

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.osu.edu/Depo/PDF/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*, I).

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* I.4).

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*, XV).

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*, I.5; XIV). 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 enforce 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 Arts & Sciences, Division 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 four 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 graduate student.

1. The members of the Graduate Studies Committee are appointed by the Department Chair for three-year terms and they may serve no more than two consecutive terms. The member serving as the Committee Chair must have Category P status in the Graduate School.
2. One of the members of the Graduate Studies Committee will also serve as the Coordinator of the Research Doctoral Program, another will serve as the Chair of the Speech-Language Pathology Oversight Subcommittee and a third will serve as the Chair of the Audiology Oversight Subcommittee.
3. The position of Committee Chair will rotate among these three faculty members on a three-year basis; that is, each member will serve as Committee Chair for one year during his/her three-year term.

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 Semester. 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, University 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, University of Chicago, Linguistics, Research areas: Speech perception, age-related changes in perceptual processing, auditory word recognition.

Roy A. Koenigsnecht, PhD, CCC-SLP, Northwestern University, 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, Behavioral Sciences, Committee on Cognition and Communication, Research areas: Principles of assessment and treatment, Childhood Apraxia of Speech.

Janet M. Weisenberger, PhD, Indiana University, 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.

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

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

Assistant Professors

Allison Bean, PhD, CCC-SLP, University of Iowa, Communication Sciences and Disorders, Research interests: language development in individuals with autism spectrum disorder, domain-general processes in language development, word learning and category formation.

Eric Bielefeld, PhD, State University of New York at Buffalo, Communicative Disorders and Sciences, 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.

Research Assistant Professor

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

Clinical Associate Professor

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

Clinical Instructor

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

Clinical Staff

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

Karen Carver, M.A, CCC-SLP, The Ohio State University

JoAnn S. Donohue, MA, CCC-SLP, Western Michigan University, Assistant Director of Clinical Programs and Services, Areas of interest: Stuttering 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.

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

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

Senior Research Scientist

Wayne Secord, PhD, CCC-SLP, University of Cincinnati, Communication Sciences and Disorders, Research areas: Language and literacy in school-age children, phonological disorders, development of assessment materials.

Research Scientists

Frederic Apoux, PhD, Paris Descartes University, France, Cognitive Psychology, Research areas: Speech perception

Evelyn Hoglund, PhD, The Ohio State University, Speech and Hearing Science/Psychoacoustics, Research

Emeritus Faculty

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

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

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

Paul S. Niswander, PhD, Michigan State University, Audiology, Research areas: Pediatric audiology, electro-physiological assessment of hearing, and development of hearing in infants.

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

Lecturers

Amy Bartlett, MA, CCC-SLP

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

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

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

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

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

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

Adjunct, Joint and Visiting Faculty

Kamran Barin, PhD, The Ohio State University, Electrical Engineering, Research areas: Vestibular testing and human postural control.

Mary Beckman, PhD, Cornell, Linguistics, Research areas: Cognitive representation of speech

Zinny Bond, PhD, The Ohio State University, Linguistics, Research areas: phonetics, Latvian phonology and phonetics

Ricardo L. Carrau, M.D., U.P.R. School of Medicine, Research areas: otolaryngology, head and neck cancer

Becky S. Cornett, PhD, University of Pittsburgh, Communication Disorders, Research areas: Professional affairs, quality improvement, and legislative and regulatory policies.

James L. Coyle, PhD, University of Wisconsin-Madison, Communication Disorders, Research areas: Swallowing and swallowing disorders

Edward E. Dodson, M.D., University of Virginia, Research areas: Otolaryngology, 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 University, Linguistics, Research areas: second language acquisition.

John R. Franks, Ph.D., Purdue University, Audiology, Research areas: Hearing conservation, effects of noise on hearing and communication, hearing aid acoustics.

M. Patrick Feeney, PhD, University of Washington, Audiology, Research areas: assessment of middle ear function, using innovative methods to measure middle-ear reflectance.

Dick Godfrey, PhD, The Ohio State University, Mechanical Engineering, Research areas: architectural acoustics, noise reduction, and human responses to sound.

Howard Goldstein, PhD, George Peabody College of Vanderbilt University, Developmental Psychology and Mental Retardation Research, Research areas: Communication and social development, language intervention, social interaction, developmental disabilities, early intervention, special education technology

Gregory Iverson, PhD, University of Minnesota, Linguistics, Research areas: phonology, second language acquisition, and historical linguistics.

Laura Justice, PhD, Ohio University, Hearing and Speech Sciences, Research areas: language disabilities, early literacy acquisition, parent-child interactions, and preschool quality

Bernice Klaben, PhD, The Ohio State University, Speech and Hearing Science, dysphagia and voice disorders.

Bomjun Kwon, PhD, University of Iowa, Speech and Hearing Sciences, Research areas: signal processing and cochlear implants

Neal Johnson, PhD, University of Minnesota, Experimental Psychology, Research areas: Memory

Ashok K. Krishnamurthy, Ph.D., University 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.

Jeffrey Marler, PhD, University of Texas-Austin, Speech and Hearing Science, Research areas: communications problems of children with Williams Syndrome

W. Mitch Masters, PhD, Cornell, Zoology, Research areas: Biosonar

Pamela J. Mishler, PhD, CCC-A, University of Cincinnati, Audiology, Research areas: Evoked potentials, topographical mapping and oto-acoustic emissions.

Debora Moncrieff, PhD, University of Texas—Dallas, Communication Disorders, Research areas: audiology processing disorders, especially in examining dichotic listening in normal developing children and children with communication disorders

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 University, Audiology, Research areas: Amplification.

Karen Peeler, DM, Tulane University, 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.

Antoine Shahin, PhD, McMaster University, Medical Physics, Research areas: auditory electrophysiology

D. Bradley Welling, M.D., University of Utah, Otology, Research areas: Cochlear and middle ear implants; Meniere's Disease.

David Woods, PhD, Purdue University, 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.

Larry Small, PhD, Ohio University, Communication Sciences and Disorders, Research areas: phonetics

Elizabeth Wiig, PhD, Case-Western Reserve University, Speech Pathology, Research areas: language disabilities in children and adolescents, language assessments

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 6 graduate credit hours in the department. Required courses will include 3 credits of SHS 8900 (the Graduate Pro-Seminar in Speech and Hearing Science) and at least one of the following: SHS 5725 (Language Acquisition), SHS 5775 (Anatomy & Physiology of the Auditory System), or SHS 6776 (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 VI, 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), or a non-professional MA degree in speech and hearing science (MA-SHS). Completion of all degree requirements for speech-language pathology (MA-SLP), including designated electives, 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). 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 their first semester of coursework**. They do so by completing the *Graduate Student Declaration of Intent* form (Appendix A).

Students in the MA-SHS program must also complete the *Graduate Student Declaration of Intent* form (Appendix A) by the first week of their first semester of coursework to indicate their intention to pursue academic goals, usually related to research and the intention of later application to a PhD program rather than goals associated with the MA-SLP program.

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-SHS program can apply at any time during the school year.

Students applying to the MA-SLP program must complete an online application through the CSDCAS system (<http://www.csdcas.org/>) by January 1. Most admission decisions will be made during February (for fellowship nominees) and March (for all other students). Students are normally admitted for the Autumn Semester. The number of students admitted in any given year in speech-language pathology is limited.

Evaluation of applications for admission to the master's degree program is the responsibility of the Graduate Studies Committee in collaboration with the SLP Oversight 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 3.6 on a 4.0 scale.);
- b. scores on 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 statement of intent 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 specified 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 students. 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 (MA-SLP)** will be assigned an initial advisor for the first two semester of the program. During the first two semesters, 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 semester**, 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 (MA-SHS)** 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 speech-language pathology program requires pre-requisite content in the following areas (the number

in parenthesis is the number of the course that we offer here at Ohio State):

- at least one course in college level mathematics;
- at least one course in college level physical sciences;
- a course in basic acoustics (SHS 3340);
- a course in phonetics and phonetic transcription (SHS 3320);
- a course or courses in speech and hearing science (SHS 4420 and 4440);
- a course in normal language development (SHS 3330), and
- a course or courses in anatomy and physiology of the speech and hearing mechanisms (SHS 4420 & 4440), and
- an introductory course in Audiology (SHS 4540)

Please note that entering the graduate program without prerequisite coursework will extend the length of the student's graduate program beyond the 6 semesters (which includes 2 summer terms) normally required for graduation. Most successful applicants are also able to demonstrate preparation in the Neurology of Speech and Hearing (5760) and in Aural Rehabilitation (5732).

The initial academic advisor will review the student's record during the first semester 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.

Separate from and in addition to the degree requirements, the standards for the ASHA certificate of clinical competence (CCC) state that the applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences. This prerequisite 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 semester* 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 (MA-SLP)

5.5.1 Required Courses for the MA (Speech-Language-Pathology)

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

Speech-language pathology students should expect to graduate no sooner than the end of Summer session of their second year.

Without special permission, students will not be allowed to take more than 16 hours of academic coursework (graduate and/or undergraduate hours) per semester or eight credit hours in summer session or four credit hours in May session, including audited courses, without advisor and Graduate School approval.

If prerequisite and/or elective courses cause a student to exceed the total number of allowed credits, the student must omit a course or practicum (SHS 6844) for that semester. 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. Finally, later graduation may occur when students elect the thesis option and fail to monitor their course and clinical hour requirements carefully. Students who reach the second summer semester with considerable work remaining on the thesis may need either to reduce their clinic

obligations or their progress on the thesis, thus needing an additional semester to finish. Thus, students choosing this option and their thesis advisors will need to make sure that clinical requirements are addressed early.

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 for MA-SLP students or audiology for AuD students).

5.5.2 Requirements for Certification and State Licensure

5.5.2.1 ASHA Certification: The requirements of the MA-SLP program 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 (CCC-SLP). (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. 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 term 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 required 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. Electives and courses required to meet specialization requirements for the non-thesis option may be taken in other units at the University. These will be approved as part of the specialization approval process, discussed below.

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 Studies 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 (MA-SHS)**

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. Therefore it does not lead to certification and licensure.

5.6.1. A student must complete a *minimum* of 30 semester hours of graduate coursework. Of these, at least 26 must have been completed at The Ohio State University over at least two consecutive semesters. A student must be registered for at least 3 credit hours for the semester 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 3 semester hours of SHS 7999 may count toward the MA degree requirements.

5.6.3. The following topic areas will normally be considered undergraduate prerequisites (See 5.4 above):

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 4-semester hours in seminar-based courses.

5.6.5. The remaining 26 semester hours must include graduate coursework sufficient to meet the following course requirements:

A. Basic knowledge in speech and hearing science (8-10 hours)

SHS 5765 Neurology (3 hours)	Ling 4000 Phonetics (3 hours)
SHS 5766 Signals and Systems (3 hours)	Ling 5101 Introduction to Linguistics (3 hours)
SHS 5775 Advanced Hearing Science (3 hours)	SHS 7858 Psychoacoustics (3 hours)
SHS 7820 Acoustic Phonetics (3 hours)	

B. Research tools (8-10 hours)

1. Two courses (4-6 hours) are required. They can be taken from a variety of departments including:

SHS 6785 Research Methods I (3 hours)	Stat 5301 Data Analysis I (3 hours)
SHS 6786 Research Methods II (3 hours)	Stat 5302 Data Analysis II (4 hours)
Psych 6810 Statistical Methods in Psychology I	AgEd 8851 Research Methods (3 hours)
Psych 6811 Statistical Methods in Psychology II	AgEd 886 Research Proposal (3 hours)

2. At least two courses (2-4 hours) in experimental methodology, signal processing, computer applications to speech and/or hearing science, modeling, etc., such as the following:

SHS 7832 Experimental Phonetics
SHS 8950 Seminars on selected topics in SHS

C. Related areas of research (6-8 hours). Possible courses would include:

Ling 8100 Seminar in Advanced Phonetics (2 credit hours)
Ling 8700 Seminar in Psycholinguistics

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 topic specialization (nonthesis option) 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* (in 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* (VI.2), 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 an electronic portfolio and multi-media presentation for students choosing the non-thesis option. 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 30 hours of graduate coursework. Of this minimum, at least 80% of required hours must be at Ohio State over at least two consecutive terms. It is most common for students under the thesis option to complete 30+ more hours. A student must be registered for at least three hours the semester or summer session 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 (usually at least one week). 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 Topic Specialization Option

In this option, a student must take an **integrated sequence** (at least 8 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 58 hours of graduate work at this University. Of these, at least 80% must have been completed at Ohio State over at least two consecutive terms. It is most common for students under the topic specialization option to complete 80+

hours. A student must be registered for at least 3 credits the semester or summer session 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 academic courses associated with the school certification program (but not clinical practicum courses associated with it) can be counted toward the topic specialization option. Students interested in this option should consult with the coordinator of the school certification program during **Spring of their first year**.

d) The early intervention specialization can be counted toward a topic specialization option. This is usually pursued using courses offered as part of the Interdisciplinary Specialization in Early Intervention/Early Childhood (http://hrs.osu.edu/grad_programs/8611.cfm). Students interested in this option should consult with their academic advisor by **Spring of their first year**.

e) The geriatric specialization can be counted as the topic specialization option. This is usually pursued using courses offered as part of the Interdisciplinary Specialization in Aging (<http://ogg.osu.edu/specialization-in-aging/>). Students interested in this option should consult with their academic advisor by **Spring 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 thesis 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*, Vi.2). A unanimous vote of satisfactory performance is required for passage.

5.10. Master's Examination: Non-Thesis option

The comprehensive examination will consist of three requirements: (1) passing the NTE Praxis examination, (2) successful completion of an electronic portfolio, and (3) a multi-media presentation. 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 content of the multi-media presentation, the procedures for its presentation, the criteria for grading, and opportunities for corrective action will be shared with students during the school year. The portfolio is evaluated by the student's academic advisor and another faculty member typically during Spring semester of the second year of the program. Successful completion of the NTE Praxis examination, the portfolio, and the multi-media presentation 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.html>
- B. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coamtensuggestions.html>
- C. *Eight Cardinal Rules of Academic Integrity*: <http://www.northwestern.edu/uacc/8cards.html>

A graduate student must maintain a 3.0 graduate cumulative point-hour ratio (CPHR) 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 VI.5*). For the MA-SLP 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; 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 two consecutive semesters 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 term 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 semester/term. Together, these faculty and staff members will develop a structured remediation plan for (a) raising the student's GPA above the minimum (3.00) within the semester, (b) meeting Technical Standards, or both. The Graduate School will be asked to deny further registration to students who fail to achieve a 3.0 GPA for 2 consecutive semesters or who fails to achieve Technical Standards in the semester following the implementation of the remediation plan.

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 term. The meeting will address the difficulties that the student experienced in the course and a structured remediation 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 preceding paragraph concerning 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 Clinical Seminar course, the student will be prohibited from enrolling in Clinical Practicum the following term. Furthermore, future practicum experiences with clients whose disorders are related to the material covered in the Clinical Seminar course will be denied until the student can demonstrate competency in the material. Competence may be demonstrated by repeating and passing the Clinical Seminar course or by successfully completing a corrective plan of action deemed appropriate by the Clinical Seminar 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 semesters or terms.** 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 clinical practica 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. Students are advised to expect significant delays in time to graduation if these steps are required.
- 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 term in which the degree is sought.**

5.12.1. Thesis: (See Section VI.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. The thesis must be submitted to the Graduate School by the published deadline for graduation. The final thesis must be submitted electronically as a PDF document to OhioLink, the Ohio Library and Information Network. 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, as well as completing (2) completing the multi-media presentation requirement, and (3) completing an electronic portfolio (see section 5.10 above).

The evaluations of the multi-media presentation 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. The evaluations of the multi-media presentation and electronic portfolio (see Appendix A) will be conducted by the student's comprehensive examination committee (the student's adviser and at least one other member of the graduate faculty).

5.13 Examination Failure

According to Graduate School regulations, the Master's Examination Committee must be unanimous in their approval of the examination in order for it 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 term 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 an MA 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 final week of the term. 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 fourth semester 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 7193, 8193, 8940 and 8950. The description **must** be signed by the instructor of the course. Under normal circumstances, these descriptions should be filed during, or immediately following, the term 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 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 in conjunction with the Graduate Studies Committee Chair check students' performance 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 minor areas of concern are noted during the discussion, the academic advisor **must schedule a meeting** with the student to outline the concerns raised in the discussion. Students must be provided with a written statement outlining identified concerns. Steps for remediation may be discussed with the student, as deemed appropriate by the advisor.
 - ii. If the student's performance is identified as unacceptable in one or more areas, the academic 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 one course in an academic year shall be considered to be "inactive", unless prior approval for such an absence has been given in by the student's advisor. Therefore students who deem it necessary to take a period of time away from their studies (even if only for one semester) need to discuss this option with their academic advisor and indicate in writing their decision to take time away from their studies, including a proposed timeline, in order to avoid being considered inactive. This written document will be included in the student's file and 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 2019. 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 December. Most admission decisions will be made during February (for fellowship nominees) and March (for all other students). Students are admitted for the Autumn Semester 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 Audiology Oversight 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 first year of the program. The academic advisor for all AuD students during the second year of the program is Christina Roup, Ph.D. 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 "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 3320-Principles of Phonetics
SHS 3330-Language Development
SHS 3340-Bioacoustics for Speech and Hearing
SHS 4440-Anatomy, Physiology and Science of Hearing
SHS 4540-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 eleven semesters 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 semester 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 semester 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 80 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 Semester. Students should expect to graduate no sooner than the end of Spring Semester of their fourth year.

Students will not be allowed to take more than 16 hours of academic coursework (graduate and/or undergraduate hours) in any given semester.

If prerequisite and/or elective courses will bring the total number of hours above 16 for a given semester, the student must omit a course or practicum for that semester. 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://slpaud.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 Semester 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 and Spring Semesters 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 during final exam week of Spring Semester, **no exceptions**. Successful completion of the Qualifying Exam is required to enroll in Summer Term clinical 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. 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. The AuD Professional Doctoral Examination is always given during Autumn Semester of the 3rd year of the program.

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 semester. 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 Semester 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 Oversight Subcommittee.

6.7.3 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.

6.7.4 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 (recommended for students interested in pursuing a PhD);
 - ii. Specialization: coursework outside the department (minimum of 9 semester 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 Spring Semester of the 2nd 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 November 1 of the student's 4th year. **The final written document is due no later than March 15th of the student's 4th year for a Spring Semester 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 January 5th of the 2nd 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 one-year full-time (35-40 hours per week) assignment or its equivalent;
- ii. Students should generally expect to begin the experience on the first day of Summer Term and end the experience on the last day of Spring semester. However, actual start and end dates are determined by the placement, in conjunction with Department and student input. Students are expected to honor the agreed upon start and end dates.
- iii. Graduation from the AuD program is dependent upon the end date of the students 4th year experience, as determined by the placement site and in conjunction with any contractual agreements between the student and the placement. Should a student successfully complete their experience at the end of Spring semester, they will be eligible for spring graduation. However, if a student does not complete their experience within a time frame that allows for a Spring semester graduation, they will be eligible for summer graduation. Both spring and summer graduations are considered 'on-time', in view of the variety of schedules encountered related to the 4th year externship placements.
- iv. Students will follow the schedule (holidays, vacations, etc.) of the extern site, **not** the university schedule;
- v. Students will enroll for three credits of SHS 8943 for each semester 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 at any time after the student's advisor has approved the Capstone document, but no later than mid-April in the student's 4th year for a Spring graduation. 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 AuD Students Interested in the PhD Degree

The Department does not currently offer a dual AuD/PhD degree program. 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. For those interested in receiving both a professional degree (AuD) and a research degree (PhD), the degrees must be completed in sequence. Students interested in obtaining both degrees should meet with their academic advisor early in the AuD program to develop a 'plan of study'. The following are recommendations aimed at incorporating some PhD degree requirements during the AuD degree program.

- a. The SHS Professional Issues courses (6143 and 6243) taken during the first two semesters of the program should include observation experiences in both clinical audiology and research;
- b. AuD students should take the 4 semester SHS 8900 (1 credit Doctoral ProSeminar) series during years two and three of the AuD program;
- c. AuD students should 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 graduate cumulative point-hour ratio (CPHR) 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 two consecutive semesters.

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 semester 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 semester. Together, these faculty and staff members will develop a structured plan for raising the student's GPA above the minimum (3.00) within one semester. The Graduate School will be asked to deny further registration to students who fail to achieve a 3.0 GPA for two consecutive semesters.
- 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 semester. 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 Clinical Seminar in Hearing Disorders course (7143, 7243, 7343, 7743 or 7891), the student will be prohibited from enrolling in SHS 6843 or 7843 the following semester.
- 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 Semester 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 first Friday of the semester in which the degree is sought**. The following requirements are typically completed by the semester 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 Semester 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 last week of the semester 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 5193, 7193, 8193, 8940 and 8950. Under normal circumstances, these forms should be placed in your academic folder during, or immediately following, the semester 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 electronic copy of the Capstone document must be submitted to the Chair of the Audiology Oversight Committee and to the Capstone Project advisor prior to receiving final department approval. The Department maintains an electronic record of each Capstone document on the Department server. In addition, each student is required to complete the OSU Knowledge Bank License form. Each completed Capstone document will be uploaded to the Knowledge Bank in the AuD Capstone/Department of Speech & Hearing Science community and provided a permanent web address.

6.15 Miscellaneous Department and University Policies

6.15.1 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.

- (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 1 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 to AuD Degree

The AuD program is typically a lock-step program requiring a minimum of four years (11 semesters) to complete. A student may, in consultation with their academic advisor and the Chair of the Audiology Oversight Committee, choose to slow down their program. Professional doctoral degree requirements, however, must be completed within five years after a student passes the professional doctoral examination.

6.15.3 Identification of "Inactive" Students

- a. A student who has not completed at least 3 credits during a semester for 3 consecutive semesters, 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.osu.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 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, Education, etc.

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)

Scores on the GRE 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. Separate application and consideration is required to enter the PhD program.
- 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 term; however, funding for fellowships, traineeships or assistantships is normally awarded for the academic year beginning in the Autumn Semester.

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 MA-SHS. An expedited application to the PhD program can be made after the first 30 semester 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 the PhD program in Speech and Hearing Science at Ohio State is not intended 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 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 years 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 (See 5.9.1 above);
- 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.

Students entering with a graduate degree must complete a-c above during the first year of study. Students entering without a graduate degree must complete a-c above during the first two years of study.

7.5 Advisor and Advisory 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.

7.6 Program Planning

Every PhD student is expected to enroll in the departmental Pro-Seminar (SHS 9000) until each component of a two-year rotation of Pro-Seminar has been completed.

Autumn Semester 2012	Grant Writing workshop
Spring Semester 2013	Publications/Presentations: Why, How and Where to publish your work

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.1).

The graduate school requires that the PhD student complete a minimum of 80 graduate credit hours beyond the bachelor's degree.

I. If the student holds a master's or professional doctorate degree in a related field, then 30 graduate semester hours can be counted toward the total 80. The requirements are as follows:

- a. A minimum of 80 graduate semester hours total
- b. A minimum of 30 graduate semester hours in Speech and Hearing Science, including:
 1. A minimum of 12 semester hours of advanced graduate coursework appropriate for doctoral study, as approved by the advisor and advisory committee.
 2. 4 semester hours of SPHRNG 9000
 3. A research project equivalent to the Master's thesis, to be completed within the first year of study, unless an empirical Master's thesis was completed previously.
 4. A minimum of 12 semester hours in specialized research projects (e.g. SPHRNG 7893, 8893, or 8940), as approved by the advisor and advisory committee.
 5. A maximum of 12 semester hours of SPHRNG 8999 (Directed Doctoral Studies).
- c. A minimum of 18 graduate semester hours, inside or outside the Department, including:
 1. A minimum of 9 hours of research tools (research design, statistics, or similar coursework). If taken within the department, they cannot count towards the 30 semester hours required in I.b.
 2. A minimum of 9 hours of graduate coursework in an area outside the student's primary area (and typically outside the department) that forms a coherent theme or specialization, as approved by the advisory committee.

II. If the student does not hold a graduate degree in a related field, then the requirements are as follows:

- a. A minimum of 80 graduate semester hours total
- b. A minimum of 30 semester hours to prepare the student for the greater depth of study needed for the doctorate, approved by the adviser and advisory committee. At least 20 of these hours must be formal graduate coursework, inside or outside the Department.
- c. A minimum of 30 graduate semester hours in Speech and Hearing Science, including:
 1. A minimum of 12 semester hours of advanced graduate coursework appropriate for doctoral study, as approved by the advisor and advisory committee.
 2. 4 semester hours of SPHRNG 9000
 3. A research project equivalent to the Master's thesis, to be completed within the first two years of study.
 4. A minimum of 12 semester hours in specialized research projects (e.g. SPHRNG

7893, 8893, or 8940), as approved by the advisor and advisory committee.
5. A maximum of 12 semester hours of SPHRNG 8999 (Directed Doctoral Studies).

- d. A minimum of 18 graduate semester hours, inside or outside the Department, including:
1. A minimum of 9 hours of research tools (research design, statistics, or similar coursework). If taken within the department, they cannot count towards the 30 hours required in ll.c.
 2. A minimum of 9 hours of graduate coursework in an area outside the student's primary area (and typically outside the department) that forms a coherent theme or specialization, as approved by the advisory committee.

Students interested in pursuing clinical licensure/certification in Audiology or Speech-Language Pathology during PhD study should contact the PhD Program Coordinator.

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 university employment. 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).

7.7 Academic Standards

All students are expected to be familiar with the University policy on academic integrity as outlined in the 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.html>
- b. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coamtensuggestions.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:

- III. If at any time after 9 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.
- III. 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.

III. 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.*

III. A student may petition to be reinstated (*Graduate School Handbook, V.8*).

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

7.8.1 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 credit hours during the term 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.ohio-state.edu/Depo/PDF/Doc_Notify.pdf

7.8.2 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. Based on the candidate's preference and agreement by his or her advisor, two alternatives are available for completion of the written portion of the candidacy exam:

(1) Traditional format. 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 a 5 month period.

(2) Portfolio format. Three manuscripts and a brief essay that provides a cohesive overview of the portfolio will constitute the written portion of the candidacy examination for this option. The manuscripts to be prepared will typically consist of one grant proposal, and two journal manuscripts, all prepared with the intent of expeditious submission. However, the specific nature of the manuscripts will be based upon a plan developed by the candidate in consultation with members of the candidate's Advisory Committee. The documents will be intended to demonstrate the potential candidate's ability to undertake tasks appropriate to academic achievements in research and garnering of research support. The candidate will have 5 months from the Committee's agreement to the plan to prepare these documents, unless otherwise arranged by the Advisory Committee.

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 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.

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.

7.8.3 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 term in which the Candidacy Examination is completed.

7.8.4 Continuous Enrollment

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer excluded) until graduation. Students must be enrolled for at least 3 credits per semester. 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.)

7.9 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](#).

7.9.1 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.

7.9.2 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.

7.9.3 Dissertation Format

The dissertation usually takes the form of a single document containing descriptions of multiple related experiments. With the approval of the advisor, an alternative format may be allowed, consisting of an Introduction, three manuscripts suitable for submission, and a Summary/Overall Discussion. The student should serve as first author on two of the three manuscripts.

7.9.4 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 term 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 term.

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.**

7.9.5 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.

7.10 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.

7.11 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 advisor 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. The current position of the Department of Speech and Hearing Science is as follows: **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.**

7.12 Summary of OSU Graduate School PhD Degree Graduation Requirements (*Graduate School Handbook*, 2012-2013, p. 28)

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 credit hours during the semester(s) or session(s) of the candidacy examination, the semester or session of the final oral examination, and the semester or session of expected graduation
3. Submission of the Application to Graduate form to the Graduate School no later than the second Friday of the term in which graduation is expected
4. Completion of a minimum of 80 credits, at least 50 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 30 hours of graduate credit have been completed:
 - Minimum of 24 graduate credit hours required for the Ph.D. must be completed at this university
 - A minimum of two consecutive pre-candidacy semesters or one semester and a summer session with full time enrollment must be completed while in residence at this university

- A minimum of six graduate credit hours over a period of at least two semesters after admission to candidacy or one semester and a summer session must be completed 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 term of graduation
 9. Electronic submission of the approved dissertation and a separate 500-word or less abstract by the published deadline for the term 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 term 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 term 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://www.gradsch.osu.edu/funding1.html> . 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. Students on a 12-month appointment will be appointed from Sept 1-August 31, with the stipend paid in 12 equal installments. Students on a 9-month appointment will be appointed from Sept 1-May 31 with the stipend paid in 9 equal installments. A typical graduate associate appointment is for the autumn and spring semesters; however, work patterns are determined locally and may vary due to the May session. Students with Graduate Associate (GA) appointments *must* enroll for *at least* 12 credit hours of coursework each semester the position is held. However, in May session, graduate associates on appointment are not required to enroll to meet the conditions of their appointment. Normally these positions are 50% time (20 hours/week of work). A graduate associate appointed at 50 percent time for autumn and spring semesters will receive a summer session (mid-June through early August) fee authorization; a graduate associate appointed at 25 percent time is entitled to a summer fee authorization at half the full fee authorization rate.

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 one year of full-time 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 terms 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 fulltime *Fellowships* or *Traineeships* (from whatever source) must enroll for at least 12 credit hours while receiving support during the regular academic year.. Students receiving fulltime *Graduate Associateships* must enroll for at least 12 graded, credit hours during the regular academic year.

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 2 semesters (not including summer), 2 semesters and summer terms, 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 Semester with an expected start in Autumn Semester. 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 term 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 Semester 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 Semester.

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 (2 semester) basis. However, on some occasions an appointment may be for an entire year only. Periods of appointment will be explicit in any letter of offer.

9.4.2.4 Availability of May and Summer Session Appointments

Normally, the number of GA appointments made during the May and summer sessions 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 Semester. In addition, if the teaching associate has major responsibility for an undergraduate course, a syllabus must be provided on the first day of the term. 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. 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 term. 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 term 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 semester. As above, these evaluations should include recommendations for improvement. GAs who receive negative evaluations and do not improve during a subsequent term 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 semester 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/policy110.pdf>

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/policy115.PDF>)

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 Department 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://www.asha.org/academic/accreditation/standards_forms.htm), the student can bring the grievance to the attention of the CAA (<http://www.asha.org/academic/accreditation/accredmanual/section8.htm>). 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, #310.

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/rightsandresponsibilities.html>

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 Hall; 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 099 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 term-by-term 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

Advising Sheet for Doctor of Audiology degree (AUD)

Semester AuD Curriculum

Year 1			
Autumn Semester			
Number	Course Title	Faculty	Credits
6705	Assessment I	Small	3
5785	Research Methods I	Bourgeois	3
6143	Professional Issues	Hazelbaker	2
6775	Anatomy & Physiology	Bielefeld	4
Total Credits:			12

Spring Semester			
Number	Course Title	Faculty	Credits
6243	Professional Issues	Hazelbaker	2
6706	Assessment II (Immitance & OAEs)	Hazelbaker	3
6735	Hearing Aids I	Tortorello	3
6766	Acoustics & Instrumentation	Feth	3
6786	Research Methods II	Bean	3
7343	Clinical Seminar in Hearing Disorders: Counseling/Report Writing	Goodman	1
Total Credits:			15

***AuD Qualifying Examination:**

The AuD Qualifying Examination is a cumulative examination covering all courses taken during the first 3 quarters of the AuD curriculum. There are two written components (basic science & clinical applications) and one practical component. A passing score on the Qualifying Examination is required in order to begin clinical practicum and continue coursework. Students who fail the Qualifying Examination may re-take the examination once mid-Summer Quarter.

Summer Session (May + Summer)			
Number	Course Title	Faculty	Credits
6707	Assessment III (vestibular)	LaChance	3
7835	Hearing Aids II	Tortorello	3
6843	Practicum in Audiology	Whitelaw	3
Total Credits:			9

Year 2

Autumn Semester			
Number	Course Title	Faculty	Credits
6708	Assessment IV (electrophysiology)	Bielefeld	3
6843	Practicum in Audiology	Whitelaw	3
7805	Pediatric Audiology I	Whitelaw	3
7806	Adult Hearing Disorders	Roup/Dodson	3
7143	Clinical Seminar in Hearing Disorders: HA Applications	Goodman	1
7820	Acoustic Phonetics	Healy	3
Total Credits:			16

Spring Semester			
Number	Course Title	Faculty	Credits
6733	Adult Audiologic Rehabilitation	Roup	3
6843	Practicum in Audiology	Whitelaw	3
7743	Clinical Seminar in Hearing Disorders: Ethics & Evidence-based Practice	Whitelaw	1
7807	Pediatric Audiology II	Whitelaw	4
8934	Hearing Conservation (even years)	Bielefeld	2
8931	Cochlear Implants (odd years)	Goodman	2
8933	Tinnitus Practice Management: Optometry* Specialization Coursework**	Whitelaw	2
Total Credits:			15+

May Term			
Number	Course Title	Faculty	Credits
7891	Clinical Seminar in Hearing Disorders: Resumes & Interviewing	Whitelaw	1
Total Credits:			1

Summer Session (May + Summer)			
Number	Course Title	Faculty	Credits
6843	Practicum in Audiology Specialization Coursework**	Whitelaw	3
Total Credits:			3+

*Students are required to take a minimum of 2 credits of Practice Management (business) courses through the Optometry department. Audiology students need permission to enroll in Optometry courses. Therefore, each student must plan which course(s) to take from a series of business/practice management courses. Dr. Hazelbaker administers this requirement and obtains permission for each student.

**Students choosing the Specialization Option, in conjunction with his or her advisor, will put together an approved sequence of courses (at least 12 quarter hours/9 semester hours). The courses can come from those offered in the department (e.g., 950s, ASL, school certification, or SLP courses), or 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

Autumn Semester

Number	Course Title	Faculty	Credits
7843	Advanced Practicum in Audiology	Whitelaw	3
8997	Capstone Project	Advisor	2
	Practice Management*		
	Specialization Coursework**		
Total Credits:			5+

3rd Year 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.

Spring Semester

Number	Course Title	Faculty	Credits
7843	Advanced Practicum in Audiology	Whitelaw	3
7950	Seminar: Research to Practice	Roup	2
8930	Hearing Conservation (even years)	Bielefeld	2
8931	Cochlear Implants (odd years)	Goodman	2
8997	Capstone Project	Advisor	2
	Practice Management*		
	Specialization Coursework**		
Total Credits:			9+

Summer Session (May + Summer)

Number	Course Title	Faculty	Credits
8943	Externship	Whitelaw	2
8997	Capstone Project	Advisor	1
Total Credits:			3

Year 4

Autumn Semester			
Number	Course Title	Faculty	Credits
8943	Externship	Whitelaw	3
		Total Credits:	3

Spring Semester			
Number	Course Title	Faculty	Credits
8943	Externship	Whitelaw	3
		Total Credits:	3

Final Oral Examination:

The purpose of the Final Oral Examination is a defense of the student's Capstone Document. The Final Oral Examination is attended by the student and the members of their Capstone Committee. The Final Oral Examination can occur any time after the student's advisor has approved the final Capstone Document, but must occur before the first week of April 2015 to ensure a spring semester graduation.

**Speech and Hearing Science MA in Speech-Language Pathology
Semester Advising Sheet**

**Curriculum for MA in Speech-Language Pathology
*Required Courses are in italics***

YEAR 1

Autumn Semester

Course Title	Number Credits	
<i>Phonological Processes/Disorders</i>	<i>6710</i>	<i>3</i>
<i>Language Development & Disorders (Early childhood)</i>	<i>6725</i>	<i>4</i>
<i>Adult Neurogenic Language Disorders I: Language and Cognition</i>	<i>6761</i>	<i>4</i>
<i>Research Methods I</i>	<i>5785</i>	<i>3</i>
<i>Clinical Seminar</i>	<i>6742</i>	<i>1</i>
<i>Practicum in Communication Disorders</i>	<i>6844</i>	<i>1</i>

Total Credit Hours = 16

Spring Semester

Course Title	Number Credits	
<i>Language Disorders of Later Childhood</i>	<i>6726</i>	<i>4</i>
<i>Voice Disorders</i>	<i>5741</i>	<i>3</i>
<i>Fluency Disorders</i>	<i>5742</i>	<i>3</i>
<i>Neurologic Motor Speech Disorders</i>	<i>6762</i>	<i>4</i>
<i>Clinic. Seminar (Artic. and Phonology)</i>	<i>6742</i>	<i>1</i>
<i>Practicum in Communication Disorders (Clinical Practicum)</i>	<i>6844</i>	<i>1</i>

Total Credit Hours = 16

May Term

Seminar in School Issues (elective)	6170	2
Total Credit Hours = 2		

Summer Semester (Includes May Term)

Course Title	Number Credits	
<i>Clinic. Seminar</i>	<i>6742</i>	<i>1</i>
<i>Advanced Clinical Practicum</i>	<i>7844</i>	<i>3</i>
Total Required Hours =	4	
Typical Elective Hours =	5-9	
hours		

Typical Hours taken = 9-13

Required Courses -YEAR 2

Autumn Semester

Course Title		Number Credits
Advanced Seminar (Elective)	8950	3
Or coursework for specialization or thesis (7999)		
<i>Speech- Language Disorders in Special Populations</i>	6150	3
<i>Multicultural Aspects of Communication Disorders (If not taken in undergraduate program)</i>	5605	3
<i>Aural Rehabilitation (If not taken in undergraduate program)</i>	5732	3
<i>Clinical Seminar</i>	6742	1
<i>Adv.Clinical Practicum/School Placement</i>	67844/6189	3-8
Total Required Hours =		7-10
Elective Hours Typically Taken		0-6
Total Hours		7-16

Spring Semester

Course Title		Number Credits
Advanced Seminar (elective)	8950	3
Or coursework for specialization or thesis (7999)		
<i>Multicultural Aspects of Communication Disorders (If not taken previously)</i>	5605	3
<i>Aural Rehabilitation (If not taken in undergraduate program)</i>	5732	3
<i>Clinical Seminar</i>	6742	1
<i>Adv.Clinical Practicum/School Placement</i>	7844/6189	3-8
Total Required Hours =		4 -7
Elective Hours Typically Taken		0-6
Total Hours		4-13

Summer Semester

Course Title		Number Credits
Coursework for specialization or thesis, as needed (7999)		3
<i>Advanced Clinical Practicum</i>	7844	3
Total Required Course Hours		3
Elective Hours Typically Taken to Meet Thesis, Specialization and Other Requirements		0-5
Total Hours		3-8

Note: Total Credits Required for the MA-SLP Thesis Option = at least 53 hours (50 required + 3 hours 7999)

Total Credits Required for the MA-SLP Non-thesis Option = at least 58 hours.

Please be sure to note, however, that students usually take many more hours than those listed as required in order to fulfill additional aspects of the requirements for each of the two thesis/nonthesis options as well as certification.

Students must have some background in multicultural issues and aural rehabilitation. If these topics were not covered in the student's undergraduate program, then the student must take the appropriate courses during the MA-SLP program. This enrollment typically occurs in the second Autumn and/or Spring semesters.

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, 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) and (b) the State of Ohio School Certification requirements.

Courses Completed as Requirements for the Thesis

Students completing the thesis take credits in SHS 7999.

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 6710, they can work with their research advisor on an independent study relevant to the thesis.

Courses Completed as Requirements for Non-thesis Option (Topic Specialization

•**Topic Specialization Option** (8 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. The coursework requirements of some specializations involve more hours than are required for the M.A. degree.

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 are listed below. Of these only 6170 may be applied to a specialization; therefore a student wishing to utilize this in a specialization must identify at least six more semester hours of coursework. The School Internship/practicum does not apply towards the degree.

Courses Completed as Requirements for State of Ohio School Certification

Clinical and Educational Methods in the Schools 6170 5
School Internship 6846 8 (These hours may be taken in 1 semester or in 2 semesters in 4 hours each semester.)

Revised 6/15/12

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 6844) during my graduate program so that I can meet ASHA certification and state licensure requirements.

_____ I do not intend to enroll in practicum (SHS 6844) 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 6/15/2012

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: Topic Specialization (8 credits)

List Approved Courses for Topic Specialization:

Course #	Course name
_____	_____
_____	_____
_____	_____

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

Thesis Advisor Signature: _____

Student Signature: _____

**Portfolio Requirements
for
Non-Thesis Option: MA Program in Speech-Language Pathology**
(Note: The Portfolio process will be modified for Students Entering 2012)

A. Contents of the Portfolio:

A CD portfolio containing documentation of acquisition of skills and knowledge is to be prepared, comprised of 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 CD copies are to be submitted to the Department's Administrative Assistant, Mary Jo Williamson by the end of week 7 of the spring semester of the second year. One copy will be kept in the Departmental file and one 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 return one copy to the student for pick it up. The portfolio grading form will be returned to the student no later than week 8 of the spring semester.

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 Spring semester. 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 semester, 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 6843 or 7843 course.

As stated in the Speech and Hearing Science Graduate Handbook, "If a student receives a "U" in a SHS 6843 or 7843 course, the student will be prohibited from enrolling in SHS 6843 or 7843 the following semester." (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 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 12 hours):

Course Title	Department	Course #	Credit Hours	Semester/ Yr Offered

Please Note: if you are taking coursework outside the Department of Speech and Hearing Science, please make sure to verify the semester 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
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 Advisor: _____ E-mail Address: _____

Advisor'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

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.).

Information about obtaining in-state residence can be found through links at the Office of the University Registrar's. These can be found at <http://registrar.osu.edu/residency/guidelines.asp> .

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

8/2012

AUTHORIZATION FOR INDEPENDENT STUDY—SPEECH & HEARING 6193

Graduate and Undergraduate students must submit a copy of this form to the Chairman's Office for approval prior to registration for Speech & Hearing 6193. 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 SEMESTER/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.) _____

SHS 6193 grade will be assigned on the basis of the following criteria:

Description of 6193 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 semester)
 - Thesis/Non-Thesis Option Plan (should be completed at end of second semester 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 6193 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 8940 and 8950 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 term 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 either 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 term 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 term, 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 Williamson-Miller.
- Shannon Hand 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 6193/SHS 8193 courses that you have taken (signed by the instructor, your advisor and the Department Chair)
 - A course syllabus for all SHS 8940/8950 courses that you have taken

2. Submission of an application to graduate (by the second Wednesday of the term 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 term 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 term, 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.