
STUDENT HANDBOOK (as of 08.14.2024)

DEPARTMENT OF HEARING AND SPEECH SCIENCES (DHSS) VANDERBILT UNIVERSITY SCHOOL OF MEDICINE & VANDERBILT BILL WILKERSON CENTER

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PURPOSE OF THIS HANDBOOK

This handbook provides enrolled as well as prospective students and related parties (e.g., faculty, staff, and clinical educators) with information about the policies and procedures involved in the academic graduate programs of the Department of Hearing and Speech Sciences (DHSS), Vanderbilt University. It is to be used as a supplement to the University Student Handbook, the catalog of the [Graduate School](#), and the catalog of the [School of Medicine](#).

HISTORY OF THE DEPARTMENT OF HEARING AND SPEECH SCIENCES

In the 1920s through 1940s, 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 1940s, 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. Dr. Wilkerson became determined to create a place where any child with hearing loss could learn to speak and communicate to have a much better chance at education and employment success. 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 1950s, 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 several research labs, including an anechoic chamber, which enabled the Center to expand its research program.

In the 1960s, 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 was created in 1997 when the Bill Wilkerson Center, a private hearing and speech clinic, merged with Vanderbilt University Medical Center and became the Vanderbilt Department of Hearing and Speech Sciences and was housed with Vanderbilt Department of Otolaryngology.

Ground was broken for a state-of-the-art building to house the two departments together 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.

The DHSS is dedicated to serving persons with hearing, speech, language, and related disorders. As a part of one of the nation's leading academic health systems, the department restores health and the ability to communicate to thousands of people every year through patient care, professional education, and research.

In April 30, 2016, Vanderbilt University and Vanderbilt University Medical Center became two distinctive legal entities. Students enrolled in the four-degree programs are either in the Vanderbilt School of Medicine (Au.D., M.S.-SLP, or M.D.E.) or the Vanderbilt Graduate School (Ph.D.).

GRADUATE STUDIES OFFICE IN THE DHSS

The Vanderbilt University Graduate Program in Hearing and Speech Sciences was established in 1951. It is the largest non-M.D. program in the School of Medicine and one of the largest programs at Vanderbilt University. Currently, the Doctor of Audiology program and the Master of Science in Speech-Language Pathology program are ranked first in the nation by U.S. News and World Report. The Master of Science (M.S.) education program in speech-language pathology (residential) and the Doctor of Audiology (Au.D.) education program in audiology (residential) at Vanderbilt University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The Master of Education of the Deaf (MDE) is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St. NW, Suite 400, Washington, DC 20036, (202) 223-0077. All four programs are also accredited by the Southern Association of Colleges and Schools Commission on Colleges (<https://sacscoc.org/>).

The DHSS offers students one of the finest facilities in the U.S. The facility houses service delivery programs for audiology, speech-language pathology, deaf education, occupational therapy, and physical therapy. 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 90,000 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 12 audiology and speech-language pathology clinics located in both hospital and clinical settings, and on-site preschools for children with hearing loss and children with autism, DHSS students have access to all aspects of clinical experience—identification, assessment, and management—from neonates to geriatric patients.

HONOR CODE

Students within the DHSS fall under either the School of Medicine Honor system (Au.D., MDE, and M.S.-SLP students) or the Graduate School Honor system (Ph.D. students). All students within the School of Medicine Honor System sign and are bound by the Honor Code (The School of Medicine Honor System (<https://www.vanderbilt.edu/catalogs/kuali/som-23-24.php#/content/641c91a00e1eed001c5f4650>)) and have a department representative to the Honor Council. All 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.

These pledges apply to all coursework, examinations, presentations, or any other activities required for the awarding of the Au.D., MDE, M.S.-SLP, or Ph.D. degrees. These pledges encompass all academic and research endeavors as well as clinical work involving patient care and representations of patient care information.

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 School of Medicine's 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 School of Medicine (Au.D., MDE, and M.S.-SLP students) and the Honor Council of the Graduate School (Ph.D. 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 Ph.D. students refer to <https://studentorg.vanderbilt.edu/gsc/honor-council/>. Au.D., MDE, and M.S.-SLP students should refer to the School of Medicine's honor code at The School of Medicine Honor System (<https://www.vanderbilt.edu/catalogs/kuali/som-23-24.php#/content/641c91a00e1eed001c5f4650>).

The Vice Chair of Graduate Studies has primary oversight for the DHSS' involvement in the School of Medicine and Graduate School Honor systems and should be contacted for questions or concerns regarding potential Honor Council activities.

MISSION STATEMENTS

Vanderbilt University

Vanderbilt University is, above all, a center for scholarly research, informed and creative teaching, and service to the community and 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 vision of Vanderbilt University School of Medicine is to shape a future in which all persons reach their full health potential. The core values of Vanderbilt University School of Medicine are integrity, inclusion, humility, mutual respect, and excellence. The mission of Vanderbilt University School of Medicine is

to catalyze the advancement of impactful discovery, servant leadership, and lifelong learning.

To carry out this mission, we make these strategic commitments:

- To nurture the growth of clinicians, scientists, and educators who will serve and lead their local, national and global communities.
- To create, implement, and disseminate new knowledge that expands understanding of health, disease, and health care systems.
- To teach, learn, and provide compassionate, personalized caring of the highest quality for every patient who seeks our service and to strive to achieve health equity in the populations we serve.
- To embrace a culture of lifelong learning, critical thinking, and innovation so that we continuously improve in all we do.
- To build a diverse community of faculty, staff, and students that expands the richness of our learning environment and enhances excellence in all of our endeavors.
- To cultivate a caring atmosphere and workforce that seeks to eliminate structural racism, promote justice, and establish equity in all endeavors.

VUMC Statement of Purpose

Vanderbilt University Medical Center is one of the nation's longest serving and most prestigious academic medical centers. Through its historic bond with Vanderbilt University, VUMC cultivates distinguished research and educational programs to advance a clinical enterprise that provides compassionate and personalized care and support for millions of patients and family members each year. World-leading academic departments and comprehensive centers of excellence pursue scientific discoveries and transformational educational and clinical advances across the entire spectrum of health and disease.

VUMC's leadership in the delivery of academically based health care is recognized by the nation's most trusted advisory bodies and reporting organizations including the National Academies, the Magnet Recognition Program, U.S. News & World Report, the Leapfrog Group, Truven Health Analytics, and others. Our Schools of Medicine and Nursing and residency training programs are consistently among the most selective, and are valued for their diversity, innovation and capacity to transform the educational experience, while the breadth of our scientific discovery is propelled by a research enterprise that is consistently ranked among the nation's top 10.

VUMC Mission

Through the exceptional capabilities and caring spirit of its people, Vanderbilt will lead in improving the healthcare of individuals and communities regionally, nationally, and internationally. We will combine our transformative learning programs and compelling

discoveries to provide distinctive personalized care. (VUMC Statement of Purpose | Elevate)

VUMC Credo

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

- I make those I serve my highest priority.
- I respect privacy and confidentiality.
- I communicate effectively.
- I conduct myself professionally.
- I have a sense of ownership.
- I am committed to my colleagues.

The Vanderbilt Patient & Family Promise

Vanderbilt University Medical Center is committed to excellence.

We will:

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

Patient and Family Promise | Vanderbilt Health Nashville, TN

Department of Hearing and Speech Sciences

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.

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USEFUL CONTACTS

Some information may change throughout the year. Please reference the online handbook for up-to-date information.

QUESTIONS REGARDING....	WHERE TO GO	PHONE/LINK/E-MAIL
Academic Advising	Faculty Advisor	
Academic Calendar	University Registrar's office	https://registrar.vanderbilt.edu/
Address Change	University Registrar (https://registrar.vanderbilt.edu/academic-records/change-of-address.php) or on YES	NOTE: Please provide your new address to the DHSS grad studies office
Advisor Change	Dr. Ricketts	todd.a.ricketts@vumc.org
Appointments		
Dr. Tharpe	Melanie Jordan	(615) 936-5002 melanie.jordan@vumc.org
Dr. Ricketts	Dr. Ricketts	(615) 936-5100 todd.a.ricketts@vumc.org
Faculty	contact individual faculty member	
Athletic Event Tickets	Ticket Office, McGugin Center	For more information, log on to: https://vucommodores.com/tickets/
Audio/Video Equipment questions or problems	Support and Media Services Steve Lamm	(615) 322-6447 www.vumc.org/oss/ (615)322-6867 steve.lamm@vumc.org
Billing/Student Account	Student Accounts	(615) 322-6693 www.vanderbilt.edu/stuacct/
Bookstore	Barnes & Noble 2501 West End Ave.	(615) 343-2665 https://www.bkstr.com/vanderbiltstore/home
Brightspace		(615) 322-0200 www.vanderbilt.edu/brightspace/ , brightspace@vanderbilt.edu
Classified Ads (Vanderbilt only)		www.vanderbilt.edu/classifieds/
Campus/Med Ctr Maps		www.vanderbilt.edu/map/
Classroom and/or Conference room reservations		
Room #1,2,3,4, 5, 10th floor conf. rooms	Graduate Studies Office	dhssgradstudies@vanderbilt.edu
All other classrooms	Support and Media Services	(615) 322-6447 www.vumc.org/oss/
Clinic Assignments	Speech Language Pathology: Valeria Matlock Audiology: Mary Sue Fino-Szumski	Speech Language Pathology: (615) 936-3527 valeria.matlock@vumc.org Audiology: (615) 936-5119 marysue.fino-szumski@vumc.org
Commencement		www.vanderbilt.edu/commencement commencement@vanderbilt.edu
Communications	Kate Carney or Keli Lawrence (VUMC) Carl Fritscher Graduate Studies Office (VU)	(615) 936-5016 kate.carney@vumc.org (615) 936-5793 keli.s.lawrence@vumc.org (615) 936-5103 carl.fritscher@vumc.org
Computer Support	Steve Lamm	steve.lamm@vumc.org
Counseling Center	2015 Terrace Place	(615) 322-2571 https://www.vanderbilt.edu/ucc
CPR Classes	Vanderbilt Resuscitation Program	www.vumc.org/Resuscitation/
Direct Deposit (paychecks/stipends, if applicable)	Vanderbilt Human Resources/Oracle Cloud	www.vanderbilt.edu/skyvu/

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QUESTIONS REGARDING...	WHERE TO GO	PHONE/LINK/EMAIL
Disability Services/ Student Access Services	216 Sarratt (next to Rand Dining Hall)	(615) 343-9727 www.vanderbilt.edu/student-access/ studentaccess@vanderbilt.edu
Drop and/or Add Courses (after open enrollment period)	School Registrar	https://medschool.vanderbilt.edu/explore-vusm/records-registrar/
Enrollment Verification	University Registrar	(615) 322-7701 https://registrar.vanderbilt.edu/academic-records/
Escort Service (security)	(Sunset to 1:00 a.m.)	Police & Security, 1-8888
Financial Aid (grants, loans, etc.)		
Department Awards	Graduate Studies Office Carl Fritscher	(615) 936-5103
School of Medicine	Student Financial Aid	(615) 322-2145 https://medschool.vanderbilt.edu/financial-aid/
University	Office of Student Financial Aid	(615) 322-3591 www.vanderbilt.edu/financialaid/
Forms, Department	Vanderbilt Box	Vanderbilt Box through DHSS Website
Graduation	University Registrar or Commencement Office	commencement@vanderbilt.edu www.vanderbilt.edu/commencement
Housing Assistance	Off-Campus Referral Service	https://offcampushousing.vanderbilt.edu/
Identification (I.D.) Cards	Commodore Card Office	www.vanderbilt.edu/cardservices/students/index.php
Institutional Review Board (IRB)	Human Research Protection Program	www.vumc.org/irb/
Insurance (student)	Vanderbilt Insurance (AHP)	https://www.vanderbilt.edu/studentcarenetwork/your-health-insurance/
International Student Services		(615) 322-2753 www.vanderbilt.edu/iss/
Internet Access (wireless, on-campus)	ITS	https://it.vanderbilt.edu/services/network/wireless/student-staff-faculty.php
Keys	Shari Maynard	(615) 936-5004 shari.maynard@vanderbilt.edu
Letters of Good Standing	University Registrar	https://registrar.vanderbilt.edu/academic-records/letter-of-good-standing.php
AUD/SLP Licensure Requirements	Mary Sue Fino-Szumski	(615) 936-5119 marysue.fino-szumski@vanderbilt.edu
Lost and Found	Police & Security property clerk	(615) 343-5371 http://police.vanderbilt.edu/services/lostandfound.php
Low-Cost Immunizations	Metro Public Health Department Student Health Center, Vanderbilt	www.nashville.gov/Health-Department.aspx www.vumc.org/student-health/immunization-requirements-new-students
My Health at Vanderbilt	Patient portal to access your medical records or to contact your physician	www.myhealthatvanderbilt.com/
Name Change	University Registrar	https://registrar.vanderbilt.edu/academic-records/name-update.php – NOTE: Provide a copy of name change form to DHSS grad studies office
Paper (copier/computer lab)	Room 8310 MCE	Graduate Studies Office

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Some information may change throughout the year. Please reference the online handbook for up-to-date information.

QUESTIONS REGARDING....	WHERE TO GO	PHONE/LINK/E-MAIL
Parking	VUMC Parking Services	(615) 322-2554 www.vanderbilt.edu/traffic_parking/
Police/Security		(615) 322-2745 http://police.vanderbilt.edu/ 1-1911 - EMERGENCY NUMBER ONLY
Program Requirements	Advisor/Department Office/Graduate Studies Handbook	https://medschool.vanderbilt.edu/hearing-speech/
Registrar (enrollment issues)	Graduate School (Ph.D. students only)	gradschool.vanderbilt.edu/
	School of Medicine	medregistrar@vanderbilt.edu
	University Registrar	(615) 322-7701 registrar.vanderbilt.edu/ university.registrar@vanderbilt.edu
Stipend Checks	Stacy Johnson (BRET office)	(615) 343-3708 stacy.johnson@vanderbilt.edu
Student Health Center	Zerfoss Building	(615) 322-2427 www.vumc.org/student-health/
VUMC Templates, Logos, Electronic Letterhead, VBWC News	The Communicator	https://www.vumc.org/communicator/
Transcripts	University Registrar	(see Registrar)
Verification of Graduation	University Registrar	(see Registrar)
VUMC Swipe Access (I.D.)	Shari Maynard	(615) 936-5004 shari.maynard@vumc.org
Systems Access (i.e., Star Panel)	Shari Maynard	(615) 936-5004 shari.maynard@vumc.org
Travel Expenses		(615) 936-5103
YES (Your Enrollment Services)	Academic record, view/print current term grades, order transcripts, textbook requirements (through class search) etc.	registrar.vanderbilt.edu/registration/

DOCTOR OF AUDIOLOGY PROGRAM (Au.D.)

The Doctor of Audiology (Au.D.) education program (residential) at Vanderbilt University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700.

Students who complete undergraduate or advanced degrees at the time of their admission to the Au.D. program must provide an official final transcript to the Center for Data Management (before initial registration) showing that the degree has been received and the date it was granted. The mailing address for transcripts: 2301 Vanderbilt Place, Nashville, TN 37240-7833 (on campus mailing address- PMB 407833).

ENTRANCE REQUIREMENTS

The Au.D. Program at Vanderbilt encourages applicants with backgrounds in areas such as communication disorders, biomedical sciences, psychology, psychoacoustics, and other health-related professions. 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 are helpful.

A normal language development course would be beneficial to acquire prior to entering the program, but is not mandatory. This course is offered during the first year of the Au.D. program. Students who have not completed a normal language development course prior to enrolling in the Au.D. program will register for this class the first semester it is offered during their program.

SAMPLE Au.D. CURRICULUM

YEAR ONE							
Fall (13-19 hrs.)	SLP 5304 Child Language Acquisition (if not taken as undergrad. - 3 hrs.)	AUD 5227 Anatomy and Physiology of Hearing Mechanisms (3 hrs.)	AUD 5310 Measurement of Hearing (4 hrs.) AUD 5291 Prof. Issues, Ethics, and Spec. Topics in Audiology I (2 hrs.)	AUD 5201 Self-paced Foundations Bootcamp (3 hrs.)	AUD 5580 Introduction to Clinical Case Conference (1hr.)	AUD 5585-01 Audiology Practicum (2 hrs.)	Audiology Clinical Case Conference (1 hr.)
Spring (15 hrs.)	AUD 5233 Introduction to Neuroscience (3 hrs.)	AUD 5328 Psychoacoustics (3 hrs.)	AUD 5339 Amplification I (2 hrs.)	AUD 5340 Amplification I - Lab (1 hr.)	AUD 5359 Acoustics, Calibration & Instrumentation (3 hrs.)	AUD 5585-01 Audiology Practicum (2 hrs.)	Audiology Clinical Case Conference (1 hr.)
Summer (6 hrs.)	AUD 5337 Auditory Clinical Electrophysiology (3 hrs.)				AUD 5585-01 Audiology Practicum (3 hrs.)		
YEAR TWO							
Fall 2 (14 hrs.)	AUD 5238 Research in Communication Sc. & Disorders (2 hrs.)	AUD 5325 Pediatric Audiology (3 hrs.)	AUD 5345 Amplification II (3 hrs.)		AUD 5346 Vestibular Sciences I (3 hrs.)	AUD 5585-01 Audiology Practicum (2 hrs.)	Audiology Clinical Case Conference (1 hr.)
Spring 2 (11 hrs.)	AUD 5292 Prof. Issues, Ethics, and Spec. Topics in Audiology II (2 hrs.)		AUD 5318 Aural Rehabilitation for Children (3 hrs.)		AUD 5271 Capstone I (3 hrs.)	AUD 5585-01 Audiology Practicum (2 hrs.)	Audiology Clinical Case Conference (1 hr.)
Maymester	AUD 5357 Internship/Externship: Audiology (elective - 1hr.)						
Summer 2 (8 hrs.)	AUD 5347 Vestibular Sciences II (if T35, discuss with Advisor - 3 hrs.*)		AUD 5361 Family Centered Counseling & Interviewing (if T35, take during Spring Year 3 - 2 hrs.)		AUD 5272 Capstone II (if T35, take during Fall Year 3 - 3 hrs.)		AUD 5585-01 Audiology Practicum (3 hrs.)
YEAR THREE							
Fall 3 (10-12 hrs.)	AUD 5354 Cochlear Implants (3 hrs.)		AUD 5273 Capstone III (if T35, take during Spring Year 3 - 3 hrs.)		AUD 5585-02 Audiology Practicum (3 hrs.)		Audiology Clinical Case Conference (1 hr.)
Spring 3 (9-12 hrs.)	AUD 5353 Amplification III (3 hrs.)	AUD 5332 Pathology of the Auditory System (3 hrs.)	AUD 5293 Prof. Issues, Ethics, and Spec. Topics in Audiology III (2 hrs.)		AUD 5585-02 Audiology Practicum (3 hrs.)		Audiology Clinical Case Conference (1 hr.)
Summer (3 hrs.)	AUD 5355 Externship (3 hrs.)						
YEAR FOUR							
Fall 4 (3 hrs.)	AUD 5355 Externship (3 hrs.) (must register every semester to maintain full-time student status)						
Spring 4 (3 hrs.)	UD 5355 Externship (3 hrs.) (must register every semester to maintain full-time student status)						

*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.

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 required to consult with their advisers as well as the Vice Chair of Graduate Studies and the Director of Clinical Education for Doctor of Audiology regarding degree requirements.

Academic Requirements

The candidate for the Au.D. degree will spend eleven (11) semesters registered at Vanderbilt and is expected to be in enrolled in the School of Medicine during each fall, spring, and summer semester until completion of the degree. International students should contact the Office of International Student and Scholar Services (615) 322-2753 concerning time limitations for completion of the Au.D. degree.

Coursework

A minimum of 104 semester hours are required for the Au.D. degree. This minimum number of credits includes didactic coursework and clinical practicum concluding in a clinical externship.

Clinical Case Conference

Students enroll in clinical case conference in the Fall and Spring semesters of years 1-3. A grade of P (Pass), IP (In Progress), I (Incomplete), F (Fail) will be assigned each semester for the clinical case conference course.

Practicum

All Au.D. students are expected to participate and make consistent progress in developing clinical skills through clinical practicum assignments throughout their program. Students enroll in clinical practicum each semester and a grade of Pass (P), Fail (F) or In Progress (IP) will be assigned each semester for the clinical practicum course. The first semester of clinical practicum will involve more observation and guidance than actual hands-on experience. The first semester practicum grade will primarily be based on attendance, punctuality, professionalism, and active engagement in the learning process. In subsequent semesters, the Director of Clinical Education assigns grades based on the average of all evaluation scores completed by clinical supervisors. Clinic grades will be reduced for unexcused absences from clinic according to prevailing departmental guidelines.

Students should expect to have the following time commitments to clinic during enrollment in the Au.D. program. Amounts might be adjusted in years 1-3 based on supervisor availability and class schedule.

Semester/Year	Expected Clinic Time per Week
1st Semester (Fall 1)	1-2 half-days
2nd Semester (Spring 1)	1-2 half-days
3rd Semester (Summer 1)	2-3 half-days
4th Semester (Fall 2)	2-3 half-days
5th Semester (Spring 2)	2-3 half-days
6th Semester (Summer 2)	3 half-days
7th Semester (Fall 3)	4 half-days
8th Semester (Spring 3)	4 half-days
4th-year (beginning Summer 3)	Full-time (4-5 days)

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 summer of the second year, Au.D. students begin the application process for 4th-year clinical externship placements. These externships begin on or about July 1 (during the summer of the third year) and continue for a minimum of ten months (e.g. through Fall and Spring of the 4th year). Typical end dates for externships are around April 30 of the fourth year. Students may receive financial support from the externship facility during the fourth-year externship. Financial support provided by externship sites varies greatly, and this support is solely the responsibility of the externship site.

Students who have received financial assistance during the first three years in terms of tuition assistance that is not grant related (e.g., 25% tuition scholarship) will continue to receive this percentage of tuition scholarship during the fourth year (Fall and Spring) only if they do not receive a stipend from the fourth-year site. If a stipend is received from the fourth-year site that amounts to less than the tuition scholarship percentage received in the first three years, the DHSS will make up the difference to ensure the student receives the same percentage of tuition scholarship they received in the first three years. All other financial support in the form of scholarships or training grants is discontinued during the fourth year. Individual contracts and agreements with receiving facilities vary significantly with some facilities requiring a 12-month placement (extending beyond graduation) 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 provided to make students aware of issues related to money and departmental support for the Au.D. for student planning purposes. The tuition bill is divided into three (3) equal installments for each of the first three years, 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 (Summer semester, year three). Any tuition scholarship support will continue through the third year (summer is the final semester of the academic year). However, for the fourth year (Fall and Spring), any tuition support received during the first three years will NOT continue except as delineated above. Instead, students will engage in paid externships and will be responsible for paying tuition (a greatly reduced amount, less than 25% of the total previous yearly amounts) divided evenly between Fall and Spring semesters from the money earned in the externship. Money earned above the tuition costs can be used to pay for living expenses.

Capstone

All Au.D. students in the DHSS must complete a Capstone project. The capstone project serves as a summative assessment. 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 or research 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).

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

Potential Capstone Directors:

The following are Au.D. faculty members who can potentially serve as Capstone directors.

Bonino, Angela - childhood hearing loss
Fino-Szumski, Mary Sue – business aspects, health care policy
Gifford, Rene – cochlear implants, bimodal stimulation
Hackett, Troy – auditory neuroscience
Hood, Linda – auditory electrophysiology, cochlear implants
Hornsby, Benjamin – hearing aids, psychoacoustics
Jacobson, Gary – electrophysiology, vestibular
Matlock, Valeria - professional issues
Picou, Erin - hearing aids, aural rehabilitation, hearing conservation

Ramachandran, Ramnarayan - auditory physiology
Ricketts, Todd – hearing aids, psychoacoustics
Roberts, Richard – vestibular, business management
Romero, Daniel - vestibular assessment and management
Tharpe, Anne Marie – pediatric audiology, aural habilitation

**Note that the topics listed represent examples of the expertise of each faculty member and are not their only topics of interest.*

Capstone Specifics

The policies and procedures outlined by this document are designed to be used by Au.D. students as a guide for the doctoral Capstone project. It is expected that the guidelines contained in this document will be especially useful for students, capstone directors, and other committee members as they plan and complete the Capstone experience. The guidelines described 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 at least annually and amended as needed.

Capstone Requirements

The Vice Chair of Graduate Studies will typically meet with second year students during the Fall semester to discuss upcoming Capstone requirements. The doctoral Capstone project is comprised of six credit hours taken in Years 2 and 3 (2 in Spring of Year 2, 2 in Summer of Year 2, and 2 in Fall of Year 3). Capstone I and III are subject to traditional A, B, C grading, while Capstone II is pass/fail. Capstone II and III and all associated deadlines will be delayed by 3 months for students completing a T35 experience. Prior to enrollment in Capstone I (before the end of Fall 2), students must identify a Capstone topic and a committee director. By the end of the Capstone I enrollment, the Capstone proposal must be completed and accepted by the student's Capstone committee for those completing research or service projects. The completed Capstone project must be approved by the Capstone committee and presented orally in a format defined by the Capstone committee. For students completing independent studies, the specific experience and expected product should be approved by the director and described in the independent study form (i.e., a Capstone committee may not be required). 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 project 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 Capstones, 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: In the case of the independent study Capstone experience, the Capstone director may deem that a Capstone Committee is not necessary. For students completing research or service-based Capstones, identification of a Capstone committee should commence after identification of an idea, topic, or an area of interest for a Capstone project and identification of the Capstone 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 below to access these forms). At a minimum, the Capstone committee (if required) must consist of a director and two additional members. Faculty members from other departments outside the DHSS and outside VU can be invited to serve as committee members. However, the committee director and one additional member must be from within the DHSS (the additional member may be faculty or staff). 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 (All but Dissertation).

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.

For Independent Study Capstone experiences, the capstone director and student have full responsibility for defining the project. If a Capstone committee is deemed necessary, their primary role is to attend the final Capstone Presentation at the end of the Capstone II registration.

Students need to carefully select 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 typically will 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 form is not required for Independent Study Capstones and is replaced by the Independent Study Form. The format for preparing these documents is illustrated in the student resources section on our website or the form in the handbook. Although a formal meeting is not required, the Capstone proposal must be approved by all of the Capstone committee members prior to beginning Capstone activities (e.g. data collection); or by the mentor in the case of an independent study. This should occur before the end of the student's Capstone I registration in the spring of year 2. Students not meeting this deadline are required to submit a brief rationale describing why they failed to meet this deadline and a plan for completing this requirement to their Capstone Director and the VCGS. The Capstone Director is asked to follow this notification with an indication of whether they support the students explanation and believe their should not be a grade penalty, they partially support the students explanation, or the rationale is not supported. The VCGS will then review these documents with a standing Capstone committee to determine if the student will receive a penalty of one letter grade for tardiness or not.

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.
- c. The procedures section of the Capstone proposal addresses the methodological approaches the student will use to

complete the project. It minimally includes how the project will be conducted, specific procedures that will be employed, decision criteria, types of evidence (data) that will be collected and their anticipated sources, 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 list 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 can include copies of questionnaires, models, computer programs, or software applications specific to the project, formulae and calculations, 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 directors will work with students to include a timeline 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 receiving the proposal. This response can be oral, 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 this handbook.
- i. Scope: The scope and size of the Capstone Project should be of a magnitude that is reasonable for a student to complete over the course of the three Capstone registration semesters. In some cases, a student or a mentor may want to complete a larger project, however. In such cases it is important that the Capstone project defined in the proposal and graded following Capstone III, is of reasonable scope and size. In cases like this, it may be necessary for the Capstone to be defined as a subset of a larger project. For example, the Capstone might be defined as completion of the first 10 participants of a research study that might ultimately include 30.

(4) Institutional Review Board (IRB): VUMC has specific policies that govern projects involving human and animal subjects. When a Capstone project involves human or animal subjects research, an application must be submitted for VUMC IRB review and approval. The student's Capstone Director will guide the student through the IRB process. However, the student will be required to complete Annual IRB training prior to beginning any research or submitting an IRB application. **A CAPSTONE PROJECT INVOLVING HUMAN OR ANIMAL SUBJECTS MUST NOT BEGIN WITHOUT IRB APPROVAL OR PRIOR TO COMPLETION OF IRB TRAINING.** If a project includes collection of data at institutions other than VUMC, appropriate IRB approval must be obtained from other institutions when applicable.

(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 requires a final written product. However, it will not be reviewed by a Capstone Committee unless the mentor deems such a review is appropriate. In some cases, the student might 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 might need to be completed well before the deadlines specified in the timeline below. The completed final preliminary draft is submitted by the student to the other committee member(s) for review at least two weeks prior to the oral presentation to committee. The Capstone Manuscript and oral presentation of the Capstone to the students Capstone Committee (as both a committee presentation and as practice for Capstone Day) must be completed by the end of Capstone III (typically the end of the Fall 3 term, prior to finals week). Students not meeting this deadline are required to submit a brief rationale describing why they failed to meet this deadline and a detailed plan (including timeline) for completing this requirement to their Capstone Director and the VCGS. The Capstone Director is asked to follow this notification with an indication of whether they support the students explanation and believe there should not be a grade penalty, they partially support the students explanation, or the rationale is not supported. The VCGS will then review these documents with a standing Capstone committee to determine if the student will receive a penalty of one letter grade for tardiness or not.

(6) Oral Presentation of Capstone: All Capstone projects will be presented orally by the students both to their Capstone Director/ Committee (Capstone Defense: see the timeline below) and in a meeting designated for that purpose (Capstone Day) during spring of their third year. All interested faculty and DHSS students will

be encouraged to attend this meeting. Au.D. students are required to attend Capstone Day. 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 Director/committee prior to the oral presentation. This will require a defense or presentation by the end of classes in the fall semester of a student's 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 12 minutes with three minutes following for questions (15 minutes total). 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 might have an abbreviated manuscript in addition to an alternative product (e.g. patent orientation materials, promotional video,

etc.). It is expected that the organization of the text of any final manuscripts can vary from project to project but all will adhere to the current Publication Manual of American Psychological Association (APA). 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 (2 hrs) and Capstone III (2 hrs.). When appropriate, the grades will be determined after receiving and considering input from the other committee member(s). Grading options include A (High Pass), B (Pass), C (Low Pass), and F (Fail). The director of the Capstone committee is also responsible for submitting a pass or fail grade for Capstone II. The purpose of this grade is simply to ensure the student makes progress on their Capstone project during Summer 2. 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 IP (In Progress) can be conferred for Capstone I or II at the end of the course term, but not without a grading penalty applied to the final grade (unless a student has a legitimate reason for not having completed the proposal or project by the due date at the end of the semester). However, final letter grades must be assigned for Capstone I and II prior to graduation. 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 can result in an automatic failure of either Capstone I or Capstone III.*

Timeline for Completion of Au.D. Capstone Project*

Benchmarks	Year 2	Year 3
Select Capstone director	End of Fall Semester	
Select Capstone committee	By February 1	
(Turn in Declaration of Capstone Intent form or Independent Study form that delineates the nature of the independent study and the specific project)	By February 1	
Begin drafting proposal (may not be required for an Independent Study Capstone).	By February 1	
Deliver proposal to committee (may not be required for an Independent Study Capstone)	By April 1	
Obtain proposal approval (turn in Capstone Proposal Approval or Independent Study form). A grade penalty will be assessed if not completed by this date.	By End of Spring Semester	
Deliver final preliminary draft of the Capstone manuscript to committee (may not be required for an Independent Study Capstone)		By November 15
Orally present project to committee. In the case of an Independent Study, all work should be completed by this date. A grade penalty will be assessed if the Capstone work, an approved draft final report document, and the oral presentation of the Capstone is not completed by this date.		By End of Fall Semester (prior to the start of Finals week)
Complete all revisions and submit electronic manuscript to Office of Graduate Studies (May not be required for an Independent Study Capstone)		By February 1
Public oral defense		TBA

*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 different timelines might apply.

DECLARATION OF Au.D. CAPSTONE INTENT FORM

Name of Student:

Date:

Capstone Topic (1-2 sentences):

Expected Date of Completion:

Capstone Director:

Signature of Capstone Director:

Additional Committee Members:

Please return to the DHSS Graduate Studies Office

Au.D. INDEPENDENT STUDY CAPSTONE PROPOSAL FORM

Name of Student: Date:

Student ID#: Semester:

Name of Instructor:

Course Title: Independent Student for Capstone			Credit Hours
Course Prefix	Course #	Section (# assigned by instructor)	
AUD	5389	<input type="text"/>	<input type="text"/>

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

Signature of Student: _____

Signature of Instructor: _____

Date:

Signature of Vice Chair of Graduate Studies: _____

Date:

Please return to the DHSS Graduate Studies Office

Au.D. CAPSTONE PROJECT PROPOSAL FORM

Name of Student:

Date:

Capstone Director:

Committee Members:

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

Name of Student: Date:

Title of Proposal:

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

Required Signatures*
Capstone Committee Chair:
 Approve Approve with minor revisions Reject

Committee Members:
 Approve Approve with minor revisions Reject

Committee Members:
 Approve Approve with minor revisions Reject

Committee Members:
 Approve Approve with minor revisions Reject

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

Please return to the DHSS Graduate Studies Office



Au.D. CAPSTONE FINAL PROJECT APPROVAL FORM

Name of Student: _____ Date: _____

Title of Proposal: _____

Required Signatures*

Capstone Committee Chair: _____
 (A) High Pass (B) Pass (C) Low Pass (F) Fail

Committee Members: _____
 (A) High Pass (B) Pass (C) Low Pass (F) Fail

Committee Members: _____
 (A) High Pass (B) Pass (C) Low Pass (F) Fail

Committee Members: _____
 (A) High Pass (B) Pass (C) Low Pass (F) Fail

Please return to the DHSS Graduate Studies Office

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 digital Clinic Handbook with general clinical requirements. Some clinical settings might have additional requirements 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 might be off-site and will require transportation up to 60 miles from Vanderbilt campus. Off-campus practicum assignments are an important component of the clinical education program; therefore, students are expected to have transportation to travel to these assignments each semester.

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

- Odessa 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, Medical Center East – 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 assessments, and hearing aid fittings.
- Audiology Clinic, Green Hills (GH) - Comprehensive hearing assessments and hearing aid fittings for adults.
- 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.
- Pediatric Audiology Clinic (Murfreesboro, TN and Spring Hill, TN) – Complete audiologic assessment for pediatric patients.

Additional Opportunities:

- Veterans Administration of Nashville and Murfreesboro – Comprehensive diagnostics, hearing aid selection and fitting
- Veterans Administration, Clarksville Outpatient Clinic – Hearing assessments and hearing aid selection and fitting
- Local Private Practices and Medical Clinics – Comprehensive hearing assessments and hearing aid services for adults and children

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. Anne Marie Tharpe, Professor (anne.m.tharpe@vumc.org).

Maymester

The Maymester experience is designed to provide deaf education and pediatric specialty track students in speech-language pathology and audiology a unique opportunity for a three-week intensive practicum working with children who are deaf and/or hard-of-hearing.

The steps for arranging Maymester are as follows:

1. Eligible students will review potential Maymester sites during the first part of the fall semester preceding the expected practicum. Each student will submit a Request Form ranking his/her desired Maymester sites as well as a Personal Information Form available on Brightspace. This submission will be in accordance with the instructions provided to the student by the Maymester coordinator.
2. Students are strongly encouraged to select sites that have current contracts with Vanderbilt. If a student wants to request a new site, the Maymester coordinator should be contacted prior to the request form being submitted. No more than one new site may be requested per student. New sites must be approved by the Maymester coordinator and there is no guarantee a contract will be approved.
3. Assuming a student is in good academic and clinical standing and is making satisfactory progress toward completion of degree, the first choice Maymester site will be contacted by the Maymester coordinator. The site might require additional information prior to making a decision (e.g., interview, letters of recommendation, resume).

4. If more than one student requests a site as a top choice, the decision will be made based on the students' overall class rankings (GPA and clinical/practicum evaluations) and/or the site's preference. This process only applies when the requested site is unable or unwilling to host more than one student.
5. Some Maymester sites might require additional paperwork and/or fees (e.g., health forms, background checks, confidentiality forms). These additional requirements are the obligation of the graduate student.
6. Under no circumstances is a student to contact a potential Maymester site directly unless instructed to do so by the Maymester coordinator.
7. Any grievances throughout this process should be directed to the Maymester coordinator, then to Director of Clinical Education if not resolved.
8. For registration purposes, in addition to other required courses, Au.D. students should sign up for a three-week Maymester (MDE 5356) for two credit hours for their 2nd summer semester.
9. Timing of Maymester: For Au.D. students, Maymester will begin following their 2nd spring semester classes and prior to summer classes.
10. **Note:** Some students are interested in Maymester experiences that result in supervision by those outside of their respective fields of practice. For example, SLP students might opt for a practicum in a school setting where they will be supervised by teachers of the deaf as opposed to certified SLPs. This experience, although acceptable for the purposes of Maymester, might not result in accumulation of American Speech-Language-Hearing Association (ASHA) approved clinical hours. Therefore, an accounting of a student's current accumulation of practicum hours and those expected to be obtained during the Maymester and any subsequent practica should be conducted in concert with the Director of Clinical Education prior to finalization of the Maymester site.

For additional information about Maymester, please contact Dr. Dana Kan, Assistant Professor at dana.l.kan.1@vumc.org

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

VANDERBILT UNIVERSITY SPECIALTY Au.D. TRACK CURRICULUM (HEARING LOSS)

YEAR ONE								
Fall I (15 hrs)	Measurement of Hearing, AUD 5310, 4 hrs.	Anatomy and Physiology of Hearing Mechanisms, AUD 5227, 3 hrs.	Self-paced Foundations Bootcamp, AUD 5201, 3 hrs.	Child Language Acquisition SLP 5304, 3 hrs. <i>(if not taken as undergraduate)</i>	Teaching Children with HL, MDE 5392, 2 hrs.	Audiology Practicum 5585-01, 2 hrs.	Intro to Clinical Case Conference AUD 5580, 1 hr.	Audiology Clinical Case Conference 1 hr.
	Prof. Issues, Ethics & Spe Topics in Audiology I, AUD 5291, 1 hr.							
Spring 1 (14 hrs)	Amplification I AUD 5339, 2 hrs.	Amplification I (lab), AUD 5340, 1 hr	Psychoacoustics AUD 5328, 3 hrs.	Acoustics, Calibration & Instrumentation, AUD 5359, 3 hrs	Audiology Practicum 5585-01, 2 hrs.	Intro. to Neuroscience, AUD 5233, 3 hrs	Audiology Clinical Case Conference 1 hr.	
Summer 1 (13 hrs)	Auditory Clinical Electrophysiology, AUD 5337, 3 hrs.		Children with HL & Multiple Disabilities, MDE 5322, 3 hrs.		Edu. Prog.& Service Delivery for Children w/ HL, MDE 5394, 1 hr.		Audiology Practicum 5585-01, 3 hrs.	
YEAR TWO								
Fall 2 (12 hrs)	Pediatric Audiology, AUD 5325, 3 hrs.	Vestibular Sciences I, AUD 5346, 3 hrs.	Research Coom. Sc. & Dis., AUD 5238, 2 hrs.	Amplification II, AUD 5345, 3 hrs.		Audiology Practicum 5585-01, 2 hrs.	Audiology Clinical Case Conference 1 hr.	
Spring 2 (16 hrs)	Aural Rehabilitation for Children, AUD 5318, 3 hrs.	Psych & Culture, MDE 5312, 2 hrs.		Capstone I, AUD 5271, 3 hrs.		Audiology Practicum 5585-01, 2 hrs.	Audiology Clinical Case Conference 1 hr.	
Maymester	Optional/Elective - - - Overview of Intraoperative Monitoring, AUD 5374, 1 hr.							
Summer 2 (8-10 hrs)	Vestibular Sciences 2, AUD 5347, 3 hrs	Family-Centered Counseling & Interview, AUD 5361, 2 hrs.	Capstone II, AUD 5272, (if T35, taken in Fall Year 3 - 3 hrs.)	Internship/ Externship in Deaf Ed, MDE 5356, 2 hrs.	Audiology Practicum AUD 5585-01, 3 hrs.			
YEAR THREE								
Fall 3 (12-14 hrs)	Cochlear Implants, AUD 5354, 3 hrs.		AUD 5350, Vestibular Sciences 3, 2 hrs. <i>(for vestibular track students)</i>	Capstone III, AUD 5273, (if T35, taken in Spring Year 3 - 3 hrs.)		Audiology Practicum 5585-02, 3 hrs.	Audiology Clinical Case Conference 1 hr.	
Spring 3 (9-15 hrs)	Optional/Elective Hearing Loss & Speech Understanding, 3 hrs. AUD 5327 (Spring of even years when requested)	Amplification III, AUD 5353, 3 hrs.	Prof. Issues, Ethics & Spe Topics in Audiology III, AUD 5293, 2 hrs.	Elective HRSP 8383, 3 hrs. Seminar in Auditory and Vestibular Neuroscience	Audiology Practicum 5585-02, 3 hrs.	Pathology of Auditory System, AUD 5332, 3 hrs.	Audiology Clinical Case Conference 1 hr.	
Summer 3 (3 hrs)	Externship, AUD 5355, 3 hrs. <i>(must register every semester to maintain full-time student status)</i>							
YEAR FOUR								
Fall 4 (3 hrs)	Externship, AUD 5355, 3 hrs. <i>(must register every semester to maintain full-time student status)</i>							
Spring 4 (3 hrs)	Externship, AUD 5355, 3 hrs. <i>(must register every semester to maintain full-time student status)</i>							

Trainee Service Opportunity

The purpose of the service obligation is to provide students on the Pediatric Hearing Loss Specialty Track with the opportunity to gain an enhanced understanding of the experiences of children with hearing loss and their families. Specifically, students have opportunities that allow them to interact with children with and without hearing loss in ways that will demonstrate their social-emotional, cognitive, adaptive, motor, and communication development. In addition, we encourage opportunities for specialty track students to observe and participate in family-child interactions.

Service obligations require a minimum of 100 hours during the first year of enrollment. At least half of the hours should involve direct child contact. Students may not discontinue a volunteer placement until the end of a semester even if the minimum number of hours has been obtained. Each semester, the placement and schedule will be arranged by the volunteer coordinator. Students may not arrange their own placements. Once class and clinical schedules have been received, students will contact the volunteer coordinator, Dr. Dana Kan, to arrange their service opportunity.

Potential service placements include, but are not limited to:

1. Mama Lere Hearing School
2. Neonatal Intensive Care Unit - Newborn Infant Hearing Screenings
3. Bill Wilkerson Center Research Laboratories
4. Local schools - tutoring program
5. TN Deaf-Blind Project
6. Community Events

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-collic reflexes). Coursework will include three (3) formal courses in vestibular sciences. Specialty track students will have the opportunity for practicum experiences in the Balance Disorders Clinic that assesses ~1400 patients/year. In addition, Specialty Track students may be offered the opportunity to have a concentrated clinical Maymester experience at a Vanderbilt University Medical Center (VUMC) clinical site or an outside site. Finally, it will be expected that the Capstone project conducted by the Vestibular Specialty Track student will be in a vestibular system/balance topic area.

For additional information, contact Dr. Gary Jacobson, Co-Director, Specialty Track in Vestibular Sciences, (615) 322-4568, or Dr. Richard Roberts, Co-Director, Specialty Track in Vestibular Sciences, (615) 322-7384

Au.D. POLICIES/GUIDELINES

Case Conference Presentation Guidelines

1. Each semester, students attend audiology case conference once per week for eight weeks.
 2. Two students are scheduled to present each case conference date. The dates and student schedule of presentations is distributed prior to each semester.
 3. Although the two cases can be related, they should be separate presentations and include data from individual patients.
 4. All presentations should be in PowerPoint and follow the established format reviewed during orientation.
 5. All topics must be approved by the clinical supervisor prior to preparing the case.
 6. Students are required to 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 must be submitted to the clinical supervisor for review and comment no later than the Thursday prior to the presentation date or earlier, if requested by the supervisor. The supervisor will give the student feedback no later than the following Monday. Each supervisor should specify what information is needed for review. The supervisor might choose to formally review and edit the presentation, or to informally go through the presentation with the student.
 7. Although the intent of this recurring presentation is to simulate a true Grand Rounds format, other types of presentations might also be acceptable (e.g., didactic presentations on a topic, discussions of controversial clinical issues in our profession, etc.).
 8. Typically, 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, when possible. If there is a lack of evidence-based research in this area, students should report short-comings of the studies they review. Students should feel free to reference class notes or discussions with faculty and staff.
 9. 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.
 10. All presentations will be evaluated using the rubric that was developed to provide the students with constructive feedback regarding areas of strong performance and areas needing improvement (please see the rubric following this section of the handbook).
 11. Students will 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 prior to preparing for the presentation.
 12. During presentations, please turn all cell phones and pagers to silent modes. In addition, computers and other electronic devices should not be used unless for note taking.
 13. Attendance will be taken at each case conference. Attendance is required of all Au.D. students. Students will register for the case conference course each fall and spring in years 1-3. A grade will be assigned for case conference based on attendance, completion of the REDCap survey, and presentations.
 14. 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 describing, 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, the intent is for students to learn how to present cases, and to share new methodologies with other clinicians so that we may better improve patient care. Topics do not have to be extremely complex or about isolated disorders. Although these types of cases are interesting, they rarely provide actionable changes for day-to-day clinical practice. 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 highly skilled and experienced, with expertise in every area of audiology. Case conference can be an opportunity for students, faculty, and staff to learn from each other by taking advantage of the years of accumulated knowledge and clinical experience of those attending the presentation. Done right, the students gain experience, the staff and faculty both gain and share knowledge, and ultimately, the patients win.

Name of Student:

Date:

	1-Needs Improvement	3-Fair	5-Excellent	Rating
Explanation of Case/Research & Supporting Information	<ul style="list-style-type: none"> does not present relevant case information and supporting information/research clearly, concisely, and logically; presentation is difficult to follow does not highlight relevant information and does not project knowledge of case and understanding of available literature (too much or too little information) 	<ul style="list-style-type: none"> presents case information and supporting information/research in a way that is not always clear, concise, and logical; sometimes presentation is difficult to follow attempts to highlight relevant information and project knowledge of case and understanding of available literature but does not fully succeed 	<ul style="list-style-type: none"> presents case information and supporting information/research clearly, concisely, and logically; audience can easily follow the presentation selects relevant information and projects in depth knowledge of the case and understanding of available research 	
Organization	<ul style="list-style-type: none"> does not meet requirements for what should be included in the presentation does not have an introduction and/or conclusion that summarized research and/or clinical significance of case/information presented Uses time poorly; the whole presentation, or a part of it, was too short or too long 	<ul style="list-style-type: none"> meets most requirements for what should be included in the presentation has an introduction and/or conclusion that summarized research and/or clinical significance of case/information presented but they are not clear or interesting generally, times presentation well, but may spend too much or too little time on a topic, a/v aid, graphic or idea 	<ul style="list-style-type: none"> meets all requirements for what should be included in the presentation has a clear and interesting introduction and conclusion that summarizes research and/or clinical significance of case/information presented organizes time well; no part of the presentation is too short or too long 	
Eyes & Body	<ul style="list-style-type: none"> does not look at audience; reads notes or slides does not use gestures or movements lacks poise and confidence (slouches, appears nervous) wears clothing inappropriate for a professional presentation 	<ul style="list-style-type: none"> makes infrequent eye contact; reads notes or slides most of the time uses a few gestures or movements but they do not look natural shows some poise and confidence, (only a little fidgeting or nervous movement) makes some attempt to wear clothing appropriate for a professional presentation 	<ul style="list-style-type: none"> keeps eye contact with audience most of the time; only glances at notes or slides uses natural gestures and movements looks poised and confident wears clothing appropriate for a professional presentation 	
Voice	<ul style="list-style-type: none"> mumbles or speaks too quickly or slowly speaks too softly to be understood frequently uses "filler" words ("uh, um, so, and, like, etc.") 	<ul style="list-style-type: none"> speaks clearly most of the time speaks loudly enough for the audience to hear most of the time, but may speak in a monotone occasionally uses filler words 	<ul style="list-style-type: none"> speaks clearly; not too quickly or slowly speaks loudly enough for everyone to hear; changes tone and pace to maintain interest rarely uses filler words 	
Presentation	<ul style="list-style-type: none"> does not use audio/visual aids, graphics, or media attempts to use one or a few audio, visual aids, graphics or media, but they do not add to or distract from the presentation 	<ul style="list-style-type: none"> uses audio/visual aids, graphics or media, but they may sometimes distract from or not add to the presentation sometimes has trouble bringing audio/visual aids, graphics or media smoothly into the presentation 	<ul style="list-style-type: none"> uses well-produced audio/visual aids, graphics or media to enhance understanding of findings, reasoning, and evidence, and to add interest smoothly brings audio/visual aids, graphics or media into the presentation 	
Questions	<ul style="list-style-type: none"> does not address audience questions directly (goes off topic or misunderstands questions without seeking clarification) 	<ul style="list-style-type: none"> answers audience questions, but not always clearly or completely 	<ul style="list-style-type: none"> answers audience questions clearly and completely seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question 	

Comments:

Teaching Assistant Policy

Periodically, it may be beneficial 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).

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 TAs in courses taken by Au.D. students.
2. Only 3rd or 4th year (i.e., honors placement) Au.D. students can serve as TAs and only if:
 - a. they have both a clinic and academic aggregate GPA of ≥ 3.5 , and
 - b. they received a grade of A- or better in the course for which they are proposing to serve as a TA.
3. TA activities conducted by Au.D. students will be limited to:
 - a. assisting with laboratory type activities, and,
 - b. minimal 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 DHSS Vice Chair of Graduate Studies will be informed, in writing, by the Au.D. student's academic advisor of the Au.D. student's abilities to meet criteria 2), 3) and 4) and a copy of this written statement will be placed in the Au.D. student's file in the Office of Graduate Studies.

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 Ph.D. degree did so after an initial career phase in which they attained clinical training and professional licensure. However, the field of audiology changed to a four-year Au.D. as the entry level degree for clinical training and certification. The four-year Au.D. program creates a significant time and financial burden for students who wish to be trained clinically as audiologists and continue their research training towards a Ph.D. degree. The field of communication disorders has had a serious shortage of newly trained Ph.D.s to staff academic training programs and the transition to the Au.D. degree may exacerbate this shortage. To address this problem, the proposed joint degree program would combine Au.D. and Ph.D. 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 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 Au.D./Ph.D. degree that is intended to provide both clinical and research preparation as efficiently as possible. The Au.D./Ph.D. program includes requirements for both the Au.D. and the Ph.D. degrees. Department faculty and staff will make reasonable accommodations to ensure timely, steady progress through the joint program. Students interested in pursuing the Au.D./Ph.D. combined program can 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 Au.D./Ph.D. 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 can be granted the Au.D. degree without completing the Ph.D. Appropriate progress for the Au.D. degree consists of satisfactory performance in formal class work and in supervised clinical training experiences. Appropriate progress for the Ph.D. degree consists of formal classwork, completion of two research projects, a written comprehensive exam, teaching experience, and the dissertation.

Progressive Application

Students accepted into the Au.D. program, who subsequently are interested in applying to the Au.D./Ph.D. 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 can declare their wish to pursue the Au.D./Ph.D. through a written request to their expected mentor and the Vice Chair of Graduate Studies. Typically, such a request is preceded by informal discussions between the student, and the faculty mentor. The application to the Au.D./Ph.D. program should be made in writing to the Vice Chair of Graduate Studies on or before the regular application deadline date in January of the student's second year. Admission to the Au.D./Ph.D. program is not automatic for students enrolled in the Au.D. 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 Au.D./Ph.D. program will occur during the student's second year. Students accepted into the Au.D./Ph.D. program will pursue their research and clinical training jointly.

Program Details

The goal of the Au.D./Ph.D. program is to provide a complete research and clinical training experience while reducing the time it takes to obtain both the Au.D. and Ph.D. by approximately six months 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. In accordance with these requirements, students will generally be enrolled in the School of Medicine during years 1-4, and in the Graduate School during years 5 and beyond. To interweave Au.D. and Ph.D. training efficiently, the two Au.D. courses related to research/statistics can be replaced with Ph.D. coursework. For some students, no Ph.D. coursework will be completed during the first three years and in other cases two or more Ph.D. classes might be completed. The specific Ph.D. curriculum throughout the entire training program will be determined by the Ph.D. mentor and advising committee. Considerable variability should be expected across student program designs consistent with Ph.D. training. In addition, rather than completing a Capstone Project, a research project of sufficient breadth, depth, and scope to qualify as potentially publishable in a peer reviewed journal should be completed. All other required Au.D. coursework must be completed. In addition, and given the career goals expected for an Au.D./Ph.D., the clinical training load might 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 certification requirements of the American Speech-Language-Hearing Association.

Degree Requirements

In accordance with the goals of the Au.D./Ph.D. program, some additional coursework (Ph.D. level courses) taken during the second and third years of Au.D. study will count both toward the Ph.D. and Au.D. course requirements. Therefore, students in the combined Au.D./Ph.D. program may transfer up to 33 credit hours of coursework taken during the four-year Au.D. program into the Ph.D. program, exceeding the typical 24 credit hour transfer limit. The credits for Ph.D. study should be distributed as follows:

Minor Area Courses (need 12 credit hours)
Research Methodology (need 12 credit hours, including six credit hours of Statistics)

Total Credits Needed for Ph.D. = 72 (including those transferred from Au.D. Studies)

MASTER OF EDUCATION OF THE DEAF PROGRAM (MDE)

Overview

The DHSS offers a Master of Education of the Deaf (MDE) degree accredited by the Council for the Accreditation of Educator Preparation (CAEP) 1140 19th St. NW, Suite 400, Washington, DC 20036, (202) 223-0077. This one-to-two-year program of study emphasizes the training needed to develop auditory and/or language skills in children and youth 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. Students in the MDE program participate in the Pediatric Hearing Loss specialty track.

The Mama Lere Hearing School in the National Center for Childhood Deafness and Family Communication serves as a 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. In addition, MDE students complete practicum requirements in both urban and rural settings in the Greater Nashville area.

Trainee Service Opportunity Students in the Specialty Track for Pediatric Hearing Loss

The purpose of the service obligation is to provide our students with the opportunity to gain an enhanced understanding of the experiences of children with hearing loss and their families. Specifically, we want our students to have opportunities that allow them to interact with children with and without hearing loss in ways that will demonstrate their social-emotional, cognitive, adaptive, motor, and communication development. In addition, we encourage opportunities for our students to observe and participate in family-child interactions.

Service obligations require a minimum of 100 hours during the first year of enrollment. At least half of the hours should involve direct child contact. Students may not discontinue a volunteer placement until the end of a semester even if the minimum number of hours has been obtained. Each semester, the placement and schedule will be arranged by the volunteer coordinator. Students may not arrange their own placements. Once class and clinical schedules have been received, students will contact the volunteer coordinator, Dr. Dana Kan, to arrange their service opportunity.

Potential service placements include, but are not limited to:

1. Mama Lere Hearing School
2. Neonatal Intensive Care Unit - Newborn Infant Hearing Screenings
3. Bill Wilkerson Center Research Laboratories
4. Local schools - tutoring program
5. TN Deaf-Blind Project
6. Community Events

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 a strong record of past academic achievement, a commitment to family-centered intervention, excellent oral and written communication skills, a willingness to work collaboratively, a strong work ethic, perseverance, and strong organizational and time management skills.

MDE 1-YEAR CURRICULUM (WITH DEAF EDUCATION CERTIFICATION)

YEAR ONE						
Fall (15 hrs.)	Research Methods in Special Ed., SLEDH 7810, 3hrs.	Advanced Issues in Family Intervention, SPEDE 7100, 3 hrs.	Teaching Infants & Children with Hearing Loss (Development), MDE 5392, 2 hrs.	Introduction to Amplification for Infants & Children, MDE 5320, 1 hr.	Instruction and Learning in Early Childhood, SPEDE 7400, 3 hrs.	Student Teaching & Field Experience, MDE 5358, 3 hrs.
Spring (16 hrs.)	Aural Rehab for Infants & Children, AUD 5318, 3 hrs. OR Elective	Educational Assessment of Children with Hearing Loss, MDE 5393, 2 hrs.	Curriculum & Methods for Deaf Children, MDE 5390, 3 hrs.	Cochlear Implants for Infants & Children, MDE 5354, 2 hrs.	Seminar in Deaf Ed., MDE 5372, 3 hrs., Elective	Student Teaching & Field Experience, MDE 5358, 3 hrs.
Summer (11 hrs.)	Educational Programing and Service Delivery for Children with Hearing Loss, MDE 5394, 1 hr.	Deaf with Disabilities, MDE 5322, 3 hrs.	Language and Literacy in Deaf Children, MDE 5308, 3 hrs.	Internship/Externship in Deaf Ed, MDE 5356, 2 hrs.		Student Teaching & Field Experience, MDE 5358, 2 hrs.

Minimum of 37 credit hours required

MDE 2-YEAR CURRICULUM

YEAR ONE						
Fall 1 (13 hrs.)	Teaching Children with Hearing Loss (Development), MDE 5392, 2 hrs.	Introduction to Amplification for Infants & Children, MDE 5320, 2 hrs.	American Sign Language I, MDE 5207, 1.3 hrs.	Child Language Acquisition, SLP 5304, 3 hrs	Medical and Educational Implications of Visual Impairments, SPEDV 7510, 3 hrs, AUDIT	Student Teaching & Field Experience, MDE 5358, 3 hrs.
Spring 1 (16 hrs.)	Curriculum & Methods for Deaf Children, MDE 5390, 3 hrs.	Psychology & Culture of the Deaf, MDE 5312, 2 hrs.	Aural Rehabilitation for Infants & Children, AUD 5318, 3 hrs.	Educational Assessment for Children with Hearing Loss MDE 5393, 2 hrs	American Sign Language II, MDE 5208, 3 hrs.	Student Teaching & Field Experience, MDE 5358, 3 hrs.
Summer 1 (11 hrs.)	Lang and Literacy in Deaf Children, MDE 5308, 3 hrs.	Deaf with Disabilities, MDE 5322, 3 hrs.	Internship/ Externship in Deaf Ed, MDE 5356, 2 hrs.	Educational Programming and Service Delivery for Children with Hearing Loss MDE 5394, 1 hr		Student Teaching & Field Experience, MDE 5358, 2 hrs.
YEAR TWO						
Fall 2 (12+ hrs.)	Advanced Issues in Family Intervention, SPEDS 7000, Fall – Severe Dis or SPEDE 7100, Spring – Early Childhood 3 hrs.	Man. Procs for Acad & Soc Behav, SPED 7400, 3 hrs.	Instruction and Learning in Early Childhood Special Education, SPEDE 7400, 3 hrs.	SEE ADDITIONAL REQUIREMENTS**	Research Methods in Special Education, SPED 7810, 3 hrs.	Student Teaching & Field Experience, MDE 5358, 3 hrs.
Spring 2 (8+ hrs.)	Seminar in Deaf Education, MDE 5372, 3 hrs.	Cochlear Implants for Children, MDE 5354, 2 hrs.	Speech & Language, The Exceptional Learner, SPEDS 7800, 2 hrs (Elective)		SEE ADDITIONAL REQUIREMENTS**	Student Teaching & Field Experience, MDE 5358, 3 hrs.

**SPED 7000, SPEDH 7350, SPEDE 7450, SPEDE 7600. Minimum of 58 credit hours (Masters) and 64 credit hours (Masters plus Tennessee Special Education Hearing PreK-12 endorsement)

MAYMESTER

The Maymester experience is designed to provide deaf education and pediatric specialty track students in speech-language pathology and audiology a unique opportunity for a 3-week intensive practicum working with children who are deaf and/or hard-of-hearing.

The steps for arranging Maymester are as follows:

1. Eligible students will review potential Maymester sites during the first part of the fall semester preceding the expected practicum. Each student will submit a Request Form ranking his/her desired Maymester sites as well as a Personal Information Form available on Brightspace. This submission will be in accordance with the instructions provided to the student by the Maymester coordinator.
2. Students are strongly encouraged to select sites that have current contracts with Vanderbilt. If a student wants to request a new site, the Maymester coordinator should be contacted prior to the request form being submitted. No more than one new site may be requested per student. New sites must be approved by the Maymester coordinator and there is no guarantee a contract will be approved.
3. Assuming a student is in good academic and clinical standing and is making satisfactory progress toward completion of degree, the first choice Maymester site will be contacted by the Maymester coordinator. The site might require additional information prior to making a decision (e.g., interview, letters of recommendation, resume).
4. If more than one student requests a site as a top choice, the decision will be made based on the students' overall class rankings (GPA and clinical/practicum evaluations) and/or the site's preference. This process only applies when the requested site is unable or unwilling to host more than one student.
5. Some Maymester sites might require additional paperwork and/or fees (e.g., health forms, background checks, confidentiality forms). These additional requirements are the obligation of the graduate student.
6. Under no circumstances is a student to contact a potential Maymester site directly unless instructed to do so by the Maymester coordinator.
7. Any grievances throughout this process should be directed to the Maymester coordinator, if not resolved.
8. For registration purposes, in addition to other required courses, MDE students should sign up for a 3-week Maymester (MDE 5356) for 2 credit hours for their first summer semester.
9. Timing of Maymester: For MDE students, Maymester will begin following their 1st spring semester classes and prior to summer classes.
10. **Note:** Some students are interested in Maymester experiences that result in supervision by those outside of their respective fields of practice. For example, SLP students might opt for a practicum in a school setting where they will be supervised by teachers of the deaf as opposed to certified SLPs. This experience, although acceptable for the purposes of Maymester, might not result in accumulation of American Speech-Language-Hearing Association (ASHA) approved clinical hours. Therefore, an accounting of a student's current accumulation of practicum hours and those expected to be obtained during the Maymester and any subsequent practica should be conducted in concert with the Director of Clinical Education prior to finalization of the Maymester site.

For more information about Maymester, contact Dr. Dana Kan, Assistant Professor (dana.l.kan.1@vumc.org).

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY PROGRAM (M.S.-SLP)

The Master's degree program in speech-language pathology (M.S.-SLP) is administered through Vanderbilt University's School of Medicine. The Master's degree program provides academic and clinical education leading to professional certification in speech-language pathology. Throughout the program, many clinical opportunities are available. The program culminates in a 10-week clinical or research externship at a site in keeping with the student's goals for their early career. The program meets or exceeds the American Speech-Language-Hearing Association's Council for Clinical Certification (CFCC) requirements and adheres to all standards for accreditation by the Council on Academic Accreditation. Some elective coursework including that in the areas of cochlear implants, autism, medical speech-language pathology, and education are a part of the curriculum for students with interests in those areas. We also offer a thesis option for students interested in research.

The Master of Science (M.S.) education program in speech-language pathology (residential) at Vanderbilt University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700.

ENTRANCE REQUIREMENTS

Students with backgrounds in areas such as communication disorders, biomedical sciences, psychology, psycholinguistics, and other health related professions, 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

Students must satisfy the prerequisites for biological science, physics or chemistry, social/behavioral science, and statistics (taken either in a department of mathematics or psychology) prior to enrollment in the Vanderbilt speech-language pathology degree program. The prerequisite 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. Prerequisite courses are not a requirement to apply; however, due to the rigorous nature of the M.S.-SLP program, these courses cannot be taken during the master's curriculum.

1. **Biological Sciences** (possible content: general biology, cellular biology, cybernetics biology, bioscience, life science, ecology, cytology, embryology, evolutionism, theory of evolution, theory of organic evolution, genetic science, genetics, microbiology, molecular biology, morphology, neurobiology, physiology, radiobiology, sociobiology).
2. **Physics or Chemistry** (possible content: basic physical principles for non-majors, basic principles of mechanics, basic principles of sound, basic principles of thermodynamics and statistical mechanics, basic principles of electricity and magnetism) or **Chemistry** (possible content: atomic structure, chemical bonding, radioactivity, behavior of gases and solutions, behavior of acid and bases, hydrocarbons, functional groups and important biological molecules, chemical principles in human or animal physiology).
3. **Statistics** (NOT accepted: courses directly related to communication sciences and disorders, or any research methods coursework taught in lieu of, or in the absence of, basic statistics).
4. **Social/Science** (anthropology, ethnic and cultural studies, archaeology, area studies, economics, gender and sexuality studies, geography organizational studies, political science) and **Behavioral Sciences** (psychology, psychobiology, criminology, and cognitive science).

The above four areas cover the most crucial prerequisites needed for purposes of credentialing. College transcript credit in the form of coursework, AP or CLEP credit can be offered to meet these requirements.

Additionally, certain coursework in the area of communication sciences and disorders can serve to expedite completion of the graduate curriculum. Typically, students who have a background in communication sciences and disorders can graduate after completing 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) Basic Audiology, and (3) Aural Rehabilitation. To meet program requirements, these courses should be taken in a department of communication sciences and disorders at an accredited institution.

M.S.-SLP CURRICULUM - WITH BACKGROUND IN CSD

* Optional if taken as undergrad. Required for Hearing Specialty Track.	**Required for Childhood Hearing Specialty Track	***Required for Schools Track	**** Required for Autism Specialty Track	Required for all SLP students
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YEAR ONE											
Week Prior to the start of Fall 1 Semester: All first year students are required to attend two preparatory/ review seminars: 1) Language Essentials Boot Camp and 2) Intro to Diagnostics Lab											
Fall 1 (16-20 hrs.)	Physiological Bases of Communication I, SLP 5235, 3 hrs.	Clinical Principles & Procedures, SLP 5305, 2 hrs.	Child Language Impairments I: Nature, SLP 5280, 2 hrs.	Speech Sound Disorders, SLP 5314, 3 hrs.	Phonetic Science, SLP 5260, 1 hr.	Speech Language Pathology Practicum SLP 5583, 1 hr.	**Teaching Children with Hearing Loss I, MDE 5392, 2 hrs.	**Intro to Amp for Infants/ 1 hr. Children, MDE 5320, 1 hr.	***Charac. of Students w/Low Incid. Disab., SPED 7700, 3hrs.	****Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	****Mngt Proc. for Acad. and Social Beh., SPED 7400, 3 hrs.
Spring 1 (13-19 hrs.)	Aphasia, SLP 5331, 3 hrs.	Dysphagia, SLP 5319, 3 hrs.	Traumatic Brain Injury, SLP 5317, 2 hrs.	Child Language Impairments II and III: Intervention, SLP 5281 and 5283, 1 hr and 2 hrs.	Speech Language Pathology Practicum SLP 5583, 1 hr.	*Aural Rehabilitation for Children, AUD 5318, 3 hrs.	**Cochlear Implants in Infants & Children, MDE 5354, 2 hrs.	***Aug. and Alternative Comm., SPED 7100, 3 hrs.	***Aug. and Alternative Comm., SPED 7100, 3 hrs.	****Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	
Maymester (2 hrs.)	**Internship/ Externship in Deaf Education, MDE 5356, 2 hrs.					****Maymester Externship in ASD, SLP 5354, 2 hrs.					
Summer 1 (6-13 hrs.)	Craniofacial Anomalies, SLP 5326, 1 hr.	Motor Speech Disorders, SLP 5316, 2 hrs.	Voice Disorders, SLP 5336, 3 hrs.	Speech Language Pathology Practicum SLP 5583, 1 hr.	**Language and Literacy in Deaf Children, MDE 5308, 3 hrs.	**Educational Programming & Service Delivery for Children with Hearing Loss, MDE 5394, 1 hr.	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr.				
YEAR TWO											
Fall 2 (8-11 hrs.)	Stuttering, SLP 5311, 3 hrs.	Elective: Communication in Autism Spectrum Disorders, SLP 5323, 2 hrs.	Speech Language Pathology Practicum SLP 5583, 1 hr.	Augmentative and Alternative Communication (lecture and lab), SLP 5335, 3 hrs.	Research in Communication Sc. & Disorders, SLP 5238, 2 hrs.	*Acoustics & Perception, SLP 5301, 3 hrs.	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	***Teaching Reading to Students w/ Severe Disabilities, SPED 7600, 3 hrs.	****Comm. in Autism Spectrum Disorders, SLP 5323, 2 hrs.	****Experimental Analysis of Behavior, SPED 8400, 3 hrs.	
Spring 2 (8-9 hrs.)	Family-Centered Counseling & Interviewing (4 weeks), SLP 5361, 1 hr.	Professional Issues (4 weeks), SLP 5357, 1 hr.	10-week Externship in SLP, SLP 5355, 6 hrs.	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr. (for Nashville School Placements Only)							
Enrollment in SLP 7999 Masters Thesis Research is required for students who elect the thesis option, 1hr.											
In Fall year two, student must select one of the electives to maintain full time status. 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.											

M.S.-SLP CURRICULUM - WITHOUT BACKGROUND IN CSD

* Optional if taken as undergrad. Required for Hearing Specialty Track.	**Required for Childhood Hearing Specialty Track	***Required for Schools Track	**** Required for Autism Specialty Track	Required for all SLP students
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YEAR ONE											
Fall 1 (17-21 hrs.)	Physiological Bases of Communication I SLP 5235, 3 hrs.	Clinical Principles & Procedures, SLP 5305, 2 hrs.	Child Language Acquisition, SLP 5304, 3 hrs.		Speech-Language Pathology Practicum, SLP 5583, 1 hr.		Speech Sound Disorders, SLP 5314, 3 hrs.	**Teaching Children with Hearing Loss I MDE 5392, 2 hrs.	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	****Mngt Proc. for Academic & Soc Beh., SPED 7400, 3 hrs.	
		Clinical Case Conference I, 1 hr.	Phonetic Science, SLP 5260, 1 hr.		Language Science, SLP 5270, 1 hr.			**Intro to Amp for Infants/Children, MDE 5320, 1 or 2 hrs.	***Charac. of Students w/Low Incid. Disab., SPED 7700, 3hrs.		
Spring 1 (10-13 hrs.)	Aphasia, SLP 5331, 3 hrs.	Dysphagia, SLP 5319, 3 hrs.	Traumatic Brain Injury, SLP 5317, 2 hrs.	Speech-Language Pathology Practicum, SLP 5583, 1 hr.		Aural Rehab for Children, AUD 5318, 3 hrs.	**Cochlear Implants in Infants & Children, MDE 5354, 1 hrs.	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr	***Augmentative and Alternative Comm., SPED 7100, 3 hrs .		
				Clinical Case Conference I, 1 hr.							
Maymester (2 hrs.)	**Internship/Externship in Deaf Education, MDE 5356, 2 hrs.					****Maymester Externship in ASD, SLP 5354, 2 hrs.					
Summer 1 (6-11 hrs.)	Craniofacial Disorders, SLP 5326, 1 hr.	Motor Speech Disorders, SLP 5316, 2 hrs.	Elective: Pediatric Feeding & Swallowing Disorders (4 weeks), SLP 5324, 1 hr.	Voice Disorders, SLP 5336, 3 hrs.	Speech-Language Pathology Practicum, SLP 5583, 1 hr.		**Language and Literacy in Deaf Children, MDE 5308, 3 hrs.	**Educational Programming & Service Delivery for Children with Hearing Loss, MDE 5394, 1 hr.	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr.		
					Clinical Case Conference I, 1 hr.						
YEAR TWO											
Fall 2 (13-16 hrs.)	Child Language Impairments I: Nature, SLP 5280, 2 hrs.	Speech-Language Pathology Practicum, SLP 5583, 1 hr.		Stuttering, SLP 5311, 3 hrs.	Acoustics & Perception, SLP 5301, 3 hrs.	Augmentative and Alternative Communication, SLP 5335, 3 hrs.	Elective: Comm in Autism Spectrum Disorders, SLP 5323, 2 hrs.	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	***Teaching Reading to Students w/Severe Disab., SPED 7600, 3 hrs.	****Experimental Analysis of Behavior, SPED 8400, 3 hrs.	****Comm. in Autism Spectrum Disorders, SLP 5323, 2 hrs.
		Clinical Case Conference II, 1 hr.		Research Communication Sc. & Dis., SLP 5238, 2 hrs.							
Spring 2 (9-12 hrs.)	Professional Issues (4 weeks) SLP 5357, 1 hr.	Family-Centered Counseling & Interviewing (4 weeks), SLP 5361, 1 hr.	Child Language Impairments II: Assessment, SLP 5281, 2 hrs.		Child Language Impairments III: Intervention, 5283, 2 hrs.	Speech-Language Pathology Practicum, SLP 5583, 1 hr.	*Aural Rehabilitation for Children, AUD 5318, 3 hrs. (or elective, if already taken)	***Speech-Lang-Literacy Sem, SLP 5397, 1 hr.			
			Clinical Case Conference II, 1 hr.								
Summer 2 (6 hrs.)	10-week Externship in SLP, SLP 5355, 6 hrs.										
Enrollment in SLP 7999 Masters Thesis Research is required for students who elect the thesis option, 1 hr.											

**MDE 5320, Intro to Amp for Infants/Children (first 8 weeks of Fall Semester - 1hr.; if HL Track, take full 16 weeks, 2 hrs.)

Spring year two: students must select one of the electives to maintain full-time status.

DEGREE REQUIREMENTS

Candidates for the M.S.-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. M.S.-SLP students are required to consult with their faculty advisers as well as Directors of the M.S.-SLP Program and Clinical Education regarding degree requirements.

Students who were completing undergraduate or advanced degrees at the time of their admission to the M.S.-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 M.S.-SLP degree shall spend at least five (5) 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 the degree.

Coursework

For M.S.-SLP students with a background, a minimum of 51 semester hours (academic coursework and clinical practicum) are required. For M.S.-SLP students without a background, a minimum of 62 semester hours (academic coursework and clinical practicum hours.) are required.

Speech-Language Pathology Clinical Case Conference I and II

Students enroll in clinical case conference I in the Fall, Spring, and Summer semesters of year 1 and clinical case conference II in Fall of year 2 for 5 semester students and Fall and Spring year 2 for 6 semester students. A grade of HP (high pass), P (pass), LP (low pass), IP (in progress), I (incomplete), F (fail).

Practicum

Enrollment in clinical practicum is required during each semester of the student's enrollment. Students must have 25 clock hours of guided clinical observation supervised by a licensed clinician who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association and fully meets the requirements for supervisors established in the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology (<https://www.asha.org/certification/2020-slp-certification-standards>). This observation requirement must be met prior to the student engaging in direct patient services in the M.S.-SLP program.

A typical clinical assignment for a first-semester student is two-three half-days of clinic (8-10 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 students 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 responsible for all expenses related to externship (travel, housing, transportation, background checks, etc.). Students are expected to have completed approximately 300 clinical clock hours (including guided observation hours) prior to initiation of the externship.

Professional Conference Attendance

All M.S.-SLP students are expected to attend the annual TAASLP meeting when it is in the Nashville area. Course syllabi for classes meeting on the days TAASLP occurs will reflect that classes are suspended for the conference, and faculty can choose to arrange a make-up class session or alternative activities. When the TAASLP conference occurs outside the Nashville area, students who attend will be excused from classes without penalty and will arrange in advance with the instructor to make up class requirements. Students should join TAASLP as student members and volunteer as student workers in order to have conference attendance fees waived. Students will be required to sign in at the registration table on a departmental log in order to verify attendance both days of the conference. Following the TAASLP conference, a meeting of Clinical Case Conference will be devoted to an informal discussion of the sessions attended by students and moderated by the Case Conference coordinator.

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 several 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 submit a written presentation of the case that 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 request mentoring for this activity during the summer of their second year (no later than August 1). Presentations will occur in the fall semester for students who expect to complete externships in the spring and during the spring semester for students expecting to complete 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;
- a summary of relevant cultural factors influencing the clinical assessment or 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 PowerPoint slides and handouts, if any, 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 a 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. The summative assessment consists of only the Master's Thesis for students completing the Thesis Track.

Clinical Requirements

At orientation, all students will receive a digital Clinic Handbook with general clinical requirements. Some clinical settings might have additional requirements 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 might be off-site and will require transportation up to 60 miles from Vanderbilt campus. Off-campus practicum assignments are an important component of the clinical education program; therefore, students are expected to have transportation to travel to these assignments each semester.

The Department of Otolaryngology and the DHSS offer a variety of clinical settings within the Vanderbilt University Medical Center including:

- The DHSS 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, velopharyngeal 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 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 Pi Beta Phi 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.
- 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 initial neurological coursework and dysphagia have been completed.

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- 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 with priority given to students enrolled or who have completed the pediatric swallowing course.
 - Department of Otolaryngology Voice Clinic– Assessments and treatment of outpatients experiencing voice disorders of a physical or psychogenic nature. Available Summer I and afterward when the Voice Disorders course has been completed.
 - DHSS 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.
 - Mama Lere Hearing Programs – 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 DHSS, 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.
- 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 (not available during the summer semester).
- HealthSouth Rehabilitation Hospital of Franklin – Inpatient rehabilitation communication and swallowing services for a variety of adult patient populations.

Intent to Graduate

The DHSS Graduate Studies office will provide the School of Medicine 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.

SPECIALTY TRACKS IN SPEECH-LANGUAGE PATHOLOGY

Early Identification and Management of Children with Hearing Loss

The DHSS 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. Dana Kan (dana.kan@vanderbilt.edu) or Dr. Anne Marie Tharpe (anne.m.tharpe@vumc.org).

Autism

This program is funded by a U.S. Department of Education training grant entitled “Advanced Training for Speech-Language Pathologists to Address the Needs of Infants and Children with Autism.” Trainees from the Early Childhood and Elementary education program and the M.S.-SLP will share classes together creating a multidisciplinary training cohort unique to Vanderbilt. The goal of this specialty track is to train students with advanced clinical skills and obtain certification in autism screening (STAT) and autism assessment and diagnosis (ADOS). Trainees will receive extended placements in the Vanderbilt Preschool for Children with Autism (PCA) and the Autism Early Assessment and Diagnosis Clinic. Placements at these sites will include hands-on experience in delivering autism-specific therapeutic services and accumulation of required supervision hours from both a licensed SLP supervisor (supervised hours for CCC-SLP) and a licensed BCBA supervisor. Students will participate in a monthly journal club devoted to research-to-practice guided readings and discussions in the area of autism. M.S.-SLP students who choose to do a research project will be connected to existing autism clinical research projects for support and mentoring of supervised research experiences. This will support one or more of the following products: Master’s Thesis project, conference presentations and/or authorship on journal article. This specialty track also offers an immersive 3-week clinical placement (Maymester) working with children with Autism Spectrum Disorders. For additional information, please contact Dr. Anne Marie Tharpe or Dr. Jim Bodfish (anne.m.tharpe@vumc.org; jim.bodfish@vumc.org).

The Maymester experience is designed to provide our deaf education and pediatric specialty track students in speech-language pathology and audiology a unique opportunity for a three week intensive practicum working with children who are deaf and hard-of-hearing.

The steps for arranging Maymester are as follows:

1. Eligible students will review potential Maymester sites during the first part of the fall semester preceding the expected practicum. Each student will submit a Request Form ranking his/her desired Maymester sites as well as a Personal Information Form available on Brightspace. This submission will be in accordance with the instructions provided to the student by the Maymester coordinator.
2. Students are strongly encouraged to select sites that have current contracts with Vanderbilt. If a student wants to request a new site, the Maymester coordinator should be contacted prior to the request form being submitted. No more than one new site may be requested per student. New sites must be approved by the Maymester coordinator and there is no guarantee a contract will be approved.
3. Assuming a student is in good academic and clinical standing and is making satisfactory progress toward completion of degree, the first choice Maymester site will be contacted by the Maymester coordinator, Dana Kan. The site might require additional information prior to making a decision (e.g., interview, letters of recommendation, resume).
4. If more than one student requests a site as a top choice, the decision will be made based on the students’ overall class rankings (GPA and clinical/practicum evaluations) and/or the site’s preference. This process only applies when the requested site is unable or unwilling to host more than one student.
5. Some Maymester sites might require additional paperwork and/or fees (e.g., health forms, background checks, confidentiality forms). These additional requirements are the obligation of the graduate student.
6. Under no circumstances is a student to contact a potential Maymester site directly unless instructed to do so by the Maymester coordinator.
7. Any grievances throughout this process should be directed to the Maymester coordinator, then to Director of Clinical Education if not resolved.
8. For registration purposes, in addition to other required courses, M.S.-SLP students should sign up for a 3-week Maymester (MDE 5356) for 2 credit hours for their first summer semester.
9. Timing of Maymester: For M.S.-SLP students, Maymester will begin following their first spring semester classes and prior to summer classes.

Maymester

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10. **Note:** Some students are interested in Maymester experiences that result in supervision by those outside of their respective fields of practice. For example, M.S.-SLP students might opt for a practicum in a school setting where they will be supervised by teachers of the deaf as opposed to certified SLPs.

This experience, although acceptable for the purposes of Maymester, might not result in accumulation of ASHA-approved clinical hours. Therefore, an accounting of a student's current accumulation of practicum hours and those expected to be obtained during the Maymester and any subsequent practica should be conducted in concert with the Director of Clinical Education prior to finalization of the Maymester site.

Trainee Service Opportunity M.S. SLP students in Specialty Track for Pediatric Hearing Loss

Unlike traditional clinical practicum, the purpose of the service obligation is to provide our students with the opportunity to gain an enhanced understanding of the experiences of children with hearing loss and their families. Specifically, we want our students to have opportunities that allow them to interact with children with and without hearing loss in ways that will demonstrate their social-emotional, cognitive, adaptive, motor, and communicative development. In addition, we encourage opportunities for our students to observe and participate in family-child interactions. Service obligations require a minimum of 100 hours during

the first year of enrollment. At least half of the hours should involve direct child contact. **Students cannot discontinue a volunteer placement until the end of a semester even if the minimum number of hours has been obtained.** Each semester, the placement and schedule will be arranged by the volunteer coordinator. Every effort will be made to match student preferences with specific assignments. **Students cannot arrange their own placements.** Once class and clinical schedules have been received, students will contact the volunteer coordinator Dr. Dana Kan to arrange their service opportunity.

Potential service placements include, but are not limited to:

1. Mama Lere Hearing School
2. Neonatal Intensive Care Unit - Newborn Infant Hearing Screenings
3. DHSS Laboratories
4. Local school - tutoring program
5. TN Deaf-Blind Project
6. Community Events

**SPEECH-LANGUAGE PATHOLOGY THESIS SPECIALTY TRACK:
BENCHMARK PLANNING AND ACCOMPLISHMENT RECORD**

*The original of this form is maintained in the student's advising folder.
Student and thesis advisor should access form from the advising folder, as needed.*

Student's Name 5 semesters 6 semesters
 Specialty Track, in addition to thesis: Hearing Loss Schools Autism None

REQUEST TO PARTICIPATE ON THESIS SPECIALTY TRACK

If applicable, briefly describe prior research experience and/or attach resume that describes research experiences. The purpose of this description is for the faculty to understand how the thesis is building on your prior experience (e.g., work in lab, research internship, honors thesis, courses):

Describe proposed thesis project. The purpose of this description is to allow the faculty to understand the nature and scope of the project you are undertaking. (e.g., purpose of study; extant data analysis or new data collection; number of participants; scope of data collection and analysis):

Committee Chair and Thesis Advisor (must be a member of the SLP research faculty). **Select one:**

Bodfish Camarata de Riesthal Duff Jones Mefferd Schuele
 Wallace Woynaroski Other:

Signature of Committee Chair: Date:

Ph.D. Student Thesis Mentor (optional): Having a Ph.D. student thesis mentor is optional but encouraged. The thesis mentor likely would be a student in your thesis advisor's lab but does not have to be. The Ph.D. student thesis mentor can be a win-win situation – the masters student gets extra mentoring and the Ph.D. student gets the opportunity to develop his/her mentoring skills.

Ph.D. student who is serving as thesis mentor (optional):

Signature of Ph.D. Student: Date:

Committee Members: Two additional committee members are required; the chair and student can elect to have a four-person committee. Committee members must include at least one research faculty member (see above for list) typically from the Department. There are no restrictions on the third committee member; members can include a faculty member outside the department or a clinical faculty or staff person, for example. A committee member can serve as a co-chair alongside the Committee Chair.

Committee Members	Signature:	Date:
1. (required) <input type="text"/>	<input type="text"/>	<input type="text"/>
2. (required) <input type="text"/>	<input type="text"/>	<input type="text"/>
3. (optional) <input type="text"/>	<input type="text"/>	<input type="text"/>

Upon thesis track approval, the thesis advisor becomes the student's academic advisor as well. If the student is on another specialty track, two academic advisors may be assigned. Will a change or addition in advisor be needed?

YES NO If so, indicate which is requested: CHANGE ADDITION

Student's current assigned advisor:

Upon completion of this section, the original form with signatures should be turned into the Thesis Track Coordinator (Schuele). Please retain a copy of what is turned in. The original form will be placed in the student's advising folder after the SLP Faculty Review. Following the February Faculty meeting the following section will be completed and the decision will be conveyed to the student.

REVIEW OF THESIS TRACK REQUEST BY SLP FACULTY

Date of review:

Decision: Student approved for thesis track Student not approved for thesis track Decision deferred

Student signature indicating receipt of review process: Date:

Student's advisor(s) from this point forward:

**THESIS PROPOSED TIMELINE AND
RECORD OF ACCOMPLISHMENTS OF BENCHMARKS**

Student's First and Last Name

All thesis activities are completed under the guidance of the Thesis Advisor/Committee Chair with input from the committee members as needed and as planned.

The planned dates for completion should be filled-in no later than the last day of Spring semester of Year 1. The timelines should be updated and amended no less than at the end of each semester the student is enrolled in the SLP 7999.

ACTIVITY	PLANNED	ACTUAL	CHAIR INITIALS	STUDENT INITIALS
	DATE FOR COMPLETION	DATE OF COMPLETION	upon completion of activity	
CITI Training should be completed by January 31 of Year 1				
Annual CITI training completed prior to expiration date.				
IRB submitted, as needed				
IRB approval obtained, as needed				
IRB continuing review, as needed				
VICTR submitted (optional)				
VICTR report if VICTR funds are awarded				
Selection of journal form for thesis document.				
From above, list journal:				
Preparation of prospectus. The prospectus includes an abstract, an introduction that motivates the research questions and ends with the research questions, proposed methods, and proposed analysis, and anticipated or hypothesized results. As appropriate, the prospectus should also consider challenges and possible solutions.				
Distribution of prospectus document to committee members upon approval of Chair, typically 10 days to two weeks prior to the prospectus meeting.				
Preparation of 1-5 to 20-minute prospectus presentation.				
Suggested: Practice session of prospectus presentation with peers and/or lab members				
PROSPECTUS MEETING typically occurs in the second or third semester. The prospectus meeting includes a short presentation by the student (15 – 20 minutes) followed by questions and discussion with the committee.				
Research participant recruitment				
Data collection				
Data preparation and analysis.				
Revision of Abstract, Introduction, and Methods (including data analysis)				
Preparation of Results and Discussion				
Distribution of defense document to committee members upon approval of Chair, typically 10 days to two weeks prior to the defense meeting				
Preparation of 15 – 20-minute defense presentation				
Suggested: Practice session for Defense with peers and/or lab members				
DEFENSE MEETING must be completed prior to graduation. The defense meeting includes a short presentation by the student (15 – 20 minutes) followed by questions and discussion with the committee.				
Suggested: Practice session for SLP Case Conference & Grand Rounds Presentation with peers and/or lab members.				
THESIS PRESENTATION AT SLP CASE CONFERENCE & GRAND ROUNDS. Five semester students present early spring semester and six semester students present later in spring semester. The thesis does not have to be completed prior to the presentation.				
THESIS FINAL DOCUMENT prepared in journal format decided upon by Thesis Committee and submitted to the University through electronic submission process, no later than (a) for 5 semester students May 31 or the last business day of May, and (b) for 6 semester students or August 31 or the last business day of August.				

CONSIDERATIONS FOR COURSEWORK AND CLINICAL PLACEMENTS**First and Last Name:**

This section should be completed by the student and thesis advisor at the time of registration each semester. The purpose of this section is to provide guidance in selection of coursework and assignment of clinical placements alongside thesis activities. A copy of this form should be attached to the clinical practicum request submitted to Dr. Fino-Szumski each semester.

Spring Semester, Year 1**Summer Semester, Year 1****Fall Semester, Year 2****Spring Semester, Year 2****Summer Semester, Year 2**

The faculty recognize that for various reasons a student and her advisor may elect to suspend a thesis project rather than completing the project. If this happens, the student and advisor should complete the following section.

Date of decision to suspend the thesis project: **Describe the circumstances that led to suspending the project:****Student's signature:****Date:** **Thesis Advisor's signature:****Date:**

Please return to the DHSS Graduate Studies Office

MASTER'S THESIS - PROSPECTUS FORM

NOTE: This required form is completed to meet the Department's SACS accreditation responsibilities. There is no expectation that this form will be used to provide feedback to students. Alternate methods of feedback are encouraged.

Student's First and Last Name:

Project Title:

Date:

Approved by:

Name of Committee Members:

Signature:

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

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	
WRITTEN COMMUNICATION	<input type="text"/>
ORIGINALITY	<input type="text"/>
ACCURACY	<input type="text"/>
ABILITY TO ORGANIZE SCIENTIFIC DATA	<input type="text"/>
FAMILIARITY WITH RESEARCH LITTERATURE	<input type="text"/>

ORAL DEFENSE	
VERBAL COMMUNICATION	<input type="text"/>
RESEARCHABILITY AND POTENTIAL	<input type="text"/>
FAMILIARITY WITH RESEARCH LITERATURE	<input type="text"/>
ABILITY TO ORGANIZES SCIENTIFIC DATA	<input type="text"/>
UNDERSTANDING OF RCR PRINCIPLES	<input type="text"/>
MASTERYOF PRINCIPLES AND MATHODOLOGY TAUGH IN COURSEWORK	<input type="text"/>

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

Please return to the DHSS Graduate Studies Office



MASTER'S THESIS - FINAL DEFENSE FORM

NOTE: This required form is completed to meet the Department's SACS accreditation responsibilities. There is no expectation that this form will be used to provide feedback to students. Alternate methods of feedback are encouraged.

Student's First and Last Name: [Redacted]

Project Title: [Redacted]

Date: [Redacted]

Approved by:

Name of Committee Members: [Redacted]

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 with 2 columns: Category (WRITTEN DOCUMENT), Item (WRITTEN COMMUNICATION, ORIGINALITY, ACCURACY, ABILITY TO ORGANIZE SCIENTIFIC DATA, FAMILIARITY WITH RESEARCH LITERATURE), and Rating box.

Table with 2 columns: Category (ORAL DEFENSE), Item (VERBAL COMMUNICATION, RESEARCHABILITY AND POTENTIAL, FAMILIARITY WITH RESEARCH LITERATURE, ABILITY TO ORGANIZES SCIENTIFIC DATA, UNDERSTANDING OF RCR PRINCIPLES, MASTERYOF PRINCIPLES AND MATHODOLOGY TAUGH IN COURSEWORK), and Rating box.

Overall Result: [Legend: Outstanding (Pass), Very Good (Pass), Acceptable (Pass), Unsatisfactory (Fail)]

Schools

The DHSS offers specialty track training in school speech-language pathology for students who plan to pursue a career in schools working with students ages three through 21 years. The pediatric coursework in the required M.S.-SLP curriculum provides a foundation for students to build additional skills for school speech-language pathology specialization. In particular, the language disorders course sequence and the speech sound disorders course are taught from the perspective of school-based practice, providing students a strong foundation in the Individuals with Disabilities Education Act. Additionally, students on the School SLP track participate in a one-credit seminar each semester (total of five semesters) and complete two school practicum experiences in the Metropolitan Nashville Public Schools, and a practicum in the Vanderbilt Reading Clinic. Additional professional development experiences that supplement academic training include Martha Lynch Lecture Series, It's All About Language Workshops, and the annual School Speech-Language Pathology Conference at Vanderbilt, as well as the MNPS SLP one-day conferences. For additional information, contact Melanie Schuele, Ph.D. (melanie.schuele@vanderbilt.edu).

THESIS OPTION

M.S.-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 Vice Chair 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 M.S.-SLP students pending mutual agreement of student thesis advisor and Vice Chair of Graduate Studies. M.S.-SLP students may elect to complete the thesis specialty track in isolation or in combination with another specialty track. Drs. Bodfish, Camarata, and Schuele oversee the thesis track. See the Benchmark Planning and Accomplishment Record for a list of faculty who can chair a thesis committee.

In general, a thesis is recommended, but not limited to, students interested in a Ph.D. research training. Although completion of a thesis is not always required for entrance into many Ph.D. programs, thesis completion can make a Ph.D. applicant more competitive.

In late September or early October, the SLP Research Information Meeting is held; all first year M.S.-SLP students are invited. A group of faculty and Ph.D. students talk about the thesis and other research opportunities. They discuss the varied reasons a student might elect to include a thesis or another research experience in his/her master's program.

Following the SLP Research Information Meeting, individual students should seek out input and advice from faculty members

in making a thesis decision or a decision about other research experiences. There are no requirements or guidelines for a student who elects to complete a non-thesis research experience. The details of a non-thesis research project will be worked out within the mentor's lab.

The remainder of this section outlines requirements for the Thesis Specialty Track. See the Benchmark Planning and Accomplishment Record on the following pages: this form is used for planning and tracking progress on the Thesis Track.

Students need to identify a thesis topic, advisor, and committee preferably by the end of January in Year 1. Students will declare their request to participate on the thesis specialty track by January 31 (or the last business day in January). This request is made formal by completion of the initial section of the Benchmark Planning and Accomplishment Record, in conjunction with your thesis advisor. Forms can be found on our website. Ideally, students will have completed the pre-prospectus meeting by the end of January. The form is to be submitted to Dr. Schuele.

Requests to participate on the thesis track will be reviewed by the SLP faculty at the February SLP faculty meeting. The decision of the faculty on each student's request is conveyed in writing to the student within a week after the faculty meeting.

If a student decides to pursue a thesis after the January 1 preferred deadline, the student should complete the form and submit to Dr. Schuele as soon as the decision is made. The form will be reviewed by the faculty at the next faculty meeting. The decision of the faculty will be conveyed in writing to the student within a week after the faculty meeting.

Enrollment in SLP 7999: Masters Thesis: Five semester students enroll in SLP 7999 under the section number of their Thesis Advisor for semesters 2 through 5. Six semester students enroll in SLP 7999 under the section of their Thesis Advisor for semesters 2 through 6, unless the thesis is successfully defended in Semester 5. SLP 7999 is graded on satisfactory progress or unsatisfactory progress each semester. If a student elects to suspend effort on the thesis prior to completion, the student should not enroll in thesis in future semesters.

Thesis Format

The thesis prospectus and final document follow the format of a journal article to facilitate submission of the research report for publication. The student and thesis advisor, with input from the committee as needed, will select a journal format to follow. The student should share the journal's formatting guidelines with the committee. For example, if the student elects to use the format for the Journal of Speech-Language-Hearing Research, the student would share information from the ASHA resource center with the committee: <http://academy.pubs.asha.org>

Prospectus and Prospectus Meeting

With support from the thesis advisor and committee members, the student prepares a written prospectus document for approval by the thesis committee. The prospectus includes an abstract, an introduction that motivates the proposed research question(s), the research question(s), and the proposed methods to address the research question(s) (i.e., participants, measures, procedures, data analysis), and references cited. In addition, it is helpful to include hypothesized results.

A prospectus meeting is scheduled for a 90- to 120-minute time block. The prospectus meeting can be a closed (committee only) or open meeting (others attend the meeting, such as peers); the student should make this decision with his/her thesis advisor. The purpose of the prospectus meeting is to provide an opportunity for the student (a) to orally discuss the thesis project with the committee, (b) to obtain feedback from the committee, and (c) to obtain approval from the committee to move forward with the project.

Typically, the student distributes the prospectus document to committee members 10 to 14 day prior to the prospectus meeting. The student prepares a 15- to 20-minute oral presentation of the project that will be presented to the committee at the prospectus meeting. After the presentation, the committee engages the student in discussion on the project. The committee deliberates at the beginning and the end of the meeting and makes a determination of pass, pass with requested changes, or fail. The thesis advisor shares the deliberations with the student.

Thesis Defense and Submission

The thesis track culminates with the student's preparation and submission of a written document reporting the results of the research and an oral defense of the written document. The student shall submit the written thesis to his/her thesis committee and have an oral defense of the document and project no later than the day preceding the student's graduation date. Revisions to the written document should be completed by May 31 for students defending the thesis in spring semester and August 31 for students defending the thesis in the summer semester. It is expected also that the electronic submission of the thesis document to the library will be completed by May 31 or August 31. Consistent with the prospectus, the thesis document should follow the journal format agreed upon by the committee. The sections typically include: title page, abstract, introduction, methods, results, discussion, references, tables and figures.

The format for the title page will NOT follow the journal guidelines. Two title page formats will be used: (a) [A]– see Figure 1 – for the hard copy of the title page which will be submitted to the DHSS Graduate Studies Office with the required signatures, and (b) [B] for the electronic document submitted to the university with only the signature of the committee chair – see

Figure 2. The student should bring Title Page [A] to the defense meeting; the signature of each committee member on the title page indicates agreement of a passing grade. This title page should be submitted to the Graduate Studies office to be filed in the student's academic folder.

When final changes are made to the thesis, the student will distribute the final thesis. First, the student emails a final PDF version of the thesis to all committee members. Second, the student submits the thesis electronically to the University following the directions below.

1. The library asks that we conduct an internal formatting review prior to submission. The student and the thesis chair are primarily responsible to assure that formatting is consistent throughout the document. Prior to submission, email a copy to Dr. Schuele for a final review of formatting.
2. When formatting is approved by Dr. Schuele and the thesis chair, the student will upload the thesis to the Vanderbilt Institutional Repository (see below for instruction). <https://ir.vanderbilt.edu/handle/1803/9599>
3. The student will receive an email confirmation that the thesis was deposited and the link thereto.

Description of VUIR

Vanderbilt University Institutional Repository (ir.vanderbilt.edu) provides open access to faculty and student scholarly work, preserves historically significant digital materials, and supports the university in scholarly communications and the dissemination of knowledge. Faculty, researchers, staff, and students are invited to contribute digital materials to ensure long term preservation and access.

When the thesis is submitted to VUIR, the student will be asked to grant Vanderbilt a non-exclusive license to publish your thesis on the web. Students will retain the copyright. Vanderbilt undertakes to preserve the work, to provide a permanent URL, and to share the thesis with readers worldwide. If you have any questions about VUIR, please contact vuir@list.vanderbilt.edu.

Create an Account and Request Access

Create an account:

1. Go to <https://ir.vanderbilt.edu/ldap-login>
2. Enter your VUnet ID and password.
3. An account and profile will be created for you.

Request access to collection:

1. Email vuir@list.vanderbilt.edu with the following request "I am a masters student in the Department of Hearing & Speech and would like permission to deposit my thesis in the Electronic Theses and Dissertation collection." Students cannot be granted permission until they have created an account.

2. They will receive an email when your access has been granted.

Submit your research:

- Once you have received access confirmation, log in to the IR.
- Click My Account – Submissions in the left sidebar. Then click the ‘start a new submission link’ under Submissions and Workflow tasks.
- Select ‘Electronic Theses and Dissertations’ collection from the dropdown arrow and click ‘Next.’

Alternative method:

- Click here after logging in: <https://ir.vanderbilt.edu/handle/1803/9599>
- Click ‘Submit a new item to this collection’ under the search box.

Describe your research:

1. Enter the information to the following fields (skip other fields):
 - a. Author (required): Author name as it appears last on the title page.
 - b. Title (required): Enter the name of the paper in title case (initial caps)
 - c. Date of Issue (required): Year, month and day on the paper.
 - d. Type: Thesis
 - e. Click Next to go to the next page
2. Enter the information in the following fields (skip other fields):
 - a. Subject Keywords: Add 3-4 words or phrases to describe your topic. *note: Use the “Add” button to the right of the text box to save individual keywords. Example: Do not enter “Shakespeare, Romance, Romeo & Juliet” in the box. Instead enter “Shakespeare” then hit the “Add” button, then enter “Romance” then hit the “Add” button, etc.
 - b. Abstract: Enter the abstract of your paper, if any.
 - c. Description: “Hearing & Speech Sciences Graduate Thesis”
 - d. Click Next
3. Upload: “Browse” through directories and folders on your computer to locate your file. After uploading a file, you may choose to upload additional files, such as additional supporting files if needed. Click Next
4. Review: Correct any of the information you have entered. Click Next.
5. Vanderbilt Distribution License: Read then tick the box “I grant the license”. By agreeing you give Vanderbilt the right to retain a copy of your item. You retain copyright to the work.

Figure 1. Title Page A, complete and submit with signature to DHSS Graduate Studies Office

Figure 2. Title Page B, complete and submit with as the cover page on document submitted to the University.

All documentations related to your Master’s Thesis should be sent to the DHSS Graduate Studies Office.



[Redacted]

Production of Complex Syntax

[Redacted]

First and Last Name, Prior Degree

Vanderbilt University School of Medicine
Department of Hearing and Speech Sciences
Nashville, TN

Master's Thesis

completed in fulfillment of the requirements
of the Thesis Specialty Track
within the Master of Science
in Speech-Language Pathology Program

Defense Date:

[Redacted]

APPROVED by:

[Redacted]

Faculty's Name, Committee Chair

[Redacted]

Faculty's Name

[Redacted]

Faculty's Name



[Redacted]

Production of Complex Syntax

[Redacted]

First and Last Name, Prior Degree

Vanderbilt University School of Medicine
Department of Hearing and Speech Sciences
Nashville, TN

Master's Thesis

completed in fulfillment of the requirements
of the Thesis Specialty Track
within the Master of Science
in Speech-Language Pathology Program

Defense Date:

[Redacted]

APPROVED by:

[Redacted]

Faculty's Name, Committee Chair

[Redacted]

Faculty's Name, Committee Chair

[Redacted]

Faculty's Name

[Redacted]

Faculty's Name

DOCTOR OF PHILOSOPHY IN HEARING AND SPEECH SCIENCES PROGRAM (Ph.D.)

The Doctor of Philosophy program aims to prepare students to become teacher-scholars within basic or applied areas related to communication sciences and disorders, and it is integrated with the sponsored research programs of faculty members.

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, including:
 - 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. Colloquium attendance and participation
3. Laboratory-based research experience
4. Teaching experience
5. Written comprehensive exam with oral defense
6. Student publication
7. Ph.D. dissertation

Advisor and Program Committee

A student entering the DHSS Ph.D. program will be advised by his/her Principal Investigator throughout their time at Vanderbilt. The student's academic and career interests will be considered in this assignment. A [Program \(Academic/Education\) Committee](#) will then be selected by the student's advisor. 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 program committee may or may not have overlap with the student's committee for the Ph.D. Written Comprehensive Examination, and the Dissertation.

Committees for the comprehensive examination and the functions of the Program Committee include:

- Providing guidance to the student on academic and extra-academic assignments, including teaching duties and research opportunities;
- Facilitating selection of and approving a minor area of study for the student;
- Facilitating selection of appropriate certificate programs

The Program Committee will meet with the student early in the first semester of the program and will be available to the student for consultation as needed. 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. Minutes of each meeting will be documented in the student's Department file.

All Ph.D. students will undergo a progress evaluation by the Student Advisory Committee (SAC) annually to ensure adequate progress. Students will complete the Individualized Development Plan (IDP) with their mentor. The IDP will be reviewed by the SAC with the student. If necessary, this committee, together with the student and mentor, will develop a plan for improvement for students struggling with progress. The IDP can be found on <https://medschool.vanderbilt.edu/bret/individual-development-plans-idps/>

Department Requirements

- All Ph.D. students must attend and participate in the departmental Research Colloquium, as described below.
- All Ph.D. student must engage in laboratory research and demonstrate research skills and ability.
- All Ph.D. students must engage in substantive teaching experience, as described below.
- All Ph.D. students must successfully pass a Ph.D. Written Comprehensive Examination. This requirement serves as the official Graduate School qualifying exam, for admission to candidacy for the Ph.D. degree. The membership of the Comprehensive Examination committee must be formally approved by the Graduate School prior to the start of the exam. Additionally, the oral defense meeting must be formally scheduled with the Graduate School. The appropriate forms for appointing the dissertation committee and scheduling the exam can be found on the Graduate School website <https://gradschool.vanderbilt.edu/>.
- Doctoral students must complete and successfully orally defend a written dissertation prospectus. The membership of the Dissertation Committee can be different from the Comprehensive Exam committee. If so, a Change of Committee

Membership form must be completed and formally approved by the Graduate School. This form can be found on the Graduate School website.

- Doctoral students are required to submit at least **two first-authored** publications in a peer-reviewed journal prior to graduation, as described below.
- Students must submit a research proposal for external funding.
- Students must complete and successfully orally defend the completed Dissertation. The Dissertation Defense must be formally scheduled by the Graduate School.

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 two incomplete grades (I) for any given semester or receiving three 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, statistics, child development, special education, electrical engineering, and computer sciences. On occasion, a minor from within the department may be chosen. Speech or hearing sciences, child language development and disorders, neurogenic communication 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

Students develop and exhibit research ability through their laboratory work and the research projects leading up to and including their dissertation work as well as in their preparation of written manuscripts for publication and presentations at local and national conferences. Students work with their mentor to develop research goals each year during the IDP process and are encouraged to make frequent presentations to relevant faculty members to get additional feedback throughout their program.

It is expected that the degree of direct faculty involvement will decline as students' progress through the program. As part of the process of new research projects including the dissertation, 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 Human Research Protection Program website www.vumc.org/irb/ for instructions and required training prior to initiating a research project. **AN ACADEMIC RESEARCH PROJECT INVOLVING HUMAN OR ANIMAL SUBJECTS MUST NOT BEGIN WITHOUT IRB APPROVAL.**

Research Colloquium

The Hearing and Speech Sciences Research Colloquium Series provides a weekly forum for research presentations by faculty and students of the department, and by invited guest speakers. The Colloquium is attended by all students in the Program, by Program faculty, and by faculty and guests from other departments and programs on campus. **Ph.D. student attendance is required.**

Students enroll each semester for a 0-hour registration. Each semester, students will be allowed up to two unexcused absences from Colloquium. Students with more than two unexcused absences in a semester will receive an Unsatisfactory (U) grade for that semester. Acceptable excuses for missing Seminar include: attending a required class or TAing; attending research conferences, out-of-town meetings, or interviews; religious holidays; family emergencies. Examples of absences that will not normally be excused include: testing research participants; running late on research testing with an animal or participant; being tied up with an experiment; illness. Some of these events may not be avoidable, but that is why students are permitted two unexcused absences per semester. If students are unsure about whether a particular reason for being absent will be considered excused or unexcused, they should check well in advance with the Chair of the Colloquium Committee (Dr. Melissa Duff). In all cases, students should email the Chair of the Colloquium Committee well before any expected absences. Student attendance at Research Colloquium is of vital importance to our training mission, and the Program will keep to a hard line on our policies.

Attendance is tracked by a sign-in sheet that students should sign at the beginning of the Colloquium, as soon as they arrive. Students who do not sign in will be counted as absent and unexcused (unless they had prior permission as above), no matter whether they were physically in attendance or not. Punctuality is also required.

Graduate student participation is required. All graduate students are required to present in the Research Colloquium once a year. Failure to do so will result in an Unsatisfactory (U) grade for the Spring semester. Students may present twice the following year to have the Unsatisfactory grade removed. A variety of

presentation formats are encouraged including 25- and 50-minute presentations of completed or near completed work and brief presentations of developing research ideas or preliminary data. Any type of presentation format will satisfy the annual participation requirement. High-spirited discussions are encouraged. The format encourages student-faculty interactions. Invited speakers are introduced by a graduate student who serves as hosts during the Colloquium (e.g., assisting with AV needs, providing water, etc.). Invited speakers are scientists with national and international prominence. The Research Colloquium meets throughout the Fall and Spring semesters.

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 two first-authored publications in a peer-reviewed journal prior to graduation. Co-first author publication satisfies this requirement. 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 provide an opportunity to impart valuable knowledge, skills, and experience that transcend the value of the publication itself.

Additional requirements include:

- At least one of the first-authored publications must be an empirical paper.
- At least one of the first-authored publications must be formally accepted and in press or published prior to graduation.

Publications based on research or analysis that occurred prior to entering the Ph.D. Program do not count towards the publication requirement. There are circumstances that may prevent students from submitting two first-authored publications prior to graduation (e.g., protracted experimental designs or methods such as longitudinal studies). Students may request exemption from the second publication requirement by writing to Dr. Duff and obtaining the approval of his/her primary mentor but must still meet the requirement of a single first-authored publication.

External Funding Submission(s)

Prior to graduation, students must submit a research proposal for external funding. The funding source can be flexible given the diverse interests of, and opportunities for, our students. For example, external funding sources can include, but are not limited to: NIH F31 or F32; NSF Graduate Research Fellowship; CAPCSD; ASHA; AAA; or an industry funding source. The critical requirement is that submission include a research proposal (e.g., has aims, hypotheses, experimental design details).

Submission of proposals for merit-based scholarships and awards do not meet this requirement. In cases where an award stipulates only one student applicant per institution, preparation, and submission of the full application to the internal departmental committee will satisfy this requirement.

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 20 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 student's offer 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.
- 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/responsible-conduct-research>. Please follow the directions on BRET's website to register for the course.

Teaching

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 is expected to be 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 Vice Chair of Graduate Studies, who will consider such requests on a case-by-case basis in consultation the Associate Director of Graduate Studies - Ph.D. program and 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 the 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 goal of the Comprehensive Examination is to ensure that students have a broad knowledge of the field, and the subfield of specialization, so that (a) students can be conversant with scholars in any area of the field, and (b) the students can bring a broad interdisciplinary perspective to their own research. The examination should also determine whether the students possess those critical and analytic skills needed for a scholarly career. The Examination Committee administers and evaluates this examination. Failure to pass the examination will result in the student's dismissal from the program unless, through petition to the VCGS/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.

Students are eligible to take the Comprehensive Examination when the following minimum requirements are met. Normally, this is during the summer of the second year or the fall of the third year.

1. The student is in good academic standing as defined by the Graduate School.
2. The student has completed the first two years of coursework requirements with a grade of at least "B" in each course.
3. The student has one of the following accomplishments demonstrating research progress (must occur during Ph.D. studies, prior accomplishments may not be used):
 - Conference poster or paper presentation
 - Published abstract or conference proceeding
 - Submitted manuscript in peer reviewed journal

The Comprehensive Examination serves as the official qualifying examination, used by the Graduate School to determine whether the student will be admitted to candidacy for the Ph.D. degree. The Comprehensive Examination Committee membership and date for the oral exam are cleared with the Dean of the Graduate School (see: Doctoral Workflow form: <https://gradschool.vanderbilt.edu/academics/forms/>). At least 10 working days are required for this process. The paperwork is handled by the Vice Chair of Graduate Studies.

Comprehensive Examination Committee

The student, in consultation with their advisor, shall select a Comprehensive Examination Committee. The proposed Committee must be submitted to the Associate Director of Graduate Studies - Ph.D. Program (Dr. Michael de Riesthal) for approval. The thesis advisor does not participate in the Comprehensive Examination. The Comprehensive Exam Committee is composed of three members from the Standing Comprehensive Examination Committee and one additional

faculty member that provides additional expertise on the topic. In cases where there are concerns about sufficient committee expertise on the topic, the student and advisor can request an alternate committee member to replace one member of the Standing Comprehensive Committee with a faculty member from the department who has expertise in the content area. This request should be directed to the Associate Director of Graduate Studies - Ph.D. Program (Dr. Michael de Riesthal) for approval.

Comprehensive Examination Format

Students will be required to write an NRSA grant proposal including the Specific Aims and Research Plan.

Topic: The topic can be related to work that is currently being conducted in the student's home lab but must involve a novel component. This can include a Specific Aim which is different from other aims that the lab has researched or proposed research on and some preliminary data collection, or analysis of existing data, by the student. The committee will judge the proposal following guidelines similar to those followed by grant reviewers, (e.g., the proposed work may extend existing findings or on-going work to some extent), but must propose to advance the field and/or address a critical gap in the knowledge base or in clinical practice.

Format: The format of the written proposal will be based on the NIH format for a PHS SF424 (R&R) Individual Fellowship Application. Specific instructions will be provided by the committee and will be closely modeled on the prevailing NIH format. Students must explicitly and thoroughly address NIH guidelines for promoting scientific reproducibility, rigor, and transparency.

1. The proposal should be the primary work of the student. The application may be prepared with reasonable assistance and guidance from the student's mentor. The student may seek advice and guidance from other faculty, as well, on an ad hoc basis. The proposal must be accompanied by a letter from the student (and signed by the mentor), detailing the mentor's degree and nature of involvement, including which parts or aspects of the proposal and work were conducted independently. This is analogous to the "Respective Contributions" portion of the NRSA application, which requires a description of the role played by the PI in writing the proposal.
2. The student must submit the written proposal to all committee members at least two weeks prior to the scheduled oral exam.
3. Students will be required to defend the proposal orally. The purpose of the oral exam is to determine whether the written submission adequately represents the student's knowledge. In some cases, a student's proposal may appear unsatisfactory due to unclear writing but during the oral exam it becomes clear that the student does have satisfactory knowledge. In other cases, the student may include material in the proposal

but does not actually understand and this may become apparent during the oral defense. During the exam, the student can be questioned on issues beyond the scope of the written proposal including the farther-reaching implications of the study or broader issues in the field.

4. Performance on the combined written and oral examination is graded as follows: Satisfactory, Reservations, or Unsatisfactory. The student's performance is considered Unsatisfactory if two or more members of the Committee judge the student's performance to be unsatisfactory. If there are two or more votes of Reservations (or at least one vote of Reservations and one vote of Unsatisfactory), then the committee will report an outcome of "Reservations." A satisfactory performance requires that there is no more than one vote of Unsatisfactory or Reservations.
5. A vote of Reservations occurs when the Committee judges that the deficiencies in performance were modest and can be rectified fairly easily. In the event of a report of Reservations, the Comprehensive Examination Committee will report these reservations to the student, and eventually to the Program Director and Graduate College. The Comprehensive Examination Committee will stipulate what actions the student must take to have the reservations removed.
 - a. The student must satisfy these stipulated actions in a timely manner, and a deadline will be specified by the Comprehensive Examination Committee.
 - b. At the discretion of the Comprehensive Examination Committee, remedial work may include revision of the written proposal, assignment of specific readings, further examination in a particular area, additional coursework, or other procedures as appropriate.
 - c. The Comprehensive Examination Committee will determine whether or not the student has satisfactorily completed the actions stipulated for removal of the reservations. In the event that the Reservations have been removed, the student will have passed the comprehensive examination, and the outcome will change from Reservations to Satisfactory.
 - d. If a student does not satisfy the stipulated actions adequately and by the specified time, then the outcome of the examination will change from Reservations to Unsatisfactory.
6. If a student receives an Unsatisfactory, of either the first examination or the Reservations, the student may request a reexamination. The second administration of the comprehensive examination cannot occur earlier than three months, or later than 12 months, after the completion of the first examination. A second grade of Unsatisfactory will result in dismissal of the student from the Program for failure to make satisfactory progress.

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 Ph.D. Committee (which is formally appointed by the Graduate School) no later than four months following notification of successful completion of the Comprehensive Exam requirement. The appropriate sequence of events is as follows:

1. Working with the Dissertation Advisor, the student prepares a written dissertation proposal. This document is the same or a modified version of the document used for the Comprehensive Examination. In some cases, this document will differ from the Comprehensive Examination document when there is a change in topic or potentially expanded scope of the dissertation but should still follow the NRSA F31 format (i.e., Specific Aims and Research Plan). Thus, the dissertation proposal 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 proposed research 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 candidate conducts the approved study and writes the dissertation under the supervision of the Dissertation Advisor, though all others on the Ph.D. Committee are expected to help when called upon by the student and/or advisor. The candidate will meet with the dissertation committee every six months to update the committee on research progress, present preliminary data, and/or discuss any unanticipated issues with the project. The candidate should prepare a formal presentation for the committee. 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.
3. At least one chapter of the dissertation should be formatted as an article for publication. For example, one chapter of the dissertation could be an introduction chapter that contains the literature review, statement of the problem, and research questions. A second chapter that details the experimental procedures and results could be written up in manuscript form.
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 final 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 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 Ph.D. 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.

Procedure for Academic Requests

Graduate students will utilize the Doctoral Workflow form to initiate the academic requests below.

1. Appoint or Modify the Ph.D. Committee
2. Schedule or Modify the Qualifying Exam
3. Schedule or Modify the Dissertation Defense
4. Extend Deadline to Enter Candidacy (qualifying exam extension)
5. Extend Candidacy (to defend and graduate)

Residency Requirement for the Ph.D. Program

The Doctor of Philosophy program aims to prepare students to become teacher-scholars in basic or applied areas related to communication sciences and disorders, and it is integrated with the sponsored research programs of faculty members. Our educational model is based on hands-on learning and research training where students work closely with professors and fellow students. General research laboratory and teaching experiences are required in addition to designated student research projects and classroom experiences to enhance student training and career preparation. Except in cases of approved leaves of absence for family, medical or other significant issues, students are expected to remain in residency through completion of the dissertation. In special cases, students may request a waiver of the residency requirement. Such requests should be made in writing to the Associate Director of Graduate Studies - Ph.D. program, who will create an ad hoc committee including the Vice Chair of Graduate Studies and appropriate faculty members to reach a decision. The request

must provide a compelling need for relocation, describe how all required activities including the research laboratory experience will be completed off-campus, and be supported in writing by the student's mentor(s). Requests should be made as soon as possible after the perceived need for non-residency arises. It may take up to one month for a decision to be reached. Students approved for non-resident status may be eligible for financial support, unless the conditions of the support require on-campus activities (e.g., some federal training grants). Non-resident students remain subject to the department's regulations on extra employment and conflict of commitment, as described in the Work/Moonlighting Guidelines section of this handbook.

SUGGESTED TIMELINE FOR FULFILLMENT OF REQUIREMENTS

(For all academic/degree-research requirements for Ph.D. students in Hearing and Speech Sciences). In addition to the outline below, you should look at the Graduate School webpage: https://gradschool.vanderbilt.edu/academics/forms_timeline.php

YEAR 1	<p>1. Fall Semester Meet with Major Advisor (complete DHSS Doctoral Curriculum Plan) Select and meet with Program Committee (complete DHSS Plan of Study Curriculum Meeting form, submit Request for Transfer of Credit* form) Complete coursework as agreed upon by student and advisor. <i>Note: If Independent Study is chosen, submit Request for Independent Study* form</i></p> <p>2. Spring Semester Complete coursework as agreed upon by student and advisor. Register for (and attend) Responsible Conduct of Research course through BRET <i>Note: If Independent Study is chosen, submit Request for Independent Study** form</i></p> <p>3. Summer Semester Student Advisory Committee Review of Student’s Progress (at the end of each academic year) Complete coursework as agreed upon by student and advisor. <i>Note: If Independent Study is chosen, submit Request for Independent Study* form</i></p>
YEAR 2	<p>1. Fall Semester Complete coursework as agreed upon by student and advisor. <i>Note: If Independent Study is chosen, submit Request for Independent Study** form Start identifying course(s) to fulfill TA requirement for 3rd or 4th year of studies</i></p> <p>2. Spring Semester Complete coursework as agreed upon by student and advisor. <i>Note: If Independent Study is chosen, submit Request for Independent Study* form</i></p> <p>3. Summer Semester Complete coursework as agreed upon by student and advisor. <i>Note: If Independent Study is chosen, submit Request for Independent Study* form</i></p>
YEAR 3	<p>1. Fall Semester Enroll for 0 credit hour (HRSP 8999) Fulfill TA requirement (Fall, Spring OR Summer semester of 3rd year) Form a committee for the written/oral comprehensive exam (known in Graduate School as Qualls) and submit the “Request to appoint Ph.D. Committee” form* to Graduate School. Schedule a date for the oral defense and submit required forms no later than two weeks prior to the oral defense Complete doctoral written/oral comprehensive exam (Committee Chair turn in DHSS Grade Report form and Qualifying Exam Results*). At this time, you officially enter candidacy and start enrolling for HRSP 9999. Dissertation – Select/identify topic Dissertation Research</p> <p>2. Spring Semester Enroll for 0 credit hour (HRSP 9999) Candidate Dissertation Research</p> <p>3. Summer Semester Enroll for 0 credit hour (HRSP 9999) Candidate Dissertation Research</p>

YEARS 4 AND 5	<ol style="list-style-type: none"> 1. Register each semester for Candidate Dissertation Research (HRSP 9999); 2. Fulfill TA requirement (if not completed in 3rd year); 3. If your dissertation committee is different from the written comprehensive exam committee, submit a Request to Change Ph.D. Committee form*; 4. Research doctoral dissertation topic; 5. Schedule doctoral thesis prospectus/proposal meeting; 6. Present doctoral thesis proposal – Committee Chair to complete DHSS’s Dissertation-Prospectus form & return to Grad Studies; 7. Perform doctoral dissertation research; 8. Write doctoral dissertation. Submit Request to Schedule Dissertation Defense* form to Grad School no later than 10 days prior to presentation. Notify Graduate Studies staff to post fliers & send department email announcement; 9. Defend doctoral dissertation. Committee Chair to complete the Graduate School’s Dissertation Defense Results* form and the DHSS’s Ph.D. Dissertation-Final Defense Rating form & return to Graduate Studies; 10. Submit Intent to Graduate form*.
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*Forms specific to the Graduate School may be found on their website at:
https://gradschool.vanderbilt.edu/academics/forms_timeline.php



Ph.D. CURRICULUM PLAN

The forms provided here are those unique to the Department of Hearing & Speech Sciences. Some additional forms are required by the Graduate School. The latest versions of those forms can be found on their website at: https://gradschool.vanderbilt.edu/academics/forms_timeline.php

Name of Student: []
Meeting Date: []
Yr. Entered Program: []
Projected Written Comp Exam Date: []

Ph.D. Program Summary by Semester

Table with 3 columns: SEMESTER, COURSE (# AND NAME), CREDITS. Rows include Fall Year 1, Spring Year 1, Summer Year 1, Fall Year 2, Spring Year 2, Summer Year 2, and a Total row.

Total credits hours should be 48

Please return to the DHSS Graduate Studies Office



Ph.D. PROGRAM SUMMARY BY AREA

Name of Student:

Minor area courses (*need 12 credits*)

COURSES	CREDITS

Research methodology (*need 12 credits*)

COURSES	CREDITS

Total Credits:

Please return to the DHSS Graduate Studies Office



Ph.D. PLAN OF STUDY CURRICULUM MEETING

Name of Student	<input type="text"/>	Date	<input type="text"/>
Student's Signature	<input type="text"/>		

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.

Committee Chair,	<input type="text"/>	Date	<input type="text"/>
Committee Member,	<input type="text"/>	Date	<input type="text"/>
Committee Member,	<input type="text"/>	Date	<input type="text"/>
Committee Member,	<input type="text"/>	Date	<input type="text"/>

**Ph.D. WRITTEN/ORAL COMPREHENSIVE EXAMINATIONS
GRADE REPORT**

Name of Student _____

Date of Oral Examination _____

Rating Scale:

1. **Satisfactory** – meets or exceeds expectations; successful completion of the requirement.
2. **Reservations** – performance below expectations but weaknesses, modest or significant, can easily be rectified; committee may ask student to revise, do further reading/writing; successful completion of requirement.
3. **Unsatisfactory**- does not meet expectations; significant deficiencies in written and/or oral portion of the exam; unsuccessful completion of requirement.

WRITTEN DOCUMENT	
Written communication	
Originality	
Accuracy	
Ability to organize scientific data	
Familiarity with research literature	

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	

Required Signatures

Committee Chair, _____
 Satisfactory Reservations Unsatisfactory

Committee Member, _____
 Satisfactory Reservations Unsatisfactory

Committee Member, _____
 Satisfactory Reservations Unsatisfactory

Committee Member, _____
 Satisfactory Reservations Unsatisfactory

The student's performance is considered Unsatisfactory if two or more members of the Committee judge the student's performance to be unsatisfactory. If there are two or more votes of Reservations (or at least one vote of Reservations and one vote of Unsatisfactory), the committee will report an outcome of "Reservations." A satisfactory performance requires that there is no more than one vote of Unsatisfactory or Reservations.

Overall

Committee Result: Satisfactory (pass) Reservations (pass) Unsatisfactory (fail)

Please return to the DHSS Graduate Studies Office

Ph.D. DISSERTATION - PROSPECTUS

Name of Student

Date Submitted

Dissertation Title

Rating Scale:

1. **Satisfactory** – meets or exceeds expectations; successful completion of the requirement.
2. **Reservations** – performance below expectations but weaknesses, modest or significant, can easily be rectified; committee may ask student to revise, do further reading/writing; successful completion of requirement.
3. **Unsatisfactory**- does not meet expectations; significant deficiencies in written and/or oral portion of the exam; unsuccessful completion of requirement.

WRITTEN DOCUMENT	
Written communication	<input type="text"/>
Originality	<input type="text"/>
Accuracy	<input type="text"/>
Ability to organize scientific data	<input type="text"/>
Familiarity with research literature	<input type="text"/>

ORAL DEFENSE	
Verbal Communication	<input type="text"/>
Research ability and potential	<input type="text"/>
Familiarity with research literature	<input type="text"/>
Ability to organize scientific data	<input type="text"/>
Understanding of RCR principles	<input type="text"/>
Mastery of principles and methodology taught in coursework	<input type="text"/>

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

Committee Member,

Approve Approve with minor revisions Reject

The student’s performance is considered Unsatisfactory if two or more members of the Committee judge the student’s performance to be unsatisfactory. If there are two or more votes of Reservations (or at least one vote of Reservations and one vote of Unsatisfactory), the committee will report an outcome of “Reservations.” A satisfactory performance requires that there is no more than one vote of Unsatisfactory or Reservations.

Overall Committee Result:

Outstanding (Pass) Very Good (Pass) Acceptable (Pass) Unsatisfactory (Fail)

Timeline for next meeting:

3 months 6 months 9 months 1 year Other

Please return to the DHSS Graduate Studies Office

Ph.D. DISSERTATION - FINAL DEFENSE RATING

Name of Student

Date

Title of Dissertation

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	
Written communication	<input type="text"/>
Originality	<input type="text"/>
Accuracy	<input type="text"/>
Ability to organize scientific data	<input type="text"/>
Familiarity with research literature	<input type="text"/>

ORAL DEFENSE	
Verbal Communication	<input type="text"/>
Research ability and potential	<input type="text"/>
Familiarity with research literature	<input type="text"/>
Ability to organize scientific data	<input type="text"/>
Understanding of RCR principles	<input type="text"/>

Overall Results: Outstanding (Pass) Very Good (Pass) Acceptable (Pass) Unsatisfactory (Fail)

Approved by:

Name of Committee Member

Signature

Please return to the DHSS Graduate Studies Office

STUDENT POLICIES AND PROCEDURES

(Alphabetical Order)

ATTENDANCE

Class

Students are expected to always attend classes. 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 directly to the supervisor. For additional information, see your clinic handbook.

Any absences from class or clinic due to illness, death of an immediate family member, or similar unanticipated emergencies that affect more than one class or clinic period should be reported to the Vice Chair of Graduate Studies as soon as possible. The VCGS will work with the student and affected parties to ensure that adequate and reasonable accommodations are provided for without penalty to the student. In the case of medical issues including mental health difficulties with long term implications, the student is encouraged to contact the [Vanderbilt Student Access Services](#) office directly to arrange accommodations.

BACKGROUND CHECKS/DRUG SCREENING

All students will be required to have two different background checks. One of those checks will be administered through the Certiphi system. 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). Certiphi 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. If there are any issues of concern, the medical school will work with you to handle such issues.

Some externship sites request a drug screening. If a site requires you to have a drug screen, students shall go to Student Health in order to get screened. This service is free of charge for the student.

In summary, background checks will be a requirement for all new students with the drug screening only completed if required by a clinical site where the student is placed.

Additionally, all M.S.-SLP, MDE, Au.D., and Ph.D. students will be required to have a background check administered by the Tennessee Bureau of Investigation (TBI). This requires fingerprinting and will be administered through the DHSS. This clearance must be completed only one time as long as the student maintains continuous enrollment in the degree program. Students will be requested to fill out forms for the TBI and follow the directions sent by email including paying the fingerprinting fee. You will be required to schedule an appointment and go on site to get your last step finalized before the DHSS receive your report.

Students are required to have background checks and drug screening in order to maintain compliance with institutional policies and laws of the State of Tennessee. Any questions or concerns may be addressed to the Vice Chair of Graduate Studies

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 <https://registrar.vanderbilt.edu/calendars/>. 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: 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 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

From Standard 1.1, The Standards for Commercial Support, Standards to Ensure Independence in CME Activities, Accreditation Council for Continuing Medical Education (ACCME) <https://www.accme.org/publications/accme-accreditation-requirements>.

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

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

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

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

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

Whether a given educational meeting is industry sponsored may be unclear to the student. In those cases, the student should seek counsel from their academic advisor (first preference) or 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 Au.D. or M.S.-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 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 were 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

In these matters several references can be found on the following link: www.asha.org/practice/ethics/web-ethics/ with further ethical and judicial affairs clarification on gifts to physicians from industry available at: www.ama-assn.org/delivering-care/ethics/gifts-physicians-industry.

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 Vice Chair 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.

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

The use of your laptop is strongly encouraged during classes however to maintain an environment void of unnecessary distractions and conducive to learning, the following guidelines have been promulgated:

- Tablets or laptop computers during class should be used only for academic purposes pertaining to the current class.
- Instructors may choose to prevent students from using tablets or laptop computers during class.
- 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 and fees in the Graduate School and in the School of Medicine are subject to change annually following the Vanderbilt Board of Trust decision. Please see the DHSS website for more details. Au.D. and Master's degree students will be billed in three 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 zero credit hours.

For cost of acceptance of the Au.D., MDE and M.S.-SLP degree visit: medschool.vanderbilt.edu/financial-aid/ and for the Ph.D. degree, visit: <https://gradschool.vanderbilt.edu/funding/fees.php>

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 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.

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

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 non-refundable. For additional information, please access the VUSM Catalog: <https://www.vanderbilt.edu/catalogs/kuali/som-23-24.php#/content/641c91a10e1eed001c5f4699>

Tuition payment programs

Tuition payment programs are available. For additional information on payment options, access the Student Accounts website at: <https://vanderbilt.edu/stuacct/payments/options-fall.php>.

Other Fees

The required student service 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 can be found on the DHSS website in the Financial Aid section. By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

The student service fees are mandatory for all students including students on externships. A student who does not wish to subscribe to the student injury/ sickness insurance plan offered through the University must notify AHP Health 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 (www.vanderbilt.edu/student_handbook/) or the insurance company's website (<https://www.vanderbilt.edu/stuacct/insurance/health-insurance.php>)

NOTE: For detailed information on tuition, fees, refunds, payment programs, etc., please access the Office of Student Accounts website at: <https://vanderbilt.edu/stuacct/payments/>

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 for Au.D., M.S.-SLP and MDE students 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 Au.D., M.S.-SLP and MDE students may carry only one Independent Study per semester, or two Independent Studies at the discretion of the Vice Chair 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. Independent Study Form along with other important forms are located on the [Graduate School's website](#). School of Medicine forms are located in the Graduate Studies Handbook or on the [Student Box](#) accessible through the [DHSS website](#) under Student Resources.

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2. Obtain the following required signatures from:
 - a. the student
 - b. the supervising faculty member
 - c. the Vice Chair 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.

REQUEST FOR INDEPENDENT STUDY/DIRECTED STUDIES

Name of Student: _____ Date: _____
 Student ID#: _____ Semester: _____
 Name of Instructor: _____

Course Title: Independent Student for Capstone			Credit Hours
Course Prefix	Course #	Section (# assigned by instructor)	

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

Signature of Student: _____
 Signature of Instructor: _____ Date: _____
 Signature of Vice Chair of Graduate Studies: _____ Date: _____

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 receive an authorized leave of absence (see [Graduate School](#) and [School of Medicine](#) catalogues). Any student who feels a medical (including mental health), personal or family leave of absence may be required should contact either the Vice Chair of Graduate Studies or the Associate Director of Graduate Studies for the Ph.D. to initiate the procedure. Students in the Ph.D. program may contact the Graduate School directly to request an official leave. Leave of absence is generally 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 timelines are also governed by policies of the Medical School and Graduate School as appropriate.

Disabilities and Discrimination

If you qualify for accommodations because of a disability, please feel free to contact the Vanderbilt Student Access Services (VSAS) office early in the semester so that your needs may be addressed. You may also wish to contact the Vice Chair of Graduate Studies to help facilitate the process. The VSAS office is located in 216 Sarratt (next to Rand Dining Hall). A map of the campus can be viewed at www.vanderbilt.edu/map. Phone: (615) 322-4705 (V/TDD) Visit the website (www.vanderbilt.edu/student-access/) for further information. You should also feel free to contact the [Equal Opportunity and Access](#) office if you have any concerns regarding discrimination of any kind.

NON-ACADEMIC MISCONDUCT

Students are expected to become familiar with the Student Handbook, available online at https://www.vanderbilt.edu/student_handbook/the-honor-system/, 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)

Students should refer to the appropriate sections of school catalogs ([Graduate School/School of Medicine](#)) for details on academic probation.

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

Promotion Procedures for Ph.D. students are specified in the section of this handbook which specifically addresses the Ph.D. Program.

The faculty members responsible for instruction of M.S.-SLP, MDE, and Au.D. students are charged with making recommendations to the Vice Chair of Graduate Studies (VCGS), 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 [VUSM 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 VCGS, 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.

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 part of a course)
3. Promotion on probation with remediation (e.g. repetition of all or part of a course or courses), or
4. Dismissal from school. Students who deliver marginal performances (i.e., C+ or poorer) in required clinics or courses can expect to have their progress delayed in order to complete remedial work. Students that are unable to successfully remediate poor clinic or course performance will also be considered for dismissal.

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 based on 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, VCGS 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 VCGS 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 M.S.-SLP, Au.D. and MDE student for review on an annual or 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 M.S.-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.
- Remediation plans and notification of probation will not be placed in the student's permanent record except in cases for which dismissal of the student is recommended.
- 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 refer to the appropriate sections of school catalogs ([Graduate School/School of Medicine](#)) for details on student appeal/redress for academics and or clinical issues. However, at any point in the grievance process students are free to express their concerns to the Council on Academic Accreditation (CAA) in Audiology and Speech Language Pathology (CAA) (<https://caa.asha.org/programs/complaints/>) without fear of repercussion.

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 VCGS and, ultimately, with the Chair, DHSS. If the conduct issue is determined to be a possible violation of the School of Medicine Honor Code, the issue may be referred to the School of Medicine 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.

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 or more didactic hours per semester are defined as full time. Those registered for 3-4 didactic hours are part time. NOTE: Externship courses and the T35 registration 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 Vice Chair 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://www.vanderbilt.edu/stuacct/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. In person CPR training for adults and children-BLS for Healthcare Provider Course through Red Cross or American Heart Association, is required. 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 once when entering any of the DHSS programs. Several practicum sites require annual TB screenings. For this reason, the department requires a TB skin test 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 or <https://student-search.app.vanderbilt.edu/student-search/>.

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 and asked to complete the training during the summer semester.

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).

REQUIRED MATERIALS

For the purpose of classes in Au.D., MDE, M.S.-SLP and Ph.D., students may be asked to purchase textbooks, software or online subscriptions. The cost of these purchases is in addition to the Student Service Fees included in your admission letter and may be subject to change without further notice.

TRANSFERRING OR SUBSTITUTING CREDIT HOURS

Generally, the Au.D., MDE, or M.S.-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., MDE, and M.S.-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., MDE, or M.S.-SLP) administration. Note that the DHSS will only accept up to a total of six transfer credits from outside Vanderbilt University. This assumes that:

- the course desired to be transferred resulted in a B (3.0) or better, and
- 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:

- Confirm that the previously completed course was comparable to one required by the department and a grade of B or higher was received,
- Confirm that the faculty instructor for the Vanderbilt course has deemed the two courses comparable, and
- 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 Vice Chair 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:

- American Academy of Audiology – Student Travel Awards Reimbursement (STAR) Program
- 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

Ph.D. students who have had papers accepted for presentation can request Graduate Student Travel Grants through the Graduate School. <https://gradschool.vanderbilt.edu/funding/travel.php>.

3. Graduate Student Council (GSC) Travel Grants:

GSC travel grants are intended to aid Ph.D. 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. For more information and applications, go to: <https://studentorg.vanderbilt.edu/gsc/travel-funding-request/>.

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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. Access their website at <https://vkc.vumc.org/vkc/research/opportunities/> for additional information.
 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. Gary 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 Vice Chair of Graduate Studies (VCGS) 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 an 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 student's mentor in consultation with the VCGS.

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 the Graduate Studies office 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 the Vice Chair of Graduate Studies (todd.a.ricketts@vumc.org) 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. Approval for travel and approval for any department support will be provided by the VCGS by email.
 2. Before a trip is taken, the office of graduate studies must have a student travel form on file. The procedures differ for each student (depending upon degree program and funding sources) so please contact the Graduate Studies office to determine the best method for authorizing travel and submitting expenses. NOTE: For liability purposes, we must have record of student travel on behalf of Vanderbilt University (even if you aren't asking for reimbursement). Remember to keep all receipts. Vanderbilt will only accept original receipts for reimbursement.
 3. **Itemized receipts must be submitted to obtain reimbursement for meal expenses.** A receipt that only shows a total (as total paid by a credit card) will not be acceptable. Please note that Vanderbilt will not reimburse for alcohol or taxes.
 4. When submitting a meal expense, please identify on the receipt the meal (breakfast, lunch, dinner) and the date of the expense. If the receipt includes a family member, highlight only the traveler's portion of the meal. The tax and tip attributable to the traveler's portion will be calculated. If a meal is over \$25, a written justification may need to be provided with the expenses.
 5. The Department of Finance now requires that the method of payment be shown for registration, hotel and airfare. If you pay by cash, please write the word cash on the receipt and then initial the receipt. The Department of Finance will hold, or send back, any receipt that does not include method of payment.

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6. If you are planning to use your personal automobile, please keep in mind the following:
 - Reimbursement cannot exceed the total cost of round-trip coach airfare to and from the nearest commercial airport serving the destination, plus the reasonable costs of other appropriate local transportation at the destination.
 - If mileage exceeds 300 miles, documentation of the cost of round-trip coach must be attached to the travel expense report. For travel less than 300 miles, travel by automobile is deemed to be the least expensive option and no further cost justification is needed.
 - If a University member's vehicle causes bodily injury or property damage to another party, the employee's insurance will provide coverage to the limit of the policy. Vanderbilt will provide coverage after the limit of the employee's policy has been reached. Persons using their own automobiles or other vehicles on Vanderbilt business are responsible for themselves against personal liability. Vanderbilt has no insurable interest in a University member's personal automobile.
 - When reimbursement for local mileage is requested, a list of all trips should be attached to the request for reimbursement. Origin, destination, date, business purpose, and number of miles traveled should be included with the listing, regardless of the length of the trip.
 7. Automobile Rental – University 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.
 8. Entertainment of any kind is not a reimbursable expense.
 9. All receipts should clearly show the date and the amount of the purchase. If you have a receipt that is faded, please ask for a better copy.
 10. All hotel receipts must show the hotel rate and tax for each night of the hotel stay. A receipt for total amount paid will not be acceptable. If there are others sharing a room (spouse, friend, classmate, etc.) only the single occupancy rate will be reimbursed to the traveler.
 11. When submitting receipts for taxi service, the cab company, date of service, amount of fare and any tip must be recorded.
 12. If airport parking is to be reimbursed, an original receipt must be submitted, otherwise the expense will not be reimbursed. Valet parking is not a reimbursable expense.
 13. For reimbursement of airfare, a passenger coupon or an e-ticket must be provided. Submitting only the itinerary will not be acceptable.

14. To help in organizing receipts and ensuring that a receipt isn't lost, it would be very helpful if all expenses are attached to a plain sheet of paper.

Professional Conference Attendance

On occasion students might attend a professional conference that can impact class and clinical attendance. A request to attend a conference that impacts class attendance or clinical responsibilities must be approved by the Vice Chair of Graduate Studies, and students are required to work with professors and clinical supervisors to determine a means for making up academic and clinical work. Such requests to the Vice Chair of Graduate Studies should include the sponsoring organization for the conference, the location, and the days of attendance in addition to the expected class sessions and clinic assignments that will be missed. Refer to the Travel Procedures found on our website (<https://medschool.vanderbilt.edu/hearing-speech/students/travel/>)

International Travel

All students (graduate, undergraduate and professional) must register their travel with International Student and Scholar Services (ISSS) at least two weeks prior to departure. ISSS provides emergency evacuation, repatriation and other emergency travel support services to Vanderbilt travelers. For additional information, please access the ISSS website at: www.vanderbilt.edu/iss/

VERIFICATION OF STUDENT ONLINE IDENTITY

All students are required to abide by the honor code which explicitly prohibits dishonesty including misrepresentation in any way including online class activities. In addition, students must log in with their personal credentials for online instruction. They are trained to understand that this login information is personal and should not be shared. Finally, in any instance where they student is evaluated through an online portal (e.g., Brightspace, Zoom Presentation), student identity is ensured through visual confirmation (e.g., Zoom with webcam active during the evaluation) or Brightspace specific tools available at Vanderbilt that include LockDown Browser® and Respondus Monitor®.

WITHDRAWAL FROM PROGRAM

Students who intend to withdraw from the University should inform the DHSS Vice Chair 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. 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.-SLP, 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 Ph.D. 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 Ph.D. Student Teaching and Laboratory Experience policy. As a reminder, this policy stipulates that all Ph.D. students, as part of their training, must spend a minimum of 20 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 Vice Chair of Graduate Studies (VCGS) 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 VCGS 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 Ph.D. students). Appeals will be evaluated at the start of each semester. 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]).

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 VCGS 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 supervisor's 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 VCGS. 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 VCGS
- 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 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 Au.D. 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 VCGS 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 VCGS 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 FORM

Name of Student: Date Submitted:

Student's Cell Phone Number:

Hiring Manager/Supervisor: Phone #:

Proposed Rate of Pay: Monthly Hourly

Standing Rate of Pay
Pay rates start at \$10/hour and are based on job responsibilities and experience needed to perform the job.

Rate of Pay Requested: Number of Hours per Week:

Duration: Start Date: Stop Date:

Is this student working on any other project at Vanderbilt University/VUMC including clinic duties?
 Yes No

If yes:
Source of other duties:
Rate of Pay:
Duration: Number of Hours per Week:

FOR FEDERAL PROJECTS ONLY Relevance to Center being charged:

APPROVALS	Signatures	Date
Supervisor:	<input type="text"/>	<input type="text"/>
Grants Manager:	<input type="text"/>	<input type="text"/>
Advisor:	<input type="text"/>	<input type="text"/>
VCGS:	<input type="text"/>	<input type="text"/>

Au.D., M.S.-SLP and MDE students may work a maximum of 20 hours/week from all sources combined.
Ph.D. students still taking coursework may work a maximum of 20 hours/week from all sources combined.
Ph. D. students who have completed coursework may work a maximum of 29 hours/week from all sources combined.

Once completed, this form must be sent to Amanda McGeshick(VUMS DHSS Grants Manager: amanda.mcgeschick@vumc.org)

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)

<https://www.asha.org/certification/>

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 2012 version, and the speech-language pathology standards are the 2014 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 on ASHA's web site. Students will be assisted in achieving these standards by their advisors, the Vice Chair of Graduate Studies, and the Director of Clinical Education. A summary document, the Knowledge and Skills Assessment (KASA) is used to document each student's achievement of the knowledge and skills required for ASHA certification and for program completion. This document is updated periodically throughout the student's program. A final copy is provided to the student upon graduation in addition to having a copy filed in the student's permanent file.

ASHA's Code of Ethics can be found by logging in to:

<http://www.asha.org/Code-of-Ethics/>

American Academy of Audiology (AAA) www.audiology.org

AAA's Code of Ethics may be found at

<https://www.audiology.org/clinical-resources/code-of-ethics/>

Academy of Neurologic Communication Disorders and Sciences (ANCDS)

www.ancds.org

HELPFUL WEBSITES

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 <https://acousticalsociety.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, Craniofacial and Velopharyngeal Disorders
SIG 6, Hearing and Hearing Disorders: Research and Diagnostics
SIG 7, Aural Rehabilitation and Its Instrumentation
SIG 8, Audiology and Public Health
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, Cultural and Linguistic Diversity
SIG 15, Gerontology
SIG 16, School-Based Issues
SIG 17, Global Issues in Communication Sciences and Related Disorders
SIG 18, Telepractice
SIG 19, Speech Science

ASHA's Council on Academic Accreditation (CAA) <https://caa.asha.org/>

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 - <https://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

CAPCSD 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

<http://www.ets.org/praxis>

The Aphasia Group of Middle Tennessee

Dominique Herrington, M.S., CCC-SLP
dominique.herrington@vanderbilt.edu

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://tn.gov/health>

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.