

**Department of Speech and Hearing Sciences  
Indiana University**

**Au.D. STUDENT HANDBOOK  
2006-07**

The Au.D. degree is conferred by the Graduate Office of the College of Arts & Sciences. This Handbook is intended to provide all students in the Au.D. program with basic information about academic degree requirements. Read this Handbook carefully and see your advisor if you have any questions.

(CONTAINS ALL REGULATIONS PASSED BY THE FACULTY AS OF 18<sup>th</sup> SEPTEMBER, 2006.  
APPLIES TO ALL Au.D. STUDENTS WHO ENROLL AFTER 1st AUGUST 2006.)

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## THE JOB OUTLOOK FOR THE FUTURE

While it is difficult to predict exactly what the job market will be in any profession in years to come, we do know that a number of factors are influencing an increase in the demand for audiologists and hearing professionals. For example, a greater number of children are identified with hearing loss at an earlier age due to the advent of universal newborn hearing screening programs in the U.S. in recent years. Earlier identification has, in turn, led to the need for earlier intervention. This is resulting in the employment of more hearing professionals in a variety of settings serving pediatric populations. Additionally, the increasing population of older Americans in the U.S. with hearing loss frequently requires the services of audiologists. The incidence of hearing impairment is increasing among younger people who are developing hearing loss due to environmental factors, particularly noise abuse. All told, the demand for services provided by audiologists and hearing professionals has been projected to be high through the first quarter of the 21st century.

### Preparing for the Profession

The Certificate of Clinical Competence in Audiology (CCC-A), issued by the American Speech-Language-Hearing Association (ASHA), is the only professional credential for audiologists recognized in every state. Effective January 1, 2007, candidates for the CCC-A must have completed 75 post-baccalaureate credit hours in audiology and, by January 1, 2012, at least 90 post-baccalaureate credit hours in audiology leading to a doctoral degree. In addition to these credit-hour requirements, students must complete 2000 hours of clinical practicum and pass a national examination. The IU Au.D. program is designed to fulfill those requirements that will become effective in 2012. Although certification is a voluntary process, most clinics, hospitals, and other service facilities require their employees to have the CCC-A. Forty-seven states have licensure requirements for audiologists and, in most cases, meeting the requirements for the CCC-A will ensure eligibility for state licensure.

## UNDERGRADUATE PREPARATION

It is expected that you will have completed undergraduate course work and received a Bachelor's degree from an accredited university in any one of several fields, including, but not restricted to, speech and hearing sciences, psychology, biology, or engineering. Depending on your background, your advisor may suggest that you also complete some of the following courses while in the Au.D. program:

S515/S302	Introduction to Acoustics
S575/S275	Human Hearing & Communication
S524/S333	Survey of Children's Lang. Dev. (or SPHS S433)
S521/S420	Phonological Development & Disorders in Children
S547/S436	Language Disorders in Children

If any of these undergraduate courses are taken during the Au.D. program, they may not be counted toward satisfying any of the requirements for the degree, even though graduate credit may have been awarded for the graduate version of the course(s). In addition to required professional course work,

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students hoping to achieve the CCC-A must document course work completed as an undergraduate in each of the following areas (no credit-hour minimums):

- life sciences;
- physical sciences;
- behavioral sciences; and
- mathematics.

**The Au.D. Degree**

**COURSE REQUIREMENTS**

**YEAR 1**

<b><u>Fall</u></b>	<b><u>Credits</u></b>	<b><u>Practicum</u></b>
S474 Introduction to Audiological Testing	3	
S675 Assessment of Middle Ear Function	2	
S571 Auditory Anatomy and Physiology	3	
S578 Instrumentation and Calibration	3	
S570 Introduction to Audiology Clinic	<u>1</u>	25 Observation Hrs
<b>Total</b>	<b>12</b>	

**Spring**

S478 Rehabilitative Audiology	3	
S515 Reading Research in Audiology	2	
S573 Lab in Amplification	1	
S576 Amplification for the Hearing Impaired	3	
S678 Psychoacoustics	3	
S570 Introduction to Audiology Clinic	<u>0</u>	25 Practicum Hrs
<b>Total</b>	<b>12</b>	

**Summer-I (6 weeks)**

S577 Industrial Audiology	2	
S570 Clinical Practicum in Audiology	0	25 Practicum Hours
S775 Vestibular Diagnosis & Rehabilitation sessions)	3	(may take over both summer
<b>Total</b>	<b>5</b>	

**Summer-II (8 weeks)**

S570 Clinical Practicum in Audiology	<u>1</u>	25 Practicum Hours
<b>Total</b>	<b>1</b>	

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<u><b>YEAR 2</b></u>	<u><b>Credits</b></u>	<u><b>Practicum</b></u>
<u><b>Fall</b></u>		
S477 Auditory Disorders	3	
S670 Clinical Practicum in Audiology	1	100 Practicum Hours
S579 Children with Hearing Loss	3	
S574 The Central Auditory Nervous System	3	
S777 Speech Communication, Aging and Hearing Impairment	2	
<b>Total</b>	<b>12</b>	
 <u><b>Spring</b></u>		
S671 Auditory evoked potentials	2	
S676 Advanced Seminar in Amplification	3	
S679 Otoacoustic Emissions	2	
S506 Counseling in Communication Disorders	2	
S677 Implantable Auditory Prostheses	3	
S670 Clinical Practicum in Audiology	<u>1</u>	100 Practicum Hours
<b>Total</b>	<b>13</b>	
 <u><b>Summer I</b></u>		
S779 Business Practices	2	225 Practicum Hrs
S672 Externship in Audiology	<u>2</u>	14-week local commuting externship
<b>Total</b>	<b>4</b>	
 <u><b>Summer II</b></u>		
S572 Clinical Electrophysiology	2	
S778 Educational Audiology	2	
S672 Externship in Audiology	<u>2</u>	
<b>Total</b>	<b>6</b>	
 <u><b>YEAR 3</b></u>		
<u><b>Fall</b></u>		
S673 Advanced Externship in Audiology	5	Yr 3 clinical practicum total > 1500 hrs
S771 Diagnostics and Pathologies	<u>3</u>	
<b>Total</b>	<b>8</b>	
 <u><b>Spring</b></u>		
S673 Advanced Externship in Audiology	5	
S772 Amplification and Rehabilitation	<u>3</u>	
<b>Total</b>	<b>8</b>	
		<b>73</b>
		<b>81</b>

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**Summer I**

S673	Advanced Externship in Audiology	2	
S773	Pediatrics and Special Populations	<u>2</u>	
	<b>Total</b>	<b>4</b>	<b>85</b>

**Summer II**

S673	Advanced Externship in Audiology	3	
S774	Recent Advances in Audiology	<u>2</u>	
	<b>Total</b>	<b>5</b>	<b>90</b>

Total clinical practicum > 2000 hours

**Au.D. Curriculum 3-Year Totals:**

**Credit Hours: 90**

**Practicum Hours: > 2000**

A student must complete all assigned clinical practicum experiences successfully and must pass all portions of the Year 2 exam. As revealed by a review of the curriculum on the preceding pages, the overwhelming majority of clinical experience is obtained years 2 and 3 of the program. Students must remain in good standing academically and clinically while acquiring this clinical training. Failure to do so can result in the student being placed on probation or in loss of clinic privileges.

**Evaluation of Academic Progress**

It is the goal of the department's faculty that all students make satisfactory progress toward the Au.D. degree. We have found that the transition into graduate school can be very difficult for some students because of the increased demands that accompany graduate school and clinical assignments. In an effort to avoid problems, the faculty formally reviews the progress of each Au.D. student at mid-semester for the first fall and spring. If a student is having difficulty in course work and/or clinic, a meeting will be scheduled with the student to find remedies for the problem.

Graduate students can receive graduate credit for courses in which a grade of C or better is received. Graduate students, however, must maintain at least a 3.0 overall GPA throughout the program. Failure to maintain a 3.0 GPA for any one semester will put the student on academic probation. Students also should not receive more than two grades of "C" in any of the required

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courses listed in the Aud curriculum or they may be placed on academic probation. The following policies apply to academic probation:

1. Students who are placed on academic probation after their first semester may have clinical assignments reduced or eliminated during their second semester of graduate enrollment. Changes in clinic privileges will be made to help students focus on their academic work and to increase their GPAs. Decisions about clinic involvement will be made with input from the student, the student's academic advisor and the Hearing Clinic Director. If clinic privileges are restricted and clinical practicum lost, extended enrollment in the department may be necessary to offset the loss in clinic hours.
2. Students who receive a GPA of less than 3.0 for any given semester will be placed on academic probation. If that student receives a GPA below 3.0 in any subsequent semester, the student will be deemed to be making unsatisfactory progress toward the AuD degree and the case will be brought before the faculty for review and possible dismissal.
3. Students who are on academic probation may not register for the following semester until grades are received for the probationary semester. A letter will be placed in the student's file indicating that the student is on probation.
4. Students who are on academic probation and who are receiving Associate Instructor or Research Assistant funding may be in jeopardy of losing this funding. Decisions regarding the continuation of funding will be made by the academic advisor, the Co-ordinator of the Au.D. Program, the faculty member for whom the student is working, and the Hearing Clinic Director.

### **Clinical Practicum**

Au.D. students are required to participate in practicum every semester during which they are in residence as full-time students, unless clinic privileges have been suspended as a result of academic probation. Other exceptions may be granted only by the Hearing Clinic Director.

Students participating in on-campus Audiology practicum will be expected to attend group meetings and have a maximum of twelve (12) hours of clinical contact per week. These contact-hour assignments are exclusive of any time spent in preparation, staffing, report writing, etc.

Students at Indiana University who desire certification to practice as audiologists will be provided with the opportunity to obtain the appropriate number and distribution of supervised

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clinical contact hours. The hours of supervised clinical practicum required by ASHA are, however, to be regarded as minimum hours. It is the policy of this training program that students should have the maximum possible amount of supervised clinical practicum before leaving the program. For this reason, no student should regard the number of hours required by ASHA as the total number of hours expected. Students transferring from other institutions should arrange to have any previously obtained practicum hours verified and sent to the Hearing Clinic Director.

Indiana University's Department of Speech and Hearing Sciences makes every effort to help students obtain sufficient clinical practicum (typically exceeding the minimum hours specified by ASHA) on a timely basis prior to exiting the program. However, if special circumstances arise that cause a student to obtain fewer clinical contact hours than recommended in one or more semesters, that student may need to extend her or his clinical training program to fulfill all of the academic and clinical requirements for the Au.D. degree. Special circumstances may include, but are not limited to, poor academic or clinical performance, as well as situations related to personal necessity, such as pregnancy, extended illness, or emotional difficulties. In some of these special circumstances, documentation from the Office of Student Disability Services or a physician may be required. Another special circumstance may occur when a student requests externship experiences from a limited pool of potential such experiences (e.g., exclusively pediatric setting).

**Off-Campus Practicum Assignments.** All students are required to participate in at least two off-campus clinical placements during the Au.D. program. Students will be assigned by the Audiology Externship Coordinator to off-campus sites as a part of their clinical practicum in Year 3, and most likely, during some portion of Year 2. Off-campus sites are of two types: full-time and part-time.

Part-time assignments. Part-time assignments are made in sites within commuting distance of the campus. Students who are enrolled in classes on campus may also be assigned to one or more off-campus sites for all or part of their practicum assignment for a semester.

Full-time assignments. Full-time assignments may be made in sites where the student will spend a minimum of 6 weeks. Typically, these assignments are made during the latter portion of Year 2 and throughout Year 3 of Au.D. program and need to be arranged by the student with the Audiology Externship Coordinator.

Students who wish to become certified to work as Educational Audiologists in the schools will be assigned, full-time, to an 8-week practicum in the public schools (see p. 16, School Certification). Graduate students who come from other schools where they have completed the school practicum do not need to repeat that assignment. The school practicum must be done in Indiana except in very unusual circumstances and will qualify as the second practicum site. All students complete at least two off-campus practicum experiences by the time

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the Au.D. degree has been completed. These experiences may be completed in school, hospital, rehabilitation center, or other type of program where audiology services are provided. This assignment may be any place where a site and a certified externship supervisor can be identified. That is, only the school-based practicum required for certification as an Educational Audiologist must be completed in the state of Indiana.

**PLEASE NOTE!** Times for the school and all other full-time practicum assignments should be projected by the student and his/her advisor by the end Year 1 of the Au.D. program. As soon as that is done, students should see the Audiology Externship Coordinator. Many sites are assigned over a year in advance, so it is imperative that this planning be done early and in collaboration with the Audiology Externship Coordinator.

**Practicum Grades.** Students should be aware that satisfactory clinical performance is a part of the department's expectation of them. Every graduate student who has completed S570, or its equivalent, must enroll for clinical practicum in each semester. Only the Hearing Clinic Director can waive this requirement. To have the Department Chairperson sign your application for the ASHA Certificate of Clinical Competence, you must complete clinical practicum without having obtained a grade lower than B- for clinical practicum in more than one semester. In addition, should you have one semester with a grade below B-, the practicum hours completed during that semester cannot be counted toward ASHA certification. Without the signature of the Department Chairperson on your application, you will be unable to obtain clinical certification to practice as an audiologist. Finally, students who receive a practicum grade of B- in any clinical assignment will be placed on clinical probation with clinical privileges suspended at the Hearing Clinic Director's discretion.

## EXAMINATIONS

### **YEAR 1**

The Year 1 examinations consist of a mix of clinical proficiency, oral, and written exams covering the content and clinical skills from the first year in residence. All students must pass the Year 1 exams as a requirement to proceed into year 2 of the Au.D. program. All students must be enrolled in the program during the semester that the student takes the examination. Students on academic or clinical probation must receive authorization from the Department Chairperson before taking these exams.

The first portion of the Year 1 examination is a "Clinical Proficiency Exam." The exam is designed to evaluate proficiency in the following areas: calibration, case history, otoscopic examination, pure-tone audiometry, speech audiometry, tests for pseudohypacusis, immittance measurements, auditory brainstem response (ABR), otoacoustic emissions (OAEs), hearing aid

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evaluation, hearing aid fitting, hearing aid orientation, hearing aid trouble shooting, real-ear insertion measurements, standardized testing of hearing aids, assistive listening devices, earmold impressions, earmold selection and modification and counseling. The exam will include a practical evaluation, an oral evaluation, and a written portion. The practical portion of the exam will include evaluation of the student performing actual test procedures (e.g., tympanometry, pure-tone testing, earmold impressions). For the oral portion of the exam, the student will be presented a case and asked to discuss their approach to the case, hypothetical results for various scenarios, and their interpretation for each scenario. For the written portion of the exam, students will be provided with a small set of questions in advance which require the student to integrate content across various courses completed in the program. The outcome of each portion of the exam will be “Pass” (no deficiencies), “Low Pass” (some minor deficiencies) or a “Fail” (major deficiencies). The exam will be administered with the clinical and academic faculty present and a confidential vote will follow each exam. The student must pass all aspects of this examination as a requirement for the Au.D. degree and prior to being placed at external practicum sites in the second year. Grades of “Pass” and “Low Pass” are acceptable, but the latter grade must be accompanied by a listing of additional activities (reading, self study, etc.) that must be completed to eliminate the deficiencies identified, a timeline for completion of those additional activities, and means of verification that the deficiencies have been eliminated. Those students who have failed all or a portion of the exam, and are given the opportunity to retake all of the exam, will have an opportunity to do so as soon as the first summer term of Year 1 or as late as the Fall semester of Year 2 (at the faculty’s discretion). Failure of any portion of the exam a second time will result in immediate dismissal from the program. Students who fail part or all of the exams will be given written feedback on their unsatisfactory performance, and are guaranteed an interview with the evaluators.

### **YEAR 2**

The Year 2 examinations consist of a mix of oral clinical problem-solving and written exams covering the content and clinical skills from the first two years of the program. All students must pass the Year 2 exams as a requirement for the Au.D. program. All students must be enrolled in the program during the semester that the student takes the examination. Students on academic or clinical probation must receive authorization from the Department Chairperson before taking these exams. The timelines, format, and grading procedures for the Year 2 exams parallel those described for the oral and written portions of the Year 1 exams (except, of course, that the timeline pertains to the second year in residence rather than the first year in residence).

## CERTIFICATION and LICENSURE

**ASHA Certification.** Another area of consideration for Au.D. students is clinical certification. If you wish to work as a professional in the field of audiology, you will find it very difficult to obtain a position unless you hold the Certificate of Clinical Competence in Audiology (CCC-A) from the American Speech-Language-Hearing Association (ASHA). In many states you will also have to obtain a state license. (As stated before, if you work in the schools you will also need to obtain special certification for that setting.) The ASHA requirements for the CCC-A have been duplicated in Appendix I for the student's convenience. Any student who completes the Au.D. programs in the Department of Speech and Hearing Sciences at IU is eligible to apply for ASHA certification (CCC-A)

**School Licensure.** Special licensure must be obtained by those who wish to work in the schools. You will be eligible for school licensure in Audiology in Indiana if you complete all Au.D. course requirements and take EDUC M463 (Methods in Speech and Hearing), EDUC M550 (School Practicum), EDUC E339 (Methods of Teaching Language Arts), and EDUC E340 (Methods of Teaching Reading I). This licensure is applied for through the School of Education at the time of the completion of your degree. Please see Dr. Elizabeth McCrea for specific procedures.

## OTHER IMPORTANT INFORMATION

### **Immunization for Hepatitis-B**

The clinical training programs of the Department observe universal precautions as well as preventive public health measures. A part of these procedures requires that each student in Audiology be immunized against Hepatitis-B. This immunization consists of a series of three inoculations which will begin in the Fall semester and continue for six months from the date of first injection. The injections can be obtained at the Indiana University Student Health Center Immunization Clinic at a nominal cost for the series. The injections may be paid for at the time you receive them or they may be added to your Bursar's bill; in either case, they may be reimbursable from your health insurance policy. **NO STUDENT WILL BE ASSIGNED TO AN EXTERNSHIP PLACEMENT UNTIL PROOF OF THE COMPLETED INOCULATION SERIES IS DOCUMENTED WITH THE HEARING CLINIC DIRECTOR.** Other insurance and medical concerns will be discussed with you prior to your externship placement.

### **Dispute resolution**

There are always cases of disagreement between individuals, but if a dispute arises between a faculty member and student, the student may feel uncertain about how to resolve the

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problem without prejudice. The following policies have been adopted to give students a forum within which issues can be aired and, hopefully, resolved satisfactorily:

- The best hope is that the disagreement can be resolved by a discussion between the two parties.
- If the dispute cannot be resolved between the principal parties for any reason, the student should bring the complaint to the Department Chairperson. The Chairperson will establish a group, including the complainant, to discuss the issue and reach a resolution.
- If the Department Chairperson is unable to resolve the dispute, options remain available to the student. The student is directed to the University's *Code of Student Rights, Responsibilities, and Conduct* for additional information.

### **Assistance for Academic, Clinical or Personal Difficulties**

Students should feel free to meet with the Director of the Au.D. Program if they are having academic and/or personal difficulties. Students who are having problems related to minority issues should feel free to meet with Dr. Raquel Anderson or the Director of the Au.D. Program. Finally, students who are having problems related to clinical assignments should feel free to meet with the Hearing Clinic Director.

### **Calendar**

In general, the clinic begins operation during the first week of classes each academic term (Fall, Spring and both summer sessions). Students are required to be available by 8:00 a.m. of the first day of classes to receive their clinical assignments and/or to attend clinical supervisory meetings.

### **Disabled Student Services**

If you are interested in receiving information or assistance regarding support services and/or accommodations for a disability, please contact Indiana University Disability Services by phone at (812) 855-7578, by e-mail at [mjacques@indiana.edu](mailto:mjacques@indiana.edu), or on the web @ [www.indiana.edu/~iubdss](http://www.indiana.edu/~iubdss). It is the student's responsibility to contact Disability Services for assistance and to do so at the earliest opportunity.

### **Further Information**

For further information regarding graduate studies at Indiana University, students are encouraged to consult the Graduate Bulletin which is available as a hard copy. It can be obtained by sending an e-mail to [grdschl@indiana.edu](mailto:grdschl@indiana.edu) or in electronic format at: <http://www.indiana.edu/~bulletin/iu/grad/2006-2007/>

## COURSE DESCRIPTIONS

**NOTE:** *Courses marked with an asterisk (\*) are also offered at the graduate level, often as SPHS S515 courses, for reduced credit hours (or for the same credit hours, but with additional course requirements).*

- \*A100 American Sign Language I** (4 cr.) Introductory sign language for students with no previous experience. Builds a good basic vocabulary of signs, teaches fingerspelling, introduces basic aspects of the grammar, and the proper use of facial expression in sign language conversation. Students are also exposed to Deaf culture. This course will not count as part of the 42 credit hours taken in the department by speech and hearing sciences majors.
- \*A150 American Sign Language II** (4 cr.) P: A100 or consent of instructor. Continues building receptive and expressive abilities. Puts emphasis on the use of signing space, facial grammar, body postures, fluent fingerspelling, and continued vocabulary development. More complex grammatical structures are introduced. Deaf culture component included. This course will not count as part of the 42 credit hours taken in the department by speech and hearing sciences majors.
- \*A200 American Sign Language III** (3 cr.) P: A150 or consent of instructor. Emphasizes the development of conversational ability. Examines more complex grammatical structures, with emphasis on ability to use these structures in conversation. Readings, videos, and discussion cover characteristics of the Deaf population and their cultural values. This course will not count as part of the 42 credit hours taken in the department by speech and hearing sciences majors.
- \*A300 American Sign Language IV** (3 cr.) P: A200 or consent of instructor. Continues to develop knowledge of American Sign Language and of Deaf culture. Students will experience the language outside the classroom through interaction with the Deaf community. This course will not count as part of the 42 credit hours taken in the department by speech and hearing sciences majors.
- \*S110 Survey of Communication Disorders** (3 cr.) SHSI Introduction to behavioral and social aspects of communication disorders. Includes a broad overview of human communication, with emphasis on development, adult functions, and cultural differences, in addition to disorders. Also examines general approaches to rehabilitation of the communicatively handicapped, and current controversies.
- \*S111/S511 Phonetics of American Speech** (3 cr.) Scientific study of American pronunciation based on International Phonetic Alphabet. Exercises in transcription.
- S115 Honors Seminar** (1-3 cr.) NMMC An undergraduate seminar targeting Honors College freshmen and sophomores. Topics covered vary from year to year, but the format consistently allows for in-depth exploration of puzzles, mysteries and controversies in speech and hearing sciences. May be repeated twice with different topics for a maximum of 6 credit hours.
- \*S201/S515 Speech Anatomy and Physiology** (3 cr.) R: ANAT A215 or PHSL P215. Anatomy and physiology of the speech mechanism; contemporary views of speech physiology; subsystems of the

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speech mechanism -- respiratory, laryngeal, and supraglottal -- integrated with a model of speech production. Laboratory experiences.

- \*S275/S575 Human Hearing and Communication** (3 cr.) R: PHYS P105 and P106. Development of the auditory system and landmarks of auditory behavior, types of hearing loss, intake and exit interviewing techniques, audiometric standards, pure tone audiometry, acoustic impedance measurements, screening for auditory disorders, and speech audiometry. Effect of age and aging on oral communication, counseling the hearing impaired, strategies in selecting hearing aids, recommending auditory training, speech reading, and manual communication.
- \*S302 Introduction to Acoustics** (3 cr.) P: PHYS P105 and P106 (or concurrent); and SPHS S111 (or concurrent). Review of basic acoustics, measurement of frequency and intensity as related to assessment of hearing. Basic concepts needed to understand vocal tract transmission. Prediction of speech acoustics from the interaction of vocal tract geometry and source characteristics. Relation of speech perception to vocal tract output. Required laboratories.
- S307 Cognitive and Communicative Aspects of Aging** (3 cr.) NMMC R: SPHS S201, or ANAT A215, or equivalent. Review of cognitive and communicative changes associated with normal aging as well as with diseases and conditions that are prevalent in the aging population. Includes discussion of methodological issues in research on aging as well as principles for maximizing communication with the elderly population.
- \*S319 Mathematical Foundation for Speech and Hearing Sciences** (3 cr.) NMMC P: MATH A118, M118, S118, M119, M120, or any 200-level mathematics course. This course will provide the mathematical background for core courses in speech and hearing sciences. The material covered includes analysis and generation of periodic and aperiodic acoustic signals and decision theory. Course work will focus on interactive, project oriented modules.
- \*S333/S524 Survey of Children's Language Development** (3 cr.) P: LING L103 or L303. R: PSY P315 or P316 or EDUC P314. Introduction to theories and research relating to normal development of phonology, syntax, semantics, and pragmatics in children from birth through age four. Investigation of cognition and various environmental factors as contributors to language development. Emphasizes learning of elementary skills in language sample analysis. Open to SPHS majors only.
- \*S370 Undergraduate Practicum in Audiology** (1-3 cr. - *Maximum 4 cr. toward degree*) P: consent of instructor. Supervised clinical work in diagnostic and rehabilitative clinical audiology for undergraduates in the B.S. program. May be repeated for a maximum of 12 credit hours.
- \*S371 Auditory Anatomy and Physiology** (3 cr.) Structure and function of the normal and hearing-impaired ear.
- \*S373 Laboratory in Amplification** (1 cr.) C: S376 Laboratory exercises in hearing aid selection, fitting and evaluation, earmold acoustics, hearing aid instruction and repair, and electroacoustic evaluation of instruments. To be taken concurrently with S376.

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- \*S376 Amplification for the Hearing Impaired** (3 cr.) C: 373. Types and components of electroacoustic hearing aids, earmold acoustics, and the procedures for the selection, evaluation, and fitting of hearing aids.
- \*S378 Introduction to Psychoacoustics** (3 cr.) Perception of sound by normal and hearing-impaired listeners. Topics covered include masking, pitch, loudness, sound localization, and other auditory phenomena.
- S399 Reading and Research for Honors** (1 cr.) P: Junior standing and approval of departmental honors committee.
- S415 Seminar in Speech and Hearing Sciences** (1-6 cr.) P: Minimum cumulative grade average of 3.0. Readings, experiments, and reports in area of student's special interest.
- \*S420/S521 Phonological Acquisition and Disorders in Children** (3 cr.) P: S111 or LING L103 or L303. Survey of acquisition and development of sound systems, with focus on perception and production. Relationship between normal sound development and phonological disorders. Procedures for assessing and treating phonological disorders.
- S433 Childhood Language** (3 cr.) NMMC R: LING L103 or L303. Foundations of research and theory pertaining to the normal language learning process. Focuses on young children. Explores the implications of language development facts for general theories of development and cognition. Not open to SPHS majors. Credit not given for both S233 and S433.
- S436/S547 Language Disorders in Children** (3 cr.) P: S333. Theory and method in language assessment and intervention. Coverage of principles of language intervention based on psycholinguistic theory and research with language disordered children, design and execution of language intervention experiences; current alternative approaches to language intervention.
- \*S444/S548 Voice and Fluency in Children** (3 cr.) R: S111, S201. Survey of theory and research relevant to the maturation of vocal behavior and prosodic patterns (including rate and fluency) from infancy through adolescence. Identification of characteristics of typical and atypical vocal behavior in interpersonal interactions. Observation and analysis of characteristics, and discussion of types of intervention.
- \*S461 Introduction to Supervised Clinical Practice** (2 cr.) P: S333 or S436 or S420. Introduction to the clinical process, with emphasis on behavioral observation and description, goal planning, analysis of clinical interactions, and the generation and use of clinical data to solve clinical problems. Development of a conceptual framework for active participation in the supervisory process. Limited clinical participation.
- S462 Seminar/Practicum** (1-3 cr.) P: S461. Beginning practicum experience in speech and language pathology, with seminar. May be repeated once for credit for a maximum of 6 credit hours.

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- \*S473 Speech and Language Diagnostics** (3 cr.) P: S420 and S436. Theoretical bases of speech-language assessment, including concepts of testing and measurement, formal and informal evaluation techniques, and normative and non-normative approaches. Required accompanying laboratory provides observation and experience with specific assessment procedures.
- \*S474 Intro to Audiological Testing** (3 cr.) P: S275. Rationale and basic procedures in the evaluation of hearing loss. Laboratory exercises.
- \*S475 Advanced Audiological Testing** (3 cr.) P: S474 or consent of instructor. Consideration of special auditory tests involved in the differential diagnosis of aural pathologies. Laboratory applications.
- \*S477 Auditory Disorders** (3 cr.) P: S275. Study of auditory pathology and the associated audiological test findings. Focus placed on etiology and the auditory and non-auditory manifestations of the disorders.
- \*S478 Rehabilitative Audiology** (3 cr.) P: S275. Basic orientation to audiologic rehabilitation for children and adults. Topics include speech acoustics, audio-visual speech perception, hearing aids, assistive listening devices, implantable auditory prostheses, cultural issues, and assessment and treatment options for children and adults with hearing loss.
- S499 Reading and Research for Honors** (1 cr.) P: Senior standing and approval of departmental honors committee.
- M463 Methods in Speech and Hearing Therapy** (3 cr.) Emphasis on school organizational patterns and administrative policies; relevant federal and state legislation; caseload determination; and service delivery models. (Listed under *School of Education*.)
- NOTE: The remainder of the courses carry graduate credit and course numbers and credit hours are subject to change**
- S501 Neural Bases of Speech and Language** (3 cr.) Neuroanatomy of central and peripheral brain structures mapped to vocal tract structures; sensory and motor physiology; theories of motor control; neural control of vocalization and upper airway during propositional and nonpropositional speech; localization of receptive and expressive language brain areas, neuropathology and pathophysiology of CNS and PNS lesions.
- S505 Clinical Application of Linguistic Theory** (4 cr.) Application of models of language structure and use to the clinical process of diagnosis, evaluation, and treatment of phonological, lexical, morphological and syntactic impairments of language acquisition.
- S508 Physiological Models for Perception and Production of Speech and Voice** (3 cr.) The purpose of this course is to provide students with understanding of the physiological bases for production and perception of speech and voice in humans. It will cover the dynamic functioning of structures of the organs of speech, and the relations of their parts. This knowledge will form the basis for subsequent understanding of disorders of speech production and perception. The course will be

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divided in modules, including developmental aspects of speech perception, and lexical access modules in normal adult listeners; physiology of the processes of respiration, phonation, articulation, swallowing; and current theories of motor control. These modules will integrate in an overall dynamic view of speech physiology, with an operational understanding of how speech sounds are produced and perceived.

- S510 Supervision in Speech Pathology and Audiology** (2 cr.) P: Instructor consent. Study of the supervisory process as it relates to speech pathology and audiology.
- S512 Cognitive Factors Related to Speech and Language** (2 cr.) This course will examine the manner in which language influences and is influenced by cognitive processes including attention, categorization, information processing and retrieval, and short and long-term memory.
- S515 Topical Seminar in Speech Pathology and Audiology** (1-6 cr.) Topics of current interest: literature of fundamental behavior related to speech and hearing.
- S518 Preschool Language Intervention: Working with Teachers and Parents** (2 cr.) An overview of current clinical research on preschool classroom and home-based intervention. The class will review preschool language development and introduce students to developmentally appropriate classroom-based and home-based intervention procedures. Participants will review and discuss current research and its relationship to children's language intervention plans.
- S519 Mathematical Foundation for Speech and Hearing Sciences** (2-3 cr.) Provides mathematical background for core graduate courses in speech and hearing sciences. Material covered includes analysis and generation of periodic and aperiodic acoustic signals and decision theory. Classwork will focus on interactive, project oriented modules. S519 is a graduate version of S319 that requires additional readings and project extensions.
- S520 Theoretical Bases for Phonological Disorders** (3 cr.) P: S420. Theoretical and empirical bases for the evaluation of speech sound disorders. Theoretically-based approaches to treatment are explored using clinical cases.
- S522 Digital Signal Processing of Speech** (3 cr.) P: S502, L541 or equivalent, one semester of calculus, or M126, trigonometric functions. Basic knowledge of digital signal processing will be taught, including filtering, fast Fourier transforms, and linear predictive coding. Some work with preprogrammed software will be included.
- S525 Developmental Dysarthria and Apraxia of Speech** (3 cr.) Developmental apraxia of speech is a diagnosis that is used clinically, usually to describe children with multiple and severe difficulties with speech sound acquisition. The precise criteria for this diagnostic label have been the source of debate in the research and clinical literature. Most treatment protocols have not withstood controlled investigations of their efficacy. The goal of this seminar is to define developmental apraxia of speech, determine how it can be differentiated from other speech acquisition problems, and become familiar with treatment protocols that appear to be efficacious. These goals will be met by investigating models of speech production and its development, becoming familiar with the

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experimental literature that has focused on differential diagnosis of developmental apraxia, and evaluating different regimens that have been recommended for treatment of this disorder.

**S531 Traumatic Brain Injury** (3 cr.) Disorders of perception, cognition, communication, and behavior associated with traumatic brain injury in children and adults are described. Discussion includes assessment and treatment procedures and issues associated with acute and chronic stages of recovery as well as a variety of clinical settings including schools, hospitals and community reintegration facilities.

**S532 Early Communicative Development: Intervention Issues** (3 cr.) This course provides basic information concerning infant and toddler communicative development, conditions which place infants at risk for speech and language disorders, and assessment and intervention procedures within various models of service delivery.

**S534 Language Development in School Age Children** (3 cr.) R: S333. Survey of theoretical perspectives and research findings related to language development in children aged five through twelve. Particular attention to relationships between oral language skills, reading, and writing. Consideration of language and context, including differences between language demands of home and school.

**S535 Academically-Based Language Intervention with School Aged Children** R: S534 (3 cr.) This course will consider issues peculiar to language intervention in the schools. The emphasis will be on working with a collaborative model in the school setting. School observations are required.

**S537 Diagnosis and Management of Adult Aphasia** (3 cr.) In-depth study of diagnosis and management of adult aphasia and related disorders. Recommended procedures for evaluation and treatment of aphasic patients.

**S538 Language Development in Atypical Populations: Learning Disabilities, Autism, and Mental Retardation** (3 cr.) P: S333 and S436 or consent of instructor. An introduction to three clinical populations likely to have difficulties with language learning: aspects of perceptual, cognitive and/or social growth as they influence language acquisition; patterns of language development and use; issues related to intervention. Two course sections are offered, one for SPHS majors, and one for non-majors (Fall).

**S539 Second Language Acquisition & Bilingualism in Children** (3 cr.) The course focuses on how children acquire two languages. Topics concerning variables that impact dual language acquisition children and patterns of acquisition will be discussed. Issues and strategies for evaluating language skills in this population, and for providing clinical services are presented.

**S540 Voice Disorders** (3 cr.) The incidence, pathogenesis, assessment, and treatment of voice disorders across the life span. Differential diagnosis and treatment of psychogenic and neurogenic disorders. Treatment strategies for musculo-skeletal hyperfunction, gender reassignment, and vocal tract pathology. Review of research and clinical application.

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- S541 Management of Tracheostomy and Laryngectomy** (2 cr.) Aerodigestive tract dynamics and disorders including assessment and treatment. Rehabilitation options associated with tracheostomy, laryngectomy and dysphagia.
- S542 Care of the Professional Voice** (3 cr.) Physiological, psychosocial and occupational aspects of professional voice use. A multi-disciplinary perspective on research and practice in the areas of otolaryngology, social psychology, vocal pedagogy, voice science and communication disorders. Examines historical and current approaches to preventing, assessing, and treating voice breakdown in singers and other professional voice users.
- S544 Dysphagia: Diagnosis and Treatment of Swallowing Disorders** (2 cr.)  
Anatomy and physiology of adult and child swallowing and respiration is reviewed. Evaluation and treatment of adult and child dysphagia emphasizing instrumental and non-instrumental assessment and development of efficacious treatment plans. Experience in analysis of adult videofluoroscopic studies of swallowing.
- S545 Adult Cognitive and Communicative Disorders** (3 cr.) Issues in communication disorders resulting from cerebrovascular accident, traumatic brain injury, and dementia. Discussion will include the nature of the underlying lesion, locus, and effect on speech and language processing, and assessment and treatment issues.
- S550 Stuttering** (3 cr.) P: S444. Theories of the nature and causes of stuttering, with emphasis on learning theories and physiological processes; evaluation techniques for children and adults; approaches to clinical management; techniques of parent and family counseling.
- S555 Motor Speech Disorders** (3 cr.) P: S201, S501. Disorders of speech motor programming (dyspraxia) and speech production (dysarthria) resulting from damage to primary motor, sensory, or sensorimotor pathways in the central and/or peripheral nervous system are considered at auditory-perceptual, acoustic, and physiologic levels. Assessment and management of motor speech disorders.
- S560 Craniofacial Anomalies** (2 cr.) P: S201. Orofacial clefts and other genetically-based craniofacial disorders are considered in relation to speech production and swallowing. Assessment protocols include auditory-perceptual evaluation, vocal tract imaging (nasendoscopy and fluoroscopy), and speech aerodynamics. Introduction to therapy procedures.
- S561 Topical Issues in Clinical Practice** (1 cr.) P: S461. Current topics related to clinical practice in speech/language pathology.
- S562 Practicum in Supervision** (1 cr.) P: S510, S561. Supervised practicum in the supervision of clinical practice in speech-language pathology and audiology.

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**S563 Externship in Speech-Language-Hearing Services** (1-3 cr.) P: S561 or S570. Intensive participation in the clinical activities of community agencies, hospitals or other service providers. Available only to advanced students in clinical program.

**S570 Practicum in Audiology** (1-3 cr. - Maximum 4 cr. toward degree) P: consent of instructor. Supervised clinical work in diagnostic and rehabilitative clinical audiology.

**S571 Auditory Anatomy and Physiology** (3 cr.) Structure and function of the normal and impaired auditory system.

**S572 Clinical Electrophysiology** (2 cr.) P: S474, S475, S571. Focuses on current applications of electrophysiologic testing, including auditory evoked potentials, and otoacoustic emissions. Will address role of each of these test procedures in diagnostic audiologic test battery.

**S573 Laboratory in Amplification** (1 cr.) Laboratory exercises in hearing aid selection, fitting and evaluation, earmold acoustics, hearing aid construction, and electroacoustic evaluation of instruments. To be taken concurrently with S576.

S574 The Central Auditory Nervous System (3 cr.)

**S576 Amplification for the Hearing Impaired** (3 cr.) P: Consent of instructor. Types and components of electroacoustic hearing aids, earmold acoustics, and the procedures for selection and evaluation of hearing aids.

**S577 Industrial Audiology** (2 cr.) P: consent of instructor. The role of audiology emphasizing identification audiometry, damage-risk criteria, measurement and control of noise, conservation procedures, and medico-legal problems.

**S578 Audiological Instrumentation & Calibration** (3 cr.) Fundamentals of acoustics and acoustical measurements including waveform measurements, spectral analysis and noise analysis. Calibration techniques and standards for clinical audiology are also reviewed.

**S579 Children with Hearing Loss** (3 cr.) P: consent of instructor. Embryologic and physiologic development of the human auditory system, basic genetics, causes of hearing loss (both genetic and non-genetic), physiological and behavioral assessments of auditory function commonly used with infants and children are discussed, along with assessment procedures related to auditory processing and vestibular function. Educational audiology and case management of children with hearing loss also are covered.

**S580 Introduction to Research in Communication Disorders** (2-3 cr.) Treatment decisions in Speech-Language Pathology must be 1) based on ethical principles; 2) made responsibly in line with the existing evidence in the literature; and 3) presented in a professional manner. The objectives of this course are to introduce students to the evaluation of literature that will help them make responsible decisions about assessments and treatments, as well as provide them with the tools to determine the importance and/or validity of procedures that are used.

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**S601 Experimental Phonetics II (3 cr.)** P: consent of instructor. Advanced theories of motor control, motor learning, adaptive control systems, afferent processes in the context of developing and mature neural systems. Special emphasis on current research.

**S671 Auditory Evoked Potentials (2 cr.)** This course considers the theory and application of Auditory Evoked Potentials, emphasizing Electrocochleography and Brainstem Evoked Response Audiometry.

**S674 Advanced Seminar in Audiology (1-3 cr.)** P: consent of instructor. Various topics in clinical or experimental audiology. Content varies each semester.

**S675 Assessment of Middle Ear Function (2 cr)** Examination of the theory and practice of clinical assessment of middle ear function. Course will include standard measures of middle ear function, multi-frequency tympanometry, and power reflectance.

**S676 Advanced Seminar in Amplification (3 cr.)**

**S677 Implantable Auditory Prostheses (3 cr.)** Implant design and signal processing, biophysics and physiology related to cochlear prostheses, electrophysiological measures, pediatric and adult candidacy requirements and procedures, programming devices, outcomes in children and adults, and current issues in implantable auditory prostheses

**S678 Introduction to Psychoacoustics (3 cr.)** Perception of sound including masking, pitch, loudness, and other auditory phenomena.

**S679 Otoacoustic Emissions (2 cr.)** Otoacoustic emissions provide a noninvasive measure of cochlear mechanical function. This course considers our current understanding of the origin of otoacoustic emissions and their clinical application.

**S680 Independent Study (1-6 cr.)**

**S683 Research Forum in Speech, Language, and Hearing Sciences (0-1 cr.)** Research presentations by students and faculty in the Department of Speech and Hearing Sciences, as well as guest speakers. Normally taken each semester by students in Speech and Hearing Sciences without credit, but may be taken once for 1 credit hour. Only S-F grades given.

**S685 Research in Speech, Language, and Hearing Sciences (3 cr.)** Selected topics in research design, analysis and reporting (articles and talks); ethics; and preparation of grant proposals, as appropriate to speech, language, and hearing sciences and disorders.

**S686 Physiological Research in Speech, Language, and Hearing Sciences (3 cr.)** Course topics vary according to student interests, including: neuroscience research in speech, language, cognition, and hearing; imaging: videostroboscopy; and motor control. Lab components to include instrumentation for EMG, biomechanics, and evoked potentials.

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**S696 Language Research in Speech, Language, and Hearing Sciences (3 cr.)**

**S702 Acoustic Research in Speech, Language, and Hearing Sciences (2-3 cr.)** Course topics vary according to student interests including speech production and perception in hearing impaired populations, language development, adult neurogenic speech and language disorders, voice analysis, speech perception. Lab components to include digital recording, acoustic analysis and speech synthesis.

**S771 Diagnostics and Pathologies (3 cr.)** This course will take a combined seminar and grand rounds (i.e., case study) approach to examining an array of topics and matters germane to diagnostic audiology and auditory disorders within the scope of practice of clinical audiology. Attention will be given to theory, administration, and application of various clinical tests and measures used in assessment and treatment of children and adults. Test battery approaches, clinical protocols, clinical decision-making and referral, and outcome measures will be covered within the context of particular topics. Emphasis will be placed on reading and assimilating the recent literature relevant to these matters.

**S772 Amplification and Rehabilitation (3 cr.)** This course will take a combined seminar and grand rounds (i.e., case study) approach to examining an array of topics within the scope of practice of clinical audiology, with particular emphasis on matters germane to amplification and rehabilitation. Attention will be given to theory, administration, and application of various clinical tests and measures used for both assessment and treatment. Hearing aid features and technologies, fitting and follow-up counseling, rehabilitative training, and outcome measures will be discussed. Emphasis will be placed on reading and assimilating the recent literature relevant to these matters.

**S773 Pediatrics and Special Populations (3 cr.)** This course will take a combined seminar and grand rounds (i.e., case study) approach to examining an array of topics within the scope of practice of clinical audiology, with particular emphasis on matters germane to pediatrics and special test populations. Amplification, business issues, and ethical considerations may also be discussed. Attention will be given to theory, administration, and application of various clinical tests and measures used for both assessment and treatment. Emphasis will be placed on reading and assimilating the recent literature relevant to these matters.

**S774 Recent Advances in Audiology (3 cr.)** This course will take a combined seminar and grand rounds (i.e., case study) approach to examining an array of topics within the scope of practice of clinical audiology, with particular emphasis on examining the most recent literature from refereed journals. Attention will be given to theory, administration, and application of various clinical tests and measures used for both assessment and treatment.

**S775 Vestibular Diagnosis & Rehabilitation (3 cr.)** Vestibular system anatomy and physiology are examined. Several clinical tests and measures used to assess balance function are

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covered, including electronystagmography (ENG), videonystagmography (VNG), rotational chair, and dynamic posturography. Emphasis is on clinical assessment, yet treatment and rehabilitation are also considered.

**S777 Speech Communication, Aging and Hearing Impairment (3 cr.)** P: consent of instructor. Various topics representing advanced concepts in amplification for the hearing impaired, including factors affecting the speech-understanding performance of the hearing impaired, are discussed.

**S778 Educational Audiology (2 cr.)**

**S779 Business Practices (2 cr.)**

**S780 M.A. Thesis (1-6 cr.)**

## APPENDIX I

### **ASHA CCC-A Audiology Standards**

The Council on Professional Standards in Speech-Language Pathology and Audiology (Standards Council) of the American Speech-Language-Hearing Association (ASHA), which was sunset in December 2000, was responsible for developing standards for clinical certification and for monitoring those standards. That is, the Standards Council developed new standards in response to changes in the scope of practice, to protect consumers, and to promote quality services. In January 2001 the Council For Clinical Certification (CFCC) was established and assumed both the standard-setting and implementation functions. After finalization of the standards, the CFCC began the development of the implementation language, which clarifies or interprets the standards.

The Standards Council developed an action plan to identify the "...academic, clinical practicum and other requirements for the acquisition of critical knowledge and skills necessary for entry-level, independent practice of audiology." As a part of that plan, ASHA commissioned the Educational Testing Service to conduct a skills validation study for the profession of audiology.

Following a review of the data provided by the skills validation study, practice-specific literature, feasibility studies and other pertinent information, the Standards Council published proposed standards for widespread peer review in October 1996.

Standards Council considered all comments submitted in response to the call. The Council proposed significant changes and distributed a revised document for widespread peer review in July 1997. The standards were modified on the basis of the second round of peer review and were adopted by the Standards Council in September 1997, to be implemented in 2007.

The 2007 Standards for the Certificate of Clinical Competence in Audiology are intended to make the scope and level of professional education in audiology consistent with the scope of practice of the profession. The standards address the significant discrepancies between the level of preparation and requirements for practice that were identified in the skills validation study.

#### **Overview of Standards**

Salient features of the new standards for entry-level practice include the following:

- A. A minimum of 75 semester credit hours of post- baccalaureate study that culminates in a master's, doctoral, or other recognized academic degree. The graduate education in audiology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.
- B. The requirement for a doctoral degree is mandatory for persons who apply for certification after December 31, 2011.

- C. The standards do not stipulate the specific courses or practicum experiences that are required. The applicant will be required to demonstrate that the educational program granting the post-baccalaureate degree assessed the acquisition of knowledge and skills.
- D. Practicum experience that is equivalent to a minimum of 12 months of full-time, supervised experience.
- E. Skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues.
- F. A maintenance of certification requirement (Standard VI) that goes into effect on January 1, 2003.

**The Standards for the Certificate of Clinical Competence in Audiology are shown in bold. The implementation guidelines are shown in regular type following each related standard.**

#### **Standard I: Degree**

- **Applicants for certification must have a minimum of 75 semester credit hours of post-baccalaureate education culminating in a doctoral or other recognized graduate degree. The course of study must address the knowledge and skills pertinent to the field of audiology. This transitional standard will be in effect from January 1, 2007, through January 1, 2012, at which time applicants for certification must have a doctoral degree.**

#### **Implementation:**

Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded. Individuals educated in foreign countries must submit official transcripts and evaluations of their degrees and courses to verify equivalency.

The graduate program director must verify satisfactory achievement of the knowledge and skills requirements.

#### **Standard II: Institution**

- **The graduate degree must be granted by a regionally accredited university.**

#### **Implementation:**

The university must be accredited by one of the following: Commission on Higher Education, Middle States Association of Colleges and Schools; Commission on Institutions of Higher Education, New England Association of Schools and Colleges; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Commission on

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Colleges, Northwest Association of Schools and Colleges; Commission on Colleges, Southern Association of Colleges and Schools; and Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

Individuals educated in foreign countries must submit documentation that course work was completed in an institution of higher education regionally accredited or recognized by the appropriate regulatory authority for that country.

- **The graduate education in audiology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.**

### **Implementation:**

Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA- accredited program or a program admitted to CAA candidacy. The graduate education program in audiology must be accredited by the CAA.

Automatic Approval. If the graduate education program of study is completed in a CAA- accredited program and if the program director verifies that all knowledge and skills requirements have been met under current standards, approval of the application is automatic, in accordance with the time lines stipulated in the chart above.

Evaluation Required. The following categories of applicants must submit a completed application for certification and a completed Knowledge and Skills Acquisition (KASA) form for evaluation by the Council For Clinical Certification (CFCC):

- a. those who apply after the dates stipulated in the chart above
- b. those who were graduate students and who were continuously enrolled in a CAA- program that had its accreditation withdrawn during the applicant's enrollment
- c. those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in the area for which certification is sought in a program that held candidacy status for accreditation
- d. those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in the area for which certification is sought at a CAA- accredited program but (1) received a graduate degree from a program not accredited by CAA; (2) received a graduate degree in a related area; or (3) received a graduate degree from a non-U.S. institution of higher education.

### **Standard III: Program of Study**

- **Applicants for certification must complete a program of graduate study (a minimum of 75 semester credit hours) that includes academic course work and a minimum of 12 months' full-time equivalent of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and**

**skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the Certificate of Clinical Competence (CCC) in the appropriate area of practice.**

**Implementation:**

The program of study must address the knowledge and skills pertinent to the field of audiology. The applicant must demonstrate, through completion of the KASA form and supporting documentation, that the requirements in this standard have been met. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, and/or thesis/dissertation.

Clinical practicum must be approved by an academic program. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standard IV. Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that the applicant can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. The aggregate total of clinical experiences should equal 52 work weeks. A week of clinical practicum is defined as a minimum of 35 hours per week in direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.

Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence. Supervisors must hold a current CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count towards certification.

**Standard IV: Knowledge and Skills Outcomes**

- **Applicants for certification must have a foundation of prerequisite knowledge and skills.**
- **Applicants for certification must have acquired knowledge and developed skills in four areas: foundations of practice, prevention and identification, evaluation, and treatment.**

**Implementation:**

The applicant shall demonstrate, through completion of the KASA form and supporting documentation, assessment results that demonstrate acquisition of knowledge and skills delineated in Standards IV-A, IV-B, IV-C, IV-D, and IV-E, respectively. This documentation must be maintained and verified by the program director or official designee and shall be made available upon request.

### **Standard IV-A: Prerequisite Knowledge and Skills**

**A1. The applicant must have prerequisite skills in oral and written or other forms of communication.**

#### **Implementation:**

The applicant must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant should demonstrate speech and language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the applicant must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Individuals educated in foreign countries must meet the criteria required by the International Commission of Healthcare Professions (ICHP) in order to meet this standard.

**A2. The applicant must have prerequisite skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics.**

#### **Implementation:**

The applicant must demonstrate through transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) knowledge and skills in the areas delineated in this standard. Appropriate course work could include human anatomy and physiology, neuroanatomy and neurophysiology, genetics, physics, inorganic and organic chemistry, psychology, sociology, anthropology, and non-remedial mathematics. In addition to transcript credit, applicants may be required by their graduate program to provide further evidence of meeting this requirement.

### **Standard IV-B: Foundations of Practice**

**The applicant must have knowledge of:**

**B1. Professional codes of ethics and credentialing**

**B2. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services**

**B3. Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program**

**B4. Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems**

**B5. Normal development of speech and language**

- B6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment**
- B7. Normal processes of speech and language production and perception over the life span**
- B8. Normal aspects of auditory physiology and behavior over the life span**
- B9. Principles, methods, and applications of psychoacoustics**
- B10. Effects of chemical agents on the auditory and vestibular systems.**
- B11. Instrumentation and bioelectrical hazards**
- B12. Infectious/contagious diseases and universal precautions**
- B13. Physical characteristics and measurement of acoustic stimuli**
- B14. Physical characteristics and measurement of electric and other nonacoustic stimuli**
- B15. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations**
- B16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems**
- B17. Health care and educational delivery systems**
- B18. Ramifications of cultural diversity on professional practice**
- B19. Supervisory processes and procedures**
- B20. Laws, regulations, policies, and management practices relevant to the profession of audiology**
- B21. Manual communication, use of interpreters, and assistive technology**

**Implementation:**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the acquisition of the knowledge referred to in this Standard.

**Standard IV-C: Prevention and Identification**

**The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:**

- C1. Interact effectively with patients, families, other appropriate individuals, and professionals**

**C2. Prevent the onset and minimize the development of communication disorders**

**C3. Identify individuals at risk for hearing impairment**

**C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures**

**C5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures**

**C6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems**

**Implementation:**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the acquisition of the knowledge and skills referred to in this Standard.

**Standard IV-D: Evaluation**

**The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. At a minimum, applicants must have the knowledge and skills necessary to:**

**D1. Interact effectively with patients, families, other appropriate individuals and professionals**

**D2. Evaluate information from appropriate sources to facilitate assessment planning**

**D3. Obtain a case history**

**D4. Perform an otoscopic examination**

**D5. Determine the need for cerumen removal**

**D6. Administer clinically appropriate and culturally sensitive assessment measures**

**D7. Perform audiologic assessment using physiologic, psychophysical and self-assessment measures**

**D8. Perform electrodiagnostic test procedures**

**D9. Perform balance system assessment and determine the need for balance rehabilitation**

**D10. Perform aural rehabilitation assessment**

**D11. Document evaluation procedures and results**

**D12. Interpret results of the evaluation to establish type and severity of disorder**

**D13. Generate recommendations and referrals resulting from the evaluation process**

**D14. Provide counseling to facilitate understanding of the auditory or balance disorder**

**D15. Maintain records in a manner consistent with legal and professional standards**

**D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)**

**D17. Use instrumentation according to manufacturer's specifications and recommendations**

**D18. Determine whether instrumentation is in calibration according to accepted standards**

**Implementation:**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the acquisition of the knowledge and skills referred to in this Standard.

**Standard IV-E: Treatment**

**The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:**

**E1. Interact effectively with patients, families, other appropriate individuals, and professionals**

**E2. Develop and implement treatment plan using appropriate data**

**E3. Discuss prognosis and treatment options with appropriate individuals**

**E4. Counsel patients, families, and other appropriate individuals**

**E5. Develop culturally sensitive and age-appropriate management strategies**

**E6. Collaborate with other service providers in case coordination**

**E7. Perform hearing aid, assistive listening device, and sensory aid assessment**

**E8. Recommend, dispense, and service prosthetic and assistive devices**

**E9. Provide hearing aid, assistive listening device, and sensory aid orientation**

**E10. Conduct aural rehabilitation**

**E11. Monitor and summarize treatment progress and outcomes**

**E12. Assess efficacy of interventions for auditory and balance disorders**

**E13. Establish treatment admission and discharge criteria**

**E14. Serve as an advocate for patients, families, and other appropriate individuals**

**E15. Document treatment procedures and results**

**E16. Maintain records in a manner consistent with legal and professional standards**

**E17. Communicate results, recommendations, and progress to appropriate individual(s)**

**E18. Use instrumentation according to manufacturer's specifications and recommendations**

**E19. Determine whether instrumentation is in calibration according to accepted standards**

**Implementation:**

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the acquisition of the knowledge and skills referred to in this standard.

**Standard V. Assessment**

**Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.**

**Standard V-A: Formative Assessment**

**The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.**

**Implementation:**

Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Therefore, to ensure that the outcomes stipulated in Standard IV-B, IV-C, IV-D, and IV-E are effectively pursued in a systematic manner, academic and clinical educators must have assessed developing knowledge and skills throughout the applicant's program of graduate study. Applicants may also be part of the process through self-assessment. Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation of strategies for acquisition of knowledge and skills.

The applicant must adhere to the academic program's formative assessment process and will maintain records verifying ongoing formative assessment. The applicant shall make these records available to the Council For Clinical Certification upon its request. Documentation of formative assessment will include the KASA form and may take a variety of other forms, such as checklists of skills, records of students' progress in clinical skill

development, portfolios, statements of achievement of academic and practicum course objectives, among others.

**Standard V-B: Summative Assessment**

**The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.**

**Implementation:**

Summative assessment is a comprehensive examination of learning outcomes at the culmination of professional preparation. Evidence of a passing score on the ASHA-approved national examination in audiology must be submitted by the testing agency administering the examination.

**Standard VI: Maintenance of Certification (effective January 1, 2003)**

**Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence in Audiology. This standard will take effect on January 1, 2003. The renewal period will be three years. This standard will apply to all certificate holders, regardless of the date of initial certification.**

**Implementation:**

Individuals who hold the Certificate of Clinical Competence (CCC) in Audiology must accumulate 30 contact hours of professional development over the 3-year period in order to meet this standard. At the time of payment of the annual certification fee, individuals holding the CCC in Audiology must acknowledge that they agree to meet this standard. At the conclusion of the renewal period, certified individuals will verify that they have met the requirements of the standard. Individuals will be subject to random review of their professional development activities. If renewal of certification is not accomplished within the 3-year period, certification will lapse. Re-application for certification will be required, and certification standards in effect at the time of re-application must be met.

Continued professional development may be demonstrated through one or more of the following options:

- Accumulation of 3 continuing education units (CEUs) (30 contact hours) from continuing education (CE) providers approved by the American Speech-Language-Hearing Association (ASHA). ASHA CEUs may be earned through group activities (e.g., workshops, conferences), independent study (e.g., course development, research projects, internships, attendance at educational programs offered by non-ASHA CE providers), and self-study (e.g., videotapes, audiotapes, journals); or
- Accumulation of 3 CEUs (30 contact hours) from a provider authorized by the International Association for Continuing Education and Training (IACET); or

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- Accumulation of 2 semester hours (3 quarter hours) from a college or university that holds regional accreditation or accreditation from an equivalent nationally recognized or governmental accreditation authority; or
- Accumulation of 30 contact hours from employer-sponsored in-service or other continuing education activities that contribute to professional development.

Professional development is defined as any activity that relates to the science and contemporary practice of audiology, speech-language pathology, and speech/language/hearing sciences and results in the acquisition of new knowledge and skills or the enhancement of current knowledge and skills. Professional development activities should be planned in advance and based on an assessment of knowledge, skills, and competencies of the individual and/or an assessment of knowledge, skills, and competencies required for the independent practice of any area of the professions.

For the first renewal cycle beginning January 1, 2003, applications for renewal will be processed on a staggered basis, determined by initial certification dates. For individuals initially certified before January 1, 1980, professional development activities must be initiated after January 1, 2003 and completed by December 31, 2005; for individuals initially certified between January 1, 1980 and December 31, 1989, professional development activities must be initiated after January 1, 2004 and completed by December 31, 2006; and for individuals initially certified after January 1, 1990, professional development activities must be initiated after January 1, 2005 and completed by December 31, 2007. All individuals will have a three-year period to complete the process for renewal of certification.

## A P P E N D I X II

### ASHA Code of Ethics

#### **Preamble**

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

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

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices. The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the conduct of research and scholarly activities and responsibility to persons served, the public, and speech-language pathologists, audiologists, and speech, language, and hearing scientists.

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

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

#### **Principle of Ethics I**

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

#### ***Rules of Ethics***

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct research and scholarly activities on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, or support personnel and shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificates of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, students, or any nonprofessionals over whom they have supervisory responsibility. An individual may delegate support services to assistants, technicians, support personnel, students, or any other

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persons only if those services are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.

- F. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- G. Individuals shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.
- H. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- I. Individuals shall not provide clinical services solely by correspondence.
- J. Individuals may practice by telecommunication (for example, telehealth/e-health), where not prohibited by law.
- K. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed and shall allow access to these records only when authorized or when required by law.
- L. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless required by law to do so, or unless doing so is necessary to protect the welfare of the person or of the community or otherwise required by law.
- M. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or

research and scholarly activities conducted.

- N. Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
- O. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

### **Principle of Ethics II**

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

### ***Rules of Ethics***

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

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

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

### **Principle of Ethics III**

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

### ***Rules of Ethics***

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

- F. Individuals' statements to the public—advertising, announcing, and marketing their professional services, reporting research results, and promoting products—shall adhere to prevailing professional standards and shall not contain misrepresentations.

### **Principle of Ethics IV**

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

### ***Rules of Ethics***

- A. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- B. Individuals shall not engage in dishonesty, fraud, deceit, misrepresentation, sexual harassment, or any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- C. Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.
- D. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- E. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- F. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

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- G. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- H. Individuals shall not discriminate in their relationships with colleagues, students, and members of allied professions on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- I. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- J. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

## A P P E N D I X III

### Plagiarism

Indiana University has policies, detailed in the Academic Handbook 2005 and the Code of Student Rights, Responsibilities, and Conduct, that describe what constitutes plagiarism and the penalties associated with this offense. We are confident that our students are interested in maintaining ethical conduct. To aid you in that endeavor, we are outlining some of the statements from the Academic Handbook that pertain to plagiarism.

*A university is devoted to the discovery and communication of knowledge. In this endeavor, intellectual integrity is of the utmost importance, and correspondingly, its absence is taken very seriously. By enrolling at Indiana University, students commit themselves to its ideals and must expect to find these ideals actively fostered and defended (p. 172).*

#### **Plagiarism**

*Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism. (Source: Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975) (p.173, Academic Handbook).*

Due process shall be followed.

*Faculty are required to report all incidents of academic misconduct to the Dean of Students and may report incidents of personal misconduct, such as classroom incivility. For information about policies and procedures, see the Code of Student Rights, Responsibilities, and Conduct, especially Part II, Sections G, H, and I, and Part III. Copies of the code can be obtained from the Dean of Students. The code is also accessible at [www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/). (University Faculty Council, April 24, 1990; April 13, 1993; May 12, 1993; October 8, 1996; April 12, 2005; Board of Trustees, May 4, 1990; December 4, 1992; June 5, 1993; December 13, 1996; June 24, 2005)*

#### **Actions for academic due process** (summary from academic handbook)

1. A student's grade in the course will be lowered.
2. An incomplete may be given until the case is resolved.
3. *By a two-thirds vote, the All-Campus Review Board may recommend to the chief administrative officer of a campus that the student be disenrolled from the academic or professional school in which the student is enrolled. (Source: University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975).*