Department of
Communication Sciences
& Disorders

Graduate Student Handbook 2014
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INTRODUCTION

This guide is meant to provide students with information about the policies and procedures involved in the graduate programs of this department. It includes information only about special departmental policies and procedures and this is to be used as a supplement to the University catalog and the Graduate College manual. Copies of these documents are available in the departmental office and the Graduate College office, 205 Gilmore Hall.

Although we have attempted to cover departmental policies and procedures as completely as possible, some of the detailed aspects of the program undoubtedly have been omitted. Additionally, students should be aware that policies and courses listed in this manual may be modified with notice at the discretion of the faculty. Also, the application of policies to particular cases may vary with the special circumstances related to an individual student. Thus, students should seek additional information as needed from their faculty advisor, the Director of Graduate Studies or the Department Chairperson.

GENERAL ASPECTS OF THE PROGRAM

The program in speech-language pathology and audiology at The University of Iowa has been in existence for over 50 years. At present the department offers an undergraduate program leading to a bachelor’s degree in speech and hearing science. This program is designed to provide students with a broad general education and with a firm understanding of the basic processes of speech, hearing, and language. It is considered to be a pre-professional program for preparation of individuals to continue toward a graduate degree.

The graduate program is designed to prepare students for a wide variety of career opportunities in the field including (1) careers as clinicians trained to provide specialized diagnostic and remedial services to persons having speech, hearing or language handicaps in various clinical settings, such as hospitals, community clinics, school programs, etc., (2) careers as college and university teachers and researchers concerned with the study of speech, hearing and language disorders, and (3) careers as teachers and researchers concerned with the scientific study of the basic processes of speech, hearing, and language.

As stated in the University catalog, a graduate program of study can be planned to emphasize certain aspects of the field depending on the individual student's interests and career goals. It should be emphasized, however, that it is our philosophy that the field is a unified one which encompasses all areas of speech, hearing, and language and involves various types of teaching, clinical, and research activities. Thus, it is expected that the graduate program of each student will be planned to provide basic understanding of all areas of the field and will provide experiences in the various
activities carried out in the field. It is hoped that all students will recognize that special opportunities provided in the program are relevant to their total training in the field and that they take advantage of such opportunities regardless of their particular interests or specific career goals.

It also should be made clear that the time spent by a student in a university program is only one intermediate phase in their total education and professional training. It is not the goal of this program to produce a finished clinician, researcher, or teacher; this program is designed to provide students with the basic knowledge, skills, and attitudes that will serve to facilitate their continued learning and professional growth as clinicians, researchers, and teachers throughout their professional careers.

ESSENTIAL FUNCTIONS FOR PROFESSIONAL EDUCATION

The accredited programs in audiology and speech-language pathology of the Department of Communication Sciences and Disorders (CSD) at the University of Iowa adhere to the standards set by the American Speech-Language-Hearing Association (ASHA) including a code of ethics http://www.asha.org/policy/ET2010-00309/. Faculty have a responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and audiology.

In order to fulfill this responsibility, the department has established a document of essential functions necessary for successful completion of the requirements of the program. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to insure that the candidate can meet the essential functions of the clinical program required for graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. Each student will be asked to sign the Essential Function document at the time of their first registration.

The University of Iowa and our department seek to educate a diverse group of students recognizing that in such diversity lies excellence. Included in this group are otherwise qualified students who have disabilities. The University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CSD requirements. Reasonable accommodations will be made to facilitate a student’s progress in learning, performing and satisfying the essential functions presented in this document.

A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the CSD program, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Determining appropriate
and reasonable accommodations in a professional school program is an interactive and collaborative process involving the student, the CSD program, the Students with Disabilities (SDS) Office and the General Counsel Office re: ADA compliance. This document is to be re-visited periodically with input from all involved to ensure accuracy and compliance with the law.

THE FOLLOWING REPRESENTS THE LISTING OF THOSE ESSENTIAL FUNCTIONS:

A student must possess adequate **COMMUNICATION ABILITIES** to allow them to:

- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
- Effectively model appropriate therapy targets.
- Be proficient in written and spoken English.

A student must possess adequate **PHYSICAL ABILITIES** to allow them to:

- Make travel arrangements to and from classroom and practicum/externship settings.
- Meet the physical demands of practice across clinical settings.
- Sustain necessary physical activity level in required classroom and clinical activities.
- Use fine motor skills to navigate the outer ear and speech mechanism, e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols.
- Manipulate equipment and materials to complete screening and evaluation protocols and treatment and behavior plans.
- Visually monitor client/patient responses and materials.
- Provide a safe environment for others when responding to emergency situations such as fire or choking or other medical emergencies, and in the application of universal precautions.
- Make accurate judgments about linguistic and acoustic signals.

A student must possess adequate **COGNITIVE ABILITIES** to allow them to:

- Assimilate information, including the ability to comprehend professional literature and reports.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.
- Solve clinical problems through critical analysis.
- Accurately self-evaluate one’s own knowledge and skill.
A student must possess adequate **PERSONAL, BEHAVIORAL AND SOCIAL ATTRIBUTES** to allow them to:

- Maintain appropriate personal hygiene.
- Comply with administrative, legal, and regulatory policies.
- Demonstrate regular attendance and meet responsibilities in a timely manner.
- Develop and maintain appropriate relationships with clients/patients and colleagues.
- Maintain composure in demanding situations.
- Adapt to changing environments and situations in clinic and classroom.
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestion and constructive criticism and respond by modification of behaviors.
- Understand and respect authority.
- Adhere to the ASHA code of ethics.
- Dress appropriately and professionally for varied clinical environments. Appropriate dress code requests modest coverage (i.e., no cleavage showing, no undergarments showing and no skirts 2 inches or more above the knees).

**Dissemination:**
Prospective (accepted to the program) graduate students in audiology and speech-language pathology will be sent the list of Essential Functions as part of the prospective student packet sent out prior to the start of graduate school. They will indicate receipt and understanding of the listing by signing their name on the Checklist that is enclosed in the prospective student packet and returning it to the Graduate Studies Admissions Secretary.

**Procedure when student does not meet one or more Essential Function:**
- Instructor identifies student as not meeting one or more Essential Functions.
- Instructor alerts student’s academic advisor and department chair (if identified in academic setting) or clinic education coordinator (if identified as a part of clinical practicum).
- A conference will be held with the instructor assigned to the student, department chair/clinic education coordinator, and student’s advisor to review the concern(s) with student and determine a recommended course of action. Documentation of the conference and recommended course of action will be placed in student’s file.
- As needed, Students with Disabilities Service (SDS) and General Counsel will be contacted to ensure compliance with related laws.
- Failure to resolve concern may lead to dismissal from program.
Accommodations for Disabilities  A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

ADMISSIONS
Evaluation of applications for admission to the graduate program is the responsibility of the departmental committee on admissions and appointments. The members of this committee independently evaluate each application and assign a rating based on a judgment of the applicant’s overall potential for successful graduate study. This judgment is based on:

(1) A careful review of the individual's past academic performance, which involves not only consideration of grade-point-average (GPA) but also of the pattern of grades in various subject areas,

(2) Consideration of the nature of previous undergraduate or graduate work and the institution at which it was taken,

(3) Scores on the General Aptitude Test of the Graduate Record Examination. These scores are required for all PhD, AuD and MA applicants.

(4) Letters of recommendation.

The ratings or, in some instances, the results of further evaluation and discussion by the committee serve as the basis for decisions concerning both admission and the offer of a stipend.

Graduate Record Examination
The Graduate College requires that every graduate student shall have taken the Aptitude Test of the Graduate Record Examination prior to admission or during the first semester of enrollment, however, our department strongly urges students to have taken the GRE prior to their application for admission so that the score can be used on our part of the information used to decide on admission status. Students may check with the Evaluation and Examination Service, 300 Jefferson Building, for test scheduling.

Admission to the professional MA Program
Each year we admit approximately 22 to 25 new students into the Master’s program in Speech Language Pathology. Admission decisions are based on consideration of an applicant’s credentials in relation to those of the other applicants in the pool. Applications for the MA program must be received by January 1 for admission the subsequent fall semester. Applicants with undergraduate GPAs of less than 3.2 and/or with GRE scores under 50 percentile on the verbal reasoning, quantitative, or writing subtests are not likely to be accepted. It is expected that applicants for the MA program will either (1) be enrolled in a speech and hearing science undergraduate program, (2) have recently completed their undergraduate degree in speech and hearing science, or
(3) have completed an undergraduate degree in a related area and understand that completion of the MA program will take 3 (rather than the typical 2) years.

Admission to AuD Program
The number of new admissions into the clinical doctorate program in Audiology each year is capped at a maximum of 8-10 students. Thus, admission decisions are based on consideration of an applicant’s credentials in relation to those of the other applicants in the pool. Applications for the AuD program must be received by January 1 for admission the subsequent Fall semester. Applicants with undergraduate GPAs of less than 3.2 and/or with GRE scores under 50 percentile on the verbal reasoning, quantitative or writing subtests are not likely to be accepted. It is expected that applicants for the AuD program will either (1) be enrolled in a speech and hearing science undergraduate program, (2) have recently completed their undergraduate degree in speech and hearing science, or (3) have completed an undergraduate degree in a related area and understand that completion of the AuD program may require more than 4 years.

Prerequisite Undergraduate Coursework
The following courses (or their equivalent) are required for graduation with an AuD. Students who have not taken these courses as part of their undergraduate program of study will need to take them during their AuD program and should be advised that this may extend the length of their program.

- CSD:2111 Basic Acoustics for Speech & Hearing
- CSD:2110 Phonetics: Theory & Applications
- CSD:3112 Anatomy and Physiology of Speech Production
- CSD:3113 Introduction to Hearing Science
- CSD:3118 Language Acquisition
- CSD:3185 Hearing Loss and Audiology
- CSD:4244 Introduction to Rehabilitative Audiology
- One semester of Calculus
- An introductory course in Statistics
- Undergraduate coursework in Biology, Psychology and Social/Behavioral Sciences

Upon acceptance to the program, the undergraduate transcripts of each student will be reviewed by his/her advisor. Students are encouraged to bring any course syllabi they might have from related courses to these interviews. In cases where it is not clear if the undergraduate coursework the student has fulfills these requirements, that student will be referred to speak with the instructor of the course in question and a plan to meet these basic competencies will be worked out. This may require that the student take all or a portion of those undergraduate courses they are missing after they begin their doctoral studies. In some cases a student may come to the University of Iowa with graduate level AuD coursework that they took as an undergraduate at another institution. The decision to allow that course to meet our graduate requirements will be made by the instructor of the course in question and requires the approval of the
Director of AuD Studies. In some cases, the decision may be to require the student to take the course for full or reduced credit at the University of Iowa. In other cases, it may be possible for the student to take an additional seminar that covers the required subject matter. Approval of the course instructor and Director of the AuD program is also required if the applicant took those courses at the University of Iowa more than five calendar years prior to beginning their AuD studies.

**Admission to PhD Program**
There is no limit on the number of individuals admitted to the doctoral program. Thus applications are acted upon by the faculty each term. The judgment of potential for doctoral work is based upon the same type of information as for admission to the master's or AuD programs; however, more emphasis is placed on evaluation of information concerning the applicant's aptitudes and interests in research areas. The Graduate College regulations specify a minimum GPA of 3.00 for admission on regular status to a doctoral program. GRE scores are expected to be at or above the 50 percentile in each of the verbal, quantitative, and analytic writing areas.

**Conditional Admission**
On occasion, the committee may recommend conditional admission as provided for in the regulations of the Graduate College. That status indicates promise, but not clear evidence of the ability, for graduate study in this department. The conditional admission status provides a trial period of graduate study during which the student's performance can be evaluated. Applicants to the master's degree program generally are not admitted on this status.

The change from conditional status to regular status is required within two terms (semester or summer session) of graduate enrollment in order to continue in graduate study. The criterion for change to regular status usually includes a GPA of 3.0 for graduate credits relevant to the program of study and a judgment by the faculty that the student has demonstrated potential for success in graduate work. Other criteria may also be used; if that is the case, they must be identified to the student in writing, either by the Director of Graduate Studies (Chair) or by the student's faculty advisor. Change to regular status usually is not made until completion of two terms of work. If a student faces dismissal from the program due to not having fulfilled the specified conditions within two terms of enrollment, a written request may be made to the committee to recommend to the Graduate College that the conditional status be extended for one additional term.

**Readmission Following Program Interruption**
If a student's enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions (including the spring, summer, and fall sessions but excluding the winter session) the student must apply for readmission. The readmission application form must be used. The Graduate College will not require new letters of recommendation, a new Statement of Purpose, a written explanation of the reasons for the absence, or a plan for degree completion. However, the Department of Communications Sciences & Disorders may request any or all of these items.
FINANCIAL APPOINTMENTS

Determination of Offers
Various types of assistantships and traineeships are available. All PhD students are offered half-time assistantships. For MA and AuD students, the offering of new appointments is determined on a competitively and based on multiple considerations:

1. GPA within the program (i.e., academic performance)
2. Performance within the clinic
3. Skill set (e.g., does student have background coursework or skills)
4. Student work habits: Hard working, positive attitude, flexible, professional, etc.
5. If funding is from a specific research grant for work on the grant, the Investigator will determine the recipient of the assistantship

All appointments require satisfactory performance of duties in teaching, research or other assigned activities. The letter of appointment from the department specifies the nature of the appointment. Questions about any aspect of the appointment should be addressed to the Department Chair or the administrative assistant. Students are encouraged to indicate preferences for assignments, but it is not always possible to grant the requested assignments. Students on conditional, probationary and professional improvement status are not eligible for financial appointments.

Stipend payments are received by the student on the first day of each month, beginning on September 1st for fall appointments, February 1st for spring appointments and July 1st for summer appointments. Students are required to fill out a direct deposit form to have their check automatically deposited. If an appointment includes the payment of tuition, such payment is normally automatic. If billing does occur, please contact the administrative assistant. Students may be eligible for resident status and in-state tuition depending on the source of their funding. See the administrative assistant for clarification of your status.

To be eligible for an assistantship, the student must be enrolled on a full-time basis, described as a minimum of 9 semester hours during each regular semester. After doctoral students who are on funding have completed their comprehensive examination, they must sign up for a minimum of 3 hours of research per semester.

Continuation of Appointments
Continuation of appointment is dependent on two conditions: (a) availability of funds for such purposes and (b) evidence that the student is making satisfactory and reasonably rapid progress toward the degree goal. Petition for extension of financial assistance past the usual termination date (two calendar years for the MA, three for the PhD or AuD) may be made by the student and academic advisor. For PhD students, the fourth year of funding will be approved or denied at the discretion of the Department Chair. Approvals must be based on "cause" as presented by the student. The Department Chair must bring funding requests beyond year four to the faculty for discussion and vote.

The faculty may specify other deadlines which must be met in order for financial aid to be continued. These may include dates for completion of the doctoral comprehensive examination, the doctoral pre-dissertation project, and/or the dissertation prospectus. The student is then informed of such requirements.
On occasion, temporary appointments are made for one semester or one year. All individuals appointed on a temporary basis are evaluated in relation to the total group of students applying for appointments for the following semesters. This includes new graduate students and continuing students without appointments. Appointments for the succeeding semesters are then made on a competitive basis as described previously. Once a student is appointed on a regular basis (non-temporary), the appointment is renewable under the conditions described above.

The student who completes the master’s degree or the AuD degree and who desires to continue in a doctoral program is considered as a “new” applicant for an assistantship as a student and is evaluated on a competitive basis with all other new applicants.

**GRADUATE PROGRAMS**

**General Information**

Included in this section is information on policies and procedures pertaining to all graduate students, regardless of the type of program which they are pursuing. Information specific to certain types of programs is presented in subsequent sections.

**Advisor Assignment**

Before their first registration, graduate students are assigned to advisors, often on the basis of their stated interest areas. Within each area, assignments will be made which equalize faculty advising loads as much as possible. Students graduating from our undergraduate program will not necessarily continue with their undergraduate advisor in their graduate work.

The student may, and in some cases must, change advisors when appropriate. Master's students should change advisors if they change their area of interest or if a thesis advisor different from the assigned one is chosen. Doctoral students must change their advisors anytime they begin a dissertation project under the guidance of a person other than their current advisor. When a change is made, it is the student's responsibility to obtain the appropriate form available in the department office, secure the necessary signatures, and have the form placed in his or her permanent file. Each student should plan a program of study in consultation with the advisor and a copy of this program should be placed in the student's permanent file. Subsequent changes should be made in consultation with the student's advisor and clearly indicated in the student's permanent file folder.

Besides helping the student plan the program of study, the advisor also is available to advise and counsel the student regarding any problems related to the student's program, professional goals, etc. Students should feel free to consult with their advisor about any problems or issues which arise. In some instances, the advisor may suggest that the student talk to the Director of Graduate Studies (Chair) or some other faculty member; however, the student should consult the advisor initially.
Registration
During the latter part of the fall semester students are assigned times for early registration for the upcoming spring semester, and during the latter part of the spring semester early registration times are assigned when students may register for both the upcoming summer and fall sessions. The advisor is responsible for authorizing the student’s registration. This is done online. Students may proceed to register online at any time after meeting with their advisors to get approval of their plan of study for the next session.

Pre-registration for Practicum Enrollment
It is required that students pre-register for clinical practicum. This procedure is necessary in order that the caseload needed for clinical training in any given term can be planned in advance.

Practicum Enrollment by Non-degree Students
Graduate students on a non-degree status (special or professional improvement) are not guaranteed the opportunity to enroll for clinical practicum. Depending on the availability of clinical case loads and on practicum enrollments of degree students during a given term, non-degree students may be allowed to register for clinical practicum if specifically approved by the Director of Clinical Education and their faculty advisor, and the instructor of the particular practicum. Such approval will be given only in instances in which such enrollment will not affect the opportunities for practicum enrollment of students on a graduate degree status. Professional improvement students will be given priority over those on special status in regard to such practicum enrollments. The priority for clinical practicum is as follows: (1) professional MA and AuD students, (2) general MA and PhD students, (3) professional improvement students, and (4) special graduate students. Requests for registration by undergraduate students will be handled on an individual basis.

Practicum Requirements
Requirements for practicum registrations are defined by the following principles:

a. Other activities besides those counting as supervised clinical clock hours are legitimate and usually desirable requirements for receiving academic practicum credit. Instructors should design their practicum requirements to include those types of activities that they deem important in providing adequate training in the particular practicum area.
b. The number of clinical contact hours and the amount and type of other activities required per practicum credit hour can be expected to vary among different practicums. This is due to inter-practicum differences in the amount and type of clinical experiences deemed necessary to provide adequate training in a given area. For purposes of academic planning, however, it can generally be assumed that students will obtain a minimum of 12-15 contact hours per semester hour of registration in a practicum. It should be emphasized, however, that this guideline in no way establishes an absolute minimum or maximum requirement for any practicum.

c. The number of clinical contact hours and the amount and type of other activities required per practicum credit hour can be expected to vary among students enrolled in the same practicum since practicum instruction should be individualized in relation to the needs and goals of specific students. Registration for externship practicums will typically be 5 SH for an eight week block (schools & hospitals). The Department of Communication Sciences and Disorders at the University of Iowa uses the Typhon System to track students’ clinical experiences and clock hours. This system is a web based database that allows both student and faculty/supervisor to access the data on any computer or smart phone in any location. The University and students pay to use this system and students have access to the data for three years after graduation. Students enter data for each clinical encounter, so the data are tied to an individual client or group depending on the type of encounter. Basic information is entered about the client and the type of clinical experience gained in the session. The system allows the faculty/supervisor to access the data and then approve the encounter electronically. Data can only be viewed by the student and the administrator of the system at the University of Iowa (Karen Bryant, Director of Clinical Education-SLP, and Diane Niebuhr, Director of Clinical Education-AuD). Training sessions are held each year for students new to the program.

d. All students enrolled in one or more practicum experiences are charged a fee of $800 per semester ($400 for summer session). This is considered to be a tuition supplemental fee and will be charged to students' University accounts.

e. Students registered for Public School Practicum are assessed a fee by the College of Education.

Course Loads
The maximum academic load for all graduate students is typically 15 semester hours of registration during the fall and spring semesters and 9 semester hours during the summer session (there are exceptions when a student is also registered for undergraduate courses). If the student has assistantship duties, the usual load for that term is 12 semester hours for a semester and 6 semester hours for a summer session.

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1 Other administrative personnel have access to Typhon data as well, e.g., DEO, Clinic Business Manager, etc.
**PhD Students**

**Pre-Comps:** PhD students with funding must maintain full time registration, 9 hours/semester. PhD students not on funding must maintain full time registration only during the residency period.

**Post-Comps:** PhD students with funding must maintain a minimum of 3 hours research registration after they have passed the comprehensive examination.

**Incomplete Grades**

The Graduate College regulations specify that the grade of "I" is to be used only when a student's work during a session cannot be completed because of illness, accident or other circumstances beyond the student's control. The department closely follows these regulations.

The Manual of Rules and Regulations of the Graduate College states the following concerning the deadlines for removal of incomplete grades:

students who receive the mark of 'I' must remove that mark within the first session of registration after the closing date of the session for which it is given, otherwise the grade becomes an "F," the exception being that students with an “I” from the spring semester are exempt from completing the course during the succeeding summer session. Specific deadlines for the submission of student work to the faculty and for the faculty's report on Incomplete grades to the registrar will be set by the Graduate College dean for each session and printed in the academic calendar. Courses may not be repeated to remove incompletes; removal of an “I” is accomplished only through the completion of the specific work for which the mark is given.

Although the exact dates will vary each year, it should be noted that work to remove an “I” grade must be submitted to the instructor approximately one month before the end of a semester.

It is the responsibility of the student who receives an incomplete grade to submit the required work before the deadline date; it is the responsibility of the faculty member to remove the incomplete grade prior to the deadline if the work has been completed. Failure to meet these deadlines may mean that the “I” grade will become an F.

**Academic Probation and Termination**

A. **Nondotal Students.** A nondotal departmental (master's, professional improvement, certificate) student, except one on conditional status, shall be placed on academic probation if, after completing 9 semester hours of graded (A, B, C, D, F) graduate work at The University of Iowa, the student's cumulative grade-point average falls below 2.75. A student will be returned to good standing when his or her cumulative
grade-point average becomes equal to or greater than 2.75. If, after completing 9 more semester hours of graded (A, B, C, D, F) graduate work at this University, the student's cumulative grade-point average remains below 2.75, the student shall be denied permission to reregister within any Graduate College degree program.*
Nondoctoral, nondepartmental (nondegree, extension, workshop) students shall be evaluated for academic probation and dismissal purposes based on the same semester-hour sequence as stated above, at a minimum cumulative grade-point average of 2.50.

B. Doctoral Students. A doctoral student on regular status shall be placed on academic probation if, after completing 9 hours of graded (A, B, C, D, F) graduate work at The University of Iowa, the student's cumulative grade-point average falls below 3.00. A student will be returned to good standing when his or her cumulative grade-point average becomes equal to or greater than 3.00. If, after completing 9 more semester hours of graded (A, B, C, D, F) graduate work at this University, the student's cumulative grade-point average remains below 3.00, the student shall be dropped from the degree program and denied permission to reregister within any Graduate College doctoral degree program. The student may apply for and be accepted into a nondoctoral degree or certificate program.

SPECIAL OPPORTUNITIES
In addition to courses, practicum registrations and research registrations, an attempt is made to provide other types of opportunities for students to enrich their educational experiences. It is expected that all students and faculty will take full advantage of these opportunities by attendance at all special programs. Some of these programs are described:

Proseminar
The period from 12:00 to 1:00 on Fridays during the academic year is scheduled for research seminars (normally called proseminar). An announcement of the title and an abstract of the proseminar is posted a few days prior to the meeting. Either one person presents for 45 minutes with 15 minutes of discussion or two people present with each giving a 20-minute presentation followed by 10 minutes of discussion.

Research proseminars provide an opportunity for both students and faculty to present reports of research projects that are in the initial stages of formulation, in progress, or completed. Upon completion, pre-dissertation projects must be presented at proseminar. All faculty and doctoral students are expected to present at proseminar at least once per year whether or not one has a finished research project to report. Master's students are encouraged to present—especially those who are doing a thesis. Scheduling of research seminars is the responsibility of the faculty member assigned as the proseminar coordinator. He or she will contact students and faculty about presenting at proseminar. Individuals wishing to present should contact the proseminar coordinator.
Attendance is required of all graduate students for their first year; PhD students are required to register each semester until they have completed their comprehensive examination. Even if a given presentation may not be in an area of specific interest to the student, the prosemesters provide an opportunity to broaden interests and knowledge.

Conferences and Guest Lecturers
Each year an attempt is made to schedule individuals who are experts in various areas to present guest lectures. At such times, the speaker generally presents one public lecture and may meet with students and faculty in specific courses, seminars, or informal meetings. In addition, scholars in related areas from other departments at The University of Iowa are invited to present guest lectures. These presentations are sometimes scheduled during the proseminar time. Suggestions from faculty members for individuals to be invited as guest lecturers are welcome. Suggestions should be submitted in writing to the Proseminar Coordinator and should include the name(s) of the individual(s) suggested, their address(es) and professional affiliations; the content of a public lecture; courses, seminars or groups with whom they might meet; and suggested dates for such a visit.

Student Travel
The department is able to provide limited support for student travel. If departmental funds are available, the department chair will solicit requests for travel support. These requests should be made on an Application for Graduate Student Travel form, distributed by the graduate admissions secretary during the first week of classes in the fall semester. Priority is given to students who are to present a paper or are otherwise on the program of a conference or meeting.

If a student will be presenting a paper or is on the program of a conference or meeting, he or she should submit a written request for travel support, endorsed by the department chair, to the Dean of the Graduate College. If funds are available, requests are typically funded at $150-$350. These funds become available on July 1 of each year and are often expended by requests made within a few months.

The Graduate Student Senate also accepts requests for travel support. Request forms are usually due the Graduate Student Senate office in the Iowa Memorial Union by mid-October. Forms are available at the Graduate Student Senate office.

Policy Regarding Funding of Student Research
The department considers the funding of student research projects to be a high priority. Each year an amount is set aside for this purpose.

To obtain financial assistance for a research project, the student should:

1. Write a letter indicating the type of project involved (thesis, comps, independent study), the general nature of the study, and the ways in which the money is to be spent.
2. Have the letter endorsed by the faculty member who is supervising the research.
3. Submit the letter to the department chair.

When notified of the availability of funds, the student should meet with the administrative assistant to work out the details for spending the money.

The following maximum amounts have been approved for student research projects and will be allocated on a first come, first served basis until the amount budgeted is exhausted.

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Thesis</td>
<td>$100</td>
</tr>
<tr>
<td>Independent Projects by Graduate Students</td>
<td>$150</td>
</tr>
<tr>
<td>MA Thesis</td>
<td>$200</td>
</tr>
<tr>
<td>PhD Pre-dissertation Project</td>
<td>$300</td>
</tr>
<tr>
<td>PhD Dissertation</td>
<td>$300</td>
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</tbody>
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The University of Iowa NSSLHA Chapter

The National Student Speech Language and Hearing Association (http://www.nsslha.org/) is the official organization for students interested in human communication sciences and disorders. The University of Iowa Chapter of NSSLHA (http://www.shc.uiowa.edu/wjsch/uinsslha.html) was chartered in 1984 and assumed the duties and responsibilities of former department student associations. NSSLHA serves as the primary vehicle for representing student opinion and organizing social and professional student events.

The University of Iowa NSSLHA Chapter abides by national association bylaws but operates autonomously on a local level. While membership in the national association is open only to undergraduate and master's students, the local chapter extends membership to doctoral students as well. National association membership is not required for doctoral students to participate in local chapter functions. In this manner NSSLHA is able to represent and serve the entire department student body.

Each year elections are held in which NSSLHA officers and student-faculty committee representatives are chosen for the following year. NSSLHA officers determine policy regarding membership dues and the organization and implementation of events for that calendar year. Department-wide events organized by the students in the past have included the annual New Student Picnic and Christmas Party. These events provide an opportunity for students and faculty to get together and enjoy themselves in an informal atmosphere.

The National Association Bylaws, organization, membership requirements and benefits are included in the NSSLHA Chapter handbook.

The Bylaws of The University of Iowa Chapter of the NSSLHA are listed at this link: http://www.uiowa.edu/~comsci/nsslha/NSSLHAbylaws.pdf
Every year a NSSLHA honors student will be chosen as follows:

1. Candidates will be nominated by students and faculty.
2. The honoree should be a student with high academic standing. This mandates faculty participation in the voting process.
3. The honoree must be a member of NSSLHA at a local and national level.
4. The honoree must be active in the local NSSLHA chapter. The students must determine that the nominated individual has played a major role in NSSLHA activities.
5. It is preferred, but not required, that the honoree is in the last year of a program at UI (senior undergraduate or second year master’s).
6. All things being equal, the award will alternate between a speech pathology student and an audiology student. This distinction cannot be made if the honoree is an undergraduate student.

The University of Iowa SAA Chapter
The Student Academy of Audiology is the national student organization of the American Academy of Audiology that serves as a collective voice for audiology students and advances the rights, interests, and welfare of students pursuing careers in audiology. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology, and provides services, information, education, representation and advocacy for the profession and the public we serve. Bylaws of the SAA can be found at this link:


THE DOCTOR OF PHILOSOPHY (PhD) DEGREE
The PhD program provides for comprehensive training for the prospective scholar and researcher in speech, hearing, and language processes and their disorders. Although the program may include more intensive specialization in particular clinical problems in which the student may have special interest, the PhD is not designed as an advanced clinical degree.

Planning Meeting
Students are required to hold a planning meeting during the first or second session after beginning full-time study toward the PhD. The committee should consist of five faculty members chosen by the student and approved by the advisor.

The specific courses and research experiences that are included in the plan of study are chosen to meet the particular interests and background of the student. In general, however, each student should have some experience or coursework in each of the following areas: speech, hearing, language, mathematics, computers, statistics and instrumentation. Other areas of coursework that are typically considered are neuroscience, engineering, psychology and genetics.
Annual Review
A student's progress toward his or her degree objective will be continuously monitored. Formal review by the faculty as a whole will occur annually. The review will include student performance in (1) coursework, (2) teaching or research assistantships, and (3) research projects. Advisors provide their advisees a written summary of their PhD review. The summary needs to be signed by the student and a copy put in their student folder.

Research Registration Requirements
All PhD students are required to register for (003:511) Introduction to Doctoral Research (1 s.h.) in the first Fall & Spring Semester.

PhD students must also register for (3:515) Proseminar (0 s.h.) each semester they are in residence.

Students are required to take research registration hours (3:590) in their first and second semesters of full-time doctoral study. Feedback from the instructor is required. The intention of this requirement is to ensure that each student receives early feedback regarding his or her research potential. Students normally continue to sign up for research registration for subsequent sessions although there is no formal requirement that research hours must be taken every semester.

PhD Comprehensive Examination
Each student pursuing the PhD in this department must be evaluated by a comprehensive examination committee as specified below. This evaluation will constitute the comprehensive examination specified in the Manual of Rules and Regulations of the Graduate College and thus it is subject to the general requirements specified for such examinations in that manual. Prior to completion of the comprehensive examination, the student, in consultation with his or her advisor, must file a Plan of Study and a Request for PhD Comprehensive Examination with the Graduate College.

Students and advisors jointly choose the five faculty members constituting the comprehensive examination committee. The advisor serves as the chair of the committee. The student is responsible for asking faculty members if they are willing to serve on his or her committee. The membership of all committees must be approved by the Director of Graduate Studies (Chair).

Faculty with status as an adjunct or clinical faculty member in this department can serve on the comprehensive examination committee. However, the presence of more than one adjunct or clinical professor is not allowed. Special permission from the Graduate College is required for adjunct or clinical faculty to serve on committees, and the process must be initiated two weeks prior to the due date for the Request for PhD.
The specific steps for the PhD comprehensive examination are as follows:

a. Comprehensive examinations will be taken after approximately two years of full-time work in the doctoral program; however, it is recognized that the timing of the examinations may need to be varied greatly depending on the needs of individual students. The examination may vary as much as plus or minus a year from the two-year target.

b. When a student and his or her advisor decide that it is time to take comprehensive examinations, the student talks with each member on the committee and discusses general areas to be included in the examination.

c. The advisor calls a meeting of the committee without the student present. During this meeting the committee develops the set of questions. The questions are to be general to the extent that there is not a one-to-one match between any professor and question.

d. The student is given two weeks to prepare written answers to the questions. He or she is free to use all written resources, such as books or journal articles. He or she may ask committee members for advice on references for particular topics, but may not ask them (or anyone else) questions about the content or their opinions on the topics of the questions.

e. The written responses are turned in to the advisor at least one week prior to the oral examination. The advisor makes sure that copies of all questions and responses are distributed to each committee member.

f. An oral examination is held with questioning based on the student’s written responses. The oral examination (but not the two-week writing period) must be held when classes are in session or during the final examination week.
**Effects of Negative Evaluation**

An unsatisfactory report on the PhD comprehensive examination will normally terminate the student’s program at the end of the current term of registration. The student will not be permitted to enroll for subsequent terms except under the following conditions:

a. If, prior to the beginning of registration for the next term in which the student wishes to enroll, the student declares to the Director of Graduate Studies (Chair) in writing, the intent to be re-examined, the student will be permitted to register until completion of the second evaluation. The examining committee will specify a date by which the second evaluation must occur. In accord with the regulations of the Graduate College, the re-examination may not occur sooner than four months after the first examination and only one re-examination is permitted.

b. An alternate program of study may be approved by the Director of Graduate Studies (Chair) which would permit the student to pursue study in a non-PhD program.

**Pre-dissertation Project**

Each doctoral student must complete a pre-dissertation research project:

1. This project should be of limited scope and should be selected and developed with a faculty advisor.

2. The project must be data-based, but the student can use existing data rather than generating new data. Generally the rules defining what is empirical enough to be a valid procedure for a dissertation would apply.

3. It is expected that students do the project as part of CSD:7590 Research registrations, not as a part of research assistant assignments.

4. All students will be required to give a proseminar presentation based on the pre-dissertation project.

5. The student must write a manuscript reporting the pre-dissertation project. The manuscript will be submitted to the faculty advisor of the research, usually as part of a CSD:7590 Research registration.

6. The student must have completed the pre-dissertation project and passed the comprehensive examination before a PhD dissertation prospectus will be considered. The order of completion between the pre-dissertation project and comprehensive examination is not fixed.
Dissertation Committee

In developing the research project that is to constitute the doctoral dissertation, the student selects a faculty member or members to serve as the dissertation advisor(s). A dissertation prospectus committee also is selected by the student with the approval of the advisor and the Director of Graduate Studies (Chair), who has the prerogative of adding members to the committee. This committee consists of at least five faculty members (including the advisor who serves as chair).

1. **Pre-prospectus Meeting.** After the initial planning of the research project has occurred, an optional pre-prospectus meeting of the student with the prospectus committee may be held. At this pre-prospectus meeting, the student provides the committee with information about the background and rationale for the proposed project, an initial statement of the questions or hypotheses to be investigated, and the essential elements of the proposed research procedures. No written document needs to be provided to the committee prior to the meeting; however, it is helpful for a statement of the problem and a general outline of the proposed procedures to be available to the committee members.

   The purpose of this meeting is to acquaint the committee with the nature of the developing project and, more importantly, to get their suggestions and comments about the further development of the project. The meeting is usually two hours in length. The committee then decides whether or not to give approval for the student to develop a formal prospectus for the proposed project. The committee may request that additional pre-prospectus meetings be held before the project is fully developed. These meetings are designed primarily to ensure that the student is embarking on a project that the committee feels is appropriate for a doctoral dissertation and to provide a means for the committee members to help the student develop the project.

2. **Prospectus Meeting.** Each student is required to develop a written prospectus to be presented to the prospectus committee prior to beginning the actual research project. This document generally includes material which eventually will constitute the introduction and procedures sections of the dissertation. The committee meets with the student (generally for two hours) and must approve the prospectus before the student can proceed.

3. **Post-Comprehensive Registration.** The student is required to register each semester (except summer sessions) after passing the comprehensive examination until the degree is awarded. If a student fails to register, he or she may not be readmitted to candidacy until he or she has submitted an application which has been approved by his or her advisor, the Director of Graduate Studies (Chair), and the Dean of the Graduate College. All registrations should reflect accurately the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty. When a student's plan of study has been completed, he or she may meet the continuing registration by paying a special minimum fee (PhD post comprehensive registration) for any semester in which the department and the student's advisor determine he or she
is neither making significant use of the University facilities (excepting library privileges) nor partaking of consultation with the faculty.

4. **Final Examination.** The program for the PhD culminates in a final oral examination in defense of the dissertation. This examination usually occurs during the period specified in the University calendar for graduate examinations during the latter part of the term in which the student plans to receive the degree; however, it can be held at any time after the first check of the dissertation by the Graduate College. A Request for Final Examination must be filed approximately three weeks before the scheduled examination. If the originally filed Plan of Study requires modification, an Application for Change in Plan of Study must accompany the request.

The final examination committee consists of at least five members of the Graduate Faculty. Ordinarily this committee will have the same members as the prospectus committee. This committee and its composition are subject to the approval of the Director of Graduate Studies (Chair) and the Dean of the Graduate College, both of whom have the prerogative of adding members to the committee.

The format for dissertation defenses will be as follows:

- 20-minute presentation
- 10-minute period for questions strictly from the public
- 75 minutes of in-depth questioning from the committee (the committee chair will, at his or her discretion, decide whether to allow additional questions from the public and if so, at what time during the 75-minute period)
- 15 minutes of final deliberations for which the committee will retire to another room

All dissertation defenses will be publicized.

5. **Awarding of Degrees.** PhD degrees will be awarded upon favorable recommendation of the final examination committee and completion of all requirements specified for the degree by the Graduate College. These include the filing of an application for the degree, completion (or modification) of the filed plan of study, and the final deposit of the dissertation and dissertation abstract in the Graduate College along with the appropriate certificates of committee approval.

**Combined AuD-PhD Program Planning**

Some students beginning graduate study following completion of their undergraduate work may have the eventual goal of achieving the PhD degree in the department. Some of these students may initially be admitted only into the MA or AuD programs with admission to the PhD program being made at a later time. In most instances, however, it will be desirable for the student's advisor to plan the program of study with the
eventual academic goal in mind. Such combined program planning should not result in delaying the time at which the AuD is completed beyond the usual time required for completion of this degree by other students. As indicated in a previous section, continuation of financial aid is contingent on a student’s completion of the degree within the usual time period.

It is particularly important that this principle be followed in order that the master’s thesis can be utilized as a vehicle for evaluation of the student’s research capabilities at a relatively early stage of the program. Since such an evaluation is prerequisite to the student’s admission to the doctoral program, it is to the student’s benefit to have this evaluation before a considerable number of years are invested in an academic program directed toward a doctorate degree. Some of the specific implications of this principle for program planning are as follows:

1. A program of study leading to the master’s degree should be specified within the usual time period (no more than two years in most instances).

2. For students wishing to obtain a professional master’s degree and thus qualify for clinical certification, the program should be planned to ensure completion of all of the professional MA requirements and would usually involve the same course and practicum sequences followed by students working toward a terminal MA degree, except for thesis credits.

3. Audiology students may want to combine work toward an AuD with PhD studies. Generally these students will start by following the first two years of the AuD curriculum. At the end of that time period, students considering pursuing joint degrees will have a planning committee meeting that will focus on merging the two curricula efficiently. It should be possible to complete a project that will serve both as a capstone project for the AuD and as a pre-dissertation project for the PhD. Students, along with their committee members, will determine how the clinical practicum rotations will be interleaved with PhD coursework. Once a program is outlined and approved by the committee, the student will present this program of study to the department chair, who will make decisions about the student’s funding eligibility on a case-by-case basis.

4. For students who are not interested in qualifying for clinical certification (General MA Program) the master's program should be planned so as to involve an integrated MA degree program. Care must be taken to make such a program meaningful in relation to potential opportunities for employment or further study elsewhere if the individual does not continue in the doctorate program of this department.

5. Registration for thesis research should begin early to help ensure that completion of the thesis does not unduly delay completion of the master’s degree.
6. The master’s program should not be planned to involve a substantial portion of coursework usually taken at the post-master’s level.

7. Research assistantship assignments during the master’s program should be utilized to allow evaluations of the student’s research aptitudes.

For students with an undergraduate background in this field who wish to pursue work toward a doctoral degree, the following time periods will generally apply:

- Completion of MA degree: 2 years (including at least one summer)
- Completion of the AuD: 4 years (including 1-3 summers)
- Completion of PhD comprehensive examination: 2 years past the M.A. degree
- Completion of the PhD degree: 1 to 2 years after completion of the comprehensive examination

It should be emphasized that the above policies are not intended to discourage students from longer periods of study if such study can be justified in relation to their eventual goals. Instead, they should be interpreted as guidelines for program planning and student evaluation and will be taken into account in making decisions concerning continuation of financial aid.

THE DOCTOR OF AUDIOLOGY (AuD) DEGREE
The AuD program at the University of Iowa is accredited by the Council on Academic Accreditation (CAA) (http://www.asha.org/academic/accreditation/). Graduates of this program meet all of the requirements for clinical certification by the American Speech-Language-Hearing Association and will be eligible for licensure in the State of Iowa. The specific requirements for the AuD program are listed in the University of Iowa Course Catalog. This program of study provides training that will allow students to function as an audiologist in any clinical environment.

Assessment Procedures
The American Speech Language and Hearing Association has established competencies students must master if they want to be eligible for clinical certification in audiology. These competencies are outlined on a Knowledge and Skills Acquisition (KASA) form. Part of that form focuses on the didactic coursework students must receive. The other part focuses on the clinical training component.

Assessing progress in the didactic portion of the AuD program
For academic coursework, instructors for each class will assign a letter grade to each student for each class that they teach. These letter grades are assigned numerical values on a 4 point scale. Successful completion of the AuD program requires that each student maintain a cumulative graduate GPA of 3.0 or higher. Students who earn a
grade lower than a B- for any of the courses required for graduation will need to meet with the course instructor so an individual plan can be made to insure that the student masters the material required for clinical practice as spelled out on the didactic portion of the KASA form. That plan may include retaking part or all of a course during another semester and as a result may prolong the time required for completion of the degree. Successful completion of this additional requirement will not result in a change in the grade earned by the student when they took the course the first time.

Per graduate college regulations, students who fall below the 3.0 GPA requirement will have one semester to raise their overall GPA above the minimum level. If they are not able to do so, they will not be allowed to continue in the program.

**Assessing progress in the clinical training components of the AuD program**

At the end of each semester the clinical faculty will meet to review each students’ progress toward attaining the skill set necessary to function as a competent audiologist. For each clinical rotation (including rotations in the in-house training clinic and at clinical outplacement sites) a grade of either satisfactory or unsatisfactory will be assigned based on the progress the student has made toward meeting the competencies outlined on the clinical portion of the KASA. Details relative to expectations that we have for incoming students and how we evaluate, grade and remediate students in terms of their performance of the clinical skills necessary to function as an audiologist are described below.

**Beginning Expectations**

- **Commitment to Learning:** The ability to self-assess, self-correct and self-direct; identify needs and sources of learning; continually seek new knowledge and understanding; genuine interest in the clinic and your clients.
- **Interpersonal Skills:** The ability to interact effectively with patients, families, colleagues, other health care professionals and the community; deal effectively with cultural/ethnic diversity issues.
- **Communication Skills:** The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.
- **Effective Use of Time and Resources:** The ability to obtain the maximum benefit from a minimum investment of time and resources.
- **Use of Constructive Feedback:** The ability to identify sources of and seek out feedback; to effectively use and provide feedback for improving personal interactions. Willingness to accept constructive criticism and flexibility in making changes.
- **Problem-Solving:** The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- **Reliability and dependability:** Reports on time (2-3 working days), initiative in dealing with clients and familiarity with your clients’ file information prior to meeting with your clinical instructor.
- **Professionalism:** The ability to exhibit appropriate professional conduct and to represent the profession effectively (attitude, demeanor and appearance...
appropriate for health care setting). Professional behavior and dress in front of clients and with your instructors. Appropriate dress code requests modest coverage (i.e., no cleavage showing, no undergarments showing and no skirts 2 inches or more above the knees).

- **Critical Thinking:** The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, illusions, assumptions and hidden assumptions; distinguish relevant from irrelevant.
- **Patient confidentiality:** Students must comply with rules of patient confidentiality, refraining from discussing cases in any non-clinical environment.
- **Use and understanding of universal precautions:** Although universal precautions were originally intended for doctors, nurses, patients, and health care support workers who were required to come into contact with patients or bodily fluids, these also apply to speech-language pathologists and audiologists.

**Grading**

**Satisfactory**
This designation indicates that the student has demonstrated solidly competent performance appropriate for his/her academic background and clinical experience level as outlined on the Knowledge and Skills Acquisition (KASA) form.

- The student clinician is able to function effectively, with some supervisory assistance, in planning, during the diagnostic and therapy settings, and in follow through of clinical services.
- The student is effective in the application of background/academic knowledge to the clinical process.
- The student is familiar with the client’s history and/or current file and with diagnostic or therapeutic materials and procedures prior to each clinical session.
- Reports are timely and thorough and require only minor revisions pertaining to use of professional language/style. All paperwork is complete.
- The student demonstrates substantial growth and change toward professional independence.
- The student recognizes clinical strengths and areas where improvement is needed, and can generate ideas of how to implement change.
- It is projected that the student clinician will continue to learn and refine clinical skills, with decreasing amounts of supervision.
- No KASA competencies are below the level expected for the student’s clinical experience.

**Unsatisfactory**
This designation indicates marginally competent performance or poorer based on academic background and clinical experience as outlined on the KASA form.

- The student clinician demonstrates difficulty applying and executing the fundamentals of the clinical process in planning, during the diagnostic and therapy settings, and in follow through of clinical services.
- The student does not independently apply background/academic knowledge to the clinical process.
The student is not consistently familiar with the client's history and/or current file and with diagnostic or therapeutic materials and procedures prior to each clinical session.

Paperwork is not consistently timely and informative. Reports are not consistently timely and thorough and require substantial revisions in both professional language and content. Paperwork is not consistently complete.

The student needs more than usual supervision and direction for academic background and clinical experience as outlined on the KASA form.

The student may recognize only some of the areas in need of improvement. It is projected that the student clinician may continue to need more than the usual amount of supervision with similar clients.

One or more KASA competencies are below level expected for the student's clinical experience.

Clinical Action Plan
The Clinical Action Plan (CAP) is for students who have not made sufficient progress toward meeting their competencies by midterm of any clinical practicum experience. Determination of the need for a CAP will be made by the clinical faculty member supervising the student. Other clinical faculty members may be consulted. The CAP will be put in place immediately following the midterm the semester the student experiences difficulties. The CAP will identify areas of weakness and specific goals will be written by the clinical faculty members. Other clinical faculty members may assist the primary supervisor by providing additional supervision during the remainder of the semester. If goals are not met and sufficient progress made toward competencies by the end of the semester in question, the student will receive an “Unsatisfactory” and be placed on clinical probation.

Policy Regarding Clinical Probation
If a student earns an unsatisfactory grade in either Clinical Practice in Audiology (CSD:5311) or Clinical Rotations in Audiology (CSD:5315), the student is placed on clinical probation. The student must earn a satisfactory grade in both CAD:5311 and CSD:5315 the following semester in order to continue in the clinical program. It should be noted that students are required to pass clinical checkpoint exams each semester in order to earn a satisfactory grade in either CSD:5311 or CSD:5315. An “Unsatisfactory” grade may result in an extension of the student’s program. A student who receives a grade of “Unsatisfactory” will not receive clinical clock hours toward ASHA or AAA certification, as well as UI credit hours toward graduation for that clinical assignment. Two “Unsatisfactory” grades in a student’s program will result in dismissal from the Clinical AuD program. An “Unsatisfactory” grade in the semester prior to the student’s 4th year outplacement may result in a decision to cancel or postpone that placement. A withdrawal (W) due to poor clinical performance will be considered equivalent to an “Unsatisfactory” grade. This decision will be made by the Clinic Director, in consultation with the clinical faculty.
**Clinical Remediation Plan**
The Clinical Remediation Plan (CRP) is for students who have not made sufficient progress toward meeting KASA competencies and have been placed on Clinical Probation. Determination of the need for a CRP will be made by the clinical faculty and the Director of AuD studies. The CRP will be put in place immediately following the semester in which the student earned a “U” for their clinical assignment. The CRP will identify areas of weakness and specific goals will be written by the clinical faculty members. At least two clinical faculty members will supervise the student during the semester the student has a Clinical Remediation Plan in place. If goals are not met and sufficient progress made toward competencies, the student will receive another “Unsatisfactory” and be dismissed from the AuD program. The student will carry a typical clinical caseload and registration for CSD:5315 and CSD:5311. If the student chooses not to sign the CRP, clinic activities will be terminated, and an “Unsatisfactory” grade given for the term.

**Research Registrations**
All AuD students must register for both of the following courses in the Fall Semester of their first year in the AuD program:
- CSD:5510 Introduction to Research (0 s.h.)
- CSD:5515 Proseminar (0 s.h.)

**Formative Assessments**
- Clinical Checkpoints
- Qualifying exams during the first and second years

**Summative Assessments**
- Qualifying Exam at the end of the third year

All AuD students must take and pass a qualifying examination at the end of each of the first three years of their study toward the AuD at the University of Iowa. A passing score on this examination is 80%. The purpose of this examination is to insures that the student is making appropriate progress throughout their AuD program and that they retain the knowledge acquired in previous years. Toward that end, each year students are tested on the material they have covered in classes and clinic up to that point (e.g., first year students are tested only on content covered during the first year. Second year students are tested on information from the first two years etc.).

Students who earn a score of less than 80% on any of the three qualifying examinations will be considered to have failed the qualifying examination. If, prior to the beginning of registration for the next term in which the student wishes to enroll, a written declaration can be made to the Director of Graduate Studies (Chair) requesting an opportunity to repeat the qualifying examination. If that happens, the examining committee will specify a date by which the second examination must occur. In accord with the regulations of the Graduate College, this re-examination may occur no sooner than the beginning of the following term. *Students are allowed to retake the qualifying examination only once. A second failure will result in the student’s dismissal from the AuD program.*
The Capstone Experience

All students enrolled in the AuD program at the University of Iowa must also successfully complete and successfully defend a “Capstone Project” prior to graduation. Options relating to this final project/examination include:

1. A mentored research project;
2. A mentored, but non-data-gathering project (such as setting up a hearing conservation program in the schools);
3. A term paper that critically reviews published literature addressing a specific clinical topic assigned to the student by the AuD examination committee.

Students who select options 1 or 2 must have a mentor who is affiliated with the Communication Sciences and Disorders Department at the University of Iowa. Both Tenure- and clinical-track faculty members are eligible to serve as mentors. The scope of the project is determined by the mutual agreement of the student and mentor, and the timetable for completion is set up by their mutual agreement.

Students who select option 3 will choose a topic from a set of questions provided to them by the AuD examination committee. The AuD examination committee will be composed of no less than four faculty from the University of Iowa and will include a combination of clinical faculty, tenured or tenure-track faculty and/or faculty with adjunct appointments. The following timetable will be used to insure the students make appropriate progress toward addressing these questions during their 4th year in the AuD program:

- Mid-December: Questions will be generated and sent to students electing option (c) above.
- Early February: Students are required to turn in a first draft of their papers to the AuD Studies Director. He/she will disseminate these to the primary readers to review.
- Mid-February: The AuD Studies Director will send comments back to the students regarding their documents.
- Mid-March: Students will send a final version of their document back to the AuD Studies Director
- Prior to April 3: Faculty will vote to decide if the students have passed or failed this examination.

Students opting for options 1 or 2 will work with an advisor to identify a research topic or identify a project that will form their capstone experience. They will be expected to conduct the research or complete the project, write up a description of that work and defend their efforts to their examination committee. Finally, they will also be required to present the results of this research in a public presentation to their peers. Students must successfully pass all components of this final examination prior to graduation. Students who are enrolled in the combined AuD/PhD program will be expected to complete a research-based “capstone” project (option 1). This project will qualify as their pre-dissertation project.
Students who do not successfully complete all of the requirements for this capstone experience will be considered to have failed their final examination for the AuD degree. If that happens, they can make a formal request (in writing) for an opportunity to repeat the qualifying examination. This request should be directed to the Department Chair. If that happens, the examining committee will specify a date by which the second examination must occur. In accordance with the regulations of the Graduate College, this re-examination may occur no sooner than the beginning of the following term. Students are allowed to retake this final examination only once. A second failure will result in the student’s registration being terminated and the AuD degree will not be awarded.

**National Examination in Audiology**

AuD students are required to take and pass the National Examination for professional practice in Audiology prior to the completion of their 4th year in the AuD program.

**Matriculation**

Shortly after the beginning of the final term of enrollment, the student and their advisor or the AuD Studies director will meet to carry out the following procedures:

1. Complete a Plan of Study Summary Sheet;
2. Completion of an internal form certifying that the student has completed all of the academic and practicum requirements for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association at end of term.

**Awarding of Degrees**

AuD degrees are awarded upon the favorable recommendation of the examining committee, approval of the department chair and approval by the Graduate College. In order to receive a degree in any given term, the student must have filed an Application for Graduate College Degree form for that term. The deadline date for such filing is specified by the Registrar. This date occurs early in the term.

*It is the responsibility of the student to see that these and other required procedures are completed at the appropriate times.*
THE MASTER OF ARTS DEGREE IN SPEECH-LANGUAGE PATHOLOGY:
The MA SLP program at the University of Iowa is accredited by the Council on Academic Accreditation (see Appendix A). Graduates of this program meet all of the requirements for clinical certification by the American Speech-Language-Hearing Association and will be eligible for licensure in the State of Iowa. The specific requirements for the MA program are listed in the University of Iowa Course Catalog. This program of study provides training that will allow students to function as a speech pathologist in any clinical environment.

Academic coursework (Advising and scheduling forms are available in Appendix B).

Prerequisite Undergraduate Coursework
The following courses (or their equivalent) are required for graduation with an MA. Most of this coursework would have been completed as part of your undergraduate work if you have an undergraduate degree in communication sciences and disorders. Students who have not taken these courses as part of their undergraduate program of study will need to take them during their MA program and should be advised that this could extend the length of their program.

- A Biological science course
- A Physical science course
- A Social/Behavioral Science course
- An introductory course in Statistics
- CSD:2110 Phonetics: Theory & Applications
- CSD:3112 Anatomy and Physiology of Speech Production
- CSD:3113 Introduction to Hearing Science
- CSD 3116 Basic Neuroscience
- CSD:3118 Language Acquisition
- CSD:3145 Developmental Speech & Language Disorders
- CSD:3185 Hearing Loss and Audiometry
- CSD:4244 Introduction to Rehabilitative Audiology
- 25 hours of observation documented by a practitioner with AHSA certification

Upon acceptance to the program, the undergraduate transcripts of each student will be reviewed by his/her advisor. Students are encouraged to bring any course syllabi they might have from related courses to these advising meetings. In cases where it is not clear if the undergraduate coursework the student has fulfills these requirements, that student will be referred to speak with the instructor of the course in question and a plan to meet these basic competencies will be worked out. This may require that the student take all or a portion of those undergraduate courses they are missing after they begin their MA studies. In some cases, a student may come to the University of Iowa with MA required graduate coursework that they took as an undergraduate at another institution. The decision to allow that course to meet our graduate requirements will be made by the advisor. In some cases, the decision may be to require the student to take the course for full or reduced credit at the University of Iowa. Approval of the course instructor and Director of the MA program is also required if the applicant took those
courses at the University of Iowa more than five calendar years prior to beginning their MA studies.

Once the prerequisite courses are completed, MA students will be required to take the following graduate courses:

**Required Graduate Courses.** These courses prepare the students for their initial clinical experience in the disorder areas:

- 3117 Psychology of Language
- 4114 Introduction to Voice Disorders
- 4115 Structural Disorders
- 5135 Foundations I
- 5136 Foundations II
- 5137 Foundations III
- 5203 Counseling in Communication Disorders
- 2140 Manual Communication
- 4146 Neurogenic Lang Disorders
- 4147 Neurogenic Speech Disorders
- 4183 Intro Stuttering
- 5206 Language Disorders in Children (0-5) OR
- EDTL:5104 Language Disorders in School-Aged Children

**Menu Courses.** Students are required to complete a minimum of 12 semester hours of these courses. These elective upper level graduate courses are for students wishing to obtain greater expertise in areas of particular interest.

- 5201 Principles of Voice Production
- 6213 Voice Habilitation
- 5222 Speech & Hearing Anatomy (Dissection)
- 5233 Aphasia
- 5234 Acquired Cognitive-Communication disorders
- 5236 Swallowing Disorders
- 5237 Cleft Palate
- 5303 Communication for Individuals with Autism
- 5260 Designing Assistive Devices
- 5282 Phonological Development & Disorders
- 5206 Language Disorders in Children (0-5) OR
- EDTL:5104 Language Disorders in School-Aged Children
- 5350 Preceptorship in Augmentative Communication
- 6249 Cochlear Implants
Seminars/Problems/Research. Students may choose to complete a thesis or to take 4 semester hours of seminars.

- 6515 Proseminar
- 3119 Seminar: Evidence Based Practice
- 4186 Problems: Speech/Hearing Processes & Disorders
- 7590 Research (thesis)

Practicum Placements.

- 5301 Practicum: SLP
- 5304 SLP Outplacement: School
- 5305 SLP Outplacement: Non-school

Assessment Procedures

The American Speech Language and Hearing Association has established competencies students must master if they want to be eligible for clinical certification in Speech Pathology. These competencies are outlined on a Knowledge and Skills Acquisition (KASA) form. Part of that form focuses on the didactic coursework students must receive. The other part focuses on the clinical training component.

Assessing progress in the didactic portion of the MA program

For academic coursework, instructors for each class will assign a letter grade to each student for each class that they teach. These letter grades are assigned numerical values on a 4 point scale. Successful completion of the MA program requires that each student maintain a cumulative graduate GPA of 3.0 or higher. Students who earn a grade lower than a B- for any of the courses required for graduation will need to meet with the course instructor so an individual plan can be made to insure that the student masters the material required for clinical practice as spelled out on the didactic portion of the KASA form. That plan may include retaking part or all of a course during another semester and as a result, may prolong the time required for completion of the degree. Successful completion of this additional requirement will not result in a change in the original grade earned by the student when they took the course the first time.

Per graduate college regulations, students who fall below the 3.0 GPA requirements will have one semester to raise their overall GPA above the minimum level. If they are not able to do so, they will not be allowed to continue in the program. Earning a grade of B- during two semesters will also result in dismissal from the MA program.

Assessing progress in the clinical training components of the MA program

At the end of each semester, the clinical faculty will meet to review each student’s progress toward attaining the skill set necessary to function as a competent speech/language pathologist. For each clinical rotation (including rotations in the in-house training clinic and at clinical outplacement sites), a grade of either satisfactory or unsatisfactory will be assigned based on the progress the student has made toward meeting the competencies outlined on the clinical portion of the KASA. Details relative to expectations that we have for incoming students and how we evaluate, grade and
remediate students in terms of their performance of the clinical skills necessary to function as a speech/language pathologist are described below.

**Clinical Grading**
1. General Procedure Performed by the Clinical Faculty: (To be completed in this order)
2. The clinical supervisors will individually complete KASAs for all of the student clinicians on their team.
3. All clinical supervisors and the clinical director meet to collectively complete Section C of the KASA for all student clinicians and determine the final grade for all student clinicians. Supervisors of students in external placements will provide their feedback to the Director of SLP Clinical Education. (The meeting will be tentatively scheduled for Monday of Finals Week).
4. Letters communicating each student clinician’s grade (e.g., S or U) will be distributed to all student clinicians no later than Monday afternoon of Finals Week.
5. All clinical supervisors will meet with each of the student clinicians on their team to provide feedback on KASA competencies in their respective areas.

If a student clinician receives an Unsatisfactory, it will be required that the student clinician meet with the clinical director (no later than 5:00 pm on Monday of Finals Week) prior to participating in KASA meetings with their clinical supervisors.

**Clinical Grades: Satisfactory – Unsatisfactory**

A student will receive “Satisfactory” – “Unsatisfactory” grades in all clinical practicums, including in-house and external assignments.

All Clinical Faculty (or supervisors) who have supervised a student in any given semester will collectively determine one overall grade for that semester.

A student may receive an overall grade of “Unsatisfactory” for the semester (including summers), even if he/she has received satisfactory performance feedback from some of his/her supervisors. Likewise a student may receive an overall grade of “Satisfactory” for the semester, even if he/she has received unsatisfactory performance feedback from some of his/her supervisors.

An “Unsatisfactory” grade indicates that some aspect of the student’s clinical performance is inappropriate or unacceptable.

An “Unsatisfactory” grade will result in the student being placed on clinical probation.

An “Unsatisfactory” grade may result in an extension of the student’s program.

A student who receives a grade of “Unsatisfactory” will not receive clinical clock hours, or UI credit hours toward graduation and ASHA certification for that clinical assignment.
Two consecutive overall “Unsatisfactory” grades in a student’s program will result in dismissal from the Clinical Master’s program.

An “Unsatisfactory” grade in the semester prior to the student’s final (outplacement) semester may result in a decision to cancel or postpone the student’s outplacements. This decision will be made by the Clinic Director, in consultation with the clinical faculty.

Satisfactory
This designation indicates that the student has demonstrated solidly competent performance appropriate for his/her academic background and clinical experience level as outlined on the Knowledge and Skills Acquisition (KASA) form.

- The student clinician is able to function effectively, with some supervisory assistance, in planning, during the diagnostic and therapy settings, and in follow through of clinical services.
- The student is effective in the application of background/academic knowledge to the clinical process.
- The student is familiar with the client’s history and/or current file and with diagnostic or therapeutic materials and procedures prior to each clinical session.
- Reports are timely and thorough and require only minor revisions pertaining to use of professional language/style. All paperwork is complete.
- The student demonstrates substantial growth and change toward professional independence.
- The student recognizes clinical strengths and areas where improvement is needed, and can generate ideas of how to implement change.
- It is projected that the student clinician will continue to learn and refine clinical skills, with decreasing amounts of supervision.
- No KASA competencies are below the level expected for the student’s clinical experience.

Unsatisfactory
This designation indicates marginally competent performance or poorer based on academic background and clinical experience as outlined on the KASA form.

- The student clinician demonstrates difficulty applying and executing the fundamentals of the clinical process in planning, during the diagnostic and therapy settings, and in follow through of clinical services.
- The student does not independently apply background/academic knowledge to the clinical process.
- The student is not consistently familiar with the client’s history and/or current file and with diagnostic or therapeutic materials and procedures prior to each clinical session.
- Paperwork is not consistently timely and informative. Reports are not consistently timely and thorough and require substantial revisions in both
professional language and content. Paperwork is not consistently complete.

- The student needs more than usual supervision and direction for academic background and clinical experience as outlined on the KASA form.
- The student may recognize only some of the areas in need of improvement. It is projected that the student clinician may continue to need more than the usual amount of supervision with similar clients.
- One or more KASA competencies are below level expected for the student’s clinical experience.

**Clinical Action Plan** (for students with unsatisfactory clinical performance):
The Clinical Action Plan (CAP) is for students who have not made sufficient progress toward meeting their competencies by midterm of the 1st semester of clinical practicum.

Determination of the need for a CAP will be made by the clinical faculty member supervising the student and the Clinic Director. Other clinical faculty may be consulted.

The CAP will be put in place immediately following the midterm of the 1st semester of clinic.

The CAP will identify areas of weakness and specific goals will be written by the supervising faculty member, the clinic director, and the student. In addition, other faculty members may assist the primary supervisors by providing additional supervision.

Two clinical faculty members will supervise the student who has a Clinical Action Plan.

If goals are not met and sufficient progress made toward competencies, the student will receive an “Unsatisfactory” and be placed on clinical probation.

**Clinical Remediation Plan**
A Clinical Remediation Plan (CRP) may be created for a student if they have been placed on Clinical Probation OR if they are not achieving competencies in one area (e.g., writing reports). The CRP is similar to the Clinical Action Plan in that will identify areas of weakness and specific goals will be written by the supervising faculty member, the clinic director, and the student. In addition, other faculty members may assist the primary supervisors by providing additional supervision. The CRP also may involve additional supervision by a 2nd clinical faculty member. The Clinic Director will review the CRP with the student and a copy of the CRP will be placed in the student’s file and be given to the advisor.
**Clinical Probation**

A student can be placed on clinical probation if they receive an “Unsatisfactory” grade for clinical practicum in any semester of their program.

Once a student has been placed on clinical probation:

- The student will carry a typical clinical caseload and registration for 03.301 (CSD: 5301), Clinical Practicum.

- If a student achieves the goals on the CRP and receives a grade of “Satisfactory”, the student will be removed from clinical probation. If the student does not achieve the CRP goals and does not receive a grade of “Satisfactory”, the student will be dismissed from the clinical Master’s program.

- The student should understand that being placed on clinical probation may extend their program by at least one semester.

- If a student is placed on clinical probation a 2nd time during their graduate program they will be dismissed from the clinical Master’s program.

**Policy regarding withdrawal from clinical practicum**

If you withdraw from a clinical rotation, you will need to extend your graduate studies at least one semester in order to have the opportunity to complete that clinical rotation. Withdrawal from clinical practicum more than once during the graduate program will result in dismissal from the clinical master’s degree.

**Summative Evaluation:**

To graduate with a clinical M.A. from the Department of Communication Sciences and Disorders, students must pass a two-part summative evaluation by pursuing either a thesis or non-thesis option. Both thesis and non-thesis students have requirements to meet in year 1 and year 2. Year 1 thesis students will submit the literature review and statement of research question (Chapter one of the thesis) and non-thesis students will submit a literature review on normal processes or normal development. In year 2, thesis students will submit, defend, and deposit their completed thesis and non-thesis students will submit a written EBP brief.

**Year 1/Year 2 for three year students**

**Thesis-bound** MA SLP students may use their literature review and statement of research question (essentially chapter 1 of the thesis) to meet the Year 1 requirement. Early in the fall of Year 1, the student meets with faculty in his/her area of interest to secure a potential mentor. With the mentor’s guidance, he/she invites two additional faculty to serve on the thesis committee. According to the Graduate College, the thesis
committee must include at least two tenure track faculty members of the CSD department.

By the end of the fall semester, the student must ask her/his thesis committee to approve the intended topic. The student will then prepare a literature review and statement of the question. This document must be submitted to the thesis committee during or before April 1 of the spring semester.

- The thesis committee will be responsible for reading and grading Chapter 1.
- If chapter 1 is deemed unsatisfactory by the thesis committee, the student will be given an opportunity to rewrite in the summer semester.
- If the student receives an unsatisfactory grade from the committee on the rewrite, she/he will not be allowed to go on spring outplacements (spring of second year). This will necessarily delay graduation by at least one year. The thesis committee will determine a remediation plan of action to take in that year. The plan may include additional course work, clinic experiences, and/or lab experiences.

Note that some students begin a thesis option and then decide to switch to a non-thesis option. This is allowed prior to February 1 of the first year (second year for three year students). After that time, the student should confer with the thesis advisor and the Summative Evaluation Committee to determine whether it is more sensible to complete chapter 1 of the thesis or to complete the non-thesis year 1 requirements. In either case, the student must pass the Year 1 requirement before moving forward.

**Non-thesis** During the first Fall semester (second Fall for three-year students) each MA SLP non-thesis student will be assigned a reading committee composed of three SLP faculty members. The assignments are made by the Summative Evaluation Committee who will ensure that the work load is evenly distributed across faculty, and that there is overlap in reading committee membership across students to ensure calibration/reliability.

The student will pick a clinical case from his or her current practicum experiences. By the end of the fall semester, the student must ask her/his reading committee to approve the intended topic and introductory paragraph. The student will then prepare a literature review on normal processes or normal development to submit by April 1. The review should begin with a one paragraph description of the case. The review should be written in 12 point font, double spaced and formatted according to APA Guidelines. The final product will be 10 to 12 pages in length including a list of all references cited. The bulk of the citations should be primary sources (i.e., the research literature). PsycINFO and Google Scholar (not Google) are good search
engines for finding research on normal processes and development. It is allowable to use textbooks and internet resources as well but the student should carefully consider the quality of those sources and the extent to which they may be out-dated. Two example introductions are shown below.

- Grading: The student’s reading committee will be responsible for reading and grading the normal development/processes paper.
- If the student receives an unsatisfactory grade from the committee, she/he will be given an opportunity to rewrite in the summer semester.
- If the student receives an unsatisfactory grade from the committee on the rewrite, she/he will not be allowed to go on spring outplacements (spring of second year). This will necessarily delay graduation by at least one year. The thesis committee will determine a remediation plan of action to take in that year. The plan may include additional course work, clinic experiences, and/or lab experiences.

Example introductions for first year papers for non-thesis students:

In the Fall of 2013, my diagnostic team members and I evaluated the social communication of a high-functioning verbal 6-year-old with autism. (add two or three sentence description of the child’s profile). The following review, inspired by this case, details the development of social communication from birth to 6 years. The review is organized in chronological order. At each developmental stage, both nonverbal and verbal attainments in social communicative development are presented. I end the review by embedding social communication in a broader linguistic context; specifically, I review research that demonstrates interactions between attainments in social communication and attainments in vocabulary and grammar.

In the Fall of 2012, I was assigned to provide intervention for a young adult who stutters. His problem was severe, manifesting as (add symptoms). As a long-confirmed person who stutters (PWS), he also demonstrated (add mal-adaptive strategies). Inspired by this client, I have chosen to review the development of motor control for speech from birth to young adulthood. I first briefly present the relevant anatomy. The bulk of the review focuses on development of coordination and control of that anatomy. The concluding section summarizes what is known about normal disfluency, particularly the extent to which normal disfluencies occur when faced with emotional or psychological stressors.

**NOTE:** only the first paragraph is about clinical disorders, the remainder focuses on normal processes and/or development.
Year 2/Year 3 for three year students

Thesis students must complete and defend their MA thesis according to the guidelines and dates stipulated by the Graduate College.

- Grading: The thesis committee evaluates the written thesis and the oral defense.
- If the department so recommends, a candidate who fails the thesis examination may present himself or herself for reexamination, but not sooner than the next regularly scheduled examination period in the following session.
- The examination may be repeated only once.
- A student must graduate within one calendar year after passing the final examination for a master's degree; failure to meet this deadline will require reexamination of the student.

Non-thesis students will complete an evidence-based practice (EBP) brief on a clinical problem of interest. The problem must be approved by Karla McGregor (karla-mcgregor@uiwoa.edu) by October 1 of the year 2 Fall semester. Students are advised to examine articles in Evidence Based Practice Briefs (http://www.speechandlanguage.com/ebp-briefs) for examples of the scope of an EBP. Specific guidelines will be provided during the first three weeks of the semester in the Foundations III class. The final document, written in APA format, is due by March 1. Any document deemed unsatisfactory by the reading committee will require a revised document and an oral defense with a schedule to be determined by the reading committee and the student. Those students needing an oral defense can expect a 45-minute oral defense of the EBP. For this, the student will present a 10-minute summary of the EBP and will then field questions from the committee. The student can opt to schedule the oral defense in person or via skype.

- Grading: The reading committee evaluates the written document as satisfactory or unsatisfactory, with two unsatisfactory votes making the committee report unsatisfactory. The report of the final examination is due in the Graduate College not later than 48 hours after the examination, and by the deadline date established by the Graduate College. Exemplary performance in both the written and oral portions will receive an award from the Department, and the student will be encouraged to submit to the journal (with faculty co-authors).
- If the initial written document is deemed unsatisfactory, the student will submit a revised version and schedule an oral defense. The revision and defense will be judged as pass or fail.
- If the department so recommends, a candidate who fails the examination may present himself or herself for reexamination, but not
sooner than the next regularly scheduled examination period in the following session.

- The examination may be repeated only once.
- A student must graduate within one calendar year after passing the final examination for a master's degree; failure to meet this deadline will require reexamination of the student.

### Scheduling of duties for Thesis Track:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>First Year NonThesis</th>
<th>Second Year NonThesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student organizes thesis committee</td>
<td>Early fall</td>
<td>Early fall*</td>
</tr>
<tr>
<td>Student seeks topic approval</td>
<td>By end of fall semester</td>
<td></td>
</tr>
<tr>
<td>Student submits chapter 1 of thesis</td>
<td>April 1</td>
<td></td>
</tr>
<tr>
<td>Thesis committee evaluates Chapter 1 and gives results to student</td>
<td>By end of spring semester exam week</td>
<td></td>
</tr>
<tr>
<td>Student submits completed thesis, conducts oral defense, deposits thesis</td>
<td>dates stipulated by the Graduate College</td>
<td></td>
</tr>
</tbody>
</table>

*may be the same committee as in Year 1 but composition can change to accommodate the needs of faculty and/or the student

### Scheduling of duties for Nonthesis Track:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>First Year NonThesis</th>
<th>Second Year NonThesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assigned committee</td>
<td>Early fall semester</td>
<td>Early fall semester</td>
</tr>
<tr>
<td>Student seeks approval (topic and paragraph 1 for first years; PICO question for second years)</td>
<td>By end of fall semester</td>
<td>By October 1</td>
</tr>
<tr>
<td>Student submits paper /brief</td>
<td>April 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Reading committee evaluates and gives results to student</td>
<td>Spring semester exam week</td>
<td>April 1</td>
</tr>
<tr>
<td>Student submits a revised document and completes oral defense if the Year 2 project is initially determined to be unsatisfactory</td>
<td>Deadlines to be arranged by student and reading committee. The oral defense meeting can take place via skype</td>
<td></td>
</tr>
<tr>
<td>Report of final exam due to Grad College</td>
<td>Within 48 hours of final decision</td>
<td></td>
</tr>
</tbody>
</table>
Awarding of Degrees
In order to receive a degree in any given term, the student must have filed an Application for Graduate College Degree form for that term. The deadline date for such filing is specified by the Registrar. This date occurs early in the term.

*It is the responsibility of the student to see that these and other required procedures are completed at the appropriate times.*
Appendix 1


Effective Date: September 1, 2014

Introduction

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-Hearing Association. The charges to the CFCC are: to define the standards for clinical certification; to apply those standards in granting certification to individuals; to have final authority to withdraw certification in cases where certification has been granted on the basis of inaccurate information; and to administer the certification maintenance program.

A Practice and Curriculum Analysis of the Profession of Speech-Language Pathology was conducted in 2009 under the auspices of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the CFCC. The survey analysis was reviewed by the CFCC, and the following standards were developed to better fit current practice models.

The 2014 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology will go into effect for all applications for certification received on or after September 1, 2014. View the SLP Standards Crosswalk [PDF] for more specific information on how the standards will change from the current SLP standards to the 2014 SLP standards.

Citation

Standard I: Degree

The applicant for certification must have a master’s, doctoral, or other recognized post-baccalaureate degree.

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the program of graduate study is initiated and completed in a CAA-accredited program and if the program director or official designee verifies that all knowledge and skills required at that time for application have been met, approval of the application is automatic. Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.
Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
- hearing, including the impact on speech and language
• swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
• cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
• social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
• augmentative and alternative communication modalities

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.
Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
d. Adapt evaluation procedures to meet client/patient needs.
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
f. Complete administrative and reporting functions necessary to support evaluation.
g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients' patients' needs. Collaborate with clients/patients and relevant others in the planning process.
b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
d. Measure and evaluate clients' patients' performance and progress.
e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
f. Complete administrative and reporting functions necessary to support intervention.
g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
b. Collaborate with other professionals in case management.
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
d. Adhere to the ASHA Code of Ethics and behave professionally.
Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

**Standard V-C**

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice of Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student’s observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client’s family in assessment, intervention, and/or counseling can be counted toward practicum. Although several students may observe a clinical session at one time, clinical
practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

Standard V-D

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25 % of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants.
Standard V-F

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.
Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship.

Standard VII-A: Clinical Fellowship Experience

The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone
conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience.

**Standard VII-C: Clinical Fellowship Outcomes**

**The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.**

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

**Standard VIII: Maintenance of Certification**

**Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).**

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.
**APPENDIX 2:** Requirements for Professional M.A. in Speech-Language Pathology (entered Fall, 2014)

Student: ___________________________ Adviser: ___________________________

<table>
<thead>
<tr>
<th>Undergraduate Requirements</th>
<th></th>
<th>s.h</th>
<th>Semester</th>
<th>Course Equiv.</th>
<th>s.h</th>
<th>Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI Courses (29 credit)</td>
<td>2110 Phonetics</td>
<td>3</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3112 Anat./Phys. Sp. Prod.</td>
<td>4</td>
<td>Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3113 Intro Hrg Science</td>
<td>4</td>
<td>Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3116 Basic Neuroscience</td>
<td>3</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3118 Language Acquisition</td>
<td>3</td>
<td>Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3145 Dev Speech Lang Dis</td>
<td>3</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3185 Hear Loss &amp; Audimetry</td>
<td>3</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4244 Rehabilitative Audiology</td>
<td>3</td>
<td>Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All MA students must have Phonetics, Anat/Phys Sp Prod, and Lang Dev or their equivalent BEFORE they can register for Practicum*

For KASA (12-14 credits): biological science______; physical science______; Stats______ and soc/behav science______


25 clinical observation hours completed? Yes: _____ No: _____ If not, no. hours remaining: _____

Students have met all undergraduate requirements ____________________

**IMPORTANT INFORMATION** (for students and advisors):

1. All students need to work out the entire 2 or 3 year plan of study (to the extent possible) during their initial meeting with their advisor. This is the best way to avoid scheduling problems and difficulty meeting the requirements of the program in the expected time frame.

2. Take the **Manual Communication** course during the first Fall or Spring (or take at Kirkwood in the summer at additional cost). No need to take manual communication, if you have 1 semester or more of ASL.

3. **If you have taken the introductory course** in an area (lang, neuro, stuttering, voice…), consider taking the upper level course in that area at Iowa to see what this program has to offer.

4. **If you plan to work in the schools**, you could take some of the coursework needed for endorsement. This is separate from your certification as a speech language pathologist. The two courses you could take are EDTO:5104 *Language disorders in school aged children* and 5304 *SLP Outplacement: School*. Ask your academic advisor (or Toni Cilek) if you have questions.
   a. If you want to do an **outplacement in the schools**, you are strongly encouraged to take (in order of importance) Phonological Development and Disorders, Autism, and Acquired Cognitive Disorders.

5. If you want to do an **outplacement in a hospital setting**, you are strongly encouraged to take Swallowing Disorders.

6. Completion of a **MA Thesis** will (most likely) extend your program into a second summer.

7. **Course offerings may change:**
   a. Classes need to meet minimum enrollment requirements in order to be offered. Some changes in your schedule may be needed in the event that a class you selected had insufficient enrollment.
   b. Some upper level (elective) courses have enrollment limits.
   c. Personnel changes may result in changes in course offerings.
## Required Graduate Courses:

**Courses** (21 s.h. total)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>s.h</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3117</td>
<td>Psych of Language</td>
<td>3</td>
<td>Sp</td>
</tr>
<tr>
<td>4114</td>
<td>Intro Voice Disorders</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td>4115</td>
<td>Struc. Disorders</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>5135</td>
<td>Foundations I</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>5136</td>
<td>Foundations II</td>
<td>1</td>
<td>Sp</td>
</tr>
<tr>
<td>5137</td>
<td>Foundations III</td>
<td>1</td>
<td>F</td>
</tr>
<tr>
<td>5203</td>
<td>Counseling</td>
<td>1</td>
<td>Sp</td>
</tr>
<tr>
<td>2140</td>
<td>Manual Communication</td>
<td>1</td>
<td>F/Sp/Any ASL</td>
</tr>
<tr>
<td>4146</td>
<td>Neuro Lang Disorders</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>4147</td>
<td>Neuro Sp Disorders</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td>4183</td>
<td>Intro Stuttering</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>5206</td>
<td>Lang. Dis. in Children (0-5) OR</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDTL:5104</td>
<td>Language Disorders in school-aged children</td>
<td>3</td>
<td>F</td>
</tr>
</tbody>
</table>

**Practicum Placements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>s.h</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>5301</td>
<td>Practicum: SLP</td>
<td>2-5</td>
<td>F/Sp/Su</td>
</tr>
<tr>
<td>5283</td>
<td>Clinical Problems (use individual instructor code)</td>
<td>1-2</td>
<td>Su</td>
</tr>
<tr>
<td>5304</td>
<td>SLP Outplacement: School*</td>
<td>0-4*</td>
<td>Sp (2nd yr)</td>
</tr>
<tr>
<td>5305</td>
<td>SLP Outplacement: Non-school</td>
<td>0-4*</td>
<td>Sp (2nd yr)</td>
</tr>
</tbody>
</table>

*Student must register for a total of 4 clinic hours in the spring.

**Menu Courses:**

**Courses** (12-16 sh must be taken from list below)-28 sh total

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>s.h</th>
<th>Semester</th>
<th>Pre-/Co-req.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5201</td>
<td>Principles of Voice Production</td>
<td></td>
<td>F(odd)</td>
<td></td>
</tr>
<tr>
<td>5213</td>
<td>Voice Habilitation</td>
<td>2</td>
<td>F</td>
<td>4114</td>
</tr>
<tr>
<td>5222</td>
<td>Speech &amp; Hearing Anatomy (Dissection)</td>
<td>2</td>
<td>Su</td>
<td>consent</td>
</tr>
<tr>
<td>5233</td>
<td>Aphasia</td>
<td>2</td>
<td>Sp</td>
<td>4146</td>
</tr>
<tr>
<td>5234</td>
<td>Acquired Cognitive-Communication Disorders</td>
<td>2</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>5236</td>
<td>Swallowing Disorders</td>
<td>2</td>
<td>Sp</td>
<td>4115</td>
</tr>
<tr>
<td>5237</td>
<td>Cleft Palate</td>
<td>2</td>
<td>F</td>
<td>4115</td>
</tr>
<tr>
<td>5303</td>
<td>Comm for Individ with Autism</td>
<td>1</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>5260</td>
<td>Designing Assistive Devices</td>
<td>2</td>
<td>Su</td>
<td></td>
</tr>
<tr>
<td>5282</td>
<td>Phonological Dev &amp; Dis</td>
<td>2</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>5206</td>
<td>Lang. Dis. in Children (0-5) OR</td>
<td>3</td>
<td>F</td>
<td>Cannot double count as required and as menu course</td>
</tr>
<tr>
<td>EDTL:5104</td>
<td>Language Disorders in school-aged children</td>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>5350</td>
<td>Preceptorship in Augmentative Commun.</td>
<td>1</td>
<td>F</td>
<td>consent</td>
</tr>
<tr>
<td>6249</td>
<td>Cochlear Implants</td>
<td>(1)</td>
<td>F</td>
<td>3185/4244/consent</td>
</tr>
<tr>
<td>6522</td>
<td>Clinical Speech Physiology</td>
<td>2</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pediatric swallowing course</td>
<td>1</td>
<td>SU</td>
<td></td>
</tr>
<tr>
<td>7U:190</td>
<td>Interdisciplinary Issues in Disabilities</td>
<td>1-2</td>
<td>F</td>
<td>ILEND trainee</td>
</tr>
</tbody>
</table>

**Total semester hours taken:**

Select from several interest areas. Especially consider courses in content areas for which you received your introductory level information at another institution

**Research** (2 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>s.h</th>
<th>Semester</th>
<th>Pre-/Co-req.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6515</td>
<td>Proseminar</td>
<td>0</td>
<td>F/Sp</td>
<td>2 sem. enrollment</td>
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<tr>
<td>3119</td>
<td>Seminar: Evidence Based Practice</td>
<td>2</td>
<td>F</td>
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<tr>
<td>4186</td>
<td>Problems: Sp./Hring Processes &amp; Disorders</td>
<td>2</td>
<td>F/Sp/Su</td>
<td>consent</td>
</tr>
<tr>
<td>7590</td>
<td>Research (thesis)</td>
<td>1-3</td>
<td>F/Sp/Su</td>
<td>consent</td>
</tr>
</tbody>
</table>

**Total semester hours taken:**

*Use 4186 registration for readings or if student is assisting with your research project.

Use 7590 registration if student is doing own research…MA Thesis, PhD predis or dissertation

* Required for public school certification

**Above and beyond Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>s.h</th>
<th>Semester</th>
<th>Pre-/Co-req.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7E: 340:001</td>
<td>Advanced Topics in Teaching and Learning</td>
<td>0-2</td>
<td>Sp</td>
<td>ILEND trainee</td>
</tr>
<tr>
<td>6525</td>
<td>International Service Course</td>
<td>0-2</td>
<td>Sp</td>
<td></td>
</tr>
</tbody>
</table>
\[15 + 15 + 9 + 15 + 4 = 53 - 17 = 36 \text{ credits for courses}\]

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014 (non thesis)</th>
<th>2014 (thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and science</td>
<td>14</td>
<td>14</td>
<td>14</td>
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<tr>
<td>Pre requisites</td>
<td>26</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Required</td>
<td>24</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Menu (required)</td>
<td>12</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Menu (offered)</td>
<td>29</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Practicum</td>
<td>(19)</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Research/Seminar</td>
<td>4 (6)</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Clinic \(13 \times 15 = 195\) (this would be minimum hours expected)
### APPENDIX 3: Plan of Study (2 year Program) for class entering Fall 2014

The 2 year program assumes an undergraduate degree in Speech Pathology. Required courses that must be taken that semester are in bold. Required courses that must be taken at some point in the program (but not necessarily that semester) are in bold italics, some of these courses may have been taken as an undergrad and do not need to be re-taken. Elective courses are italics. First page lists courses offered, use second page to fill in your choices.

#### Fall, Yr I (15 s.h.) 2014

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5135</td>
<td>Foundations I</td>
<td>2</td>
</tr>
<tr>
<td>5301</td>
<td>Practicum: SLP</td>
<td>2</td>
</tr>
<tr>
<td>6515</td>
<td>Proseminar</td>
<td>0</td>
</tr>
</tbody>
</table>

- **4115 Structural disorders** 2
- **4146 Neuro Lang disorders** 3
- **4183 Intro Stuttering** 2
- **5206 Lang 0-5 or EDTL 5104 School age lang dis** 3
- **2140 Man Comm** 1

(Any menu course listed next fall)

- **Attend ISHA (Oct 23-24)**
- **Summative topic due in Oct**

#### Summer, Yr I (9 s.h.) 2015

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5301</td>
<td>Practicum: SLP</td>
<td>5 (4)</td>
</tr>
</tbody>
</table>

- **5283 Clinical Stuttering** 1-2
- **Pick 1-2:**
  - 5222 Sp and Hring Anat (dissect) 2
  - 5260 Design assist devices 2
  - Pediatric dysphagia 1
- **7590 Thesis** 1-2

China trip (before summer session)
Nicaragua trip (after summer session)

#### Spring, Yr I (15 s.h.) 2015

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>S.H.</th>
</tr>
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<tbody>
<tr>
<td>5136</td>
<td>Foundations II</td>
<td>1</td>
</tr>
<tr>
<td>5203</td>
<td>Counseling</td>
<td>1</td>
</tr>
<tr>
<td>5301</td>
<td>Practicum: SLP</td>
<td>3-4</td>
</tr>
<tr>
<td>6515</td>
<td>Proseminar</td>
<td>0</td>
</tr>
</tbody>
</table>

- **3117 Psych of language** 3
- **4114 Into to Voice** 2
- **2140 Man Comm** 1
- **4147 Neuro Dis of Speech** 2

**Pick 1 (or more):**
- **5236 Swallowing Dis** 2
- **5233 Aphasia** 2

International service course 0-2

- **7590 Thesis** 1
- **Summative due April 1 (visit day just before)**
- **Graded by end of semester**
- **ILEND app**

#### Fall, Yr II (15 s.h.) 2015

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5137</td>
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<tr>
<td>5301</td>
<td>Practicum: SLP</td>
<td>2-3</td>
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- **3119 Seminar: Evid Base Prac** 2
- **5201 Principles of Voice Production (odd years only)** 3
- **5206 Lang 0-5 or EDTL 5104 School age lang dis** 3
- **6213 Voice Habilitation** 2
- **5237 Cleft palate (move?)** 2
- **5234 Acquired Cog and Com Dis** 2
- **5282 Phonologic dev & dis** 2
- **6522 Clinical Sp Phys** 2
- **5350 Preceptorship in Aug Com** 1
- **5303 Autism** 1
- **7590 Thesis**

**Auction (OCT3) Attend ISHA and ASHA convention (Nov) ILEND Mini placements**

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</tr>
<tr>
<td>5305</td>
<td>SLP Outplacement: Non-Schools</td>
<td>0-4</td>
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</table>

No additional courses can be taken

This semester due to outplacement

ILEND – one outplacement

#### Summer, Yr II (required for thesis or for students who did not complete pre-requisites)

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<tr>
<td>7590</td>
<td>Thesis</td>
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</table>

Vocology courses - Salt Lake City

7590 Thesis 1-2

1. Dr. Ingo Titze offers intensive voice courses (through the U of I) in Salt Lake City UT in the summer. These courses include Principles of voice, Voice Habilitation, Instrumentation for voice, voice for Performers. If you want to take these courses, please plan to take them the second (final) summer of your program. You need to remain in Iowa City during your first summer in order to complete your clinical work. [http://www.ncvs.org/index.html](http://www.ncvs.org/index.html). These are University of Utah credits.

2. Thesis is likely to require an extra summer of registration
### Plan of Study

<table>
<thead>
<tr>
<th>Courses</th>
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<td><strong>Spring, Yr I (15 s.h.)</strong></td>
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<td><strong>Summer, Yr I (9 s.h.)</strong></td>
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**Fall, Yr II (15 s.h.)**

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<th>Courses</th>
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<td>2-3</td>
<td>5305 SLP Outplacement:</td>
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<tr>
<td></td>
<td></td>
<td>Non-Schools</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

No additional courses can be taken this semester

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Rev. 7/2014 emf
APPENDIX 4: Plan of Study (3 year Program)

The 3 year program assumes an undergraduate degree in an area other than Speech Pathology. Required courses that must be taken that semester are in bold. Required courses that must be taken at some point in the program (but not necessarily that semester) are in bold italics, some of these courses may have been taken as an undergrad and do not need to be re-taken. Elective courses are italics.

First page lists courses offered, use last page to fill in your choices.

<table>
<thead>
<tr>
<th>Fall, Yr I (15 s.h.)</th>
<th>s.h.</th>
<th>Spring, Yr I (15 s.h.)</th>
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<td>3110 Anat and Physiology</td>
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<td>3113 Intro to Hearing Science</td>
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<td>3117 Psych of Lang</td>
<td>3</td>
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<td>3118 Lang Dev</td>
<td>3</td>
<td>Behavior Mod</td>
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<td>4120 Clinical observation</td>
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<td>Into to clinical psych</td>
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<td>Educ courses?</td>
<td>Vocology courses- SLC</td>
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**Fall, Yr II (15 s.h.)**
- 5135 Foundations I 2
- 5301 Practicum: SLP 2
- 6515 Proseminar 0

**Spring, Yr II (15 s.h.)**
- 5136 Foundations II 1
- 5203 Counseling 1
- 5301 Practicum: SLP 3-4
- 6515 Proseminar 0

**Summer, Yr II (5-9 s.h.)**
- 3:301 Practicum: SLP 5

**Fall, Yr III (15 s.h.)**
- 5137 Foundations III 1
- 5301 Practicum: SLP 2-3
- 3119 Seminar: EBP 2

**Spring, Yr III (4 s.h.)**
- 5304 SLP Outplacement: Schools 0-4
- 5305 SLP Outplacement: Non-Schools 0-4

**Summer, Yr III (optional)**
- Vocology courses- SLC

**Student on outplacement**
- unable to take more courses
1. Prerequisites have to be taken out of order in order to complete them in 1 year. This will make these courses more difficult for the students, so the student will need to plan on devoting increased time to study.

2. Graduate students limited to 15 hours as long as course is numbered 100 or higher (per Karen Cox at Grad College)

3. Students can sign up for 3 credits for Intro to hearing science. Need add form signed by Chris Turner.

4. Ingo offers intensive voice courses (through the U of I) in Salt Lake City UT in the summer. These courses include Principles of voice, Voice Habilitation, Instrumentation for voice, voice for Performers. http://www.ncvs.org/on-site/svi2.html
   If you want to take these courses, please plan to take them the second (final) summer of your program. You need to remain in Iowa City during your first summer in order to complete your clinical work.
# Plan of Study Checklist

(to be clipped to front of student folder)

<table>
<thead>
<tr>
<th>Courses</th>
<th>s.h.</th>
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<td><strong>Spring, Yr I (15 s.h.)</strong></td>
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