



# OHIO UNIVERSITY HEARING, SPEECH & LANGUAGE SCIENCES GRADUATE HANDBOOK

Academic Year 2023-2024

Email: [HSLs@ohio.edu](mailto:HSLs@ohio.edu)

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## INTRODUCTION

Welcome to the graduate programs in Hearing, Speech and Language Sciences (HSLS) in the School of Rehabilitation and Communication Sciences (SRCS), College of Health Sciences and Professions (CHSP) at Ohio University. We are proud of our programs and history and are glad you have chosen Ohio University for your graduate studies. We expect that you will find our programs challenging and rewarding. We encourage you to bring a firm commitment, cooperative attitude, and a good spirit, for these will enrich your learning experience. Whether your career aspirations are clinical, educational, or research oriented, this mindset will help students to develop their independence, initiative, problem-solving skills, and effective communication. These skills will allow you to be successful in the classroom, clinic, and laboratory. Our programs encourage a non-competitive, team-oriented approach to education, which we believe best facilitates the learning process.

Much of the information you need to know about our programs can be found in this handbook. This reference contains information about HSLS policies, rules, and regulations. It is expected that you read this handbook and familiarize yourself with its contents. Please seek out your advisor, the Coordinator of Professional Programs, the Coordinator of PhD Studies, the HSLS Director, the Directors of Clinical Education, or the Coordinator of Hearing, Speech and Language Clinic Services if you need further clarification on any information presented in this handbook. Refer to this handbook throughout your degree program and it can make your student life a little easier. At times we will refer to other university publications providing additional information such as the Ohio University [Graduate Catalog](#), and the [Hearing, Speech and Language Clinic Manual](#).

There is a large and increasing number of individuals with speech, language, hearing, and/or swallowing problems that may impact their ability to communicate, reach educational and vocational potential, and/or maintain vital survival functions. As the number of individuals with communication disorders rises, the need to educate and train professionals to work with these populations also increases. Ongoing research provides us with the opportunity to improve diagnostic and treatment protocols for the populations we serve in all stages of their lifespan.

Audiology and speech-language pathology are currently among the fastest growing health care professions. The Bureau of Labor Statistics predicts they will continue to grow significantly. Virtually all of our graduate students find suitable employment upon completion of their degree. You are joining a discipline that will provide you with many discoveries and rewards. Make the most of your graduate study, as it is the basis for your professional growth. The faculty and staff are here to guide you and facilitate your learning. We expect you will be responsible for making the most of this experience as it will serve as the basis of what we hope will be an exciting and rewarding career for you.

## BRIEF HISTORY OF OUR PROGRAM

What is now known as the Division of Hearing, Speech and Language Sciences began at Ohio University in 1937 as part of the School of Dramatic Art and Speech in the College of Fine Arts. We prepared students to work with children and adults with communication disorders and continue to do so today. Our heritage is long and rich. We have been educating graduate students since 1950. In 1957, we became the second doctoral program established at Ohio University. The Ohio University Hearing, Speech and Language Clinic, also established in 1937, has been serving the communities of Southeastern Ohio since that time. We joined the College of Communications when it was formed in 1968 until 1979, when we became part of the newly formed College of Health and Human Services. In the summer of 2001 we relocated to the newly renovated Grover Center, a 200,000 square foot facility housing all units of the College. Included in these units are the HSLS offices, research and instructional labs, and a spacious state-of-the-art clinic. We take great pride in our clinical facility and firmly believe that you will not find a university clinic of this quality or magnitude anywhere else. In 2010, as part of an academic restructuring, the college was renamed the

College of Health Sciences and Professions. The School of Hearing, Speech and Language Sciences was renamed Communication Sciences and Disorders and joined the Physical Therapy program to form the School of Rehabilitation and Communication Sciences. During academic year 2023-2024, our unit's name will return to Hearing, Speech and Language Sciences.

Although we started small, we have graduated thousands of students since our inception. Our graduates serve as skilled clinicians, clinical directors, owners or directors of private practices, college professors, research scientists, department chairs, and deans. Our graduate programs are consistently ranked in the top 50 or higher by U.S. News and World Report.

HSLs offers a bachelor's degree (BS) in Hearing, Speech and Language Sciences, a minor in Hearing, Speech and Language Sciences, a bachelor's degree through Honors Tutorial College, a master's degree (MA) in Speech-Language Pathology, a Clinical Doctor of Audiology degree (AuD), as well as Doctor of Philosophy (PhD) degrees in Speech-Language Science and Hearing Science. The residential clinical graduate programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700. Our staff includes tenure-track and non-tenure track faculty members, clinical faculty and supervisors, emeriti, and part-time instructors. Our dedicated support staff includes an administrative coordinator, an electronics technician specialist, along with a full-time and a half-time records management assistant.

## **VISION AND MISSION STATEMENTS**

### **College of Health Sciences and Professions Vision Statement**

- Our experiential and interdisciplinary philosophy means CHSP students learn to treat and optimize health through many lenses, readying them for a career path as tomorrow's best nurses, social workers, dietitians, athletic trainers, physical therapists, hospital administrators, and more.
- As a leader in population health, we embrace community partnerships to build collaborative, scalable solutions capable of meeting the era's biggest crises and challenges.

### **College of Health Sciences and Professions Mission Statement**

- We **SERVE** our communities (big and small).
- We **SOLVE** the world's greatest health issues.
- We **SUCCEED** in training the next generation of health care professionals.

### **Hearing, Speech and Language Sciences Vision Statement**

Ohio University's Division of Hearing, Speech and Language Sciences (HSLs) will be nationally recognized for fostering excellence and ambition in our students, faculty, staff, and alumni to make effective communication accessible and achievable for all.

### **Hearing, Speech and Language Sciences Mission Statement**

- To engage faculty, staff, and students in the discovery of knowledge through applied and basic research.
- To educate students from all backgrounds in an inclusive environment that integrates academic rigor, service experience, and cultural sensitivity.
- To cultivate independence, professionalism, and competency for students to succeed as scholars,

- practitioners, and advocates in HSLs.
- To extend the boundaries of the university to enrich the quality of life for diverse populations.

### **Hearing, Speech and Language Clinic Mission Statement**

The mission of the Hearing, Speech and Language Clinic is to promote excellence in the clinical education of students and to provide the highest quality services to the community.

### **ORGANIZATIONAL STRUCTURE**

The School of Rehabilitation and Communication Sciences (SRCS) is comprised of HSLs, Physical Therapy, and Physician Assistant programs. RCS is one of four Schools in the College of Health Sciences and Professions (CHSP). There is also an administrative unit overseen by the Dean of the College.

HSLs offers a baccalaureate level, broad-based liberal arts and sciences curriculum, designed to provide a sound understanding of normal communication processes and an introduction to the professions of audiology and speech-language pathology. A master's degree (MA) in speech-language pathology and a clinical doctorate of audiology (AuD) degree are professional degree programs offered by the Division of HSLs. Students who successfully complete the MA or AuD programs meet the requisite academic and clinical standards for the Certificate of Clinical Competence (CCC) offered by ASHA. PhD programs are available in speech-language science and hearing science. PhD students are provided a well-rounded research and academic programs with opportunities for teaching that prepares them for academic research careers as well as careers in teaching and administration.

The Director of HSLs heads the Division of HSLs. At the University level, graduate programs are administered by the Dean of the Graduate College and the Office of Graduate Student Services. At the College level they are administered by the Associate Dean for Research and Graduate Studies, the Coordinator of Professional Programs and the Coordinator of PhD Studies administer the programs at the level of the division of HSLs. Graduate policies for HSLs are established by the HSLs faculty. The Coordinator of Hearing Speech and Language Clinic Services along with the Director of Clinical Education in Audiology and the Director of Clinical Education in Speech-Language Pathology oversee clinical education in the professional degree programs. The faculty meets regularly to discuss policies and issues. An organizational chart for HSLs can be found in the [Appendix](#).

### **STUDENT RECORDS**

Student academic records are housed in the HSLs office located in W218 Grover Center. Clinic records are maintained by the Directors of Clinical Education (DCE) and are stored in locked file cabinets within DCE offices as well as TYPHON and on OneDrive. The academic files contain official university and departmental business including application materials, appointment letters, program information, the Degree Audit Reporting System (DARS), committee actions, and other university-related matters. The clinic files contain immunization records, background checks, CPR training, liability insurance, HIPAA training, and observation and clinical hours. Files may be reviewed by students, although they must remain in the office. Files can be reviewed by the HSLs Director, the Coordinator of Professional Programs, the Coordinator of PhD Studies, the Coordinator of Hearing, Speech and Language Clinic Services, Directors of Clinical Education in Audiology or Speech-Language Pathology or by the student's advisor. Students are encouraged to review their file periodically, especially prior to meetings with their advisor or other HSLs faculty/coordinators.

## LENGTH OF PROGRAMS

The master's degree program requires two full years or six semesters to complete. The clinical doctor of audiology degree program requires four years or 11 semesters to complete. All students must be enrolled full-time. The length of the PhD programs varies depending on the student's background as well as their progress in academics and research. It is the policy of Ohio University that the maximum time allowed between the date when a student first initiates graduate study and the date when the requirements are completed is six calendar years for master's students and seven calendar years for doctoral students. However, the Graduate Council may approve extensions. Requests for extension of program time must occur before the end of the current allotted period. For further details, consult the <https://catalogs.ohio.edu/content.php?catoid=85&navoid=8432> (Defaults to the top right-hand corner to a drop box. Change OHIO University Undergraduate Catalog 2022-23 to OHIO University Graduate Catalog 2022-23) or contact Graduate College at: [graduate@ohio.edu](mailto:graduate@ohio.edu).

## STUDENT SERVICES

### Complaints and Resolving Problems

Undergraduate and graduate education is intensive and can be stressful at times, and conflicts with faculty, peers, and others may occasionally happen. We expect you will make efforts to resolve interpersonal conflicts directly with the involved person. Often, an amicable resolution can be found. We strive for our students to receive fair and equitable treatment.

At times, the disposition of your issue or concern may not be satisfactory to you and you may seek the advice of others. Your advisor, the HSLs Director, the Coordinator of Professional Programs, and the Coordinator of Hearing, Speech and Language Clinic Services are all available to assist you. In addition, HSLs has a Student Conflict Resolution Committee. The Committee's primary role is to attempt to resolve a student's conflict with a faculty or staff person. Steps to resolving the conflict are specified in the policy, as are the procedures for forming the committee. These can be found in the graduate student handbook in a display stand by the student organization mailbox at the end of the hallway from the HSLs entrance. If the conflict cannot be resolved by this means or through the office of the HSLs Director, it will be referred to the Dean of the College of Health Sciences and Professions for continued pursuit and resolution.

Depending on your concern, you may wish to contact the following:

University Ombudsperson  
501 Baker University Center,  
Athens campus, 740-593-2627  
Email: Link: [www.ohio.edu/ombuds](http://www.ohio.edu/ombuds)

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association,  
2200 Research Boulevard, #310  
Rockville, MD 20850

Submit any complaint to the CAA in writing, following guidelines provided at the following URL:  
<https://caa.asha.org/siteassets/files/accreditation-handbook.pdf> Guidelines can be found on pages 66-72.

Contacts with all of these individuals and offices can be made in confidence.

The HSLs program follows the policy and procedures put in place by OHIO University which is overseen by University Equity and Civil Rights Compliance in the Office of Executive Vice President and Provost. Detailed information can be found at <https://www.ohio.edu/equity-civil-rights> under the tab entitled DISCRIMINATION.

Detailed information about Ohio University's policies prohibiting discrimination and harassment, and for a description of Ohio University's grievance procedures, please visit the webpage for the Office of Equity and Civil Rights Compliance at <http://www.ohio.edu/equity-civil-rights/>

ECRC Grievance Resolution Procedure can be found at Information on how to file a complaint and Discrimination/Harassment Complaint Form can be found at [https://cm.maxient.com/reportingform.php?OhioUniv&layout\\_id=90](https://cm.maxient.com/reportingform.php?OhioUniv&layout_id=90)



## **HSLs STUDENT CONFLICT RESOLUTION COMMITTEE**

Revised and Approved by Faculty November 2013

### **Overview**

The primary role of the Student Conflict Resolution Committee (SCRC) is to attempt to resolve a student's conflict with a faculty or staff member by bringing together the parties involved in the conflict. If a resolution of the conflict cannot be reached by the parties themselves with the assistance of the SCRC Chair, the SCRC will then hear both sides of the issue and send a report to the HSLs Director outlining the conflict, the response of any involved faculty/staff person, and the SCRC's suggestions for the resolution of the conflict. If the HSLs Director is unable to resolve the conflict to the satisfaction of the student, the Chair will turn over the committee report to the Dean of the College of Health Sciences and Professions for continued pursuit and eventual resolution of the conflict. Otherwise, all records will be kept on file with the HSLs Director.

A copy of this document shall be on display by the student organization mailboxes at the end of the hallway from the HSLs entrance, included in the graduate student orientation packet, and distributed in a mass mailing to all HSLs undergraduate and graduate students at the start of each school year. A copy may also be requested from the HSLs office.

### **Procedures for committee formation**

The SCRC will be a standing committee in the Division of Hearing, Speech and Language Sciences. The HSLs Director shall appoint a faculty member as Chair of the SCRC with the recommendation that the SCRC Chair be a tenured faculty member. Two additional faculty members shall also be appointed as SCRC members at the beginning of each academic year with one member of the committee selected from the clinical faculty.

Three student members of the SCRC shall be elected from the HSLs student body at the beginning of fall semester for a one-year term.

1. One undergraduate member shall be elected annually.
2. Two graduate students will serve on the committee with the stipulation that a first-year graduate student and an advanced graduate student will be on the committee.

### **Procedures for selecting student representatives**

- 1) Undergraduate representative selection procedure:
  - a) All the student organization Presidents will be sent an email asking their organization to put forth the name of one of their members. In the event one student is nominated two or more times with no ties, that student will automatically serve as the undergraduate representative. In the event no student is nominated more than once or there is a tie amongst those nominated more than once, all the nominees shall be voted on via an electronic survey (e.g., Qualtrics) that shall be sent to all HSLs undergraduate students.
- 2) A first-year graduate student selection procedure:
  - a) The entire first year class (MA and AuD) will be asked to select/nominate a student for the "first year representative" (facilitated in a course required for all first year HSLs students (e.g., Research Methods).
- 3) Advanced student representative procedure:
  - a) Second year AuD graduate students will be asked to select/nominate someone for the "advanced graduate student" (facilitated in a course or experience common to students [e.g., Practicum])

- b) PhD students will be asked to select/nominate an “advanced graduate student”
  - i) This should not be a PhD student who plans to graduate fall semester
- c) Those two names will be put into a survey and all PhD, 2nd, 3rd, 4th year AuD, and 2nd year MA, will vote via an online survey (e.g., Qualtrics)

The results of SCRC elections will be announced to students via mass email and will be on display by the student organization mailboxes at the end of the hallway from the HSLs entrance, and the HSLs website. Four of the six members shall constitute a quorum with a majority vote of the members present required to pass a motion.

## **Procedures for Student Conflict**

### **Initial Procedures**

1. A student may bring a conflict before the committee by verbally contacting any member of the SCRC. The SCRC member contacted shall inform the SCRC Chair of the conflict. However, if the student conflict is with the SCRC Chair, the committee member shall inform the HSLs Director who will appoint a new SCRC Chair for the purposes of resolving that specific student conflict with the stipulation that three faculty or staff members shall be on the committee.
2. The SCRC Chair shall then meet with the student in confidence to discuss the conflict.
3. After hearing the conflict, the SCRC Chair shall decide if the student should attempt to resolve the conflict by meeting with the individual involved, or in cases where this is deemed inappropriate (e.g., sexual harassment), the SCRC Chair will contact the appropriate university personnel regarding the issue and inform the HSLs Director of this action.
4. If the conflict involves a dispute of a course grade, the student will be advised to follow the OU “Grade Appeals” policy in the student handbook.
5. If the conflict involves on-campus employment, the student will be advised to follow the procedures in the Student Employment Policy (20.110) of the Ohio University Policy and Procedures Manual.

### **Secondary Procedures**

1. If the student is unable to resolve the conflict after meeting with the involved faculty/staff member, or if the student is unwilling to meet with the faculty/staff member, the SCRC Chair will meet with the faculty member to hear his or her side of the story.
2. The SCRC Chair will then invite the student to submit a written document to the SCRC stating the nature of the conflict. This document will be shared with the faculty or staff member involved. Unless a written document is submitted by the student, no further action may be taken by the committee to resolve the conflict.
3. Once the written document is submitted by a student, if the conflict is with a faculty member who is on the committee, the SCRC Chair will ask the HSLs Director to appoint a new committee member for the purposes of resolving that specific student conflict.
4. The student will also be invited to address the full committee with the conflict. If the student chooses to address the committee, the Chair will convene a full SCRC meeting so that the student can explain the conflict. After the student’s presentation, the student will leave the meeting and the faculty/staff member will be given an opportunity to address the committee regarding the conflict.
5. Following the presentation of both sides of the issue, the SCRC will discuss the conflict and if possible, propose a suggested method to resolve the issue.
6. The SCRC Chair will then draft a report outlining the student’s conflict and the response of the faculty or staff person. The report will also include the suggestions made by the SCRC for resolving the conflict.
7. The report will be reviewed by the committee and changes will be made as deemed appropriate by the SCRC

Chair based on committee input. The final report must be read and approved in writing by all SCRC committee members.

8. The report will then be forwarded to the HSLs Director for his or her action to achieve resolution of the conflict (If the conflict involves the HSLs Director, the SCRC Chair will submit the report to the Dean, College of Health Sciences and Professions).
9. If the conflict is not resolved to the student's satisfaction following the HSLs Director's efforts, the SCRC will turn over the report to the Dean, College of Health Sciences and Professions for continued pursuit and eventual resolution of the conflict.

Students may also contact the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) to file a complaint. The CAA is the accreditation body for training programs in Audiology and Speech-Language Pathology. Submit complaints to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850.

Submit any complaint to the CAA in writing, following guidelines provided at the following URL: <https://caa.asha.org/siteassets/files/accreditation-handbook.pdf> pages 66-72.

## **Campus Advising Resources**

In addition to seeking guidance with your advisor and other HSLs faculty, the university is well equipped to provide a variety of student support resources. A listing of resources and their functions is as follows:

### [Academic Advancement Center](#)

2nd Floor, Alden Library, 230  
740-566-8888

Tutoring services/academic problems  
Academic skills development/guidance  
Study skills instruction

### [Career Network](#)

101 McGuffey Hall, Athens, Ohio  
740-566-8888  
[career@ohio.edu](mailto:career@ohio.edu)

Career Advising

### [Counseling & Psychological Services](#)

3rd floor Hudson Health Center  
740-593-1616

Crisis Intervention  
Counseling  
Outreach/Referral

### [Student Accessibility Services](#)

Baker Center 348  
740-593-2620  
[disabilities@ohio.edu](mailto:disabilities@ohio.edu)

Assistance for students with disabilities

### [Office of Equity and Civil Rights Compliance](#)

Lindley Hall Room 006  
740-593-9140  
[equity@ohio.edu](mailto:equity@ohio.edu)

Advice/counseling/affirmative action issues  
Counsel for harassment/discrimination issues

## FOOD AND BEVERAGE CONSUMPTION POLICY

Food and/or beverage shall not be consumed in Grover Center, except in the areas designated and under the guidelines set forth below.

### Building Areas Affected by the Policy

Designated areas where food and beverage consumption are permitted:

- a. The Atrium Café and the adjacent areas that have been established as part of the food service operation
- b. Private offices and the complexes in which those offices are included
- c. Faculty/staff/student lounges
- d. Conference rooms
- e. Student preparation areas of the Hearing, Speech, and Language Clinic

## FINANCIAL OPPORTUNITIES

### Graduate Appointments

During each fiscal year, the Office of the Associate Provost for Graduate Studies and the Dean of the CHSP allocate stipend money and tuition waivers to each graduate program. In HSLs, the Graduate Committee approves all appointments. MA and AuD students may receive a partial or full stipend, and PhD students receive full stipend awards. PhD students receive priority funding typically through year three of their degree program, although reappointments are made annually. MA and AuD students may receive funding during part or throughout their entire on-campus course of study. Continuing MA and AuD students may receive support, depending on available funds, prior graduate academic performance, and prior performance as graduate assistants, if applicable. Decisions for continuing students are typically made by late summer semester. All students are automatically considered for funding when it is available. Appointments and re-appointments are not automatic and are contingent upon funding availability. Further, it is important that students familiarize themselves with conditions of their appointment relative to availability to work, other employment, and total number of semesters they are eligible for funding.

The Coordinator of Professional Programs, in consultation with the faculty and clinical staff, assigns AuD and MA students receiving funding to specific faculty/staff members, who then assign students their specific duties and monitor students' time commitments. Duties may include research assistance, lab, or course assistance, or assisting with other faculty and staff needs. PhD assignments are overseen by each student's primary PhD mentor.

Ohio University offers a variety of graduate student financial support: graduate stipends and tuition scholarships. HSLs also supports graduate students through hourly employment. Guidelines for graduate students on graduate appointments are located on the Graduate College website at: <https://www.ohio.edu/graduate/prospective-students/financial-support>

### Graduate Stipends

Graduate stipends are payments to graduate students for services rendered to HSLs. Graduate stipends are taxable and generally necessitate a work requirement of 20, 15 or 10 hours per week depending on the award amount. See your letter of offer for more details.

## Other Forms of Financial Assistance

In addition to graduate awards, loans and part-time employment are other means for financial support.

### Loans

Federally funded loans are available through the [Office of Student Financial Aid and Scholarships](#) (OSFAS). Applicants must complete the Free Application for Federal Student Aid (FAFSA), available from the OSFAS. International students are not eligible for federal loans.

### Employment Opportunities

Human Resources posts job opportunity information for students online at the following: [Ohio University Student Jobs](#). Review the list of open positions and contact the OSFAS for a referral. International students should contact ISFS to be sure that they have the required Visa to work in the United States.

For information regarding various financial opportunities including scholarship opportunities visit <https://www.ohio.edu/financial-aid>. Available online forms for financial opportunities can be found at the same link.

Employment opportunities and graduate appointments are sometimes available through departments outside of HSLs. Links to these sites can be found at:

[Graduate Assistantships](#)

[Residential Housing](#)

[Ohio University Department of English](#)

[Campus Recreation](#)

Graduate appointment positions posted by other departments open to any graduate students can be viewed at the following link: <https://www.ohiouniversityjobs.com/>

## HSLs POLICY ON ACADEMIC INTEGRITY

Academic integrity and honesty are basic values of Ohio University. Violations of the Ohio University Student Code of Conduct may result in suspension or expulsion. The Ohio University Student Code of Conduct can be located online at: <https://www.ohio.edu/student-affairs/community-standards/student-code-of-conduct>

HSLs has a **zero-tolerance policy** related to academic misconduct. Academic misconduct, including any form of cheating, dishonesty, or plagiarism, will result in a) a failing grade for the course, and b) referral to the Ohio University Judiciaries. Cheating observed on any examination and plagiarism on any assignment or clinic report will result in immediate failure and dismissal from the class in which the incident occurs. Approved by the HSLs faculty on 03/18/2005.

## HSLs POLICY ON GRADUATE STUDENTS RETURNING FROM BREAKS

Continuing graduate students are expected to arrive on time for their classes, clinical assignments, and work assignments (if applicable) on the first scheduled day of classes or assignments of any given semester. Students

who do not arrive on the first day of the semester for their duties, without a prior written excuse from the Coordinator of Professional Programs or the Coordinator of PhD Studies (whichever is appropriate), a copy of which must be placed in the students file in the HSLs main office, may be placed on probation and lose assistantship funding for that semester. Approved by HSLs Faculty 02/03/2006.

### **POLICY ON GRADUATE STUDENTS ACCEPTING EMPLOYMENT OUTSIDE OF HSLs**

Graduate students who have paid work assignments (through stipend awards) are expected to fulfill all requirements of those assignments. Given the time-consuming clinical and academic workload of the HSLs graduate programs, and given the scheduling complexities of clinical, research, clerical, service, and teaching activities of our varied graduate student assignments, HSLs students who are receiving tuition scholarships and/or stipend awards through university funds are required to have written authorization for additional work from the HSLs Director prior to engaging in any other paid employment.

Failure to obtain such authorization will result in termination of the student's contract(s) for tuition scholarships and/or stipend awards. Approved by HSLs Faculty on 09/30/2005.

### **GRADUATE COUNCIL POLICY ON THE LIMITS OF THE AMOUNT OF TUITION SUPPORT THAT CAN BE AWARDED TO A DEGREE SEEKING GRADUATE STUDENT**

A graduate level student with an awarded graduate level degree from another institution can receive no more than 10 semesters of tuition scholarship from any department or combination of departments.

A graduate level student without an awarded graduate degree from another institution or one who has earned a graduate degree from Ohio University can receive no more than 12 semesters of tuition scholarship from any department or combination of departments.

After a student has received the maximum number of semesters of tuition scholarship, that student will no longer be eligible to receive a tuition scholarship from any Ohio University program or department although they may be eligible for funding under external funds and grants.

After a student has received the maximum number of semesters of tuition scholarship, that student could still receive a stipend without a tuition scholarship. The counting of semesters of eligibility does NOT include summer semesters.

This limitation does not apply to employee fee waivers.

### **HSLs POLICY ON GRADUATE STUDENT FUNDING**

Students who exceed the university's maximum allocation of tuition waivers may be eligible to be paid for academic instruction in HSLs. Furthermore, they may be eligible for a stipend only or an award from an external grant, scholarship, or fellowship. Given that instructional needs are projected far in advance of actual teaching assignments, advanced planning, and discussion with the HSLs Director regarding possibilities for paid teaching assignments are required.

Not all HSLs graduate students receive funding. The allocated graduate tuition scholarships and service stipends are awarded to graduate students on a competitive basis. Decisions regarding funding allocations are based on the following criteria:

- Qualifications and preparation, as evidenced by relative ranking based on the graduate admissions process
- Performance in HSLs and outside course work
- Evidence of diligence and productivity in previous HSLs work assignments
- Consistent demonstration of professional/generic abilities
- Duration of previous funding awarded
- Evidence of attempts to secure funding for tuition, stipends, and/or research projects through external grants

Students are encouraged to take initiative in seeking external funding regardless of whether funding has already been offered through Ohio University. HSLs graduate students are encouraged to consult with their academic advisors and the university's Office of Research and Sponsored Programs for advice and assistance in seeking external funding. Approved by HSLs Faculty on 09/30/2005.

**HSLs POLICY ON FUNDING FOR GRADUATE STUDENTS WHO ARE ELIGIBLE FOR OHIO  
UNIVERSITY'S EDUCATIONAL BENEFITS PROGRAM FOR EMPLOYEE SPOUSES AND CHILDREN**

Graduate students who are eligible for family tuition benefits through Ohio University's Educational Benefits Program for Employee Spouses and Children are not eligible for HSLs tuition scholarships. Approved by HSLs Faculty on 09/30/2005.

## **THE PROFESSIONAL DEGREE PROGRAMS**

### **Master of Arts in Speech-Language Pathology (MA) and Clinical Doctor of Audiology (Au.D.)**

#### **Introduction**

The Master of Arts in Speech-Language Pathology and Clinical Doctor of Audiology is designed to prepare students with the academic knowledge and clinical skills. Students will be able to:

- appraise research in the discipline.
- demonstrate professional behavior when interacting with key stakeholders.
- identify appropriate diagnostic tools and procedures for children and adult clients.
- identify appropriate treatment techniques and procedures for children and adult clients.

The degree programs are planned so that students will meet licensure requirements in Ohio and other states. Students in the AuD program who chose to seek ASHA certification will have opportunities to fulfill academic and clinical requirements as required by ASHA. Students in the MA program will satisfy all academic and clinical requirements through ASHA in speech-language pathology (CCC-SLP) and meet licensure requirements in Ohio and other states. Students in the MA program also have the opportunity to satisfy teacher licensure requirements of the Ohio State Department of Education for SLP through selective course work and clinical experiences. The programs in Speech-Language Pathology and Audiology are accredited by the Council on Academic Accreditation. It is the student's responsibility to verify other state licensure requirements and to ensure these requirements are met during the MA or Au.D. program.

#### **Research**

For the MA students in speech-language pathology, there are provisions for a non-thesis and a thesis option. The thesis option, in addition to offering students a general foundation and clinical practice, provides preparation for more in-depth study at the doctoral level. Students considering doctoral study are strongly encouraged to choose the thesis option. Audiology students satisfy research requirements during their third year of study.

#### **Length of Programs**

Admission into the MA and AuD program is for the fall semester only.

The MA program only accepts full-time students (beginning fall semester) and takes two full years or six semesters to complete. This timeline may be lengthened by a variety of conditions including taking additional course work to create areas of specialization or to obtain other certificates (such as Gerontology, Health Policy Administration, or Teaching English as a Second Language), conducting an extended thesis, or requiring additional time to complete clinical hours or externships.

The AuD program only accepts full-time students beginning fall semester. The program takes four full years or 11 semesters to complete. This includes three years of core coursework coordinated with comprehensive clinical experiences, elective options, practicum coursework, and a research project followed by a 3-semester full-time externship.

#### **Advising**

Upon admission and acceptance to a program, students are assigned an academic advisor in their major area of study. The advisor meets with each student during orientation (which takes place the week before classes begin fall



semester), during subsequent pre-registration periods, and additionally as necessary. The advisor counsels students regarding the program of study, understanding the Degree Audit Reporting System (DARS), course registration, and monitoring progress in the program. Students are required to develop a tentative plan of study at the outset of the program in consultation with their advisor. Areas of special interest within the discipline of HSLs and in related areas should be explored, as should the thesis option for MA students and certification programs, such as teacher licensure. This planning will ensure a sound basis for pursuing career goals. The advisor completes the graduation clearance for each graduate advisee.

## **Grading and Courses**

A grade point average (GPA) of 3.0 (on a 4.0 scale) is the minimal level of performance for all graduate students. In order to satisfy degree requirements, students must maintain a 3.0 for their overall GPA, including HSLs didactic (non-practicum) course work and graded clinical practicum. No course receiving a grade of less than C (2.0) can count toward the degree requirements, including electives. Students receiving a grade below C (2.0) must re-take the course if it is a required course for the degree without receiving additional credit. If the course is not required, a different course may be taken to replace it or the course may be retaken without receiving additional credit. In either case, the original grade will be averaged into the GPA.

At the close of each term, the Coordinator of Professional Programs examines each student's GPA. An overall GPA below 3.0 automatically places the student on academic probation. Each student is required to read and sign the HSLs probationary policy located in [Appendix B](#) indicating that it has been read and understood. Each student will sign the probation policy during orientation.

All HSLs didactic coursework must be taken for a letter grade. Externships, thesis hours, and some practicum coursework are taken on a credit/no credit basis. Outside electives must be taken for a letter grade to count towards the degree. All outside electives must be approved by an HSLs academic advisor. Electives that only have an option for a Pass/Fail grade require the pre-approval from the student's academic advisor. If the advisor is unsure about approving the elective, or when a disagreement exists between student and advisor, the Coordinator of Professional Programs will make the final decision.

Courses satisfying graduate requirements must be numbered 5000 or above. Only three 5000 level HSLs courses can count towards the degree requirements. There is no limit to the number of outside electives that are permitted to be taken at the 5000 level.

## **Transfer Credit**

A maximum of 8 semester hours of graduate credit with a grade of A or B may be accepted by transfer. This coursework must be: (1) from an ASHA-accredited institution that offers a graduate degree; (2) approved by the Coordinator of Professional Programs, and (3) taken within five years of beginning the program. Credit for courses taken by correspondence is not accepted toward the degree; however, online courses from accredited universities will be reviewed on an individual basis to determine if the coursework is equivalent. A required course may only be waived if a student has taken that course at Ohio University or an equivalent course from another institution. However, if such a waived course was not for graduate credit, the course must be replaced with an elective to meet the graduate hour requirement. Please note that the review process often requires review of the course syllabus from the transfer course and that students are expected to be able to produce specific information about course textbooks, requirements, and objectives. The request for transfer credit form can be obtained in the HSLs Office, Grover Center W218.

## NATIONAL EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (ALSO KNOWN THE PRAXIS EXAMINATION)

Evaluation is an essential aspect of the graduate training program. We believe that our students must not only meet the standards established by HSLs, but also demonstrate knowledge in speech-language pathology and audiology as deemed important by ASHA and state licensure.

### Requirements for Taking the PRAXIS

MA and AuD candidates must provide documentation prior to graduation and AuD candidates prior to starting the final externship of taking the National Examination in Speech-Language Pathology or Audiology (PRAXIS), which are administered by the Educational Testing Service, Princeton, NJ. The examination is required by ASHA for clinical certification in Speech-Language Pathology and Audiology and is also required in some states which have provisions for the licensing of speech-language pathologists or audiologists.

Documentation of taking the PRAXIS means that the student has sent an official score report to HSLs and the score has been received by HSLs. Failure to submit an official score report to HSLs will result in denial of graduation which could delay student's graduation by a semester or more.

As of June 2021, information regarding the PRAXIS is found at:

<https://www.ets.org/praxis/asha/requirements/> which states:

1. SLP is now 162 (100-200) scale
2. AuD is now 162 (100-200) scale
3. Information about the PRAXIS can be found at <http://www.ets.org/praxis/>

Acceptable PRAXIS scores in Ohio and other states can be found on the ASHA website at:

[https://www.asha.org/certification/praxis/praxis\\_scores/](https://www.asha.org/certification/praxis/praxis_scores/).

### When Administered

MA students should take the PRAXIS exam during their second year of study during the second half of the fall semester, during winter break, or early spring semester. AuD candidates are required to take the PRAXIS prior to starting the final externship. The recommended timeline is early fall semester of Year 3. AuD students who have not taken the PRAXIS prior to the final externship will not be eligible to participate in the white coat ceremony during spring semester of Year 3 or begin the final externship. It is the responsibility of each student to apply to take the exam. Test sites and dates of examination may vary and students are responsible for obtaining this information independently. Exams are offered frequently each year with several offerings on the Athens campus. Scores must be sent to HSLs. Students must also have their scores sent to ASHA in order to satisfy certification requirements if applying to ASHA for the Certificate of Clinical Competence. For more information on taking the PRAXIS, go to <http://www.ets.org/praxis>.

### Certificate of Clinical Competence (CCC)

The certificate in speech-language pathology or audiology is awarded by ASHA's Clinical Certification Board to applicants who:

1. Hold a graduate degree in SLP, Au.D. or a PhD in Hearing, Speech and Language Sciences.
2. Have satisfied both academic and clinical requirements for the certificate.

3. Have successfully completed a clinical fellowship in SLP or the equivalency of a 12-month full-time supervised clinical experience for audiology under a supervisor who holds ASHA certification, has completed 2 hours of professional development in clinical instruction/education/supervision after earning certification, and has at least 9 months of full-time clinical experience post certification and;
4. Have passed the national examination in the area in which certification is sought.

ASHA sets forth the standards for meeting certification requirements. Information on obtaining this certificate will be discussed in practicum throughout the program. For additional information about all ASHA membership and certification options, requirements, and forms go to: <http://www.asha.org/certification/>.

## Ohio Licensure

Unlike ASHA membership and certification, which serve the professional organization, licensure is a requirement of the law created by the State of Ohio to protect the consumer. Students should become familiar with the revised code, which defines the practice of SLP/AuD. and states that the student must be licensed by the licensure board. Students are required by law to read and understand the code. It is the student's responsibility to verify other state licensure requirements and ensure these requirements are met during the MA or AuD program. For more information about Ohio state licensure visit The Ohio Speech and Hearing Professionals Board (OSHPB) at <https://shp.ohio.gov/>. For more information on licensure requirements in other states students may refer to: [ASHA State-by-State Requirements and Contact Information](#).

## POLICY ON STUDENTS WHO ARE NON-NATIVE SPEAKERS OF AMERICAN ENGLISH ENROLLING IN CLINICAL PRACTICUM

HSLs is dedicated to further international engagement, interaction, and involvement of students, faculty, and staff. International students are encouraged to apply for the MA, AuD, and PhD programs, and complete the application process as outlined in the current graduate catalog located at <https://www.catalogs.ohio.edu/index.php>. (Defaults to undergraduate. Go to the top right-hand corner to a drop box. Change OHIO University Undergraduate Catalog 2022-23 to OHIO University Graduate Catalog 2023-24).

However, enrollment in any HSLs degree program does not automatically entitle non-native speakers of American English to enroll in clinical practicum or receive clinical assignments at the time of enrollment. In some cases the communication proficiency of a student who is a non-native speaker of American English impedes his/her ability to engage at an appropriate level of professional communication with clients and patients in clinical assignments. For this reason, all non-native speakers of American English wishing to enroll in graded or non-graded clinical practicum and be assigned clients or time in the clinic must meet the criteria outlined below.

## Clinical Practicum Criteria

1. Achieve a score of 80 on the VET test.
2. Demonstrate verbal communication skills necessary for completing evaluation and treatment with individuals having no experience with interpreting non-native English. This includes:
  - Writing skills necessary for clinical communication and documentation as evidenced by 90% accuracy of spelling, grammar, vocabulary, and style in a SOAP note pertaining to an observed clinical session as assessed by a clinical supervisor;
  - Reading and understanding of handwritten documentation as assessed by discussion of the content of a) one set of handwritten clinical progress notes, and b) one case history;

- Phonological and articulatory accuracy in a 10-minute spontaneous conversation sample with a clinical supervisor (as assessed via tape recording playback to a different clinical supervisor) at 90%;
- Grammatical accuracy in a 10-minute spontaneous conversation sample with a clinical supervisor (as assessed via recording reviewed by a different clinical supervisor) at 90%;
- Vocabulary appropriate for contextualized use in clinical contexts, as assessed by interview with the Coordinator of Hearing, Speech and Language Clinic Services;
- Idiomatic expression for appropriate contextualized use, as assessed by interview with the Coordinator of Hearing, Speech and Language Clinic Services;
- Pragmatic skills enabling perceived naturalness in light of native speaker status of a majority of clinical clientele in the Ohio University region (as judged by at least two clinical supervisors).

Written authorization for practicum enrollment and clinical assignments will be issued by the Coordinator of Hearing, Speech, and Language Clinic Services once these criteria are met. This authorization will be included in the student's official HSLs file prior to the student's enrollment in graded or ungraded practicum and clinical assignment. The international student will be given one semester upon enrollment in the program to successfully meet these criteria and secure the authorization from the Coordinator of Hearing, Speech, and Language Clinic Services. MA and AuD students who do not meet the practicum criteria within the first semester will not be permitted to continue studies in these clinical programs until they have met the criteria upon repeat evaluation. PhD students who do not meet the practicum criteria within the first semester will not be permitted to continue their PhD studies without clinical practicum. After the first semester of study, students may request a re-evaluation of eligibility for clinical practicum, but no more than once per semester.

A copy of this policy will be sent to each international student as part of the HSLs graduate student orientation packet before beginning a HSLs graduate program.

## **OHIO UNIVERSITY HEARING, SPEECH AND LANGUAGE SCIENCES POLICY ON ACCOMMODATIONS FOR DIVERSE STUDENTS**

### **Admissions**

The Division of Hearing, Speech and Language Sciences (HSLs) recognizes that students with disabilities may need accommodations to successfully complete the graduate program. Accommodation plans are designed collaboratively with the student, the Division, and Student Accessibility Services on an individual basis depending on the needs of the student. The student, however, must be able to meet the essential functions described by the American Speech-Language-Hearing Association (ASHA) to attain clinical competency.

### **Policy for Students with Disabilities**

Students with disabilities may need accommodations to successfully complete the graduate program and to be eligible for clinical certification. Accommodation plans are collaboratively developed with the student, the Division, and Student Accessibility Services on an individual basis depending on the needs of the student. While the Division will strive to make the necessary accommodations, the student must be able to meet the essential functions described by ASHA to attain clinical competency and to graduate in good standing.

Initially, students with a diagnosed disability will be referred to Student Accessibility Services to initiate requests for accommodations. The student will then meet with the Division designees to review the requested accommodations and information attained from Student Accessibility Services. The Division designees will review the accommodation

requests to determine if the student can meet the essential functions required for certification through ASHA as outlined on the KASA Summary Form.

The student, Division, and Student Accessibility Services will work collaboratively to draft a plan to accommodate the student's disability within the confines of these requirements. The Program and Clinic Directors will then meet with the student to review the proposal. A written plan will be signed by the student and Division designees. All plans will include the expectation that all academic and clinical competencies must be attained, although alternative methods will be allowed.

Externship sites will be informed of the accommodations and the Clinic Director or Director of Clinical Education (DCE) will meet with the site supervisor(s) to discuss and design procedures that are acceptable to the site while meeting the accommodations necessary for the student. The student will be asked for input that may benefit both the site and the student. The student will be assessed at mid-term and end of each semester. Concerns will be addressed and adjustments to the plan will be made if needed. Formative and summative assessment will follow the usual procedures.

Reference: CAA Accreditation Standard 4.2

Link to Ohio University Student Accessibility Services: [accessibility-services](#)

### OHIO UNIVERSITY HEARING, SPEECH AND LANGUAGE SCIENCES POLICY FOR ENROLLING IN EXTRA UNGRADED PRACTICUM FOR THE AD.D. PROGRAM:

1. Only available to 2nd and 3rd year AuD students. 1st year AuD students do not have the knowledge or experiences to take on extra clinical work.
2. Obtain permission from instructor via email prior to enrollment with the request form:
  - a. Complete a request form and turn it into the instructor of record for approval
  - b. Indicate why you are making this request; and
  - c. Indicate what extra work you are interested in completing in the clinic
3. Enrolling in extra ungraded practicum indicates you are committing to 2 extra hours of clinical assignments each week per hour of credit enrolled. Students are required to complete all assignments that semester plus the students regular clinical assignments. Clinical assignments may include additional patient contact hours or a clinical assignment as assigned by the students' preceptor.
  - a. If assignments are not complete by the desired time-frame in the semester, the student could be assigned an Incomplete (I) in the course. The following policy must be followed for courses receiving an incomplete:
    - i. <https://www.catalogs.ohio.edu/content.php?catoid=55&navoid=4216#grading-info>
  - b. **Incomplete.** Receiving an "I" means that the student has not completed the work required for a regular grade. The student must have the instructor's permission to receive the Incomplete. The student must complete the work within the first two weeks of his or her next semester of enrollment or two years from the end of the term in which the grade of "I" was given, whichever comes first, or the "I" converts automatically to an "F." The instructor may at his or her discretion submit a change of grade request to the Office of the University Registrar. When the student applies for graduation, any Incompletes on the record will be calculated as "F" grades for the purpose of determining eligibility for graduation and will be converted to "F" upon graduation.
  - c. If assignments are not complete the student will receive No Credit for the section of the course that is

not complete. This could result in a need to retake 6921/7921/8921 and could delay the student's graduation.

d. Extra assignments follow all the same rules for professional behavior.

4. The approved form will be turned into Chris Gabriel to enroll students in extra ungraded practicum.

**Request for additional ungraded practicum hours:**

Student Name: \_\_\_\_\_

PID # \_\_\_\_\_

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Number of hours requested: \_\_\_\_\_ (each course credit = 2 hours of clinical experience)

Indicate extra work you are interested in completing:

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

The instructor approves this request by signing below:

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

## CLINICAL DOCTOR OF AUDIOLOGY (Au.D.)

### Curriculum

There are four elements to the four-year AuD program. First, a minimum of 100 semester-hours in coursework. Second, clinical experiences in a variety of clinical settings including our university clinic and sites across the country. The first two components are lock-stepped in a sequence of didactic and clinical training during the first three years and include formative and summative assessments of clinical skills. Third, a research project will be completed during the student's third year. Fourth, a full-time supervised externship will be completed no earlier than the end of spring semester of the fourth year. Each of these four areas are described further below.

### Didactic and Clinical Courses

#### Professional Practicum Seminar/Clinical Training

Students in the AuD program will complete a clinical practicum series each semester during the first three years of their program. This series includes both hands-on clinical experiences necessary for the completion of the clinical clock hours and the professional practicum seminar (a didactic component for the reinforcement of important clinical skills). The practical seminar is a key didactic component of the AuD program as it bridges didactic coursework and the clinical experience. The didactic component of the clinical practicum seminar is a weekly one-to two-hour meeting taught by clinical preceptors via direct lecture, hands-on clinical laboratory exercises, practical demonstrations, and/or student presentations. Topics are lock-stepped with courses in order to reinforce the practical skills associated with the clinical aspects of those topics.

### Clinical Education

Clinical experiences advance in quantity, scope, and complexity within a variety of clinical settings over the first three years. On and off-campus clinical locations are phased into the student's clinical training based upon individual skill and clinical needs. Off-campus sites are supervised by our own clinical faculty as well as off-campus clinical preceptors. These sites provide a wide range of clinical experiences for our students including settings in private practice, otolaryngology practices, hospitals, newborn hearing programs, schools, veterans' administration (VA) clinics and regional clinics. During the summer of year two, students are placed at a one-semester full-time externship. The summer of year three and fall and spring of year four students are also placed at a full-time externship typically ending in May of the fourth year. The combination of part-time placements years one-three and 4 semesters of full-time clinical externships constitute the equivalency of at least 12 months of full-time supervised experience. Detailed descriptions of the clinical experience from Years I through IV are described below.

The clinical faculty is responsible not only for the educational practicum of students, but also for the well-being of the clients being served. All students and clinical faculty must follow the policies and procedures in the Clinic Manual. Clinical experiences should be considered a privilege rather than a right. More information about policies can be found in the Clinic Manuals located at: <https://www.ohio.edu/chsp/rehab/communication-sciences/doctor-clinical-audiology>

Students who choose to seek ASHA certification must complete the ASHA 2023 Standards for the Certificate of Clinical Competence in Audiology. Details of those requirements can be found in the <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>.

## **Year I of Clinical Experience**

During Year 1 all students will be directly supervised by Ohio University clinical preceptors so that clinical education and instruction occur in a structured and controlled environment. During the first semester focus is placed on obtaining necessary academic information and orienting students to HSLC operations. Fall semester, each student will be assigned to the Ohio University HSLC one-half day per week. Assignments will include clinical observations of advanced AuD students. During spring semester, students will be given a minimum of a one-half day assignment in the HSLC and/or the Ohio Health O'Bleness Memorial Hospital Newborn Nursery. Students will also perform audiometric evaluations on "mock" patients assigned to them by the clinical faculty. Summer semester students will again be placed in the HSLC and/or the O'Bleness Hospital for a minimum of a one-half day. By summer semester students will also be required to complete a practical examination. The examination will be based on knowledge and skills learned throughout the entire first year in didactic course and the professional education series. Students will be required to pass the practical examination in order to advance in clinical practicum. Students who do not pass the practical examination are subject to clinical remediation. See the At-Risk Policy in **Appendix C** for specific details.

## **Year II of Clinical Experience**

During fall semester Year 2, students will be assigned at minimum one-half day per week in the HSLC and/or the O'Bleness Hospital. During this semester Year 2 students will be the primary clinicians working directly with HSLC patients under the supervision of an Ohio University clinical preceptor. Students may also perform advanced audiological procedures on assigned "mock" patients or complete simulated activities. During this semester Year 2 students will likely be paired with a Year 1 student who will be observing and acting as an assistant to the Year 2 student. Spring semester students who have made sufficient progress in clinical skills will be placed at a part-time off-campus site one full day per week if available. All students will be under the direct supervision of a licensed audiologist. The off-site placements are typically within two hours of the Athens campus. If an off-site placement is not available, the student will be placed in the HSLC for a minimum of one-half day. By the spring of Year 2, students will be required to take a comprehensive written and practical examination. Further details about this exam can be found below.

A thirteen-week, off-campus externship is required during the summer semester of Year 2 (HSLC 7910). The student must have met the skills and competencies deemed necessary by the audiology staff and faculty and passed the comprehensive written and practical examination in order to complete the full-time externship. Ohio University has an extensive list of externship sites with affiliation agreements in place that are available to students. The DCE will work directly with all Year 2 students and externship sites to ensure placements meet all requirements of the program and have established university affiliation agreements prior to finalizing a placement. If the student is not able nor prepared to complete this placement during the summer semester Year 2, he/she is required to complete the summer externship during the summer following the third year of didactic work. This will delay the student's graduation.

## **Year III of Clinical Experience**

During Year 3 fall and spring semesters, students will again be placed at an established part-time off-campus site and/or in the HSLC for at least one full day per week. During fall semester students will be required to take a comprehensive practical examination. Students who do not pass the practical examination will be required to complete clinic remediation the next semester. Spring semester students will return to the HSLC for a minimum of a one-half day assignment. During spring semester, Year 3 students may also be assigned a Year 1 student who will be the assistant, or the Year 3 student will be a mentor to the Year 1 student while he/she completes "mock" patient assignments, basic audiological procedures, and written documentation. Year 3 students may be assigned "mock" patient or simulation assignments at the discretion of the clinical preceptors.



During the summer of Year 3 students typically begin the first semester of a three-semester full-time externship rotation. Ohio University has established relationships and current affiliation agreements with a number of externship sites. Additional sites are developed on an ongoing basis at the request of the student or site. Our students have been successful in obtaining competitive externship placements nationwide. The DCE will work directly with all Year 3 students and externship sites to ensure placements meet all requirements of the program and have established university affiliation agreements prior to finalizing a placement.

#### **Year IV of Clinical Experience**

In Year 4 the student will continue the established externship rotation for the final two semesters. The final externship placement may not end prior to the end of spring semester of Year 4. If the placement begins the fall semester Year 4, then the student will take a typical course load and clinical training or a 13-week externship during the summer Year 3. Students who do not start the full-time supervised externship during summer of Year 3 will delay their graduation date by one semester and will not be able to walk at spring commencement.

The placement of the student in the final supervised externship site can only be made if the student 1) has met the skills and competencies deemed necessary by the audiology faculty and clinical faculty for the particular off-campus externship placement, and 2) submitted official score report for the PRAXIS to the HSLs Office.

All students must be supervised by a state licensed audiologist for a total of 1820 hours and an equivalence of 12-months over the period of 4 years. Students who chose to seek ASHA certification must receive supervision by an ASHA-certified, state-licensed audiologist for an equivalency of 12 months. The supervisor must have completed 2 hours of professional development in clinical instruction/education/supervision after earning certification and have at least 9 months of full-time clinical experience post certification. This is in addition to meeting all ASHA 2020 Standard requirements. Students who wish to be licensed in another state or receive certification from another body must review requirements ahead of time and discuss requirements with the DCE in order to plan appropriately to meet the requirements.

#### **2nd Year Audiology Clinical Education Comprehensive Examinations**

By midterm of spring semester of the second year\* any student enrolled in the Clinical Doctorate of Audiology program must take:

- a comprehensive written exam
- a comprehensive practical exam (which consists of 6 sub-sections)

Both exams will include content from years one and two. Credit for the practical exam will be given in HSLs 7921 Audiology Practicum II

To continue in the program a minimum score of 80% is required on both the written and practical exams.

##### **1. Written Exam Protocol:**

If the overall score on the written exam is less than 80%, the student must retake the written exam *by the last day of classes of spring semester.*

- a. The student may only retake the written exam one time.
- b. If the student does not earn a minimum of score of 80% on the retake of the written exam, the student will be dismissed from the AuD program.

## 2. **Practical Exam Protocol:**

If the overall score on the practical exam is less than 80%, the student must retake the entire practical exam *by the last day of classes of spring semester.*

- a. The student may only retake the practical exam one time.
- b. If the student fails to earn a minimum of score of 80% on the retake of the practical exam, the student will be dismissed from the Au.D. program.

If the student scores less than 80% on one or more sub-section(s) of the practical exam, even if their overall score is above 80%, the student will be required to retake the sub-section(s) *by the last day of classes of spring semester.* The procedure(s) for the retake will be determined by the examiners and may include, but are not limited to, retaking the sub-section or an oral discussion.

- a. If the student does not pass the retake procedure(s) for one or more sub-section(s) of the practical exam (achieve a minimum score of 80% on all sub-sections), the student will be placed on an official clinical remediation plan the following semester.
  - i. NOTE: If a student is on a clinical remediation plan summer semester of Year 2, the student will not be placed at a full-time externship summer semester. ***This will result in delay of graduation.***
- b. If the student does not meet all goals as outlined on the clinical remediation plan, the student will be placed on clinical probation the following semester.
- c. If the goals of the student's clinical probation have not been met after one semester, the student will be dismissed from the program.

\*Students enrolled in the Au.D./PhD Joint program will be reviewed by their program/committee advisors/clinical supervisors to determine when the student should be required to take the comprehensive and practical exams.

## **Research Education**

While the AuD is not a research degree, the HSLs academic and clinical faculty believe that students must demonstrate sufficient depth and breadth of knowledge to warrant the doctoral designation. The goal of the research component of the program is to produce clinicians who: 1) approach daily clinical problems with a critical mind, 2) demonstrate analytic research skills necessary to evaluate research, 3) have the skills to disseminate ideas to the audiology/hearing science community, 4) are able to bridge the gap between clinical and research communities, and 5) are quality consumers of research. This is accomplished by the following: 1) course assignments, 2) attendance at a bi-monthly Colloquium series where research projects are presented by faculty, students, and other invited guests, 3) research design and statistical coursework, 4) completion of a research project during Year III, and 5) presentation at a departmental Colloquium based on the student's third year research project. Each student will work with a designated audiology faculty member, typically a Group I faculty member, as the primary mentor, on this research project. The deadline for students to submit their mentor designation form, signed by the primary mentor, is November 1st of Year 2.

## **HSLs Electives and Outside Electives**

Electives outside of HSLs vary according to student interests. Non-HSLs electives must be approved by the student's academic advisor and a written copy of the approval turned into the HSLs Office for documentation in the student's permanent file. If a student has a question about possible electives, they should consult with their advisor.

# Doctoral of Audiology Program of Study Class of 2027

A MINIMUM OF 105 GRADUATE HOURS ARE REQUIRED FOR DEGREE

Name:	Completed the following prerequisite?	Completed the following ASHA requirements?
Advisor's Name:		
<b>REQUIRED/CORE COURSES ARE INDICATED IN BOLD</b>	<b>UNDERGRADUATE UNIVERSITY:</b>	<input type="checkbox"/> Biological Sciences AND <input type="checkbox"/> Physical Sciences AND <input type="checkbox"/> Social/Behavioral Sciences
<b>Year 1</b>	<input type="checkbox"/> Introduction to Comm. Dis. <input type="checkbox"/> Phonetics <input type="checkbox"/> Anatomy/Physiology of Sp. & He. <input type="checkbox"/> Speech Science <input type="checkbox"/> Hearing Science <input type="checkbox"/> Language Development <input type="checkbox"/> Basic Audiology <input type="checkbox"/> Sign Language I	<b>3rd Year Project Mentor Designation Form due November 1, 2024</b>
Fall 2023-2024 (15 hours minimum) <input type="checkbox"/> <b>HSLs 6010 Research Methods (3 hours)</b> <input type="checkbox"/> <b>HSLs 6030 Neuroscience of Communication (3 hours)</b> <input type="checkbox"/> <b>HSLs 6730 Diagnostic Audiology (3 hours)</b> <input type="checkbox"/> <b>HSLs 6770 Advanced Hearing Science (3 hours)</b> <input type="checkbox"/> <b>HSLs 6351 Professional Education in Audiology I (2 hours graded)</b> <input type="checkbox"/> <b>HSLs 6921 Audiology Practicum I (1 hour credit)</b>	<b>Year 2</b>	
Spring 2023-2024 (12 hours minimum*) <input type="checkbox"/> <b>HSLs 6731 Advanced Diagnostic Audiology (3 hours)</b> <input type="checkbox"/> <b>HSLs 6740 Hearing Aids (3 hours)</b> <input type="checkbox"/> <b>HSLs 6749 Electrophysiologic Assessment (3 hours)</b> <input type="checkbox"/> <b>HSLs 6351 Prof Education in Audiology I (2 hours graded)</b> <input type="checkbox"/> <b>HSLs 6921 Audiology Practicum I (1 hours credit)</b>	Fall 2024-2025 (13 hours minimum*) <input type="checkbox"/> <b>HSLs 6751 Advanced Electrophysiologic Assessment (3 hours)</b> <input type="checkbox"/> <b>HSLs 7750 Advanced Hearing Aids (3 hours)</b> <input type="checkbox"/> <b>HSLs 7680 Noise Exposure &amp; Hearing Conservation (3 hours)</b> <input type="checkbox"/> <b>HSLs 7352 Prof Education in Audiology II (2 hours graded)</b> <input type="checkbox"/> <b>HSLs 7921 Audiology Practicum II (2 hours credit)</b>	
Summer 2023-2024 (15 hours minimum*) <input type="checkbox"/> <b>HSLs 7850 Balance Function Assessment (3 hours)</b> <input type="checkbox"/> <b>HSLs 7630 Pediatric/Educational Audiology (3 hours)</b> <input type="checkbox"/> <b>HSLs 6351 Prof Education in Audiology I (2 hours graded)</b> <input type="checkbox"/> <b>HSLs 6921 Audiology Practicum I (2 hours credit)</b> <input type="checkbox"/> <b>HSLs 6320 Speech &amp; Language Disorders for Audiologist (1 hour)</b> <input type="checkbox"/> <b>EDRE 7200 Educational Statistics (4 hours)</b>	Spring 2024-2025 (15 hours minimum*) <input type="checkbox"/> <b>HSLs 6270 Medical Asp Aud (3 hours)</b> <input type="checkbox"/> <b>HSLs 7620 Rehab Audiology (3 hours)</b> <input type="checkbox"/> <b>HSLs 7700 Cochlear Implants (3 hours)</b> <input type="checkbox"/> <b>HSLs 7352 Prof Education in Audiology II (2 hours graded)</b> <input type="checkbox"/> <b>HSLs 7921 Audiology Practicum II (2 hours credit)</b> <input type="checkbox"/> <b>HSLs 8949 Research Practicum (2 hours credit)</b> <b>Comprehensive written and practical exam</b>	
CLINICAL EXPERIENCE DURING WINTER INTERSESSION AND/OR SPRING BREAK WILL BE ASSIGNED BY THE COORDINATOR OF THE HSLC SERVICES.	Summer 2024-2025 (4 hours minimum) <input type="checkbox"/> <b>HSLs 7910 Clinical Externship in Audiology (4 credit hours)</b> Name of Site _____	
*Students with a stipend and tuition waiver must register for a minimum of 12 graduate credit hours during fall and spring semester and a minimum of 9 graduate credit hours during summer semester		

Year 3	Year 4
Fall 2025-2026 (9 hours minimum)* <input type="checkbox"/> HSLs 8949 Research Practicum in Audiology (4 hours) <input type="checkbox"/> HSLs 8351 Prof Education in Audiology III (1 hour graded) <input type="checkbox"/> HSLs 7950 Integrated Clinical Education (1 hr graded) <input type="checkbox"/> HSLs 8921 Audiology Practicum III (2 hours credit) <input type="checkbox"/> HSLs 8400 Pharmacology for Audiologists (1 hour) <input type="checkbox"/> Taken PRAXIS by Fall semester.	Fall 2026-2027 (4 hours minimum) <input type="checkbox"/> HSLs 8910 Full-time Audiology Externship (4 hours) Name of Site _____ <hr/> Spring 2026-2027 (4 hrs minimum) <input type="checkbox"/> HSLs 8910 Full-time Audiology Externship (4 hours) Name of Site _____
Spring 2025-2026 (9 hours minimum) <input type="checkbox"/> HSLs 8949 Research Practicum in Audiology (4 hours) <input type="checkbox"/> HSLs 8351 Prof Education in Audiology III (1 hours graded) <input type="checkbox"/> HSLs 8921 Audiology Practicum III (2 hours credit) <input type="checkbox"/> HSLs 8850 Assessment & Management of Balance and Vestibular Disorders (2 hours) <input type="checkbox"/> HSLs 8500 Professional Ethics and Practices in Audiology (1 hour)	FOCUS OF CLINIC EXPERIENCE: This program offers numerous on- and off-campus clinical practicum experiences. The clinical focus of each practicum experience varies with every student, every semester, depending on the site assignment for that student. <hr/> EXTERNSHIP REQUIREMENTS: Must complete at least 10 credit hours of HSLs 8949; 4 credit hours of HSLs 7910; and 12 credit hours of HSLs 8910.
Summer 2025-2026 (4 hours minimum) <input type="checkbox"/> HSLs 8910 Full-time Audiology Externship (4 hours) Name of Site _____	<p style="text-align: center;"><b>Must complete 3 hours of HSLs 5110 Sign Language (if needed).</b></p>
<p style="text-align: center;">*Students with a stipend and tuition waiver must register for a minimum of 12 graduate credit hours during fall</p>	
<p style="text-align: center;"><b>THIS PROGRAM OF STUDY IS MEANT TO BE USED AS A PLANNING AND TRACKING GUIDE. THE ACTUAL SEMESTER OF COURSE OFFERINGS IS SUBJECT TO CHANGE.</b></p> <p style="text-align: center;"><b>STUDENTS ARE REQUIRED TO SUBMIT AN OFFICIAL PRAXIS SCORE REPORT TO HSLs AT LEAST 30 DAYS PRIOR TO GRADUATION.</b></p> <p style="text-align: center;"><b>NOTE: A passing score is required for State of Ohio Licensure (and most other states) and certification by ASHA.</b></p>	
<p style="text-align: center;"><b>A MINIMUM OF 105 GRADUATE HOURS REQUIRED FOR DEGREE</b></p>	

**CLINICAL DOCTOR OF AUDIOLOGY GRADUATION CLEARANCE FORM**  
**Ohio University Hearing, Speech and Language Sciences**  
**AuD Class of 2027**

Student Name \_\_\_\_\_ Student PID \_\_\_\_\_ Advisor \_\_\_\_\_

1. \_\_\_\_\_ Complete 105 semester hours of approved graduate coursework
2. \_\_\_\_\_ Complete 51 credit hours of HSLs required core courses (16 courses)
3. \_\_\_\_\_ Complete statistics course EDRE 7200 or equivalent
4. \_\_\_\_\_ Complete:
  - \_\_\_\_\_ All ASHA prerequisites
  - \_\_\_\_\_ Sign Language I (HSLs 1110/5110) or equivalent\*
6. \_\_\_\_\_ Minimum grade point average (GPA) of 3.0 for:
  - \_\_\_\_\_ Overall GPA
  - \_\_\_\_\_ HSLs didactic coursework
  - \_\_\_\_\_ Graded practicum
7. \_\_\_\_\_ Enrollment in 9 credit hours minimum during each non-externship semester
8. \_\_\_\_\_ Enrollment in research practicum (HSLs 8949) 3 semesters
  - 2 credit hours spring Year 2 and 4 credit hours fall and spring Year 3
9. \_\_\_\_\_ Official score report on the NTE (PRAXIS exam) in Audiology prior to graduation  
 SCORE \_\_\_\_\_ DATE OF EXAM \_\_\_\_\_
10. \_\_\_\_\_ Complete 4 credit hours HSLs 6921 (ungraded practicum) over 3 semesters
11. \_\_\_\_\_ Complete a minimum of 6 credit hours of HSLs 6351 (graded practicum) hours over 3 semesters
12. \_\_\_\_\_ Complete 8 credit hours HSLs 7921/8921 (ungraded practicum) over 4 semesters
13. \_\_\_\_\_ Complete 6 credit hours of HSLs 7351/8351 (graded practicum) over 4 semesters
14. \_\_\_\_\_ Satisfaction of ASHA academic requirements for meeting certification
15. \_\_\_\_\_ Required mastery level of knowledge and skills (See TYPHON PRINTOUT)
16. \_\_\_\_\_ Complete a minimum of 4 credit hours of HSLs 7910
17. \_\_\_\_\_ Registration for either HSLs 8910 for 4 credit hours or a combination of didactic coursework and clinical practicum during the summer of the third year
18. \_\_\_\_\_ Complete at least 3 semesters of HSLs 8910 for a minimum of 4 credits hours per semester
19. \_\_\_\_\_ Satisfaction of ASHA clinical requirements for meeting certification
20. \_\_\_\_\_ Complete a minimum 25 observation hours and 1820 clinical hours prior to graduation

\*Students not having these courses previously must enroll for them as part of their graduate study. Only three HSLs 5000-level courses may count towards the degree.

**NOTES:** \_\_\_\_\_

Initial review completed on \_\_\_\_\_ by \_\_\_\_\_.

Issues reviewed with, Program Coordinator \_\_\_\_\_  
 N/A      Initials      Date      Signature

Email sent to student on \_\_\_\_\_  
 Date

## JOINT AU.D./PHD OPTION

The purpose of the Joint option is to provide a student who wishes to pursue a PhD the opportunity to take doctoral-level courses, directed studies, and engage in research experiences during the AuD program, which mainly focuses on clinical training. This is highly beneficial for those select students for three reasons: a) they have an incentive to apply to and complete the PhD, given that they have already started some of the coursework b) they are more prepared for successful study at the doctoral level and c) they can complete two degrees (AuD + PhD) in six or seven years (instead of 8 years). A student pursuing this option is required to complete the same curricular requirements as all students who pursue the AuD. Students also will complete the same requirements as those who pursue the PhD.

A student who wishes to pursue this option may express interest in the application to the AuD program. The Joint program is highly selective, with one or two students enrolled each year. The HSLs faculty members have a formalized process in place to determine the student's qualification for the Joint option. The minimum criteria include a formalized interview process and one letter of recommendation from a faculty member that supports the student's outstanding research potential.

If accepted, the student will be assigned a faculty mentor and will be advised on a program of study that will integrate doctoral-level coursework and experiences (e.g., research directed studies, statistics, working in a mentor's research lab) into the coursework required for the AuD (Note: Any student in the AuD program may elect to take research directed studies and/or statistics as electives.) Each student in the Joint option will complete a predissertation research project in addition to the Third Year AuD Project. Each plan of study for a student in the Joint option will be unique, given their area of research interest. At the time of admission into the Joint option, the student will be informed that he/she must still apply for the PhD at a later time and that PhD acceptance is not guaranteed. By the semester in which the student applies to the PhD program (end of Year 3), the student will have completed 76 hours for the AuD program and 34 hours for the PhD (note: no more than 34 credits from AuD coursework may be applied to the doctoral degree).

At the end of Year 3, students apply to the PhD program and must meet the following criteria: a) cumulative GPA of at least 3.0; b) completion and presentation of the AuD research project; c) completion of predissertation research project (or substantial progress made); and d) acceptable performance on research mentor's lab work. All of the expectations for doctoral course work in the AuD program as well as the PhD entrance criteria are clearly described in the student's letter of acceptance in the Joint option.

As noted above, the curriculum requirements of the "standard" program and the Joint option for the AuD degree are the same. A side-by-side comparison is shown below. The differences are: a) it will take the student longer to complete the AuD (up to 2 academic years) because they are integrating doctoral experiences into their AuD coursework, and b) the sequencing of coursework, that is, having doctoral-level studies and research experiences prior to applying to the PhD program.

Admission to the Joint option is contingent upon **satisfactory completion of the following core undergraduate classes:**

Introduction to Communication Disorders	Phonetics	Speech Science
Anatomy/Physiology of Speech and Language	Hearing Science	Basic Audiology
Language Development	American Sign Language I	
Biological sciences (human or animal sciences)	Physical Science (chemistry or physics)	
Social/behavioral sciences		

	Standard AuD program	SAMPLE Joint Option AuD/PhD
<b>Year 1</b>		
Semester 1 Fall, YR1	HSLs 6010, 6030, 6730, 6770, 6351, 6921                      15 hrs	HSLs 6010, 6030, 6770 + *statistics *One doctoral course/directed study                      15 hrs
Semester 2 Spring, YR1	HSLs 6731, 6740, 6749, 6351, 6921 12 hrs	HSLs 6740, 6750 *Statistics *Two doctoral courses/directed studies                      15 hrs
Semester 3 Summer, YR1	HSLs 7630, 6351, 6921, 7850, + EDRE 7200                      14 hrs	Elective course *Two doctoral courses/directed studies                      9 hrs EDRE 7200
<b>Year 2</b>		
Semester 4 Fall, YR2	HSLs 6751, 7620, 7680, 7351, 7921, + Elective                      13 hrs	HSLs 6730, 7620, 6751, 8949 HSLs 6351, 6921                      15 hrs
Semester 5 Spring, YR2	HSLs 6270, 7750, 7700, 7351, 7921, 8949 + Elective                      15 hrs	HSLs 6731, HSLs 7700, 7750, 8949 HSLs 6351, 6921 *One doctoral course/directed study                      15 hrs
Semester 6 Summer, YR2	HSLs 7910 – Externship 4 hrs	HSLs 7630, 6921, 6351 *Two doctoral courses/directed studies                      11 hrs
<b>Year 3</b>		
Semester 7 Fall, YR3	HSLs , 8949, 8351, 7950, 8921, EDRE 7200 + Elective                      11 hrs	HSLs 7680, 7850 HSLs 7950, 7351, 7921                      16 hrs *Two doctoral courses/directed studies
Semester 8 Spring, YR3	HSLs 8949, 8351, 8921, + Electives 13 hrs	HSLs 7620, 6270 HSLs 7351, HSLs 7921 *Two doctoral courses/directed studies                      15 hrs
Semester 9 Summer, YR3	HSLs 8910 – Externship 4 hrs	HSLs 7910 (4) – Externship <i>Apply to PhD program</i> 4 hrs
<b>Year 4</b>		
Semester 10 Fall, YR4	HSLs 8910 – Externship 4 hrs	<i>Accepted to PhD</i> HSLs 7950, HSLs 8351, HSLs 8921 *Three doctoral courses/directed studies                      13 hrs
Semester 11 Spring, YR4	HSLs 8910 – Externship                      4 hrs <b>AuD Complete</b>	HSLs 8351, 8921                      12 hrs *Three doctoral courses/directed studies
Semester 12 Summer, YR4	--	*Three doctoral courses/directed studies                      12 hrs

Year 5		
Semester 13 Fall, YR5		*Three doctoral courses/directed studies  9 hrs
Semester 14 Spring, YR5	--	*Dissertation hours  9 hrs
Semester 15 Summer, YR5	--	HSLs 8910 - Externship  4 hrs
Year 6		
Semester 16 Fall, YR6	--	HSLs 8910 – Externship  4 hrs
Semester 17 Spring, YR6	--	HSLs 8910 – Externship <b>AuD Complete</b>  4 hrs

NOTE: The predissertation project timeline and completion of the comprehensive exam will vary dependent upon student progress in the program. Dissertation defense will vary dependent upon student progress in the program. Students will have the option to return Year 7 to complete the dissertation. No funding is promised for Year 7.

\*Courses associated with doctoral level study

HSLs 6351, 6921 – clinical methods and practicum courses that are repeatable



## MASTER OF ARTS IN SPEECH-LANGAUGE PATHOLOGY (MA)

### Curriculum, Degree Requirements, and Track Options

The Master of Arts degree in speech-language pathology at Ohio University is a 71 semester-hour program designed so that full-time students typically complete the program in 6 semesters of study. The hours include fourteen required core courses, electives within and outside of HSLs, required practicum courses, and one or two externships near the end of the program. There are two tracks available in the SLP program. Both tracks are 6 semesters in length. Students may choose Track A, for which they take additional courses and clinical practicum. Students seeking additional coursework or choosing the thesis option may prefer Track A. Students may choose Track B in which they do a second externship. Track B may be preferred by students desiring a greater variety of clinical experiences; for example, they may choose to extern in both medical and school settings. Externships are fourteen-week, full-time clinical assignments at approved off-campus facilities.

#### 71 hours required

- 42 hours of HSLs requirement core courses
- 9 graduate hours of approved electives
- 8 hours of graded practicum over 4 semesters
- 4 hours of credit practicum over 4 semesters

#### Track A- 5 semesters of courses/practicum and 1 externship

- 1 clinical externship (HSLs 6910) at a minimum of 4 credit hours
- 1 additional semester of HSLs 6920 (1 credit hour)
- 3 additional graduate hours of approved electives

OR

#### Track B: 4 semesters of courses/practicum and 2 externships

- 2 clinical externships (HSLs 6910) at a minimum of 4 credit hours each

**Students enroll for 12-18 hours each non-externship semester.** The two tracks are identical for the first 4 semesters with students taking core coursework, electives (approved by their advisor), and practicum. Students enroll in one hour of practicum during each non-externship semester (HSLs 6920). In addition, students must complete at least 8 graded practicum hours during their course of study (HSLs 6340).

The track option must be decided by May 1st of the first year of study. A change in track option after this date must have the approval of the Coordinator of Professional Programs, the Director of Clinical Education of Speech-Language Pathology, and the HSLs Director.

**Track A** students may opt to complete the externship during either the second spring or summer of Year 2. **Track B** students have two consecutive externships at the end of their program, that is, during the second spring and summer semesters. Students need to demonstrate a readiness to pursue an externship by obtaining an overall minimum rating of 6 on the Acquiring Clinical Skills for Speech Pathology by the end of fall semester of Year 2 before commencing the externship.

See track declaration form next page.

Hearing, Speech and Language Sciences

Master of Arts in Speech-Language Pathology Track Declaration

Deadline June 15th

Name \_\_\_\_\_

Date \_\_\_\_\_

The above student has chosen the following Track for Graduate Study:

\_\_\_\_\_ **Track A**

Externship (HSL 6910) for one semester and the other semester a minimum of 3 didactic hours (HSL courses or outside electives) and HSL 6920 (credit only practicum hours). ***This declaration must be pre-approved by Director of Clinical Education of SLP.***

Pre-approval granted on \_\_\_\_\_

by \_\_\_\_\_

\_\_\_\_\_

Director of Clinical Education of SLP

Date

\_\_\_\_\_ **Track B**

Externship (HSL 6910) both spring and summer semesters

I understand and agree that I cannot change my Track Declaration without a written request. The request to change tracks is subject to the approval of the Hearing, Speech and Language Sciences Graduate Committee, Director of Clinical Education of SLP, and the HSL Associate Director.

\_\_\_\_\_  
Student's Signature

## Clinical Education

Clinical education, providing clinical services to clients and taking practicum coursework, is an integral part of each student's program of study. The program maintains a high standard for clinical education that supports student learning and meets ASHA accreditation standards. Students are required to complete a minimum of 400 clock hours of supervised clinical experience. At least 25 hours must have been spent in clinical observation and at least 375 clock hours must have been spent in direct client/patient contact. Up to 50 hours of documented undergraduate clinical experience may be applied toward the total clock hours needed. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through Alternative Clinical Experiences (ACE). ACE hours may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Experiences must be obtained in evaluation and treatment of children and adults having hearing, speech, and language disorders in a variety of settings. To graduate, all students must complete the ASHA 2023 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Details of those requirements can be found in the <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>.

Clinical experiences are designed to provide the opportunity to apply knowledge that is obtained in academic study. Students enroll for clinical practicum each semester during their program of study. Students may participate in clinic when they are considered prepared by clinical supervisors to provide treatment in accordance with ASHA Code of Ethics, Professional Behaviors, and Essential Functions. Graduation may be delayed if additional preparation is required prior to beginning clinical assignments. In addition, students may only participate when they have completed or are enrolled in coursework relevant to that clinical experience. Practicum coursework includes information and policies of our clinical and off-campus sites, evaluation, and treatment of individuals with communication disorders, and professional issues. Students should consult the [Ohio University Hearing, Speech and Language Clinic Manual](#), which provides more information on clinic policies and procedures.

The clinical faculty meets regularly with students to discuss clinical performance. They consult each semester on each student's progress. Supervisors and staff work with students to accurately manage their clinic records. Students satisfying the minimal standards in their clinical performance may continue with these experiences. Students not meeting minimal standards are placed on clinic probation until they resolve their deficiencies or are dismissed from the program. Students are given specific recommendations and guidance for resolving problems.

Our program requires demonstration of both academic and clinical competence. Therefore, all students in good standing must participate in clinical experiences. Furthermore, students must demonstrate English proficiency at a level necessary for providing services to clients. All non-native speakers of American English wishing to enroll in graded or non-graded clinical practicum and be assigned clients in the clinic must meet the criteria outlined in the HSLS Policy on students who are non-native speakers of American English enrolling in clinical practicum. More information can be found in a previous section of this handbook and in the Clinic Manual.

Each speech-language pathology graduate student chooses to complete one or two externships (Track A or B). Each externship is a full-time experience lasting approximately fourteen weeks. The start and end dates of the externship may or may not coincide with the semester opening and closing dates. Students must satisfy program requirements before they can do an externship. More information can be found in a previous section of this handbook and in the Clinic Manual.

The clinical faculty is responsible not only for the educational practicum of students, but also for the well-being of the clients being served. All students and clinical faculty must follow the policies and procedures in the Clinic Manual. Clinical experiences should be considered a privilege rather than a right. More information about policies can be found in the Clinic Manuals, located at: [SLP Clinic Procedures Manual](#).

## **Electives, Certificate Programs, and Directed Study**

The profession of speech-language pathology integrates knowledge from many disciplines and students are encouraged to examine coursework in related areas that may strengthen competencies in meeting career goals. Coursework in audiology, psychology, linguistics, areas of education, child development, gerontology, biological sciences, counseling, management, and health services administration are some of the options available.

Students may choose to complete elective hours in linguistics leading to certification to teach English as a second language. This certificate may improve your qualifications for employment in some settings, either in the U.S. or abroad. These courses do not satisfy the requirements for teacher licensure in Ohio. For more information, contact the Department of Linguistics, Gordy Hall at: <https://www.ohio.edu/cas/linguistics/>.

Certificate programs in several areas are available through the CHSP. Detailed information can be found at the following link: <https://www.ohio.edu/chsp/online-education>.

Directed Study and Research in HSLs is another means to explore elective options. These are courses designed by students in consultation with a faculty member willing to take on this assignment. Students often seek directed studies in the early stages of thesis planning. Students seeking to take a directed study must complete a Directed Study Request Form found in [Appendix](#), obtain the consent of the faculty member who will direct the study, and obtain final approval by a quorum of the HSLs faculty. Directed studies on various topics may be taken more than once.

## **HSLs Electives and Outside Electives**

Electives outside of HSLs vary according to student interests. Non HSLs electives must be approved by the student's academic advisor and a written copy of the approval turned into the HSLs Office for documentation in the student's permanent file. If a student has a question about possible electives they should consult with their advisor.

**SAMPLE  
MA-SLP Program of Study**

<b>Fall 2023-2024 (18 minimum)</b> HSLs 6010 Research Methods in HSLs (3 hrs) HSLs 6030 Neuroscience of Communication (3 hrs) HSLs 6020 Child Lang Dis I-Birth to Five (3 hrs) HSLs 6230 Diagnostic Procedures in SLP (3 hrs) ELECTIVES: <b>MINIMUM OF 3 CREDIT HOURS</b> Elective (3 hrs) Course _____ HSLs 6340 Clinical Methods in SLP (2 hrs graded) HSLs 6920 Prac. in Diagnosis & Therapy (1 hr credit)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Student Name</b></td> </tr> <tr> <td colspan="2"><b>Advisor's Name</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>CHECK ONE</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> TRACK A</td> <td style="text-align: center;"><input type="checkbox"/> TRACK B</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Completed the following pre-requisite courses?</b></td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Introduction to Comm. Dis.  <input type="checkbox"/> Phonetics  <input type="checkbox"/> Anatomy/Physiology of Sp. &amp; He.  <input type="checkbox"/> Speech Science  <input type="checkbox"/> Hearing Science  <input type="checkbox"/> Language Development  <input type="checkbox"/> Basic Audiology  <input type="checkbox"/> Sign Language I  <input type="checkbox"/> Aural Rehabilitation                 </td> </tr> <tr> <td colspan="2"><b>NOTES</b></td> </tr> </table>	<b>Student Name</b>		<b>Advisor's Name</b>		<b>CHECK ONE</b>		<input type="checkbox"/> TRACK A	<input type="checkbox"/> TRACK B	<b>Completed the following pre-requisite courses?</b>		<input type="checkbox"/> Introduction to Comm. Dis. <input type="checkbox"/> Phonetics <input type="checkbox"/> Anatomy/Physiology of Sp. & He. <input type="checkbox"/> Speech Science <input type="checkbox"/> Hearing Science <input type="checkbox"/> Language Development <input type="checkbox"/> Basic Audiology <input type="checkbox"/> Sign Language I <input type="checkbox"/> Aural Rehabilitation		<b>NOTES</b>											
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<b>Spring 2023-2024 (15 minimum)</b> HSLs 6130 Speech Sound Development and Disorders (3 hrs) HSLs 6410 Dysphagia (3 hrs) HSLs 6290 Adult Language Disorders (3 hrs) ELECTIVES: <b>MINIMUM OF 3 CREDIT HOURS</b> HSLs 6900 Pediatric Feeding (3 hrs) Elective (___ hrs) Course _____ HSLs 6340 Clinical Methods in SLP (2 hrs graded) <input type="checkbox"/> HSLs 6920 Prac. in Diagnosis & Therapy (1 hr credit)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle;"><b>Track A or B must be declared by June 15, 2024</b></td> </tr> <tr> <td style="text-align: center; font-size: small;">Fillable PDF uploaded in Typhon</td> </tr> <tr> <td style="text-align: center;"><b>Has the student completed the following ASHA requirements?</b></td> </tr> <tr> <td style="text-align: center;">                     Biological Sciences                      AND                      Physics or Chemistry                      AND                      Social or Behavioral Sciences                      AND                      Statistics                 </td> </tr> </table>	<b>Track A or B must be declared by June 15, 2024</b>	Fillable PDF uploaded in Typhon	<b>Has the student completed the following ASHA requirements?</b>	Biological Sciences AND Physics or Chemistry AND Social or Behavioral Sciences AND Statistics																				
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<b>Summer 2023-2024 (15 minimum to 18 hrs)</b> HSLs 6170 Disorders of Fluency (3 hrs) HSLs 6240 Neuromotor Disorders of Speech (3 hrs) HSLs 6120 Child Lang Dis II-School-age Lang/Literacy (3 hrs) ELECTIVES: <b>MINIMUM OF 3 CREDIT HOURS</b> HSLs 6900 Traumatic Brain Injury (1hr) Elective (___hrs) Course _____ HSLs 6340 Clinical Methods in SLP (2 hrs graded) <input type="checkbox"/> HSLs 6920 Prac. in Diagnosis & Therapy (1 hr credit)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>TRACK A Spring and Summer 2024-2025</b></td> </tr> <tr> <td><input type="checkbox"/> HSLs 6910 Externship (minimum 4 hrs)</td> <td style="text-align: right;">Spring    Summer</td> </tr> <tr> <td colspan="2">Location _____</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>DURING NON-EXTERNSHIP SEMESTER A MINIMUM OF HSLs 6920 Prac. in Diagnosis &amp; Therapy (1 hr credit)</b></td> </tr> <tr> <td colspan="2">ELECTIVES:</td> </tr> <tr> <td>Elective ( ___ hrs) Course _____</td> <td>_____</td> </tr> <tr> <td>Elective ( ___ hrs) Course _____</td> <td>_____</td> </tr> <tr> <td>Elective ( ___ hrs) Course _____</td> <td>_____</td> </tr> <tr> <td>Elective ( ___ hrs) Course _____</td> <td>_____</td> </tr> </table>	<b>TRACK A Spring and Summer 2024-2025</b>		<input type="checkbox"/> HSLs 6910 Externship (minimum 4 hrs)	Spring    Summer	Location _____		<b>DURING NON-EXTERNSHIP SEMESTER A MINIMUM OF HSLs 6920 Prac. in Diagnosis &amp; Therapy (1 hr credit)</b>		ELECTIVES:		Elective ( ___ hrs) Course _____	_____	Elective ( ___ hrs) Course _____	_____	Elective ( ___ hrs) Course _____	_____	Elective ( ___ hrs) Course _____	_____						
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<b>Fall 2024-2025(minimum of 15 hrs)</b> HSLs 6210 Disorders of Phonation (3 hrs) HSLs 6220 Child Lang Dis III-Psycholinguistic Perspective (3 hrs) HSLs 6400 Augmentative Communication (3 hrs) HSLs 6520 Experimental Phonetics (3 hrs) ELECTIVES: HSLs 7250 is Required for Teacher Licensure HSLs 7250 Administration of Public Schools (1 hr) Elective (___ hrs) Course _____ HSLs 6340 Clinical Methods in SLP (2 hrs graded) HSLs 6920 Prac. in Diagnosis & Therapy (1 hr credit)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>TRACK B - Externships Spring and Summer</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Spring 2024-2025 - HSLs 6910 Externship (minimum of 4 hrs)</b></td> </tr> <tr> <td colspan="2">Location _____</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Summer 2024-2025 - HSLs 6910 Externship (minimum of 4 hrs)</b></td> </tr> <tr> <td colspan="2">Location _____</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>MA-SLP TEACHER CERTIFICATION REQUIREMENTS CHECK LIST</b></td> </tr> <tr> <td>Language Development Course</td> <td>Child Development Course</td> </tr> <tr> <td colspan="2">A course in Exceptional Children/Special Needs. If you did not take a course as an undergraduate then choose from one of the following:</td> </tr> <tr> <td colspan="2">EDSP 5700 (typically in the summer)</td> </tr> <tr> <td colspan="2">HSLs 7250 Administration of Public Schools (1 hr)</td> </tr> <tr> <td colspan="2">Student Teaching Externship in SLP - Spring Semester 2nd year</td> </tr> <tr> <td colspan="2" style="color: red; font-size: small;">NOTE: In addition to the above a passing score of at least 162 on the PRAXIS is required for teacher certification clearance by Ohio University for all states.</td> </tr> </table>	<b>TRACK B - Externships Spring and Summer</b>		<b>Spring 2024-2025 - HSLs 6910 Externship (minimum of 4 hrs)</b>		Location _____		<b>Summer 2024-2025 - HSLs 6910 Externship (minimum of 4 hrs)</b>		Location _____		<b>MA-SLP TEACHER CERTIFICATION REQUIREMENTS CHECK LIST</b>		Language Development Course	Child Development Course	A course in Exceptional Children/Special Needs. If you did not take a course as an undergraduate then choose from one of the following:		EDSP 5700 (typically in the summer)		HSLs 7250 Administration of Public Schools (1 hr)		Student Teaching Externship in SLP - Spring Semester 2nd year		NOTE: In addition to the above a passing score of at least 162 on the PRAXIS is required for teacher certification clearance by Ohio University for all states.	
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<b>ELECTIVE REQUIREMENTS</b>																									
Track A takes 12 didactic graduate elective hours. Track B takes 9 didactic graduate elective hours.																									

THIS PROGRAM OF STUDY IS MEANT TO BE USED AS A PLANNING AND TRACKING GUIDE.

THE ACTUAL SEMESTER OF COURSE OFFERINGS, COURSE TITLES, AND REQUIREMENTS ARE SUBJECT TO CHANGE.

**STUDENTS ARE REQUIRED TO SUBMIT AN OFFICIAL PRAXIS SCORE REPORT TO HSLs AT LEAST 30 DAYS PRIOR TO GRADUATION.**

**NOTE: A passing score is also required for State of Ohio Licensure (and most other states) and certification by ASHA.**

REQUIRED/CORE COURSES ARE INDICATED IN BOLD.

**MA in Speech-Language Pathology**  
**TRACK A GRADUATION CLEARANCE FORM**

Student Name \_\_\_\_\_ Advisor \_\_\_\_\_

Student PID \_\_\_\_\_

1. \_\_\_\_ Completion of a minimum of 71 approved graduate credits
2. \_\_\_\_ Completion of 42 hours of HSLs requirements (14 courses)
3. \_\_\_\_ Completion of 12 graduate hours of approved elective coursework
4. \_\_\_\_ Completion of:
  - \_\_\_\_ All ASHA Prerequisites
  - \_\_\_\_ Aural Rehabilitation (HSLs 4710/5710) or equivalent\*
  - \_\_\_\_ Sign Language I (HSLs 1110/5110) or equivalent\*
5. \_\_\_\_ Enrollment for 12-18 hours total during each non-externship semester
6. \_\_\_\_ Official score report on the NTE (PRAXIS exam) in speech-language pathology prior to graduation  
                     SCORE \_\_\_\_\_ DATE OF EXAM \_\_\_\_\_
7. \_\_\_\_ Satisfaction of ASHA academic requirements for meeting certification
8. \_\_\_\_ Minimum grade point average (GPA) of 3.0 for:
  - \_\_\_\_ Overall GPA
  - \_\_\_\_ HSLs didactic coursework
  - \_\_\_\_ graded practicum
9. \_\_\_\_ Satisfaction of ASHA 2023 Standards for academic requirements.
10. \_\_\_\_ Required mastery level of academic knowledge and skills (See TYPHON PRINTOUT)
11. \_\_\_\_ Complete 8 credit hours of HSLs 6340 (graded practicum) over 4 semesters)
12. \_\_\_\_ Complete a minimum of 5 credit hours HSLs 6920 credit practicums over 5 semesters.
13. \_\_\_\_ Satisfaction of ASHA 2020 Standards for clinical requirements for meeting certification
14. \_\_\_\_ Satisfactory completion of 1 externship (HSLs 6910) at a minimum of 4 hours
15. \_\_\_\_ Complete 25 observation hours and a minimum of 375 clinical hours prior to graduation

\*Students not having these courses previously must enroll for them as part of their graduate study. Only three HSLs 5000-level courses may count towards the degree.

**VERIFICATIONS**

Academic Advisor

\_\_\_\_\_  
Initials

Coordinator of MA SLP Program

\_\_\_\_\_  
Initials –

Director of Clinical Education of SLP

\_\_\_\_\_  
Initials –

*Student has satisfied all degree requirements*

\_\_\_\_\_

\_\_\_\_\_

Joann Benigno, Director

Date

MA IN SPEECH-LANGUAGE PATHOLOGY  
Ohio University Hearing, Speech and Language Sciences  
Track B Graduation Clearance Form

Student Name \_\_\_\_\_ Student PID \_\_\_\_\_ Advisor \_\_\_\_\_

1. \_\_\_\_ Complete all ASHA prerequisites. \*
2. \_\_\_\_ Completion of a minimum of 71 hours approved graduate credits.
3. \_\_\_\_ Completion of 42 hours of HSLS requirements (14 courses).
4. \_\_\_\_ Completion of 9 graduate hours of approved elective courses. \*\*
5. \_\_\_\_ Complete 8 credit hours of HSLS 6340 (graded practicum) over 4 semesters.
6. \_\_\_\_ Complete a minimum of 4 credit hours of HSLS 6920 (ungraded practicum) over 4 semesters.
7. \_\_\_\_ Satisfactory completion of 2 externships (each minimum of 4 hours).
8. \_\_\_\_ Complete 25 observation hours and 375 clinical hours prior to graduation.
9. \_\_\_\_ Official score report on the NTE (Praxis exam) in speech language pathology prior to graduation.  
Score \_\_\_\_\_ Date \_\_\_\_\_
10. \_\_\_\_ Minimum grade point average (GPA) of 3.0.
11. \_\_\_\_ Required mastery level of academic knowledge and skills (Typhon printout).
12. \_\_\_\_ Satisfaction of ASHA 2020 Standards for academic knowledge meeting certification.
13. \_\_\_\_ Satisfaction of ASHA 2020 standards for clinical requirements for meeting certification.

\*Students not having these courses previously must enroll for them as part of their graduation study.

\*\*Only three HSLS 5000-level courses may count towards the degree.

NOTES: \_\_\_\_\_

**VERIFICATION**

Academic Advisor

Coordinator of MA-SLP  
Program

Director of Clinical Education

*Student has satisfied all degree requirements* \_\_\_\_\_ Date \_\_\_\_\_

Joann Benigno, Director

**SIGNATURE/INITIALS**



## TEACHER LICENSURE

To obtain a teaching license in Speech-Language Pathology from the State of Ohio through the HSLs program at Ohio University, students must:

1. Satisfy specific course requirements at the undergraduate/graduate levels (see next page)
2. Successfully complete a student teaching externship. Definition of a school educational setting for the student teaching externship required for teacher licensure is:
  - 1) Supervisor must be considered a "full-time" worker at approximately 35 hours per week and hold a:
    - a. Master's Degree in SLP
    - b. ASHA C's
    - c. State Licensure\*
    - d. Ohio Department of Education (ODE) or appropriate teacher licensure required in another state\*
  - 2) IEPs are required by the school/preschool, etc.
3. Obtain a Master's Degree (SLP students) from HSLs
4. Pass the PRAXIS with a score of at least 162
5. Complete the Ohio Teaching License Application requirements for Ohio teacher certification (education program completed inside of Ohio)

\*If required by the state where externship is being completed.

The Ohio Teaching License Application requirements can be found at:

<http://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License/Pupil-Services-Licenses>

To complete the online application, you will need to create SAFE account at:

<https://safe.ode.state.oh.us/portal>

Students should inquire with other state departments of education to learn of their requirements for licensure. For more information licensure requirements in other states see you may refer to: [ASHA State-by-State Requirements and Contact Information](#)

**OHIO UNIVERSITY HEARING, SPEECH AND LANGUAGE SCIENCES  
 REQUIREMENTS FOR OHIO DEPARTMENT OF EDUCATION INITIAL  
 LICENSURE IN SPEECH-LANGUAGE PATHOLOGY**  
 ONLINE APPLICATION WITH INSTRUCTIONS CAN BE FOUND AT:

<http://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License/Pupil-Services-Licenses>

NAME: \_\_\_\_\_ PID# \_\_\_\_\_

**COURSEWORK REQUIREMENTS**

<i>Satisfied Topic</i>	<i>Require Course or Equivalent* "see instructions below"</i>	<i>Course Name</i>	<i>Number</i>
___ Language Development ___ Equivalent approved ___ <div style="text-align: right;"><i>Advisor's Initials</i></div>	HSLS 3100	_____	_____
		<i>University</i>	_____
___ Child Development ___ Equivalent approved ___ <div style="text-align: right;"><i>Advisor's Initials</i></div>	PSY 2410 or EDEC 1600 or HCCF 1600	_____	_____
		<i>University</i>	_____
___ Exceptional Children/Special Needs ___ Equivalent approved ___ <div style="text-align: right;"><i>Advisor's Initials</i></div>	EDSP 2710 or EDSP 5700* or EDSP 5760 or EDSP 5790* or PSY 3430 *recommended course for graduate level	_____	_____
		<i>University</i>	_____
___ Administration of Public Schools ___ Equivalent approved ___ <div style="text-align: right;"><i>Advisor's Initials</i></div>	HSLS 7250	_____	_____
		<i>University</i>	_____
___ Student teaching externship in SLP	HSLS 6910	_____	_____
		<i>Name of School</i>	_____

\*When substituting equivalents: 1) enter class name and number and the name of the University where the course was taken; 2) attach a copy of the course syllabus and/or course description(s) from the University's catalog; 3) attach a **photocopy** of the transcript with the course(s) highlighted; 4) schedule an appointment to meet with your Academic Advisor to review course(s) and obtain preliminary approval; 5) upon approval by you Academic Advisor submit form and supporting documents to Christine Gabriel by placing the originals in her mailbox in Grover W220.

**OTHER REQUIREMENTS**

\_\_\_ **Passing** score (162) on the PRAXIS Examination SCORE \_\_\_\_\_

\_\_\_ Obtain a master's degree in speech-language pathology from Ohio University on

\_\_\_ Submitted application for State of Ohio teacher license on

\*\*\*\*\*PRELIMINATRY APPROVAL\*\*\*\*\*

\_\_\_ is expected to \_\_\_ has satisfy the requirements for teacher licensure in the State of Ohio.

\_\_\_\_\_

Joann P. Benigno, Ph.D., CCC-SLP  
Director, Hearing, Speech and Language  
Sciences

Sarah Taylor, M.A., CCC-SLP, Director  
Clinical Education of SLP

*Updated 06/22/2023*

## MASTER'S THESIS GUIDELINES

### Introduction

Students interested in developing basic research skills in Hearing, Speech and Language Sciences often choose to take this option. It should be taken by those individuals interested in PhD study as it offers students preparation for more in-depth study at the doctoral level. Diversity in our faculty's expertise and research interests offers students a wide range of research opportunities. The thesis involves close collaboration with the thesis advisor, along with a committee of faculty overseeing the preparation, development, write-up, and final defense of the project.

Directions for the format and presentation of thesis can be obtained at: <https://www.ohio.edu/graduate/current-students/thesis-dissertation-services>.

### General Procedures

The following description outlines the expectations for all students electing a thesis option in the Master's program.

By May 1st of the first year of study students who elect a thesis option should indicate this decision in writing by using the Track A Declaration Form. A brief memorandum stating the topic (and title, if known) and naming a thesis advisor (a faculty member from HSLs) should be sent to the Coordinator of Professional Programs. This memorandum will be filed in the student's record. The student will plan to take up to 6 credits of HSLs 6950 with the thesis advisor to work on the thesis project. These 6 credits will count towards elective courses. If necessary, the student may take more than 6 credit hours to complete the project; however, only 6 credits will count toward the master's degree requirements.

The student will work with the thesis advisor in developing a proposal for the research to be conducted. This proposal will include the following sections: 1) an introduction which includes a review of the relevant literature, the purpose of the study, and the specific research question(s) to be addressed; and 2) a description of the methodology including subject description, schedule and setting, research design, experimental procedures, stimuli to be used, and data analyses planned.

The student, in consultation with his/her thesis advisor, will select two faculty members to serve on the thesis committee. This must include at least one additional faculty member from HSLs.

The student will obtain approval of the proposed research plan from the thesis committee prior to beginning the project. To do this, the student will prepare a copy of the completed proposal and submit it to each committee member prior to the committee meeting. During the meeting, the student will present the proposed study to the committee and answer questions that committee members may have.

If the study involves human subjects, the student will obtain approval from the Ohio University IRB (Institutional Review Board) prior to obtaining subject consent or collecting data. Information on obtaining approval from the Institutional Review Board (IRB) on research involving human subjects is located online at: <https://www.ohio.edu/research/compliance/human-subjects>.

If the study is to be conducted in an off-campus facility (e.g., hospital or school), approval to conduct the research must be obtained from each organization or public service prior to obtaining subject consent or collecting data.

Once all necessary approvals have been obtained, the student is permitted to obtain participants' consent and to begin collecting data following the procedures detailed in his/her research proposal.

Upon completion of the data collection and analyses, the student will complete the thesis by adding the following sections: 1) a summary of the results; and 2) conclusions that include a discussion of the findings, limitations, and future research.

The final document will be organized in accordance with the instructions found at:  
<https://www.ohio.edu/graduate/current-students/thesis-dissertation-services>.

The student and his/her thesis advisor are responsible for adherence to current American Psychological Association (APA) writing style guidelines when developing the written document as well as the CHSP directions for preparing a thesis document. Students must file their thesis online using the Electronic Thesis and Dissertation (ETD) guidelines <https://www.ohio.edu/graduate/current-students/thesis-dissertation-services>. Once the thesis is completed, the student is to schedule the oral defense.

The student must advertise the name, date, time, and location of the oral defense including, but not limited to:

1. Flyer posted in HSLs Office
2. CHSP Electronic Calendar
3. Ohio University Calendar of Events

Two weeks prior to the oral defense of the thesis, the student is to submit an electronic (preferred) or written copy of the completed thesis to each committee member for review. Students should be registered for thesis credits in the semester in which they conduct their oral defense.

At the oral defense meeting, which is open to all interested persons, the student presents an overview of the entire project including the implications of the study and directions for further research. The student will answer questions posed by the committee members once the presentation is completed. Upon completion of the oral defense, the thesis committee will meet in private to vote on the student's defense of the thesis. A majority vote is required for the student to pass the defense.

Once the thesis has been completed, the student's transcript will reflect "credit" for the thesis hours taken. Until the thesis is complete, no credit is given. In the event that the student fails to complete the thesis project successfully or drops the thesis option after taking thesis credits, these thesis credits will NOT count toward the student's Master's degree. If the student does not meet the hour requirements for the degree, additional coursework must be taken.

### **Documentation Required**

The student and thesis advisor must ensure that all necessary documentation is completed for the thesis project. Refer to <https://www.ohio.edu/graduate/current-students/thesis-dissertation-services>.

The student is to submit the Track Declaration Form to the Coordinator of Professional Programs stating the track that he/she has elected. The student should also note on the form his/her choice of completing the thesis option. The name of the faculty member who will serve as the thesis advisor is to be included along with the general topic of the thesis. The Coordinator of Professional Programs will place this form in the student's file.

When the student is prepared to defend his/her proposal, the Thesis Proposal Defense Report Form

(revised 1/06) is to be completed (except for the final recommendation and committee members' signatures). On the day of the defense, thesis committee members are to determine their recommendation (whether the proposal is approved or denied) and add their signatures to the form. This form is filed by the Coordinator of Professional Programs in the student's file. Students are not to begin their research projects prior to this approval.

After the research project has been completed and the final report has been prepared, the student will conduct an oral defense of the study. The student will arrange a meeting of his/her thesis committee members and submit a copy of the final report to each member at least two weeks before the date of the defense. The Report on the Oral Thesis Examination form (revised 1/06) is to be completed (except for the committee members' signatures) prior to the meeting. On the day of the final oral defense, thesis committee members are to determine their recommendation and add their signatures to the form. The form is to be filed as soon as the final approval is given to the corrected thesis (if corrections are required after the defense). One copy of the form will be sent to the College of the Health Sciences and Professions, one to the Office of Registration and Records, one to the student's file, and one to the student.

### **MA/PhD Joint Option**

The purpose of the Joint option program is to provide a student, who wishes to pursue a PhD in speech and language science the opportunity to take doctoral-level courses, directed studies, and engage in research experiences during the MA program, which mainly focuses on clinical training. This is highly beneficial for those select students for three reasons: a) they have an incentive to apply to and complete the PhD, given that they have already started some of the coursework; b) they are more prepared for successful study at the doctoral level; c) they can complete two degrees (MA + PhD) in 5 years (instead of 6 years). A student pursuing this option is required to complete the same curricular requirements as all students who pursue the MA.

A student who wishes to pursue this option may express interest in the application to the MA program. The program is highly selective, with one or two students enrolled each year. The HSLs faculty members have a formalized process in place to determine the student's qualification for the Joint option. The minimum criteria include a formalized interview process and one letter of recommendation from a faculty member that supports the student's outstanding research potential.

If accepted, the student will be assigned a faculty mentor and will be advised on a program of study that will integrate doctoral-level coursework and experiences (e.g., research directed studies, statistics, working in a mentor's research lab) into the coursework required for the MA. Each student in the Joint option is also expected to work on a predissertation research project in the first two years. Each plan of study for a student in the Joint option will be unique, given their area of research interest. At the time of admission into the Joint option, the student is informed that he/she must still apply for the PhD at a later time and that PhD acceptance is not guaranteed. By the semester in which the student applies to the PhD program (end of Year 2), the student will have completed 48 hours for the MA program and a total of 34 hours for the PhD (note: No more than 34 credits from MA coursework may be applied to the doctoral degree).

At the end of Year 2, students apply to the PhD program and must meet the following criteria: a) cumulative GPA of at least 3.0; b) completion of predissertation research project (or substantial progress made); c) acceptable performance on research mentor's lab work. All of the expectations for doctoral coursework in the MA program as well as the PhD entrance criteria are clearly described in the student's letter of acceptance in the Joint option.

As noted above, the curriculum requirements of the "standard" program and the Joint option for the master's degree are the same. The differences are: a) it will take the student longer to complete the MA (up to one academic year) because they are integrating doctoral experiences into their MA coursework; and b) the sequencing of coursework, that is, having doctoral-level studies and research experiences prior to applying to the PhD program.

Admission to the program is contingent upon satisfactory completion of the following core undergraduate classes:

Introduction to Communication Disorders, Phonetics, Speech Science, Anatomy/Physiology of Speech and Language Hearing Science, Basic Audiology, American Sign Language I, Language Development, and Aural Rehabilitation\*

\*MA students can take Aural Rehabilitation as part of their graduate program, although taking it as an undergraduate course, provides you with a greater opportunity to take special topic electives during your graduate studies.

In addition, ASHA requires students to have a course in each of the following content areas: Biological Sciences (human or animal sciences), Physical Science (chemistry or physics), Social/behavioral Sciences, Statistics (stand-alone course)

	Standard MA program	<b>SAMPLE</b> Joint MA/PhD Option
<b>Year 1</b>		
Semester 1 Fall, YR1	HSLs 6010, 6030, 6020, 6230, 6340, 6920 (15-18 hrs)	HSLs 6020, 6010, 6230 + Statistics course *One doctoral-level courses or directed study (min 15 hrs)
Semester 2 Spring, YR1	HSLs 6130, 6290, 6410, 6340, 6920 + elective (15-18 hrs)	HSLs 6130, 6410 + Statistics course *Two doctoral-level courses or directed studies (min 15 hrs)
Semester 3 Summer, YR1	HSLs 6170, 6400, 6120, 6340, 6920 (15-18 hrs)	HSLs 6170, 6400, 6120 *One doctoral-level course or directed study (min 12 hrs)
<b>Year 2</b>		
Semester 4 Fall, YR2	HSLs 6220, 6210, 6240, 6520, 6340, 6920 + elective (min 18 hrs)	HSLs 6030, 6220, 6340, 6920, 6520 *One doctoral-level course or directed study (min 15 hrs)
Semester 5 Spring, YR2	HSLs 6910- Externship (min 4 hrs)	HSLs 6340, 6920, 6290 *Two doctoral-level courses/directed studies (min 15 hrs) Defend predissertation project by end of spring Apply for PhD (for fall Y3 start)
Semester 6 Summer, YR2	HSLs 6910- Externship (min 4 hrs)  <b>COMPLETE MA</b>	HSLs 6340, 6920 *Three doctoral-level courses/directed studies (min 12 hrs) <i>Apply to PhD program</i>
<b>Year 3</b>		
Semester 7 Fall, YR3	--	<i>Accepted into PhD Program</i> HSLs 6210, 6240, 6340, 6920 *One doctoral-level course/directed study (min 15 hrs)
Semester 8 Spring YR3	--	*Three doctoral-level courses/directed studies (min 12 hrs)
Semester 9 Summer, YR3	--	HSLs-Externship (min 4 hrs) <b>COMPLETE MA</b>
<b>Years 4 and 5</b>		
Semester 10 Fall, YR4 TO Semester 15 Summer, YR5	--	Complete PhD program

\*Courses associated with doctoral-level study. Each student's program will be unique, and the course topics and directed studies will vary according to a student's research area of interest.  
*Note:* HSLs 6340, 6920, and 6910 are repeatable clinical methods, practicum, and externship courses



## GUIDELINES FOR THE DOCTOR OF PHILOSOPHY DEGREE

Two Doctor of Philosophy degree (PhD) programs are offered in Hearing, Speech and Language Sciences (HSLs) at Ohio University: one in Hearing Science and one in Speech-Language Sciences. Both emphasize the development of specialized knowledge and skills consistent with strong scholarly career aspirations through academic coursework, research projects, grant writing, research presentations in professional forums, interdisciplinary scholarly activities, teaching opportunities, and ongoing engaged mentoring by HSLs faculty. A PhD is granted upon evidence that the candidate has achieved a high level of scholarship and proficiency in research, as indexed by means detailed in these guidelines.

### Admission Policies

Students applying for a PhD are required to have the equivalent of a bachelor's degree; they are not required to have a graduate degree in Hearing, Speech and Language Sciences or a related area. To be considered for PhD study, all applicants must submit an Ohio University application form, all past academic transcripts, three letters of recommendation (including at least one from the student's master's degree program, if applicable), scores from the Graduate Record Examination (GRE), and a two- or three-page narrative detailing previous experience and long- and short-term career objectives. Individual interviews with the Director of HSLs, the Coordinator of PhD Studies and/or a potential faculty mentor in the student's intended area of study are required. In-person interviews and campus visitations are highly recommended and, in some cases, may be required. In extenuating cases approved by the Director and Coordinator of PhD Studies when a campus interview is not possible, a phone or videoconferencing interview may be permitted in lieu of the on-campus interview.

The following criteria are used to determine eligibility for admission to doctoral study:

- A record of high scholastic achievement,
- Letters of recommendation substantiating academic and other strengths,
- GRE scores consistent with doctoral academic demands, and
- A career plan describing past experiences, reasons for pursuing doctoral study, desired future employment settings, areas of desired professional expertise and knowledge, skills, and experiences sought during doctoral study. International students are required to demonstrate proficiency in English per graduate application guidelines.

Prior to an offer of admission, the HSLs Graduate Committee must deem that an applicant is qualified for the program and eligible for admission. Additionally, an academic graduate faculty member must agree to accept the student as his or her advisee; prior to doing so he or she reviews application materials and interviews the applicant. Applicants are notified of admissions decision by the Coordinator of PhD Studies.

### General Program Requirements Documentation

Key milestone and procedures must be documented throughout the program. It is critical to obtain required signatures in a timely fashion. A checklist of these forms can be in the [Appendix](#).

### Academic Residency

Continuous residence on the Athens campus for a minimum of two semesters is required according to University PhD program policies. A time limit of no more than seven years is allowed for the PhD degree to be completed according to University policies. Completion of the degree within fewer than four years of full-time study is not an expectation in the School.

## **Enrollment**

Six semesters of full-time PhD study are required, excluding enrollment in summer sessions during the first three years of study. Enrollment during each summer is not required. Students must follow Ohio University registration policies in that they must be registered for a minimum of one graduate credit hour during any semester in which they receive any service from or use any of the facilities of Ohio University.

## **Grades**

A grade of C (2.0) or better for any course is necessary for the course to count toward degree requirements. Any course listed in a student's approved program of study is considered a degree requirement. In some cases, a student with the approval of his or her Academic Guidance Committee, may take an equivalent course as a substitute for the course in which a grade lower than a C was obtained.

Consistent with University policies, all PhD students must maintain a B (3.0) or better grade point average (GPA) on a continuing basis. Written documentation from the Graduate Committee is required to justify continuation in the program in any case when an average below 3.0 is achieved.

## **Annual Evaluation**

Annual evaluation meetings will be called by the Coordinator of PhD Programs. The Annual Review of Doctoral Student Performance form will be completed and filed by the Academic Advisor in the student's file by the end of the spring semester each year while the student is enrolled, regardless of a student's date of entry into the program. The annual evaluation process must be completed jointly by the student's Academic Advisor and Academic Guidance Committee. The evaluation will include discussion of the student's performance in coursework, research, and teaching (if applicable), and the student's professional/academic motivation, initiative, independence, and accountability. One of three consensus recommendations will be reached by the advisor and guidance committee: 1) continuation in the doctoral program; 2) continuation of one semester with the expectation that specific documented goals be met by the end of that semester; or 3) discontinuation of doctoral study. The review form will be placed in the student's academic file in the HSLs office. The annual evaluation results will be discussed with the student by his/her academic advisor. The student may request a copy of the review form.

## **Work Responsibilities**

All PhD students with financial awards associated with work assignments are required to engage professionally in those assignments, document and report to their faculty mentors their weekly hours worked, and achieve milestones and deliverables set out by their faculty mentors. Doctoral students receiving financial awards will be expected to work 20 hours per week.

## **Mentored Teaching**

PhD students will ideally be provided multiple opportunities to engage in teaching experiences, under the supervision of his or her primary mentor. PhD students engage in preparing and delivering lectures and other learning experiences in undergraduate and/or graduate courses relevant to their area of study, with the goal of ensuring preparation for future independent teaching and mentoring roles. Independent teaching opportunities may be available according to the School's needs, with permission from the Director

and the primary mentor.

### **Collegiality and Active Participation in Scholarly Culture**

The HSLs program has a strong research and scholarly culture that benefits from collegial interactions and mutual support among faculty members and students. Each HSLs academic faculty member has an active and productive research laboratory and research program and collaborates with other researchers. Faculty members play an important role in helping doctoral students acquire a sense of collegiality in scholarly activities. Important aspects of the research culture include sharing ideas and projects across laboratories, welcoming and assisting newly admitted PhD students, conferring with others in HSLs who may need advice in one's area of expertise, and participating actively in the HSLs research colloquium series. All PhD students are required to attend all HSLs research colloquia. PhD students are expected to present their research in colloquia and at other college and university scholarly events as well as at national and/or international conferences.

### **Completion of the Program**

A minimum of 90 semester hours of graduate coursework is necessary to complete the PhD degree. Students must: a) pass all academic course work, b) complete and defend a predissertation project, c) pass comprehensive examinations, d) pass an annual evaluation, and e) successfully propose, complete, and defend a dissertation project.

### **Dismissal from the Program**

Students may be dismissed from the doctoral program in cases of a grade point average below minimum standards as defined by University policy (GPA 3.0), violations of University policy that normally result in expulsion, failure to complete an approved predissertation research project, failure to pass the written comprehensive exam or oral comprehensive exam, or a consensus recommendation of the Academic Advisor and Academic Guidance Committee for discontinuation of the program.

## **ACADEMIC GUIDANCE**

### **Academic Advisor**

The role of the academic advisor is one of advocacy and mentorship to guide progress toward the doctoral degree. By accepting a student, the advisor is committed to working closely with the student through all aspects of the PhD program. This mentorship involves preparing and developing a program of study, guiding the development, execution, and completion of predissertation and dissertation projects as well as other ongoing research activities occurring in the laboratory.

At times, a change in academic advisor may be appropriate. If a student in good standing requests a change of academic advisor, and/or when there is mutual agreement between the academic advisor and the student to change advisors or when the academic advisor leaves the university (or retires), a new advisor may be assigned. The student must complete a Student-Initiated Change of Doctoral Advisor form

and have discussed the reason(s) for the request in detail with the current and proposed advisor. The form requires an approval signature from each member of the student's current Academic Guidance Committee, the newly proposed academic advisor, the Coordinator of PhD Studies, and the Director for consideration, final approval, and signature. A meeting of all parties involved to discuss the change and sign the form is strongly encouraged.

If the academic advisor requests that a student be assigned a new advisor, a new advisor may be assigned. The advisor must complete a Faculty-Initiated Change of Advisor form and have discussed the reason(s) for the request in detail with the student. The Change of Advisor form must be submitted to the Graduate Committee for consideration and final agreement. If there is no advisor willing to accept a student whose academic advisor has requested a change in advisor, the Director will determine the appropriate course of action.

Signed forms for any change of advisor must be placed in the student's file in the HSLs office. Corresponding copies are to be sent to the Office of Graduate Student Services and the CHSP Office of Student Services.

### **Academic Guidance Committee**

In addition to an academic advisor, each doctoral student will have an Academic Guidance Committee. The student's Academic Guidance Committee plays a role in developing the program of study and evaluating scholarly development. The advisor and student are responsible for selection of the Academic Guidance Committee. This decision must be made no later than the second semester of doctoral study. The committee is restricted to three faculty members. The student's academic advisor will serve as chairperson of the committee. At least one other HSLs faculty member must be on the committee. No more than one HSLs retired faculty member may serve on the committee and only with the approval of the majority of the HSLs tenure track faculty. The third committee member may be from within or outside HSLs. Substitution and replacement of members will be accomplished in consultation with the Coordinator of PhD Studies and the guidance committee. The Academic Guidance Committee is responsible for the following:

- Determining the total number of previously earned graduate credits to be accepted toward the total number of credits required;
- Suggesting graduate options for career growth (e.g., specific coursework, research experiences, and teaching);
- Approving the program of study; and
- Evaluating the student's progress in annual meetings with the student.

### **Predissertation Project Committee**

The Predissertation Project Committee will consist of no fewer than three members, including the Predissertation Research Project Mentor and two additional faculty members chosen jointly by the student and Academic Advisor. The advisor also typically serves as the Predissertation Project Mentor. Committee membership should represent the special expertise needed for the project. No more than one retired faculty member may serve on the committee. A maximum of one committee member may be from outside of HSLs. In the event that a committee member resigns from the Committee, the Coordinator of PhD studies will name a replacement after consulting with the student's advisor and any appropriate faculty members. The student is free to consult with any committee member or member of the HSLs faculty throughout the

project. The role of the Predissertation Project Committee is to approve and evaluate the student's research project through two formal meetings: 1) predissertation project proposal meeting, and 2) defense of the research project.

### **Comprehensive Examining Committee**

The Comprehensive Examining Committee will be determined by the student's Academic Advisor. This committee tends to be the student's Academic Guidance Committee, but not always. The committee will include the student's Academic Advisor and no more than two other faculty members who have expertise in the student's areas of study. At least one of the other two members must come from HSLs. No more than one retired HSLs faculty member may serve on the committee. No more than one committee member may come from outside of HSLs and only with approval from the HSLs faculty committee members.

### **Dissertation Committee**

The Dissertation Committee will consist of four or more members: the student's academic advisor, two HSLs faculty members chosen by the student and approved by the advisor to represent the special expertise needed for the project, and a fourth member, approved by the HSLs Director and the Dean of the College of Health and Sciences and Professions (representing the Dean's office, in adherence to official University policies for doctoral degrees). No more than one HSLs retired faculty member may serve on the committee. A document describing the responsibilities of the Dean's representative and a form to be completed by the representative following the dissertation defense are available from the Dean's office.

Additional non-voting members may be chosen depending on the consultative needs of the research and special interests of the student. These additional members will be selected by the four Dissertation Committee members in consultation with the student. In the event that a committee member resigns from the Dissertation Committee, and another is needed, the Coordinator of PhD Programs will name a replacement after consulting with the student, the student's Advisor, and any appropriate faculty members.

Once the Dissertation Committee is formed, the College Dissertation Committee Information Form is to be completed and submitted to the Dean's office. The role of the Dissertation Committee is to approve and evaluate the student's dissertation research project. This is accomplished through two formal meetings: 1) the dissertation proposal meeting, at which time the proposed research is approved, and 2) the defense of the dissertation when the project has been completed.

## PHD DEGREE REQUIREMENTS

### Hours Required

- A minimum of 90 semester hours of graduate work is necessary to complete the PhD degree subject to the following guidelines.
- All acceptable previously accumulated graduate credit hours, up to a maximum of 30 semester hours of academic (not clinically-based practicum hours), may count toward the minimum 90 hours.
- An additional 60 credit hours must be taken to fulfill the 90 credit hour requirement. These hours will be accrued through a combination of coursework taken in the Major and Minor Areas of Study (which include predissertation credit hours), statistics, and a dissertation project.
- Students will designate a Major Area of Study and at least one Minor Area of Study. Although a doctoral student may take clinically-oriented academic coursework relevant to their Program of Study, none of the required 60 hours may be accumulated through clinical practicum experiences.
  - The Major Area of Study will represent the student's central focus of academic study. At least 21 credit hours must be taken in the major.
  - The Minor Area of Study will represent a cognate area that complements the major area of study. At least 17 credit hours must be taken in the minor.
  - Directed studies may be used to fulfill the student's required credit hours for the major and minor areas of study, as these directed studies may form the basis of the student's program of study.
    - No more than 9 hours of HSLs 8940 or 8941 directed study credit may be applied to the predissertation project.
    - Each PhD student is encouraged to enroll in at least two PhD seminars as part of his or her program of study (typically 6 credit hours).
- A minimum of two graduate courses in a statistics sequence is required (typically 6 credit hours). The two-course sequence in psychology is highly recommended, decisions regarding specific acceptable courses rest with the Academic Guidance Committee.
- A maximum of 16 dissertation hours is allowed as part of the 90 semester-hour requirement.

### Program of Study

The program of study must be consistent with HSLs and Ohio University PhD program requirements. The approved program of study, signed by the Academic Guidance Committee, is to be placed in the student's file. The student is responsible for ensuring that the program of study is on file by the end of the first year of doctoral study. Likewise, the student is responsible for ensuring that any subsequent revisions are documented and proposed to and approved by the Academic Guidance Committee.

The program of study must include the following headings, followed by the related information:

- Student's name,
- Major area of study,
- Minor area of study,
- A list of specific graduate courses taken previously, with course names, institution, number of semester-hour (or equivalent) credits earned for each, and total graduate credits accepted for the doctoral program by the Academic Guidance Committee,
- A list of proposed courses to meet the statistics sequence requirements,

- A list of proposed HSLs and other doctoral program courses with course names, and number of semester-hour credits earned or to be earned for each according to specific major and minor areas, and
- Signatures and dates of signature from all members of the Academic Guidance Committee.

### **Predissertation Research Project**

Each doctoral student is required to complete an approved predissertation research project prior to taking the comprehensive examinations. The student will arrange with an HSLs graduate faculty member to serve as his or her Predissertation Research Project Mentor. The Predissertation Research Project Mentor may or may not be the student's Academic Advisor, but typically is. The student is expected to ask an original question, develop an appropriate design and methods to answer the question, gather data, analyze, and interpret data, and prepare a publication-ready written document. All research projects requiring Institutional Review Board (IRB) approval must be approved by the IRB prior to data collection.

Students may register for directed study hours for work on the Predissertation as part of their program of study. A maximum of nine semester hours of academic credit (HSLs 8940 or 8941 Directed Study) is allowed for work on the Project. If a course is to be counted as part of the predissertation, the predissertation committee must be in place prior to taking the course in order for it to be approved by the committee.

Sometime during the second year, the student will: a) develop a research question, b) develop a written proposal that includes a relevant background and motivation, methods, and proposed analyses, and c) form the Predissertation Research Project Committee. The committee will comprise at least three members, with two being from HSLs. A third member may be from within or outside HSLs. Committee members will be selected for their expertise in the proposed area of study. A proposal meeting will be held during which the student proposes his/her research idea. The student will make a formal presentation (approximately 30 minutes), followed by discussion. Revisions of the proposal may be recommended by the committee members. Once the student has satisfactorily addressed the recommended revisions, the proposal will be approved by the committee. The Predissertation Project Proposal form will be signed by all committee members.

Following project completion, the student will defend the project during a defense meeting with all committee members present. The meeting should be scheduled for two hours. The student will again make a formal presentation (approximately 30 minutes), followed by discussion. Revisions may be recommended by the committee. Once the project has been satisfactorily revised and approved, the Predissertation Project Approval form will be signed by all committee members and filed in the student's file. The predissertation project must be completed with final approval prior to taking the comprehensive examinations. Failure to successfully defend the project by this time will result in the student's dismissal from the program.

The student is responsible for coordinating a time, date, and room for the proposal and defense meetings. In addition, the student must provide each Committee member with an e-copy or hardcopy of the proposal or completed project approximately 10 days prior to the meeting.

Students are required to present the Predissertation Project in HSLs Colloquia. Students are also expected to present this work (as well as other research) at state, national and/or international professional meetings.

There is also a strong expectation that this work and other research projects will be submitted for publication in collaboration with the project mentor.

## COMPREHENSIVE EXAMINATIONS

**Examining Committee.** The Comprehensive Examining Committee will be determined by the student and his or her advisor and will consist of the student's advisor and two other academic faculty members, with no more than one HSLs retired faculty member serving on the committee. A maximum of one faculty member from outside of HSLs may be one of the committee members, but only with approval from the HSLs faculty committee members. No more than three members will serve on the Committee. The Committee should comprise individuals who are best suited to evaluate the selected areas of study. The committee typically is the student's Academic Advisor and Academic Guidance Committee members. The Committee is formed: a) after the large majority of academic course work has been taken, and b) following successful completion (final approval) of the Predissertation Project. Prior to taking the written portion of the exam, the student may wish to contact the members of his/her examining committee to discuss general areas of content that may appear on the written exam.

### Written Comprehensive Examination

The written comprehensive exam is intended to assess the student's mastery of the content related to his/her Major and Minor areas of study, the ability to integrate content across the areas of study, and the ability to articulate thoughts about a dissertation project and potentially initial ideas about a five-year research program. The examination will require the student to prepare written responses related to: 1) one or more integrated questions about the Major, 2) one or more integrated questions about the Minor, and 3a) thoughts about a dissertation project (research questions, brief background motivating the questions, how the proposed study fills a gap in the literature, design and methods, and proper analysis plan), i.e., initial thoughts about one or more potential ideas that could be suitable for a dissertation (*note*: initial ideas will become more refined with time and with more thought and discussion with the mentor and others) and 3b) preliminary thinking about a five-year research program, i.e., potential ideas about other related studies the student may be thinking of that could be packaged into a broad framework. The written exam will take place over a three-week period, with the student having one week to prepare a coherent and cogent written document for each component. The student is free to use available resources (e.g., notes, texts, literature) to complete the exam. Students will be allowed to keep their written documents and have access to them during the oral exam.

At no time may a student request input or assistance from anyone while completing the exam. At no time may a student share information regarding the content of the exam, in writing or through conversation, with any other person outside of his or her comprehensive examining committee. Violation of this policy will be addressed as a case of academic misconduct according to HSLs and University policies.

Within ten days of completing the written exam, the Committee will meet to discuss the student's written responses and come to a consensus as to whether the student has passed each of the three components. If the student has been judged to fail one or more of the components, the Academic Advisor will meet with the student to discuss the area(s) of deficiency and suggestions about how to address the deficiency. The student will be allowed no more than one week to address each area of deficiency (e.g., one week to address a deficiency in the Major, one week to address a deficiency in the Minor). The student will prepare a written document in response to a second question in the area(s) of deficiency. If the student passes the



second written exam, he/ she will move forward with the oral portion of the exam. Failure to pass a second attempt at any portion of the written exam will lead to dismissal from the program.

### **Oral Comprehensive Examination**

The oral comprehensive exam will take place within two weeks following notification that the student has passed the written exam. The content of the oral exam shall be discussed with the student by his/her Advisor prior to the oral exam. The content areas will be the same as those addressed in the written exam. Immediately following the oral portion, Committee members will discuss the student's performance and come to a consensus as to whether the student has passed or failed. This decision will be shared immediately with the student following the Committee's discussion. If the student passes the oral exam, he/she will move forward to the dissertation phase. Failure to pass the oral exam will lead to dismissal from the program. The student has one opportunity to pass the oral exam.

### **Comprehensive Examination Results**

Results of the oral and written components of the examination will be reported on the HSLs Doctoral Comprehensive Examination Evaluation Summary form. The results will be reported to the student, the Dean of College of Health Sciences and Professions, and the Office of Graduate Student Services within one week of the completed oral examination.

## **DOCTORAL DISSERTATION**

### **Admission to Candidacy**

Admission to candidacy for the PhD is required prior to scheduling the oral defense of the dissertation. Admission to candidacy is achieved upon the recommendation of the student's Academic Guidance Committee and after the student has achieved the following:

- Successful completion of all required coursework, including coursework in statistics and Major and Minor areas as documented in the updated and approved Plan of Study;
- Successful completion of both the written and oral portions of the comprehensive examinations;
- Selection of the Dissertation Committee; and
- Dissertation Committee approval of the dissertation proposal.

The HSLs form for Admission to Candidacy for the Doctoral Degree must be completed and sent to the Office of Graduate Student Services. A three-page outline of the proposed dissertation research, including a description of the nature of the proposed work, must be attached to the form.

Students may not register for dissertation hours until they have passed both their written and oral comprehensive exams. Students must register for at least two hours of dissertation credit for the semester during which the final dissertation project is defended.

### **Dissertation Committee**

The Dissertation Committee will consist of four or more members: the student's academic advisor; two HSLs faculty members chosen by the student and approved by the advisor to represent the special expertise needed for the dissertation research and a fourth member approved by the HSLs Director and

the Dean of the College of Health and Sciences and Professions (representing the Dean's office, in adherence to official University policies for PhD degrees). No more than one HSLs retired faculty member may serve on the Committee. A document describing the responsibilities of the Dean's representative and a form to be completed by the representative following the dissertation defense are available from the Dean's office.

## **Dissertation Proposal**

Directions for the format and presentation of dissertation can be obtained at:

<https://www.ohio.edu/graduate/current-students/thesis-dissertation-services>

Following successful completion of the comprehensive exams, the student will begin preparing the dissertation proposal. The proposal will include:

- An abstract of the research project;
- A review of literature;
- Specific aims or research questions to be addressed;
- A detailed description of the proposed method and means of analysis of results; and
- A bibliography.

The student will be responsible for distributing a digital or hard copy of the proposal to each member of the Dissertation Committee at least 10 days prior to the scheduled proposal meeting. The meeting should be scheduled for at least two hours.

During the meeting, the student will present his/her proposal (approximately 30 minutes), followed by a discussion of the proposal among the Committee members and the student. The purpose of the proposal meeting is to ensure that the student has the ability to develop feasible and testable research question(s) and a research plan to address the question(s). The Dissertation Committee will determine whether the student has command of the literature related to the proposed topic and demonstrates appropriate proficiency with developing appropriate, feasible, testable research questions that substantively advance the proposed area of study, designing appropriate methods, selecting appropriate instrumentation and procedures, and planning an appropriate analysis scheme.

The student must advertise the name, date, time, and location of the oral defense including, but not limited to:

1. Flyer posted in HSLs Office
2. CHSP Electronic Calendar
3. Ohio University Calendar of Events

If revisions of the proposal have been recommended by the Committee, which is typical, the student will prepare a revision of the proposal for final approval by the Committee. The approved version of the proposal must then be forwarded to each Committee member. A copy of the approved dissertation proposal must also be placed in the student's file, at which point the student and his or her Advisor shall petition for doctoral candidacy, as described above.

All research involving human subjects must be approved by the Institutional Review Board prior to initiation of any research activities. Each student is to supply a copy of the IRB approval to be maintained in his or her file. All Ohio University policies for the documentation and formatting of the dissertation must be followed carefully.

## Oral Defense of the Dissertation

Once the student has completed his or her project, prepared a written document of the project in accordance with current University policies, and distributed an e-copy or hardcopy to each Dissertation Committee member at least ten days before the scheduled oral defense, the oral defense meeting may be scheduled. The student and his or her academic advisor will coordinate a time and date that is convenient for all Dissertation Committee members. The defense should be scheduled for at least two hours.

The Dean's office must be consulted in scheduling the time and location of the oral defense, per University policies. The College form for Arrangements for the Oral Defense of the Dissertation must be completed at least ten days in advance of the defense date. All University deadlines must be considered in the scheduling process.

The oral exam will be administered by all members of the student's Dissertation Committee. At least two weeks prior to the scheduled defense date, the Dean and all HSLs students and faculty will be invited to attend the oral defense. Additionally, candidates are strongly encouraged to invite the general University community of students and faculty as well as others close to the candidate. The candidate will present an overview of the dissertation project (approximately 30 minutes), followed by questions from the audience (approximately 15 minutes). Following this open portion of the meeting, the student and Dissertation Committee will meet in a closed session during which the project will be discussed. Immediately following the oral defense, Committee members will excuse the student while they deliberate on whether the project was completed satisfactorily or unsatisfactorily. This decision will be shared with the candidate immediately following the deliberation.

In most cases, revisions will be required. Revisions may be required in any aspect of the dissertation, except the research questions and fundamental aspects of the design that have already been approved during the dissertation proposal phase. If changes are recommended, one of two procedures will be followed, according to whether the changes are considered major or minor by the Dissertation Committee. Committee members are to sign a final dissertation only once final revisions have been made and approved. The academic advisor shall be responsible for recording the changes recommended by the committee and shall supply a written report of recommended changes to the student and to each member of the committee.

Minor Revisions. When only minor changes are necessary, the committee may decide to charge the student with making those revisions and then resubmitting a revised document to each committee member for final approval and signature.

Major Revisions. In the case where major changes are recommended by at least two Dissertation Committee members, the committee shall decide upon the changes necessary for the successful completion of the dissertation. After the student has addressed these changes, another oral defense meeting will be convened. All members of the Dissertation Committee must be present at the follow-up defense. The Associate Dean for Research and Graduate Studies and all HSLs faculty members will be invited to the follow-up defense. The student may choose to invite others as for the initial defense. Satisfactory or unsatisfactory performance will be determined by the committee in the same manner stated

above. If more than one member disapproves the dissertation, the dissertation will be deemed unsatisfactory, and the course of action will rest with the Dissertation Committee.

If controversies or disagreements arise regarding the dissertation and its defense and these cannot be resolved by the Dissertation Committee, the Graduate Committee, in consultation with the HSLs Director, will be charged with the decision-making process.

Following the defense meeting, the Dean's office representative will complete the form for the College Representative of the Oral Examination of the Dissertation and submit it to the office of the Dean and a copy to the Dissertation Advisor.

Following a satisfactory outcome, the dissertation shall be edited in keeping with the dissertation members' recommendations until a final, acceptable copy is approved by the Dissertation Committee. When the final copy adhering to all School and University dissertation guidelines is submitted, all approving Dissertation Committee members will sign the dissertation and the Report on the Dissertation and its Oral Defense form, signaling acceptance and acknowledgment of completion. The Report on the Dissertation and its Oral Defense form is to be submitted to the Dean's office and to Office of the Registrar. Bound paper copies of the dissertation are to be filed with the Office of the Dean, the School, and all Committee members. Additional paper and/or electronic copies must be submitted as required by University policy. **Voted upon and approved by HSLs Faculty January 24, 2018.**

**Sample Doctoral Program of Study Form  
Ohio University**

**Name of student: Advisor:**

A. Major Area of Study (Min Hrs. 21):

B. Minor Area of Study (Min Hrs. 17):

Specific **GRADUATE COURSEWORK TAKEN PREVIOUSLY**, with course names, institution, number of credit hours earned for each, and total graduate credits accepted for transfer by the Academic Guidance Committee (see attached list).

University Name	Course Name	Course Number	Credits
Ohio University			
Ohio University			
Ohio University			
Ohio University			
Ohio University			
Ohio University			
Ohio University			
Ohio University			
Ohio University			
Ohio University			
		<b>Total: 34 (Max: 34)</b>	

Coursework to meet the **MAJOR** area of study: **(INSERT MAJOR AREA)**

Course Name	Course Number	Credits	Term
		<b>Total: 36 (Min: 21)</b>	

Coursework to meet the requirements of **MINOR**: **(INSERT MINOR AREA)**

Course Name	Course Number	Credits	Term

		<b>Total: (Min: 17)</b>	

**Coursework to meet the STATISTICS SEQUENCE**

Course Name	Course Number	Credits	Term
Statistics for the Behavioral Sciences	PSY 5110	3	
Advanced Statistics for the Behavioral Sciences	PSY 6111	4	
Introduction to Linear Regression Analysis	PSY 6112	3	
		<b>Total: 10 (Min: 6)</b>	

**Other courses**

Course Name	Course Number	Credits	Term
		<b>Total: 1: 21</b>	

**Dissertation**

Course Name	Course Number	Credits	Term
Dissertation in HSLS	8950		
		<b>Total: (Max: 16)</b>	

Total: 90 credit hours (**not including other courses**)

Signatures of Academic Guidance Committee members:

Academic Advisor:

Member:

Member:

## REQUESTING FINAL TRANSCRIPTS

Ohio University must receive a written request for transcripts. Requests for transcripts can be made by mail, by fax, or online. For complete information go to: <https://www.ohio.edu/registrar/transcripts>

## APPENDICES

**All appendices listed below can be found on OneDrive at the following link:** [https://catmailohio-my.sharepoint.com/:f:/g/personal/benigno\\_ohio\\_edu/ErgJ7beX6wFBjmYg7U0tb-gBMP9FptjkPWopnPgAsrP0Yw?e=flweAV](https://catmailohio-my.sharepoint.com/:f:/g/personal/benigno_ohio_edu/ErgJ7beX6wFBjmYg7U0tb-gBMP9FptjkPWopnPgAsrP0Yw?e=flweAV)

**Appendix A: HSLs Organizational Chart**

**Appendix B: HSLs Graduate Probation Policies**

- MA SLP and AuD Probation Policy
- Drug and Alcohol Policy
- PhD Probation Policy

**Appendix C: HSLs MA and AuD Clinical Assessments, Rubrics and At-Risk Policies Audiology**

- Audiology Midterm Assessment
- Assessment of Clinical Competency in Audiology
- HSLC Daily Audiology Checklist
- Audiology Midterm and Prep Assessment
- AuD Student At-Risk Policy and Assessment

**Master of Speech-Language Pathology**

- SLP Student At-Risk Policy and Assessment
- MA SLP and AuD Probation Policy

**Appendix D: HSLs MA and AuD Directed Study Form**

**Appendix E: HSLs PhD Directed Study Form**

**Appendix F: HSLs PhD Checklist and Link to Forms**