



Graduate Studies Handbook

2018-2019

Department of Hearing and Speech Sciences
Vanderbilt Bill Wilkerson Center

STUDENT HANDBOOK

DEPARTMENT OF HEARING AND SPEECH SCIENCES (DHSS)
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., DHSS academic advisors) with information about the policies and procedures involved in the academic graduate programs of the 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.

BRIEF HISTORY OF THE DEPARTMENT OF HEARING AND SPEECH SCIENCES

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

In the 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 in order to have a much better chance at education, employment, and a typical life. In 1949, Dr. Wilkerson organized a board of directors and chartered the Tennessee Hearing and Speech Foundation.

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

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

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

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

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

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

OFFICE OF GRADUATE STUDIES IN THE DHSS

The Vanderbilt University Graduate Program in Hearing and Speech Sciences was established in 1951 – it is the largest 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 by U.S. News and World Report. The Doctor of Audiology (Au.D.) and the Master of Science in Speech-Language Pathology (M.S.) education programs at Vanderbilt University are 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 Vanderbilt Bill Wilkerson Center offers our students one of the finest facilities in the U.S. The facility houses service delivery programs for audiology, speech-language pathology, deaf education, occupational therapy, physical therapy, and otolaryngology. It contains educational and research space specifically designed to accommodate the DHSS programs at Vanderbilt University with more than 20,000 square feet dedicated to graduate studies in communication sciences and disorders.

Vanderbilt's DHSS is a large, multidisciplinary program, logging more than 70,000 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 11 audiology and speech-language pathology clinics located in both hospital and clinical settings, and on-site pre-schools 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., M.D.E. and M.S.-SLP students) or the Graduate School Honor system (Ph.D. students). All students within the SOM Honor System sign and are bound by the Honor Code (<http://www.vanderbilt.edu/catalogs/documents/medical.pdf>) 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., M.D.E., 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., M.D.E., 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 please refer to <https://studentorg.vanderbilt.edu/gsc/honor-council/>. Au.D., M.D.E., and M.S.-SLP students should refer to the School of Medicine's honor code at <http://www.vanderbilt.edu/catalogs/documents/medical.pdf>.

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 the society at large. The University avows as its essential task the unique fusing of the quest for knowledge through scholarship with the dissemination of knowledge through teaching. Creative experimentation, the development of high standards, and an enhanced atmosphere of intellectual freedom are both evident and valued on this campus.

In addition, the University has an inherent regional role. It recognizes that as a private institution it is almost unique in its offerings of advanced programs in the region. Moreover, the diversity of programs promotes an interchange manifested in a wide and rich curriculum both remarkable for its size and complexity. Vanderbilt values an environment

conducive to the cultivation of liberal learning, logical thought, and disciplined inquiry into the education of our youth and the training of creative professionals. Vanderbilt understands itself as self-contained and self-regulating, subject finally only to generally acknowledged standards of excellence and a sense of responsibility to the national community. High in priority among Vanderbilt's many goals is to have a diversified student population.

Vanderbilt School of Medicine

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

Medical School Credo

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

The Vanderbilt University Medical Center Credo:

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

The Vanderbilt Patient & Family Promise

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

We will:

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

Vanderbilt DHSS

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

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Academic Advising	Faculty Advisor	
Academic Calendar	University Registrar's office	www.registrar.vanderbilt.edu/
Address Change	University Registrar (http://registrar.vanderbilt.edu/academic-records/change-of-address/)	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: www.vucommodores.com/tickets/vand-student-tickets.html
Audio/Video Equipment questions or problems	Support and Media Services	(615) 322-6447 https://medschool.vanderbilt.edu/oss/
Billing	Student Accounts	(615) 322-6693 www.vanderbilt.edu/stuacct/
Bookstore	Barnes & Noble 2501 West End Ave.	1-800-288-2665 https://vanderbilt.bncollege.com/
Brightspace		https://www.vanderbilt.edu/brightspace/ , (615) 322-0200, 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 #4, exec. conf. room, Room # 2A, library and 10th floor conf. rooms	Grad Studies Office	(615) 936-5104
All other classrooms	Support and Media Services	(615) 322-6447 https://medschool.vanderbilt.edu/oss/
Clinic Assignments	Barbara Jacobson (SLP) Mary Sue Fino-Szumski (AUD)	(615) 936-8046 barb.jacobson@vumc.org (615) 936-5119 marysue.fino-szumski@vumc.org
Commencement		www.vanderbilt.edu/commencement/ email: commencement@vanderbilt.edu
Communications	Kate Carney or Keli Lawrence	(615) 936-5016 kate.carney@vumc.org (615) 936-5793 keli.s.lawrence@vumc.org
Computer Support	Information Technology Services (ITS)	http://it.vanderbilt.edu/ Help Desk: (615) 343-9999
Counseling Center	1120 Baker Bldg (110 21st Ave. S.)	(615) 322-2571 www.vanderbilt.edu/pcc/
CPR Classes	Vanderbilt Resuscitation Program	http://www.vanderbiltcpr.com
Direct Deposit (paychecks/stipends, if applicable)	Vanderbilt Human Resources	http://news.vanderbilt.edu/2012/06/c2hr-direct-deposit/
Disability Services	Vanderbilt Student Access Services, Baker Bldg. (110 21st Ave. S.)	(615) 322-4705 https://www.vanderbilt.edu/student-access/disability/
Drop and/or Add Courses (after open enrollment period)	School Registrar	see Registrar

USEFUL CONTACTS

QUESTIONS REGARDING....	WHERE TO GO	PHONE/LINK/E-MAIL
Enrollment Verification	University Registrar	(615) 322-7701 http://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	Christelle Luchsinger	(615) 936-5103 christelle.luchsinger@vanderbilt.edu
School of Medicine	Student Financial Services	(615) 343-6310 https://medschool.vanderbilt.edu/financial-services/
University	Office of Student Financial Aid	(615) 322-3591 www.vanderbilt.edu/financialaid/
Forms, Department	Room 8310 MCE	Form drawer in reception area behind front desk (in alphabetical order)
Graduation	University Registrar or http://www.vanderbilt.edu/commencement	commencement@vanderbilt.edu
Housing Assistance	Off-Campus Referral Service	https://offcampushousing.vanderbilt.edu/
Identification (I.D.) Cards	Commodore Card Office	www.vanderbilt.edu/cardservices/students/index.php
Individual Faculty/Staff	People Finder	https://phonedirectory.vanderbilt.edu/cdb/index.jsp
Institutional Review Board (IRB)	Human Research Protection Program	www.mc.vanderbilt.edu/irb/training/
Insurance (student)	Student Accounts, Vanderbilt Insurance Representative	(615) 322-6693, (615) 343-4688 https://finance.vanderbilt.edu/stuaccts/graduate/health-insurance.php
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		
Graduate School	Graduate School	(615) 343-2727
Medical School	Medical Student Affairs	(615) 343-6311 https://medschool.vanderbilt.edu/enrollment/
Licensure Requirements	Mary Sue Fino-Szumski	(615) 936-5119 marysue.fino-szumski@vumc.org
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	http://health.nashville.gov/Immunizations.htm https://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	https://www.myhealthatvanderbilt.com/myhealth-portal/
Name Change	University Registrar	(see Registrar) - NOTE: Provide a copy of name change form to DHSS grad studies office
Paper (copier/computer lab)	Room 8310 MCE	Get master keys from front desk. Paper is in locked cabinets in the 8th floor mail room

USEFUL CONTACTS

QUESTIONS REGARDING....	WHERE TO GO	PHONE/LINK/E-MAIL
Parking	VUPC Parking Services	(615) 322-2554 https://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://ww2.mc.vanderbilt.edu/GHSS/
Registrar (enrollment issues)	Graduate School (Ph.D. students only)	(615) 322-3941 richard.hoover@vanderbilt.edu https://gradschool.vanderbilt.edu/
	School of Medicine	(615) 343-6311 medregistrar@vanderbilt.edu www.mc.vanderbilt.edu/medschool/registrar/index.php
	University Registrar	(615) 322-7701 http://registrar.vanderbilt.edu/
Stipend Checks	Stacy Johnson (BRET office)	(615) 343-3708 stacy.johnson@vanderbilt.edu
Student Accounts		110 21st Ave. S., #100 615-322-6693 www.vanderbilt.edu/stuaccts/ Required forms: www.vanderbilt.edu/stuaccts/graduate/forms.php
Student Health Center	Zerfoss Building	(615) 322-2427 https://www.vumc.org/student-health/
Templates, Logos, Electronic Letterhead, VBWC News	The Communicator	www.mc.vanderbilt.edu/vunet/vumc.php?site=communicator
Transcripts	University Registrar	(see Registrar)
Verification of Graduation	University Registrar	(see Registrar)
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	Christelle Luchsinger	(615) 936-5103 christelle.luchsinger@vanderbilt.edu
YES (Your Enrollment Services)	Academic record, view/print current term grades, order transcripts, textbook requirements (through class search) etc.	http://registrar.vanderbilt.edu/registration/

DOCTOR OF AUDIOLOGY PROGRAM (Au.D.)

The Doctor of Audiology (Au.D.) education program 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

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

Students who were completing 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. Transcripts can be mailed to 2301 Vanderbilt Place, Nashville, TN 37240-7833 (on campus mailing address- PMB 407833).

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.

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

SAMPLE Au.D. CURRICULUM

YEAR ONE						
Fall (14 hrs.)	Acoustics, Calibration & Instrumentation, AUD 5359, 3 hrs.	Measurement of Hearing, AUD 5310, 4 hrs.	Introduction to Neuroscience, AUD 5233, 3 hrs.		Elective or Child Language Acquisition, *SLP 5304, 3 hrs.	Intro to Clinical Case Conference, AUD 5580, 1 hr.
Spring (15 hrs.)	Anatomy and Physiology of Hearing Mechanisms AUD 5227, 3 hrs	Amplification I, AUD 5339, 2 hrs.	Amplification I (lab), AUD 5340, 1 hr.	Clinical Research Design, AUD 5368, 3 hrs.	Psychoacoustics, AUD 5328, 3 hrs.	Practicum & Clinical Case Conference, AUD 5583, 3 hrs.
Summer (5 hrs.)	Auditory Clinical Electrophysiology, AUD 5337, 3 hrs				Summer Practicum, AUD 5586, 3 hrs.	
YEAR TWO						
Fall 2 (12 hrs.)	Pediatric Audiology, AUD 5325, 3 hrs.	Vestibular Sciences I, AUD 5346, 3 hrs.	Amplification II, AUD 5345, 3 hrs.		Practicum & Clinical Case Conference, AUD 5583, 3 hrs.	
Spring 2 (15 hrs.)	Aural Rehabilitation for Children, AUD 5318, 3 hrs.	Pathology of Auditory System, AUD 5332, 3 hrs	Introduction to Billing and Coding, AUD 5216, 1 hr.	Professional Issues & Ethics, AUD 5367, 2 hrs	Capstone I, AUD 5581, 3 hrs.	Practicum & Clinical Case Conference, AUD 5583, 3 hrs.
Maymester	Optional/Elective - - - Overview of Intraoperative Monitoring, AUD 5374, 1 hr.					
Summer 2 (8 hrs.)	Vestibular Sciences 2, AUD 5347, 3 hrs.		Family Ctrd Counseling & Interviewing, AUD 5361, 2 hrs.		Summer Practicum, AUD 5586, 3 hrs.	
YEAR THREE						
Fall 3 (11-14 hrs.)	Hearing and Aging, AUD 5363, 3 hrs.		Optional/Elective AUD 5350 Vest Sciences 3, 2 hrs.	Cochlear Implants, AUD 5354, 3 hrs.	Capstone II, AUD 5582, 3 hrs.	Practicum & Clinical Case Conference, AUD 5583, 3 hrs.
Spring 3 (12-15 hrs.)	Optional/Elective Hearing Loss & Speech Understanding, HRSP 6327, 3 hrs. (Spring of even years)	Amplification III, AUD 5353, 3 hrs.	Business and Financial Management for Audiologists, AUD 5365, 3 hrs.	Optional/Elective HRSP 8383 Seminar in Auditory and Vestibular Neuroscience 3 hrs.		Practicum & Clinical Case Conference, AUD 5583, 3 hrs.
Summer (1 hr.)	Externship, AUD 5355, 1 hr.					
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>					

*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 advised/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 degree requirements.

Academic Requirements

The candidate for the Au.D. degree will spend twelve 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 85 semester hours of didactic coursework and clinical practicum concluding in a clinical externship is required for the Au.D. degree.

Practicum

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

NOTE: For students entering the Au.D. program in Fall 2018 and future years, all semesters of clinical practicum will be assigned a grade of Pass (P), Fail (F) or In Progress (IP).

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 availability.

Semester/Year

1st Semester (Fall 1)
2nd Semester (Spring 1)
3rd Semester (Summer 1)
4th Semester (Fall 2)
5th Semester (Spring 2)
6th Semester (Summer 2)
7th Semester (Fall 3)
8th Semester (Spring 3)
4th-year (beginning Summer 3)

Expected Clinic Time per Week

1-2 half-days
3 half-days
3 half-days
3 half-days
3 half-days
3 half-days
4 half-days
4 half-days
Full-time
clinical assignment

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 must continue for a minimum of ten months (until April 30 of the fourth year). Students may receive financial support from the externship facility during the fourth year. This support might be used to offset some or all of the costs of tuition or to assist with costs of living. Students who have received assistance during the first three years in terms of tuition assistance that is not grant related (e.g., 25% tuition remission) will continue to receive this percentage of tuition remission in the fourth year 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 remission percentage received in the first three years, the department will make up the difference to ensure the student receives the same percentage of tuition remission 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 year, due approximately August, January, and June (summer semester, year three). 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 remission support you have will continue through the third year. However, for the

fourth year, any tuition support or remittance 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

The Capstone experience can take many different forms and students are encouraged to be creative in developing projects that foster their own specific clinical interests. Examples of acceptable Capstone projects include:

- formulation and evaluation of clinical protocols
- development of student/employee training material
- grant proposals
- clinic-based research
- development of clinical/educational materials
- independent study with a faculty member (this might include: a focused research experience in an ongoing project, development of clinical/educational materials, business plans, in-depth investigation into an unfamiliar clinical 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).

Potential Capstone Directors:

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

Ashmead, Daniel - spatial hearing, psychoacoustics
Bess, Fred - pediatric audiology, geriatrics
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
Key, Sasha - event-related potentials
Picou, Erin - hearing aids, aural rehabilitation, hearing conservation
Ramachandran, Ramnarayan - Auditory Physiology
Ricketts, Todd - hearing aids, psychoacoustics
Roberts, Richard - Vestibular, Business Management
Rosenfeld, Mia - geriatrics, epidemiology
Tharpe, Anne Marie - pediatric audiology, aural habilitation
Wallace, Mark - auditory neuroscience, sensory integration

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

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 and committee members as they plan and complete the Capstone experience. The guidelines expressed in the following sections of this document have been reviewed and approved by the Vanderbilt Au.D. faculty. It is expected that this document will be reviewed frequently and amended as needed.

Purpose of Capstone

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

The purposes of the doctoral Capstone project are:

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

Capstone Requirements

The doctoral Capstone project is comprised of 6 credit hours taken in Years 2 and 3 (3 in spring of Year 2, and 3 in fall of Year 3). Prior to or during enrollment in Capstone 1 students must identify a Capstone topic and a committee director. By the end of the Capstone 1 enrollment, the Capstone proposal must be completed and accepted by the student's Capstone committee for those completing research or service projects. For students completing independent studies, the specific experience and expected product should be approved by the director and described in the independent study form. The completed Capstone project must be approved by the Capstone committee and presented orally in a format defined by the Capstone committee. The various steps and guidelines associated with completion of the Capstone project are outlined as follows.

Capstone Procedural Steps

The Capstone project is considered a significant educational experience in the Au.D. program. The director of the Capstone committee is especially important in the guidance

process and serves the primary role of mentor. The following steps describe the procedural sequence necessary to complete the Capstone project. The expected timeline is provided in this handbook. The content and timeline of the project can vary considerably, particularly for Independent Study Capstones as specified below.

(1) Initiation of Capstone: The initial step in the Capstone process is to identify an area of interest. At this stage, the topic or format of the Capstone project need not be specific, but the student should have a general idea about the area of interest. In some cases, Capstone projects arise from reading the literature (often associated with course assignments), as the result of discussions with course instructors, classmates, or with other professional colleagues. In other cases, particularly some Independent Study 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 Declaration of Capstone Intent in the Capstone forms section of this document). At a minimum, the Capstone committee must consist of a director and two additional members. Faculty members from other departments outside the DHSS and outside VU can be invited to serve as committee members. However, the committee director and one additional member must be from within the DHSS. The committee director must also hold a Ph.D. A Ph.D. faculty appointment is required to direct research based and Independent Study Capstone projects. A Ph.D. student can serve as an additional (4th), non-voting member of the committee if s/he is ABD. If a Capstone topic overlaps with work the student has completed or is in the process of completing for a course, the student must consult with the course instructor and gain his/her approval prior to beginning work (indicated by signature on the Declaration of Capstone Intent form) and the student must notify his/her mentor of the overlap.

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 2 registration.

Students need to select carefully the director of their Capstone project. In addition to providing assistance in selecting other committee members, it is expected that the student and director will interact closely to refine the original Capstone ideas into its final form, develop a proposal or description of an independent study experience, conduct the project, write the final narrative (if required), and moderate the student's oral presentation. In this respect, the director is expected to provide guidance and mentorship to the student during all phases of the Capstone experience and, as necessary, to consult with the other committee members as the project is developed, initiated, and brought to fruition.

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

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

- a. The title of the Capstone project should be brief, but descriptive and suggest the project's purpose.
- b. The introduction of the Capstone proposal should describe the type (e.g., research, assessment or management protocol, etc.) and purpose (i.e., typically a theoretical rationale based on literature review) of the project. The purpose of the project should support, and logically lead to a statement of the importance of the project. In many cases, the purpose and importance of the project can be broken down further into more precise sub-components or position statements. The literature review should contain prominent research studies or

published reports that are relevant to the student's project. Irrelevant literature, although sometimes interesting and informative, generally should not be included. The length of the literature review will depend on the nature of the topic and of the project. The Capstone director will provide guidance in this regard. Finally, it is basically accepted that if students can state clearly and succinctly why they want to undertake a project, they understand what needs to be accomplished.

- c. The procedures section of the Capstone proposal addresses the methodological approaches the student will use to complete the project. It includes minimally how the project will be conducted, specific procedures that will be employed, decision criteria, types of evidence (data) that will be collected and the anticipated sources of such evidence, and how the information collected will be analyzed and described. The procedure section usually concludes with a statement summarizing the scope of the project and listing expected limitations.
- d. Students should include as appendices any information that might be distracting, or that is not needed in the body of the proposal. Appendices can include copies of questionnaires, models, computer programs, or software applications specific to the project, formulae and calculations, and detailed descriptions of instrumentation or assessment instruments, etc.
- e. Each proposal must include a list of references – a listing of the books, articles and other sources that the student has cited in the proposal narrative. The listing of all references should be consistent with the most current edition of the APA Style Manual.
- f. The Capstone proposal should be between 6 and 20 pages in length (sans references, appendices, and other support documents). Again, the length of the proposal will depend on the nature of the project and should be discussed with the Capstone director.
- g. Capstone committee directors will work with students to include a time line suggesting appropriate times for developing and completing various stages of the project, including writing the final document. Students should ask their director for her or his preference.
- h. Capstone committee members will respond to the Capstone director and the student within two weeks of proposal receipt. This 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 the forms section of this document.

(4) Institutional Review Board (IRB): VU has specific policies that govern projects involving human and animal subjects. When a Capstone project involves human or animal subjects, an application must be submitted for VU IRB review and approval. Students should refer to the VU IRB training website <http://www.mc.vanderbilt.edu/irb/training> for required training prior to initiating a research project. A CAPSTONE PROJECT INVOLVING HUMAN OR ANIMAL SUBJECTS MUST NOT BEGIN WITHOUT IRB APPROVAL.

(5) Conduct the Capstone Project and Prepare a Preliminary Draft: Once all necessary approvals have been obtained as discussed in the previous sections of these guidelines, the student will conduct the Capstone project consistent with the procedures section of the Capstone proposal. When this phase of the project is completed, the student, working closely with the Capstone committee director, will develop a preliminary draft of the project if required. **Please note that an Independent Study Capstone might require a final written product. If a final written product is required as part of an independent study, it will not be reviewed by a Capstone Committee unless the mentor deems such a review appropriate.** In cases where a written product is required, for example an independent research Capstone, the student 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 preliminary draft is submitted by the student to the other committee member(s) for review at least two weeks prior to the oral defense.

(6) Oral Presentation of Capstone: All Capstone projects will be presented orally by the students both to their Capstone committee (Capstone Defense: see the timeline below) and in a meeting designated for that purpose (Capstone Day) on a date TBA during spring of their third year. All interested faculty and DHSS students will be encouraged to attend this meeting. AUD 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 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 15 minutes with 3 minutes following for questions. This time limit will be strictly enforced. Therefore, it is recommended that students practice their presentations beforehand. Students should present their capstone defense to their Capstone committee as a means for practice for Capstone Day.
- d. Presentations must be in PowerPoint format or equivalent.

(7) Final Capstone Manuscript: Some Capstone projects (e.g. independent research or service Projects) will be presented as a formal manuscript. Some Independent Study Capstones might have an alternative product. 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. Final, approved manuscripts are to be completed and placed in the student's academic file prior to departure for his or her 4th year placement.

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

student has a legitimate reason for delayed completion of Capstone I or Capstone II].

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

Timeline for Completion of Au.D. Capstone Project*

Benchmarks	Year 2	Year 3
Select Capstone director	Beginning of Spring 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
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.

Vanderbilt University School of Medicine
Department of Hearing & Speech Sciences

DECLARATION OF Au.D. CAPSTONE INTENT FORM

To: DHSS Office of Graduate Studies

Date: _____

Student Name: _____

Capstone Director: _____

Signature of Capstone Director: _____

Additional Committee Members: _____

Capstone Topic (1-2 sentences): _____

Expected Date of Completion: _____

Au.D. INDEPENDENT STUDY CAPSTONE PROPOSAL FORM

Student's Name _____ Date _____
(Last, First & Middle)

Student's ID# _____ Semester _____

Print Name of Instructor _____

COURSE TITLE: Independent study for capstone			CREDIT HOURS
Course (Dept) Prefix	Course #	Section (# assigned to instructor)	
AUD	5389		

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

Signature of Student

Date

Signature of Instructor

Date

Signature of Vice Chair of Graduate Studies

Date

Au.D. CAPSTONE PROJECT PROPOSAL FORM

Project Title _____

Student _____

Committee Members _____ (Director)

I. INTRODUCTION

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

II. PROCEDURE

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

III. APPENDICES (if appropriate)

IV. REFERENCES

Au.D. CAPSTONE PROPOSAL APPROVAL FORM

Student Name _____

Title of Proposal _____

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

*Required Signatures _____

Capstone Committee Chair _____

Approve Approve with minor revisions Reject

Committee Member _____

Approve Approve with minor revisions Reject

Committee Member _____

Approve Approve with minor revisions Reject

Committee Member _____

Approve Approve with minor revisions Reject

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

cc: student file
Director of Capstone Project

Au.D. CAPSTONE FINAL MANUSCRIPT APPROVAL FORM

Student Name _____

Title of Capstone _____

*Required Signatures _____

Capstone Committee Chair _____

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

Committee Member _____

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

Committee Member _____

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

Committee Member _____

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

Date _____

Intent to Graduate

The DHSS Graduate Studies office will provide the School of Medicine with a list of all eligible-to-graduate students near the beginning of the semester in which the Au.D. student expects to receive a degree (e.g., January/February for May graduation, etc.). Students should monitor their transcripts closely and bring missing grades to the attention of the course instructor as soon as possible.

Clinical Requirements

At orientation, all students will receive a Clinic Handbook with general clinical requirements. In addition, some clinical settings 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. 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.

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, MCE – Comprehensive hearing

assessments for adults and children, hearing aid and bone anchored implant selections and fittings, and rehabilitation; tinnitus evaluations and management, and adult and pediatric cochlear implant programs.

- Audiology Clinic, Franklin Walk-In Clinic (WIC) – Comprehensive hearing assessments for adults and children, tinnitus evaluations, vestibular 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) – 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 Medical Clinics – developing opportunities for NICU screenings or other services on a limited basis

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. Dana Kan, Assistant Professor at (615) 936-6927, (dana.kan@vanderbilt.edu).

Maymester

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 3-week intensive practicum working with children who are deaf and hard-of-hearing.

The steps to be followed 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. 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. In the event 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 3-week Maymester (MDE 5356) for 2 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 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.

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

VANDERBILT UNIVERSITY SPECIALTY Au.D. TRACK CURRICULUM

YEAR ONE						
Fall (14 hrs)	Acoustics, Calibration & Instrumentation, AUD 5359, 3 hrs	Measurement of Hearing, AUD 5310, 4 hrs	Introduction to Neuroscience, AUD 5233, 3 hrs.		Child Language Acquisition SLP 5304, 3 hrs	Intro to Clinical Case Conference AUD 5580, 1 hr
Spring 1 (15 hrs)	Anatomy and Physiology of Hearing Mechanisms, AUD 5227, 3 hrs	Amplification I AUD 5339, 2 hrs	Amplification I (lab), AUD 5340, 1 hr	Clinical Research Design, AUD 5368, 3 hrs	Psychoacoustics AUD 5328, 3 hrs	Practicum & Clinical Case Conference AUD 5583, 3 hrs
Summer 1 (8 hrs)	Auditory Clinical Electrophysiology, AUD 5337, 2 hrs		Children with HL & Multiple Disabilities, MDE 5322, 3 hrs		Summer Practicum, AUD 5586, 3 hrs	
YEAR TWO						
Fall 2 (17 hrs)	Pediatric Audiology, AUD 5325, 3 hrs	Vestibular Sciences I, AUD 5346, 3 hrs	Amplification II, AUD 5345, 3 hrs		Teaching Children with Hearing Loss to Listen & Speak (Development), MDE 5392, 2 hrs	Practicum & Clinical Case Conference AUD 5583, 3 hrs
Spring 2 (17 hrs)	Aural Rehabilitation for Children, AUD 5318, 3 hrs	Professional Issues & Ethics, AUD 5367, 2 hrs	Psych & Culture, MDE 5312, 2 hrs	Pathology of Auditory System, AUD 5332, 3 hrs	Capstone I, AUD 5581, 3 hrs	Introduction to Billing & Coding, AUD 5216, 1 hr
Maymester	Optional/Elective - - Overview of Intraoperative Monitoring, AUD 5374, 1 hr					
Summer 2 (11 hrs)	Optional/Elective Vestibular Sciences 2, AUD 5347, 3 hrs	Family-Centered Counseling & Interview, AUD 5361, 2 hrs	Educational Programming and Service Delivery for Children with Hearing Loss, MDE 5394, 1 hr		Internship / Externship in Deaf Ed, MDE 5356, 2 hrs	Summer Practicum, AUD 5586, 3 hrs
YEAR THREE						
Fall 3 (12-14 hrs)	Hearing and Aging, AUD 5363, 3 hrs	Cochlear Implants, AUD 5354, 3 hrs	Optional/Elective AUD 5350, Vest Sciences 3, 2 hrs		Capstone II, AUD 5582, 3 hrs	Practicum & Clinical Case Conference AUD 5583, 3 hrs
Spring 3 (9-15 hrs)	Optional/Elective Hearing Loss & Speech Understanding, AUD 5327, 3 hrs HRSP 6327 (Spring of even years when requested)	Amplification III, AUD 5353, 3 hrs	Business and Financial Management for Audiologists, AUD 5365, 3 hrs	Optional/Elective HRSP 8383 Seminar in Auditory and Vestibular Neuroscience	Practicum & Clinical Case Conference, AUD 5583, 3 hrs	
Summer 3 (1 hr)	Externship, AUD 5355, 1 hr <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

Students in the 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 challenges facing children with hearing loss and their families. Specifically, we want our students to have opportunities that allow them to interact with children who have normal hearing and hearing loss in ways that will demonstrate typical and atypical social-emotional, cognitive, adaptive, motor, and communication development. In addition, we encourage opportunities for our students to observe and participate in family-child interactions.

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. Bridges Tutoring Program
5. TN Deaf-Blind Project
6. Community Events (such as Hands and Voices Picnic)

Students will be informed of additional opportunities that arise throughout the school year.

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.

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). Additionally, graduates will understand what rehabilitative options are available to patients with either unilateral or bilateral vestibular system impairments. Coursework will include three (3) formal courses in vestibular sciences. Specialty track students will have priority for practicum experiences in the Balance Disorders Clinic that assesses ~1400 patients/year. It is our intention for Specialty Track students to be offered the opportunity to have a concentrated clinical Maymester experience at a clinical site separate from Vanderbilt University. Finally, it will be expected that the Capstone project conducted by the Specialty Track student will be in a vestibular system/balance topic area.

For additional information, contact Dr. Gary Jacobson, Director, Specialty Track in Vestibular Sciences, (615) 322-4568, gary.jacobson@vanderbilt.edu).

Au.D. POLICIES/GUIDELINES

Case Conference Presentation Guidelines

- (1) For each Case Conference, two cases should be presented- one by each of two students.
- (2) Although the two cases can be related, they should be separate presentations and include data from individual patients.
- (3) All presentations should be in MS PowerPoint format.
- (4) All topics should be approved by the clinical supervisor prior to preparing the case.
- (5) Students should review the topic and information to be covered in their presentation prior to the actual case conference with their clinical supervisor. The clinical supervisor might adjust the presentation or suggest additional information. Material for the case conference should be submitted to the clinical supervisor for review and comment no later than the Thursday prior to the presentation date. The supervisor should 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.

- (6) 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.).
- (7) 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, if at all possible. If there is a lack of evidence-based research in this area, students should report shortcomings of the studies they review. Students should feel free to reference class notes or discussions with faculty and staff.
- (8) Presentations should be structured as educational. It should not be assumed that other students, or even staff, know the topic that is being presented.
 - a. All terminology should be explained in lay language
 - b. All tests/ procedures should be explained: How was the test performed? Why was the test performed?

What information does this test provide? How will the results of the test be implemented in this patient's treatment?

- c. Time should be allotted for questions from students and staff.
- (9) All presentations will be evaluated using the case conference evaluation form that is intended to provide the students with constructive feedback regarding areas of strong performance and areas needing improvement (please see the form following this section of the handbook).
 - (10) Students should receive their assigned presentation dates at the beginning of each semester. Students are responsible for finding an appropriate case and getting approval from their clinical supervisor prior to preparing for the presentation.
 - (11) During presentations, please turn all cell phones and pagers to silent modes.
 - (12) Attendance will be taken at each case conference. Attendance is required of all Au.D. students. Each student will be allowed one absence per semester. Any additional unexcused absences will result in a reduction of the clinical case conference grade of $\frac{1}{2}$ of a letter grade per additional absence.

# of Absences	Grade
0	A+
1	A
2	B+
3	B-
4	C+
etc.	

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

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

Vanderbilt University School of Medicine
Department of Hearing & Speech Sciences

AUDIOLOGY CASE CONFERENCE EVALUATION FORM

Name _____ Date _____

	1-Needs Improvement	2-Fair	3-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, situations occur where it may be beneficial to the Audiology program, professors, and their students for Au.D. students to serve as Teaching Assistants (TAs) in support of a course taken by Au.D. students. DHSS TAs are typically Ph.D. level students in courses and seminars primarily taken by masters or Au.D. students (although some Ph.D. students have also been TAs in courses taken by Ph.D. students). 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. if 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. limited didactic instruction that is supplemental to the course and accompanied by on site supervision by the course faculty.
- (4) The student's academic advisor must agree that, by serving as a TA, the student's progress towards completion of degree will not be compromised.
- (5) The Chair of the Audiology Committee and DHSS 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. The time and financial commitment for this schedule was reasonable if the clinical (Masters) degree took one to two years. However, the field of audiology recently changed to a four-year Au.D. as the entry level degree for clinical training and certification. This has created significant time and financial pressure for students who wish to be trained clinically as audiologists, and then to pursue research training leading to the 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 some medical centers. Given the department's strong interest in training future teacher-scholars who will contribute to the research base for the field of audiology, we have developed our curricula with the flexibility to pursue an 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, faculty mentor, Vice Chair of Graduate Studies, and the student's potential Ph.D. curriculum committee. Formal 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 throughout the remainder of their studies.

Program Details

The goal of the Au.D./Ph.D. program design 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. In an effort to interweave Au.D. and Ph.D. training efficiently, the two Au.D. courses related to research/statistics and business aspects of audiology 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 the doctoral (Ph.D.) First Research Project 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 requirements of the American Speech-Language-Hearing Association.

Degree Requirements

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

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

Total Credits Needed for Ph.D. = 72 (42 after transfer from Au.D. Studies)

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.

MASTER OF EDUCATION OF THE DEAF PROGRAM (M.D.E.)

Overview

The DHSS offers a Master of Education of the Deaf (M.D.E) degree. This one- to two-year program of study emphasizes the training needed to develop spoken language and auditory skills in children and youth with hearing loss. Students in the two-year program of study are also eligible for the specialty track in combined vision and hearing loss. Supported by a U. S. Department of Education grant, students complete five additional seminars in vision and hearing loss and attend local/state events sponsored by the Tennessee State Deaf-blind Project, housed on the Vanderbilt Campus. The DHSS offers a unique interdisciplinary approach to teacher training that combines training in audiology, speech-language pathology, special education, vision, and deaf education. 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, M.D.E students complete practicum requirements in both urban in rural settings in the Greater Nashville area.

Trainee Service Opportunity

Students in the 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 challenges facing children with hearing loss and their families. Specifically, we want our students to have opportunities that allow them to interact with children who have normal hearing and hearing loss in ways that will demonstrate typical and atypical social-emotional, cognitive, adaptive, motor, and communication development. In addition, we encourage opportunities for our students to observe and participate in family-child interactions.

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. Bridges Tutoring Program
5. TN Deaf-Blind Project
6. Community Events (such as Hands and Voices Picnic)

Students will be informed of additional opportunities that arise throughout the school year.

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.

ENTRANCE REQUIREMENTS

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

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

M.D.E. 1-YEAR CURRICULUM (WITH DEAF EDUCATION CERTIFICATION ; REVISED 05/25/17)

YEAR ONE						
Fall (15 hrs.)	Articulation Disorders & Phonetics, SLP 5314, 3 hrs.	Advanced Issues in Family Intervention, SPEDE 7100, 3 hrs.	Teaching Infants & Children with Hearing Loss to Listen & Speak - 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.	Research Methods in Special Ed, SPED 7810, 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.	Children w/ Hearing Loss & Additional Disabilities, MDE 5322, 3 hrs.	Lang 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.

Elective Options:

SPEDH 7350 Advanced Issues and Procedures in the Assessment of Students with Mild and Moderate Disabilities

SPEDE 7600 Recommended Practices in Early Elementary Grades for Children w/ Disabilities

SPED 7400 Management Procedures for Academic & Social Behavior

SPED 7350 Assessment of Students with Persistent Academic and Behavior Difficulties

Minimum of 37 HOURS required

M.D.E. 2-YEAR CURRICULUM (REVISED 05/25/17)

YEAR ONE						
Fall 1 (13 hrs.)	Teaching Children with Hearing Loss to Listen & Speak (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.	Children w/ HL & Multiple 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 ON AUDIT SHEET.**	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 ON AUDIT SHEET.**		Student Teaching & Field Experience, MDE 5358, 3 hrs.

**SPED 7000, SPEDH 7350, SPEDE 7450, SPEDE 7600 Minimum of 58 HOURS (Masters) and 64 hours (Masters plus PreK-12 endorsement)

Name _____ Student ID# _____

**SPECIAL EDUCATION:
HEARING IMPAIRMENT PREK-12 ADDED ENDORSEMENT PROGRAM
DEAF - BLIND SPECIALTY TRACK - BILL WILKERSON**

For licensed teachers to add the endorsement to their state license, the following requirements will be met prior to licensure recommendation:

Summer - Readings

FALL YEAR 1

- _____ MDE 5392 Teaching Children with Hearing Loss to Listen and Speak (2 hrs.)
- _____ MDE 5320 Introduction to Amplification for Infants and Children (2 hrs.)
- _____ MDE 5207 American Sign Language I * (3 hrs.)
- _____ SLP 5304 Child Language Acquisition (3 hrs.)
- _____ MDE 5358 Student Teaching and Field Experience (3 hrs.)
- _____ SPEDV 7510 Medical and Educational Implications of Visual Impairments (A)

Deaf-Blindness Seminar 1 Introduction to Deaf Blindness (1)

SPRING YEAR 1

- _____ MDE 5390 Curriculum and Methods for Deaf Children (3 hrs.)
- _____ MDE 5312 Psychology and Culture of the Deaf (2 hrs.)
- _____ AUD 5318 Aural Rehabilitation for Infants and Children (3 hrs.)
- _____ MDE 5393 Educational Assessment for Children with Hearing Loss (2 hrs.)
- _____ MDE 5358 Student Teaching and Field Experience (3 hrs.)
- _____ MDE 5208 American Sign Language II* (3 hrs.)

Deaf-Blindness Seminar 2 Communication Strategies (1)

Maymester

- _____ MDE 5356 Internship/Externship (2 hrs.)

Summer Year 1

- _____ MDE 5308 Language and Literacy in Deaf Children (3 hrs.)
- _____ MDE 5322 Children with Hearing Loss and Multiple Disabilities (3 hrs.)
- _____ MDE 5394 Programing and Service Delivery for Children with Hearing Loss (1 hr)
- _____ MDE 5358 Student Teaching and Field Experience (2 hrs.)

Deaf-Blindness Seminar 3 & 4 Orientation & Mobility (1) & Assistive Technology (1)

FALL YEAR 2

- _____ SPEDS 7000 Advanced Issues in Family Intervention, Severe Disabilities (3 hrs.)
- or
- _____ SPEDE 7100 in spring
- _____ SPEDE 7400 Instruction and Learning in Early Childhood Education
- _____ SPED 7400 Management Procedures for Academic & Social Behavior (3 hrs.)
- _____ MDE 5358 Student Teaching and Field Experience (3 hrs.)
- _____ SPED 7810 Research Methods in Sp. Ed. (3 hrs.) (Elective)

Deaf-Blindness Seminar 5 Literacy Development (1)

SPRING YEAR 2

- _____ MDE 5372 Seminar in Deaf Education (3 hrs.)
- _____ SPEDS 7800 Speech and Language, The Exceptional Learner (3 hrs.) (Elective)
- _____ MDE 5354 Cochlear Implants for Children (2 hrs.)
- _____ MDE 5358 Student Teaching and Field Experience (3 hrs.)
- _____ SPEDS 7100 Advanced Issues in Family Intervention, Early Childhood (3 hrs.) or SPEDE 7000 in fall

Deaf-Blindness Seminar 6 Sensory Learning (1)

Additional Requirements for Licensure

- _____ SPED 7000 Education and Psychology of Exceptional Learners (3 hrs.)
- Or
- _____ SPEDE 7600 Recommended Practices for Early Elementary Grades for Children with Disabilities (3 hrs.)
 - _____ SPED 7410 Teaching Reading to Students with Severe Disabilities
 - _____ SPEDE 7450 Screening and Assessment Early Childhood Special Education

And

- _____ Student First Aid and CPR (at least adult CPR; preference is infant/toddler & adult CPR)

* Student may take American Sign Language at another four year institute prior to entering the program or the approved two-year program (i.e., Nashville State Community College)

Rationale for Exceptions (approved by program director) _____

Approved by Faculty Advisor

Date

Approved by Program Director

Date

Approved in Office of Teacher Licensure

Date

MAYMESTER

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 3-week intensive practicum working with children who are deaf and hard-of-hearing.

The steps to be followed 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. 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. In the event 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.D.E students should sign up for a 3-week Maymester (MDE 5356) for 2 credit hours for their summer semester.
9. Timing of Maymester:
 - For One-Year M.D.E students, Maymester will begin following their spring semester classes and prior to summer classes.
 - For Two-Year M.D.E 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 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.

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

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.

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 the 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, voice disorders, and education are a part of the curriculum for students with interests in those areas. There is also a thesis option.

The Master of Science in Speech-Language Pathology (M.S.) education program 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 such areas as communication disorders and other health related professions, biomedical sciences, psychology, and psycholinguistics are encouraged to apply. All students must possess GRE scores consistent with Vanderbilt's standards for graduate studies; a strong record of past academic achievement; a commitment to perseverance; and exceptional organizational and time management skills.

Undergraduate Prerequisites

It is highly recommended that students satisfy the pre-requisites for biological science, physics or chemistry and social/behavioral science prior to enrollment in the Vanderbilt speech-language pathology degree program. The pre-requisite requirement for statistics (taken either in a department of mathematics or psychology) must be completed prior to enrollment in the graduate program. The pre-requisite courses are requirements for certification by the American Speech-Language-Hearing Association and are considered by ASHA to be essential background for the graduate program. Pre-requisite courses are not a requirement in order to apply; however, due to the rigorous nature of the M.S.-SLP program, these courses can not be

taken during the master's curriculum. The statistics course must be completed prior to enrollment in the graduate program in speech-language pathology, and it is highly recommended that the others be completed prior to enrollment as well.

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, basic principles of optics, basic principles of electricity and magnetism; courses can include practical examples of the role of physics in other disciplines) 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 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.

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 Voice Track	****Required for Schools 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 to two preparatory/ review seminars: 1) Language Essentials Boot Camp and 2) Intro to Diagnostics Lab										
Fall 1 (14-16 hrs.)	Physiological Bases of Communication I, SLP 5235, 3 hrs.	Clinical Principles & Procedures, SLP 5305, 2 hrs.	Child Language Impairments I: Nature, SLP 5290, 2 hrs.	Child Language Impairments II: Assessment, SLP 5291, 2 hrs.	Articulation Disorders & Phonetics, SLP 5314, 3 hrs.	Research Methods, SLP 5338, 1 hr.	**Teaching Children with Hearing Loss to Listen & Speak (Development), MDE 5392, 2 hrs.	****Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	Introduction to Clinical Practicum in SLP 5240 1 hr.	
Spring 1 (12-19 hrs.)	Aphasia, SLP 5331, 3 hrs.	Dysphagia, SLP 5319, 3 hrs.	Motor Speech Disorders, SLP 5316, 2 hrs.	Child Language Impairments III: Intervention, SLP 5292, 2 hrs. (optional for hearing track; audit suggested)	**Cochlear Implants in Infants & Children, MDE 5354, 2 hrs.	*Aural Rehabilitation for Children, AUD 5318, 3 hrs.	**Educational Assessment for Children with Hearing Loss, MDE 5393, 2 hrs.	****Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	Physiological Bases of Communication II, SLP 5236, 1 hr.	Practicum & Clinical Case Conference, SLP 5583, 1 hr.
Maymester (1-2 hrs.)	***Acute Care Experience, SLP 5360, 1 hr (Voice Track)				**Internship/ Externship in Deaf Education, MDE 5356, 2 hrs.					
Summer 1 (6-11 hrs.)	Craniofacial Anomalies, SLP 5326, 1 hr.	Traumatic Brain Injury, SLP 5317, 2 hrs.	Voice Disorders, SLP 5336, 2 hrs.	ELECTIVE: ***Pediatric Feeding & Swallowing Disorders (4 weeks), SLP 5324, 1 hr.	***Seminar in Medical Speech Pathology, SLP 5378, 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.	Practicum & Clinical Case Conference, SLP 5583, 1 hr.	
YEAR TWO										
Fall 2 (10-14 hrs.)	Acoustics & Perception, SLP 5301, 3 hrs.	Stuttering, SLP 5311, 3 hrs	Augmentative and Alternative Communication, SLP 5335, 2 hrs, Lab,			ELECTIVE Communication in Autism Spectrum Disorders, SLP 5323, 2 hrs.	***Adv Voice Res & Rehab, SLP 5391, 1 hr.	*Intro to Amp for Infants & Children, MDE 5320, 2 hrs.	****Speech-Lang-Literacy Sem, SLP 5397, 1 hr.	Practicum & Clinical Case Conference, SLP 5583, 1 hr.
Spring 2 (8-9 hrs.)	Family-Centered Counseling & Interviewing (4 weeks), SLP 5361, 1 hr.	Professional Issues (4 weeks), SLP 5357, 1 hr.	****Speech-Lang-Literacy Sem, SLP 5397, 1 hr. (for Nashville School Placements Only)				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										

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 all SLP students
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YEAR ONE										
Fall 1 (13-15 hrs.)	Physiological Bases of Communication I SLP 5235, 3 hrs.	Clinical Principles & Procedures, SLP 5305, 2 hrs.	Child Language Acquisition, SLP 5304, 3 hrs.		Articulation Disorders & Phonetics, SLP 5314, 3 hrs.		Research Methods, SLP 5338, 1 hr.	***Speech-Lang- Literacy Sem, SLP 5397, 1 hr.	**Teaching Children with Hearing Loss to Listen & Speak (Development), MDE 5392, 2 hrs.	Introduction to Clinical Practicum in SLP, SLP 5240 1 hr.
Spring 1 (10-12 hrs.)	Aphasia, SLP 5331, 3 hrs.	Dysphagia, SLP 5319, 3 hrs.	Traumatic Brain Injury, SLP 5317, 2 hrs.	Physiological Bases of Communication II SLP 5236 1 hr.	***Speech-Lang- Literacy Sem, SLP 5397, 1 hr	**Teaching Children with Hearing Loss to Listen & Speak (Assessment), MDE 5393, 2 hrs.		Practicum & Clinical Case Conference, SLP 5583, 1 hr.		
Maymester (2 hrs.)	**Internship/ Externship in Deaf Education, MDE 5356, 2 hrs.									
Summer 1 (6-11 hrs.)	Craniofacial Anomalies, 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, 2 hrs.	***Speech- Lang-Literacy Sem, SLP 5397, 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.		Practicum & Clinical Case Conference, SLP 5583, 1 hr.	
YEAR TWO										
Fall 2 (14-18 hrs.)	Child Language Impairments I: Nature, SLP 5290, 2 hrs.	Child Language Impairments II: Assessment, SLP 5291, 2 hrs.	Stuttering, SLP 5311, 3 hrs.	Acoustics & Perception, SLP 5301, 3 hrs.	ELECTIVE: Comm in Autism Spectrum Disorders, SLP 5323, 2 hrs.	Augmentative and Alternative Communication, SLP 5335, 2 hrs.	***Speech- Lang-Literacy Sem, SLP 5397, 1 hr.	*Intro to Amp for Infants & Children, MDE 5320, 2 hrs.	Practicum & Clinical Case Conference, SLP 5583, 1 hr.	
Spring 2 (8-10 hrs.)	Professional Issues (4 weeks) SLP 5357, 1 hr.		Family-Centered Counseling & Interviewing (4 weeks), SLP 5361, 1 hr.	Child Language Impairments III: Intervention, 5292, 2 hrs.	***Speech- Lang-Literacy Sem, SLP 5397, 1 hr.	**Cochlear Implants, MDE 5354, 2 hrs.	*Aural Rehabilitation for Children, AUD 5318, 3 hrs. (or elective, if already taken)		Practicum & Clinical Case Conference, SLP 5583, 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										

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 advised/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 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 47 semester hours of formal, didactic course work and 10-11 clinical practicum semester hours is required for the master's degree. For M.S.-SLP students **without** a background: A minimum of 54 semester hours of academic coursework and 11 clinical practicum hours. Approved subjects and the proportion of the 47-55 hours allotted to each are specified by the M.S.-SLP program.

Practicum

Enrollment in clinical practicum is required during each semester of the student's enrollment. Students must have 25 clock hours of clinical observation conducted by or supervised by a licensed clinician who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association. This observation requirement must be met prior to the student engaging in direct patient services in the M.S. program.

A typical clinical assignment for a first-semester student is three half-days of clinic (9-12 clock hours) per week. In subsequent semesters, students will be assigned to four or five half-days of clinic (14-20 clock hours) per week. During the final semester of enrollment 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 expected to have completed a minimum of 400 clinical clock hours (including observation hours) prior to initiation of the externship.

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. Requests to attend the Tennessee Association of Audiologists and Speech-Language Pathologists (TAASLP) annual conference need not be cleared through the office of the Vice Chair of Graduate Studies as such requests are covered by the policy described below.

All MS-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 a number of elements of content. Student peers will provide assessment, but their evaluations will not affect the formal

evaluation process. The elements to be evaluated include clarity and sufficiency of content, overall case development, manner of presentation, application of evidence to the case, identification of the clinical issue or problem, relevance of clinical solutions/outcomes, presentation of objective and subjective data, and ability to summarize findings. Students will further submit a written presentation of the case 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 initiate this procedure 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 Power Point 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 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 consist of only the Master's Thesis for students completing the Thesis Track."

Clinical Requirements

At orientation, all students will receive a Clinic Handbook with general clinical requirements. In addition, 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. 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.

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

- The Vanderbilt Bill Wilkerson Pediatric Speech-Language Clinic - Comprehensive diagnostics and management of disorders in the preschool and school-age populations including individuals with speech and language delay/disorders, fluency disorders, feeding and swallowing problems, autism, developmental delays, velo-pharyngeal insufficiency, and those who require augmentative and alternative modes of communication. Available throughout the graduate program.
- Doctors Office Tower - Assessment and management of medically based speech disorders in a pediatric population. Focus on velo-pharyngeal insufficiency as well as feeding and swallowing disorders in children. Available beginning in 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.
- The Vanderbilt University Hospital – Acute Speech & Language Services Unit – Bedside assessments and treatment of adults in the acute care setting who are referred for speech, language, cognitive, or swallowing disorders. Includes modified barium swallow studies conducted in the radiology division. Some opportunities for trach and vent management. Available during Summer I after initial neurological coursework and dysphagia have been completed.
- Vanderbilt Children’s Hospital – Speech, language, and swallowing assessments for neonates and children with medically based disorders in the acute care setting. Limited opportunity for placement. Available Summer I and later after the dysphagia course has been completed with priority given to students enrolled or who have completed the pediatric swallowing course.
- Vanderbilt Bill Wilkerson Center Voice Center, Department of Otolaryngology – Assessments and treatment of outpatients experiencing voice disorders of a physical or psychogenic nature. Available Summer I and afterward when the Voice Disorders course has been completed.
- Vanderbilt Satellite Clinics - focus on pediatric speech and language assessments and treatment in medical environments, includes clinics in Franklin, Hendersonville, and Lebanon. Available to all students.
- The National Center for Childhood Deafness and Family Communication – Assessments and treatments of children with hearing loss. Available to all students with preference given to students on the pediatric hearing loss specialty track.

In addition to the programs within the Vanderbilt Bill Wilkerson Center, opportunities for clinical training exist in:

- Local public and private school programs – Collaborating with clinicians employed by a school system or served through a departmental contract; individual assessments and treatment and group therapy for disorders of speech and language. Available beginning Spring I.
- 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).

- Tennessee Rehabilitation Center – Inpatient treatment for short-term residents, generally young adults, who have suffered brain injury, to assist with community re-entry. Some assessment possible. Available from Spring I.
- TriStarCentennial Hospital – Inpatient assessment and intervention in an adult hospital with a variety of communication and swallowing disorders.
- 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 Medical School a list of all eligible-to-graduate students near the beginning of the semester in which the M.S. student expects to receive a degree, (e.g., January/February for May graduation, etc.). Students should monitor their transcripts closely and bring missing grades to the attention of the course instructor as soon as possible. A record documenting the successful completion of the required course of study is kept in the student’s file within the DHSS Graduate Studies office.

SPECIALTY TRACKS IN SPEECH-LANGUAGE PATHOLOGY

Early Identification and Management of Children with Hearing Loss

The Vanderbilt Department of Hearing and Speech Sciences offers Specialty Track training for Master of Science in Speech-Language Pathology (M.S.-SLP) students in early identification and management of infants and children with hearing loss. Students enrolled in this Specialty Track for their respective field of study will have additional coursework and practicum experience that will prepare them to work with infants and children who are deaf or hard of hearing. This interdisciplinary approach to training – by combining some core courses with speech-Language pathology, audiology, and deaf education students while continuing separate courses that are specific to their disciplines – is unique to our Vanderbilt program. For additional information, please contact Dr. Dana Kan, Assistant Professor at (615) 936-6927 (dana.kan@vanderbilt.edu).

Maymester

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 3-week intensive practicum working with children who are deaf and hard-of-hearing.

The steps to be followed 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. 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. In the event 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,
 - SLP students should sign up for a 3-week Maymester (MDE 5356) for 2 credit hours for their 1st summer semester.
9. Timing of Maymester:
 - For SLP 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 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 challenges facing children with hearing loss and their families. Specifically, we want our students to have opportunities that allow them to interact with children who have normal hearing and hearing loss in ways that will demonstrate typical and atypical social-emotional, cognitive, adaptive, motor, and communicative development. In addition, we encourage opportunities for our students to observe and participate in family-child interactions.

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. Tutoring Program
5. TN Deaf-Blind Project
6. Community Events (such as Hands and Voices Picnic)

Students will be informed of additional opportunities that arise throughout the school year.

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.

Schools

The Vanderbilt Department of Hearing and Speech Sciences offers specialty track training in school speech-language pathology for those students who plan to pursue a career in schools working with students ages 3 through 21. The pediatric coursework in the required 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 5 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. During their thesis experience, students should register each semester for SLP 7999 Master's Thesis Research, using the section number of the thesis advisor in order to reflect the work on their transcript.

Thesis Submission

Candidates shall submit the thesis to their thesis advisors no later than the fourteenth day before the end of the term in which the degree is to be received except for the spring term; a candidate who expects to graduate in May must submit the thesis to the Graduate Studies Office no later than April 1.

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

Electronic

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

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

Hard Copy

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

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

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

NOTE: Detailed instructions regarding manuscript format can be found on the Graduate School's website at <https://gradschool.vanderbilt.edu/academics/theses/index.php>.

Follow this guide for format of thesis only.

**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 Voice 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 Rousseau Schuele
 Wallace Wilson Woynaroski

Signature of Committee Chair: _____ Date: _____

PhD Student Thesis Mentor (optional): Having a PhD 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 PhD student thesis mentor can be a win-win situation - the masters student gets extra mentoring and the PhD student gets the opportunity to develop his/her mentoring skills.

PhD student who is serving as thesis mentor (optional): _____

Signature: _____ 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) _____
2. (required) _____
3. (optional) _____

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 PROSED TIMELINE AND RECORD OF ACCOMPLISHMENTS OF BENCHMARKS

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 DATE FOR COMPLETION	ACTUAL DATE OF COMPLETION	CHAIR INITIALS	STUDENT INITIALS
			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

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 signature: _____ Date: _____

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.

Name of Student _____

Project Title _____

Date _____

Approved by:

Name of Committee Members

Signature

_____	_____
_____	_____
_____	_____
_____	_____

Rating Scale:

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

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	

Overall Result:

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

Time-line for next meeting: 3 months 6 months 9 months 1 year Other

MASTER'S THESIS- FINAL DEFENSE 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.

Name of Student _____

Project Title _____

Date _____

Approved by:

Name of Committee Members

Signature

_____	_____
_____	_____
_____	_____
_____	_____

Rating Scale:

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

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	

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

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) First research project
- (3) Second research project
- (4) Laboratory-based research experience
- (5) Teaching experience
- (6) Written comprehensive exam with oral defense
- (7) Student Publication
- (8) Ph.D. dissertation

Advisor and Program Committee

A student entering the DHSS Ph.D. program will be assigned an Academic Advisor by the Vice Chair of Graduate Studies (VCGS). The student's academic and career interests will be taken into account in this assignment. A Program (Academic/Education) Committee will then be selected by the student's advisor, in consultation with the VCGS during

the first semester in the program. The advisor will assume the role of Program Committee Chair. The primary responsibility of guiding the doctoral student through the academic program rests with the Program Committee. The Program Committee will include at least three members of the doctoral-level faculty in the student's major as well as related areas of interest. The functions of the Program Committee include:

- Providing guidance to the student on academic and extra-academic assignments, including teaching duties;
- Facilitating selection of and approving a minor area of study for the student;
- Evaluating the student's progress annually;
- Approving the prospectus for and final completion of the first research project. Additional ad hoc Program Committee members may be included for these Committee functions;
- In consultation with the Ph.D. student's Academic Advisor, the VCGS will help develop each Ph.D. student's Ph.D. Written Comprehensive Examination Committee (typically three DHSS faculty members – one the student's advisor – and one other non-DHSS faculty member). Additional faculty will be appointed to the Committee for this responsibility, including at least one faculty member from outside the Department. Members of the student's Ph.D. comprehensive examination committee and the student's program committee may overlap.
- The student's Dissertation Director, usually but not necessarily the student's academic advisor, works with the Ph.D. student to ensure the prospectus is defended and approved in a timely manner. Similarly, the Dissertation Director will work with the student in scheduling the final defense date.

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

Department Requirements

- (1) Each Ph.D. student's academic advisor – in consult with the student – will initially develop a Program Committee consisting of at least three DHSS faculty members (one of which being the student's academic advisor). This Program Committee will develop a plan of study in their first semester. This program committee may or may not have overlap with the students committees for the

First Research Project, Second Research Project, the Ph.D. Written Comprehensive Examination, and the Dissertation.

- (2) Project and dissertation committees should be identified by the student in consultation with, and pending approval of, the project mentor. The composition of the dissertation committee is outlined in the Vanderbilt University Graduate School Handbook, pp. 30-31. First and Second Research Project Committees should conform to these same guidelines other than no member outside the department is required and the minimum committee size is 3. In addition, first and second project committees are approved by the VCGS or the Associate Director of Graduate Studies for the PhD Program (graduate school approval is not required).
- (3) All Ph.D. students will undergo a progress evaluation by the Ph.D. committee annually to ensure adequate progress. If necessary, this committee, which will include all active Ph.D. mentors and the Director of Ph.D. education, will develop a plan for improvement for students struggling with progress.
- (4) All Ph.D. students must complete two directed research projects, typically one during the first year and the other during the second year in the program. It is expected that these projects will begin in the fall semester. The student will select a faculty member to direct each project based on the topic to be studied. The Project Director might be a member of the standing Program Committee or may be an ad hoc member for the duration of the research project. The student's Project Committee, in conjunction with the Project Director, will approve a prospectus for each research project. **First Research Project - PROSPECTUS** and **First Research Project - FINAL DEFENSE** and a **Second Research Project - PROSPECTUS** and **Second Research Project - FINAL DEFENSE** forms will need to be completed and turned in to the Graduate Studies office in order for the projects to become an official part of the student's Ph.D. program. (Note: examples of the grading procedures for the research projects can be found in the Forms Specific to the Ph.D. section of this handbook.)
- (5) All Ph.D. students must engage in substantive teaching experience, as described below.
- (6) All Ph.D. students must successfully pass a Ph.D. Written Comprehensive Examination.
- (7) Doctoral students must complete and successfully orally defend a written dissertation prospectus. This requirement serves as the official Graduate School qualifying exam, for admission to candidacy for the Ph.D.

degree. The membership of the dissertation committee must be formally approved by the Graduate School prior to the oral defense of the dissertation proposal. Also, 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 web site.

- (8) Doctoral students must submit at least one manuscript as first or second author of their research that is suitable for publication in peer-reviewed, archival publications prior to graduation.
- (9) 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 2 incomplete grades (I) for any given semester or receiving 3 I grades in any 12-month period may be placed on probation, if recommended unanimously by the student's Program Committee.

Minor Area

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

Research Skills

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

Demonstrated Research Ability

Completion of two research projects prior to the dissertation is required for every Ph.D. student. It is strongly advised that the first project be completed by the end of the student's first year in the program, and the second project completed by the end of the second year. Both the first and second projects

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

It is expected that the degree of direct faculty involvement will be reduced considerably for the second project. As part of the process of initiating the first, second or dissertation projects, Ph.D. students need to submit a proposal to Vanderbilt's Institutional Review Board (IRB), the governing board of all projects involving human and animal participants (to be described immediately below).

Institutional Review Board (IRB)

VU has specific policies that govern projects involving human and animal subjects. When an academic research project involves human subjects, an application must be submitted for VU IRB review and approval. Students should refer to the VU Human Research protection Program website <https://www4.vanderbilt.edu/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.

Scholarly Publication(s)

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

Teaching and Laboratory Research Responsibilities

Laboratory Work

As part of their education and training for a research career, all Ph.D. students are expected to work in one or more DHSS laboratories. In some cases, this work is specifically mandated by the source of a student's financial support, such as a research grant or training grant. However, the expectation of research work applies to all Ph.D. students, regardless of stipend amount or source of financial support. As an educational experience, it is expected that students will receive training in laboratory techniques, instrumentation,

and ethics via a combination of personal mentoring and offerings through the Biomedical Research Education & Training (BRET) Office.

The laboratory requirements are as follows:

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

Responsible Conduct of Research

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

The BRET Office offers a full-day course which meets this requirement. The course is normally scheduled in the spring, after classes and exams are over. For more information, access BRET's website at: <https://medschool.vanderbilt.edu/bret/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 with the student's advisor and/or program committee.
 - In some instances, Ph.D. students are asked to take on teaching duties beyond what is described above, in order to help support the teaching mission of the department. This is in much 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 objectives of the Written Comprehensive Examination are three-fold. First, the written examination is designed to test the student's knowledge of the field of specialization. Second, the examination should assess familiarity with the published research in the field. Finally, it should determine whether the student possesses those critical and analytic skills needed for a scholarly career. The Examination Committee administers and evaluates this examination.

The examination will not be undertaken until after the end of the second year of a Ph.D. degree program, after the student has completed the major portion of the proposed plan of academic studies, the teaching requirement, and the first and second research projects. Failure to pass the 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.

The written examination will consist of four questions. The student's Comprehensive Examination Committee made up of four faculty members selected by the student in collaboration with their faculty advisor and the Vice Chair of Graduate Studies will develop the specific questions. After approval of content and form, the VCGS, in consultation with student's faculty advisor, will present the questions to the student 30 days prior to the due date.

It is expected that the answers prepared for the comprehensive exam will be based on the student's independent effort. Assistance from others, whether in or outside our department, such as review or editing of written drafts (for either content or form), discussion of substantive research issues, or help with identifying pertinent research reports is expressly forbidden. However, the student may talk with the faculty member who has written one of the questions for clarity, if needed.

Faculty will review the answers to written examination questions after the 30 day preparation period. Following this review, the student will meet with the Comprehensive Examination Committee, to discuss and/or orally defend his/her answers. The student should be prepared to orally address questions regarding the topics covered in the written examination, as well as to clarify or correct written answers. A ballot will then be used to assign one of the following ranks to each answer:

Rank Interpretation

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

The student will be informed of the outcome of the written examination in writing by the Committee chairperson (typically the student's primary mentor). The individual votes will be kept confidential. The average of these ballots must exceed 1.0 for the student to continue in the Program. Records pertaining to the written examination will be maintained in the Department office. Correspondence (with the Dean of the Graduate School, primarily), lists of post-exam requirements, and other information regarding the written examination and the qualifying examination (presentation of dissertation prospectus) will be kept in the student's file in the DHSS Office of Graduate Studies.

Dissertation and Final Examination

A dissertation proposal will be presented to the Ph.D. Committee (which is formally appointed by the Graduate School) no later than four months following notification of successful completion of the written examination. The appropriate sequence of events is as follows:

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

The anticipated procedures should be given in some detail. Care should be given to the question of how results will be analyzed. It is the student's responsibility to demonstrate to the Dissertation Committee that:

- a. the prospectus is scientifically sound;
 - b. the proposed research procedures in the prospectus are feasible (such demonstrations frequently involve a pilot study); and
 - c. the student has the requisite technical skills to carry it out.
- (2) The dissertation prospectus serves as the official qualifying exam, used by the Graduate School to determine whether the student will be admitted to

candidacy for the Ph.D. degree. The Ph.D. Committee membership and date for the prospectus exam is cleared with the Dean of the Graduate School (see: https://gradschool.vanderbilt.edu/academics/forms_timeline.php). The requirements for composition of the Ph.D. committee are described in the Graduate School Catalog, which can be found on the Graduate School's website at <http://www.vanderbilt.edu/catalogs/graduate/graduate-school/>. At least 10 working days are required for this process. The paper work is handled by the Vice Chair of Graduate Studies. The prospectus should be delivered to all members of the Ph.D. Committee at least two weeks prior to the meeting for consideration of the prospectus. At the meeting's completion, the Committee will select one of several options ranging from completely accepting the prospectus to requiring the student to prepare an entirely new prospectus. Upon approval of the dissertation prospectus, the Dissertation Advisor will recommend to the Dean of the Graduate School that the student be admitted to candidacy for the Ph.D. degree.

- (3) 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 dissertation manuscript usually undergoes a number of revisions. In general, the Department strongly discourages students from attempting to complete the dissertation in absentia. If this becomes necessary, however, the student should complete an acceptable draft before leaving campus.
- (4) It is the responsibility of the Dissertation Advisor to determine when the candidate is ready for the final examination. When, in the opinion of the Dissertation Advisor, the candidate has prepared an acceptable draft of the dissertation, the Advisor will suggest an appropriate date to the Dean of the Graduate School who officially schedules the examination. The student should distribute the final draft to committee members **at least 10 days before** the scheduled final examination. In the final examination, the student will be required to defend the dissertation. A thorough, sophisticated understanding of the literature supporting the formal problem should be demonstrated as well as competence in justifying the dissertation procedures and interpretation of results. The student is expected to demonstrate an understanding of the larger scientific context in which the dissertation lies.
- (5) The dissertation draft must be approved by the 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.

Examples of how the Ph.D. prospectus and dissertation are graded can be found in the Forms Specific to the Ph.D. section of this handbook. Specific instructions on dissertation submission can be found on the Graduate School's website at: <http://gradschool.vanderbilt.edu/>

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.

Evaluation of Progress through Program

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

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

SUGGESTED TIMELINE FOR FULFILLMENT OF REQUIREMENTS

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

YEAR 1	<p>a. 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. NOTE: If Independent Study is chosen, submit Request for Independent Study* form First Research Project – Select/identify topic</p> <p>b. Spring Semester Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Request for Independent Study** form First Research Project – Prospectus (complete & submit DHSS form) Register for (and attend) Responsible Conduct of Research course through BRET</p> <p>c. Summer Semester Program Committee Review of Student’s Progress Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Request for Independent Study* form First Research Project – Final Defense (complete & submit form)</p>
YEAR 2	<p>a. Fall Semester Complete coursework as agreed upon by student and advisor. 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 Second Research Project – Prospectus (complete & submit DHSS form)</p> <p>b. Spring Semester Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Request for Independent Study* form Second Research Project – Select/identify topic</p> <p>c. Summer Semester Complete coursework as agreed upon by student and advisor. NOTE: If Independent Study is chosen, submit Request for Independent Study* form Second Research Project – Final Defense (complete & submit DHSS form)</p>
YEAR 3	<p>a. Fall Semester Enroll for 0 credit hours (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>b. Spring Semester Enroll for 0 credit hours (HRSP 9999) Candidate Dissertation Research</p> <p>c. Summer Semester Enroll for 0 credit hours (HRSP 9999) Candidate Dissertation Research</p>

YEARS 4 AND 5	<ul style="list-style-type: none"> a. Register each semester for Candidate Dissertation Research (HRSP 9999) b. Fulfill TA requirement (if not completed in 3rd year) c. If your dissertation committee is different from the written comprehensive exam committee, submit a Request to Change Ph.D. Committee form* d. Research doctoral dissertation topic e. Schedule doctoral thesis prospectus/proposal meeting f. Present doctoral thesis proposal - Committee Chair to complete DHSS's Dissertation-Prospectus form & return to Grad Studies. g. Perform doctoral dissertation research h. Write doctoral dissertation. Submit Request to Schedule Dissertation Defense* form to Grad School no later than two weeks prior to presentation. Notify Grad Studies staff to post fliers & send department email announcement. i. 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 Grad Studies j. 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

QUALIFYING EXAMINATION

Fall Year 3	HRSP 8999	Non-candidate/ Dissertation Research	0
Spring Year 3	HRSP 8999	Non-candidate/ Dissertation Research	0
Summer Year 3	HRSP 89999	Dissertation Research	0
Fall Year 4	HRSP 9999	Dissertation Research	0
Spring Year 4	HRSP 9999	Dissertation Research	0

Total Credits = 48

Sample Audiology Ph.D. Program Summary by Area**Major area courses (need 18 credits)**

COURSE #	COURSE NAME	CREDITS
HRSP 8389	Independent Study - Hood (AN/AD)	3
HRSP 8389	Independent Study - Key	3
PSY 8450	Grad Seminar: Cognitive Development	3
BSCI 3890	Cell neurobiology	3
PSY 8216	Brain Imaging Methods	3
HRSP 8389	Independent Study - Ashmead/Tharpe	3

Total Major Area Courses =18

Minor area courses (need 12 credits)

COURSE #	COURSE NAME	CREDITS
PSY 272-1	Structure & Fxn Cerebral Cx	3
MED 5010	Pharmacology	3
PSY 5269	Developmental Neuroscience	3
NSC 4961	Integrative Neuroscience	3

Total Minor Credits= 12

Research methodology (need 12 credits)

COURSE #	COURSE NAME	CREDITS
HRSP 8371	Research Design & Statistical Analysis	3
HRSP 8372	Research Design & Statistical Analysis	3
HRSP 8385	Instrumentation 1	3
HRSP 8386	Instrumentation 2	3

Total Research Methodology= 12

Teaching Experience: Two semesters TA of HRSP 8371 & HRSP 8372

Research Projects:

Project 1: TBD

Project 2: TBD

Dissertation: TBD

Transfer Credits:

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

SEMESTER	COURSE (# AND NAME)	INSTRUCTOR	GRADE	CREDITS
Fall 2005	SPA 572A Electrophysiological Testing	Smith	B+	3
Spring 2006	SPA 561 Advanced Audiology I	Baker	A	3
	SPA 566 Bioacoustics	Jones	A	3
	SPA 466 Medical Audiology	Anderson	B+	3
Summer 2006	SPA 562 Advanced Audiology II	Williams	B	3
Fall 2006	SPA 570 Hearing Impairment in Children	Ryan	B	3
	SPA 573 Speech Acoustics	Owens	A	3
Spring 2007	SPA 577 Pediatric Audiology	Wright	B+	3
Total Transfer Credits =24				

Vanderbilt Credits: 48 (formal coursework/independent study)

Transfer Credits: 24

Total Credits towards Ph.D.: 72

Sample Ph.D. in Speech-Language Pathology Curriculum Plan *(This sample is meant to be an exemplar, not prescriptive)*

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

Meeting Date: 9/17/14

Program Committee: C. Melanie Schuele, Ph.D. Ph.D. (Chair) | James Bodfish, Ph.D. | Robin Jones, Ph.D.

Major Area: Fluency Disorders **Minor Area:** Psycholinguistics, Developmental/Personality Psychology

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

Entering Semester: Fall, 2002

Projected Dissertation Period: Fall 2004 – Fall 2005

Projected Qualifying Examination Date: August/September 2004

Projected Graduation Date: February/March 2006

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

SEMESTER	COURSE (# AND NAME)		INSTRUCTOR	CREDITS
Fall Year 1	HRSP 8371	Research Design & Statistical Analysis	Ashmead	3
	HRSP 8388	Independent Study (1st Research Project)	Schuele	3
	PSY 8400	Developmental Psychology	Walden	3
	HRSP 8999	Ph.D. non-candidate Research	Mentor	0
Spring Year 1	HRSP 8372	Research Design & Statistical Analysis	Ashmead	3
	SLP 5311	Stuttering	Jones	3
	PSY 8460	Language Development	Staff	
	or		or	
	HRSP 8377	Seminar in Speech Perception	Staff	3
Summer Year 1	1st Research Project			
	HRSP 8999	Ph.D. non-candidate Research	Mentor	0
	HRSP 8388	Ind Study: Traumatic Brain Injury	de Riesthal	3
	HRSP 8388	Ind Study (1st Research Project)	Schuele/Staff	3
Fall Year 2	HRSP 8999	Ph.D. non-candidate Research	Mentor	0
	PSY 8850	Sp: Tp: Struct Equation Mod	Staff	3
	SLP 5391/92	Child Language Disorders	Schuele	3
	SLP 5301	Acoustics/Perception in Speech	Mefferd	3
	2nd Research Project			
Spring Year 2	HRSP 8999	Ph.D. non-candidate Research	Mentor	0
	PSY 8500	Special Topics in Psychology	Walden	3
	PSY 8216	Brain Imaging Methods	Staff	3
	HRSP 8388	Independent Study (2nd Research Project)	Staff	
	or			
	PSY 3150	Language Development	Staff	3
Summer Year 2	HRSP 8999	Ph.D. non-candidate Research	Mentor	0
	HRSP 5384	Adv Sem in Audiology: Grants & Contracts	Bess	3
	HRSP 8388	Ind. Study (2nd Research Project)	Staff	3
	HRSP 8999	Ph.D. non-candidate Research	Mentor	0

QUALIFYING EXAMINATION

Fall Year 3	HRSP 8999/9999	Non-candidate/ Dissertation Research	0
Spring Year 3	HRSP 8999/9999	Non-candidate/ Dissertation Research	0
Summer Year 3	HRSP 8999/9999	Non-candidate/ Dissertation Research	0
Fall Year 4	HRSP 9999	Dissertation Research	0
Spring Year 4	HRSP 9999	Dissertation Research	0

Total Credits = 48

Sample Speech-Language Pathology Ph.D. Program Summary by Area**Major area courses (need 18 credits)**

COURSE #	COURSE NAME	CREDITS
SLP 5311	Stuttering	3
HRSP 8388	Independent Study	3
HRSP 8377	Seminar in Speech Perception	3
SLP 5317	Traumatic Brain Injury	3
HRSP 8388	Independent Study	3
SLP 5306	Child Language Disorders	3
SLP 5301	Acoustics/Perception in Speech	3

Total Major Area Courses=18

Minor area courses (need 12 credits)

COURSE #	COURSE NAME	CREDITS
PSY 8430	Cognition and Language	3
PSY 8400	Developmental Psychology	3
PSY 8600	Sem in Social and Personality Development	3
PSY 8460	Language Development	3

Total Minor Credits=12

Research methodology (need 12 credits)

COURSE #	COURSE NAME	CREDITS
HRSP 8371	Research Design & Statistical Analysis	3
HRSP 8372	Research Design & Statistical Analysis	3
HRSP 5384	Adv Sem in Audiology: Grants & Contracts	3
PSY 8864	Experimental Design	3

Total Research Methodology=12

Teaching Experience: SLP 5305, SLP 5311

Research Projects:

Project 1: TBD
Project 2: TBD

Dissertation: TBD

Transfer Credits:

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

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

Total Transfer Credits=24

Vanderbilt Credits: 48 (formal coursework/independent study)

Transfer Credits: 24

Total Credits towards Ph.D.: 72

FORMS SPECIFIC TO THE Ph.D. PROGRAM

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

DOCTORAL CURRICULUM PLAN Ph.D., Hearing & Speech, Vanderbilt University

Name: _____

Meeting Date: _____

Yr. Entered Program: _____

Projected written comp exam date: _____

Ph.D. Program Summary by Semester

SEMESTER	COURSE (# AND NAME)	CREDITS
Fall Year 1	_____	_____
	_____	_____
	_____	_____
Spring Year 1	_____	_____
	_____	_____
	_____	_____
Summer Year 1	_____	_____
	_____	_____
	_____	_____
Fall Year 2	_____	_____
	_____	_____
	_____	_____
Spring Year 2	_____	_____
	_____	_____
	_____	_____
Summer Year 2	_____	_____
	_____	_____
	_____	_____

Total Credits = 48

Ph.D. Program Summary by Area

Major area courses (need 18 credits)

COURSE	CREDITS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Minor area courses (need 12 credits)

COURSE	CREDITS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Research methodology (need 12 credits)

COURSE	CREDITS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Research projects (need 6 credits)

COURSE	CREDITS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Student's Name (print) _____ Date _____

Student's Signature _____ Date _____

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

Advisor _____ Date _____

Member _____ Date _____

Member _____ Date _____

FIRST RESEARCH PROJECT- PROSPECTUS - Ph.D. PROGRAM

Name of Student _____

Project Title _____

Date _____

Approved by:

Name of Committee Members

Signature

_____	_____
_____	_____
_____	_____
_____	_____

Rating Scale:

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

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	

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

FIRST RESEARCH PROJECT- FINAL DEFENSE - Ph.D. PROGRAM

Name of Student _____

Project Title _____

Date _____

Approved by:

Name of Committee Members

Signature

_____	_____
_____	_____
_____	_____
_____	_____

Rating Scale:

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

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	

**Overall
Result:**

Outstanding
(Pass)

Very Good
(Pass)

Acceptable
(Pass)

Unsatisfactory
(Fail)

Time-line for next meeting: 3 months 6 months 9 months 1 year Other

SECOND RESEARCH PROJECT- PROSPECTUS - Ph.D. PROGRAM

Name of Student _____

Second Project Title _____

Date Submitted _____

Required Signatures

Committee Chair, _____

Approve Approve with minor revisions Reject

Committee Member, _____

Approve Approve with minor revisions Reject

Committee Member, _____

Approve Approve with minor revisions Reject

Rating Scale:

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

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	

Overall Result:

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

Time-line for next meeting: 3 months 6 months 9 months 1 year Other

SECOND RESEARCH PROJECT- FINAL DEFENSE - Ph.D. PROGRAM

Name of Student _____

Seond Project Title _____

Date _____

Approved by:

Name of Committee Members

Signature

_____	_____
_____	_____
_____	_____
_____	_____

Rating Scale:

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

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	

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

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

Student's Name _____

Advisor _____

Date Written Examination Began _____

Date of Oral Examination _____

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

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

	QUESTION (insert name)	RANK	READER'S INITIALS
#1	_____	_____	_____
#2	_____	_____	_____
#3	_____	_____	_____
#4	_____	_____	_____

AVERAGE RANKING: _____

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

DISSERTATION- PROSPECTUS - Ph.D. PROGRAM

Name of Student _____

Dissertation Title _____

Date Submitted _____

Required Signatures

Committee Chair, _____

Approve Approve with minor revisions Reject

Committee Member, _____

Approve Approve with minor revisions Reject

Committee Member, _____

Approve Approve with minor revisions Reject

Rating Scale:

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

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	

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

Ph.D. DISSERTATION- FINAL DEFENSE RATING - Ph.D. PROGRAM

Name of Student _____

Date _____

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	
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	

Overall Results:

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

Approved by:

Name of Committee Member

Signature

_____	_____
_____	_____
_____	_____
_____	_____

STUDENT POLICIES AND PROCEDURES

(Alphabetical Order)

ATTENDANCE

Class

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

Clinic

Student attendance is required at every clinical session throughout the duration of each practicum assignment unless otherwise scheduled by the supervisor. Only those absences due to illness or similar unanticipated emergencies may be excused; these should be reported immediately 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 Equal Opportunity and Affirmative Action Disability Services (EAD) office directly to arrange accommodations.

BACKGROUND CHECKS/DRUG SCREENING

All clinical students (anyone who sees patients at Vanderbilt) will be required to have two different background checks. One of those checks will be administered through the 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). The fee for this service will be included in the invoice each fall semester. 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 of our students may offer the results of this check to their externship site if one is requested without additional charge.

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

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

Additionally, all M.S., M.D.E, Au.D., and Ph.D. students will be required to have a background check administered by the Tennessee Bureau of Investigation. This requires fingerprinting and will be administered through the Background Clearance Office, a department on the Peabody campus. This clearance must be completed only one time as long as the student maintains continuous enrollment in the degree program. Students initiate the process by accessing the following link and following the directions including paying the fee. The last step will be setting an appointment for fingerprinting at a local TBI testing center.

<https://peabody.vanderbilt.edu/admin-offices/bco/>

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

Degree candidates must have completed successfully all curriculum, academic, clinical, and residency requirements (applicable to the degree sought) to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in commencement the following May. However, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail. Therefore, it is important to notify the Registrar's Office of the address to send the diploma. Normally, this notification is made by completing the Intent to Graduate form.

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

CONFLICT OF INTEREST

POLICY - DEPARTMENT OF HEARING AND SPEECH SCIENCES (DHSS) AVOIDING CONFLICT OF INTEREST - GRADUATE STUDENTS AND INDUSTRY

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

There exist multiple ethical practice guidelines that have been developed by both the American Speech-Language Hearing Association, the American Academy of Audiology and Vanderbilt University. Additionally, the American Medical Student Association (AMSA) has developed its own source for encouraging ethical support from industry (i.e. the pharmaceutical industry in this case). For additional information, please see <http://www.pharmfree.org/>.

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) <http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support>.

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 university affiliation. Such offers of remuneration have the likely intent of being featured on the manufacturer's web page and used for marketing of their products or reputation as a result of the presumed affiliation with the student participant and the university.

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

D. Accepting gifts from Industry

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

E. Primary reference

In these matters a primary reference can be found on the following link: <http://journalofethics.ama-assn.org/2014/04/coet2-1404.html> Council on ethical and judicial affairs clarification on gifts to physicians from industry (E-8.061). American Medical Association.

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.

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

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

ELECTRONIC DEVICE USE DURING CLASS

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

- Those wanting to use tablets or laptop computers during class should be seated in the back two rows of the classroom;
- Tablets or laptop computers during class should be used only for academic purposes pertaining to the current class;
- Tablets or laptop computers should be setup prior to the start of instruction;
- Tablets or laptop computers cannot be used when guest speakers are present;
- Anyone wanting to use a tablet or laptop during class must ask their course instructor's permission;
- No cell phones, iPods, or similar devices are to be used during class without the express permission of the instructor.

Please note that individual instructors might choose to implement additional or different guidelines for their courses. Instructors have the final say on the policies for their classes.

FINANCIAL INFORMATION

Tuition in the Graduate School and in the School of Medicine increases on a yearly basis. For up-to-date tuition rates, please see Frequently Asked Questions (FAQs) under the degree section of our website at: <https://www.mc.vanderbilt.edu/root/vumc.php?site=DHSS&doc>. Au.D. students and Master's degree students will be billed in three equal installments (fall, spring, and summer) for tuition. Graduate School tuition (for Ph.D. students) is charged at an hourly rate per semester hour with a minimum tuition charge of \$200 per semester for 0 (zero) credit hours.

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

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

Payment of Tuition and Fees

To avoid late payment fees, tuition and other out-of-pocket expenses not covered by Financial Aid, tuition and fees must be paid on the due dates published by Vanderbilt University prior to the first day of classes for fall and spring and summer semester.

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

Students with an outstanding balance will not be allowed to register or attend classes, receive transcripts and/or diplomas until the account has been paid in full. Commodore Card additions, VU Meal Plans, Napster, cell phone and V-Net charges must be paid monthly to avoid cancellation of services. **Any balance not paid by the end of the calendar month in which the statement was issued will be assessed a late fee.**

Refunds of Tuition

University policy for the refund of tuition charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or who are dismissed from the University, for any reason, may be entitled to a partial refund in accordance with an established schedule. Fees are nonrefundable. For additional information, please access the Vanderbilt University Student Handbook at: http://www.vanderbilt.edu/student_handbook/index.php

Tuition payment programs

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

Other Fees

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

The student activities fee and the student recreation fee will be waived automatically if the student is part-time, and is not registered in a thesis or dissertation research course. If the student resides beyond an approximate sixty-mile radius from the campus the student may apply for a fee waiver. While on externship, the student **must change his/her address** in the University system and submit a Fee Waiver Request, which can be found on the student recreation website at: <http://www.vanderbilt.edu/recadmin/waiver/>.

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

Students who register late or students who want to have fees waived due to exceptional circumstances must petition for a waiver. For additional information on these fees and/or to obtain information on requesting a waiver, please access the policy and regulation section of the Vanderbilt Student Handbook (http://www.vanderbilt.edu/student_handbook/) or the insurance company's website (<https://medschool.vanderbilt.edu/student-health/student-health-insurance>)

INDEPENDENT STUDY

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

Policy

- Independent Studies may not be used as the sole or main way to assemble credits for graduation or to replace a course listed in the curriculum.
- Independent Study may **not** be used to fulfill any Core Program requirements.
- Independent Studies are usually registered for 1-3 credits per study.
- Normally a student may carry only one Independent Study per semester, or two Independent Studies at the discretion of the 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. requests can be located on the Graduate School's website. School of Medicine forms are located in the Graduate Studies office.
2. Obtain the following required signatures from:
 - a. the student
 - b. the supervising faculty member
 - c. the 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., M.D.E., or M.S.-SLP).
5. The registrar's office will enroll you in the appropriate section of independent study.

Vanderbilt University School of Medicine
Department of Hearing & Speech Sciences

REQUEST FOR INDEPENDENT STUDY/DIRECTED STUDIES

Student's Name _____ Date _____
(Last, First & Middle)

Student's ID# _____ Semester _____

Print Name of Instructor _____

COURSE TITLE: Independent study for capstone			CREDIT HOURS
Course (Dept) Prefix	Course #	Section	

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

Signature of Student

Date

Signature of Instructor

Date

Signature of Vice Chair of Graduate Studies

Date

Return completed form to Christelle Luchsinger, 8310 MCE, ***in order to initiate enrollment in this class.***

GRADUATE SCHOOL
Vanderbilt University

REQUEST FOR INDEPENDENT STUDY/DIRECTED STUDIES/READINGS & RESEARCH

Student's Name _____ Date _____
(Last, First & Middle)

Student VU ID									
---------------	--	--	--	--	--	--	--	--	--

Fall	
Spring	
Summer	

20	
----	--

Name of Instructor (*please print*) _____

Course Title		Credit Hours
Department Abbreviation (i.e. ENGL)	Number (Will not be 7999)	

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

Signature of Student Date

Signature of Instructor (*Required*) Date

Signature of Vice Chair of Graduate Studies (*Required*) Date

Return completed form to the Graduate School, 117 Alumni Hall, ***no later than the tenth day of the classes (the end of the change-of-course period).***

LEAVE OF ABSENCE

Graduate programs in the DHSS require continuous registration for Fall, Spring, and Summer semesters. Students who want to interrupt their graduate study must apply to the Graduate School (Ph.D.)/School of Medicine (Au.D., M.D.E. and M.S.) and receive an authorized leave of absence. Any student who feels a medical or family leave of absence may be required should first contact either the Vice Chair of Graduate Studies or the Change to Vanderbilt Student Access Services (VSAS) Office. (<https://www.vanderbilt.edu/student-access/disability/>) to initiate the procedure. For non-medical or family leave request, the student should contact the Vice Chair for Graduate Studies. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dropped from the rolls of the Graduate School/School of Medicine and are not considered students. If they want to resume graduate study at Vanderbilt, they must apply for reinstatement. Reinstatement and degree completion time lines are also governed by policies of the Medical School and Graduate School as appropriate.

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 Disability Services Program within the VSAS office is located in Suite 108 of Baker Building. A map of the campus can be viewed at <http://www.vanderbilt.edu/map>. Phone: (615) 322-4705 (V/TDD)

Visit the website (<https://www.vanderbilt.edu/student-access/disability/>) for further information. You should also feel free to contact the EAD 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 http://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

(Adapted from The Vanderbilt University School of Medicine catalog)

The faculty members responsible for instruction of M.S. SLP, M.D.E., 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 VUMC Honor Code, adherence to clinical and class attendance and behavior requirements as determined by course instructors and clinical supervisors, and adherence to generally accepted social mores for professional/student off-campus activities. Any student questions about appropriate personal, academic or clinical behaviors should be addressed with the student's academic advisor, course instructor, clinical supervisor, Director of Clinical Education (DCE), or the 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 addition, receipt of marginal or poorer grades in two or more academic courses and/or clinical practica in a single academic year will undergo special review by the faculty committee.

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

1. Promotion
2. Promotion with recommendations for performance improvement (e.g., additional coursework in specific areas, repetition of all or part of the academic year).
3. Promotion on probation (may result in removal of funding), or
4. Dismissal from school. Students who deliver marginal performances (i.e., C+ or poorer) in more than two required clinics can expect to have their progress delayed in order to complete remedial work.

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

Students placed on academic and/or clinical probation who do not perform in a satisfactory manner during the subsequent academic year will be considered for dismissal from school unless there are mitigating circumstances approved by the appropriate faculty committee, 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 SLP, Au.D. and M.D.E. student for review on a semi-annual basis or anytime a student exhibits marginal or unsatisfactory performance.
- The Director of Clinical Education also submits clinical records to the appropriate faculty committee for every SLP or Au.D. student for review.
- Any student, faculty or staff member of the DHSS can request a promotion review of a given student for an alleged conduct or Honor Code violation at any time. Students must request such reviews through their academic advisors who will determine if said request should go to the faculty committee or if another means of resolving the concerns is more appropriate.
- All student promotion reviews will become part of the student's permanent record.
- All students will be notified of the result of their review in writing. If any faculty concerns exist, the student will meet personally with his/her advisor to discuss. Students will be given the opportunity to express concerns about their reviews to their academic advisors.

Student Appeal/Redress *Academic and/or Clinical*

Students should 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.

Conduct

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

School of Medicine Promotion Info REGISTRATION

The normal academic, full-time registration is a minimum of 8 credit hours per Fall and Spring semester (School of Medicine), 9 credit hours per Fall and Spring semester (Graduate School) and 6 hours in the summer. During the regular school year, students registered for 8/9 or more didactic hours per semester are defined as full time. Those registered for 4-7/8 didactic hours are part time. **NOTE:** Externship courses have been coded in the registration system to trigger full-time student status.

During each semester, currently enrolled students are asked to meet with their advisers and/or 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://finance.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. You need to take the training in CPR for both adults and children, but a half-day course (Red Cross or American Heart Association) is sufficient. You do not need the full-day course designed for primary health providers. CPR certification must be kept current at all times during your enrollment in the DHSS.

	Au.D.	M.S.-SLP	M.D.E. (1-yr)	M.D.E. (2-Yrs)
# of minimal credits necessary for promotion:	1st year 31	1st year 29	1st year 35	1st year 34
	2nd year 65	2nd year 57		2nd year 55
	3rd year 89			
	4th year 92			
Cumulative GPA in order to receive degree	3.0 (B)	3.0 (B)	3.0 (B)	3.0 (B)
GPA required to remain in good standing each semester	3.0 (B)	3.0 (B)	3.0 (B)	3.0 (B)
GPA required to be placed on probation for a given semester or year	2.9 (B-)	2.9 (B-)	2.9 (B-)	2.9 (B-)

Immunizations

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

For additional information, please contact Student Health Services at (615) 322-2427 <https://www.vumc.org/student-health/>.

Standards of Conduct

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

TRANSFERRING OR SUBSTITUTING CREDIT HOURS

As a general rule, the Au.D., M.D.E., 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., M.D.E., 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., M.D.E., or M.S.-SLP) administration. Note that the

DHSS will only accept up to a total of 6 transfer credits from outside Vanderbilt University. This assumes that:

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

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

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

1. confirm that the previously completed course was comparable to one required by the department and a grade of B or higher was received,
2. confirm that the faculty instructor for the Vanderbilt course has deemed the two courses comparable, and
3. provide an alternative course to be taken in place of the required course. The alternative course must be approved by the student's faculty advisor and the 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:
 - a. American Academy of Audiology – Student Travel Awards Reimbursement (STAR) Program
 - b. American Speech-Hearing-Language Association – Several options for funding of student travel exist including Research Mentoring – Pair Award, ASHA Convention Student Research Travel Award, International Research Travel Award (IRTA), and Audiology/Hearing Science Research Travel Award (ARTA). These awards might be available to students attending but not presenting at the meeting.
2. Graduate Student Travel Grants through the VU Graduate School:
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: <http://studentorgs.vanderbilt.edu/gsc/travel-grants/>.
4. Vanderbilt Kennedy Center Travel:
Graduate students and postdoctoral fellows who are engaged in research with a VKC Investigator or Member and who will use the funds to travel to a research

conference at which the trainee is making a presentation are eligible to apply for funding. Access their website at http://vkc.mc.vanderbilt.edu/vkc/about/policies/travel_awards_eligibility/ 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. 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 a best-estimate of expenses including travel (air or ground), hotel, registration and food. The Education Steering Committee will review applications and make final decisions regarding funding distributions.
 - A listing of student names and presentations may be advertised on the VBWC website, at graduate student fairs, or other appropriate venues.

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

Travel Caps

Typical levels of support range from \$100-\$1200 depending on the location, and value of the meeting as determined by the Students mentor in consultation with the 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 Christelle Luchsinger (christelle.luchsinger@vanderbilt.edu) to request a copy of the travel policy.

Procedure to Approve Travel Requests

At least two weeks prior to trip, request permission at department level by emailing 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 Christelle Luchsinger so she may 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.
6. If you are planning to use your personal automobile, please keep in mind the following:
 - a. Reimbursement cannot exceed the total cost of round-trip coach airfare to and from the nearest commercial airport serving the destination, plus the reasonable costs of other appropriate local transportation at the destination.
 - b. If mileage exceeds 300 miles, documentation of the cost of round-trip coach must be attached to the travel expense report. For travel less than 300 miles, travel by automobile is deemed to be the least expensive option and no further cost justification is needed.
 - c. If a University member's vehicle causes bodily injury or property damage to another party, the employee's insurance will provide coverage to the limit of the policy. Vanderbilt will provide coverage after the limit of the employee's policy has been reached. Persons using their own automobiles or other vehicles on Vanderbilt business are responsible for themselves against personal liability. Vanderbilt has no insurable interest in a University member's personal automobile.
 - d. When reimbursement for local mileage is requested, a list of all trips should be attached to the request for reimbursement. Origin, destination, date, business purpose, and number of miles traveled should be included with the listing, regardless of the length of the trip.
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.

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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.

Remember to keep all receipts. Vanderbilt will only accept original receipts for reimbursement. *Itemized* receipts must be submitted to obtain reimbursement for meal expenses. A receipt that only shows a total (as total paid by a credit card) will not be acceptable. Please note that Vanderbilt will not reimburse for alcohol or taxes.

International Travel

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

For additional information, please access the ISOS website at: <http://www.vanderbilt.edu/gss/travel/International-travel-registration.php>

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. In order to protect student time and ensure academic success, it is the recommendation of the DHSS that students work no more than 10 hours per week (for M.S., M.D.E. 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 10 hours per week (with a maximum determined by the mentor in consultation with the student) of effort in their mentor's laboratory. This Teaching and Laboratory Experience policy applies regardless of whether the student's stipend is in the form of a traditional stipend or from an hourly rate of pay.

It is recognized that some students work efficiently and may be able to work more hours once they are accustomed to the demands of graduate school. Therefore, after one semester of successful graduate study, departmental work hours exceeding the limits defined above can be considered. Requests to increase the number of work hours should be submitted to the 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. In order to be eligible for additional work hours, students must be in at least their second semester of study, be in excellent standing both clinically and academically, and have the support of both their advisor and their prospective employer (if working within the Vanderbilt Bill Wilkerson Center [VBWC]). In order to protect students' academic progress, only students who have no grade lower than a B on their graduate transcript will be allowed to work additional hours. After the hire, the student's progress both academically and clinically will be evaluated by the faculty to ensure the work is not having adverse effects. This evaluation will in part be completed through our semiannual student reviews. However, it will also include any student problems that are noted in clinic or the classroom throughout the year. If any academic or clinical difficulties are noted, the 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 supervisors external obligations so that a conflict of commitment or loyalty does not arise. Accordingly, external activities must be arranged so as not to interfere with a student's primary commitments. External activities must be of such a nature and conducted in such a manner as will not bring discredit to the University or department and must not compromise any intellectual property owned by the University.

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

External work providing professional services

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

Provision of professional services for pay outside the requirements of the training program is considered by the DHSS to be an optional activity that, if approved for a given student, must be contained within the department work guidelines outlined above, fully documented, and void of any distraction from the academic, clinic, and service components of our graduate programs. Engaging in professional service work during periods of authorized vacation time can occur provided that proper approval of the activity has been obtained. Questions regarding whether a particular request for this type of employment would be prohibited under this section should be directed to the 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 of your educational and clinical commitments. It is your responsibility to attend all classes and clinics that are scheduled during each semester session. These commitments should not be compromised for work or other commitments.

3. I am a certified speech-language pathologist licensed in the state of Tennessee. However, I am now an 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

Student Name _____

Hiring Manger/Supervisor _____ Date Submitted _____

Proposed Rate of Pay Monthly _____ Hourly _____

Standing Rate of Pay

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

Rate of Pay requested _____

Number of hours/week _____

Source of payment _____

Duration Start Date _____ Stop Date _____

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

If yes:

Source of other duties _____

Rate of Pay _____

Duration _____

Number of hours _____

FOR FEDERAL PROJECTS ONLY Relevance to Center being charged _____

APPROVALS

	Required Signatures	Date	Phone #
Supervisor	_____	_____	_____
Vice Chair of Graduate Studies	_____	_____	_____
Grants Manager	_____	_____	_____
Advisor	_____	_____	_____

Au.D., M.S.-SLP and M.D.E. 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.

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) <http://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 <http://www.audiology.org/publications-resources/document-library/code-ethics>

HELPFUL WEBSITES

Academy of Neurologic Communication Disorders and Sciences (ANCDS) **www.ancds.org**

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

Acoustical Society of America **<http://asa.aip.org/>**

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

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

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

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

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

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

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

ASHA's Special Interest Groups (SIG) **www.asha.org/SIG/**

SIG 1, Language Learning and Education
SIG 2, Neurophysiology and Neurogenic Speech and Language Disorders
SIG 3, Voice and Voice Disorders
SIG 4, Fluency and Fluency Disorders
SIG 5, 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) **www.asha.org/academic/accreditation/**

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

The CAA is the only agency recognized by the U.S. Department of Education (USDE - <http://www2.ed.gov/admins/finaid/accred/index.html>) and the Council for Higher Education Accreditation (CHEA - www.chea.org) for the accreditation and preaccreditation ('Accreditation Candidate') throughout the United States of education

programs in audiology and/or speech-language pathology leading to the first professional or clinical degree at the master's or doctoral level, including those programs offered through distance education.

The specific purposes of the CAA are to:

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

Council of Academic Programs in Communication Sciences and Disorders

www.capcsd.org

CAPSCD is involved with the following (material obtained from the CAPSCD 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>

Nashville Aphasia Group

wgwebb@aol.com (Email)

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

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

National Institute of Deafness and Other Communicative Disorders

www.nidcd.nih.gov

Stuttering Foundation of America

www.stutteringhelp.org

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

www.taaslp.org

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

Tennessee Licensure Board of Communication Disorders and Sciences

<http://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.