

Department of Speech and Hearing Science

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Graduate Student Handbook

Volume I: Academic Policies and Degree Requirements

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Purpose

The *Department of Speech and Hearing Science Graduate Student Handbook* describes the current policies, rules, and procedures relevant to the graduate program in the Department of Speech and Hearing Science at The Ohio State University. This handbook will acquaint new and prospective students with the graduate academic programs in Speech and Hearing Science, including a description of the requirements for the MA, AuD and PhD degrees. As a statement of our policies and procedures, the handbook constitutes a detailed and authoritative reference to which faculty, staff and students should refer. Updates and/or modifications to the current policies, rules, and procedures may be made at any time and will be provided to the students in written form.

The *Department of Speech and Hearing Science Graduate Student Handbook* supplements the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf>), which is the authoritative reference on the rules, procedures, and organization of the Graduate School at The Ohio State University. The *Department of Speech and Hearing Science Graduate Student Handbook* will not repeat Graduate School rules but rather defines policies in areas not addressed in the *Graduate School Handbook* or left to the discretion of the Graduate Studies Committee in Speech and Hearing Science. Students pursuing a professional MA or AuD degree must become familiar with **both** Volume I and Volume II of this handbook.

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1.0 Organization: The Graduate School and Graduate Studies Committees

1.1 Basic Organization

The Graduate School at The Ohio State University includes the Council on Research and Graduate Studies, the Graduate School administration and the graduate faculty (university faculty authorized to give graduate instruction) (*Graduate School Handbook*, IV).

1.2 The Council on Research and Graduate Studies

The Council on Research and Graduate Studies is the principal legislative body of the Graduate School and initiates policy and rules governing graduate programs (*Graduate School Handbook* IV.1.).

1.3 Graduate School Administration

The administrative head of the Graduate School is the Dean who has responsibility for appointing Graduate School committees, conferring with departments and schools in all matters concerning graduate work, and is consulted by college deans concerning appointments and promotions.

1.4 Graduate Faculty Membership

Persons with the rank of professor, associate professor, assistant professor, and instructor are eligible to be nominated as regular members of the graduate faculty. There are two categories (P and M) of graduate faculty membership, each of which has separate functions and qualifications. Nominations of individual faculty for graduate faculty status are submitted by the Graduate Studies Committee to the Graduate School (*Graduate School Handbook*, IV.3).

1.5 Graduate Studies Committee

Graduate Studies Committees conduct the graduate programs of the Graduate School and serve as the liaison between the Graduate School and the graduate faculty (*Graduate School Handbook*, IV.2). The policies, rules, and procedures established by the Council on Research and Graduate Studies serve as the framework and set the minimum standards within which the graduate studies committees formulate, publish, and make available their own graduate policies, rules, and procedures. The *Graduate School Handbook* is the primary reference for policies, rules, procedures, and general information concerning graduate education and research at The Ohio State University. The present *Department of Speech and Hearing Science Graduate Student Handbook* is the primary reference for those policies formulated and implemented by the Graduate Studies Committee of the Department of Speech and Hearing Science.

2.0 Organization: The Department of Speech and Hearing Science

2.1 Basic Organization

The Department of Speech and Hearing Science is an academic program within the College of Social and Behavioral Sciences. It offers BA, MA, AuD and PhD degrees. The Department is composed of the faculty and staff listed in Section 3.0. The primary administrator for the Department is called the Chair. Reporting to the Department Chair are the Chairs of the standing committees (including the Graduate Studies Committee, the Speech-Language Pathology Oversight Committee, the Audiology Oversight Committee, the Undergraduate Studies Committee, the Facilities Committee, the Clinical Affairs Committee, and the Curriculum Committee) as well as the Chairs of any active ad hoc committees (e.g., Faculty Search Committees). In addition, the Department Chair, to whom the Director of Clinic Instruction and Research reports, is ultimately responsible for the operation of the Speech-Language-Hearing Clinic.

2.2 Graduate Studies Committee

The Graduate Studies Committee is responsible for developing policies related to graduate education, evaluation of graduate applications, graduate admissions, selection of fellowship applicants, recommendations to the Department Chair concerning student financial assistance, and the graduate curriculum. The Committee is composed of five members (including the chair of the committee). At least three of the members must be tenure-track faculty in the Department of Speech and Hearing Science who hold Graduate Faculty Status P or M. The fourth member is a clinic supervisor in the Department. The fifth member is a graduate student.

1. The Chair of the Graduate Studies Committee is appointed by the Department Chair for a three-year term and may serve no more than two consecutive terms. The Committee Chair must have Category P status in the Graduate School.
2. The other two tenure-track faculty committee members should include the Chairs of the Speech-Language Pathology Oversight Committee and the Audiology Oversight Committee. Each committee member normally serves a two-year term of office and may serve no more than three consecutive terms. In determining the makeup of the Graduate Studies Committee, the Department Chair shall keep in mind the principle that all areas of the Department of Speech and Hearing Science should be represented.

2.3 Speech-Language Pathology Oversight Committee and Audiology Oversight Committee

These two committees are responsible for the oversight of the clinical education programs, including but not limited to matters involving admissions, curriculum, Ohio licensure, ASHA and AAA standards, qualifying examinations, and portfolio review.

2.4 Undergraduate Committee

The Undergraduate Committee is composed of three members, including the Chair of the committee.

1. The Chair of the Undergraduate Committee is appointed by the Department Chair for a three-year term and may serve no more than two consecutive terms.
2. The two remaining committee members are appointed by the Department Chair. Each committee member normally serves a two-year term of office and may serve no more than three consecutive terms. The committee members will have staggered terms of office so that one committee member will be appointed at the end of each Spring Quarter. In determining the makeup of the committee, the Department Chair will bear in mind the principle that the committee membership should be representative of all areas in the Department.

2.5 Facilities Committee

The Facilities Committee is responsible for maintaining and reviewing the policies, rules, and procedures governing the use of Department equipment, as well as utilization of space, and distribution of keys. It monitors the overall use of the facilities and makes suggestions concerning modifications to the rules and procedures to the Department Chair. The Chair and members of the Facilities Committee are appointed by the Department Chair on a yearly basis.

2.6 Clinical Affairs Committee

The Clinical Affairs Committee is responsible for establishing and implementing rules, policies and procedures relevant to the operation of the Speech-Language-Hearing Clinic. The Committee is also responsible for determining fair clinic fees and equipment needs. The Chair of the Department appoints the Chair of the Committee and its membership includes the Clinic Director, Assistant Director, supervisors and faculty members with clinical responsibilities.

2.7 Curriculum Committee

The Curriculum Committee approves proposed changes in courses offered through the department. The Chair is appointed by the Department Chair and serves as the department's representative to the Committee on Curricular Affairs of the College of Social and Behavioral Sciences.

2.8 Ad Hoc Committees

The Chair of the Department of Speech and Hearing Science may, at his/her discretion, create committees directed at particular problems and/or issues. The membership of these committees is determined by the Department Chair.

2.9 The Speech-Language-Hearing Clinic

The Ohio State University Speech-Language-Hearing Clinic is run by the Department of Speech and Hearing Science to provide a controlled environment in which student clinicians may learn clinical skills under direct supervision. The operation of the Clinic is under the direction of the Clinic Director, who reports directly to the Department Chair.

3.0 Faculty, Clinical Staff, Research Scientists and Support Personnel

Professors

Michelle Bourgeois, PhD, CCC-SLP, University of Pittsburgh, Communication Disorders, Research area: Adult Neurogenetics, Dementia, Treatment and Quality of Life Research.

Lawrence L. Feth, PhD, Univ. of Pittsburgh, Bioacoustics, Research areas: Auditory signal processing by normal and hearing impaired listeners, computational models of auditory processing, effects of noise on hearing.

Robert A. Fox, PhD, Univ. of Chicago, Linguistics, Research areas: Speech perception, age-related changes in perceptual processing, auditory word recognition.

Roy A. Koenigsknecht, PhD, CCC-SLP, Northwestern Univ., Communicative Disorders, Research areas: Normal and disordered language development and usage, developmental psycholinguistics, and clinical language intervention.

Rebecca McCauley, PhD, CCC-SLP, University of Chicago, Department of Behavioral Sciences, Committee on Cognition and Communication, Research areas: Principles of assessment and treatment, Childhood Apraxia of Speech.

Janet M. Weisenberger, PhD, Indiana Univ., Experimental Psychology, Research areas: Tactile perception and sensory aids for auditory impairment.

Associate Professors

Eric Healy, PhD, University of Wisconsin-Milwaukee, Psychology, Research areas: Speech Perception, Hearing Science, Psychoacoustics and Cochlear Implants.

Michael D. Trudeau, PhD, CCC-SLP, The Ohio State Univ., Speech Pathology, Research areas: Surgical-prosthetic voice restoration, alaryngeal voice, and neurogenic disorders.

Assistant Professors

Eric Bielefeld, PhD, Communicative Disorders and Sciences, State University of New York at Buffalo. Research interests: Biological bases and prevention of noise-induced, drug-induced, and age-related hearing losses.

Monique T. Mills, PhD, CCC-SLP, Speech and Hearing Science, University of Illinois at Urbana-Champaign. Research Interests: oral and written narration, African American English, giftedness, social capital.

Lisa Milman, PhD, Speech and Hearing Sciences, University of Arizona. Research Interests: Adult neurogenic communication disorders, cognitive neuroscience, mathematical models, and multi-lingualism.

Christina M. Roup, PhD CCC-A, University of Wisconsin-Madison, Audiology. Research Interests: The effects of aging on speech perception, effects of speech perception deficits on audiologic rehabilitation, and anxiety in audiologic testing

Clinical Staff

Gail M. Whitelaw, PhD, M.H.A., CCC-A, The Ohio State Univ., Director of Clinical Instruction and Research, Areas of interest: Pediatric audiology, assessment and management of central auditory processing disorders, and quality improvement.

JoAnn S. Donohue, MA, Western Michigan Univ., CCC-SLP, Assistant Director of Clinical Programs and Services, Areas of interest: Voice assessment and intervention, clinical supervision and administration.

Christine M. Goodman, AuD, CCC-A, Arizona School of Health Sciences, Areas of interest: Hearing assessment, amplification, clinical supervision.

Nadine Whiteman, MA, CCC-SLP, Ohio Univ., Areas of interest: Birth to three years of age and adult disorders of aphasia, dysphagia and head injury.

Ellen Bonk, MA, CCC-SLP, Ohio State Univ., Areas of interest: Evaluation and treatment of communicatively handicapped students, elementary and secondary levels.

Research Scientists

Ewa Jacewicz, PhD, Univ. of Wisconsin, Linguistics, Research areas: Speech perception, acoustics, second language acquisition.

Wayne Secord, PhD, CCC-SLP, Univ. of Cincinnati, Speech-Language Pathology, Research areas: Language and literacy in school-age children, phonological disorders, development of assessment materials.

Emeritus Faculty

Osamu Fujimura, D.Sc., Univ. of Tokyo, Physics, Research areas: Theoretical and experimental phonetics, and speech production.

William Melnick, PhD, Univ. of Pittsburgh, Audiology, Research areas: Psychoacoustics, auditory fatigue, and bioacoustics.

James D. MacDonald, PhD, Univ. of Minnesota, Speech Pathology, Research areas: Adult-child conversational development, pre-linguistic and linguistic development, assessment and treatment programming for pre conversational children.

Paul S. Niswander, PhD, Michigan State Univ., Audiology, Research areas: Pediatric audiology, electrophysiological assessment of hearing, and development of hearing in infants.

Lida G. Wall, PhD, The Ohio State Univ., Audiology, Research areas: Hearing assessment, hearing disorders, central auditory dysfunction, late evoked potentials and age related changes.

Lecturers

Amy Bartlett, MA, CCC-SLP,

Jennifer Brello, MA, CCC-SLP, University of Toledo, Speech-Language Pathology, Areas of interest: Neurogenic communication disorders.

Dennis Burrows, PhD, CCC-A, University of Oklahoma, Audiology, Areas of interest, Practice management, tinnitus.

Angie Dubis-Bohn, MA, CCC-SLP, The Ohio State Univ., Speech-Language Pathology, Areas of interest: Neurogenic communication disorders and dysphagia.

Bruce Edwards, AuD, Areas of interest: clinical audiology, intra-operative monitoring

Jeanne M. Gokcen, PhD, CCC-A, The Ohio State Univ., Speech and Hearing Science, Research areas: Speech and language processing in the brain.

Steve Griffin, MA, CCC-SLP, The Ohio State Univ., Speech-Language Pathology, Areas of interest: Phonological disorders.

Julie Hazelbaker, PhD, CCC-A, The Ohio State Univ., Audiology, Research areas: Clinical audiology and hearing science.

Anita Manley, PhD, CCC-SLP, The Ohio State Univ., Areas of interest: Process drama in culturally diverse classrooms and promoting communicative competence through the arts.

Julie McGory, PhD, The Ohio State Univ., Speech and Language Science, Research areas: Speech Perception and learning English as a second language.

Paula Rabidoux, PhD, CCC-SLP, The Ohio State Univ., Speech-Language Pathology, Area of interest: Child language development and disorders.

Lori Woods, MA, Areas of interest: American Sign Language

Marcia J. Woodfill, MA, CCC-A, The Ohio State Univ., Audiology, Areas of interest: Pediatrics and educational audiology.

Adjunct, Joint and Visiting Faculty

- Kamran Barin, PhD**, The Ohio State Univ., Electrical Engineering, Research areas: Vestibular testing and human postural control.
- Mary Beckman, PhD**, Cornell, Linguistics, Research areas: Cognitive representation of speech
- Becky S. Cornett, PhD**, Univ. of Pittsburgh, Communication Disorders, Research areas: Professional affairs, quality improvement, and legislative and regulatory policies.
- Edward E. Dodson, M.D.**, University of Virginia, Research areas: Otology, ototoxicity, hearing disorders.
- John D. Durrant, PhD**, Northwestern University, Communication Sciences and Disorders, Research areas: research interest hearing science, diagnostic audiology, including auditory evoked responses (electrical-peripheral and central, and otoacoustic) and their clinical applications in audio-vestibular monitoring.
- Fred Eckman, PhD**, Indiana Univ., Linguistics, Research areas: second language acquisition.
- John R. Franks, Ph.D.**, Purdue Univ., Audiology, Research areas: Hearing conservation, effects of noise on hearing and communication, hearing aid acoustics.
- M. Patrick Feeney, PhD**, Univ. of Washington, Audiology, Research areas: assessment of middle ear function, using innovative methods to measure middle-ear reflectance.
- Dick Godfrey, PhD**, The Ohio State Univ., Mechanical Engineering, Research areas: architectural acoustics, noise reduction, and human responses to sound.
- Gregory Iverson, PhD** i University of Minnesota, Linguistics, Research areas: phonology, second language acquisition, and historical linguistics.
- Bernice Klaben, PhD**, The Ohio State Univ., Speech and Hearing Science, dysphagia and voice disorders.
- Neal Johnson, PhD**, Univ. of Minnesota, Experimental Psychology, Research areas: Memory
- Ashok K. Krishnamurthy, Ph.D.**, Univ. of Florida, Electrical Engineering, Research areas: Signal processing applications in speech and hearing, and modeling of auditory processes.
- Jeri Logemann, PhD**, Northwestern University, Communication Sciences and Disorders, Research areas: swallowing disorders/dysphagia.
- W. Mitch Masters, PhD**, Cornell, Zoology, Research areas: Biosonar
- Pamela J. Mishler, PhD, CCC-A**, Univ. of Cincinnati, Audiology, Research areas: Evoked potentials, topographical mapping and oto-acoustic emissions.
- John Neuhoff, PhD**, Kent State, Experimental Psychology, Research areas: cognitive and physiological processes associated with auditory perception
- Susan Nittrouer, PhD**, City University of New York, Speech and Hearing Sciences. Research areas: Development of speech and language abilities in children and the effects of deleterious conditions such as poverty, frequent otitis media, or sensorineural hearing loss.
- Colleen Noe, PhD, CCC-A**, The Ohio State Univ., Audiology, Research areas: amplification.
- Karen Peeler, DM**, Tulane Univ., Vocal Music, Research areas: multidisciplinary care of the professional voice.
- Mark Pitt, PhD**, Yale, Psychology, Research areas: Spoken language understanding
- Joseph C. Salmons, PhD**, University of Texas-Austin, German Linguistics, Research areas: Director of the Center for the Study of Upper Midwestern Cultures.
- D. Bradley Welling, M.D.**, Univ. of Utah, Otology, Research areas: Cochlear and middle ear implants; Meniere's Disease.
- David Woods, PhD**, Purdue Univ., Engineering, Research areas: Cognitive systems engineering.
- Joseph C. Salmons, PhD**, University of Texas-Austin, Professor of German and Linguistics, University of Wisconsin-Madison, Director of the Center for the Study of Upper Midwestern Cultures. Research areas: Historical linguistics, dialect variation, Germanic languages.

Support Personnel

- Vicki Back**, Graduate Program Coordinator
- Pete Eichel, MA, CCC-A**, Clinic Business Manager
- Shannon Hand**, Clinic Office Manager
- Jason Johnson**, Systems Developer/Engineer
- Melissa Niese**, Fiscal Officer
- Mary Jo Williamson-Miller**, Department Office Manager

4.0 Graduate Minor in Speech and Hearing Science

Speech and Hearing Science is an interdisciplinary study of the use of speech-language and hearing in human communication. Both the normal processes and disorders of communication are studied with the goal of better scientific bases for the diagnosis and treatment of speech-language and hearing problems. Major areas of interest include the development of the human communication process and the effects of age on speech-language and hearing. A knowledge of the bases of human communications using speech, music and other environmentally-important sounds is essential for those studying human communications whether face-to-face, or by telephone, radio, TV or computer network.

1. The Graduate Minor in Speech and Hearing Science is intended for graduate students majoring in related disciplines, such as, but not limited to, Linguistics, Electrical Engineering, Music, Psychology, Mechanical Engineering, Computer Science, Occupational Therapy, Physical Therapy, Social Work, and Nursing.
2. **Applicants for the graduate minor in Speech and Hearing Science must apply in writing to the Graduate Committee of the Department before they complete more than 10 graduate credit hours in the department. Required courses will include 3 credits of SHS 900 (the Graduate Pro-Seminar in Speech and Hearing Science), and at least one of the following: SHS 725 (Language Acquisition), SHS 775 (Anatomy & Physiology of the Auditory System), or SHS 776 (Advanced Speech Science). At least two additional courses must be selected from the graduate offerings of the department.**
3. Each applicant will be assigned an advisor within the department to help in selecting the appropriate courses for the student's intended goals. The student may choose to include the minor advisor (with the advisor's consent) in the candidacy examination committee and/or dissertation committee, but the student is not required to include the advisor on these examination committees.
4. Upon completion of the Graduate Minor requirements, the student must present the Graduate Minor Transcript Designation form (available from the Graduate School web site: < <http://www.gradsch.ohio-state.edu/Depo/PDF/MinorTrans.pdf> > to the Chair of the Graduate Studies Committee for signature and submission to the Graduate School.

5.0 Master's Degree Programs

See the *Graduate School Handbook*, Part II Section 5, for official Graduate School policies concerning master's degree programs.

5.1 Degrees offered and areas of specialization.

The Department of Speech and Hearing Science offers a Master of Arts (MA) degree leading to professional certification in speech-language pathology (MA-SLP), and a non-professional MA degree in speech and hearing science (MA-SHS). Completion of all degree requirements, including designated electives, for speech-language pathology (MA-SLP) will normally meet the academic requirements for State of Ohio Licensure in Speech-Language Pathology and for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The MA program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of ASHA.

Experiences in the diagnosis and treatment of communicative disorders are provided for students in the graduate program in order to develop their individual skills in this area and to guide them toward meeting the requirements for state licensure and for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA). **Please note that all professional MA students must complete the *Graduate Student Declaration of Intent form* (Appendix A).** A student planning to become licensed and, or certified as a Speech-Language Pathologist and intending to provide professional services to persons with communication disorders, must indicate the intent to do so **by the first week of the first quarter of coursework.**

5.2 Admission Requirements

For a summary of official Graduate School requirements, see the *Graduate School Handbook* (Section II.1).

5.2.1. Regular Admission Process

Students applying to the MA program must have all of their application materials sent to the university by the end of the first week of January. Most admission decisions will be made during February (for fellowship nominees) and March (for all other students). Students are normally admitted for the Autumn Quarter. The number of students admitted in any given year in both speech-language pathology and audiology is limited.

Evaluation of applications for admission to the master's degree program is the responsibility of the Graduate Studies Committee. The members of this committee independently evaluate each applicant's overall potential. This judgment is based on:

- a. a careful review of the individual's past academic performance, which involves not only consideration of grade point average, but also of the patterning of grades. (For the past several years, the average GPA of entering MA students has been above 3.4 on a 4.0 scale.);
- b. the Verbal, Quantitative and Analytic (or Analytic Writing) scores of the General Aptitude Test of the Graduate Record Examination (GRE);
- c. three letters of recommendation from persons acquainted with the individual's academic program, scholastic ability, or professional performance;
- d. consideration of previous coursework;
- e. a brief biographical statement describing the applicant's educational and professional goals and objectives; and
- f. a commitment to Affirmative Action principles.

5.2.2. Conditional Admission

Students can be admitted in this category for one or more of the following reasons:

- a. the student holds a Bachelor's degree from a non-accredited institution;
- b. the student has less than a 3.0 grade point average in undergraduate work; or
- c. the student has not completed prerequisite work in the areas of phonetics, normal language development, anatomy and physiology of the speech and hearing mechanism, speech science, and hearing science.

The conditional admission status provides a trial period of graduate study during which the student's performance can be evaluated. At the time of admission, the Graduate Studies Committee will specify to the student in writing the condition that must be fulfilled for removal from conditional status. **All conditional admission requirements must be satisfied before the student can be transferred to "regular" status.** It should be understood that some or all of the required prerequisite coursework (particularly the relevant undergraduate courses, see Section 5.4) will not count toward completion of the master's degree because these courses do not carry graduate credit.

5.2.3 Graduate Non-Degree Admission

Although the University provides for admission of a person holding a bachelor's degree into Graduate Non-degree status, the Department of Speech and Hearing Science normally does not admit such applicants. In Speech and Hearing Science, Graduate Non-degree status is reserved for those holding a master's degree who wish to pursue continuing graduate education.

5.3 Academic Advisor Selection

Students in the **professional MA program in speech-language pathology** will be assigned an initial advisor for the first two quarters of the program. During the first two quarters, students will meet with this advisor (in groups and individually as needed) to discuss the student's basic plan of study and degree options. **By the end of the second quarter**, the student will select a permanent advisor. *Change of Advisor* forms (available in Appendix B, on the website, and in the department office) must be completed when the change is made. The student is free to change advisors at any time with the approval of the new advisor and by filing the *Change of Advisor* form. When the thesis option (see Section 5.9) is chosen, it is usual for the thesis advisor to be the academic advisor as well.

Students in the **non-professional MA program in speech and hearing science** will meet with an initial advisor assigned prior to the student's arrival on campus to discuss the student's basic plan of study. By the end of the first year, the student will select a permanent advisor, who normally also serves as the student's thesis advisor. The student is free to change advisors at any time with the approval of the new advisor and by filing the *Change of Advisor* form (available in Appendix B, on the website, and in the department office).

5.4 Undergraduate Prerequisites

Often, students entering the graduate program in Speech and Hearing Science have had an undergraduate major in Communication Sciences and Disorders, or Speech-Language Pathology and Audiology. Students with undergraduate majors in the field normally have obtained the necessary prerequisite coursework, but **each student must consult with his or her initial advisor to ensure that their undergraduate coursework will satisfy current certification and licensure requirements.**

The following courses, or their equivalents, are considered to be *undergraduate prerequisites*.

SHS 320-Principles of Phonetics	SHS 420-Speech Science
SHS 330-Language Acquisition	SHS 440-Hearing Science
SHS 340-Bio-acoustics	SHS 520-Intro. to SLP
SHS 540-Intro. to Audiology	

Please note that entering the graduate program without prerequisite coursework will extend the length of the student's graduate program beyond the eight quarters normally required for graduation.

Students are also required to meet the math and English undergraduate coursework requirements of The Ohio State University in the Division of Social and Behavioral Sciences (or their equivalent) in the College of Arts and Sciences. The initial academic advisor will review the student's record during the first quarter of graduate enrollment to determine whether these requirements have been met. If a deficit is found, students will be advised to take remedial undergraduate coursework.

In addition, the standards for the ASHA certificate of clinical competence state that the applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences. This pre-requisite knowledge is normally obtained during undergraduate studies and is demonstrated by transcript credit. A complete description of process for certification and the ASHA requirements for certification in speech-language pathology can be found on the ASHA website at <http://www.asha.org/certification/SLPCertification.htm>

It is the student's responsibility to meet with his or her initial advisor during the first quarter of the graduate program to ensure that all prerequisites for graduate study have been met.

5.5 Course and Hour Requirements for the MA Degree Preparatory to Certification and Licensure

5.5.1 Required Courses for Speech-Language-Pathology

The required and elective courses for the professional MA program in Speech-Language Pathology are displayed in the Appendix A.

Completion of the professional MA program requires at least eight consecutive quarters of full-time enrollment beginning in the Autumn Quarter. Speech-language pathology students should expect to graduate no sooner than the end of Summer Quarter of their second year.

Students will not be allowed to take more than 21 hours of academic coursework (graduate and/or undergraduate hours) in any given quarter.

If prerequisite and/or elective courses will bring the total number of hours above 21 for a given quarter, the student must omit a course or practicum (SHS 844) for that quarter. Thus, later graduation can be anticipated if the student chooses to take extensive elective coursework or if a student has prerequisite courses to make up. Later graduation can also be anticipated if the student chooses to accept a graduate assistantship; the time necessary to complete the graduate assistantship requirements (10 or 20 hours per week) often make scheduling academic coursework and practicum more difficult, necessitating extra time to complete academic and clinical requirements.

Required graduate courses are waived only in exceptional circumstances (see waiver form in Appendix A). Both the course instructor and the student's advisor must approve the waiver. If the student's advisor is also the course instructor, then a second approval by either the GSC Chair or the Department chair is needed. Waivers are generally not granted in a student's major area (i.e., in speech-language pathology or audiology).

5.5.2 Requirements for Certification and State Licensure

5.5.2.1 ASHA Certification: The requirements of the MA program in speech-language pathology have been developed, in part, to meet or exceed the requirements established by the American Speech-Language-Hearing Association for the certification in speech-language pathology (for details see the speech-language pathology certification standard located on the ASHA website: <http://www.asha.org/certification/SLPCertification.htm>)

5.5.2.2 State Licensure: The State of Ohio requires, by law, that anyone who practices speech-language pathology, or represents himself, or herself, to be a speech-language pathologist in Ohio must hold a valid license issued by The Ohio Board of Speech-Language

Pathology and Audiology. Successful completion of the AuD program prepares the student to meet State of Ohio Licensure requirements. For details of the licensure requirements and the process for obtaining a license see the board's web site (<http://slpaud.ohio.gov/>). Laws governing the practice of speech-language pathology may vary in other states. The student planning to seek a position outside the state of Ohio is expected to become familiar with the licensure requirements of that particular state.

Students **must meet periodically with their academic and clinical advisors to ensure that all program requirements are met.** During the last quarter of enrollment, students will meet with their clinical advisor and the Department Chair for a final check on the completion of program requirements. Once final approval has been obtained, the Department Chairperson will sign the necessary paperwork for certification and licensure (see the Graduation Checklist provided in the Appendix C).

All graduate level coursework must be taken through enrollment in Department of Speech and Hearing Science courses or with Graduate Studies Committee approval, if taken at another CAA-accredited program.

5.5.3 Requirements for Dual Certification and Licensure

Students interested in completing the requirements for certification and licensure in both audiology and speech-language pathology are expected to complete the requirements for certification and licensure in one professional area (either speech-language pathology or audiology) prior to completing the requirements in the other professional area. Following the completion of all of the requirements for graduation, certification, and licensure in one professional area, the student must petition the graduate committee for permission to continue graduate enrollment for the purpose of completing the requirements for certification and licensure in the other professional area. Marginal or unsatisfactory performance in coursework, practicum and/or comprehensive examinations will result in a rejection of the petition. If permission is granted, the student will be expected to complete all of the requirements necessary for certification and licensure in the other professional area. Students who hold a Master's Degree (or AuD), certification, and licensure in one professional area from another school and wish to return to school to complete the requirements for dual certification and licensure must apply to that degree program and will be expected to complete all of the requirements for certification and licensure in the other professional area.

5.6 Course and Program Requirements for the **Non-Professional MA Program in Speech and Hearing Science** (i.e., not leading to certification and licensure).

This program is primarily designed for those students who plan to pursue the PhD in Speech and Hearing Science and who are not interested in providing clinical service.

5.6.1. A student must complete a minimum of 45 hours of graduate coursework. Of these 45 credit hours, at least 36 hours must have been completed at The Ohio State University over at least two consecutive quarters. A student must be registered for at least 3 credits for the quarter in which graduation is expected.

5.6.2. All students pursuing a non-professional MA degree in Speech and Hearing Science must write a master's thesis. No more than 5 quarter hours of SHS 998 may count toward the MA degree requirements.

5.6.3. The following topic areas will normally be considered undergraduate prerequisites:

Phonetics	Anatomy and Physiology of Hearing
Acoustics	College Level Math and Physical Sciences
Speech Science	Normal Development of Communication
Hearing Science	Anatomy and Physiology of Speech

5.6.4. Students must take at least 5-quarter hours in seminar-based courses.

5.6.5. The remaining 40-quarter hours must include graduate coursework sufficient to meet the following course requirements:

A. *Basic knowledge in speech and hearing science* (12-15 credits)

SHS 765 Neurology	Ling 600 Phonetics
SHS 766 Acoustics and Instrumentation	Ling 601 Introduction to Linguistics
SHS 775 Advanced Hearing Science	SHS 820 Acoustic Phonetics
SHS 776 Advanced Speech Science	SHS 858 Psychoacoustics

B. *Research Tools* (12-15 credits)

Two courses (6-8 credits) are required. They can be taken from a variety of sources including:

SHS 785	Research Methods I	Stat 528	Data Analysis I
SHS 786	Research Methods II	Stat 529	Data Analysis II
Psych 826	Statistics in Psychology	AgEd 885	Research Methods
Psych 827	Analysis of Variance	AgEd 886	Research Design
Psych 828	Correlational Analysis	AgEd 887	Analysis & Interpretation of Data

At least two courses (4-5 credits) in experimental methodology, signal processing, computer applications to speech and/or hearing science, modeling, etc., such as the following:

SHS 832	Experimental Phonetics
SHS 950	Seminars on selected topics in Speech and Hearing Science

C. *Related areas of research* (8-10 credits). Possible courses would include:

Psych 503	Experimental Approaches to Cognition
Psych 693	Psycholinguistics Seminar
Ling 825	Seminar in Advanced Phonetics
Ling 871	Seminar in Psycholinguistics
E. E. 601	Communication Theory

5.7 Transfer from Graduate Non-degree Status

The department admits students to Graduate Non-degree status only for the purpose of pursuing post-graduate degree coursework, thus transfer from Graduate Non-degree status to regular MA degree status is not normally possible.

5.8 Thesis and Non-Thesis Option Programs

The student, in consultation with an academic advisor, will decide upon the thesis option or one of the two non-thesis options (clinical externship or topic specialization) for the Master's program of study. It is recommended that this decision be reached as early as possible in the Master's program to allow for adequate planning and implementation. **The deadline for planning the program is the end of the first year of enrollment.** The *Thesis/Non-Thesis Option Plan* (Appendix A), should be completed by the student, signed by the advisor, and filed in the student's academic folder.

According to the *Graduate School Handbook* (II.5.2.1), thesis and non-thesis programs must include a final

Master's Examination. In Speech and Hearing Science, the final examination will include an oral defense of the thesis for the thesis option program and passing the Praxis Examination and completion of a portfolio for students choosing one of the non-thesis options. Details concerning the Master's Examination are outlined in Section 5.12.

5.8.1. Thesis Option

The thesis option requires a student to conduct original research on a topic relevant to speech and hearing science. This topic may involve basic or clinically oriented research. The precise topic addressed will be developed by the student as guided by the members of the student's Master's committee (primarily by the advisor). The thesis option requires that:

- a) A student must complete a minimum of 45 hours of graduate coursework. Of these 45 credit hours, at least 36 hours must have been completed at Ohio State over at least two consecutive quarters. It is most common for students under the thesis option to complete 50 or more hours. A student must be registered for at least three credit hours the quarter in which graduation is expected.
- b) The student completes the *Thesis/Non-Thesis Option* form indicating the topic of the thesis, the thesis advisor, and the other committee member(s). The plan should be approved by the end of the student's first academic year.
- c) The student must participate in a research project that culminates in the presentation of a thesis. It is the policy of the Department of Speech and Hearing Science that a prospectus meeting **must** be held prior to data collection (excluding pilot studies) for **all** theses. The student's committee members must be in attendance and other faculty members may be invited to attend. A draft of the introduction, review of the literature, and procedures must be delivered to the committee members a reasonable amount of time prior to the prospectus meeting. The prospectus must be approved by all members of the student's MA committee, and a copy of the prospectus should be placed in the student's permanent file.
- d) Students who complete a thesis are not required to complete a portfolio.

5.8.2. Clinical Externship Option

The clinical externship option requires a student to spend one quarter full-time in a clinical setting with a population not ordinarily available through the University Speech-Language-Hearing Clinic or any of the program-affiliated clinics. The student is expected to become involved in both diagnostic and intervention activities with this clinical population. The clinical externship option requires that:

- a) The student complete a minimum of 57 hours of graduate work at this University. Of these 57 credit hours, at least 36 hours must have been completed at Ohio State over at least two consecutive quarters. It is most common for students under the externship option to complete far more than 57 hours. A student must be registered for at least three credit hours the quarter in which graduation is expected.
- b) The student completes the *Thesis/Non-Thesis Option* form indicating the proposed externship site. The plan must be approved by the student's advisor by the end of the student's first academic year.
- c) Students selecting this non-thesis option must have completed all required coursework and all 375 clinical hours **prior to** beginning the externship. A student interested in this option should be aware that in order to accrue all necessary clinical hours, he/she should be available for clinical assignments during breaks, participate in additional screening assignments, etc. An alternative plan (e.g. topic specialization or thesis) should be in place in case the student has not completed all necessary requirements prior to the planned externship.
- d) Selection of the externship site follows the procedure given below:
 - (1) Graduate students wishing to complete an externship should discuss this option with their academic advisor by Summer Quarter of his or her first year in graduate school. They should be prepared to address preferences for setting (e.g. acute care, long term care, community speech and hearing center), population (e.g. children, older adults), and geographic location. The advisor should discuss with the student goals for the externship and if the advisor and student agree that this option is reasonable for that student, the advisor should proceed with planning the externship.
 - (2) The academic advisor should facilitate securing the externship placement. This may be done in conjunction with other faculty members and/or clinic staff. If the externship is requested in the central Ohio area, the externship site **must** be coordinated through the Clinic Director and/or Assistant Clinic Director in order to assure that practicum placements for graduate students are not jeopardized. Site supervisors in central Ohio have indicated preferences for student placement and the clinical staff can assist in indicating which sites might be the best match for an externship in the area of the student's interest. **Under no circumstance should the student make the initial, formal contact with the externship site.**
 - (3) Once the advisor has made contact and initial arrangements with the site are determined, the advisor should send an email to the Department Chair regarding the details of the externship. This email should include the name and title of the proposed supervisor, address of the externship site, proposed date for beginning and ending the externship, and hours per week. The Department Chair will formalize the agreement with an official letter to the site and begin the process to establish an approved affiliation agreement. This should be initiated no later than the Fall Quarter preceding the externship to allow adequate time for contractual information to be put in place prior to the student's arrival at the externship site.
 - (4) Each externship supervisor should be "registered" with the University. This is to assure that the supervisor is currently certified and licensed. Forms are available from the Clinic Director/Assistant Clinic Director.

(5) Externships are arranged for the quarter in which the student is to graduate from the MA program. The externship is a full-time (35-40 hours per week) assignment, with a minimum of 8 weeks of experience. If a student's committee and externship site placements agree, the externship may be split between two distinctive sites.

(6) The quarter prior to beginning the externship, the advisor should contact the externship site supervisor to ensure that everything is in place for the student beginning his/her externship. The student must then contact the site to discuss the academic, clinical, and professional expectations of the site.

(7) Students will enroll in 12 hours of SHS 845 during the quarter of the externship.

(8) The student's advisor should contact the externship supervisor at least once or twice during the externship period to insure that the experience is proceeding as planned. If difficulties are encountered, both students and externship supervisors are encouraged to contact the department as soon as possible. Toward the end of the externship experience, the Clinic Director/Assistant Clinic Director will send an evaluation form to the student's externship supervisor to solicit feedback regarding the student's performance at the site. In addition, the student should be asked to evaluate the supervisor and externship site.

5.8.3. Topic Specialization Option

In this option, a student must take an **integrated sequence** (at least 10 credit hours) of courses beyond those constituting basic academic requirements for the MA degree in the Speech and Hearing Science graduate program. Participation in courses offered by other departments is encouraged, but all courses must be taken while the student is enrolled in our graduate program. A portion of the requirement may also be fulfilled by independent study in an area in Speech and Hearing Science not ordinarily contained within available courses. The topic specialization option requires that:

- a) The student completes a minimum of 55 hours of graduate work at this University. Of these 55 credit hours, at least 36 hours must have been completed at Ohio State over at least two consecutive quarters. It is most common for students under the topic specialization option to complete far more than 55 hours. A student must be registered for at least three credit hours the quarter in which graduation is expected.
- b) The student completes the *Thesis/Non-Thesis Option* form outlining the topic of specialization and including a list a proposed courses. The plan must be approved by the student's advisor by the end of the student's first academic year. Normally, a portion of the portfolio will relate to this topic area.
- c) The school certification program can be counted as the topic specialization option. Students interested in this option should consult with the coordinator of the school certification program during **Spring Quarter of their first year**.
- d) The early intervention specialization can be counted as the topic specialization option. This is usually pursued as part of the Interdisciplinary Specialization in Early Intervention/Early Childhood (http://amp.osu.edu/grad_programs/8611.cfm). Students interested in this option should consult with their academic advisor by **Spring Quarter of their first year**.
- e) The geriatric specialization can be counted as the topic specialization option. . This is usually pursued as part of the Interdisciplinary Specialization in Early Intervention/Early Childhood (http://amp.osu.edu/grad_programs/8611.cfm). Students interested in this option should consult with their academic advisor by **Spring Quarter of their first year**.

5.9. Master's Examination: Thesis option

5.9.1. A student's thesis committee shall be composed of at least two graduate faculty members from the department, one of whom is the student's advisor.

5.9.2. This committee shall be responsible for evaluating the quality of the thesis and for conducting and evaluating the entire examination: generating, administering, and scoring the examination (*Graduate School Handbook*, II.5.2.3).

5.9.3. When the oral defense of the thesis is conducted, the advisor serves as chairperson and all members of the committee, plus the student, must be present during the entire examination. All members of the committee are expected to participate fully in questioning during the course of the examination and in the discussion and decision on the result. If approved by the student's committee, other faculty members may attend the examination but only the members of the committee are to be present for discussion of the student's performance and the decision of the outcome (*Graduate School Handbook*, II.5.2.4). A unanimous vote of satisfactory performance is required for passage.

5.10. Master's Examination: Non-Thesis option

The comprehensive examination will consist of two requirements: (1) passing the NTE Praxis examination and (2) successful completion of a portfolio. The contents of the portfolio, the procedures for its submission, the criteria for grading, and opportunities for corrective action are given in Appendix A. The portfolio is evaluated by the student's academic advisor and clinical advisor, typically during Spring quarter of the second year of the program. Successful completion of the NTE Praxis examination and the portfolio will be reported on the Graduate School's *Master's Examination Report*, signed by the student's academic advisor and the SHS Department Chairperson.

5.11 Academic Standards

All students are expected to be familiar with the University policy on academic integrity as outlined in the [Code of Student Conduct](#) and the Graduate School's [Code of Research and Scholarly Conduct](#). Other sources of information on academic misconduct (integrity) to which you can refer include:

- A. The Committee on Academic Misconduct web pages: <http://oaa.osu.edu/coam/home.html>
- B. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coam/ten-suggestions.html>
- C. *Eight Cardinal Rules of Academic Integrity*: <http://www.northwestern.edu/uacc/8cards.html>

A graduate student must maintain a 3.0 cumulative grade point average (GPA) for all graduate credit hours taken at this University in order to graduate (*Graduate School Handbook*, II.4.1). Moreover, a student who does not maintain reasonable progress toward a degree or who does not fulfill other graduate program requirements, including those regarding professional standards and misconduct can be denied further registration in the program upon the recommendation of the Graduate Studies Chair. (*Graduate School Handbook*, II.4.6). For the professional MA program in speech-language pathology, a student is deemed not to be making satisfactory progress if:

- a. The student has obtained an unsatisfactory grade (i.e., a "U" or a "C+" or lower) in the same required course two times; or
- b. The student has obtained an unsatisfactory grade (i.e., a "U" or a "C+" or lower) in two different required courses; or
- c. The student has a cumulative graduate GPA of less than 3.0 for three consecutive quarters; or
- d. The student has been determined to have failed to meet Technical Standards (See Department Graduate Handbook, Volume II, Appendix K-M for specific information about Technical Standards).

To ensure that student problems are addressed in a timely matter, the Department has implemented the following policies:

Any student whose overall GPA drops below 3.0 or who fails to meet Technical Standards after any quarter must attend a meeting which includes the Chair of the Graduate Studies Committee, and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. Together, these faculty and staff members will develop a structured plan for raising the student's GPA above the minimum (3.00) within 2 quarters and to meet Technical Standards. The Graduate School will be asked to deny further registration to students who fail to achieve a 3.0 GPA for three consecutive quarters or who fails to achieve Technical Standards.

Any student who receives an unsatisfactory grade (i.e., a "U" or a "C+" or lower) in a required course must attend a meeting that includes the Chair of the Graduate Studies Committee and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. The meeting will address the difficulties that the student experienced in the course and a plan will be developed to ensure that the course is completed satisfactorily at its next offering and that satisfactory grades can be obtained in future courses. (See Section 5.11 about the implications of multiple course failures and failures to meet Technical Standards).

Additionally, the following policies pertain to grades in the department.

- a. If a student receives a "U" (Unsatisfactory) in a SHS 744 course, the student will be prohibited from enrolling in SHS 844 the following quarter. Furthermore, future practicum experiences with clients whose disorders are related to the material covered in the 744 course will be denied until the student can demonstrate competency in the material. Competence may be demonstrated by repeating and passing the 744 course or by successfully completing a corrective plan of action deemed appropriate by the 744 instructor and the student's academic advisor.
- b. Courses required in the graduate program in speech-language pathology, audiology, or speech and hearing science must be completed in a satisfactory manner. Therefore, if a graduate student receives a grade of C+ or poorer in a required graduate course, the student must retake the course the next time it is offered and must achieve a B- or better. **Students are reminded that a 'W' (withdraw) for a required course is an indication of failure to complete the course. Prerequisites will be strictly enforced for both courses and clinical placements for subsequent quarters.** Thus, if the course is directly related to a clinical area (e.g., voice, hearing aids, neurogenic disorders, etc.), the student will be prohibited from participation in a clinical rotation in that area until the deficiency has been corrected.
- c. Students are reminded that unsatisfactory performance (e.g., a grade of C+ or lower) in two or more required courses will result in prohibition from enrollment in all clinical practicum courses. The student may re-enroll in clinic (SHS 844 or SHS 846) after retaking the required courses and achieving a grade of B- or better, such that no more than one unsatisfactory grade remains. The student must continue to show progress by retaking and satisfactorily passing all required courses for which a grade of C+ or less was received.
- d. The grade of "Incomplete" (I) should only be given when a student has failed to complete all the requirements of the course due to circumstances beyond the student's control (e.g., illness, death in the family). It is assumed that this will be a relatively rare event.
- e. As a matter of policy, the Department of Speech and Hearing Science discourages the use of "extra-credit" assignments by instructors.

5.12 Requirements for Graduation

A student expecting to graduate with a Master's degree must submit a signed [Application to Graduate - Master's Degree](#) to the Chair of the Graduate Studies Committee **no later than the second Friday of the quarter in which the degree is sought.**

5.12.1. Thesis: (See Section II.5.4 of the *Graduate School Handbook*.)

- a. The student's committee members must be given a draft of the entire thesis a reasonable amount of time prior to the oral examination. One week is normally considered reasonable.

The style of the thesis is determined by the student's committee. *Guidelines for Preparing and Submitting Theses, Dissertations, and DMA Documents*, a manual containing regulations governing the mechanics of preparing the thesis, can be found in [Guidelines for Preparing Thesis, Dissertations and DMA Documents](#).

- b. A final oral examination is required, dealing with the portion of the student's field of specialization in which the thesis falls, though it need not be confined exclusively to the subject matter of the thesis. The examination is usually scheduled for one hour.
- c. If the student satisfactorily completes the Master's Examination and if the student presents an acceptable thesis, a Master's Examination Report form must be submitted to the Graduate School by the published deadline.
- d. An unbound copy of the thesis along with two copies of the abstract must be submitted to the Graduate School by the published deadline. At the same time, the student must pay all fees to cover the cost of microfilming and/or binding.
- e. A final bound copy of the thesis must be submitted to the main office of the Department of Speech and Hearing Science and another copy must be given to the thesis advisor. The Department has established a required type of binding. The thesis must be "library" bound with the student's name, degree, and year in gold lettering on the spine.

5.12.2. Non-thesis Options

The comprehensive examination will consist of two requirements: (1) passing the NTE Praxis examination and (2) completing a portfolio (see section 5.10 above).

The evaluation of the portfolio will be reported on the Graduate School's *Master's Examination Report*, signed by the student's academic advisor and the SHS Department Chairperson. The evaluation of the portfolio (see Portfolio Requirements in Appendix A) will be conducted by the student's academic and clinical advisors.

5.13 Examination Failure

According to Graduate School regulations, the Master's Examination Committee must be unanimous in order to be considered satisfactory. Any appeals are referred for review to the Executive Committee of the Graduate School.

A student who fails the Master's Examination must register in the Graduate School for an additional quarter before an opportunity will be given for a second examination. The Master's Examination Committee must decide whether the student will be permitted to take a second examination. Committee members participating in the second examination shall be the same as those who participated in the first examination unless the substitution is approved by the Dean of the Graduate School. No student will be permitted a third examination in the same graduate unit.

5.14 Time limit for Completion of MA degree requirements

A student admitted as a M. A. candidate is required to complete all requirements for the degree within four (4) years of admission to the program unless an alternative time period has been **previously** approved by the Graduate Studies Committee. All students are expected to abide by this time limit.

5.15 ASHA Membership and/or Certification Applications and the Exit Interview

The Chair of the Department of Speech and Hearing Science must sign all ASHA membership and/or certification applications. The Chair will sign each student's application during the student's exit interview, which is normally scheduled during the tenth week of the quarter. Prior to the exit interview, each student must meet with his or her clinical advisor (who will approve and provide a signed record of the student's clinical hours). Details regarding preparation for the exit interview can be found in the *Graduation Checklist* (Appendix C).

Prior to the exit interview, every student is expected to complete an *On-Line Exit Interview* concerning his or her graduate educational experience. The feedback received from these questionnaires is used to plan and implement program improvement.

5.16 ASHA Examination Results and Certification Forms.

Every student is **required** to request that a copy of her/his score on the NTE Praxis exam be sent to the Department of Speech and Hearing Science. It is important to note that your performance on the Praxis exam reflects on our program. Consequently, students should not take the exam prior to completing a majority of academic and clinical requirements. Completion of the exam in the seventh quarter of the program is highly recommended. Please note that the Chair **may withhold approval of the certification application** if the student has not sent the NTE Praxis results to the Department.

5.17 Seminar and Independent Study Course Descriptions.

Each student must provide a description of every seminar and independent study taken for credit in the MA program. This will include SHS 693, 797, 940 and 950. The description **must** be signed by the instructor of the course. Under normal circumstances, these descriptions should be filed during, or immediately following, the quarter in which the seminar was taken. The Chair of the Department **will not sign** an application to graduate until these materials are in the student's folder.

5.18 Semiannual Student Evaluations.

In addition to the academic standards outlined in Section 5.10, faculty and staff will monitor graduate student progress toward the degree. This procedure includes a number of steps, outlined as follows:

- a. At least once each year, all tenure-track faculty and clinical staff will meet as a group to discuss the performance of each of the active graduate students in the program. Advisors are expected to check their own advisee's performance in coursework taken from other departments by examining the student's advising report (available in the student's folder). Students will be evaluated on their academic, clinical, and (where appropriate) research performance.
- b. The student's advisor will summarize the discussion on the *Evaluation of Graduate Student Performance* form (Appendix B), which will be placed in a file in the graduate coordinator's office.
 - i. If student progress is satisfactory, the advisor is encouraged to communicate this information to his or her advisees by providing each student with a copy of the completed *Evaluation of Graduate Student Performance* form.
 - ii. If minor areas of concern are noted during the discussion, the advisor **must schedule a meeting** with the student to outline the concerns raised in the discussion. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form. Steps for remediation may be discussed with the student, as deemed appropriate by the advisor.

If the student's performance is identified as unacceptable in one or more areas, the advisor **must schedule a meeting** with a student to discuss the concerns raised by the faculty and/or clinical staff. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form. In addition, the faculty and/or clinical staff will specify a set of conditions (**in writing**) designed to address performance

difficulties. Specific goals will be set and the student will be warned that failure to meet these goals is evidence that the student is not making reasonable progress in the graduate program. Should this occur, the Graduate School will be asked to deny the student's further registration in our graduate program. Students whom the faculty and/or clinical staff believe are doing so poorly in one or more areas that it is very unlikely that they will be able to complete the program will be counseled to consider dropping out of the program. However, except under the most unusual of circumstances, students will be given a chance to improve their performance. Students given such conditions will be monitored through periodic meetings by their advisor and the Chair of the Graduate Studies Committee.

5.19 Identification of "Inactive" Students

- a. A student who has not completed at least 3 credits during a quarter for three consecutive quarters, shall be considered to be "inactive", unless prior approval for such an absence has been given by the student's advisor. Therefore students who deem it necessary to take a period of time away from their studies need to discuss this option with their academic advisor in order to avoid being considered inactive. The advisor must notify the Chair of the Graduate Studies Committee upon approving such an absence. Exceptions to this rule must be requested by the student's advisor to the Graduate Studies Committee.
- b. The Department will not consider "inactive" students as bona fide graduate students in any Departmental reports. The Graduate Studies Committee will ask the Graduate School to deny all further registration privileges to students designated as "inactive" until they are officially re-admitted to the program.
- c. Inactive students requesting re-admission to the program must submit their requests in writing to the Graduate Studies Committee. The request must include information about the reason for the student's hiatus as an active graduate student. The Graduate Committee may request additional information from the inactive student (e.g., letters of recommendation).
- d. The Graduate Studies Committee will make its decision in a timely manner. If the decision is to re-admit, the Chair of the Committee will request that the Graduate School allow the student to again register for coursework.

6.0 Doctor of Audiology (AuD) Program

6.1 Description of Degree

The Department of Speech and Hearing Science offers a Doctor of Audiology (AuD) degree. Completion of all degree requirements will normally ensure that the student meets the academic requirements for licensure from the State of Ohio and for certification in audiology from the American Speech-Language-Hearing Association (ASHA). The AuD program is accredited by the Council on Academic Accreditation (CAA) of ASHA through 2011. The requirements enumerated below are specific to the AuD degree program. See the *Graduate School Handbook Part II Section 6.17 Framework for Professional Doctoral Programs*.

6.2 Admission Requirements

For a summary of official Graduate School requirements, see the *Graduate School Handbook, Part II Section 1*.

6.2.1. Regular Admission Process

Students applying to the AuD program must have all application materials sent to the university by the end of the first week of January. Most admission decisions will be made during February (for fellowship nominees) and March (for all other students). Students are admitted for the Autumn Quarter only. The number of students admitted in any given year is limited.

Evaluation of applications for admission to the AuD program is the responsibility of the Graduate Studies Committee. The members of this committee independently evaluate each applicant's overall potential. This judgment is based on:

- a. A careful review of the individual's past academic performance, which involves not only a consideration of grade point average, but also of the patterning of grades;
- b. The Verbal, Quantitative and Analytic Writing scores of the General Aptitude Test of the Graduate Record Examination (GRE);
- c. Three letters of recommendation from persons acquainted with the individual's academic program, scholastic ability, or professional performance;
- d. Consideration of previous coursework;
- e. A brief autobiographical statement describing the applicant's educational and professional goals and objectives; and
- f. A commitment to Affirmative Action principles.

6.2.2. Conditional Admission

Students can be admitted in this category for one or more of the following reasons:

- a. The student holds a Bachelor's degree from a non-accredited institution;
- b. The student has less than a 3.0 grade point average in undergraduate work; or
- c. The student has not completed prerequisite work in the areas of phonetics, normal language development, anatomy and physiology of the speech and hearing mechanism, speech science, and hearing science.

The conditional admission status provides a trial period of graduate study during which the student's performance can be evaluated. At the time of admission, the Graduate Studies Committee will specify to the student in writing the condition that must be fulfilled for removal from conditional status. All conditional admission requirements must be satisfied before the student can be transferred to "regular" status. It should be understood that some or all of the required prerequisite coursework will not count toward completion of the doctoral degree.

6.2.3 Graduate Non-Degree Admission

Although the University provides for admission of a person holding a bachelor's degree into Graduate Non-degree status, the Department of Speech and Hearing Science does not admit such applicants into our graduate degree (MA, AuD, PhD) programs. In Speech and Hearing Science, Graduate Non-degree status is reserved for those holding a master's, AuD or PhD degree who wish to pursue continuing graduate education.

6.3 Academic Advisor Selection

The initial academic advisor, Julie Hazelbaker, Ph.D., is assigned prior to the student's arrival on campus and is in place to discuss the student's basic plan of study during the early quarters of the program. Once the student passes the AuD Qualifying Examination and is more familiar with the faculty and potential areas of specialization, he or she must change advisors, with the approval of the new advisor, by filing the *Change of Advisor* form (Appendix B). Academic advisors for the AuD program must have Graduate Faculty "M" or "P" status and it is usual for the student's Capstone Project advisor or co-advisor to be the academic advisor as well.

6.4 Undergraduate Prerequisites

The following courses, or their equivalents, are considered to be *undergraduate prerequisites*.

SHS 320-Principles of Phonetics
SHS 340-Bioacoustics
SHS 330-Normal Development of Communication
SHS 440-Hearing Science
SHS 540-Introduction to Audiology

Please note that entering the graduate program without prerequisite coursework will extend the length of the student's graduate program beyond the eight quarters normally required for graduation.

Students are also required to meet the math and English undergraduate coursework requirements of The Ohio State University in the College of Social and Behavioral Sciences (or their equivalent). The initial academic advisor will review the student's record during the first quarter of graduate enrollment to determine whether these requirements have been met. If a deficit is found, students will be advised to take remedial undergraduate coursework.

In addition, the standards for the ASHA certificate of clinical competence state that the applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences. This pre-requisite knowledge is normally obtained during undergraduate studies and is demonstrated by transcript credit. A complete description of the ASHA requirements for certification in audiology can be found on the ASHA website at http://www.asha.org/about/membership-certification/certification/aud_standards_new.htm

It is the student's responsibility to meet with his or her initial advisor during the first quarter of the graduate program to ensure that all prerequisites for graduate study have been met.

6.5 Course and Hour Requirements for the AuD Degree

6.5.1 Required Courses

The Graduate School requires a minimum of 135 graduate credit hours beyond the bachelor's degree for a professional doctoral degree. The AuD requires considerably more than this minimum number of hours. The required coursework for the professional AuD program is provided in the Appendix A of this handbook.

The AuD program is designed to extend over a four-year period. Students are expected to begin their program in the Autumn Quarter. Students should expect to graduate no sooner than the end of Spring Quarter of their fourth year.

Students will not be allowed to take more than 21 hours of academic coursework (graduate and/or undergraduate hours) in any given quarter.

If prerequisite and/or elective courses will bring the total number of hours above 21 for a given quarter, the student must omit a course or practicum for that quarter. Thus, later graduation can be anticipated if the student chooses to take extensive elective coursework or if a student has prerequisite courses to make up. Later graduation can also be anticipated if the student chooses to accept a graduate associate position or works extensively outside of the graduate program; the time necessary to complete these outside requirements often make scheduling academic coursework and practicum more difficult, necessitating extra time to complete academic and clinical requirements.

Required graduate courses may be waived (see *Waiver for Required Course* form in Appendix A) for an individual if a similar course was taken at another academic institution and if the course is directly comparable in scope and perspective. The student may be required to demonstrate competency on a proficiency exam. A signed copy of the waiver form must be placed in the student's academic folder.

6.5.2 Requirements for ASHA Certification and State Licensure

6.5.3.1 ASHA Certification: The requirements of the AuD program have been developed, in part, to meet or exceed the requirements established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence (for details see the audiology certification standard located on the ASHA website: http://www.asha.org/about/membership-certification/certification/aud_standards_new.htm). These credit hours will include both required courses and electives as detailed in Sections 6.5.1 All "Professional Coursework" must be credit hours obtained through enrollment in Department of Speech and Hearing Science courses or with Graduate Studies Committee approval if taken at another CAA-accredited program.

6.5.3.2 State Licensure: The State of Ohio requires, by law, that anyone who practices audiology, or represents himself, or herself, to be an audiologist in Ohio must hold a valid license issued by The Ohio Board of Speech-Language Pathology and Audiology. Successful completion of the AuD program prepares the student to meet State of Ohio Licensure requirements. For details of the licensure requirements and the process for obtaining a license see the board's web site (<http://slpau.ohio.gov/>). Laws governing the practice of audiology may vary in other states. The student planning to seek a position outside the state of Ohio is expected to become familiar with the licensure requirements of that particular state.

6.6 The AuD Qualifying Examination

At the end of Spring Quarter of the first year of the program, all students must pass the AuD Qualifying Examination in order to continue in the program. This examination is designed to assess student competence in the knowledge and skill areas the faculty and staff have determined to be prerequisite to continuation in the program. The examination consists of written questions over the coursework completed during Autumn, Winter, and Spring Quarters of the first year of the program. Emphasis will be given to integration of material across courses (e.g., how science influences clinical applications, case studies). In addition, practical examinations are given. The practical examination assesses skills needed by students beginning practicum (e.g., basic audiologic testing, selection and fitting of hearing aids, counseling). The qualifying exam is always given on the Thursday and Friday of final exam week during Spring Quarter, **no exceptions**. Successful completion of the Qualifying Exam is required to enroll in summer quarter required courses and practicum (students may enroll in independent studies to prepare for the follow-up

exam). If a student does not pass the Qualifying Exam, they may be given one opportunity to retake the exam 6 weeks after the first exam, approximately the third week of July. If a student does not pass the Qualifying Exam on the second try, the Graduate School will be asked to deny further enrollment in the AuD program.

6.7 The AuD Professional Doctoral Examination

In order to begin the clinical externship, students must successfully complete the AuD Professional Doctoral Examination. This examination is designed to test the student's fundamental knowledge of the field of audiology and the student's ability to think and express ideas clearly; successful completion will indicate student preparedness for the 4th year professional experience and completion of a capstone project.

6.7.1 Description and Timing:

The written examination will consist of questions covering the following three topic areas: a) professional issues; b) clinical applications; and c) basic science. The questions will be answered using a "take-home" examination format.

If a student does not meet the expected performance criteria, he/she will be given feedback by his/her advisor and will have the opportunity to re-write later in the same quarter. If the student does not meet expected performance levels on the re-write, the student will be judged to have failed the examination and the failure will be reported to the Graduate School.

A student may be allowed to retake the entire AuD Professional Doctoral Examination in spring quarter of the third year. If the student fails again, the Chair of the Graduate Studies Committee will ask the Graduate School to deny the student future enrollment in the AuD program.

6.7.2 AuD Professional Doctoral Examination Committee: The examination committee will be made up of the members of the Audiology/Hearing Science Subcommittee .

6.7.2 Policies Related to the Professional Doctoral Examination: General policies related to the conduct of the examination (e.g., notification of the written examination, policies for postponement and appeals, etc.) as outlined in the *Graduate School Handbook II* (Section 6.17.6) apply to the AuD Professional Doctoral Examination. Consistent with Graduate School Policy, the student is considered to have completed the AuD professional doctoral examination successfully only when the decision of the AuD Examination Committee is unanimously affirmative.

6.7.3 Time to Degree: Graduate School policy (*Graduate School Handbook, II. 6.17.11*) requires that all AuD requirements must be met within five years after the student passes the Professional Doctoral Examination.

6.8 The AuD Capstone Project

The student, in consultation with an advisor, must define a Capstone Project to be completed during the latter part of the program. The Capstone Project must demonstrate the student's mastery in an individually-defined area of interest. The nature of each project may vary with the interests and plans of the individual student, but the following guidelines are required:

- a. The Capstone Project must be supervised by a committee composed of the student's advisor (Graduate Faculty level "P") and at least two additional graduate faculty members from the Department of Speech and Hearing Science. An outside member of the committee with special expertise in the topic may be added.

- b. The Capstone Project is expected to be a scholarly contribution to knowledge in a chosen area of specialization. Formats for the Capstone Project may include:
 - i. Research Track: Clinical or laboratory research study (required for AuD/PhD students);
 - ii. Specialization: coursework outside the department (minimum of 12 hours) in a specific topic area. The specialization must culminate in a scholarly and original paper on the specialization topic and its importance to the profession of audiology.
- c. The student's written prospectus must have been approved by the Capstone Project Committee members no later than the end of Fall term of the 3rd year, before work on the project is begun.
- d. The student must prepare a written Final Document (the AuD Capstone Document), which conforms to the Graduate School format requirements as described in the [Guidelines for Preparing Theses, Dissertations, and DMA Documents](#). A rough draft of the capstone document is due to the student's academic advisor January 1 of the student's 4th year. **The final written document is due no later than April 15th of the student's 4th year for a spring quarter graduation.**
- e. The student must pass the AuD Final Oral Examination—see Section 6.10, below.

Because portions of the Capstone Project can be completed during the third and fourth years of the AuD program, it is suggested that the student select and meet with an advisory committee during the second year of the program. **The Capstone Experience Planning Form (Appendix A) must be completed no later than October 1st of the 3rd year of the program**

6.9. Fourth Year Clinical Experience

The 4th year clinical experience requires a student to obtain one year of full-time experience in a clinical setting. The student is expected to participate in all activities related to the practice of audiology at the site. These activities could include, but are not necessarily limited to: case planning, diagnostics, treatment, billing, continuing education, etc.)

6.9.1. Requirements to be completed **prior to beginning** the 4th year experience:

- i. The student must complete the didactic coursework required for the AuD (see *AuD Curriculum* in the Appendix A);
- ii. The student must complete the specialization coursework that has been approved by the Audiology Oversight Committee and is outlined on *AuD Specialization Coursework Approval Form* (see form in the Appendices for Volume I);
- iii. The student must have an approved plan for the Capstone Project (see *Capstone Project Approval Form* in the Appendices for Volume I);
- iv. The student must have achieved all defined practicum competency levels;
- v. The student must have successfully completed the AuD Candidacy Examination.

6.9.2. Requirements **during** the 4th year experience:

- i. The experience is a full-time (35-40 hours per week) assignment;
- ii. Students should begin the experience on the first day of Summer Quarter and end the experience on the last day of Spring Quarter—any exceptions to this rule must be pre-approved by the practicum coordinator;

- iii. Students will follow the schedule (holidays, vacations, etc.) of the practicum site, **not** the university schedule;
- iv. Students will enroll for 943 hours for each quarter of the experience.

6.10 The Exit Requirement: AuD Final Oral Examination

6.10.1 Description. The Final Oral Examination will deal extensively with the portion of the candidate's field of specialization encompassed by the Capstone Project and Document, though questions will not be confined exclusively to the subject matter of that project. Additional questions regarding the AuD curriculum and 4th year clinical experience are to be expected. The Final Oral Examination seeks to test each student's breadth and depth of knowledge related professional practice in the field of audiology.

6.10.2 AuD Final Oral Examination Committee: The Final Oral Examination Committee will be composed of the members of the graduate faculty who supervised the Capstone Project (the student's advisor and at least two additional graduate faculty members from the Department of Speech and Hearing Science). The student's advisor will serve as Chair of the Final Oral Examination Committee.

6.10.3 Policies Related to the Final Oral Examination: General policies related to the conduct of the examination (e.g., notification of the oral examination, policies for postponement and second final oral examinations, etc.) as outlined in the *Graduate School Handbook Part II, Section 6.17* will apply to the AuD Final Oral Examination. Final oral examinations will take place the first and second weeks of May in the student's 4th year. Consistent with Graduate School Policy, the student is considered to have completed the AuD Final Oral Examination successfully only when the decision of the AuD Final Oral Examination Committee includes no more than one negative vote.

6.11 Policies Related to AuD/PhD Students

The Department offers an AuD/PhD program for those interested in receiving both a professional degree (AuD) and a research degree (PhD). The professional doctoral program is designed to meet the current requirements for the ASHA Certificate of Clinical Competence and a license to practice audiology in the State of Ohio. The research doctoral program is designed for students interested in a traditional PhD program—one that focuses on research and prepares students for careers in teaching and research. AuD/PhD students distribute the coursework in a **slightly** different manner during their first 3 years of the program (see modifications listed below). The AuD portion of the program can still be completed in 4 years, with the remainder of the PhD requirements completed after the 4th year externship experience. See Chapter 7 for a detailed description of the requirements for a PhD in Speech and Hearing Science.

- a. The SHS 643 (Observation) course taken during the first three quarters of the program will include observation experiences in both clinical audiology and research;
- b. AuD/PhD students will take the 6 quarter SHS 900 (1 credit Doctoral ProSeminar) series during years two and three of the AuD program;
- c. AuD/PhD students must complete a clinical or laboratory research study for their Capstone Project, with the outcome of the project a presentation at a national meeting or publication in a journal.

6.12 Academic Standards

All students are expected to be familiar with the University policy on academic integrity as outlined in the [Code of Student Conduct](#) and the Graduate School's [Code of Research and Scholarly Conduct](#). Other sources of information on academic misconduct (integrity) to which you can refer include:

- a. The Committee on Academic Misconduct web pages: <http://oaa.osu.edu/coam/home.html>
- b. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coam/ten-suggestions.html>
- c. *Eight Cardinal Rules of Academic Integrity*: <http://www.northwestern.edu/uacc/8cards.html>

A graduate student must maintain a 3.0 cumulative grade point average (GPA) for all graduate credit hours taken at this University in order to graduate (*Graduate School Handbook*, II.4.1). Moreover, a student who does not maintain reasonable progress toward a degree or who does not fulfill other graduate program requirements, including those regarding professional standards and misconduct can be denied further registration in the program upon the recommendation of the Graduate Studies Chair. (*Graduate*

School Handbook, II.4.6). For the AuD program, a student is deemed not to be making satisfactory progress if:

- a. The student has obtained an unsatisfactory grade (i.e., a “U” or a “C+” or lower) in the same required course two times;
- b. The student has obtained an unsatisfactory grade (i.e., a “U” or a “C+” or lower) in three different required courses;
- c. The student has failed the AuD Qualifying Examination two times;
- d. The student has failed the AuD Professional Doctoral Examination two times;
- e. The student has failed the AuD Final Oral Examination two times;
- f. The student has a cumulative graduate GPA of less than 3.0 for three consecutive quarters.

To ensure that student problems are addressed in a timely matter, the Department has implemented the following policies:

- a. Any student whose overall GPA drops below 3.0 after any quarter must attend a meeting which includes the Department Chair, the Chair of the Graduate Studies Committee, and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. Together, these faculty and staff members will develop a structured plan for raising the student's GPA above the minimum (3.00) within 2 quarters. The Graduate School will be asked to deny further registration to students who fail to achieve a 3.0 GPA for three consecutive quarters.
- b. Any student who receives an unsatisfactory grade (i.e., a “U” or a “C+” or lower) in a required course must attend a meeting which includes the Chair of the Graduate Studies Committee and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. The meeting will address the difficulties that the student experienced in the course and a plan will be developed to ensure that the course is completed satisfactorily at its next offering and that satisfactory grades can be obtained in future courses. The Graduate School will be asked to deny further registration to students who receive an unsatisfactory grade in the same course two times or in three different required courses.

Additionally, the following policies pertain to grades in the department.

- a. If a student receives a “U” (Unsatisfactory) in a SHS 743 course, the student will be prohibited from enrolling in SHS 843 the following quarter.
- b. Courses required in the graduate program in speech-language pathology, audiology, or speech and hearing science must be completed in a satisfactory manner. Therefore, if a graduate student receives a grade of C+ or poorer in a required graduate course, the student must retake the course the next time it is offered and must achieve a B- or better. **Students are reminded that a ‘W’ (withdraw) for a required course is an indication of failure to complete the course.**
- c. The grade of "Incomplete" (I) should only be given when a student has failed to complete all the requirements of the course due to circumstances beyond the student's control (e.g., illness, death in the family). It is assumed that this will be a relatively rare event.

- d. As a matter of policy, the Department of Speech and Hearing Science discourages the use of “extra-credit” assignments by instructors.

6.13 Graduate School Requirements for the Quarter of Graduation

A student expecting to graduate with an AuD degree must submit a signed [Application to Graduate-Professional Doctorate](#), to the Chair of the Graduate Studies Committee **no later than the second Friday of the quarter in which the degree is sought**. The following requirements are typically completed the quarter the AuD is awarded.

- Satisfactory completion of the AuD Final Oral Examination (details outlined above in Section 6.10) by the Graduate School’s published deadline;
- Satisfactory completion of the AuD Capstone Document (details on Capstone Project outlined above in Section 6.8) by the Graduate School’s published deadline—the document must conform to the Graduate School format requirements as described in the [Guidelines for Preparing Theses, Dissertations, and DMA Documents](#).

6.14 Department Requirements for the Quarter of Graduation

6.14.1 ASHA Certification Applications and the Exit Interview

The Chair of the Department of Speech and Hearing Science must sign all ASHA Certification applications. The Chair will sign each student’s application during the student’s exit interview, which is normally scheduled during the tenth week of the quarter of graduation. Prior to the exit interview, each student must meet with his or her clinical advisor (who will approve and provide a signed record of the student’s clinical hours) and with his or her academic advisor (who will review and provide a signed record of the coursework required for certification and licensure). Details regarding preparation for the exit interview can be found in the *Graduation Checklist* (Appendix C).

Prior to the exit interview, every student is expected to complete an *On-Line Exit Interview* concerning his or her graduate educational experience. The feedback received from these questionnaires is used to plan and implement program improvement.

6.14.2 NTE PRAXIS Examination Results

Every student is **required** to request that a copy of her/his score on the NTE PRAXIS exam be sent to the Department of Speech and Hearing Science. It is important to note that your performance on the PRAXIS exam reflects on our program. Consequently, students should not take the exam prior to completing a majority of academic and clinical requirements. Please note that the Chair **may withhold approval of the certification application** if the student has not sent the NTE PRAXIS results to the Department.

6.14.3 Seminar/Independent Study Descriptions.

Each student must provide evidence of every seminar (a copy of the syllabus) and independent study (a copy of the *Independent Study Authorization Form*, which can be found in the Appendix B) taken for credit in the AuD program. This will include SHS 693, 893, 940 and 950. Under normal circumstances, these forms should be placed in your academic folder during, or immediately following, the quarter in which the course was taken. The Chair of the Graduate Studies Committee **will not sign** an application to graduate until these materials are in the student’s folder.

6.14.4 Department Copies of the Capstone Document

A final bound copy of the Capstone Document must be submitted to the main office of the Department of Speech and Hearing Science and another copy must be given to the Capstone Project advisor. The Department has established a required type of binding. The project must be “library” bound with the student’s name, degree, and year in gold lettering on the spine. **The candidate should confer with the Department Office before arranging for binding of the project.**

6.15 Miscellaneous Department and University Policies

6.15.1 Semiannual Student Evaluations.

In addition to the academic standards outlined in Section 6.5-6.10, faculty and staff will monitor graduate student progress toward the degree. This procedure includes a number of steps, outlined as follows:

- a) At least once each year, all tenure-track faculty and clinical staff will meet as a group to discuss the performance of each of the active graduate students in the program. Advisors are expected to check their own advisee’s performance in coursework taken from other departments by examining the student’s advising report (available in the student’s folder). Students will be evaluated on their academic, clinical, and (where appropriate) research performance.
- b) The student’s advisor will summarize the discussion on the *Evaluation of Graduate Student Performance* form (Volume I Appendices), which will be placed in a file in the graduate coordinator’s office.
 - (1) If student progress is satisfactory, the advisor is encouraged to communicate this information to his or her advisees by providing each student with a copy of the completed *Evaluation of Graduate Student Performance* form (Volume I Appendices)
 - (2) If minor areas of concern are noted during the discussion, the advisor **must schedule a meeting** with the student to outline the concerns raised in the discussion. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form (Volume I Appendices). Steps for remediation may be discussed with the student, as deemed appropriate by the advisor.
 - (3) If the student’s performance is identified as unacceptable in one or more areas, the advisor **must schedule a meeting** with a student to discuss the concerns raised by the faculty and/or clinical staff. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form (Volume I Appendices). In addition, the faculty and/or clinical staff will specify a set of conditions (**in writing**) designed to address performance difficulties. Specific goals will be set and the student will be warned that failure to meet these goals could result in denial of continued registration in our program. Students whom the faculty and/or clinical staff believe are doing so poorly in one or more areas that it is very unlikely that they will be able to complete the program will be counseled to consider dropping out of the program. However, except under the most unusual of circumstances, students will be given a chance to improve their performance. Students given such conditions will be monitored through periodic meetings by their advisor, the Chair of the Graduate Studies Committee and the Chair of the Department.

6.15.2 Time limit for Completion of AuD degree requirements

Each student admitted to the AuD program is required to successfully complete the AuD Candidacy Examination within five (5) years of admission to the program. Once the Candidacy Examination is completed, the student has a maximum of three (3) years to complete the remaining program requirements.

6.15.3 Identification of "Inactive" Students

- a. A student who has not completed at least 3 credits during a quarter for 3 consecutive quarters, shall be considered to be "inactive".
- b. The Department will not consider "inactive" students as bona fide graduate students in any Departmental reports. The Graduate Studies Committee will ask the Graduate School to deny all further registration privileges to students designated as "inactive" until they are officially re-admitted to the program.
- c. Inactive students requesting re-admission to the program must submit their requests in writing to the Graduate Studies Committee. The request must include information about the reason for the student's hiatus as an active graduate student. The Graduate Committee may request additional information from the inactive student (e.g., letters of recommendation).
- d. The Graduate Studies Committee will make its decision in a timely manner. If the decision is to re-admit, the Chair of the Committee will request that the Graduate School allow the student to again register for coursework.

7.0 PhD Degree Program

See the *Graduate School Handbook*, (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>), for official Graduate School policies and requirements concerning PhD programs.

7.1 Areas of Specialization

The Department offers a PhD degree in Speech and Hearing Science with emphasis in Speech-Language Pathology, Audiology, Speech Science, Language Science, or Hearing Science. A student's academic program will consist of coursework within the Department of Speech and Hearing Science as well as in relevant and related academic areas such as Linguistics, Psychology, Statistics, Engineering, Computer Science, or Education.

7.2 Admission Requirements

For a summary of official Graduate School admission requirements see the *Graduate School Handbook*, Section II.

7.2.1 Regular Admission Process

Evaluation of applications for admission to the PhD program is the responsibility of the Speech and Hearing Science Graduate Studies Committee. The members of this committee independently evaluate the applicant's potential for successful PhD study. For an applicant to be considered the following **minimum** requirements must be met:

1. Grade Point Average (GPA)

- a) 3.0 / 4.0 undergraduate
- b) 3.3 / 4.0 graduate

2. Graduate Record Examination (GRE)

Verbal, Quantitative and Analytic (or Analytic Writing) scores must be submitted, but the department has established no minimum score.

3. Recommendations

- a. Students completing the master's degree at Ohio State must have written letters of recommendation from the members of their master's committee indicating their assessment of the student's potential for PhD study.
- b. Students completing the master's degree at other institutions must submit three letters of recommendation from individuals who can evaluate the applicant's potential for PhD study. It is recommended that, if possible, at least two of these letters be written by individuals who can evaluate the student's **academic** capabilities (e.g., college or university faculty from those institutions).

Students may be admitted to begin PhD study during any quarter; however, funding for fellowships, traineeships or assistantships is normally awarded for the academic year beginning in the fall quarter.

7.3 General Policies for PhD Students

- a. It is recommended that all applicants complete a master's degree with thesis. If the master's degree did not include a thesis, the student must complete a research project equal in scope to a master's thesis during the first year of the PhD program. (See Section 7.5 below).

- b. There is no limit to the graduate credit earned from another University that may be transferred. Residence requirements, however, determine credit hours that may be counted toward the degree (*Graduate School Handbook* Section VII.2). Requests for such credit should be directed to the Chair of the Graduate Studies Committee. The Graduate Studies Committee will then consider such a transfer.
- c. Applicants requesting admission to the PhD program who do not have a master's degree will be admitted to the master's program. An expedited application to the PhD program can be made after the first 45 hours of graduate credit have been completed (see "e" below).
- d. Applicants holding a master's degree in some field other than Speech and Hearing Science are *encouraged* to pursue a PhD degree in Speech and Hearing Science as a research degree. However, they should be advised that it is not the purpose of the PhD program in Speech and Hearing Science at Ohio State to provide professional, clinical training. Those whose primary career objective is to obtain such training should apply to the master's program in speech-language pathology or the doctor of audiology (AuD) program.
- e. Students completing the master's degree (in Speech-Language Pathology or in Speech and Hearing Science) or the AuD program at Ohio State should, **in writing**, advise the Graduate Studies Committee of their desire to apply to the PhD program.

7.4 MA/PhD and AuD/PhD Programs

The PhD program in Speech and Hearing Science can accommodate students who wish to pursue clinical training in addition to the requirements for the PhD. Clinical training to meet ASHA certification requirements or to meet State of Ohio License requirements can be incorporated into the PhD program. The University will allow 45 graduate credit hours taken for the professional degree to be counted toward the PhD requirements. See section 7.7 below.

7.5 Master's Thesis Equivalent

Students accepted into the PhD program who have not written a master's thesis must complete an equivalent research project during the first year of PhD study. To fulfill this requirement:

- a. The student must form a committee composed of at least two members, one of whom should be the advisor. The requirements for the thesis-equivalent committee membership are the same as those for the MA thesis committee;
- b. The research proposal must be formally approved by all committee members;
- c. Following completion of the research project, it must be officially approved by all committee members;
- d. The student must publicly present the results of the research to an appropriate audience. This requirement could be met by presenting a paper or poster at a meeting of a learned or professional society (e.g., American Speech-Language-Hearing Association Conference, the Acoustical Society of America {either at a national meeting or at a local chapter meeting}, the Ohio Speech and Hearing Association Conference, etc.) or by publishing the work in a peer-reviewed journal.

7.6 Advisor and Committee Selection

The student's advisor will be a Category P graduate faculty member in the Department. A student may also have a co-advisor who is a Category M graduate faculty member. The student and advisor will select at least three other authorized Graduate Faculty members to complete the Advisory Committee, which will serve as the student's Examination Committee. The other members of the committee must have either Category M or P status, and at least two of the members (the advisor and one other) must be faculty in this Department. The purpose of this committee is to assist the student in planning an individualized course of study and in coordinating and conducting the written and oral portions of the Candidacy Examination. Note that composition of the student's Dissertation Committee (*Graduate School Handbook*, VII.9) may differ: a Chair (a faculty member in the Department with Category P status) and two additional faculty members (with Category M or P status).

The student is free to change advisors at any time with the approval of the new advisor by filing the *Change of Advisor* form (Appendix B). Under most circumstances, the dissertation advisor will be the academic advisor.

7.7 Program Planning

Every PhD student is expected to enroll in the departmental Pro-Seminar (Sp/Hrng 900) until each component of the six-quarter rotation of Pro-Seminar has been completed.

- 1) Autumn Quarter 2010: Grant Writing Workshop
- 2) Winter Quarter 2011: New Technology in Teaching
- 3) Spring Quarter 2011: Publications and Presentations—Why, How, and Where to Publish
- 4) Autumn Quarter 2011: Career Paths for PhDs
- 5) Winter Quarter 2012: Research Ethics and Human Subjects Requirements
- 6) Spring Quarter 2012: Lab Set-Up for Basic and Clinical Research

At present, no other specific courses are required of PhD students, although several may be strongly recommended. The PhD degree should enable the student to achieve a high level of competence and to contribute knowledge to the field. A coherent pattern of courses and experience should reflect these goals. The program should include a concentration of "...study designed to foster research, scholarship and a knowledge of a specialty in relation to allied academic areas" (*Graduate School Handbook*, VII.I).

The graduate school requires that the PhD student complete a minimum of 120 graduate credit hours beyond the bachelor's degree.

- I. If the student holds a master's or professional doctorate degree, then 45 credit hours can be counted toward the total of 120. The remaining 75 credit hours are allocated as follows:
 - a. 40 credit hours in Speech and Hearing Science, including
 - i. 6 hours of SHS 900 (Proseminar),
 - ii. A minimum of 9 credits in specialized research projects (e.g., SHS 893 or 940),
 - iii. A maximum of 20 hours of SHS 999 (dissertation), and
 - iv. A minimum of 5 hours of electives.
 - b. 35 credit hours distributed as follows:
 - i. 15 to 20 credit hours of research tools (research design, statistics, or similar course work). [If taken within the department they cannot count for the 40 credits required in a. above.]
 - ii. 20 to 15 credit hours of graduate course work in a related area that forms a coherent theme or specialization approved by the Advisory committee.

- II. If the student does not hold a graduate degree, then the 120 credit hours will be distributed as follows:
 - a. 85 graduate credit hours within the department, including
 - i. 6 hours of SHS 900,
 - ii. A minimum of 9 credit hours of specialized research projects,
 - iii. A minimum of 50 credit hours of graduate-level courses, or independent study, and
 - iv. A maximum of 20 credits hours of SHS 999.
 - b. 35 credit hours distributed as follows:
 - i. 15 to 20 credit hours of research tools (research design, statistics, or similar course work).
[If taken within the department they cannot count for the 85 credits required in a. above.]
 - ii. 20 to 15 credit hours of graduate course work in a related area that forms a coherent theme or specialization approved by the Advisory committee.
- III. If the student plans to seek professional certification or licensure while enrolled in the PhD program, then the 120 credit hours will be distributed as follows:
 - a. 85 graduate credit hours within the department, including
 - i. 6 hours of SHS 900,
 - ii. A minimum of 9 credit hours of specialized research projects,
 - iii. A minimum of 50 hours taken in professional/clinical course work, and
 - iv. A maximum of 20 hours of SHS 999.
 - b. 35 credit hours distributed as follows:
 - i. 15 to 20 credit hours of research tools (research design, statistics, or similar course work).
[If taken within the department they cannot count for the 85 credits required in a. above.]
 - ii. 20 to 15 credit hours of graduate course work in a related area that forms a coherent theme or specialization approved by the Advisory committee.

The student's plan of study should be submitted to the student's Advisory Committee **during the first year of enrollment**. Modifications in the plan can be submitted to the Advisory Committee at a later time if changes are deemed necessary.

The advisory committee will ensure that the student's program prepares the student for the responsibilities of college teaching. Because preparation for college teaching is a crucial component of our PhD program, students must meet this requirement regardless of the type or amount of funding that the student receives from the University or Department. The program developed for the student is left to the discretion of the advisory committee, but the student must be prepared to meet responsibilities that include, but are not limited to:

- a. Course preparation (e.g., syllabus creation, text selection, lecture organization, and development of student labs or recitations).
- b. Teaching (e.g., delivery of lectures, recitations and labs, individual instruction during office hours, and follow-up with students having difficulty).
- c. Student evaluation (e.g., preparation of examinations, grading, assignment of final grades, issues of student confidentiality and academic misconduct).
- d. Student advising (e.g., career options, course load and selection of graduate schools).

7.8 Academic Standards

All students are expected to be familiar with the University policy on academic integrity as outlined in the [Code of Student Conduct](#) and the Graduate School's [Code of Research and Scholarly Conduct](#). Other sources of information on academic misconduct (integrity) to which you can refer include:

- a. The Committee on Academic Misconduct web pages: <http://oaa.osu.edu/coam/home.html>
- b. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coam/ten-suggestions.html>
- c. *Eight Cardinal Rules of Academic Integrity*: <http://www.northwestern.edu/uacc/8cards.html>

According to Graduate School regulations (Graduate School Handbook Section V), a PhD student is expected to maintain a grade point average (GPA) of B (3.0) or better in graduate coursework. The following rules apply if this minimum GPA is not maintained:

1. If at any time after 15 hours of graduate credit are received by a student, the student's GPA falls below 3.0, the Graduate Studies Committee will be notified by the Graduate School.
2. The Dean of the Graduate School will place the student on probation. If the GPA is not raised the student *can and will be dismissed* from the University on recommendation of the Graduate Studies Committee to the Secretary of the Graduate School.
3. Any student having an academic record which is not satisfactory to the department *may be denied registration* for a PhD program upon the recommendation of the Graduate Studies Committee to the Graduate Dean. The Graduate School will then deny further registration.
4. A student may petition to be reinstated (*Graduate School Handbook, V.8*).

7.9 The Candidacy Examination (*Graduate School Handbook, VII.4*)

7.9.1 Scheduling the Candidacy Examination

The Candidacy Examination may be taken at any time deemed appropriate by the student's advisory committee but is normally taken after the majority of academic coursework has been completed. Those students who have completed a master's degree without thesis must complete their equivalent research project prior to scheduling the Candidacy Examination. The student must be registered for at least 3 hours during the quarter the Candidacy Examination is taken and the Graduate School must be notified of the dates of the examination using the official graduate school notification form, which is available on line at: http://www.gradsch.ohiostate.edu/Depo/PDF/Doc_Notify.pdf.

7.9.2 Candidacy Examination Procedures

The Candidacy Examination, administered under the direction of the student's Advisory Committee, Graduate Studies Committee, and the Graduate School, is designed to test the fundamental knowledge and preparation of the student in the chosen discipline. Upon passing this examination, the student is assumed to be properly prepared to undertake dissertation research.

The Candidacy Examination consists of two parts, a written examination, and an oral examination. Questions for the written examination will be based upon a bibliography compiled by the candidate in consultation with each member of the Advisory Committee. Each member of the Advisory Committee will submit questions pertaining to one or more areas covered in the

bibliography. The candidate will have three days for each of four areas, or four days for each of three areas, to prepare a written response to the questions submitted. The candidate is expected to make full use of journals, books and notes in the preparation of each response. The committee will expect to receive a fully documented and well-written response to each question posed. The written portion of the examination must be completed within twelve weeks. Graduate Faculty members from other programs may be invited to participate in the written examination process where this is deemed advisable by the student's committee. **No less than four members of the graduate faculty shall participate in the preparation of this portion of the examination process. Committee membership must include the student's advisor and at least one other graduate faculty member from the Department of Speech and Hearing Science (see Section VII.4 of the Graduate School Handbook).**

The oral examination, which normally will not exceed two hours duration, shall be administered by a committee of no less than four graduate faculty members, normally those faculty members who participated in the written examination. A Graduate Faculty representative selected by the Dean of the Graduate School may be assigned to the initial Candidacy Committee at the request of the student and advisor. In addition to the usual responsibilities of other committee members, the Graduate School representative is responsible for ensuring that the examination is administered in a fair manner; a report of opinion concerning the quality of the examination will be made to the Dean. The oral examination must follow the written examination; it must be scheduled at least two weeks in advance, and the Dean of the Graduate School notified.

The student is considered to have passed only when the decision of the examining committee is **unanimously** affirmative. If a failure is recorded, the student may be permitted to take a second examination if the committee recommends it. No candidate will be permitted to take the Candidacy Examination more than twice. On written appeal by the student or an examining committee member, the Policy and Standards Committee of the Research and Graduate Council shall investigate to ensure that the examination has been conducted fairly and without prejudice to the student.

7.9.3 Admission to Candidacy

Provided all requirements have been met, the satisfactory passing of the Candidacy Examination admits the student to candidacy for the degree at the end of the quarter in which the Candidacy Examination is completed.

7.9.4 Continuous Enrollment

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every quarter of their candidacy (summer excluded) until graduation. Students must be enrolled for at least 3 credits per quarter. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy. (This policy is effective for all students who were admitted to the Graduate School Autumn Quarter 2008 and after.)

7.10 Dissertation (*Graduate School Handbook* VII.9)

The PhD candidate must offer a dissertation that is a definite contribution to knowledge of importance sufficient to warrant its publication. Detailed information concerning the form of the dissertation and the mechanics of preparing the final draft and abstract can be found in [Guidelines for Preparing Theses, Dissertations and DMA Documents](#).

7.10.1 Dissertation Committee

The Dissertation Committee is composed of an advisor who has graduate faculty status (P) in the Department of Speech and Hearing Science and at least two other graduate faculty members who must be either Category M or P. A Category M faculty member may co-advise the Dissertation with a Category P faculty member. Normally, at least two members of the Dissertation Committee are faculty members in the Department.

7.10.2 Prospectus (Dissertation Proposal)

Prior to data collection (excluding pilot studies) on the dissertation, a prospectus meeting must be held to consider the merit of the proposed dissertation. The student's Dissertation Committee must be in attendance. Other faculty may attend if the members of the dissertation committee so desire. A tentative introduction, review of the literature, and proposed procedures must be disseminated to committee members, **in writing**, one week before the prospectus meeting. Major changes in the dissertation project, after the prospectus has been approved, require the approval of the full dissertation committee.

7.10.3 Graduate School Procedures re: Dissertation Submission

The Dissertation Committee must approve a satisfactory draft of the dissertation. Approval of the draft, as indicated by the Draft Approval form, must be submitted to the Graduate School not less than two weeks before the date of the Final Oral Examination.

Each candidate must consult with the Graduate School regarding the required format for paper and/or electronic submission of the final dissertation document. As guidelines change, it is important to check with the Graduate School during the quarter in which graduation is anticipated. Guidelines are normally available in the current [Guidelines for Preparing Theses, Dissertations and DMA Documents](#). The final dissertation must be delivered to the Graduate School by the published deadline for the quarter.

In addition, a final bound copy of the dissertation must be submitted to the main office of the Department of Speech and Hearing Science and another copy must be given to the dissertation advisor. The Department has established a required type of binding. The departmental copy of the dissertation must be "library" bound with the student's name, degree, and year in gold lettering on the spine. **The candidate should confer with the Department Office before arranging for binding of the dissertation.**

7.10.4 Final Oral Examination (*Graduate School Handbook* VII.10)

Final approval of the dissertation cannot occur until after the Final Oral Examination. The Final Oral Examination will deal intensively with the portion of the candidate's field of specialization in which the dissertation falls, though it need not be confined exclusively to the subject matter of the dissertation. The Final Oral Examination is to defend the content of the dissertation, research on which the document is based, and data and concepts that have contributed to the research. Furthermore, the Final Oral Examination seeks to test originality, independence of thought, and the capacity to synthesize and interpret data.

The Final Oral Examination, which normally will not exceed two hours duration, shall be conducted by the student's Dissertation Committee. The candidate's advisor shall act as chairperson, and the other examiners, subject to approval by the Dean of the Graduate School, shall normally include the Category M and P members of the candidate's Dissertation Committee plus a Graduate School Representative. The Graduate School Representative is a Category P graduate faculty member who is neither a graduate faculty member in the student's academic unit nor a member of the

Dissertation Committee. With the consent of the student **and** the advisor, the Final Oral Examination may be conducted as an “Open” examination. That is, members of the university community (faculty, staff and students) and the general public may attend the examination. However, only official members of the examination committee may be present during discussion of student performance and voting on the student’s performance in the examination.

In order to be considered satisfactory, the report of the Final Oral Examining Committee must have no more than one negative vote. If the student fails, the Final Oral Examination Committee decides whether the student is permitted a second examination. If the second examination is permitted, all members of the examining committee must be present during the oral questioning, and the committee must be the same as that which participated at the first examination unless substitution is approved by the Dean. The satisfactory Final Oral Examination report must be submitted to the Graduate School no later than two weeks before commencement.

7.11 PhD Student Evaluation and Identification of “Inactive” Students

The faculty will evaluate PhD students at least once each year according to the procedures outlined in Section 5.17. Because many PhD students are employed as graduate associates in the department, performance relative to these GA assignments will also be discussed. In addition, PhD students may be labeled as inactive and required to request re-admission as outlined in Section 5.18.

7.12 PhD Program Deadlines

- a. A student admitted to the graduate program as a PhD student who already has a master’s degree is expected to take the candidacy examination within 4 years of admission to the program.
- b. A student admitted to the program as a PhD student who has not completed a master’s degree is expected to take the candidacy examination within 5 years of admission to the program.

Note: Any period of officially approved (by the Graduate Studies Committee) “inactivity” would not count against the student’s required time.

- c. Graduate School rules require that a PhD candidate must submit the final copy of the dissertation to the Graduate School within five years of being admitted to candidacy (VII.8 Time Limit.) or the candidacy is canceled. With the approval of the adviser and the Graduate Studies Committee, the student may take a Supplemental Candidacy Examination. If the Supplemental Candidacy Examination is passed, the student is readmitted to candidacy and must then complete the dissertation within two years.

Rule II.6.8.2 governs the nature of the Supplemental Candidacy Examination. The Graduate School rules set no time limit for the administration of the required Supplemental Candidacy Examination. However, rule IV.2.4.18 empowers the Department Graduate Studies Committee to enact policies on time limits for completing degree requirements. At the June 1995 meeting of the Speech and Hearing Science Faculty, the Graduate Studies Committee recommended (and the faculty adopted) a policy which states the following: **PhD students in Speech and Hearing Science who exceed the initial five year time limit on candidacy will be given three years to pass the Supplemental Candidacy Examination.**

7.13 Summary of Ph.D. Degree Graduation Requirements [*Graduate School Handbook, 2009-10 (ver.6, 7/1/10), page 29 – 30*]

1. Satisfactory completion of the candidacy examination and submission of the Candidacy Examination Report form to the Graduate School

2. Registration for at least three graduate credit hours during the quarters when the candidacy and final oral examinations are taken and during the quarter in which graduation is expected
3. Submission of the Application to Graduate form to the Graduate School no later than the second Friday of the quarter in which graduation is expected
4. Completion of a minimum of 120 graduate credit hours, at least 75 of which must be completed beyond the master's degree
5. Completion of the following residence requirements after the master's degree has been earned or after the first 45 hours of graduate credit have been completed:
 - Minimum of 45 graduate credit hours at this university
 - A minimum of three out of four consecutive quarters with an enrollment of at least 9 graduate credit hours per quarter at this university
 - A minimum of six graduate credit hours over a period of at least two quarters after admission to candidacy
6. Graduate cumulative grade point-hour ratio of at least 3.0
7. Approval of dissertation draft by the dissertation committee members and submission of the Draft Approval form and the dissertation draft to the Graduate School at least two weeks before the date of the final oral examination
8. Satisfactory completion of the final oral examination and submission of the Final Oral Examination Report form to the Graduate School by the published deadline for the quarter of graduation
9. Electronic submission of the approved dissertation and a separate 500-word or less abstract by the published deadline for the quarter of graduation
10. Submission of Final Approval form and Survey of Earned Doctorates after electronic submission and acceptance of dissertation by the published deadline for the quarter of graduation
11. Completion of Ph.D. degree requirements within five years after being admitted to candidacy
12. Receipt of final grades in the University Registrar's Office by the deadline published in the Master Schedule of Classes
13. Completion of the Ph.D. requirements established by the Department Graduate Studies Committee
14. Payment of the doctoral hood and dissertation processing fees by the published deadline for the quarter of graduation

8.0 Department Facilities

8.1. Research Facilities

The physical facilities in the Department of Speech and Hearing Science include individual faculty laboratories (most with a sound-conditioned booth) and common laboratory space, computer-user rooms, and an anechoic chamber.

The research facilities include equipment for audio- and video-recording, digital signal analysis and synthesis, and articulatory data processing. Our facilities include a department LAN, which supports hard-wired Ethernet connections in offices, classrooms, laboratories and several student user rooms. The department maintains an 'electronics' shop staffed by a Systems Developer/Engineer.

8.2 Clinic Facilities

The Speech-Language-Hearing Clinic includes assessment, treatment, and consultation rooms, several video-observation rooms, storage space, a client-file room, an office, a business office, and a clinic waiting room. The clinic has appropriate computer facilities, as well as a wide range of video- and audio-recording equipment. The clinic facilities include the equipment and materials necessary for the assessment and treatment of a wide range of speech, language, and hearing disorders. Specialized equipment includes a Kay Clinical Speech Laboratory, an auditory brainstem response unit, a video-otoscope, and digital hearing aid programming systems.

8.3 Office Space and Teaching Facilities

Offices for faculty and clinical staff members are situated on the first floor of Pressey Hall, as are offices of the Department secretary, graduate coordinator, fiscal officer and Department chair. The ground floor of Pressey Hall houses four classrooms, and a seminar room. The largest classroom is equipped with a video projection and speaker system; the remaining classrooms are equipped with video projections systems. A computer teaching lab with 15 PCs is used for group, statistical and web-based instruction. An additional computer lab is equipped with another 10 PCs. This lab is available for general computing use (word processing, email, internet searches) 24 hours a day. The ground floor also holds individual research laboratories for faculty members in the department.

9.0 Financial Assistance

9.1 Basic Information

The prospective student should visit the section on financing graduate education located on the Graduate School website: <http://gradsch.osu.edu/Category.aspx?Category=3&itemid=2> This source provides information about the various University and national fellowships administered by the Graduate School, including Graduate Enrichment Fellowship programs designed to increase the diversity of the graduate student population. The prospective student should also be aware that the Department of Speech and Hearing Science may have available a limited number of federally funded traineeships that include payment of fees. In cases where the faculty of Speech and Hearing Science have a funded grant providing financial aid to students, decisions on which students are selected for support will be based upon academic excellence, judged potential, financial need, and the criteria imposed by the granting agency.

9.2 PhD Students

Prospective or new PhD students should contact the Chair of the Department of Speech and Hearing Science for information on financial assistance. A limited number of Graduate Teaching Associate (GTA), Research Associate (GRA), and Administrative Associate (GAA) positions are available annually. These pay a stipend over nine months (three quarters) with remission of tuition and fees for the fourth quarter, providing the student held the position during the preceding Autumn, Winter, and Spring terms. These appointments are available for no longer than three years. Students with Graduate Associate (GA) appointments *must* enroll for *at least 9* credit hours of coursework each quarter the position is held, but 15 credit hours is preferred. Normally these positions are 50% time (20 hours/week of work).

9.3 MA and AuD Students

MA and AuD students receiving fellowships (University Fellowships, Graduate Enrichment Fellowships) usually receive the stipend and tuition for no more than four quarters of full-time (i.e., 12 credit hrs) of enrollment. Students previously funded through these university fellowships **will be considered** for funding through the department for subsequent years, however, continued funding is not guaranteed. Funds allocated by the Department may be granted for a variable number of quarters subject to availability and demand. Students wishing to apply for Departmental financial support should complete the form *Statement of Student's Need for Financial Assistance* (Volume I Appendices) and file it in the Department office. All students receiving *Fellowships* or *Traineeships* (from whatever source) must enroll for at least 12 credit hours per quarter while receiving support, but enrollment for at least 15 hours per quarter is preferred. Students receiving *Graduate Associateships* must enroll for at least 9 graded, graduate hours per quarter, but again, enrollment for 15 hours per quarter is preferred.

9.4 Guidelines for awarding Fellowships and Associateships

9.4.1 *Fellowships*: The names of only a few highly qualified students are submitted to the University Fellowship Competition. This selection process is based upon overall grade point average, grade point average within Speech and Hearing Science coursework, GRE scores, letters of recommendation, and strength of the undergraduate institution. These selections are made by the Graduate Studies Committee. According to the latest guidelines from the Graduate School, candidates for University Fellowships must have an overall GPA of at least 3.6. Candidates for Graduate Enrichment Fellowships must have a GPA of at least 3.1. However, these figures represent *minimum* grade point averages. The GPAs of successful nominees are usually substantially higher. Names submitted to the Fellowship Competitions are then reviewed by the Members of the University-wide Fellowship Committee who make the final decision about the Fellowship awards. This Fellowship Committee is composed of faculty members from all Colleges of the University.

The most prestigious award that a graduate student can receive is a *Presidential Fellowship*. The Presidential Fellowship is designed to support a student in his or her final year of graduate work

while the student is completing his or her dissertation. Students are nominated for this award by the Graduate Studies Committee of each individual graduate program. The winners of this award are determined by the Presidential Fellowship Selection Committee, which is composed of one faculty member from each of the 10 program areas of the University.

9.4.2 *Associateships*: A limited number of graduate associateship (GA) positions are available from the Department of Speech and Hearing Science each year, although several more are often available through individual faculty grants from outside funding sources or administrative offices at Ohio State but outside the Department of Speech and Hearing Science.

9.4.2.1 *Criteria and Procedures for Selecting GAs*: Positions that are funded by the department will be advertised using a brief (one paragraph) "job description." Positions funded by grants or other "outside" funds may elect to use this posting option by submitting a job description to the Graduate Studies Committee.

The immediate supervisor for the student holding each GA position will write the initial job description, and will be responsible for any changes or updates in the job responsibilities. The Department chair must approve each job description before it is sent to the Graduate Studies Committee.

The position description should indicate the required qualifications, responsibilities, and hours per week required. It should also indicate whether the position is for 3 quarters (not including summer), 4 quarters, or a more limited duration (e.g., summer only).

When an opening for a GA position is anticipated, the job description will be sent by e-mail to all graduate students. Copies of GA position postings will also be sent to all faculty and staff members who should encourage applications by students they consider to be qualified for a position.

Since GA appointments are normally made for no more than one year at a time, typically all GA positions will be posted in the first week of Spring Quarter with an expected start in Autumn Quarter. Positions that become available at other times will be posted as soon as possible after the opening is confirmed by the Department chair. In most cases, at least one quarter before the appointment is scheduled to begin.

Students holding a given GA appointment may be given preference for continued appointment in their position as long as they are performing those duties satisfactorily, are making satisfactory progress toward their degree, and have a GPA above the minimum required for funding.

Students will be given two weeks to apply for one or more GA positions. Applications must be endorsed by the student's academic advisor.

The Graduate Studies Committee will review all applications for open GA positions and submit a list of recommendations to the Department chair. Normally, the Graduate Studies Committee will rank applicants for each GA position. The Department chair will make the appointments.

Appointment contracts for positions beginning with the Autumn Quarter will be issued by the Department chair on, or before, May 1 of each academic year. After the student accepts an appointment and signs the contract, a copy will be provided to the Graduate Program Coordinator for the student's permanent file.

A student serving in a GA position who wishes to accept a different GA position must be released from the original contract before accepting the new appointment.

The Graduate Studies Committee may recommend that an applicant for the graduate program be offered a GA appointment as part of the recruitment package. Those recommendations will be made by the Graduate Studies Committee in February so that offers can be made by March 15 (to coincide with the University Fellowship deadline). Normally, a specific assignment will be included with the recommendation. Should the applicant decline the offer of admission, the GA position would then be advertised with the remaining positions during the first week of Spring Quarter.

9.4.2.2 Criteria and procedures for re-appointing GAs

When a student has direct teaching responsibilities, the evaluation criteria will include SEIs (Student Evaluation of Instruction) and a recommendation of the faculty director of the course. When a student has only indirect teaching responsibilities (such as assisting a faculty member), the faculty instructor will provide the Chair with a written evaluation of the student's performance. When a student has primarily research responsibilities, the faculty member directing the student will provide the Chair with a written evaluation of the student's performance. A minimum graduate GPA of 3.3 is required for re-appointment.

9.4.2.3 Period of Appointments

Normally, a GA appointment is made on a 9-month (3 quarter) basis. However, on some occasions an appointment may be for an entire year (i.e., 4 quarters) or for 1- or 2-quarters only. Periods of appointment will be explicit in any letter of offer.

9.4.2.4 Availability of Summer Quarter Appointments

Normally, the number of GA appointments made during the Summer Quarter is reduced. Some are made from individual research grant funding and some from outside administrative sources. The likelihood of summer appointment will be made clear to any GA upon request.

9.4.2.5 Stipend Levels

A 50% associateship pays a stipend, plus full tuition and fees. There are three tiers of stipend payments: (1) MA and AuD students, (2) PhD students (before passing Candidacy Exams) and (3) ABD students ("all but dissertation" students, i.e., those PhD students who have passed their Candidacy Exams). The stipend increases from level 1 to level 3. This represents the Department's policy for awarding "merit increases" for GAs. The monetary value of the stipend usually increases from year-to-year. The student should contact the Department fiscal officer to obtain the current level of funding.

A 25% associateship pays a stipend (half the stipend received by those holding 50% appointments) and 50% of the student's tuition and fees.

9.4.2.6 Dates for Appointment Notification and/or Receipt of Acceptance/Refusal

Because they vary with each type of appointment, these dates will be contained in the student's letter of offer.

9.4.2.7 Statement of Duties and Responsibilities

Graduate Teaching Associates may be assigned to one or more of the following tasks: (1) assisting a faculty member in teaching an introductory course, (2) assuming full teaching responsibility in an introductory (undergraduate) course (under the direction of a faculty mentor), (3) providing supervision of clinical services, or (4) some combination of the above.

To assure high quality, teaching associates **must** attend the GTA workshop offered the week immediately prior to the beginning of the Autumn Quarter. In addition, if the teaching associate has major responsibility for an undergraduate course, a syllabus must be provided on the first day of the quarter. Minimally, it should include the information suggested in the teaching workshop. In addition, the examination policy to be followed by the instructor must be made clear to the students. GTAs are encouraged to consult with a faculty mentor prior to and during the course of the teaching assignment.

Graduate Research Associates are expected to aid a faculty member in the completion of research. In this role, duties may range from library/literature searches to running experimental subjects to coding or analyzing experimental data. Normally, the GRA will **not** be considered as a co-author on such studies. However, it is recommended that faculty members and GRAs agree to authorship arrangements prior to the start of such associateships. Often, such agreements are in writing and are signed by all parties concerned.

Graduate Administrative Associates are expected to aid administrative personnel in completion of their duties. In this role the GAA's duties may range from answering phones to completing routine paperwork.

Federally funded trainees (e.g., students funded through NIH training grants) are expected to meet the requirements outlined in the grant application and those outlined by the funding agency.

9.4.2.8 Criteria and Procedures for Evaluating and Reporting GA Performance

The Department of Speech and Hearing Science requires that every course instructor use the University's Student Evaluation of Instruction forms in order to obtain feedback from students concerning their performance. There are many optional questions that may be selected in addition to the first five required questions. These forms are administered during the final week of regularly scheduled classes. These SEIs will be used to evaluate the teaching abilities of the student GTA along with any recommendations that might be available from the faculty supervisor. A copy of the SEI summary **must** be given to the Department Chair whenever the data are tabulated and available. Failure to do so may mean termination of any contract.

For GAs who are assisting a professor with a course, the instructor will be required to turn into the Chair of the Department a brief evaluation of the student's performance at the end of each quarter. The content of the evaluation will be shared with the GA. Recommendations for improvement should be included. The evaluation will be open-ended. No specific form is used. GAs who receive negative evaluations and do not improve during a subsequent quarter may be removed from the position. Continued unsatisfactory evaluations require that the Department Chair no longer offer funding to the student.

For GAAs, the student's direct supervisor must provide the Chair of the Department a written evaluation at the end of each quarter. As above, these evaluations should include recommendations for improvement. GAs who receive negative evaluations and do not improve during a subsequent quarter may be removed from the position. Continued unsatisfactory evaluations require that the Department Chair no longer offer funding to the student.

9.4.2.9 Criteria and Procedures for Terminating GA Appointments

GA appointments for PhD students may be renewed for an additional two years pending satisfactory progress toward the degree, satisfactory performance in the position and availability of funding. Appointments for master's students are not normally renewed.

GA appointments will be terminated upon repeated unsatisfactory performance (as determined by the above)—particularly when the student has failed to improve following specific recommendations by the Chair. A GA is also subject to termination upon recognition that he or she has violated University rules and regulations or has failed to follow specific written agreements (e.g., in the case of a GRA assisting in faculty research).

Students will be informed, in writing, of possible termination up to 1 quarter in advance. Immediate termination is possible under certain circumstances (e.g., documented sexual or racial harassment; biased grading policies). The decision to terminate the employment of a student will be made by the Chair of the Department who may consult with the Chair of the Graduate Studies Committee, the student's direct supervisor(s) and the student's advisor. The specific reasons for termination will be provided by the Chair who will also advise the student concerning the possibility of funding in the future.

The student is advised to review the procedures of the Committee on Academic Misconduct. All GAs must abide by the rules and regulations of the University. Failure to do so will constitute grounds for dismissal from their positions.

9.4.2.10 Grievance Procedures within the Employing Unit

If a student has a grievance with a faculty or staff supervisor, the student should first schedule an appointment with the supervisor and try to resolve the dispute. If there is no satisfactory resolution, then the student should schedule an appointment with the Chair of the Department to discuss the problem. The nature of the problem should be provided, in writing, to the Chair of the Department, prior to this meeting. Note, this grievance should involve the associateship or traineeship itself and not academic and/or clinical evaluation of the student—the latter type of grievances should follow normal University grievance procedures. Depending upon the circumstances, the Department Chair may meet with the student and the faculty member to resolve the dispute or the Chair may appoint a faculty committee to hear the dispute and return a recommendation. The Chair may then act upon the recommendation of the committee as deemed appropriate.

9.4.2.11 Space and Facilities

Office and desk space for GAs will be provided for the term of employment whenever possible (according to the policy on space and equipment established by the Facilities Committee in 1992). GTAs will have access to the Xerox machine in Room 105 for copying related to courses that they are teaching. GTAs are expected to perform their own copying. If, under special circumstances, copying assistance is requested from the secretaries, the GTA must allow the secretarial staff two working days to complete the work.

10.0 Additional Information for Students

10.1 Student Support Services

Students experiencing difficulty adjusting to or completing graduate school are urged to discuss their concerns with their academic and/or clinical advisors. In cases where the difficulties cannot be completely addressed within the Department, advisors can refer students for additional services elsewhere on campus. Ohio State offers a wide range of student support services, including: the Office for Disability Services; the Yonkin Success Center, Academic Learning Lab, Counseling and Consultation, Ethnic Student Services, Technology Support Center, Mathematics and Statistics Learning Center, and the Writing Center. Students are encouraged to make use of these resources as needed.

10.2 Affirmative Action Policy

The policy of The Ohio State University, both traditionally and currently, is that discrimination against any individual for reasons of race, color, creed, national origin, religion, sex, sexual orientation, age, disability, or Vietnam-era veteran status is specifically prohibited. Accordingly, equal access to employment opportunities, admissions, educational programs, and all other university activities is extended to all persons, and the university promotes equal opportunity through a positive and continuing affirmative action program. The university's Office of Human Resources, 113 Archer House, 2130 Neil Avenue, Columbus, Ohio, 43210, phone (614) 292-4164, is responsible for the coordination of matters relating to equal opportunity and affirmative action. (From Student Code of Conduct, March 26, 2001). Further information is available through the Office of Human Resources web site (<http://hr.osu.edu/policy/Policy1.htm>)

10.3 Sexual Harassment Policy

The University administration, faculty, staff, and students are responsible for assuring that the University maintains an environment for work and study free from sexual harassment. Sexual harassment is unlawful and impedes the realization of the University's mission of distinction in education, scholarship and service. Sexual harassment violates the dignity of individuals and will not be tolerated. The University community seeks to eliminate sexual harassment through education and by encouraging faculty, staff and students to report concerns or complaints. Prompt corrective measures will be taken to stop sexual harassment whenever it occurs (From Student Code of Conduct, March 26, 2001). Further information is available through the Office of Human Resources web site (<http://hr.osu.edu/policy/Policy1.htm>)

10.4 Student Complaint Policy

Students with complaints relative to academic courses or practicum experiences should seek to resolve the problem by speaking first with the instructor or supervisor. If the problem is not satisfactorily resolved, the student should contact the Department Chair (or Graduate Studies Chair in the case of a grievance with the Department Chair). If the problem cannot be resolved at this level, the Chair (or the Graduate Studies Chair) will inform the student of the steps to be followed in the University grievance process.

Students with complaints related to sexual harassment or discrimination (see sections 10.2 and 10.3 above) should contact the Department Chair (or the Graduate Studies Chair in the case of complaints against the Department Chair) immediately so that appropriate steps in the University grievance process can be initiated.

The Master's program in Speech-Language Pathology and the AuD program in Audiology at Ohio State are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). In instances where an unresolved student grievance is related to a CAA Standard (CAA Standards are available in the Department office or online at <http://professional.asha.org/academic/standards.cfm>), the student can bring the grievance to the attention of the CAA. All complaints must be signed and submitted in writing to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289.

10.5 Academic Rights and Responsibilities

The Ohio State University is committed to freedom of thought and expression, respect for multiple points of view, and the civil and open discussion of these views. The University is committed to the following principles, included in a statement released by the American Council on Education (ACE) and endorsed by Ohio's Inter-University Council:

- a. Academic freedom and intellectual pluralism are core principles of America's higher education system.
- b. Government's recognition and respect for independence of colleges and universities is essential for academic excellence.
- c. Colleges and universities should welcome diverse beliefs and the free exchange of ideas.
- d. Grades and other academic decisions should be based solely on considerations that are intellectually relevant to the subject matter.
- e. Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions.
- f. Any member of the campus community who believes he or she has been treated unfairly on academic matters must have access to a clear institutional process to address grievances.

Further information on Ohio State's commitment to these principles, including mechanisms for addressing the complaints of students who believe they have experienced treatment that is inconsistent with Ohio State's commitment to them, can be found on the Office of Academic Affairs website at:

http://oaa.osu.edu/acad_rts_respons.php

10.6 Miscellaneous Information and Policies

- a) Each student is expected to inform the Departmental Secretary of his/her local address and phone number. Please update the department whenever your address and/or phone number change.
- b) Mailboxes are also located in Room 107, Pressey; students are encouraged to check their University e-mail and mailboxes daily.
- c) Secure lockers are available for rent for storage of personal items. Information on procedures for renting lockers is available in the Department office.
- d) A study room/lounge is maintained for the convenience of students in Speech and Hearing Science in Room 36 Pressey Hall for MA and AuD students and in Room 023 for PhD students. Students may study, write reports, eat, and socialize in these rooms.
- e) Department copiers (main department and clinic copiers) will be restricted as follows:
 - The copiers will be restricted to official Department business (academic or clinic oriented) only.
 - For the main copier, numbers will be provided to faculty members and staff members for business (i.e., research, teaching, clinic, administration) use.
 - If a faculty member, staff member or student has the appropriate grant funding, a copier number will be issued that will automatically charge that grant.
 - Numbers will also be provided to students working as graduate teaching associates for class use (not for personal use) only. These numbers will be assigned on a quarter-by-quarter basis to a particular course number.
 - Use of the clinic copier should be restricted to appropriate clinic applications and use of the clinic copier will be monitored.
- f) Student use of audible signal alerts on cell phones and pagers is prohibited during classes, meetings, presentations, and clinical assignments. EMERGENCY messages may be left in the Clinic Office (292-6251) or Department Office (292-8207).

11.0 Appendices

Appendix A

MA and AuD Program Requirements

**Curriculum for AuD in Audiology
Revised October 2008**

Year 1 (Note: Courses Subject to Change)

Coursework in the first year of the program is heavily weighted toward basic science and introductory clinical courses. The year is primarily dedicated to didactic classroom activity, laboratory experiences and structured professional development experiences.

Autumn Quarter		
Course Title	Number	Credits
Assessment I	705	5
Neurology	765	5
Acoustics & Instrumentation	766	5
Professional Issues in Audiology	643.01	3
Screening in SLH	743.01	1
Total Credit Hours = 19		

Winter Quarter		
Course Title	Number	Credits
Anatomy & Physiology	775	5
Hearing Aids I	735	5
Research Methods I	785	5
Professional Issues in Audiology	643.02	3
Total Credit Hours = 18		

Spring Quarter		
Course Title	Number	Credits
Assessment II	706	5
Research Methods II	786	5
Hearing Aids II	835	5
Professional Issues in Audiology	643.03	3
Counseling/Report Writing	743.02	1
Total Credit Hours = 19		

AuD Qualifying Examination Th/Fr of finals week.

Summer Quarter		
Course Title	Number	Credits
Assessment of Vestibular Function	750	5
Contemporary Issues	743	1
Practicum in Audiology	843	5
Total Credit Hours = 11		

Corrective Actions from Qualifying Examination, if needed

Year 2

The second year of the program is heavily weighted toward advanced clinical coursework and practicum in The Ohio State University Speech-Language-Hearing clinic and in local external placement sites.

Autumn Quarter		
Course Title	Number	Credits
Acoustic Phonetics	820	5
Assessment III	707	5
Medical Audiology	806	5
Hearing Aid Applications	743.03	1
Practicum in Audiology (1 day)	843	4

Total Credit Hours = 20

Winter Quarter		
Course Title	Number	Credits
Adult Audiologic Rehabilitation	733	5
Pediatrics I	805	5
<u>Advanced Topics in Audiology</u>	930	3
Cochlear Implants (odd years)	930.01	
Hearing Conservation (even years)	930.05	
Practicum in Audiology (1 day)	843	5

Total Credit Hours = 18

Spring Quarter		
Course Title	Number	Credits
<u>Advanced Topics in Audiology</u>		3
Tinnitus (even years)	930.03	
Practice Management (odd years)	930.02	
Ethics	743.04	1
Pediatrics II	807	5
Practicum in Audiology (2 days)	843	5
Specialization Coursework*		

Total Credit Hours = 14+

Summer Quarter		
Course Title	Number	Credits
AR for Children	732	3
Contemporary Issues	743	1
Practicum in Audiology (2 days)	843	5
Specialization Coursework*		

Total Credit Hours = 9+

*Students choosing the **Specialization Option**, in conjunction with his or her advisor, will put together an approved sequence of courses (at least 12 hours). The courses can come from those offered in the department (e.g., 950s, ASL, school certification, or SLP courses), or may come from courses outside the department (e.g., toward early intervention specialization, geriatric specialization, neuroscience minor, or an approved outside sequence), but must be approved by the faculty audiology advisory committee.

Year 3

Students continue coursework toward their topic specialization and/or prepare for their Capstone project during Autumn, Winter, and Spring Quarters. Students will complete the AuD Professional Doctoral Examination at the end of Spring Quarter and will begin the 12-month professional experience early in Summer Quarter—after successful completion of the AuD Professional Doctoral Examination.

Autumn Quarter		
Course Title	Number	Credits
Resumes and Interviewing	743.06	1
Practicum in Audiology (2 days)	843	5
Capstone Project	997	3
Specialization Coursework		

Total Credit Hours = 9+

Winter Quarter		
Course Title	Number	Credits
Multicultural Aspects of Communic...	605	5
Advanced Topics in Audiology	930	3
Cochlear Implants (odd years)	930.01	
Hearing Conservation (even years)	930.05	
Evidence-Based Practice	743.05	1
Practicum in Audiology (2 days)	843	5
Capstone Project	997	3
Specialization Coursework		

Total Credit Hours = 17+

Total Credit Hours = 17

AuD Professional Doctoral Examination—Written Examination and Oral Defense

(Note: in order to meet Ohio State Graduate School requirements, students must be registered for a minimum of 3 credits in the quarter in which the AuD Professional Doctoral Examination is taken.)

Spring Quarter		
Course Title	Number	Credits
Advanced Topics in Audiology		3
Tinnitus (even years)	930.03	
Practice Management (odd years)	930.02	
Seminar: Research to Practice	950.19	3
Clinical Grand Rounds	743.07	1
Practicum in Audiology (2 days)	843	5
Capstone Project	997	3

Total Credit Hours = 15

Summer Quarter		
Course Title	Number	Credits
Externship	943	4
Capstone Project	997	3

Total Credit Hours = minimum 3

Year 4

The externship and capstone project are completed. Following a Final Oral Examination, an AuD is awarded. The Final Oral Examination for AuD students will focus on academic preparation, clinical preparation, and the capstone project.

Autumn Quarter		
Course Title	Number	Credits

Externship	943	1
Capstone Project	997	3

Total Credit Hours = minimum 3

Winter Quarter		
Course Title	Number	Credits

Externship	943	1
Capstone Project	997	3

Total Credit Hours = minimum 3

Spring Quarter		
Course Title	Number	Credits

Externship	943	1
Capstone Project	997	3

Total Credit Hours = minimum 3

Final Oral Examination

Curriculum for MA in Speech-Language Pathology

Required Courses

Revised August 2010

Official titles (those used in the Course Bulletin) are listed first and informal titles listed in parentheses

<u>YEAR 1</u>		
Autumn Quarter		
Course Title	Number	Credits
Phonological Processes/Disorders (Speech Sound Disorders)	710	5
Language Development & Disorders (Preschool Language Disorders)	725	5
Clinical Seminar (Topic: Intro to Clinic for SLP)	744.01	1
Neurology of the Speech & Hearing Mechanism (Neurology)	765	5
Research Methods I	785	5
Total Credit Hours = 21		
Winter Quarter		
Course Title	Number	Credits
Fluency: Theories and Treatment (Fluency disorders or Stuttering)	740	5
Clinic. Seminar: Articulation & Phonology (Artic. and Phonology)	744.02	1
Neurologic Motor Speech Disorder (Motor Speech)	761	5
Traumatic Brain Injury in Children and Adults (Cognitive Communication Disorders)	762	5
Practicum in Communication Disorders (Clinical Practicum)	844	5
Total Credit Hours = 21		
Spring Quarter		
Course Title	Number	Credits
Child Language Disorders: Assessment (School-age language disorders)	726	5
Voice Disorders	741	5
Aphasia and Related Adult Language Disorders (Aphasia or Adult Neurogenic Language Disorders)	760	5
Clinical Seminar: Language Assessment/Intervention	744.03	1
Practicum in Communication Disorders (Clinical Practicum)	844	5
Total Required Hours = 21		

Required Courses - YEAR 1 *continued*

Summer Quarter

Course Title	Course Number	Credits
Evaluation and Treatment of Dysphagia in Adults & Children (Swallowing)	763	5
Clinical Seminar: Contemporary Issues in SLP (for example, Augmentative Alternative Communication-AAC)	744.00	1
Clinical Seminar: Neurogenics Assessment and Intervention	744.04	1
Clinical Practicum	844	5

Total Required Hours = 12
Typical Elective Hours = 3-5 hours
Typical Hours taken = 15-17 hours

Required Courses -YEAR 2

Autumn Quarter

Course Title	Course Number	Credits
Multicultural Aspects of Communication Disorders	605	5
Aural Rehabilitation	734	5
Clinical Seminar: Amplification Issues for SLPs	744.05	1
Clinical Practicum	844	5

Total Required Hours = 12
 Elective Hours Typically Taken = about 0-3
 Total Hours = about 15

Winter Quarter

Course Title	Course Number	Credits
Clinical Practicum	844	5

Total Required Course Hours = 5
 Elective Hours Typically Taken to Meet
 Thesis, Specialization and Other Requirements = about 0-7
 Total Hours = about 12

Spring Quarter

Course Title	Number	Credits
Clinical Seminar: Professional Issues	744.06	1
Clinical Practicum	844	5

Total Required Course Hours = 6
 Elective Hours Typically Taken to Meet
 Thesis, Specialization and Other Requirements = about 0-5
 Total Hours = about 6-11

Summer Quarter

Course Title	Number	Credits
Clinical Seminar: Contemporary Issues in SLP (for example, Augmentative Alternative Communication-AAC)	744.00	1
Clinical Practicum	844	5 or 10

Total Required Course Hours =6
 Elective Hours Typically Taken to Meet
 Thesis, Specialization and Other Requirements = about 0-5
 Total Hours = about 6-11

**Note: Total Credits Required for the MA-SLP Thesis Option = at least 45 hours
 Total Credits Required for the MA-SLP Externship Non-thesis Option = at least 55 hours
 Total Credits Required for the MA-SLP Non-thesis Option = at least 57 hours.**

Please be sure to note, however, that students usually take many more hours than those listed as required (often up to 70 more hours) in order to fulfill additional aspects of the requirements for each of the three thesis/nonthesis options as well as certification. This means that students often complete their degrees with 120+ credit hours.

ELECTIVE Courses for Students in the MA-SLP Program

In their second year, students primarily take courses from the following list—up to a typical load of about 6 to 12 credits each quarter of the traditional academic Year (Autumn, Winter, Spring). First year students may also take these courses in Spring and Summer or if they have space in their program because they have completed one or more required courses before entering the program.

Electives are taken because of interest, future employment expectations and because some are **required** for the student's completion of (a) the Thesis Option or Non-thesis Options (Topic Specialization or Externship) and (b) the State of Ohio School Certification requirements.

Courses Completed as Requirements for the **Thesis**

Students completing the thesis take credits in SHS 998 Thesis Research. Students who are interested in completing a thesis are encouraged to begin their work early and can take advantage of spaces created because of previous coursework that is accepted as a replacement for a required course. For example, if a student has completed a course in Speech-Sound Disorders that is approved as a substitution for 710, they can work with their research advisor on an independent study relevant to the thesis.

Courses Completed as Requirements for **Non-thesis Option (Externship or Topic Specialization)**

- **Externship Option** (12 hours are required for the externship experience)

There are extensive requirements for this option that means students need to get an early start and also that they should prepare a back-up plan involving a possible specialization in case their arranged placement falls through.

- **Topic Specialization Option** (10 hours are required in an integrated content area)

The following are *examples* of possible specialization areas. Students can also create their own specialization in consultation with their academic advisor. For example, recent students have created self-designed specializations in areas such as assistive technology in communication disorders and end of life issues affecting speech-language pathology.

Early Intervention specialization. Through the School of Allied Medical Professions, The Interdisciplinary Specialization in Early Intervention/Early Childhood is offered and can serve as the student's specialization for this degree. Although exceeding the requirements of Topic Specialization, this interdisciplinary program's can build on those of the MA-SLP (See the description of this program at http://amp.osu.edu/grad_programs/8611.cfm).

Geriatric specialization. Through the Office of Gerontology and Geriatrics, The Graduate Interdisciplinary Specialization in Aging is offered and can serve as the student's specialization for this degree. Although exceeding the requirements of Topic Specialization, this interdisciplinary program's requirements can build on those of the MA-SLP (see the description of this program at <http://ogg.osu.edu/specialization-in-aging/>)

Singing health specialization. An interdisciplinary specialization in singing health is offered and can serve as the student's specialization for this degree. Although exceeding the requirements of Topic Specialization, this interdisciplinary program's requirements can build on those of the MA-SLP (see the description of the program at http://sphs.osu.edu/docs/singing_health_specialist.pdf)

School specialization. The requirements for School Certification in Ohio (see below) may count as a specialization.

Courses Completed as Requirements for State of Ohio School Certification

Clinical and Educational Methods in the Schools	770	5
School Internship	846	6 or 12

Revised 9/12/10

Graduate Student Declaration of Intent

**This Form Must Be Completed By All Students Enrolled
In Any Graduate Program In The Department Of Speech
And Hearing Science At The Ohio State University**

_____ I intend to enroll in practicum (SHS 844) during my graduate program so that I can meet ASHA certification and state licensure requirements.

_____ I do not intend to enroll in practicum (SHS 844) during my graduate program. I do not intend to apply for ASHA certification or Ohio licensure upon completion of the graduate program.

Student Printed Name

Student Signature

Date

Revised 8/25/10

Thesis/Non-Thesis Option Selection Form

Student Name: _____ Date: _____

Please indicate your thesis/non-thesis option plan by completing one of the three sections below.

_____ Thesis

Thesis Topic: _____

Thesis Advisor Signature: _____

Student Signature: _____

_____ Non-Thesis Option 1: Topic Specialization (10 credits)

List Approved Courses for Topic Specialization:

Course #	Course name
_____	_____
_____	_____
_____	_____

Thesis Advisor Signature: _____

Student Signature: _____

_____ Non-Thesis Option 2: Externship

Approved Externship Site:

Topic Specialization for use in if unforeseen events lead to the student's being unable to pursue the externship: _____

Thesis Advisor Signature: _____

Student Signature: _____

**Portfolio Requirements
for
Non-Thesis Option: MA Program in Speech-Language Pathology**

A. Contents of the Portfolio:

A portfolio containing documentation of acquisition of skills and knowledge is to be prepared and placed in a three-ring binder, divided into ten sections (see below). Each section will contain items of documentation. Section 2 will contain reflective comments on the clinical skills outcomes and a limited number of exemplar items documenting the achievement of these outcomes.

Two copies one hard copy and one CD copy with scanned versions of nonelectronic documents) are to be submitted to the Department's Administrative Assistant, Mary Jo Williamson by the end of week 7 of the spring quarter of the second year. One copy should be submitted on CD (non-electronic documents should be scanned). The copy on CD will be kept in the Departmental file and the hard copy will be distributed to the clinical advisor who will evaluate it and then pass it on to the academic advisor (see *Evaluation of Portfolio* form which both evaluators complete). Once the evaluation is complete, the academic advisor will place the hard copy of the portfolio in the main office, where the student can pick it up.

The evaluation of the portfolio will be reported on the Graduate School's *Master's Examination Report*, which is signed by the student's academic advisor and the SHS Department Chairperson.

Content Outline

A. Cover Page

B. Sections:

1. Documentation of Acquisition of Knowledge Outcomes (SLP Standard III)
2. Documentation of Acquisition of Skills Outcomes (CF-66, 67, 05, 118)
3. Major Projects (conference presentation/poster, in-service presentation)
4. Description/documentation of Specialization(s)
5. Resume
6. Transcripts (undergraduate and graduate)
7. Description of Related Professional Development
8. Description of Related Projects/work
9. Description of Professional Organization Participation
10. Statement of Professional Goals

B. Criteria for Grading Portfolio

- | | |
|--|----------|
| 1. Presented pertinent points in each section | 4 points |
| 2. Presented comprehensive information | 4 points |
| 3. Organization and mechanics of written statements | 4 points |
| 4. Appropriate/accurate professional terminology usage | 4 points |
| 5. Appropriate exemplars | 4 points |

Passing grade: 15/20

C. Corrective Action for Portfolio

If a student does not receive a passing evaluation on the portfolio, corrective measures are implemented (see below). This gives the student the opportunity to revise the failed portion of the final examination to demonstrate acquisition of competencies. If the student fails the revision of the portfolio, he or she will be referred to the Chair of the Graduate Studies for review and a plan of action to be taken. It is anticipated that the student will experience a delay in graduation date should this level of concern be identified.

Revision 1: Due date: end of ninth week of summer quarter. Specific area of concerns in the portfolio will be recorded on the *portfolio evaluation form*. The student is to review these ratings and comments and then schedule a meeting to discuss specific revision needs. Revisions are to be submitted to the academic and the clinical advisor by the end of the ninth week of the summer quarter, with the portfolio evaluation criteria being applied for a passing evaluation of this revision. The Chair of the Graduate Studies Committee will be informed by the academic advisor of the student's performance and the corrective measure to be taken.

Evaluation of Portfolio

**Department of Speech and Hearing Science
Ohio State University**

Student: _____
 Academic Advisor: _____
 Clinical Advisor: _____
 Date of Evaluation: _____

	Outstanding	Satisfactory	Fair	Insufficient
	4	3	2	1
1. Presented pertinent points on each section.				
2. Presented comprehensive information.				
3. Organization/mechanics of written statement				
4. Appropriate/accurate professional terminology usage.				
5. Appropriate exemplar items				
Total for each rating category				
<u>Total points:</u> (15/20 passing)				

Additional Comments:

Completed by: _____



Notification of

AuD Student Counseling Session with the Academic Advisor

Distribution: Student Department Graduate School

This form serves to document a counseling session initiated by the Academic Advisor, ****, and attended by the Student Advisee, ***, held to discuss current and/or potential problems in specific AuD coursework or overall academic achievement. Consequences of failing to remediate the specific area addressed were also discussed with the student.

This session was also attended by: ***, *****

The following was discussed with the student:

- Cumulative GPA below a 3.0.
As stated in the Speech and Hearing Science Graduate Handbook, "a graduate student must maintain a 3.0 cumulative grade point average for all graduate credit hours taken at this University in order to graduate." (6.12 Academic Standards)
- Grade below a B- in a required graduate AuD course.
As stated in the Speech and Hearing Science Graduate Handbook, "Courses required in the graduate program must be completed in a satisfactory manner. Therefore, if a graduate student receives a grade of C+ or poorer in a required graduate course, the student must retake the course the next time it is offered." (6.12 Academic Standards)
- 'U' (Unsatisfactory) in a SHS 743 course.
As stated in the Speech and Hearing Science Graduate Handbook, "If a student receives a "U" in a SHS 743 course, the student will be prohibited from enrolling in SHS 843 the following quarter." (6.12 Academic Standards)
- Other:

Signatures

Student Signature

Date

Student's Advisor

Date

Audiology Chair / Department Chair

Date



Notification of AuD Qualifying Examination Results

Distribution: Student Department Graduate School

Student Information

Name: _____ E-mail Address: _____

Name.# or Student ID#: _____ Telephone #: _____

Qualifying Examination Results

Date of Examination: _____ Examination Results: Pass / Fail

Date of Retake Examination: _____ Retake Results: Pass / Fail

By signing below, the student acknowledges that he/she has been informed of their Qualifying Examination results (i.e., pass or fail) and has been counseled regarding their individual performance on the examination.

Student Signature

Date

Audiology Oversight Committee Members

Student's Advisor

E-mail Address

Chair, Audiology Oversight Committee

E-mail Address

Committee Member

E-mail Address

Committee Member

E-mail Address

Committee Member

E-mail Address

Committee Member

E-mail Address

Capstone Project Planning Form

Student Name: _____ Date: _____

Choose one of the following:

Research Project (completion of an experimental study similar in scope to a MA thesis)

a. Briefly describe the proposed Capstone Project¹:

Specialization (minimum of 12 credit hours outside the department culminating in a scholarly paper relating the specialization coursework to the field of audiology)

a. Complete Specialization Coursework Approval Form

Please list your Capstone Project Committee Members:

(The committee must be composed of the student's advisor and at least two additional graduate faculty members from SHS. An additional member of the committee may be added.)

Academic Advisor

Signatures:

Student

Academic Advisor

Please complete this form by March 1st Winter Quarter of your second year in the program.

¹ Please note: this is a planning document; an advisor signature on this document does not constitute committee approval of the Capstone Project Prospectus

Modified: June, 2007

Capstone Project: Specialization Coursework Approval Form

Student Name: _____

Date: _____

1. Please list the courses that you are planning to take as part of your specialization option (at least 15 hours):

Course Title	Department	Course #	Credit Hours	Q/Yr Offered

Please Note: if you are taking coursework outside the Department of Speech and Hearing Science, please make sure to verify the quarters of offering with the specific Department.

2. Attach a short summary (1-2 paragraphs) describing the overall topic of your specialization, as well as how each course fits into that specialization.

Approval: _____
Chair of Audiology Oversight Committee

Date

**Please complete this form by March 1st
(Autumn Quarter) of your second year in the program.**

The original of this form, when Part 1 is completed, must be submitted to the Graduate School no later than two weeks prior to the proposed examination date. Sections II.6.17.6 through II.6.17.7 of the Graduate School Handbook pertain to the Professional Doctoral Examination.

Graduate School
247 University Hall, 230 North Oval Mall
Columbus, Ohio 43210-1366
(614) 292-6031 (614) 292-3656 (fax)
gradsch-gradsrv@osu.edu

Student Information (Please Type or Print)

Name: _____ Professional Program: _____

Social Security Number: _____

E-mail Address: _____ Contact Telephone Number: _____

Committee Members:

(Please Type or Print)

Student's Adviser: _____ E-mail Address: _____

Adviser's Signature: _____

Committee Member: _____ E-Mail Address: _____

Committee Member: _____ E-mail Address: _____

Committee Member: _____ E-mail Address: _____

Committee Member : _____ E-mail Address: _____

If a Category M Graduate Faculty member is appointed to the committee, approval of the student's Graduate Studies Committee is indicated by the signature of the Graduate Studies Committee Chair

Signature, Graduate Studies Committee Chair

Professional Examination Information

The Graduate School must be notified of the proposed Date, Time and Place of the examination at least two weeks in advance.

Month: _____ Date: _____ Year _____ Time: _____ Building: _____
Room: _____

_____ permission to video conference this examination has been requested

Professional Examination Results

Satisfactory Unsatisfactory*

*If the examination is judged unsatisfactory, is the student permitted to take a second Professional Examination? Yes No

A student who fails the professional doctoral examination twice is not allowed an additional examination. After two unsatisfactory attempts at the professional doctoral examination, a student is not permitted to be a doctoral candidate in the same or any other graduate program at this university.

4th Year Clinical Experience Plan

Completed by Practicum Coordinator

Student Name: _____

Date: _____

Please list site² for 4th Year Clinical Experience

Name of Site: _____

Address: _____

Primary Supervisory Contact: _____

Phone Number: _____

Rationale:

Signatures:

Student

Practicum Coordinator

Clinic Director

² If more than one site is to be used, please attach additional sheets

WAIVER FOR REQUIRED COURSE

Please word process, type or print all entries EXCEPT the required signatures

Date: _____ / _____ / _____
Student's Name

Required Course: _____
Dept. / Number / Credits Instructor's Name

Substituted Course: _____
Dept. / Number / Credits Institution (where taken)

The course listed as "Substituted" above meets the requirements for this student's degree program (MA/Ph.D.) based upon the following criteria: (Check all that apply and remember that the first three are required for approval.)

- _____ Review of the syllabus and/or class notes from the substituted course
- _____ The course to be substituted appears on the students' official transcript, with
- _____ A grade of C or better.
- _____ Provision of a content proficiency exam.
- _____ Other (explain) _____

Signatures:

Student

Instructor

Graduate Studies Chair or
Program Director

9/08

Appendix B

Miscellaneous Graduate Student Forms

Student _____

Faculty Advisor _____

EVALUATION OF GRADUATE STUDENT PERFORMANCE

Academic Performance

- 1) **PERFORMANCE IN COURSEWORK AS MEASURED BY GRADES**-Is the student consistently earning grades of B or above in required speech and hearing and in coursework overall?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 2) **DEMONSTRATION OF UNDERSTANDING BASIC CONCEPTS IN BASIC SCIENCE COURSES**-Has the student shown understanding of basic concepts in speech science, language science and hearing science within the context of coursework (e.g., in courses like neurology, speech/hearing science, language acquisition)? Do you anticipate problems with his/her completion of the Science portion of the MA exam?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 3) **DEMONSTRATION OF UNDERSTANDING BASIC CONCEPTS IN CLINICAL APPLICATIONS COURSES**-Has the student show understanding of clinically oriented material in his/her disorders classes?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 4) **DEMONSTRATION OF CRITICAL THINKING**-Has the student shown the ability to make the appropriate inferences from data, e.g., to make the necessary intuitive leap from textbook knowledge of how to give an assessment test to understanding how the patterns of client responses reflect the underlying disorder?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 5) **DEMONSTRATION OF WRITING ABILITY**-Can the student write in standard academic/professional American English? Does his/her writing demonstrate the ability to organize a train of thought in a logical and consistent manner and to provide a compelling argument in support of a given claim or conclusion?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

Performance in Clinical Practicum

- 1) **PROFESSIONAL DEMEANOR**-Does the student exhibit a mature professional manner? Is communication with supervisors prompt and does the student evidence a willingness to accept guidance? Has the student attended consistently to clinic business procedures, including scheduling and attending conferences, completing paper in a timely fashion, followed confidentiality protocols, and completed computer service entries?

_____Excellent _____Adequate _____Needs to be addressed

Comments:_____

- 2) **PRE-CLINIC PREPARATION**-Is the student familiar with the case folder and well prepared for the clinical session? Has the student prepared a well-developed, thorough, and relevant session plan? Does the student demonstrate competence in handling clinical equipment and materials? Does the student minimize the need to be absent from clinical conferences, staffing and sessions?

_____Excellent _____Adequate _____Needs to be addressed

Comments:_____

- 3) **ASSESSMENT/INTERVENTION**-Does the student integrate theoretical knowledge into clinical practice? Has the student show the ability to competently execute clinical protocols, techniques, methodologies? Has the student demonstrated a breadth of clinical decision-making and problems solving skills?

_____Excellent _____Adequate _____Needs to be addressed

Comments:_____

- 4) **COUNSELING/CASE MANAGEMENT SKILLS**-Can the student integrate clinical information and present it clearly and effectively to the client, family members, related professionals? Does the student demonstrate competent oral and written communications skills? During written and oral communication does the student evidence sensitivity to client/family dynamics and issues of cultural diversity?

_____Excellent _____Adequate _____Needs to be addressed

Comments:_____

Additional Comments and/or Recommendation

Ohio Residency For Tuition Purposes

The residency guidelines are established by the Ohio Board of Regents (O.B.R.), which is the planning and coordinating agency for higher education in the State of Ohio. Students who are classified as residents for tuition purposes receive the benefit of a state-supported education, funded largely by the taxpayers of Ohio. Therefore, the residency guidelines are meant to exclude from resident classification those people who are in the State of Ohio primarily for the purpose of receiving the benefit of a state-supported education.

The term "Ohio resident" for tuition purposes may differ from other definitions of Ohio residency. A person who has an Ohio driver's license or who is an Ohio resident for tax, voting, or welfare purposes may not necessarily be considered a resident for tuition purposes. To be classified as a resident for tuition purposes, a student must meet the guidelines for residency as defined by the Ohio Board of Regents (O.B.R.).

Guidelines for Ohio Residency

Students are classified as residents under one of the following three areas: C(1), C(2), or C(3) of the Ohio Board of Regent's Guidelines. The type of classification for which a person qualifies under is based upon their financial status. (i.e.: are you financially independent or financially dependent upon someone else ?) If you don't qualify for residency under one of these three areas, you may qualify under one of the exceptions to the general rules of residency.

C(1) Reclassification - If you are financially dependent upon a parent living in Ohio

A dependent student of at least one parent or a legal guardian that has been a resident of the State of Ohio for all other legal purposes for 12 consecutive months or more immediately preceding the enrollment of the student in an institution of higher education.

C(2) Reclassification- If you are financially independent

A person who has been a resident of Ohio for all other legal purposes for at least 12 consecutive months immediately preceding his or her enrollment in an institution of higher education and who is not receiving, and has not directly or indirectly received in the preceding 12 consecutive months, financial support from persons or entities who are not residents of Ohio for all other legal purposes.

C(3) Reclassification-If you are financialy dependent upon a spouse or parent

A dependent child of a parent or legal guardian, or the spouse of a person, who as of the first day of a term of enrollment, has accepted full-time, self-sustaining employment and established domicile in the State of Ohio for reasons other than gaining the benefit of favorable tuition rates.

This residency reclassification is for initial enrollment only.

Minimum Documentation Required

C(1) Minimum Documentation Required

Submit a letter of support from the parent/legal guardian living in Ohio that includes the following information:

- 1) Student's name and social security number

- 2) 2) Dates parent has lived in Ohio
- 3) Number of years parent has paid taxes in Ohio
- 4) 4) Whether or not a least one parent has claimed the student as a dependent for tax purposes since birth

C(2) Minimum Documentation Required

To be reviewed for regular residency as a financially independent student, a person must complete a Request for Resident Reclassification application form and submit documentation of their income sources by the appropriate deadline. Applications are available in the Office of the University Registrar.

C(3) Minimum Documentation Required

Submit each of the following three documents:

- (1) A statement on company letterhead or a sworn statement from the employer of the employee's representative that includes:
 - a. The name of the employed person
 - b. Student's name and social security number
 - c. Date the employment began
 - d. Quarter for which the student is applying for residency
 - e. Whether the person is full-time or their yearly wage/salary

Note: An employment letter will be required each quarter verifying the spouse or parent has not quit their employment with the employer for which they received C(3) residency, until they have lived in Ohio for 12 consecutive months. If this employment is not maintained, C(3) residency will be lost and the student will have to apply for reclassification under section C(2) after living in Ohio for 12 consecutive months.

- (2) A copy of the lease under which the parent or spouse is the lessee and occupant of rented residential property in the state; or, a copy of the closing statement on residential real property located in Ohio of which the parent or spouse is the owner and occupant; or, if the parent or spouse is not the lessee or owner of the residence in which he or she has established domicile, a sworn statement from the owner of the residence certifying that the parent or spouse resides at that residence

Exceptions for Ohio Residency

The following five exceptions to the general residency rules, allow a person to be classified as a resident of the State of Ohio for subsidy and tuition surcharge purposes.

E(1) Reclassification -Employed Part-time Student

A person who is living and gainfully employed on a full-time or part-time self-sustaining basis in Ohio and who is pursuing a part-time program of instruction at an institution of higher education shall be considered a resident of Ohio for these purposes.

E(2) Reclassification- Active Duty Military

A person who enters and currently remains upon active duty status in the United States military service while a resident of Ohio for all legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile.

E(3) Reclassification-Active Duty Military Stationed in Ohio

A person on active duty status in the United States military who is both stationed and residing in

Ohio (and their dependents) shall be considered a resident of Ohio for tuition purposes.

E(4) Reclassification - Transferred Outside of the United States

A person who is transferred by their employer beyond the territorial limits of the fifty states of the United States and the District of Columbia while a resident of Ohio for all other legal purposes and their dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile and as long as such person has fulfilled their tax liability to the State of Ohio for at least the tax year preceding enrollment.

E(5) Reclassification - Migrant Workers

A person who has been employed as a migrant worker in the State of Ohio and their dependents shall be considered a resident for these purposes provided such a person has worked in Ohio at least four months during the three years preceding the proposed enrollment.

Minimum Documentation Required

E (1) Minimum Documentation Required

Please submit a letter from the student's employer on official company stationary or a notarized letter that indicates:

- 1) Student's name and social security number
- 2) Quarter for which the student is applying for E(1) residency
- 2) Date employment began
- 3) Number of hours student is working per week
- 4) Rate of pay per hour

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E(2) Minimum Documentation Required

Please submit:

- (1)** Ohio Home of Record--enlistment papers, DD214 (discharge papers), State of Legal Residency Form dated at least 12 months prior to intended enrollment, or a letter from the base personnel officer verifying Ohio Home of Record.
- (2)** W-2 and/or most recent Leave and Earnings Statement (LES) .
- (3) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(3) Minimum Documentation Required

Please submit :

- (1)** A copy of student/parent/legal guardian's current active duty permanent change of station military orders verifying military transfer.
- (2) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(4) Minimum Documentation Required

Please submit:

- (1)** Statement on employer's letterhead indicating the employee was an Ohio resident at the time of being transferred.
- (2)** Copy of employee's Ohio tax return for the previous year (self-prepared returns are not acceptable)

(3) (For Dependents Only) - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(5) Minimum Documentation Required

Please submit:

(1) Statement from the Ohio Department of Job and Family Services verifying the parent/student/spouse has been working in Ohio at least four months during each of the previous three years.

(2) (For Dependents Only) - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

The following five exceptions to the general residency rules, allow a person to be classified as a resident of the State of Ohio for subsidy and tuition surcharge purposes.

E(1) Reclassification -Employed Part-time Student

A person who is living and gainfully employed on a full-time or part-time self-sustaining basis in Ohio and who is pursuing a part-time program of instruction at an institution of higher education shall be considered a resident of Ohio for these purposes.

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A person on active duty status in the United States military who is both stationed and residing in Ohio (and their dependents) shall be considered a resident of Ohio for tuition purposes.

E(4) Reclassification - Transferred Outside of the United States

A person who is transferred by their employer beyond the territorial limits of the fifty states of the United States and the District of Columbia while a resident of Ohio for all other legal purposes and their dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile and as long as such person has fulfilled their tax liability to the State of Ohio for at least the tax year preceding enrollment.

E(5) Reclassification - Migrant Workers

A person who has been employed as a migrant worker in the State of Ohio and their dependents shall be considered a resident for these purposes provided such a person has worked in Ohio at least four months during the three years preceding the proposed enrollment.

Minimum Documentation Required

E (1) Minimum Documentation Required

Please submit a letter from the student's employer on official company stationary or a notarized letter that indicates:

- Student's name and social security number
- 2) Quarter for which the student is applying for E(1) residency
 - 2) Date employment began
 - 3) Number of hours student is working per week
 - 4) Rate of pay per hour

E(2) Minimum Documentation Required

Please submit:

- (1)** Ohio Home of Record--enlistment papers, DD214 (discharge papers), State of Legal Residency Form dated at least 12 months prior to intended enrollment, or a letter from the base personnel officer verifying Ohio Home of Record.
- (2)** W-2 and/or most recent Leave and Earnings Statement (LES) .
- (3) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(3) Minimum Documentation Required

Please submit :

- (1)** A copy of student/parent/legal guardian's current active duty permanent change of station military orders verifying military transfer.
- (2) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(4) Minimum Documentation Required

Please submit:

- (1)** Statement on employer's letterhead indicating the employee was an Ohio resident at the time of being transferred.
- (2)** Copy of employee's Ohio tax return for the previous year (self-prepared returns are not acceptable)
- (3) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(5) Minimum Documentation Required

Please submit:

- (1)** Statement from the Ohio Department of Job and Family Services verifying the parent/student/spouse has been working in Ohio at least four months during each of the previous three years.
- (2) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

Advisor Change Request
Department of Speech and Hearing Science

Date

This is to certify that the

Advisor of: _____
(student name)

Name. # or Student ID # _____

Has been changed from: _____

To: _____

Signature of New Advisor

Signature of Graduate Studies Committee Chair
Or Department Chair

AUTHORIZATION FOR INDEPENDENT STUDY—SPEECH & HEARING 693

Graduate and Undergraduate students must submit a copy of this form to the Chairman's Office for approval prior to registration for Speech & Hearing 693. Complete all items below. Three signatures are required for approval as indicated below. The student should retain a copy of this completed form.

Student Name _____ Major _____ College _____ 693 QTR/YR _____

Reason for Independent Study rather than scheduled course: _____

Through what tangible product will student's learning be demonstrated? (e.g. – paper, video, tape, report, etc.) _____

Sph/Hrng 693 grade will be assigned on the basis of the following criteria:

Description of 693 Study: _____

Number of credits _____ Expected date of completion: _____

Approved: _____
Student's Signature

Instructor (faculty member)

Advisor (for Graduate Students) or
Counselor (for Undergraduate)

Chair
Department of Speech and Hearing Science

Appendix C

Forms Pertaining to Graduation

Department of Speech and Hearing Science

Graduation Checklist

MA Graduates in SLP Seeking Clinical Certification from ASHA

1. The following forms (available in the department's *Graduate Student Handbook* and on the website) should be completed and signed and in your student folder before your application to graduate can be signed by the Chair of the Graduate Studies Committee:
 - Graduate Student Declaration of Intent (should be completed in first quarter)
 - Thesis/Non-Thesis Option Plan (should be completed at end of second quarter but may be modified later), this must be signed by your current advisor.
 - Portfolio Evaluation Form
 - Course Waiver for any course requirements (undergraduate or graduate that have been waived).
 - Authorization for Independent Studies for all SP/HRNG 693 courses that you have taken (signed by the instructor, your advisor and the Department Chair)
 - A course syllabus or a course description (signed by the instructor) for all SP/HRNG 940 and 950 courses that you have taken.
2. Submission of a complete (including your signature and your advisor's signature) application to graduate (by the end second Wednesday of the quarter in which you plan to graduate) to the Chair of the Graduate Studies Committee.
3. The NTE Praxis test must be taken and the scores sent to at least the following (**you must send scores to the Department or your ASHA application will not be signed**). The following information may assist you as you register for the Praxis examination. Please note, the Praxis registration information is subject to change. Please refer to an updated checklist when registering for the Praxis.
 - Attending University - The Ohio State University (current code: A1592)
 - Ohio State Board of Examiners for SLP/Audiology (current code: R7938
(or the State Board where you will be working))
 - The Department of Speech and Hearing Science at OSU (current code: R0235)
 - American Speech-Language-Hearing Association (current code: R5031)
 - Major Field-will be either 701 for Audiology or 705 for Speech-Language Pathology
 - Certification Field-will be either 701 for Audiology or 705 for Speech-Language Pathology

4. You must complete all course requirements and pass your MA exam (portfolio evaluation, Praxis exam) *or* successfully complete, defend, turn in your thesis. COP-EZ will properly bind your thesis, lettering on spine includes Name, Degree, and Year in gold lettering—and deliver to us (you pay up front) after you have graduated.
5. Near the end of the quarter in which you are to graduate, you should schedule an appointment with your Clinic Supervisor who must approve your clinical hours and provide you with a signed record of those hours.
6. Following 1-5, you must schedule a meeting with the Department Chair for an exit interview and to get your applications for ASHA certification and Ohio State licensure signed. Normally, this meeting takes place in the tenth week of the quarter, or finals week.

You must bring the following to this meeting:

- Completed forms regarding your academic and clinical hours.
- Any ASHA certification application forms and Ohio State Licensure forms that will require the Department Chair's signature.
- Evidence that you have completed the Exit Interview Questionnaire.

7. Final checklist:

- **Thesis or Dissertation students:** A library bound copy of your thesis or dissertation with name, degree and year on the spine in gold lettering is to be turned in to the office.
- If you have door or room keys please return them to Mary Jo in room
- Shannon is a notary public and can notarize any forms for you. Please sign the forms in her presence.
- Complete the confidential Exit Interview Questionnaire survey regarding your experience in our program.
- Our last request is that you keep in touch with the department.

Best of luck to each of you!

Department of Speech and Hearing Science Graduation Checklist

AuD Graduates Seeking Clinical Certification from ASHA

1. The following forms (available in the department's *Graduate Student Handbook* and on the website) should be completed and signed and in your student folder before your application to graduate can be signed by the Chair of the Graduate Studies Committee:
 - Graduate Student Declaration of Intent (should be completed in the 3rd year)
 - AuD Qualifying Examination Report Form
 - Capstone Experience Planning Form
 - AuD Specialization Coursework Approval form (if specialization capstone option is chosen)
 - Professional Doctoral Examination Report Form (Graduate School Form)
 - Final Approval Professional Doctorates Form (Graduate School Form)
 - Course Waiver for any course requirements (undergraduate or graduate that have been waived)
 - *Authorization for Independent Study* form for all SHS 693/SHS 893 courses that you have taken (signed by the instructor, your advisor and the Department Chair)
 - A course syllabus for all SHS 940/950 courses that you have taken

2. Submission of an application to graduate (by the second Wednesday of the quarter in which you plan to graduate) to the Chair of the Graduate Studies Committee. This form must be signed by you and your advisor.

3. The NTE Praxis test must be taken and the scores sent to at least Ohio State, ASHA (if you are seeking certification), The State of Ohio (if you are seeking licensure in Ohio); you **must** send scores to the Department or your ASHA application will not be signed). The following information may assist you as you register for the Praxis examination). Please note, the Praxis registration information is subject to change. Please refer to an updated checklist when registering for the Praxis.
 - Attending University-The Ohio State University (current code: A1592)
 - Ohio State Board of Examiners for SLP/Audiology (current code: R7938)
(or the board where you will be working)
 - The Department of Speech and Hearing Science at OSU (current code: R0235)
 - American Speech-Language-Hearing Association (current code: R5031)

- Agency Passing Score Information-Ohio (current code:7945)
 - Major Field-will be either 701 for Audiology or 705 for Speech-Language Pathology
 - Certification Field-will be either 701 for Audiology or 705 for Speech-Language Pathology
4. You must provide the Department with an electronic copy (pdf format) of your Capstone Document.
 5. Near the end of the quarter in which you are to graduate, you should schedule an appointment with your Clinic Supervisor who must approve your clinical hours and provide you with a signed record of those hours.
 6. Following 1-5, you must schedule a meeting with the Department Chair for an exit interview and to get your application for ASHA certification and Ohio State licensure signed. Normally, this meeting takes place in the tenth week of the quarter, during final oral time when you're in town, or finals week.

You must bring the following to this meeting:

- Completed forms regarding your academic and clinical hours.
 - Any ASHA certification application forms and Ohio State Licensure forms that will require the Department Chair's signature.
7. Final checklist:
 - If you have door or room keys please return them to Mary Jo in room 110.
 - Shannon Hand is a notary public and can notarize any forms for you. Please sign the forms in her presence.
 - Complete and confidential Exit Interview Questionnaire survey regarding your experience in our program.
 - Our last request is that you keep in touch with the department.

Best of luck to each of you.