaining to class attendance. Attendance regulations are based on the assumption that academic and clinical success is the student's primary goal when pursuing a graduate degree. The weight given to class attendance in determining your course grades are an academic matter; therefore, instructors are responsible for allowing make-up work in the case of unexcused absences. If a grade penalty exists, it should be noted in the course syllabus.

Clinic

Student attendance is required at every clinical session throughout the duration of each practicum assignment unless otherwise scheduled by the supervisor. Only those absences due to illness or similar unanticipated emergencies may be excused; these should be reported immediately and directly to the supervisor. For additional information, see your clinic handbook.

Background Checks/Drug Screening

All clinical students (anyone who sees patients at Vanderbilt) will be required to have two different background checks. One of those checks will be administered through the Registrar's office in the School of Medicine. That check involves certification that individuals have not been convicted of a violent crime against an adult, as well as certifying that the individual has not been guilty of Medicare or Medicaid fraud (among other things). The fee for this service will be included in the invoice each fall semester. The registrar's office in the School of Medicine will notify DHSS students via email message with directions to log onto a website specializing in background checks to initiate this policy. Students will not be allowed to enroll if the background check has not been completed.

The DHSS will not receive copies of the outcome, only the medical school. If there are any issues of concern, the medical school will work with you to handle such issues. Some of our students may offer the results of this check to their externship site if one is requested without additional charge.

Some externship sites request a drug screening. The verification fee will cover costs of such drug screens as well. If a site requires you to have a drug screen, students shall request a form from the Medical School to take to Student Health in order to get screened. Student Health will not send a bill for this service if the form is presented.

In summary, background checks through the School of Medicine will be a requirement beginning in the fall of 2012 for all new and continuing clinical students with the drug screening only completed if required by a clinical site where the student is placed. Vanderbilt does not plan to require the drug screening for students placed on the Vanderbilt campus at this time.
Additionally, all of our MS, MDE, AuD students, and PhD students who work with children will be required to have a background check administered by the Tennessee Bureau of Investigation. This requires fingerprinting and will be administered through the Background Clearance Office, a department on the Peabody campus. This clearance must be completed only one time as long as the student maintains continuous enrollment in the degree program. Students initiate the process by accessing the following link and following the directions including paying the fee. The last step will be setting an appointment for fingerprinting at a local TBI testing center.

DHSS knows that we admit only the best people—and we do not anticipate any issues associated with these tests. We are having them done due to new state laws that require such and with which we must comply. Students should not be overly concerned about these requirements, except to respond to the messages and get the testing done. That part is essential and required. Concerns should be addressed to our Graduate Studies Office and inquiries will be answered or direct you to someone who can do so.

**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://www.registrar.vanderbilt.edu/calendar.htm](http://www.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. Therefore, it is important to notify the Registrar’s Office of the address to send the diploma. Normally, this notification is made by completing the Intent to Graduate form.

For further information on Commencement, access that website at: [http://www.vanderbilt.edu/commencement/](http://www.vanderbilt.edu/commencement/).

**Conflict Of Interest**

**POLICY – DEPARTMENT OF HEARING AND SPEECH SCIENCES (DHSS)**

“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. often the hearing instrument industry or publishers of specific programs or methods for therapeutic intervention). These opportunities include but are not limited to: Industry supported educational activities that are provided at the manufacturing/publishing site, or, at venues separate from that 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. One should be mindful, however, that Industry is not in the business of altruism, and, whatever of value is provided 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, artificial larynges, augmentative communication devices, use of certain published programs, and so forth. 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 source for encouraging ethical support from industry (i.e. the pharmaceutical industry in this case). For additional information, please see [http://www.pharmfree.org/](http://www.pharmfree.org/).

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”


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.”
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 another member of the faculty of the Department of Hearing and Speech Sciences.

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 behavior. 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. Students who have been accepted for admission to the AuD or MS-SLP program are also bound by this policy.

Additionally, students may not accept “scholarship” support in the form of cash payments or other remuneration for rights to testimonials or videos of the student identified by name and university affiliation. Such offers of remuneration have the likely intent of being featured on the manufacturer’s web page and used for marketing of their products or reputation as a result of the presumed affiliation with the student participant and the university.

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 not accept gifts of any value from Industry. This includes small advertising items or gifts that are more substantive. An exception occurs when these logo items are given to attendees by a convention or meeting’s sponsoring organization, i.e., when the donated lanyard for nametags at a meeting carry a corporate logo, and the item is given to all participants.

E. Primary reference


AFTERWORD

The issue of COI between audiologists and speech-language pathologists and industry poses many challenges to our profession and to students in training in particular. Our uneasiness with the frequency and
nature of interactions that occur between members of our professions and industry, coupled with the changes that have occurred with what are considered to be acceptable interactions between physicians and the pharmaceutical industry, led us to develop our student policy. We have chosen to adopt a code of conduct that is closer to an “ideal” that students might carry with them into practice. We feel that setting a higher standard provides students with something against which to compare their current and future behavior, and that of their colleagues. We encourage other training programs to develop their own student COI policies. Doing so has the potential to increase the sensitivity of students to the values of professionalism and scientific integrity, promote evidence-based decisions in the clinic, and reaffirm that our profession is committed first and foremost to the welfare of our patients.

**Course Credit**

Courses listed in the Graduate School catalog 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 School of Medicine or University 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., M.D.E., 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.

**Electronic Device Use During Class**

Some limited data suggests that laptop use in classrooms might be distracting to the students using them and those sitting nearby and may result in lower test scores for those students (*The Chronicle of Higher Education*, March 16, 2009). To maintain an environment void of unnecessary distractions and conducive to learning, the following guidelines have been promulgated:

- Those wanting to use laptop computers during class should be seated in the back two rows of the classroom;
- Laptop computers during class should be used only for academic purposes pertaining to the current class;
- Laptop computers should be setup prior to the start of instruction;
- Laptop computers cannot be used when guest speakers are present;
- Anyone wanting to use a laptop during class must ask their course instructor’s permission;
- No cell phones, iPods, or similar devices are to be used during class without the express permission of the instructor.
Please note that individual instructors might choose to implement additional or different guidelines for their courses. Instructors have the final say on the policies for their classes.

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 for 0 (zero) credit hours.

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

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 semester.

All students are required to adhere to the current rules and regulations related to payment as described by the student accounting office.

Students with an outstanding balance will not be allowed to register or 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/chapter1.html.

Tuition payment programs

Tuition payment programs are available. For additional information on payment options, access the Student Accounts website at: http://www.vanderbilt.edu/stuaccts/payments/options-fall.php
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 part-time, and is not registered in a thesis or dissertation research course. If the student resides beyond an approximate sixty-mile radius from the campus the student may apply for a fee waiver. While on externship, the student must change his/her address in the University system and submit a Fee Waiver Request, which can be found on the student recreation website at: http://www.vanderbilt.edu/recadmin/waiver/.

A student who does not wish to subscribe to the student injury/sickness insurance plan offered through the University must notify Gallagher Koster Insurance through their online insurance waiver of coverage acceptable to the University under another policy. Waiver of the student insurance plan does not affect eligibility for services at the Student Health Center. New and returning students must complete the online insurance waiver each academic year.

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 policy and regulation section of the Vanderbilt Student Handbook (http://www.vanderbilt.edu/student_handbook/) or the insurance company’s website (https://www.gallagherekoster.com/students/student-home.php?idField=1015&KosterWebSID=9o3n45049l5mo5m1gttdt9eyv95).

Grading System

The DHSS grading system includes the letter grades, A, B, C, P (pass), S (satisfactory), U (unsatisfactory) 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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Students receive grades in all courses except those approved for credit/non-credit, audits, some seminars and a small number of courses are listed as pass/fail. Students not completing all work prior to the end of the grading period may be assigned an (I)nterim. An “I” that is not replaced by a letter grade within one year may be changed to the grade of “F”. All “I”s must be assigned a letter grade prior to graduation in order to count the associated credit hours towards the degree; 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 YES (Your Enrollment Services) system at: http://www.vanderbilt.edu/swa/ and contact the course instructor if completed coursework has not been converted to a letter grade. It is possible to print an “unofficial” copy of your transcript for periodic review by doing the following:

- Login to your YES account at: http://yes.vanderbilt.edu/
- Click on the red Academic Record (AAI) box in the bottom left hand corner
- Open the Sorted Courses report
- This will open Adobe Acrobat/ Reader and bring your courses up in a PDF file in subject area order
- In the Adobe Acrobat/ Reader window, chose Save As under the File option
- Give the file a name using your first and last name along with transcript, and keep the PDF extension (i.e. Tracy_Johnson_transcript.pdf)
- Save the PDF file to a disk or hard drive

**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 that 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 students are 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 students 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. All DHSS students are bound by the honor code which they electronically signed and is printed in this handbook.

Detailed descriptions of Honor System violations and procedures are available on the Web at: https://www.mc.vanderbilt.edu/medschool/portal/HonorCode09.pdf or http://studentorgs.vanderbilt.edu/gsc/honor-council/

Independent Study

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

- 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.
- Independent Study may not be used to fulfill any Core Program requirements.
- Independent Studies are usually registered for 1-3 credits per study.
- Normally a student may carry only one Independent Study per semester, or two Independent Studies at the discretion of the Director of Graduate Studies.
- 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 completed Independent Study Application (see the end of this section)
- A clear and specific statement of the objectives of the study
- A list of specific responsibilities as outlined by the instructor.
Applying and Registering for an Independent Study

Students are unable to enroll themselves in the Independent Study course. To register for an Independent Study, the student must complete the following steps:

1. Complete the Request for Independent Study form (see examples following this section)
   
   **Note:** Ph.D. requests can be located on the Graduate School’s website. School of Medicine forms are located in the Graduate Studies office.

2. Obtain the following required signatures from:
   
   a. the student
   b. the supervising faculty member
   c. the Director of Graduate Studies

3. Submit the completed application to the Graduate Studies office **DURING THE REGISTRATION PERIOD 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).

5. The registrar’s office will enroll you in the appropriate section of independent study.
VANDERBILT UNIVERSITY SCHOOL OF MEDICINE
DEPARTMENT OF HEARING AND SPEECH SCIENCES

REQUEST FOR INDEPENDENT STUDY/DIRECTED STUDIES

Student’s Name: _____________________________________ Date: ____________________
(Last, First & Middle)

Student’s ID#: __________________________________ Semester: _________________

Print Name of Instructor: _______________________________________________________

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course (Dept) Prefix</td>
<td>Course Number</td>
</tr>
</tbody>
</table>

Describe the nature of this course and list your specific responsibilities as outlined by the instructor:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

______________________________________________  _________________________
Signature of Student       Date

______________________________________________  _________________________
Signature of Instructor       Date

______________________________________________  _________________________
Signature of Director of Graduate Studies    Date

Return completed form to Penny Welch, 8310 MCE, in order to initiate enrollment in this class.
REQUEST FOR INDEPENDENT STUDY / DIRECTED STUDIES / READINGS & RESEARCH

Student’s Name ____________________________________________________________
(Last, First & Middle)

<table>
<thead>
<tr>
<th>Student VU ID</th>
<th>Fall</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>

Name of Instructor (please print) ____________________________________________

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Abbreviation [i.e. ENGL]</td>
<td>Number [Will not be 369, 379, 399]</td>
</tr>
</tbody>
</table>

Describe the nature of this course and list your specific responsibilities as outlined by the instructor:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Student ________________________________ Date ________________

Signature of Instructor (Required) ________________________________ Date ________________

Signature of Director of Graduate Studies (Required) ________________________________ Date ________________

Return completed form to the Graduate School, 411 Kirkland Hall, no later than the tenth day of classes (the end of the change-of-course period).
**Leave of Absence**

Graduate programs in the DHSS 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/](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.

**Probation (Academic)**
*(the following is from the Bulletin of Vanderbilt University: Graduate School, p. 33)*

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 in the current Students and Ph.D. section of this handbook.

**Promotion Procedures**
*(Adapted from The Vanderbilt University School of Medicine catalog)*

The faculty members responsible for instruction of M.S. SLP, MDE and Au.D. students are charged with making recommendations to the Director of Graduate Studies (DGS), DHSS and DHSS Chair regarding progress and promotions of all students in each class. Decisions on the progress of students are ordinarily made at the end of each academic year for Au.D. students, and at the end of each semester for M.S. SLP students. 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 Audiology Faculty Committee and the Speech-Language Pathology Faculty Committee recommend 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.

A student’s knowledge, understanding, and skills will be accessed via the grading system indicated in the School of Medicine Promotion Information provided at the conclusion of this section 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, Director of Clinical Education (DCE), 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 faculty committees will review the performance of students with alleged or known academic and/or clinical deficiencies and make recommendations concerning their progress.

It is DHSS graduate studies policy that students who exhibit overall marginal or unsatisfactory academic or clinical performance will undergo review by the faculty 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 faculty committee.

In light of the student’s complete academic and clinical record, the committee may recommend:

1. Promotion
2. Promotion with recommendations for performance improvement (e.g., additional coursework in specific areas, repetition of all or part of the academic year).
3. Promotion on probation (may result in removal of funding), or
4. 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 appropriate faculty 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 faculty 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 or speech-language pathology.

Personal/Interpersonal Conduct

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

Promotion Review Schedule

- The DHSS Office of Graduate Studies submits academic records to the appropriate faculty committee for every SLP, Au.D. and M.D.E. student for review on a semi-annual basis or anytime a student exhibits marginal or unsatisfactory performance.
- The Director of Clinical Education also submits clinical records to the appropriate faculty committee for every SLP or Au.D. student for review.
- 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 faculty 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 concern 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 and/or DCE, as appropriate.

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 faculty 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 Audiology 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. Records of student conduct resolutions will be maintained in the office of the Chair, DHSS.

Students have the right to appeal any promotion review decisions to the Council on Academic Accreditation.
School of Medicine Promotion Info

<table>
<thead>
<tr>
<th></th>
<th>AUD</th>
<th>MS-SLP</th>
<th>MDE (1-yr)</th>
<th>MDE (2-Yrs)</th>
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<tbody>
<tr>
<td># of minimal credits necessary for promotion:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>1st year</td>
<td>31</td>
<td>1st year</td>
<td>31</td>
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<tr>
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<td>4th year</td>
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<td>3.0 (B)</td>
<td>3.0 (B)</td>
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<tr>
<td>GPA required to remain in good standing each semester</td>
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<td>3.0 (B)</td>
<td>3.0 (B)</td>
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<tr>
<td>GPA required to be placed on probation for a given semester or year</td>
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<td>2.9 (B-)</td>
<td>2.9 (B-)</td>
<td>2.9 (B-)</td>
</tr>
</tbody>
</table>

Registration

The normal academic, full-time registration is a minimum of 8 credit hours per Fall and Spring semester (School of Medicine), 9 credit hours per Fall and Spring semester (Graduate School) and 6 hours in the summer. During the regular school year, students registered for 8/9 or more didactic hours per semester are defined as full time. Those registered for 4-7/8 didactic 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 YES (Your Enrollment Services). 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: [https://finance.vanderbilt.edu/stuaccts/fees/index.php](https://finance.vanderbilt.edu/stuaccts/fees/index.php).

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 scholarships, assistantships, fellowships, or traineeships 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 YES during the change period (typically 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 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.

**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 the DHSS.

**Immunizations**

Vanderbilt’s Office of Student Health Services keeps medical records on all students and coordinates immunization requirements of current and 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. **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 [http://www.vanderbilt.edu/student_health/](http://www.vanderbilt.edu/student_health/).

**Standards of Conduct**

In order to remain compliant with hospital accreditation and certain grant funding agencies, all DHSS students must complete standards of conduct training on a yearly basis. The training is put together by the Graduate Studies office. Incoming students will complete the training prior to orientation and continuing students 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).

**Transferring or Substituting Credit Hours**

As a general rule, the Au.D., M.D.E., or MS-SLP programs do not accept coursework from other universities in lieu of courses taught in our programs. Although the material from other courses may be similar, our curriculum was developed to provide a comprehensive knowledge base to our students. Furthermore, the Au.D., M.D.E., and MS-SLP programs are designed such that the information obtained from previous courses within the curriculum is often prerequisite for courses in later semesters. The teaching faculty members have coordinated their respective course materials such that the skills and knowledge required for accreditation and certification are addressed appropriately. Variance from the designated curriculum
presents the possibility that students will not be prepared for future courses, or will lack knowledge in specialized areas of Hearing and Speech Sciences.

Exceptions to this policy will be considered if the student has previously and successfully completed the same course (as required by our program) at Vanderbilt University.

Additional exceptions, although discouraged, may be considered at the discretion of the respective degree (i.e., Au.D., M.D.E., or MS-SLP) administration. Note that the DHSS will only accept up to a total of 6 transfer credits from outside Vanderbilt University. This assumes that:

1. the course desired to be transferred resulted in a B (3.0) or better, and
2. the course was NOT counted towards the requisite number of hours needed to get the Bachelor’s degree.

However, the courses need not be transferred to Vanderbilt. A student can request to take another course at Vanderbilt (in place of a course previously taken), thus, keeping the requisite number of hours for a given semester and maintaining full-time student status.

In such cases, students should make a written appeal for exception to his/her academic advisor and the advisor will bring the request to the respective degree administration. The student should first ensure that the material covered in the previous class overlaps the Vanderbilt course materials to such a degree that taking the Vanderbilt course would be redundant. To do this, the student should contact the faculty member responsible for teaching the class from which s/he is seeking to opt out and provide documentation of the material covered previously (e.g., syllabus, textbooks and other assigned readings, assignments, tests, etc.). After receiving confirmation from the faculty member that the course would provide redundant information, the student should write a formal request to his/her advisor seeking an appeal. In the request the student should:

1. confirm that the previously completed course was comparable to one required by the department and a grade of B or higher was received,
2. confirm that the faculty instructor for the Vanderbilt course has deemed the two courses comparable, and
3. provide an alternative course to be taken in place of the required course. The alternative course must be approved by the student’s faculty advisor and the director of graduate studies.

The faculty advisor will then take the appeal to the faculty committee for a final ruling.

**Travel**

**Financial Support**

The DHSS is committed to supporting their students as they transition into leadership roles in the profession. Part of this leadership development comes in the form of public presentations at local, state, national, and international professional meetings. In recognition of the limited amount of resources available for financial
support of these endeavors, the following guidelines were approved by the DHSS Faculty in an attempt to
distribute said resources in a fair and equitable manner to students enrolled in research or clinical degree
programs.

Students Presenting Papers/Posters at Professional Meetings

It is generally expected that students will be supported financially by the faculty member(s) who is
mentoring the student for that specific project. Such support should come from research or training grants,
or from unrestricted Research Reward Funds.

Students Requesting Support for Attendance Only (non-presenters)

Students who are not presenting papers or posters are generally not eligible for financial support from the
department. However, if it is determined by the student’s advisor that an exception should be considered,
application should be made as outlined below. Exceptions might include, for example, students who will be
receiving professional awards at conferences.

Options for Student Travel Support

1. Support External to Vanderbilt University
   Any graduate student seeking support for conference travel should investigate support options through
   external funding sources. Depending on the student’s area of interest and/or focus, potential sources
   include:
   a. American Academy of Audiology – Student Travel Awards Reimbursement (STAR) Program
   b. American Speech-Hearing-Language Association – Several options for funding of student travel
       exist including Research Mentoring – Pair Award, ASHA Convention Student Research Travel
       Award, International Research Travel Award (IRTA), and Audiology/Hearing Science Research
       Travel Award (ARTA). These awards might be available to students attending but not presenting
       at the meeting.

2. Graduate Student Travel Grants through the VU Graduate School:
   PhD students who have had papers accepted for presentation can request Graduate Student Travel
   Grants through the Graduate School. Requirements for these travel awards include:
   a. Student must be the sole presenter of research conducted at Vanderbilt.
   b. Meeting must be a major regional, national, or international conference.
   c. Grants are limited - up to $500 for domestic travel† and up to $1000 for foreign travel.‡
   d. Grants are limited to a maximum of one award per budget year (July 1-June 30) for domestic
       travel or one award per two years for foreign travel. Student may apply for only one travel grant
       per year.
   e. Meals are not an allowable expense for this grant.

† Domestic travel is inclusive of travel throughout all of North America.
‡ Foreign travel represents travel outside of North America.
3. Graduate Student Council (GSC) Travel Grants:
GSC travel grants are intended to aid students in covering travel expenses related to attending academic
conferences, symposia, workshops, etc. Grants are only available to students who will be presenting
personal research. GSC travel grants will not exceed $300 per grant. For more information and
applications, go to: http://studentorgs.vanderbilt.edu/gsc/travel-grants/.

4. Vanderbilt Kennedy Center Travel:
Graduate students and postdoctoral fellows who are engaged in research with a VKC Investigator or
Member and who will use the funds to travel to a research conference at which the trainee is making a
presentation are eligible to apply for funding. For more information, contact Jan Rosemergy, Ph.D., (615)
322-8238.

5. Audiology Division Support:
For students who have conducted clinic-based research studies (e.g., a Capstone data-based study)
attendance to present at a national meeting can be supported out of clinic operations with the approval
of the Division Director (currently Dr. Jacobson) and the Chair of the Department. For this Division
support, approval to submit an abstract to a meeting must be obtained from the Division Head and Chair
before the abstract is submitted. In most cases, there will be a fixed dollar amount of support and the
student will be responsible to pay for any expenses that exceed that dollar amount.

6. DHSS Student Travel Support:
Graduate students who are not eligible for Travel Awards and whose mentors do not have funds
available, should request financial support from the DHSS Office of Graduate Studies as they are making
decisions about attending conferences. Students should not assume that support will be available or that
their expenses will be reimbursed until they receive notification from the Office of Graduate Studies.
Students should make requests in writing (hard copy or email) to the Director of Graduate Studies (DGS)
as soon as possible and prior to papers/posters being submitted to the conference for consideration.
Applications for funding will not be considered if submitted after travel is completed. These requests
should indicate all avenues of financial support being sought and should provide a best-estimate of
expenses including travel (air or ground), hotel, registration and food. The Education Steering Committee
will review applications and make final decisions regarding funding distributions.

- A listing of student names and presentations may be advertised on the VBWC website, at
  graduate student fairs, or other appropriate venues.

Departmental funds for student travel are likely to vary from year to year and are available on a first-come,
first-serve basis until funds set aside for this purpose are fully committed.

Travel Caps

Typical levels of support range from $100-$1200 depending on the location, and value of the meeting as
determined by the Students mentor in consultation with the DGS.

Financial travel support from the DHSS can be used to supplement other travel awards for students making
presentations up to a cap of $1000 from combined sources for domestic travel and $2000 from combined
sources for foreign travel. Caps are made on a case-by-case basis for students requesting attendance-only funds.

All students receiving financial travel support from the DHSS or mentor’s training or research awards must abide by the department and university travel policies. Refer to the “Policies and Guidelines” (below) or contact Kathy Rhody (Kathy.j.rhody@vanderbilt.edu) to request a copy of the travel policy.

Procedure to Approve Travel Requests

At least two weeks prior to trip, request permission at department level by emailing Dr. Ricketts (todd.a.ricketts@vanderbilt.edu) and providing the following information:

- Name of conference, workshop, etc
- Purpose of your travel (attend conference, present, poster session, etc.)
- Location (city, state)
- Dates of departure and return
- Estimated total expense
- Department funds requested and the specific sources (e.g. X from department, Y from mentor grant, etc.)

1. Before a trip is taken, a Vanderbilt Authorization for Official Travel form must 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, student number, address, department, etc.). The funding source for expenses should be the cost center that will pay the expense. 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. Ricketts’ 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).

   **Remember to keep all receipts. Vanderbilt will only accept original receipts for reimbursement.**

2. **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.

3. 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.**
4. **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.

5. If you are planning to use your personal automobile, please keep in mind the following:
   a. 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.
   b. 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.
   c. 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.
   d. 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.

6. **Automobile Rental –** University members 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.

7. **Entertainment of any kind is not a reimbursable expense.**

8. 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.

9. **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.

10. When submitting receipts for taxi service, the cab company, date of service, amount of fare and any tip must be recorded.

11. 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.**

12. For reimbursement of airfare, a passenger coupon or an e-ticket must be provided. Submitting only the itinerary will not be acceptable.

13. 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.

Remember to keep all receipts. Vanderbilt will only accept **original receipts** for reimbursement. **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.
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.

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.

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.*

International Travel

All students (graduate, undergraduate and professional) must register their travel with International SOS (ISOS) at least two weeks prior to departure. ISOS provides emergency evacuation, repatriation and other emergency travel support services to Vanderbilt travelers.

For additional information, please access the ISOS website at: [http://www.vanderbilt.edu/vio/travel/student-travel-policy.php](http://www.vanderbilt.edu/vio/travel/student-travel-policy.php)

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.

Work/Moonlighting Guidelines

Consistent with our focus on training and education, the Graduate Studies Division of the DHSS assumes that educational activities are a student’s primary commitment. Students are required to participate in all scheduled class meetings, exams and clinical training experiences, and must arrange their overall schedules with sufficient time for study and assignments related to their education. Students work for pay within the department for a number of reasons, including gaining valuable laboratory and clinical experiences as well as financial reasons. Given the high cost of tuition and the considerable amount of student loan debt that some students carry, sometimes students feel pressure to work as much as possible. In order to protect student time and ensure academic success, it is the recommendation of the DHSS that students work no more than 10 hours per week (for M.S., MDE and Au.D. students) and 20 hours per week (for Ph.D. students), especially during their 1st year of graduate study. It is important to note that for PhD students, the details of these work guidelines only apply to hourly work that is in addition to their laboratory experience required by the department as specified in the PhD Student Teaching and Laboratory Experience policy. As a reminder, this policy stipulates that all PhD students, as part of their training, must spend a minimum of 10 hours per week (with a maximum determined by the mentor in consultation with the student) of effort in their mentor’s
laboratory. This Teaching and Laboratory Experience policy applies regardless of whether the student’s stipend is in the form of a traditional stipend or from an hourly rate of pay.

It is recognized that some students work efficiently and may be able to work more hours once they are accustomed to the demands of graduate school. Therefore, after one semester of successful graduate study, departmental work hours exceeding the limits defined above can be considered. Requests to increase the number of work hours should be submitted to the Director of Graduate Studies (DGS) after the student consults with his or her advisor. Specifically, a written permission form (GRA request) must be completed and signed by the student’s academic advisor and then submitted to the DGS with sufficient time to review prior to the expected work start date (the Internal GRA Request form available in the student handbook).

Working more than these designated hours for hourly pay within Vanderbilt University will be considered on a case-by-case basis (not to exceed 20 hours per week for clinical students or 29.5 hours per week for PhD students). Appeals will be evaluated at the start of each semester. In order to be eligible for additional work hours, students must be in at least their second semester of study, be in excellent standing both clinically and academically, and have the support of both their advisor and their prospective employer (if working within the Vanderbilt Bill Wilkerson Center [VBWC]). In order to protect students’ academic progress, only students who have no grade lower than a B on their graduate transcript will be allowed to work additional hours. After the hire, the student’s progress both academically and clinically will be evaluated by the faculty to ensure the work is not having adverse effects. This evaluation will in part be completed through our semiannual student reviews. However, it will also include any student problems that are noted in clinic or the classroom throughout the year. If any academic or clinical difficulties are noted, the DGS will consult with the student and their advisor and advise the student and his/her employer within the VBWC that his/her work commitment should be limited in hours, with the extent of the limited hours depending on the nature and extent of the difficulty.

**Conflict of Loyalty**

It is the policy of the DHSS that all students are expected to devote their primary professional loyalty, time, and energy to their position/role at Vanderbilt. Hourly paid students should disclose and discuss with their supervisors external obligations so that a conflict of commitment or loyalty does not arise. Accordingly, external activities must be arranged so as not to interfere with a student’s primary commitments. External activities must be of such a nature and conducted in such a manner as will not bring discredit to the University or department and must not compromise any intellectual property owned by the University.

Students who hold credentials in professions practiced within the DHSS are expected not to engage in any such activities that would be considered in competition with DHSS services. The intent of this policy is, in part, to avoid any negative perceptions of faculty towards these activities. More importantly however, our clinical enterprise is critical for the financial health of our department, and for the training of our students.

**External work providing professional services**

This section concerns the provision of professional services in the areas of speech-language pathology, audiology, and deaf education for pay outside the requirements of the training program. It is the position of the DHSS that the primary responsibilities of our graduate students are to their own education and to the patients seen in our hospital/clinics/school. In as much as extramural professional activities, or
moonlighting, might generally conflict with these responsibilities, the DHSS discourages such activities. Outreach programs sponsored by Vanderbilt at other medical facilities are approved activities, are a part of the established educational program, and are not considered moonlighting (e.g., Shade Tree Clinic).

Provision of professional services for pay outside the requirements of the training program is considered by the DHSS to be an optional activity that, if approved for a given student, must be contained within the department work guidelines outlined above, fully documented, and void of any distraction from the academic, clinic, and service components of our graduate programs. Engaging in professional service work during periods of authorized vacation time can occur provided that proper approval of the activity has been obtained. Questions regarding whether a particular request for this type of employment would be prohibited under this section should be directed to the DGS. The DHSS reserves the right to deny any specific activity that is deemed inconsistent with DHSS policy regarding conflict of loyalty or other relevant policies. The individual requesting permission acknowledges that his or her performance will be monitored for the effect of the activity, and adverse effects can lead to rescinding of permission. Violation of these rules constitutes a conduct breach and can result in disciplinary action.

To be eligible for external work, the applicant must:

- Not be on academic probation or suspension
- Have a GPA of 3.0 or higher
- Be approved by his/her academic advisor and DGS
- Be independently licensed/certified to practice in the State of Tennessee and, where applicable, have adequate malpractice coverage (for moonlighting)

FAQs

1. “A parent asked me to provide student professional services to their child, may I do that?”

This is potentially problematic in two ways. First, it violates our moonlighting guidelines discussed above and places you in competition with our clinical services. In addition, if you are unlicensed, you cannot provide clinical services without supervision.

2. “I have a work schedule that is always changing. Can my class or clinic schedule be modified to accommodate my work schedule?”

The DHSS staff and faculty cannot set up your clinic and classes around your work schedule. As a student you are expected to honor all of your educational and clinical commitments. It is your responsibility to attend all classes and clinics that are scheduled during each semester session. These commitments should not be compromised for work or other commitments.

3. “I am a certified speech-language pathologist licensed in the state of Tennessee. However, I am now an AuD student in the DHSS. May I continue to maintain a small clinical practice in my home if I limit my practice to 10 hours a week?”

This request would need to be considered by the DGS to ensure that you are not providing services that are in competition with the DHSS.
4. “I have been asked to increase my hours at work during the holiday break. I would like to work up to 40 hrs/week during that time. Is that o.k. under this policy?”

As long as your academic work is current, it is likely that your advisor and the DGS would approve this request.

5. “During the summer, I volunteer with a reading program for young children. Is this work considered a conflict of loyalty?”

No, volunteer service in the community is encouraged as long as the time committed to such activities does not interfere with a student’s educational commitments. Such activities could result in a conflict of commitment if educational obligations are compromised.
# Student Worker/GRA Request

## Student Name

______________________________

## Hiring Manager/Supervisor

______________________________

## Date Submitted

______________________________

## Proposed Rate of Pay

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<th>Monthly</th>
<th>Hourly</th>
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## Standing Rate of Pay:

Pay rates start at $10.00/hour and are based on job responsibilities and experience needed to perform the job.

## Rate of Pay requested

______________________________

## Number of Hours/week

______________________________

## Source of payment

______________________________

## Duration

Start Date ____________  Stop Date ______________

## Is this student working on any other project @ Vanderbilt University including clinic duties?  Yes ______  No ______

If yes:  Source of other duties ___________________________

Rate of Pay ___________________________

Duration:  ___________________________

Number of hours:  ___________________________

## FOR FEDERAL PROJECTS ONLY:

Relevance to Center being charged:

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## Approvals

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<thead>
<tr>
<th>Required Signatures</th>
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<th>Phone #</th>
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<tr>
<td><strong>Supervisor</strong></td>
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<tr>
<td><strong>Director of Graduate Studies</strong></td>
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<td><strong>Grants Manager</strong></td>
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<td><strong>Advisor</strong></td>
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Au.D., MS-SLP and MDE students may work a maximum of 20 hours of week, from all sources combined.
PhD students still taking coursework may work a maximum of 20 hours/week, from all sources combined.
PhD students who have completed coursework may work up to a maximum of 29 hours/week, from all sources combined.
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.

Professional Credentials

American Speech-Language-Hearing Association (ASHA)  www.asha.org/

American Speech-Language-Hearing Association’s (ASHA) Certificate of Clinical Competence (CCC)  www.asha.org/certification/PromoteCCC.htm

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.

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 described 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 for this 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 research in a humane manner.

Rules of Ethics

- Individuals shall provide all services competently.
- Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- 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.
- 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.
- 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.
- Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- 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.
- Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
• Individuals shall not provide clinical services solely by correspondence.
• Individuals may practice by telecommunication (for example, telehealth/e-health), where not prohibited by law.
• 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.
• 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.
• Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
• Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
• 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

• 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.
• 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.
• Individuals shall continue their professional development throughout their careers.
• 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.
• 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.
• 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

- Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- Individuals shall not participate in professional activities that constitute a conflict of interest.
- Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal financial interest.
- 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.
- 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.
- 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

- Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- 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.
- Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.
- 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.
- Individuals shall reference the source when using other persons’ ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- Individuals’ statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
• 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.
• Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
• 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 give or accept benefits or items of 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 knowingly permit personnel under their direct or indirect supervision 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 human participants or prospectively collecting research data from human participants shall obtain full informed consent from the participants or legal representatives. Members conducting research with human participants or animals shall follow accepted standards, such as those promulgated in the current Responsible Conduct of Research (current edition, 2009) by the U.S. Office of Research Integrity. - See more at: http://audiology.org/resources/documentlibrary/Pages/codeofethics.aspx#sthash.H2HuQ1wH.dpuf

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 according to accepted medical, legal, and professional standards and requirements.

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 an objective manner consistent with 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 fully cooperate with reviews being conducted by the Ethical Practices Committee in any matter related to the Code of Ethics.

HELPFUL WEBSITES

For a list of Vanderbilt websites go to the Student Corner page on the Employee Internet. www.mc.vanderbilt.edu/student_corner

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 http://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 Groups (SIG)  www.asha.org/SIG/

SIG 1, Language Learning and Education
SIG 2, Neurophysiology and Neurogenic Speech and Language Disorders
SIG 3, Voice and Voice Disorders
SIG 4, Fluency and Fluency Disorders
SIG 5, Speech Science and Orofacial Disorders
SIG 6, Hearing and Hearing Disorders: Research and Diagnostics
SIG 7, Aural Rehabilitation and Its Instrumentation
SIG 8, Public Health Issues Related to Hearing and Balance
SIG 9, Hearing and Hearing Disorders in Childhood
SIG 10, Issues in Higher Education
SIG 11, Administration and Supervision
SIG 12, Augmentative and Alternative Communication
SIG 13, Swallowing and Swallowing Disorders (Dysphagia)
SIG 14, Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations
SIG 15, Gerontology
SIG 16, School-Based Issues
SIG 17, Global Issues in Communication Sciences and Related Disorders
SIG 18, Telepractice

ASHA’s Council on Academic Accreditation (CAA)  www.asha.org/academic/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://www2.ed.gov/admins/finaid/accred/index.html) and the Council for Higher Education Accreditation (CHEA - 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:

- Formulate standards for the accreditation of graduate education programs that provide entry-level professional preparation in audiology and/or speech-language pathology;
- evaluate programs that voluntarily apply for accreditation;
• grant certificates and recognize those programs deemed to have fulfilled requirements for accreditation;
• maintain a registry of holders of such certificates; and
• 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)  www.ets.org

PRAXIS Examination  www.ets.org/praxis

Nashville Aphasia Group  wgwebb@aol.com (Email)

Aphasia Community Group
Vanderbilt Stallworth Rehab Hospital
2201 Capers Ave., Nashville, TN 37212

Contact: Wanda Webb, Ph.D., CCC-SLP
5618 Hillview Dr.
Brentwood, TN 37027-4230
(615) 481-2662.

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.htm

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.