Opportunities for
GRADUATE STUDIES
Department of Communication Sciences and Disorders
at the University of Iowa
Thank you for considering the Department of Communication Sciences and Disorders at the University of Iowa for graduate study. As one of the oldest, largest, and highly respected programs of its kind, it has been training students and serving clients with speech, language, and hearing disorders for more than 60 years. Consistently ranked among the most elite programs by *U.S. News and World Report*, the UI graduate programs in Speech-Language Pathology and Audiology are currently ranked #1 and #2 respectively.

Iowa’s Department of Communication Sciences and Disorders offers the following graduate degrees:

- Master of Arts in Speech-Language Pathology
- Doctor of Audiology
- Doctor of Philosophy
- Combined AuD / PhD

**ABOUT US**

The Department is housed in the Wendell Johnson Speech and Hearing Center on Iowa’s medical campus in Iowa City, Iowa, a community of approximately 75,000 people. In addition to classrooms, offices, and computing facilities, the building houses research laboratories and a fully-staffed training clinic that serves about 750 clients each year.

More than 11,000 square feet of laboratory space allows students interested in research careers to deepen their knowledge in such fields as auditory physiology, auditory rehabilitation, clinical experimental and medical audiology, language disorders and intervention, neurology of speech, voice and language, psychoacoustics, psycholinguistics, speech physiology, fluency, and voice acoustics and biomechanics.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Director, Office of Equal Opportunity and Diversity, the University of Iowa, 202 Jessup Hall, Iowa City, IA, 52242-1316, 319-335-0705 (voice), 319-335-0697 (TDD), or diversity@uiowa.edu (Email).
A student’s graduate program of study can be planned to emphasize certain aspects of the discipline depending on individual interests and career goals. However, it is also the Department’s philosophy that the field is unified and encompasses all areas of speech, hearing, and language and involves teaching, clinical, and research activities. Thus, the graduate program of each student will include a basic understanding in all areas of the field along with varied experiences.

Admission to all graduate programs is the responsibility of the Departmental Committee on Admissions. Committee members 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: past academic performance; the nature of previous coursework and the institution at which it was taken; scores on the General Aptitude Test of the Graduate Record Examination; letters of recommendation; and a personal statement (MA-SLP) or personal interview (AuD).

All applications should be submitted on-line.

Prospective students for the Speech-Language Pathology (MA-SLP) and Audiology (AuD) programs are accepted through the CSDCAS centralized application system once per year, with a deadline of January 1: https://portal.csdcas.org.

Applicants interested in the doctoral program in Speech and Hearing Science (PhD) should submit materials through the Graduate Admissions website: https://grad.admissions.uiowa.edu/apply.

Various types of assistantships and traineeships are available. Offering new appointments is determined, on a competitive basis, by the Department Chair, in consultation with members of the Executive Committee.

The job market for new professionals in the field of communication sciences and disorders is bright. In speech-language pathology, jobs are expected to rise by 18 percent between 2016 and 2026. Job growth for audiology in the same time period is expected to grow by 21% —much faster than the average for other occupations.

American Speech-Language-Hearing Association
MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY

The #1 ranked University of Iowa Speech-Language Pathology MA program provides superior and diverse education opportunities which allow graduates to work as speech-language pathologists in any clinical environment. All graduates of the clinical MA program will have met the academic and practicum requirements necessary to obtain clinical certification through the American Speech-Language-Hearing Association.

Our mission is to produce professionals who have the theoretical foundations and the advanced clinical skills needed for the delivery of clinical services in speech-language pathology. Each fall, typically 24 students enter the program.

A set of core coursework is required for completion of the master’s degree, along with a minimum of 12 semester hours of menu courses. Students in the MA-SLP programs are assigned to teams each semester that focus on a variety of disorder areas to ensure that they receive a well-rounded clinical education. Each team is directed by a clinical faculty member who is a specialist in that area. Clinical team rotations include:

- Augmentative and alternative communication
- Aural rehabilitation
- Autism and autism spectrum disorders
- Diagnostics
- Fluency disorders
- Neurogenic speech / language disorders
- Speech / language disorders for school-aged children
- Voice disorders

Opportunities to work with clients with swallowing difficulties or traumatic brain injury may be arranged at nearby sites, such as the University of Iowa Hospitals and Clinics or the Center for Disabilities and Development.

Additional programs ensure a well-rounded clinical experience and may include experiences in our summer stuttering camps for 8-12 year olds and teens, social skill groups for individuals with autism, a summer preschool for children with hearing loss, or a reading program and a support group for those with aphasia.
The 4-year clinical doctorate program provides training that will allow students to function as audiologists in any clinical environment. The #2 ranked AuD program at Iowa is accredited by the Council on 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 number of new admissions into the clinical doctorate program in audiology at UI each year is capped at 10 students.

The AuD program consists of 95 semester hours of didactic coursework and clinical experiences.

Clinical rotations arranged as competencies are developed and include experiences in the Wendell Johnson Speech and Hearing Clinic, as well as other sites. AuD students gain additional perspectives from Clinical Practice in Audiology courses, which highlight a variety of professional issues. Clinical training is assessed at the end of each semester; clinical faculty meet to review each student’s progress toward attaining the skill set necessary to function as a competent audiologist.

All AuD students take and must pass a qualifying examination at the end of each of the first three years of study. The exam ensures that students make appropriate progress and that they retain the knowledge acquired in previous years. Additionally, AuD students complete and successfully defend a “Capstone Project” prior to graduation: a mentored research project; a mentored, but non-data-gathering project; or a term paper that critically reviews published literature addressing a specific clinical topic. Finally, AuD students are required to take and pass the National Examination for Professional Practice in Audiology prior to completion of their fourth year in the AuD program.
DOCTOR OF PHILOSOPHY

The PhD program provides flexible, comprehensive training for the scholar-researcher interested in communication processes and disorders. Students with diverse backgrounds in the natural and behavioral sciences are encouraged to apply and develop their skills in an atmosphere of interdisciplinary research.

The number of individuals admitted to the doctoral program at UI is not limited; rather, each applicant’s potential for doctoral work is judged by the faculty based not only on prior coursework, GRE test scores, and letters of recommendation, but also on the applicant’s aptitudes and interests in research areas. Although the program may include more intensive specialization in particular clinical problems, the PhD is not designed as an advanced clinical degree.

There is no set curriculum for the PhD. Rather, a program of study is developed by each student in consultation with a faculty committee. Iowa’s program reflects the broad interest of its multidisciplinary faculty: speech, language, voice, hearing, engineering, physiology, physics, linguistics, and bioengineering. The purpose of the doctoral program is to provide the integrated knowledge necessary for a productive career in speech, language, voice, or hearing science and related areas.

Comprehensive examinations are generally taken after approximately two years of full-time work in the doctoral program; however, timing of the examination may vary depending on the needs of individual students. The student is given two weeks to prepare written answers to committee-generated questions, using available resources, such as books or journal articles. The student’s written responses are submitted in to the advisor at least one week prior to an oral examination.

In developing a research project for the doctoral dissertation, the student initially selects a faculty member to serve as the dissertation advisor and a committee of at least five faculty members, including the advisor who serves as chair. Typically, a doctoral student meets frequently with his / her mentor to work through the challenges of the research project and to ensure progress moves forward. More formal procedures, such as the pre-prospectus and prospectus meetings, are also in place which involve the student’s entire committee.

The program for the PhD culminates in a final, public, oral examination in defense of the dissertation. The format includes an oral presentation, questions from the public, in-depth questioning from the committee, followed by final deliberations. The PhD degree will be awarded upon favorable recommendation of the final examination committee and completion of all requirements specified for the degree by the Graduate College.

“I worked on the Cochlear Implant team in Otolaryngology at UIHC while completing my PhD. Thus, I witnessed the number of resources available and high level of collaboration across the departments. I was able to seek out kind, smart, nurturing, and well-connected mentors in both organizations, which were instrumental in developing my clinical and research skills as well as expanding my professional network. I continue to be amazed and inspired by the intellectual atmosphere, which no doubt influenced my decision to remain on as faculty in Otolaryngology.”

– Viral Tejani (PhD 2018)
COMBINED AuD/PhD

Audiology students may wish to combine work toward an AuD with PhD studies. Generally, these students start the PhD program after the first two years of the AuD curriculum, then have a planning committee meeting to focus on merging the two curricula efficiently. It is possible to complete a project that will serve both as the AuD capstone project 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.

FACULTY

**Didactic Faculty**
Carolyn J. Brown, PhD, *Cochlear Implants*
Inyong Choi, PhD, *Hearing Neuroscience*
Kelly Schmidt Clay, PhD, *Audiology*
Eileen Finnegan, PhD, *Laryngeal Neurophysiology*
Kate Gfeller, PhD, *Music Therapy*
Shawn Goodman, PhD, *Otoacoustic Emissions, Hearing Aids*
Jean K. Gordon, PhD, *Neurogenic Language Disorders*
Kristi Hendrickson, PhD, *Psycholinguistics*
Ianessa Humbert, PhD, *Swallowing*
Stewart McCauley, PhD, *Language Learning & Memory*
Bob McMurray, PhD, *Speech Perception*
Jerald Moon, PhD, *Speech Aerodynamics, Velopharyngeal Function*
Richard Tyler, PhD, *Cochlear Implants*
Elizabeth Walker, PhD, *Pediatric Audiology & Aural Rehabilitation*
Yu-Hsiang Wu, PhD, *Hearing Aids & Aging*
Si On Yoon, PhD, *Neural and Cognitive Mechanisms*

**Clinical Faculty**
Karen Bryant, PhD, *Neurogenic Disorders, Swallowing*
Krista Davidson, MS, *Augmentative & Alternative Communication*
Jenny DiVita, MA, *Autism Spectrum, Speech & Language Disorders*
Ann Fennell, MS, *Voice Evaluation and Treatment*
Stephanie Fleckenstein, AuD, *Adult, Pediatric Amplification*
Jocelyn Hamilton, MA, *Neurogenic Communication Disorders*
Julie Jeon, PhD, *Clinical Electrophysiology*
Danielle Kelsay, MA, *Audiology, Aural (Re)habilitation*
Anu Subramanian, PhD, *Early Intervention, Fluency*
Anne Wallace, MA, *Aural Rehabilitation, Diagnostics*
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The University of Iowa