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INTRODUCTION

Welcome to the graduate program in Communication Sciences and Disorders (CSD) in the School of Rehabilitation and Communication Sciences (SRCS), College of Health Sciences and Professions (CHSP) at Ohio University. We are proud of our program and history and are glad you have chosen to become part of our program. We expect that you will find our programs challenging and rewarding. We encourage you to bring a firm commitment, cooperative attitude, and good spirit, for these will enrich your learning experience. Whether your career aspirations are clinical, educational, or research oriented, having this mindset will best develop your independence, initiative, problem-solving skills, and effective communication in order 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. It is a reference containing information about CSD policies, rules, and regulations. It is expected that you read this handbook and become familiar with its contents. Please seek out your advisor, the Coordinator of Professional Programs, the Coordinator of Ph.D. Studies, the CSD Associate Director, or the Coordinator of Clinical Services about information in this handbook that may be unclear. 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, Ohio University Student Handbook, and the Ohio University Hearing, Speech and Language Clinic Manual.

For a multitude of reasons, there is a large and growing number of individuals with speech, language, hearing, and swallowing problems that may impact their ability to communicate, reach educational and vocational potential, and/or maintain vital survival functions. As this number of individuals grows, likewise the need to educate individuals to help this population grows. Ongoing research provides us with better means of assessment and treatment. As a result, we continually improve the ways in which we serve people 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 program. 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.
BRIEF HISTORY OF OUR PROGRAM

What is now Communication Sciences and Disorders 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 ever since. We joined the College of Communication 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 moved to the renovated Grover Center, a 200,000 square foot facility housing all units of the College. Included in these units are the CSD offices, research and instructional labs, and a spacious state-of-the-art clinic. We 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.

Although we started small, we have graduated thousands of students since our beginning. 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.

CSD offers a bachelor’s degree (B.S.) in Communication Sciences and Disorders, a minor in Communication Sciences and Disorders, a bachelor’s degree through Honors Tutorial College, a master’s degree (M.A.) in Speech-Language Pathology, a Clinical Doctor of Audiology degree (Au.D.), as well as Doctor of Philosophy (Ph.D.) degrees in Speech-Language Science and Hearing Science. The clinical graduate programs are accredited by the American Speech-Language-Hearing Association (ASHA). We have tenure-track and non-tenure faculty members, clinical faculty and supervisors, emeriti and part-time instructors. We also have a dedicated staff, including 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
To be a college of distinction in preparing health professionals whose work reflects the highest standards of collaboration, ethics, innovation, and commitment to all, especially underserved individuals and populations.

College of Health Sciences and Professions Mission Statement
To educate students from various backgrounds in the health professions through rigorous curricular activities that prepare them to take leadership roles in a competitive, technological, culturally diverse and global environment.

To engage faculty and students in the discovery of knowledge that will define the future of health disciplines through applied and basic research, innovation and entrepreneurship.

To extend the boundaries of the university to enrich the quality of lives, especially for individuals in underserved and vulnerable populations, through interprofessional and community collaborations.

Communication Sciences and Disorders Mission Statement
The Division of Communication Sciences and Disorders is dedicated to excellence in research and teaching undergraduate and graduate students who will be successful in future academic study and employment.

Hearing, Speech and Language Clinic Mission Statement
The Ohio University Hearing, Speech and Language Clinic mission is to promote excellence in the clinical education of students and to provide the high quality services to the community.

ORGANIZATIONAL STRUCTURE
CSD and Physical Therapy make up the School of Rehabilitation and Communication Sciences (SRCS) which is one of four Schools in the CHSP. There is also an administrative unit headed by the Dean of the College.

CSD offers a baccalaureate level, broad-based liberal arts and sciences curriculum, with a program 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 (M.A.) in speech-language pathology and a clinical doctor of audiology (Au.D.) degree are professional degree programs offered by the CSD. Students completing the M.A. or Au.D. programs will meet the academic and clinical requirements for the Certificate of Clinical Competence (CCC) offered by ASHA. Ph.D. programs are available in speech-language science and hearing science. Ph.D. students are provided a well-rounded research, academic, and teaching program, preparing them for research careers as well as careers in teaching and administration.

The Associate Director of CSD, who reports directly to the Director of SRCS, heads the Division of CSD. The graduate programs are administered at the university level by the Dean of the
Graduate College and the Office of Graduate Student Services, at the College level by the Associate Dean for Research and Graduate Studies, and at the CSD level by the Coordinator of Professional Programs and the Coordinator of Ph.D. Studies. Graduate polices for CSD are established by the CSD faculty. The Coordinator of Clinical Services oversees clinical education in the professional degree programs. The faculty meets regularly to discuss policies and issues. An organizational chart for CSD can be found in Appendix A.

STUDENT RECORDS

Student academic records are housed in the CSD office located in W218 Grover Center, and clinic records are housed in the office of the Coordinator of Clinical Services, located in W181 Grover Center. 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 while 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, but must remain in the office. Files can be checked out by the CSD Associate Director, the Coordinator of Professional Programs, the Coordinator of Ph.D. Studies, the Coordinator of Clinical Services, or by the student’s advisor. Students are encouraged to review their file periodically, especially prior to meetings with their advisor or other CSD faculty/coordinators.

LENGTH OF PROGRAMS

The master’s degree program typically requires two full years or six semesters to complete, and the clinical doctor of audiology degree program requires four years or 12 semesters to complete. Work is to be completed as a full-time student. The doctor of philosophy programs are variable in length. 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 time must occur before the end of the current allotted period. For further details, consult the Graduate Catalog or contact Graduate College at: http://www.ohio.edu/graduate/staff/contact.cfm

STUDENT SERVICES

Complaints and Resolving Problems

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 CSD Associate Director, the Coordinator of Professional Programs, Coordinator of Ph.D. Studies, and the Coordinator of Clinical Services are all available to assist you. In addition, CSD has in place 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.
If the conflict cannot be resolved by this means, or through the office of the CSD Associate Director, it will be referred to the Dean of the CHSP.

Outside CSD and the College, and depending on your concern, you may wish to contact the following:

- Ohio University Ombudsman, 501 Baker Center, 1 Park Dr. Athens, 593-2627
- 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 graduate programs in audiology and speech-language pathology. Submit any complaint related to the program’s compliance with standards for accreditation to the CAA in writing, following guidelines provided at the following URL: [http://www.asha.org/academic/accreditation/accredmanual/section8.htm](http://www.asha.org/academic/accreditation/accredmanual/section8.htm). Complaints should be addressed to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850.

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

CSD supports and adheres to all university policies and commitments regarding discrimination, sexual harassment, and affirmative action. These policies can be found in various university publications, including the [Graduate Catalog](#) and the [Student Handbook](#).

**CSD STUDENT CONFLICT RESOLUTION COMMITTEE**

Updated March 31-2011

**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 person 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 hear both sides of the issue and send a report to the CSD Associate Director outlining the conflict, the response of the faculty/staff person, and the SCRC’s suggestions for the resolution of the conflict. If the CSD Associate Director is unable to resolve the conflict to the satisfaction of the student, the Chair will then turn over the committee report to the Dean of the CHSP for continued pursuit and eventual resolution of the conflict. Otherwise, all records will be kept on file with the CSD Associate Director.

A copy of this document shall be posted on the NSSHLA bulletin board and sent in a mass e-mail at the start of each school year. A copy may also be requested from the CSD office.

**Procedures for committee formation**

- The SCRC will be a standing committee in CSD. The CSD Associate Director shall appoint a faculty member as the 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.
- Two of the three members shall constitute a quorum with a majority vote of the members present required to pass a motion.
Procedures for a 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 CSD Associate 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 will then meet with the student in confidence to discuss the conflict.
3. After hearing the conflict, the SCRC Chair will 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 CSD Associate 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/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/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 the student, if the conflict is with a faculty member who is on the committee, the SCRC chair will ask the CSD Associate 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/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 CSD Associate Director for his/her action to achieve resolution of the conflict (if the conflict involves the CSD Associate Director, the SCRC Chair will submit the report to the Dean of the CHSP).
9. If the conflict is not resolved to the student’s satisfaction following the CSD Associate Director’s efforts, the SCRC will turn over the report to the Dean of the CHSP for continued pursuit and eventual resolution of the conflict.
Campus Advising Resources

In addition to seeking guidance with your advisor and other CSD 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**
  1st Floor, Alden Library, 101
  740-593-2644
  tutoring services/academic problem
  academic skills development/guidance
  study skills instruction

- **Career Services**
  Baker University Center 533
  740-593-2909
  career advising
  career fairs and workshops
  job vacancy bulletin

- **Counseling and Psychological Services**
  3rd floor, Hudson Health Center, 337
  740-593-1616
  counseling
  crisis intervention
  outreach/referral
  services to students with disabilities
  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 is permitted:
- The Atrium Café and the adjacent areas that have been established as part of the food service operation
- Private offices and the complexes in which those offices are included
- Faculty/staff/student lounges
- Conference rooms
- Student prep 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 CSD, the Graduate Committee approves all appointments. M.A. and Au.D. students may receive a partial or full stipend, and Ph.D. students receive full stipend awards. Ph.D. students receive priority funding typically through year three of their degree program, although reappointments are made annually. M.A. and Au.D. students may receive funding during part or throughout their entire on-campus course of study. Continuing M.A. and Au.D. 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 faculty, assigns Au.D. and M.A. 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 helping with other faculty and staff needs. Ph.D. assignments are overseen by each student’s primary Ph.D. mentor.

Ohio University offers three types of graduate student financial support: graduate stipends, Graduate Recruitment Stipends (GRS), and tuition scholarships. Currently, the first two kinds of support are available through CSD. Guidelines for graduate students on graduate appointments are located on the Graduate College website at: http://www.ohio.edu/graduate/prospect/finaid.cfm.

Graduate Stipends

Graduate stipends are payments to graduate students for services rendered to CSD. Graduate stipends are taxable and generally necessitate a service component of 20 hours per week for full awards and 10 hours per week for partial awards.

GRS Stipends

These stipends require six hours of service per week to CSD. Students who receive GRS also receive tuition remission, such that the combination of the stipend and tuition remission approximates tuition costs.

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

Federal work-study is awarded based upon need as established by the OSFAS. Applicants must complete the FAFSA in order to determine eligibility. Students awarded work-study must apply for the position online at http://www.ohio.edu/financialaid/employment/emp_fws.cfm to receive job assignments. International students are ineligible for work-study positions.

Human Resources posts job opportunity information for students online at the following: http://www.ohio.edu/hr/employment/student.cfm. Check 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 for work in the United States.

For information regarding various financial opportunities including scholarship opportunities visit www.ohio.edu/financialaid. For online forms available for financial opportunities visit http://www.ohio.edu/financialaid/misc/fa_forms.cfm.
Employment opportunities and graduate appointments are sometimes available through departments outside of CSD. 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: [http://www.ohio.edu/graduate/current/apptsDetail.cfm](http://www.ohio.edu/graduate/current/apptsDetail.cfm)

**CSD 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: [http://www.ohio.edu/judiciaries/conduct_policy.cfm](http://www.ohio.edu/judiciaries/conduct_policy.cfm).

CSD 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 CSD faculty on 03/18/2005.

**CSD POLICY ON GRADUATE STUDENTS RETURNING FROM BREAKS/VACATION**

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 Ph.D. Studies (whichever is appropriate) a copy of which must be placed in the students file in the CSD main office, will be placed on probation and lose assistantship funding for that semester. Approved by CSD Faculty 02/03/2006.

**POLICY ON GRADUATE STUDENTS ACCEPTING EMPLOYMENT OUTSIDE OF CSD**

CSD 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 CSD graduate programs, and given the scheduling complexities of clinical, research, clerical, service, and teaching activities of our varied graduate student assignments, CSD students who are receiving tuition scholarships and/or stipend awards through university funds are required to have written authorization for additional work from the CSD Associate 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 CSD 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

Semester Limits on Tuition Support

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.

CSD 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 CSD. 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 CSD Associate Director regarding possibilities for paid teaching assignments are required.

Not all CSD 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 CSD and outside course work
- Evidence of diligence and productivity in previous CSD 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. CSD 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 CSD Faculty on 09/30/2005.

CSD POLICY ON FUNDING FOR GRADAUTE 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 CSD tuition scholarships. Approved by CSD Faculty on 09/30/05.

THE PROFESSIONAL DEGREE PROGRAMS

Speech-Language Pathology (M.A.) and Clinical Doctor of Audiology (Au.D.)

Introduction

The master of arts in speech-language pathology and clinical doctor of audiology degrees are designed to prepare students with the academic knowledge and clinical skills to:

1. Become competent professionals, providing independent and team oriented clinical services associated within the practice of audiology or speech-language pathology;
2. Work and communicate effectively with clients, families, health care, and educational professionals in delivering these services;
3. Think critically and problem-solve effectively while providing these services;
4. Be capable readers of research in the discipline.

The degree programs are planned so that students will satisfy all academic and clinical requirements through ASHA in either audiology (CCC-A) or speech-language pathology (CCC-SLP), meet licensure requirements in Ohio and other states, as well as 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 of ASHA.

For the speech-language pathology students, 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

Students will be admitted into the M.A. and Au.D. only during the fall semester.

The M.A. program is designed for full-time students and takes two full years or six semesters to complete. This 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.

The Au.D. program is designed for full-time students to complete in four years. This includes three years of core coursework coordinated with comprehensive clinical experiences, elective
options, practicum coursework, and a research project followed by a twelve-month full-time externship.

Students are only admitted to full-time study and are required to enroll continuously throughout their program of study.

**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 start 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. It is recommended to develop a tentative plan of study at the outset in consultation with your advisor. Areas of special interest within the discipline of CSD and in related areas should be explored, as should the thesis option for M.A. 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 CSD 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 new course can 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 CSD probationary policy located in Appendix B of this handbook, indicating that it has been read and understood, when he/she first meets with his/her advisor during orientation.

All CSD didactic course work must be taken for a letter grade. Externships, thesis hours, and some practicum course work are taken on a credit/no credit basis. Outside electives must be taken for letter grade to count towards the degree. All outside electives must be approved by a CSD 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 CSD 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 from accredited institutions that offer a graduate degree, provided the transferred
Coursework is acceptable to the Coordinator of Professional Programs and is not more than five years old. Credit for courses taken by correspondence is not accepted toward the degree; however, on-line 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 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 textbook, requirements, and objectives. The request for transfer credit form can be found at: http://www.ohio.edu/chsp/studentservices/upload/chsp-transfer-request-for-graduate-credit_final.docx

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 CSD, but also be able to demonstrate knowledge in speech-language pathology and audiology as deemed important by ASHA.

Requirements for Taking the PRAXIS

M.A. and Au.D. candidates must provide documentation prior to graduation 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 requirement means that the student has had an official score report sent to CSD and the score has been received by CSD. Failure to submit an official score report to CSD will result in denial of graduation until such time as the official report is received which could delay students graduation by a semester.

At this time, a minimum score of 600 is required for ASHA certification and Ohio licensure, and many other states. Information can be found on the ASHA website at: http://www.asha.org/Certification/praxis/praxis_scores/.

When Administered

M.A. students should take the PRAXIS during their second year of study later in the fall semester, over winter break, or early spring semester. Au.D. students are advised to take the exam during the latter part of their third year of study to avoid conflicts during their 4th year 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. Exams are offered frequently each year with several offerings on the Athens campus. Scores must be sent to CSD. Students must also have their scores sent to ASHA in order to meet certification requirements if applying to ASHA for CCC. For more information on taking the PRAXIS, go to http://www.ets.org/praxis.
Certificate of Clinical Competence (CCC)

This 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, AUD or a Ph.D. in communication sciences and disorders;
2. Have satisfied both academic and clinical requirements for the certificate;
3. Have successfully completed a clinical fellowship;
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/SLPCertification.htm or http://www.asha.org/Certification/AudCertification.htm

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 you must be licensed by the licensure board. You are required by law to read and understand the code. For more information about Ohio state licensure visit The Ohio Board of Speech-Language Pathology and Audiology (OBSLPA) at http://slpaud.ohio.gov. The OBSLPA conditional application form for SLPs can be found at: http://slpaud.ohio.gov/apps/Application%20SPE%20Conditional.pdf

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

CSD is dedicated to further international engagement, interaction, and involvement of students, faculty, and staff. International students are encouraged to apply for the M.A., Au.D., and Ph.D. programs, and complete the application process as outlined in the current graduate catalog located at Graduate Catalog and at CSDCAS http://www.capcsd.org/csdcas/students.php

However, enrollment in any CSD degree program does not automatically entitle non-native speakers of American English to enroll in clinical practica 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 practica and be assigned clients or time in the clinic must meet the criteria outlined below.

Clinical Practicum Criteria

1. Achieve a score of 500 on the SPEAK 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 Clinical Services;
- Idiomatic expression for appropriate contextualized use, as assessed by interview with the Coordinator of Clinical 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 Clinical Services once these criteria are met. This authorization will be included in the student’s official CSD 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 Clinical Services. M.A. and Au.D 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. Ph.D. students who do not meet the practicum criteria within the first semester will be permitted to continue their Ph.D. 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 CSD graduate student orientation packet before beginning a CSD graduate program.

CLINICAL DOCTOR OF AUDIOLOGY (Au.D.)

Curriculum

There are four elements to the four-year Au.D. program. First, a minimum of 102 semester-hours in coursework and second, clinical experiences over four years are required. 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 clinical research project will be completed during the student’s third year. Fourth, a full-time supervised externship will be completed ending no earlier than the end of spring semester of the fourth year. Each of these four areas is expanded upon below.

Didactic and Clinical Courses

Students will take 10-15 credit hours per semester (fall and spring) and varied number of credit hours (2-15) during summer semesters during Years I, II, III after beginning the program. The
102 semester hours of didactic and practicum coursework ensures that the curriculum sufficiently addresses the knowledge and skill areas specified by ASHA. By meeting this standard, the student will obtain the depth and breadth of knowledge necessary to begin a career as an audiologist. Foundation courses are encountered early in the student’s program of study, including basic auditory sciences, anatomy, physiology, auditory disorders, and those devoted to mastery of audiological testing across all ages. Later courses build on previous courses within a sequence by requiring synthesis and application of information. These experiences are designed to provide students with formal instruction in the functional operation of clinical equipment as well as practical hands-on experience.

**Professional Practicum/Clinical Training**

Students in the Au.D. 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 clinical experiences and the professional practicum seminar are lock-stepped with coursework prior to the full-time supervised externship. Clinical experiences will advance in quantity, scope, and complexity within a variety of clinical settings over the first three years.

**Professional Practicum Seminar**

A key component of the Au.D. program is the professional practicum seminar offered each semester. This didactic professional practicum component bridges didactic coursework and the clinical experience. The didactic component of the clinical practicum seminar is a weekly one- or two-hour meeting taught by clinical supervisors 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. Topics that are primarily clinical in nature and are not covered in academic courses are also incorporated into this professional practicum seminar. The professional practicum seminar will continue through the first three years.

**Clinical Training**

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 skills and clinical needs. The second and third years include a full-time (14 week) summer externship. Off-campus sites are supervised by our own supervisory faculty as well as off-campus clinical supervisors. These sites provide a wide range of clinical experiences for our students, including settings in private practice, otolaryngology practices, hospitals, newborn hearing screenings, schools, and regional clinics. The final and fourth year is a full-time externship typically ending in May of the fourth year. The combinations of clinical externships (4 semesters) obtained throughout the four years of the program constitute the equivalent of at least 12 months of full-time supervised experience.

To graduate, all students must complete the ASHA academic and clinical requirements for the Certificate of Clinical Competence. Details of those requirements can be found in the [http://www.asha.org/Certification/AudCertification.htm](http://www.asha.org/Certification/AudCertification.htm).

A detailed description of the clinical experience from Years I through IV are described below.
Year I of Clinical Experience

All Year I students will be directly supervised by Ohio University clinical supervisors whose primary responsibility is the education of students, so that clinical education and instruction occurs in a structured and controlled environment. Growth in clinical skills and the core competencies identified as necessary by ASHA, Ohio University faculty, and clinical supervisors will be assessed. During the first semester, the number of clinical hours assigned will be limited so students can focus on obtaining necessary academic information and gain an orientation of clinical operations. Each student will spend a minimum of one-half day per week in the clinic during his/her second semester in the program. Fall semester, each student will earn at least 20 hours of observation and perform weekly audiometric evaluations on “mock” patients. During spring semester, students will be given a minimum of a one-half day assignment in the Hearing, Speech and Language Clinic. Additionally, each student will be spending a minimum of one half day a week in the Hearing, Speech and Language Clinic and/or O’Bleness Memorial Hospital during summer semester.

Year II of Clinical Experience

Students in Year II of the Au.D. program receive clinical instruction in the on-campus clinic as well as several local off-campus contract sites. All of the sites that are part of the second year student’s clinical experience are supervised by Ohio University supervisors or off-campus clinical faculty members of Ohio University. The experiences of the second year are designed so that students’ clinical instruction and the evaluation of the students’ clinical skills and competencies can be structured and closely monitored.

Each Year II student is assigned to clinic typically for one half day per week primarily in the Hearing, Speech and Language Clinic and/or O’Bleness Memorial Hospital. The students may have a rotation through on- and off-campus sites as assigned by the clinical supervisors.

A fourteen-week, off-campus externship is required during the Year II summer semester. The student must have met the skills and competencies deemed necessary by the audiology faculty and clinical faculty. Ohio University has an extensive list of sites with service agreements in place that are willing to take students. If the student is not able and/or prepared to complete this placement during his/her second year, he/she is required to complete it during the summer following his/her third year of didactic work.

Year III of Clinical Experience

During Year III of the Au.D. program, students receive clinical instruction in established regional placement sites and in the Hearing, Speech and Language Clinic. Most of these sites are within 60 miles of the Athens campus of Ohio University. Students rotate among these different sites on a semester basis in order to provide the variety of clinical experiences required by ASHA standards. Students are supervised by off-campus clinical supervisors in all of the sites and each of these supervisors is versed in the ASHA standards and required clinical competencies. The Ohio University faculty, clinical faculty, and off-campus clinical faculty will regularly monitor Year III students. Established procedures of assessment of clinical competencies and skills are used throughout the third year in order to ensure quality clinical training and education. Each student will have a minimum of a one half day (or equivalent) assignment each of fall and spring semesters. In addition, “mock” patient assignments will be made at the discretion of the clinical supervisors.
It is **recommended** that the PRAXIS examination be taken during spring semester of Year III so that the student may submit scores with an application for provisionary state licensure for states requiring such a license for students to perform the Year IV externship.

During the summer semester of the third year, the student has the option of beginning the full-time supervised externship placement, continuing with the clinical placement in the regional placement sites, or completing the third year research experience.

**Year IV of Clinical Experience**

In Year IV, the student will complete a full-time externship. The externship sites are located nationwide. Our students have been successful in obtaining nationally competitive externship placements. Ohio University has established relationships and current service agreements with a number of externship sites. Additional sites are developed on an ongoing basis.

The fourth-year placement typically begins at the beginning of summer of the third year or the fall of the fourth year. In either case, the placement may not end prior to the end of spring semester of the fourth year. If the placement begins at the beginning of fall semester, then the student will take a typical course load and clinical training or a 14-week externship during the summer of the third year. Students who do not start the full-time supervised externship during summer of the third year will most like have their graduation date delayed by one semester and will not be able to walk at spring commencement.

The placement of the student in the supervised externship site can only be made if the student 1) has met the skills and competencies level 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 CSD Office.

In order to be eligible for ASHA CCC-A the Year IV student must be supervised by an ASHA-accredited, state-licensed audiologist while at all externship sites. Ongoing assessment of the student’s clinical skills and competencies is completed by the externship supervisor according to the assessment outlined for the Professional Experience by ASHA. The most recent form can be found online through the ASHA website at: [http://www.asha.org/certification/Clinical-Fellowship/](http://www.asha.org/certification/Clinical-Fellowship/)

CSD academic and clinical faculty of monitor the student’s progress through periodic communication with the site. Student clinicians are evaluated and graded each semester while in externship by the on-site supervisors. Externship supervisors are furnished with a set of expected competencies that students should obtain by the end of the externship. Guidelines for grading, as well as student evaluation tools, are provided to the clinical supervisor.

**Research Education**

While the Au.D. is not a research degree, the CSD 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.

**Audiology electives include, but are not limited to the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 5850</td>
<td>Sign Language I (3)*</td>
</tr>
<tr>
<td>CSD 5860</td>
<td>Sign Language II (3)</td>
</tr>
<tr>
<td>CSD 5870</td>
<td>Sign Language III (3)</td>
</tr>
<tr>
<td>CSD 8930</td>
<td>Directed Study (variable 1-3)</td>
</tr>
<tr>
<td>CSD 7930/7931/7932</td>
<td>Directed Study and Research (1-3) for 1st year students</td>
</tr>
<tr>
<td>CSD 8930/8931</td>
<td>Directed Study and Research (1-3) for 2nd year students</td>
</tr>
<tr>
<td>CSD 8960-8980</td>
<td>Advanced Topics in SLP/AUD (variable 1-3)</td>
</tr>
<tr>
<td>ANTH 5560</td>
<td>Medical Anthropology (3)</td>
</tr>
<tr>
<td>BIOS 5130</td>
<td>Human Neuroscience (3)</td>
</tr>
<tr>
<td>BIOS 5250</td>
<td>Evolutionary Genetics (3)</td>
</tr>
<tr>
<td>EDCE 6200</td>
<td>Foundations in Rehabilitation Counseling (3)</td>
</tr>
<tr>
<td>EDCE 6260</td>
<td>Psychosocial Aspects of Disability (4)</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Introduction to U.S. Health Care Delivery System (3)</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Administration of Health Organizations (3)</td>
</tr>
<tr>
<td>HLTH 6350</td>
<td>Human Resource Management within Health Care (3)</td>
</tr>
<tr>
<td>LING 5500</td>
<td>Introduction to General Linguistics (4)</td>
</tr>
<tr>
<td>MGT 5000</td>
<td>Management (3)</td>
</tr>
<tr>
<td>PHYS 5031</td>
<td>Electricity and Magnetism (4)</td>
</tr>
</tbody>
</table>

*May not be taken as an elective if you took an equivalent course as an undergraduate

**Outside Electives**

Electives outside of CSD vary according to student interests and electives not listed above must be approved by the student’s advisor.

Contact the CSD Office for a list of elective courses our students have taken in the past.
# Doctor of Audiology Program of Study
## Class of 2016

### Name

### Advisor's Name

#### REQUIRED/CORE COURSES ARE INDICATED IN BOLD

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Completed the following prerequisites?</th>
<th>Completed the following ASHA requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2013 (15 hours minimum)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6910 Research Methods (3 hours)</td>
<td></td>
<td>Biological Sciences AND</td>
</tr>
<tr>
<td>CSD 6930 Neuroscience of Communication (3 hours)</td>
<td></td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>CSD 6740 Diagnostic Audiology (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6770 Advanced Hearing Science (3 hours)</td>
<td></td>
<td>Social/Behavioral Sciences AND</td>
</tr>
<tr>
<td>CSD 6351 Prof Education in Audiology I (2 hours graded)</td>
<td></td>
<td>Mathematics or Statistics</td>
</tr>
<tr>
<td>CSD 6921 Audiology Practicum I (1 hour credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2013 (13 - 15 hrs' minimum)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6731 Advanced Diagnostic Audiology (3 hours)</td>
<td></td>
<td></td>
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<tr>
<td>CSD 6710 Hearing Aids (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6759 Electrophysiologic Assessment (4 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6351 Prof Education in Audiology I (2 hours graded)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6921 Audiology Practicum I (2 hours credit)</td>
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</tbody>
</table>

*Students with a stipend or tuition waiver must register for additional practicum to meet the university requirements

CSD 6921 Audiology Practicum I (1 hour credit)

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Completed the following prerequisites?</th>
<th>Completed the following ASHA requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2014 (13 hours minimum)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6751 Advanced Electrophysiologic Assessment (3 hrs)</td>
<td></td>
<td></td>
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<tr>
<td>CSD 7750 Advanced Hearing Aids (3 hours)</td>
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<td></td>
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<tr>
<td>CSD 7580 Industrial Audiology (3 hours)</td>
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<td></td>
</tr>
<tr>
<td>CSD 7751 Prof Clinical Training in Audiology II (2 hrs graded)</td>
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<td></td>
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<tr>
<td>CSD 7921 Audiology Practicum II (1 hr credit)</td>
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<tr>
<td>CSD 7550 Integrated Clinical Education (1 hr credited)</td>
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</tbody>
</table>

**OPTIONAL ELECTIVE**

Elective (___ hr) Course ____________

<table>
<thead>
<tr>
<th>Summer 2013 (14 hours minimum)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>EDRE 7200 Educational Statistics (4 hours)</td>
<td></td>
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<tr>
<td>CSD 7630 Pediatric/Educational Audiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES: MINIMUM OF 3 CREDIT HOURS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD Seminar (3 hours) Course ____________</td>
<td></td>
<td></td>
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<tr>
<td>Elective (___ hr) Course ____________</td>
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<td></td>
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<tr>
<td>Elective (___ hr) Course ____________</td>
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<td></td>
</tr>
<tr>
<td>CSD 6351 Prof Educ II (2 hours graded)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 6921 Aud Pract II (2 hours credit)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2014 (15 hours minimum)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CSD 6270 Medical Asp Aud (3 hours)</td>
<td></td>
<td></td>
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<tr>
<td>CSD 7520 Rehab Aud (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES: MINIMUM OF 6 CREDIT HOURS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD Seminar (3 hours) Course ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (___ hr) Course ____________</td>
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<td></td>
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<tr>
<td>Elective (___ hr) Course ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 7351 Professional Clinical Training in Audiology II (2 hrs graded)</td>
<td></td>
<td></td>
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<tr>
<td>CSD 7921 Audiology Practicum II (1 hr)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2014 (3 hours)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CSD 7910 Clinical Externship in Audiology (3 - 15 credit hrs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of Site ____________
### Doctor of Audiology Program of Study
#### Class of 2016

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2015 (13 hours minimum)</strong></td>
<td><strong>Fall 2016 (2 hours)</strong></td>
</tr>
<tr>
<td>CSD 7850 Balance Function Assessment (3 hours)</td>
<td>CSD 8910 Full-time Audiology Externship (2-18 hrs)</td>
</tr>
<tr>
<td>CSD 8949 Research Practicum in Audiology (3 hrs)</td>
<td>Name of Site ____________</td>
</tr>
<tr>
<td>CSD 8351 Prof Education in Audiology III (2 hrs graded)</td>
<td></td>
</tr>
<tr>
<td>CSD 7950 Integrated Clinical Education (1 hr graded)</td>
<td>Spring 2016 (2 hours)</td>
</tr>
<tr>
<td>CSD 8921 Audiology Practicum III (3 hrs credit)</td>
<td>CSD 8910 Full-time Audiology Externship (2-18 hrs)</td>
</tr>
<tr>
<td><strong>OPTIONAL ELECTIVE</strong></td>
<td>Name of Site ____________</td>
</tr>
<tr>
<td>Elective (_____ hr) Course ____________</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2015 (10 - 12 hours minimum)</strong></td>
<td><strong>FOCUS OF CLINIC EXPERIENCE:</strong> 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.</td>
</tr>
<tr>
<td>CSD 7700 Cochlear Implants (3 hours)</td>
<td>Must complete at least 6 credit hours of CSD 8949; 3 credit hours of CSD 7910; and 6 credit hours of CSD 8910.</td>
</tr>
<tr>
<td>CSD 8949 Research Practicum in Audiology (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>CSD 8351 Prof Education in Audiology III (2 hrs graded)</td>
<td>Must complete 9 hours of graduate level electives or 6 hours of graduate level electives plus 3 hours of CSD 585 Sign Language (if needed), excluding CSD core and clinical courses.</td>
</tr>
<tr>
<td>CSD 8921 Audiology Practicum III (2 hrs credit)</td>
<td></td>
</tr>
</tbody>
</table>

*Students with a stipend or tuition waiver must register for additional practicum to meet the university requirements*

| CSD 8921 Audiology Practicum III (2 hrs credit) |

| **Summer 2015 (2 hours)** | |
| CSD 8910 Full-time Audiology Externship (2-18 hrs) | |
| Name of Site ____________ | |

**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.**

**A MINIMUM OF 102 GRADUATE HOURS REQUIRED FOR DEGREE**

---

**NOTE:** The program of study included in this version of the handbook is for the most entering Au.D. class of academic year 2012-2013. If you need a copy of your class year program of study, see Teresa Tyson-Drummer, Administrative Coordinator for CSD in Grover W218.

Updated 101112
CLINICAL DOCTOR OF AUDIOLOGY GRADUATION CLEARANCE FORM
Ohio University Communication Sciences and Disorders

Student Name ______________________   Advisor ________________________________

Student PID ____________________________

1. _____Complete 102 credit hours of approved graduate coursework
2. _____Complete 46 credit hours of CSD required core courses (15 courses)
3. _____Enrollment in research practicum (CSD 8949) 2 semesters at 3 credit hours each
4. _____Complete statistics course EDRE 7200 or equivalent (4 credit hours)
5. _____Complete of 9 graduate credit hours of approved elective coursework
6. _____Complete:
   ______ All ASHA prerequisites
   ______ Sign Language I (CSD 3850/55850) or equivalent*
7. _____Minimum grade point average (GPA) of 3.0 for:
   ______ Overall GPA
   ______ CSD didactic coursework
   ______ Graded practicum
8. _____Submit score on the NTE (PRAXIS exam) in Audiology prior to graduation
   SCORE _______ DATE OF EXAM _____________
9. _____Complete 6 credit hours of CSD 6351 (graded practicum) over 3 semesters
10. _____Complete a minimum of 4 credit hours CSD 6921 (ungraded practicum) hours over 3 semesters
11. _____Complete 4 credit hours of CSD 7351 (graded practicum) over 2 semesters
12. _____Complete 2 credit hours CSD 7921 (ungraded practicum) over 2 semesters
13. _____Complete 4 credit hours CSD 8351 (graded practicum) over 2 semesters
14. _____Complete 5 credit hours CSD 8921 (ungraded practicum) over 1 semester
15. _____Complete 2 credit hours CSD 7950 (ungraded practicum) over 2 semesters
16. _____Complete a minimum of 3 credit hours of CSD 7910
17. _____Registration for either CSD 8910 for 2 credit hours or a combination of didactic coursework and clinical practicum during the summer of the third year
18. _____Complete of at least 3 semesters of CSD 8910 for a minimum of 2 credits hours per semester that includes fall, winter, and spring semesters of the fourth year
19. _____Required mastery level of knowledge and skills (See KASA Form)
20. _____Satisfaction of ASHA clinical requirements for meeting certification
21. _____Complete a minimum of 1820 clinical hours prior to graduation

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

VERIFICATION

Academic Advisor (items 1-8 satisfied) ________________________________

Initials

Coordinator of Clinical Services (items 9-18 satisfied) ________________________________

Initials

Coordinator of Professional Programs (items 19-21 satisfied) ________________________________

Initials

Student has satisfied all degree requirements ________________________________

Associate Director __________  Date __________

Updated 10/1/12
MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY (M.A.)

Curriculum, Degree Requirements, and Track Options

The master of arts degree in speech-language pathology at Ohio University is a 61 semester-hour program designed so that full-time students typically complete the program in 6 semesters of study. The hours include twelve required core courses, inside electives, optional outside electives, 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.

Track A (Additional coursework) - 5 semesters of courses/practicum and 1 externship
Track B (Both externships) - 4 semesters of courses/practicum and 2 externships

Students enroll for 12-15 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 practica. Students enroll in one hour of practicum during each non-externship semester (CSD 6920). In addition, students must complete at least 8 graded practicum hours during their course of study (CSD 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 Coordinator of Clinical Services, and the CSD Associate Director.

Track A students may opt for the externship during either the second spring or second summer. Track B students have two consecutive externships at the end of their program, that is, during the second spring and summer semesters. A minimum of 200 hours of clinical experience and demonstrated readiness to pursue an externship are required before commencing the externship.

In addition to the core course requirement, Track A students take 12 didactic (non-practicum) graduate elective hours. Track A students are required to enroll in CSD practicum for 5 semesters.

Track B students take the core courses and an additional 9 didactic graduate elective hours. Track B students are required to enroll in CSD practicum for 4 semesters.

See track declaration form below.
Communication Sciences and Disorders  
Speech-Language Pathology Track Declaration  
Deadline May 1st

Name ___________________________ PID # ___________________________

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

_____ Track A

Externship (CSD 6910) for one semester and the other semester a minimum of 9 didactic hours (CSD courses or outside electives) plus CSD 6920 (credit only practicum hours).  
This declaration must be pre-approved by the Coordinator of Clinical Services.

_____ Thesis option

The subject area/title of my thesis is: ________________________________

____________________________________________________________________

____________________________________________________________________

Pre-approval granted on __________________by __________________________

Date Coordinator of Clinical Services

__ Track B

Externship (CSD 6910) both spring and summer semester

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 Communication Sciences and Disorders Graduate Committee, Coordinator of Clinical Services, and the CSD Associate Director.

_________________________________________ Date __________________________
Student’s Signature Date Advisor’s Signature

_________________________________________ Date __________________________
Approved on Date Coordinator of Professional Programs

Updated 101112
Clinical Education

Clinical education, providing clinical services to clients and taking practicum course work, plays an integral part in each student’s program of study. The program maintains a high standard for clinical education that supports student learning and meets ASHA accreditation standards. Student 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 75 clock hours must have been spent in direct client/patient contact. 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 academic and clinical requirements for the Certificate of Clinical Competence. Details of those requirements can be found in the http://www.asha.org/Certification/SLPCertification.htm.

Clinical experiences are designed to give 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 course work 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 practica and be assigned clients in the clinic must meet the criteria outlined in the CSD 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: [http://www.ohio.edu/chsp/rcs/csd/communityengagement/hsl-clinic.cfm](http://www.ohio.edu/chsp/rcs/csd/communityengagement/hsl-clinic.cfm)

**Electives, Certificate Programs and Directed Study**

The profession of speech-language pathology borrows from many disciplines and students are encouraged to examine coursework in related areas that may strengthen competencies in meeting career goals. Course work 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 [http://www.cats.ohiou.edu/linguistics/dept](http://www.cats.ohiou.edu/linguistics/dept).

A certificate program in gerontology is available through the CHSP. Consult the coordinator of these programs if you wish to consider these options.

Directed Study and Research in CSD 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 C, obtain the consent of the faculty member who will direct the study, and obtain final approval by a quorum of the CSD faculty. Directed studies on varies topics may be taken more than once.

**CSD Electives:**

- CSD 5850  Sign Language I (3)*
- CSD 5860  Sign Language II (3)
- CSD 5870  Sign Language III (3)
- CSD 5710  Aural Rehabilitation (3)*
- CSD 6090  Communication Disorders Infants and Young Children (3)
- CSD 6190  SLP in Public Schools** (4)
- CSD 7930/7931/7932  Directed Study and Research (1-3) for 1st year students
- CSD 8930/8931  Directed Study and Research (1-3) for 2nd year students
- CSD 6950  Thesis (3)
- CSD Seminars/ Workshops and/or Outside Electives (hours vary)

*May not be taken as an elective if you took an equivalent course as an undergraduate

** (Required for Teacher Licensure)

**Outside Electives**

Electives outside of CSD vary according to student interests and electives not listed above must be approved by the student’s advisor.

Contact the CSD Office for a list of elective courses our students have taken in the past.
# Master of Arts Degree Program of Study
## Speech-Language Pathology Class of 2014

### Fall 2013 (15 hours minimum)
- CSD 6010 Research Methods in CSD (3 hours)
- CSD 6250 Advanced Diagnostics (3 hours)
- CSD 6030 Neuroscience of Communication (3 hours)
- CSD 6340 Clinical Methods in SLP (2 hours)
- CSD 6920 Pract. in Diagnosis & Therapy (1 hr credit)

### Spring 2013 (15 hours minimum)
- CSD 6290 Adult Language Disorders (3 hours)
- CSD 6130 Develop. and Dia. Phonology (3 hours)
- CSD 6410 Dysphagia (3 hours)
- ELECTIVES: MINIMUM OF 3 CREDIT HOURS MUST BE TAKEN
- EDSP 5700 Exceptional Children (if needed for teaching)
- Elective (___ hours) Course
- CSD 6340 Clinical Methods in SLP (2 hours)
- CSD 6920 Pract. in Diagnosis & Therapy (1 hr credit)

### Summer 2013 (12 hours minimum)
- CSD 6400 Augmentative Communication (3 hours)
- CSD 6170 Disorders of Fluency (3 hours)
- ELECTIVES: MINIMUM OF 3 CREDIT HOURS MUST BE TAKEN
- Elective (___ hours) Course
- CSD 6340 Clinical Methods in SLP (2 hours)
- CSD 6920 Pract. in Diagnosis & Therapy (1 hr credit)

### Fall 2014 (15 hours minimum)
- CSD 6240 Neuromotor Disorders of Speech (3 hours)
- CSD 6210 Disorders of Phonation (3 hours)
- CSD 6920 Experimental Phonetics (3 hours)
- ELECTIVES: MINIMUM OF 3 CREDIT HOURS MUST BE TAKEN
- Elective (___ hours) Course
- CSD 6340 Clinical Methods in SLP (2 hours)
- CSD 6920 Pract. in Diagnosis & Therapy (1 hr credit)

### Track A or B must be declared by May 1, 2013

<table>
<thead>
<tr>
<th>Track A</th>
<th>Track B</th>
</tr>
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<tbody>
<tr>
<td>CHECK ONE</td>
<td>CHECK ONE</td>
</tr>
<tr>
<td><strong>TRACK A</strong></td>
<td><strong>TRACK B</strong></td>
</tr>
<tr>
<td>Completed the following pre-requisite courses?</td>
<td>Completed the following pre-requisite courses?</td>
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<tr>
<td>Anatomy/Physiology of Sp. &amp; He.</td>
<td>Anatomy/Physiology of Sp. &amp; He.</td>
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<tr>
<td>Aural Rehabilitation</td>
<td>Aural Rehabilitation</td>
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<tr>
<td>Basic Audiology</td>
<td>Basic Audiology</td>
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<td>Language Development</td>
<td>Language Development</td>
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<tr>
<td>Phonetics</td>
<td>Phonetics</td>
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<tr>
<td>Sign Language I</td>
<td>Sign Language I</td>
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<tr>
<td>Speech Science</td>
<td>Speech Science</td>
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<td>Hearing Science</td>
<td>Hearing Science</td>
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<tr>
<td><strong>ASHA requirements?</strong></td>
<td><strong>ASHA requirements?</strong></td>
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<tr>
<td>Biological Sciences</td>
<td>Biological Sciences</td>
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<td>AND</td>
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<td>Physical Sciences</td>
<td>Physical Sciences</td>
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<td>AND</td>
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<tr>
<td>Social or Behavioral Sciences</td>
<td>Social or Behavioral Sciences</td>
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<tr>
<td>AND</td>
<td>AND</td>
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<tr>
<td>Mathematics or Statistics</td>
<td>Mathematics or Statistics</td>
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</tbody>
</table>

### TRACK A Spring and Summer 2014 (hours vary)
- CSD 6910 Externship (2 hrs) __Spring____ Summer
- Location ___________________________
  - OR ELECTIVES: SUCH AS FOR THESIS, SPECIAL RESEARCH, ETC.
  - Elective (___ hours) Course
  - Elective (___ hours) Course
  - Elective (___ hours) Course
  - Elective (___ hours) Course
  - Elective (___ hours) Course
  - AND / OR:
  - CSD 6920 Pract. in Diagnosis & Therapy (1 hr credit)

### TRACK B - Externships Spring and Summer
- CSD 6910 Externship (2 hrs)
- Location ___________________________
- Summer 2014 - CSD 6910 Externship (2 hrs)
- Location ___________________________

### TEACHER CERTIFICATION REQUIREMENT CHECKOFF
- Language Development
- Child Development
- CSD 6190 SLP in Public Schools (3 hrs) Fall 2014
- Exceptional Children/Special Needs - EDSP 5700 (Spring 2012-2013)
- Student Teaching Externship in SLP - EDSP 5700 (Spring 2013)
- Passing PRAXIS Score Due by end of Fall Semester of 2013

---

**MINIMUM OF 61 GRADUATE HOURS REQUIRED FOR DEGREE.**

### ELECTIVE REQUIREMENTS

**Track A** take 12 didactic graduate elective hours.

**Track B** take 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 IS SUBJECT TO CHANGE.**

**REQUIRED/CORE COURSES ARE INDICATED IN BOLD.**

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Updated 101112
Communication Sciences and Disorders  
M.A. in Speech-Language Pathology  

TRACK A GRADUATION CLEARANCE FORM

Student Name ____________________________ Advisor _________________________

Student PID ____________________________

1. ____ Completion of a minimum of 61 approved graduate credits
2. ____ Completion of 36 hours of CSD requirements (12 courses)
3. ____ Completion of 12 graduate hours of approved elective coursework
4. ____ Completion of:
   ■ All ASHA Prerequisites
   ■ Aural Rehabilitation (CSD 4710/5710) or equivalent*
   ■ Sign Language I (CSD 3850/5850) or equivalent*
5. ____ Enrollment for 12-15 hours total during each non-externship semester
6. ____ Official score report on the NTE (PRAXIS exam) in speech-language pathology
   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
   ■ CSD didactic coursework
   ■ graded practicum
9. ____ Required mastery level of knowledge and skills (See KASA Form)
10. ____ Complete 8 credit hours of CSD 6340 ((graded practicum) over 4 semesters)
11. ____ Complete a minimum of an additional 4 credit hours CSD 6920 credit practicum
12. ____ Enrollment in CSD 6920 for a minimum of 4 semesters
13. ____ Satisfaction of ASHA clinical requirements for meeting certification
14. ____ Satisfactory completion of 1 externship at a minimum of 2 hours
15. ____ Complete 25 observation hours and 375 clinical hours prior to graduation

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

VERIFICATIONS

Academic Advisor (items 1 - 5 satisfied) ____________________________________________
   Initials of Academic Advisor

Coordinator of Professional Programs (items 6 - 9 satisfied) _____________________________
   Initials of John McCarthy

Coordinator of Clinical Services (items 10 – 15 satisfied) ________________________________
   Initials of Marianne Malawista

Student has satisfied all degree requirements ____________________________
   Sally A. Marinellie, Associate Director Date

Updated 10/11/12
Communication Sciences and Disorders  
M.A. in Speech-Language Pathology  

TRACK B GRADUATION CLEARANCE FORM

Student Name ________________________ Advisor _________________

Student PID ________________________

1. ____ Completion of a minimum of 61 approved graduate credits
2. ____ Completion of 36 hours of CSD requirements (12 courses)
3. ____ Completion of 9 graduate hours of approved elective coursework
4. ____ Completion of:
   ___ All ASHA Prerequisites
   ___ Aural Rehabilitation (CSD 4710/5710) or equivalent*
   ___ Sign Language I (CSD 3850/5850) or equivalent*
5. ____ Enrollment for 12-15 hours total during each non-externship semester
6. ____ Official score report on the NTE (PRAXIS exam) in speech-language pathology

   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
   ____ CSD didactic coursework
   ____ graded practicum
   ____ Required mastery level of knowledge and skills (See KASA Form)
9. ____ Complete 8 credit hours of CSD 6340 (graded practicum) over 4 semesters
10. ____ Complete a minimum of an additional 4 credit hours CSD 6920 credit practicum
11. ____ Enrollment in CSD 6920 for a minimum of 4 semesters
12. ____ Satisfaction of ASHA clinical requirements for meeting certification
13. ____ Satisfactory completion of 2 externships (each a minimum of 2 hours)
14. ____ Complete 25 observation hours and 375 clinical hours prior to graduation

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

VERIFICATIONS

Academic Advisor (items 1 - 5 satisfied)  

Coordinator of Professional Programs (items 6 - 9 satisfied)

Coordinator of Clinical Services (items 10 – 15 satisfied)

Student has satisfied all degree requirements

   Sally A. Marinellie, Associate Director   Date

Updated 101112
TEACHER LICENSURE

To obtain a teaching license in Speech-language Pathology from the State of Ohio through the CSD 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
3. Obtain a Master’s Degree (SLP students) from CSD
4. Pass the National Teacher Examination (NTE) with a score of at least 600
5. Complete the Initial Ohio Teaching License Application (Form LN) requirements for Ohio teacher certification (education program completed inside of Ohio)

The Initial Ohio Teaching License Application (Form LN) requirements can be found at: http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1283&Content=131266

Students should inquire with other state departments of education to learn of their requirements for licensure.

A chart with State-by-State Policies on Reciprocity and Out-of-State Teacher certification can be found at: http://www.swarthmore.edu/Documents/State%20Certification%20Reciprocity.pdf
### COURSEWORK REQUIREMENTS

<table>
<thead>
<tr>
<th>Satisfied Topic</th>
<th>Require Course or Equivalent* “see instructions below”</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Language Development</td>
<td>CSD 3100</td>
</tr>
<tr>
<td>____ Equivalent approved</td>
<td>Advisor's Initials</td>
</tr>
<tr>
<td>____ Child Development</td>
<td>PSY 2410 or EDEC 1600 or HCCF 1600</td>
</tr>
<tr>
<td>____ Equivalent approved</td>
<td>Advisor's Initials</td>
</tr>
<tr>
<td>____ Exceptional Children/Special Needs</td>
<td>EDSP 2710 or PSY 3430 or EDSP 5700 or EDSP 5756 or EDSP 5780</td>
</tr>
<tr>
<td>____ Equivalent approved</td>
<td>Advisor's Initials</td>
</tr>
<tr>
<td>____ Speech Language Pathology in Public Schools</td>
<td>CSD 6190</td>
</tr>
<tr>
<td>____ Equivalent approved</td>
<td>Advisor's Initials</td>
</tr>
<tr>
<td>____ Student teaching externship in SLP</td>
<td>CSD 6910</td>
</tr>
</tbody>
</table>

*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 your Academic Advisor submit form and supporting documents to Teresa Tyson-Drummer by placing the originals in her mailbox in Grover W220.

### OTHER REQUIREMENTS

- ____ Passing score on the National Teacher Examination **SCORE __________**
- ____ Obtain a master’s degree in speech-language pathology from Ohio University
- ____ Complete application for State of Ohio teacher license

**************************PRELIMINARY APPROVAL**************************

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

Sally A. Marinellie, Ph.D., CCC-SLP  
Marianne Malawista, Ph.D., CCC-SLP  
Associate Director  
Coordinator of Clinical Services  

*Updated 10/11/12*
Introduction

Students interested in developing basic research skills in communication sciences and disorders often choose to take this option. It should be taken by those individuals interested in Ph.D. 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 and dissertation can be obtained at http://www.finearts.ohio.edu/gfx/media/pdf/thesesanddissertations0506.pdf and at: http://www.ohio.edu/graduate/etd/faq2.cfm.

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 CSD) 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 8 credits of CSD 6950 with the thesis advisor to work on the thesis project. These 8 credits will count towards elective courses. If necessary, the student may take more than 8 credit hours to complete the project; however, only 8 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 CSD.

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:
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: http://www.finearts.ohio.edu/gfx/media/pdf/thesesanddissertations0506.pdf.

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 at http://www.ohio.edu/graduate/etd.cfm. Once the thesis is completed, the student is to schedule the oral defense.

Two weeks prior to the oral defense of the thesis, the student is to submit a 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.

After the thesis is approved by the CHSP the student files one bound copy of thesis presented to CSD for archival storage.

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. A document checklist can be found at the following: http://www.ohio.edu/graduate/etd/upload/TAD_Forms_Checklist.pdf
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.

**GUIDELINES FOR THE DOCTOR OF PHILOSOPHY DEGREE**

**Philosophy**

Two Doctor of Philosophy degree (Ph.D.) programs are offered in Communication Sciences and Disorders (CSD) at Ohio University: one in Hearing Sciences 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 CSD faculty. A Ph.D. 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 Ph.D. in hearing science and/or audiology are required to have the equivalent of a bachelor’s degree; they are not required to have a master’s degree. Prior to enrolling in the Ph.D. program in speech-language science, students must have a master’s degree (or equivalent) in communication sciences and disorders or in an academic area that will complement work in the intended area of doctoral study.

To be considered for Ph.D. 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 Associate Director of CSD, the Coordinator of Ph.D. 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 Associate Director and Coordinator of Ph.D. 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 CSD 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 Ph.D. Studies.

General Program Requirements

Academic Residency

Continuous residence on the Athens campus for a minimum of two semesters is required according to University Ph.D. program policies. A time limit of no more than seven years is allowed for the Ph.D. 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 CSD.

Enrollment

A minimum of 9 semesters of full-time Ph.D. study (including enrollment in summer sessions during at least the first three years of study) is required. Students must follow Ohio University registration policies in that they must be registered for a minimum of 1 graduate credit hours 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 Ph.D. 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 academic advisor. 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 a quorum of the CSD doctoral faculty, including the 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. Based on a graduate faculty vote, a final recommendation will be made for continuation of the doctoral program of study, continuation for one semester of academic study with the expectation that specific documented goals be met by the end of that semester, or discontinuation of doctoral study. The Associate Director and/or Academic Advisor will meet with each doctoral student annually to review the results of the annual review process. The review form will be placed in the student’s academic file in the CSD office. The student may request a copy of the review form.

Work Responsibilities

All Ph.D. students with financial awards associated with work assignments are required to engage professionally in those assignments, document weekly hours worked, and achieve milestones and deliverables set out by their faculty mentors.

Mentored Teaching

Ph.D. students will ideally be provided multiple opportunities to engage in teaching experiences, under the supervision of his or her primary mentor. Ph.D. 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 CSD needs, with permission from the Associate Director and the primary mentor.

Collegiality and Active Participation in Scholarly Culture

The CSD program has a strong research and scholarly culture that benefits from collegial interactions and mutual support among faculty members and students. Each CSD 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 Ph.D. students, conferring with others in CSD who may need advice in one’s area of expertise, and participating actively in the CSD research colloquium series. All Ph.D. students are required to attend all CSD research colloquia. Ph.D. students are expected to present their research in colloquia and at other college and university scholarly events.

Completion of the Program

A minimum of 100 semester hours of graduate coursework is necessary to complete the Ph.D. degree subject to the following guidelines. Passing of the preliminary examination, first-year project requirements, comprehensive examinations, annual evaluations, and all courses in the approved program of study, and successful proposal, defense and submission of the dissertation
are required for the Ph.D. degree.

**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, violations of University policy that normally result in expulsion, failure to complete an approved first-year research project by the end of the fourth semester of doctoral study (including each summer as a semester), an overall failure rating on two attempts at comprehensive examinations, and/or a vote for discontinuation by a majority of CSD doctoral faculty during the annual review process.

**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 Ph.D. program. This entails preparation and development of the program of study, ongoing guidance and consultation, periodic re-evaluations, cooperative research, assistance in arranging the preliminary and comprehensive examinations (in collaboration with the Coordinator of Ph.D. Studies), and consultation on the dissertation proposal, writing, and oral defense. A retired faculty member may serve as an academic advisor only if no other full-time faculty member is available to mentor the student in his/her specific area of research focus, and only with the written approval of the Associate Director.

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, provided the student has completed a Student-Initiated Change of Doctoral Advisor form and has discussed the reason 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 Ph.D. Studies, and the Associate 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, provided the advisor has completed a Faculty-Initiated Change of Advisor form and has discussed the reason 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 Associate 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 CSD office. Corresponding copies are to be sent to the Office of Graduate Student Services and the CHSP Office of Student Services.

**Preliminary Exam Committee**

Each student’s Preliminary Examination Committee will be comprised of three faculty members selected by the student’s academic advisor in consideration of the student’s areas of scholarly interest. At least two members must be from within CSD, with no more than one CSD retired
faculty member serving on the committee.

**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 major 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 during the second semester of study. To achieve maximum flexibility in scheduling meetings and to respect the time commitment of committee members, the committee is restricted to three CSD faculty. The student’s academic advisor serves as chairperson of the committee. Two other members of the graduate faculty will serve as committee members, with no more than one CSD retired faculty member serving on the committee. Substitution and replacement of members will be accomplished in consultation with the Coordinator of Ph.D. 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 and other work assignments),
- Approving the program of study during the second semester of study and upon subsequent revision, and
- Evaluating the student’s progress in annual meetings with the student.

**First-Year Project Committee**

The First-Year Research Project Committee will consist of no fewer than three members, including the First-Year Research Project Mentor and two additional faculty members who are chosen by the student and approved by the student’s academic advisor and First-Year Research Project Mentor. Committee membership ideally represents the special expertise needed for the research project. No more than one retired faculty member may serve on the committee. A maximum of one committee member may be from outside of CSD. In the event that a Committee member resigns from the Committee, the Coordinator of Ph.D. 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 CSD faculty throughout the project experience. The role of the First-Year Research Project Committee is to approve and evaluate the student’s research project. This is accomplished through two formal meetings: (1) the first-year research project proposal meeting, and (2) the defense of the first-year research project.

**Comprehensive Examining Committee**

The Comprehensive Examining Committee will be determined by the student’s Academic Guidance Committee and will consist of the student’s advisor and two other academic faculty members, with no more than one CSD retired faculty member serving on the committee. An appropriate faculty member from outside of CSD also may be part of the committee but only with approval from the CSD faculty committee members. No more than three members will serve on the Comprehensive Examining Committee. The Comprehensive Examining Committee should consist of individuals who are best suited to evaluate the selected areas. The Comprehensive Examining Committee will usually be comprised of the same members as the Academic Guidance Committee, but may include a maximum of one member from outside CSD.
**Dissertation Committee**

The Dissertation Committee will consist of four or more members: the student’s academic advisor; two CSD 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 CSD Associate 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 CSD 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 Ph.D. 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.

**Ph.D. Degree Requirements**

**Hours Required**

- A minimum of 100 semester hours of graduate work is necessary to complete the Ph.D. degree subject to the following guidelines.
- All acceptable previously accumulated graduate credit hours, up to a maximum of 34 semester hours, may count toward the minimum 100 hours.
- At least 36 graduate credit hours must be taken from the CSD at Ohio University, none of which may have been taken as part of any other degree plan. Although a doctoral student may engage in clinical practicum coursework, none of those required 36 hours may be accumulated through clinical practicum coursework or experiences.
  - Each Ph.D. student must enroll in at least two Ph.D. seminars as part of his or her program of study. Enrollment in Ph.D. seminars each semester is highly encouraged.
  - Directed studies may be used to fulfill some required CSD hours, but should not be taken in lieu of appropriate Ph.D. seminars.
  - At least 18 of the 36 hours must be taken in the major area of study. Some examples of major areas of study are signal processing, psychophysics, auditory amplification, psycholinguistics, aural rehabilitation, voice science, fluency disorders, aphasia, motor speech disorders, and child language. Major areas of study, and the words to describe them, are to be carefully considered by the student and his or her Academic Guidance Committee.
  - At least 9 graduate credit hours must be taken in each of two minor areas of study that support the student’s major focus of study. Each minor must be distinguishable from the other. The contents of minors may be taken through a
combination of course work, seminars, and directed studies offered both inside and outside CSD. There is no requirement that one minor must be taken outside the CSD. Examples of minors include hearing science, psychophysics, auditory amplification, aural rehabilitation, voice science, fluency disorders, aphasia, psycholinguistics, motor speech disorders, child language, Specific Language Impairment, health policy, health administration, gerontology, neuroscience, and linguistics.

- A minimum of two graduate courses in a statistics sequence is required. 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 are allowed as part of the 100 semester-hour requirement (not included in the graduate credit hour requirement with the CSD).

**Program of Study**

The program of study must be consistent with CSD and Ohio University Ph.D. program requirements. The original approved program of study, signed by the Academic Guidance Committee, is to be placed in the student’s file and copy of the form is to be submitted to the Coordinator of Ph.D. Studies. The student is responsible for ensuring that the program of study is on file during the second semester 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.

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

- Student’s name,
- Major area of study,
- Two minor areas 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 CSD and interdisciplinary doctoral program courses with course names, and number of semester-hours credits earned or to be earned for each according to specific major and minor areas of concentration, and
- Signatures and dates of signature from all members of the Academic Guidance Committee.

See the Appendix D for a Program of Study Form.

**Preliminary Examinations**

The purpose of the preliminary examinations is to determine the student’s mastery of knowledge in the proposed area of study and to develop a course of action to address any deficiencies that may be found. The examinations are to be given to all new doctoral students during the first semester of study. Examination questions will be general in nature and will assess knowledge that should have been acquired in previous undergraduate and/or graduate education. Questions will be developed and evaluated by the Preliminary Examination Committee. The preliminary examination will consist of two parts: (1) Academic Proficiency and (2) Writing Proficiency.
The first day of the examination will involve assessment of the student’s academic knowledge and proficiency in using that knowledge to address in-depth scholarly questions. The student will write responses to essay questions in two areas of scholarship. This component of the examination is to be completed in a three-hour period. The areas of scholarship to be assessed will be proposed jointly by the student and the Academic Advisor for approval by the Preliminary Examination Committee prior to the preparation of examination questions. Examples of areas for examination content for students in speech and language science include but are not limited to speech science, normal voice and voice disorders, normal language development, language disorders in children, language processing in adults, adult neurogenic language disorders, phonology and phonological disorders, and fluency and fluency disorders. Examples of areas for examination content for students in hearing science include but are not limited to auditory anatomy and physiology, acoustics, psychoacoustics and speech perception, disorders of hearing and auditory processing, balance disorders, auditory assessment of children and adults, hearing aids, cochlear implants, and aural rehabilitation. This component is to be completed in three hours.

The second day will involve assessment of the student’s critical-analytical thinking and writing proficiency. This component of the examination will involve the assignment of a scholarly journal article to be read in advance of the examination. On the day of the examination, the student will be provided a series of questions about the article and asked to provide a critical analysis of the work through his or her answers to the questions. The purpose of this task is to determine how well the student can integrate the material and prepare an articulate written summary of key issues addressed in the article, supplemented with his or her own ideas and critical analysis. This component is to be completed in three hours.

The student will use a computer for writing responses during the preliminary examination. No computer files other than the word processing files including his or her work during the examination may be opened. No external resources such as texts, articles, or Internet content may be used during any component of the preliminary examination. Violations will be addressed as a case of academic misconduct according to the CSD policy and University policies.

Preliminary examination results are to be compiled by the Preliminary Examination Committee using the Doctoral Preliminary Examination Evaluation Summary form. For each of the two Academic Proficiency content areas, for the Writing Proficiency component, and for overall written professional and scientific expression and critical thinking the preliminary examination committee will determine whether the student demonstrated: 1) Mastery, 2) Satisfactory, 3) Weakness, or 4) Deficiency. Satisfactory exams represent adequate academic proficiency and writing proficiency. In the case of weakness or deficiency, the committee will prepare a list of recommendations for the student and his or her academic advisor to consider when preparing the student’s plan of study. Actions may include specific coursework, independent readings, etc. The student’s Academic Guidance Committee will then determine the resolution of actions taken to correct weaknesses or deficiencies (for example, requiring that the student re-take a portion of the preliminary examination after independent study). Any weaknesses or deficiencies identified must be resolved within one calendar year. If deficiencies are unresolved by that time, the student’s Academic Guidance Committee will determine the next course of action.

**First-Year Research Project**

Each doctoral student is required to complete an approved first-year research project during the first year of doctoral study. The student will arrange with a CSD graduate faculty member to serve as his or her First-Year Research Project Mentor. The First-Year Research Project Mentor
may or may not be the student’s Academic Advisor. The first-year research project is expected to be an original scholarly work in which the student is required to use data to answer original empirical questions. All research plans requiring Institutional Review Board (IRB) approval must be approved by the IRB prior to collection of data.

Students may register for directed study hours for work on the First-Year Project as part of their program of study. A maximum of 6 semester hours of academic credit is allowed for work on the First-Year Project. See Appendix C for the Ph.D. Directed Study Form.

During the first semester of Ph.D. studies, the student selects the First-Year Research Project Committee members, formulates a topic of research, and writes an Introduction and Review of Literature. At the time of the proposal meeting, the student will have completed the Introduction, Review of Literature (including research questions), and Method sections. The proposal meeting will take place by the first half of the second semester of study. At the time of the project defense, the student will have completed the Results and Discussion sections. The defense meeting ideally takes place within the first year of Ph.D. studies. A student failing to obtain committee approval on the completed first-year research project prior to the end of the fifth semester of study will be dismissed from the doctoral 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 a copy of appropriate manuscript sections at least 10 calendar days prior to each meeting.

The purpose of the proposal meeting is to ensure that the student is able to conduct inquiry in a manner that is acceptable at the level expected for the first year of a doctoral program. The student will make a formal presentation of the proposal to the committee (approximately 30 minutes in length) followed by questions and discussion. Revisions may be recommended. Once the proposal is approved, the First-Year Research Project Proposal form will be signed by all committee members.

At the defense meeting for the first-year research project, the student will again make a formal presentation to committee members (approximately 30 minutes in length) followed by questions and discussion. Revisions may be recommended. Once the proposal is approved, the First-Year Research Project Approval form will be signed by all committee members.

Students are required to present the first-year projects in CSD colloquia, and are expected to present these projects and any subsequent research at state, national and/or international professional meetings and to submit their projects for publication in collaboration with their project mentor.

Comprehensive Examinations

Written Comprehensive Examination

Written comprehensive examinations will be given prior to the student’s pre-dissertation coursework, typically at the end of the second year or start of the third year of doctoral work.

The written comprehensive examination is administered to establish: 1) the student’s mastery of three general areas of concentration corresponding to his or her major and two minor areas of intended expertise, and 2) readiness for dissertation research. No substitutions of other academic projects will be allowed to replace the written comprehensive examination. It is the student’s
responsibility to call together his or her Academic Guidance Committee, preferably at least three months in advance of the desired examination dates, to determine the areas of expertise to be evaluated through the written comprehensive examination, the examination format, and the amount of time to be allocated for each content area.

The student writes answers to questions posed by the committee for six hours on each of the three consecutive days. Typically, this means two three-hour sessions separated by a one hour break on each day. For each session the student will be given the question(s) only to be answered during that session. These will be given to the student at the start of each session, not beforehand. At the end of each session the student’s academic advisor or administrative coordinator for CSD will transfer the student’s answers to another computer and delete them from the computer used for the comprehensive exams.

The student will use a computer for writing responses. No computer files other than the word processing files including his or her work during the examination may be opened. No external resources such as texts, articles, or Internet content may be used during any component of the preliminary examination. At no time may a student share information regarding the content of the examination, in writing or through conversation, with any other person outside of his or her comprehensive examination committee. At no time may a student request input from another current or past student about the content of any other student’s previous comprehensive examination content. Violation of this policy will addressed as a case of academic misconduct according to CSD and University policies.

The Comprehensive Examining Committee will evaluate the student’s written answers within ten days of completion. For each content area, each committee member will give one of the following ratings:

- 3 = Pass with honors
- 2 = Pass
- 1 = Fail

The assigned ratings will be averaged to determine a mean score for each content area and then an overall score for the written component. The mean score for each content area and the overall score will be assigned to the following categories:

- 2.66 - 3.00 = Pass with honors
- 1.66 - 2.65 = Pass
- 0.00 - 1.65 = Fail

Overall Pass with honors (2.66 to 3.00). This score indicates a superior performance overall. A “Fail” in any individual content area precludes the possibility of obtaining an overall score of “Pass with honors”. The student then proceeds to the next phase, the Oral Comprehensive Examination.

Overall Pass (1.66 to 2.65). This score indicates successful completion of the overall written examination provided there was no individual content area that was rated “Fail”. A rating of “Pass” allows the student to proceed with the Oral Comprehensive Examination.

Overall Fail (0.00 to 1.65). A student receiving an “Overall Fail” rating indicates that the student has failed each of the three content areas of the exam. In this event, the student will be required to retake the entire written comprehensive examination. The student’s Academic Guidance Committee will determine when the re-examination will take place. The examination may not be repeated prior to three months from the time of the first examination. The committee may impose
specific requirements that must be met before the examination is rescheduled. If the student passes all content areas on the second attempt, he or she may continue with the oral portion of the examination. If the student receives an overall “Fail” a second time, he/she will be dismissed from the program.

**Mixed Pass/Fail** (Overall Pass score but one or more content areas have been failed). If the student receives an “Overall Pass” but fails one or more content areas, then the student will be required to retake the examination only in the content area(s) failed. The content, structure, and date of the re-examination will be determined by the student’s Academic Guidance Committee. The committee may impose specific requirements that must be met before the examination is rescheduled. If the student passes each of the content areas on the second attempt, he or she may continue with the oral portion of the examination. If the student receives a “Fail” a second time in one or both content areas, he/she will be dismissed from the program.

**Oral Comprehensive Examination**

The oral comprehensive examination will take place within two weeks following notification that the student has passed the written examination. The nature of the oral examination is determined by the examining committee and shall be discussed with the student prior to the oral exam. The three content areas will be the same as those addressed in the written examinations. For all three content areas in the oral comprehensive examination combined, each committee member will assign one of the following ratings:

1 = Pass
0 = Fail

The assigned ratings will be averaged to determine an overall mean score. The mean score will be assigned to the following categories:

0.660 - 1 = Pass
0 - 0.659 = Fail

A “Pass” indicates successful completion of the overall oral examination. If the student receives an overall “Fail” rating, the student will be required to retake the entire oral examination. The student’s Academic Guidance Committee will determine when the reexamination will take place. The committee may impose specific requirements that must be met before the examination may be rescheduled. If the student receives an overall “Fail” a second time, the student will be dismissed from the program.

Additional faculty members may be invited to attend the oral examination depending on the nature of the student’s coursework preparation, career interests, and eventual choice of dissertation topic. The role of these invited members in the examining process should be clearly determined prior to the meeting.

**Comprehensive Examination Results**

Results of the oral and written components of the examination will be reported on the CSD Doctoral Comprehensive Examination Evaluation Summary form. The results will be reported to the student, the Dean of College of Health and Human Services, 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 Ph.D. degree is required prior to scheduling of 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 course work 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 CSD 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.

**Dissertation Meetings**

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

- An abstract of the research project,
- An extensive 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 copies of the proposal to each member of his or her Dissertation Committee at least 10 days prior to the committee meeting. The purpose of the proposal meeting is to ensure that the student is able to conduct inquiry in a manner acceptable at the doctoral level. The Dissertation Committee will determine whether the student has command of the literature related to the proposed topic and demonstrates appropriate proficiency with formulating appropriate research questions, designing an appropriate empirical study, selecting appropriate instrumentation and procedures to conduct the research, planning for analysis of results, and considering the relevance and implications of potential results.

Following approval of the dissertation proposal by the student’s Dissertation Committee, copies of the proposal will be placed in the student’s file and with the Coordinator of Ph.D. Studies. If revisions have been recommended prior to approval, a revised copy of the proposal should be submitted to each of the Dissertation Committee members. Any revisions of the initially approved proposal must be forwarded to the Dissertation Committee members and the Coordinator of Ph.D. Studies for appropriate approval and filing. After the dissertation proposal has been approved and filed, 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 research, completed the written document according to the current University policies, and distributed copies to all Dissertation Committee members, an oral defense meeting will be called. The student and his or her academic advisor will coordinate a time and date that is convenient for all Dissertation Committee members. Scheduling of the defense must allow for a minimum of three hours: two hours for the actual defense and at least one additional hour for the committee’s private deliberations and subsequent discussion with the candidate.

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. Final bound copies of the dissertation document must be provided to all Dissertation Committee members at least 10 days before the scheduled oral defense.

The oral examination 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 CSD 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. The candidate will present an overview of the dissertation study to all interested persons for approximately 45 minutes, followed by 1) general questions from the audience for approximately 15 minutes, and 2) specific questioning from the Dissertation Committee for approximately one hour. The order of the general audience questioning and Dissertation Committee questioning components will be determined by the Dissertation Committee prior to the oral defense meeting. Audience members who are not on the Dissertation Committee may observe the committee questioning but must remain silent during the committee’s questioning phase of the oral defense. Immediately following the oral defense, the candidate and audience members will be excused while committee members discuss privately the student’s performance. Satisfactory or unsatisfactory performance will be determined by committee members at this time and will be communicated to the candidate immediately following the conclusion of their deliberation.

In most cases, revisions will be required. Revisions may be required in any aspect of the dissertation, except fundamental aspects of the research design that have been approved previously 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 CSD
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 CSD Associate 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 CSD 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, CSD Office, and all committee members. Additional paper and/or electronic copies must be submitted as required by University policy.

**Voted upon and approved by CSD Faculty June 1, 2012**

**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: [http://www.ohio.edu/registrar/transcri.cfm](http://www.ohio.edu/registrar/transcri.cfm).
APPENDIX A
Communication Sciences and Disorders
Organizational Chart

Division of Communication Sciences and Disorders
ORGANIZATIONAL CHART

Coordinator Key
1 Joanne Benigno
2 Marianne Molawita
3 John McCarthy
5 James Montgomery

Director, School of Rehabilitation and Communication Sciences
Gary Cimborn, Ph.D.

Associate Director
Communication Sciences and Disorders
Sally A. Marcelli, Ph.D.

Assistant Director
Physical Therapy
Betsy Sindelar, Ph.D.

Graduate Committee

REDACTED: 09-01-2011
APPENDIX B
Communication Sciences and Disorders
M.A. and Au.D. Probation Policy

Conferral of a master of arts degree or clinical doctor of audiology degree requires criterion performance in both academic and professional conduct. Academically, a B (3.0) or better overall grade-point average (gpa). No grade below C (2.0) can be used to satisfy any degree requirement. Furthermore, professional conduct is required during your program. This includes work inside the clinic, classroom, laboratories and offices.

Academic Performance

If you do not achieve the required accumulative 3.0 GPA after the registration of 10 hours or more (exclusive of OPIE hours), you will be granted a one time, one semester probation and will be notified thereof by the Coordinator of Professional Programs. Your GPA will be checked at the end of each semester using the Official Grade Report. If your GPA is below a 3.0 at the end of the semester as reported by the Official Grade Report, you will be placed on probation even if there are Incomplete (I) or Progress Reports (PR). The change of an Incomplete or Progress Report to a letter grade, which improves the GPA at a later time, will not change the probationary status for the semester. [NOTE: University regulations prohibit awarding any type of financial assistance to students who are on probation.]

An Incomplete must be completed within the first two weeks of the next semester you are enrolled. If the work has not been done and the instructor has not submitted a grade, then the I will convert to F. You will not be allowed to carry a PR longer than one semester, except with written notification from the program advisor or Coordinator of Professional Programs that the PR is appropriate for the specific course (i.e., research, thesis, etc.).

If your accumulative GPA is not a 3.0 at the end of the probationary semester, you will automatically be dropped from the program. Formal written notice will be mailed to you at the local address on file in the CSD office or with the university. Failure to keep either CSD or university current as to your local address does not negate the drop status.

If your accumulative GPA falls below 3.0 prior to the registration of 10 hours (exclusive of OPIE hours), you will receive a letter from the CSD Coordinator of Professional Programs. You should then meet with your academic advisor and set specific written plans in relation to remedying this situation by the time you have 10 hours. You may be encouraged to drop out of the program if the problem is serious.

You may be reinstated to the program after one academic year had passed. It is your responsibility to petition the program for reinstatement. The petition must include evidence that you are now capable of successfully completing the degree program.

Reinstatement is not automatic, but will be based on your petition and academic record. If your petition is successful, you will be reinstated on probation and have one semester to achieve an accumulative 3.00 GPA. You will not be eligible for university-funded assistantships, fellowships, or scholarships during this probationary semester.
Professional Conduct

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession’s core knowledge and technical skills but are nevertheless required for success in the profession. Your position as a caregiver and professional augments the importance of exhibiting these generic abilities. Throughout your program, several facets of your performance will be assessed. These generic abilities are assessed as part of your clinical training/practicum, externships, and in some courses.

The following is a list of expected generic abilities and their definitions:

1. **Commitment to Learning**
The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

2. **Interpersonal Skills**
The ability to interact effectively with patients, families, colleagues, other health care professionals, the community, and to deal effectively with cultural and ethnic diversity issues.

3. **Communication Skills**
The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

4. **Effective Use of Time and Resources**
The ability to obtain the maximum benefit from a minimum investment of time and resources.

5. **Use of Constructive Feedback**
The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

6. **Problem-Solving**
The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

7. **Professionalism**
The ability to exhibit appropriate professional conduct and to represent the profession effectively. Appropriate conduct includes but is not limited to professional dress while in the clinic regardless of patient contact, limiting humor to appropriate times and topics when in a clinical setting, and starting appointments as close to their scheduled time as possible.

8. **Responsibility**
The ability to fulfill commitments and to be accountable for actions and outcomes. Fulfilling commitments includes but is not limited to arriving to clinic on-time (usually a time set by the site supervisor), writing reports in a timely manner (each clinic has different requirements for reports), maintaining patient privacy at all times consistent with the Health Insurance Portability and Accountability Act (HIPAA), and maintaining communication with supervisors in extenuating circumstances that prevents one from fulfilling their commitments (e.g. health emergency).

9. **Critical Thinking**
The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

10. **Stress Management**
The ability to identify sources of stress and to develop effective coping behaviors.

When it is perceived that professional standards (this includes all of the Generic Abilities) are not being met, the instructor or responsible person will communicate the identified problem to the student. The student will be
informed within a reasonable time via personal communication or a letter from the instructor or responsible person explaining in detail which standard is not being met and how it is not being met. The student will be given the opportunity to remediate the problem through use of self-assessment and self-correction following a plan submitted by the student in conference with his/her advisor. If no progress on the problem is identified, the faculty will be informed of the situation and will take appropriate action.

Repetitive and/or significant breaches in professional standards and lack of progress in self-remediation as stated above, will be reviewed by the faculty. Preliminary review may require further action and/or investigation. The student will be notified within a reasonable time via a written notice by the Associate Director of the program. The notification will provide sufficient detail of the specific standard not being met and how it is not being met, as well as action taken to date. The student will be given sufficient time to prepare and present his/her side. The student will be given an opportunity to submit a written statement to the faculty. The faculty will consider requests by the student to attend the meeting at which the case will be discussed.

Possible sanctions by the faculty may include, but are not limited to, the following:

1) Expressions of concern  
2) Warnings of possible penalties  
3) Placement on professional probation  
4) Cancellation of stipend and/or tuition waiver  
5) Academic suspension  
6) Permanent dismissal from CSD

The faculty will meet with the student and consult with appropriate resource persons before rendering a final decision.

ALL GRADUATE STUDENTS ARE REQUIRED TO SIGN THIS FORM AT ORIENTATION OR THEIR FIRST SEMESTER OF ENROLLMENT INDICATING THAT THEY UNDERSTAND THE PROBATION POLICY. A copy of this form is to be given to the student and a copy is to be placed in the student file which is located in the CSD Office area.

I have read and understand the Probation Policy.

____________________________________________  
PRINT STUDENT NAME

______________________________  
Student’s Signature  

______________________________  
Date

______________________________  
Coordinator of Professional Programs  

______________________________  
Date

REVISED 7-11-12
Conferral of a Ph.D. degree in Communication Sciences and Disorders requires criterion performance in both academic achievement as delineated in the Ph.D. Guidelines and professional conduct. Academically, a 3.0 or better overall grade-point average (GPA) is required for continued enrollment. No grade below C (2.0) can be used to satisfy any degree requirement. Furthermore, professional conduct is required during your program. This includes work inside the classroom, laboratories, offices, and, if applicable, the clinic.

**Academic Performance**

If you do not achieve the required cumulative 3.0 GPA after the registration of 10 hours or more (exclusive of OPIE hours), you will be granted a one time, one semester probation and will be notified thereof by the Coordinator of Ph.D. Studies. Your cumulative GPA will be checked at the end of each semester using the Official Grade Report. If your cumulative GPA is below a 3.0 at the end of the semester as reported by the Official Grade Report, you will be placed on probation even if there are Incomplete (I) or Progress Reports (PR). The change of an Incomplete or Progress Report to a letter grade, which improves the cumulative GPA at a later time, will not change the probationary status for the semester. [NOTE: University regulations prohibit awarding any type of financial assistance to students who are on probation.]

An incomplete (I) must be completed within the first two weeks of the next semester you are enrolled. If the work has not been done and the instructor has not submitted a grade, then the I will convert to F. You will not be allowed to carry a PR longer than one semester, except with written notification from the instructor of the course indicating that the PR is appropriate for the specific course (i.e., research, thesis, etc.).

If your cumulative GPA is not greater than or equal to 3.0 at the end of the probationary semester, you will automatically be dismissed from the program. Formal written notice will be mailed to you at the local address on file in the CSD Office or with the university. Failure to keep either CSD or university current as to your local address does not negate the dismissal status.

If your cumulative GPA falls below 3.0 prior to the registration of 10 hours (exclusive of OPIE hours), you will receive a letter from the Coordinator of Ph.D. Studies. You should then meet with your Ph.D. advisor and set specific written plans in relation to remedying this situation by the time you have 10 hours. You may be encouraged to drop out of the program if the problem is serious. If you are dismissed, you may be reinstated to the program after one academic year has passed. It is your responsibility to petition the program for reinstatement. The petition must include evidence that you are capable of successfully completing the degree program.

Reinstatement is not automatic, but will be based on your written petition and academic record. Your petition will be reviewed by your Ph.D. advisor and academic guidance committee. If your petition is successful, you will be reinstated on probation and have one semester to achieve a cumulative 3.0 GPA. You will not be eligible for university-funded associateships, fellowships, or scholarships during this probationary semester.

**Professional Conduct**

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of an academic professional’s core knowledge and technical skills but are required for success in an academic or academic-related profession. Your position as a scholar and professional augments the importance of exhibiting these
generic abilities. Throughout your program, several facets of your performance will be assessed. These generic abilities are assessed as part of your conduct during: (a) on- and off-campus research activities, (b) presentations in CSD research colloquia and at professional conferences, (c) Ph.D. program examinations and defenses, (d) course work in and outside of the classroom, (e) teaching, (f) meetings with faculty, (g) and any clinical activities in which you may be involved.

The following is a list of expected generic abilities and their definitions:

1. **Commitment to Learning**
The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

2. **Interpersonal Skills**
The ability to interact effectively with faculty and staff, student peers, colleagues, research participants, patients/clients and their significant others, health care professionals, and the community, and to deal effectively with cultural and ethnic diversity issues.

3. **Communication Skills**
The ability to communicate effectively (i.e., listening, speaking, reading, writing, body language) for varied audiences and purposes.

4. **Effective Use of Time and Resources**
The ability to obtain the appropriate benefits in light of investments of time and resources.

5. **Use of Constructive Feedback**
The ability to identify sources of and seek out feedback, and to effectively use and provide feedback for improving personal interaction.

6. **Problem-Solving**
The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

7. **Professionalism**
The ability to exhibit conduct appropriate to a developing academic/scholar and to represent the academic profession effectively. Appropriate conduct includes but is not limited to engaged listening, clear expression (spoken, written) of thought, engagement in reasoned and respectful debate, active participation in CSD research colloquia, and collegiality with peers and faculty. Appropriate conduct for those with any activities in the clinic includes but is not limited to professional dress while in the clinic regardless of patient contact, limiting humor to appropriate times and topics when in a clinical setting, and starting appointments as close to their scheduled time as possible.

8. **Responsibility**
The ability to fulfill commitments and to be accountable for actions and outcomes. Fulfilling academic commitments includes but is not limited to arriving to class and meetings on time, being prepared for classes and meetings, and submitting carefully prepared written documents. Any student receiving a graduate stipend is responsible for careful monitoring of associated work time commitments and expected work outcomes. For students combining clinical coursework and practicum, commitments also include but are not limited to, arriving to clinic on-time (usually a time set by the site supervisor), writing reports in a timely manner (each clinic has different requirements for reports), maintaining patient privacy at all times consistent with the Health Insurance Portability and Accountability Act (HIPAA), and maintaining communication with supervisors in extenuating circumstances that prevents one from fulfilling their commitments (e.g. health emergency).

9. **Critical Thinking and Integration and Application of Knowledge and Skills**
The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; to evaluate theoretical and methodological issues in chosen areas of inquiry using sound scientific principles, demonstrate ability to
assimilate and integrate theory and methods across areas of study, apply scientific method in the development and execution of one’s own research ideas.

10. Stress Management
The ability to identify sources of stress and to develop effective coping behaviors.

When it is perceived that professional standards (including all of the Generic Abilities) are not being met, the instructor or responsible person will communicate the identified problem to the student. The student will be informed within a reasonable time via personal communication and a letter from the instructor or responsible person explaining in detail which standard is not being met and how it is not being met. The student will be given the opportunity to remediate the problem through use of self-assessment and self-correction following a plan submitted by the student in conference with his/her Ph.D. Advisor. If no progress on the problem is observed, the student will be informed of this and the instructor or responsible person will confer with the Ph.D. advisor and Coordinator of Ph.D. Studies to determine the appropriate action (see list of sanctions below).

Repetitive and/or significant breaches in professional standards and lack of progress in self-remediation, as stated above, will be reviewed by the faculty advisor and CSD Associate Director. If further action and/or investigation is recommended, the student will be notified within a reasonable time via a written notice prepared jointly by the CSD Associate Director and the Coordinator of Ph.D. Studies. Notification will provide sufficient detail of the specific standard not being met, remedial actions taken to date, and how the standard is not being met. The student will be given sufficient time to prepare and present a response. The student will be given an opportunity to submit a written statement to his/her faculty advisor and academic guidance committee.

Possible sanctions by the faculty may include, but are not limited to, the following:

1) Expressions of concern
2) Warnings of possible penalties
3) Placement on professional probation
4) Cancellation of stipend and/or tuition waiver
5) Academic suspension
6) Permanent dismissal from the CSD Program

The faculty advisor and academic guidance committee will meet with the student before rendering a final decision.

Any student opposing the decisions rendered or steps taken though this process are encouraged to follow the steps described in the CSD Conflict Resolution Policy.

ALL GRADUATE STUDENTS ARE REQUIRED TO SIGN THIS FORM AT ORIENTATION OR THEIR FIRST SEMESTER OF ENROLLMENT INDICATING THAT THEY UNDERSTAND THE PROBATION POLICY AND THE PH.D. GUIDELINES. The form is to be placed in the student file, which is located in the CSD Office area.

I have read and understand both the Ph.D. Probation Policy and Ph.D. Guidelines

______________________________  _____________________________
Student                                                                 Advisor

______________________________                                      _____________________________
Date  Date
APPENDIX C
Communication Sciences and Disorders
M.A. and Au.D. Directed Study Request

Student’s name: ___________________________ PID #: ___________________________

Course under which study would be completed:

____ CSD 4930    ____ CSD 4940    ____ OTHER
____ CSD 7930    ____ CSD 7931    ____ CSD 7932
____ CSD 8930    ____ CSD 8931    ____ CSD 8940    ____ CSD 8941

Semester during which study will be taken: _____________  Academic Year ____________

Number of hours requested for study: _______ Credit hours

In the space provided, describe the subject matter of the proposed study, the reason for requesting the
instruction under directed study, and what evidence will constitute successful completion of the course:

This directed study is proposed with the consent of the CSD faculty member who will direct the study.

_________________________  ___________________________  _____________
Faculty Signature          Student Signature           Date

This request for directed study was    ____ APPROVED    ____ NOT APPROVED

By Communication Sciences and Disorders faculty on the _____ day of ____________, 20____

_________________________  ___________________________
Coordinator of Professional Programs          Coordinator of Undergraduate Program

Submit the original and three signed copies to the CSD office - Grover W218
Communication Sciences and Disorders
Ph.D. Directed Study Form

Student: ___________________________________   PID # _________________________________

Professor: __________________________________

Directed Study Title: ________________________________________________________________

Directed Study Course #: _______  Number of Credits: _____  Academic Terms: _______

Instructions: Professor and/or professor and student develop the content of the directed study. The student, professor, and mentor sign and date the form. Student submits form to Teresa allowing her to register the student for the directed study. Teresa will place the original signed form in his/her academic file in the front office and keep a copy for himself/herself.

Objectives (describe specific learning objectives)

Evidence of Objectives being Satisfied (describe evidence demonstrating student meets the objectives)

Action Plan (specific activities in which the student and professor will engage)

Final Product (describe the written product the student will submit)

The student will engage in activities stated in the above section. The students and professor will meet weekly during the directed study period to discuss progress in those activities.

Evaluation Plan and Criteria (describe how the product will be evaluated and the criteria of evaluation/grade)

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>date</th>
<th>Professor Signature</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Signature</td>
<td>date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attach any relevant materials (e.g., reading list) to the end of this form.
APPENDIX D
Communication Sciences and Disorders
Ph.D. Program Forms

1. **Preliminary Examination Evaluation (CSD_1):** Academic Plan of Study committee members sign after student completes the Exam.

2. **Doctoral Program of Study (CSD_2):** *Part A* needs to be signed by all committee members comprising the Academic Plan of Study during the 1st or 2nd term of enrollment. *Part B* needs signatures of student, advisor and Coordinator of Ph.D. Studies prior to student scheduling written comprehensive exams.

3. **First Year Research Project (CSD_3):**
   A. **Proposal Form:** Form signed after proposal has been presented to and approved by committee
   B. **Approval Form:** Form signed following the defense and approval of the 1st Year Project

4. **Doctoral Comprehensive Exam Evaluation (CSD_4):** Form needs to be signed by student’s Exam Committee members after successful completion of the oral portion of the exam.

5. **Oral Defense of Dissertation Proposal (CSD_5):** Form needs to be signed by dissertation committee members following completion of oral defense of dissertation proposal/prospectus.

6. **Admission to Candidacy (CSD_6):** Form needs to be signed by student’s Academic Plan of Study committee members and Coordinator of Ph.D. Studies and filed with Dean’s Office following successful completion of Oral Defense of Dissertation Proposal.


8. **Annual Review of Ph.D. Students (CSD_8):** Evaluation of Ph.D. students each year.

9. **Change of Advisor (CSD_9):** Change of Advisor Forms (Faculty-Initiated/Student-Initiated).

10. **Report on the Comprehensive Exam for the Ph.D. (CHSP_1):** College form needs to be signed by all Academic Plan of Study committee members following completion of both the written and oral portions of the exams.

11. **Scholarly Disciplines Satisfied (CHSP_2):** Form needs to be signed by Coordinator of Ph.D. Studies after successful completion of preliminary exams, all course work, and comprehensive exams. This form should contain the stats sequence taken – list out the stat courses taken.

12. **Dissertation Committee Information (CHSP_3):** College form pertaining to establishment of a dissertation committee needs to be signed by all dissertation committee members. This form relates to appointing an outside person (Dean’s Representative) to student’s committee.

13. **Arrangement for Oral Defense of Dissertation (CHSP_4):** Form needs to be signed by Dissertation Committee members and filed with Dean’s Office two weeks prior to actual meeting of oral defense.

14. **Report on Oral Dissertation Defense (CHSP_5):** Form needs to be signed by student’s dissertation committee members following the oral defense of the dissertation.

15. **Dean’s Representative’s Evaluation of Dissertation Oral Defense (CHSP_6):** Form needs to be signed by student’s dissertation committee members following final/corrected draft of dissertation.
Communication Sciences and Disorders

Preliminary Examination Evaluation

Name of doctoral student: ____________________________

Date of completion of preliminary examination: ____________________________

A. First component (Academic Proficiency)

Content Area 1: ____________________________  __Mastery  __Satisfactory  __Weakness  __Deficiency

Content Area 2: ____________________________  __Mastery  __Satisfactory  __Weakness  __Deficiency

B. Second component (Writing Proficiency)

__Mastery  __Satisfactory  __Weakness  __Deficiency

C. Written professional and scientific expression and critical thinking (Based on First and Second Components)

__Mastery  __Satisfactory  __Weakness  __Deficiency

Recommendations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signatures Preliminary Examination Committee Members:

________________________________________________________________________  Date

________________________________________________________________________  Date

________________________________________________________________________  Date

________________________________________________________________________  Date

Signature of Coordinator of Ph.D. Studies  Date

Signature of CSD Associate Director  Date

In accordance with the CSD doctoral program guidelines, weaknesses or deficiencies identified are to be resolved within one calendar year.

CSD Ph.D. Program Form 1
Communication Sciences and Disorders

Doctoral Program of Study - Part A

Name of student: ____________________________ Date ______________

A. Major area of study: ____________________________________________

B. Minor area of study #1: _________________________________________

C. Minor area of study #2: _________________________________________

D. 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).

<table>
<thead>
<tr>
<th>University Name</th>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>34 (maximum)</td>
</tr>
</tbody>
</table>

E. Coursework to meet the Major area of study (see attached list).

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in CSD</td>
<td></td>
<td>18 (minimum)</td>
<td></td>
</tr>
<tr>
<td>Overall Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Coursework to meet the statistics sequence requirements (Include course names, and number of hours credits earned or to be earned for each) (see attached list).

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

G. Coursework to meet the requirements of Minor 1 (Include course names, and number of hours earned or to be earned for each) (see the attached list).

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9 (minimum)</td>
<td></td>
</tr>
</tbody>
</table>
H. Coursework to meet the requirements of Minor 2 (Include course names, and number of hours earned or to be earned for each) (see the attached list).

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
<th>Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
<th>Total</th>
</tr>
</thead>
</table>

I. Other courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
<th>Total</th>
</tr>
</thead>
</table>

J. Dissertation

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
<th>Total</th>
</tr>
</thead>
</table>

Dissertation Hours

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
<th>Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Term</th>
<th>Total</th>
</tr>
</thead>
</table>

**Total: 100**

**Signatures of Academic Guidance Committee members:**

______________________________  
Academic Advisor  
Date

______________________________  
Member  
Date

______________________________  
Member  
Date

______________________________  
Member  
Date

______________________________  
Member
Communication Sciences and Disorders

Doctoral Program of Study - Part B

Name of student: ________________________________ Date ____________

A. Major area of study: ____________________________________________

B. Minor area of study #1: _________________________________________

C. Minor area of study #2: _________________________________________

The student has completed all or the large majority of coursework in the major area and both minor areas of study (as determined by a review by the student and mentor of 1) the approved Program of Study and 2) DARS) and is eligible to take the Comprehensive Exams.

Signatures:

__________________________
Student

__________________________
Academic Advisor

__________________________
Coordinator of Ph.D. Studies
Communication Sciences and Disorders

First-Year Research Project - Proposal Form

Student’s Name ___________________________________________ Date _____________

Title of Proposal ________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

Recommendation of the First-Year Research Project Committee:

_____ Proposal Approved (following all recommended revisions)

_____ Proposal Denied (including reasons for denial attached to this form)

First-Year Research Project Committee Member Signatures:

__________________________________
Project Mentor

_______________________________
Signature

__________________________________
Project Mentor

_______________________________
Signature

__________________________________
Project Mentor

_______________________________
Signature

__________________________________
Project Mentor

_______________________________
Signature

__________________________________
Project Mentor

_______________________________
Signature

__________________________________
Project Mentor

_______________________________
Signature

CSD Ph.D. Program Form 3 – Part A
Communication Sciences and Disorders

First-Year Research Project - Approval Form

Student’s Name ________________________________ Date ________________

We hereby recommend that the First-Year Research project by

____________________________________________________________________

entitled __________________________________________________________________

____________________________________________________________________

____________________________________________________________________

be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy

Committee Member Signatures

____________________________________________________________________ Date ________________
Project Mentor

____________________________________________________________________ Date ________________
Committee Member

____________________________________________________________________ Date ________________
Committee Member

____________________________________________________________________ Date ________________
Committee Member

____________________________________________________________________ Date ________________
Committee Member

____________________________________________________________________ Date ________________
Coordinator of Ph.D. Studies

____________________________________________________________________ Date ________________
Associate Director of CSD
Name of doctoral student: __________________________

Date of successful completion of written examination: ____________

A. Written Comprehensive Examination Results (circle one)

<table>
<thead>
<tr>
<th></th>
<th>Pass with honors</th>
<th>Pass</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>Major</td>
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<tr>
<td>Minor 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Minor 2</td>
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<td></td>
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</tbody>
</table>

B. Oral Comprehensive Examination Results (circle one)

<table>
<thead>
<tr>
<th></th>
<th>Pass with honors</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Minor 1</td>
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<tr>
<td>Minor 2</td>
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</tbody>
</table>

Committee Member Signatures

__________________________________________  Date _________________
Committee Member

__________________________________________  Date _________________
Committee Member

__________________________________________  Date _________________
Committee Member

__________________________________________  Date _________________
Committee Member

__________________________________________  Date _________________
Coordinator of Ph.D. Studies

__________________________________________  Date _________________
Associate Director of CSD
Communication Sciences and Disorders

Oral Defense of Dissertation Proposal

On the _____ day of __________________, 20___, ______________________________

Name of Student

provided his/her oral defense of a dissertation proposal titled: ______________________________

__________________________________________

At this time, his/her dissertation committee determined:

_________ The proposal is approved

_________ The proposal is approved with minor revisions

_________ The proposal is not approved at this time (major revisions are required)

The next course of action is recommended:

_________ Begin the first steps to implement the proposed study

_________ Submit the minor revisions to the dissertation chair for final approval

_________ Revise the plan and reschedule another oral defense meeting

_________ Other: _______________________________________________

________________________________________________________________________

Dissertation Chair

________________________________________________________________________

Dissertation Member

________________________________________________________________________

Dissertation Member

________________________________________________________________________

Dissertation Member

________________________________________________________________________

Dissertation Member

CSD Ph.D. Program Form 5
Communication Sciences and Disorders

Admission to Candidacy

Name of doctoral student: ________________________________

This document is to confirm that the above-named student has met the standards for admission to candidacy for the doctoral degree. According CSD and University guidelines, he or she has completed the following:

- Successful completion of all required coursework, including course work in statistics and major and minor areas of study as documented in the approved Program 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.

Title of proposed dissertation

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Approved dissertation committee members

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Name</th>
<th>Date</th>
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</table>

Signatures of current Academic Guidance Committee Members

<table>
<thead>
<tr>
<th>Academic Advisor</th>
<th>Date</th>
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<tr>
<th>Name</th>
<th>Date</th>
<th>Name</th>
<th>Date</th>
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</table>

Signature of Coordinator of Ph.D. Studies

________________________________________________________________________

Signature of CSD Associate Director

________________________________________________________________________

A three-page outline of the proposed dissertation research, including a description of the nature of the proposed work, must be attached to this form.

CSD Ph.D. Program Form 6
Communication Sciences and Disorders


On the ______ day of __________________, 20___,

Name of Student

provided his/her oral defense of a dissertation titled: ________________________________

____________________________________________________________________________

____________________________________________________________________________

At this time, his/her dissertation committee determined:

_________ The dissertation is approved

_________ The dissertation is approved with minor revisions

_________ The dissertation is not approved at this time (major revisions are required)

The next course of action is recommended:

_________ Revise and submit a revised document to the dissertation chair for final approval

_________ Other: ________________________________

_________ (hand write CR on line)

Grade (CR)

Dissertation Chair

Dissertation Member

Dissertation Member

Dissertation Member

Dissertation Member

This report should be signed and filed as soon as FINAL approval is given to the (revised) dissertation. It must be submitted to the College Office before the dissertation can be accepted by the College.

One copy to the College of Health Sciences and Professions
One copy to the Office of Registration and Records

CSD Ph.D. Program Form 7
Communication Sciences and Disorders

Annual Review of Doctoral Student Performance

Name of student: ________________________________

Date of Annual Review Meeting: ________________

Comments on performance in coursework

Comments on teaching performance

Comments on research performance

Comments on professional/academic motivation, initiative, independence, and accountability

Additional comments

Recommendations of the Graduate Faculty of CSD:

____ Continue doctoral program of study

____ Continue one semester of academic study with the expectation that the following goals be met by the end of that semester:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____ Discontinue doctoral study

____ Other: _______________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Signatures of current Academic Guidance Committee Members

__________________________________________  Date

Academic Advisor

__________________________________________  Date

Name

__________________________________________  Date  Name

__________________________________________  Date

Name

CSD Ph.D. Program Form 8
Communication Sciences and Disorders

Faculty-Initiated Change of Doctoral Advisor

Date of submission to Coordinator of Ph.D. Studies: ________________

Name of doctoral student: ____________________________________________

Current doctoral advisor: ____________________________________________

Date of consultation with student concerning change of advisor: ________________

Reason for request: ____________________________________________________

____________________________________________________________________

____________________________________________________________________

Signature of current academic advisor: ____________________________________

Recommendations of Academic Guidance Committee:

___ Change academic advisor to __________________________________________

___ Other: __________________________________________________________

____________________________________________________________________

_____________________________ Date _________________________

Signature of consenting new academic advisor:

Signatures of current Academic Guidance Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<th>Date</th>
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</table>

Signature of Coordinator of Ph.D. Studies _______________________________ Date _________________________

Signature of CSD Associate Director _______________________________ Date _________________________

CSD Ph.D. Program Form 9
Communication Sciences and Disorders

**Student-Initiated Change of Doctoral Advisor**

Date of submission to Coordinator of Ph.D. Studies: ________________

Name of doctoral student: __________________________________________

Current doctoral advisor: __________________________________________

Requested doctoral advisor: _________________________________________

Date of consultation with student concerning change of advisor: ________________

Reason for request: _________________________________________________

____________________________________________________________________

____________________________________________________________________

**Signature of student** _____________________________________________

Recommendations of Academic Guidance Committee:

___ Change academic advisor to __________________________________________

___ Other: ___________________________________________________________

____________________________________________________________________

____________________________________________________________________

Signature of consenting new academic advisor:

________________________________________________________ Date________

**Signatures of current Academic Guidance Committee Members**

<table>
<thead>
<tr>
<th>Name</th>
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Signature of Coordinator of Ph.D. Studies Date_______________________

Signature of CSD Associate Director Date__________________________

CSD Ph.D. Program Form 9
a Ph.D. student in Communication Sciences and Disorders, has taken the comprehensive examination and obtained the following results:

__Passed  __Failed

Signatures of Examination Committee:

__________________________  Date:________________

__________________________  Date:________________

__________________________  Date:________________

__________________________  Date:________________

__________________________  Date:________________

__________________________  Date:________________

Coordinator of Ph.D. Studies

This is the final report of the comprehensive examination. Therefore, it should not be filed until both the written and oral portions have been completed.

This form should be filed in the CHSP within one week of the date of the oral examination.
This form should not be filed until ALL required scholarly disciplines are satisfied.

Student’s Name  

School/Division

List the scholarly disciplines (statistical sequence) and indicate how and when they were satisfied:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>By Exam?</th>
<th>By Course?</th>
<th>Other?</th>
<th>Date Satisfied</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

None required

I certify to the above: 

Coordinator of Ph.D. Studies  

Date

NOTE: Completion of scholarly disciplines (if required) is one of the requirements for admission to candidacy #56
DISSERTATION COMMITTEE INFORMATION

Student's Name ___________________________________________ School/Division _______________________________________

The Dean's Representative should be appointed as early as possible in the development of the student's dissertation so that the maximum educational benefit may be derived from the Representative's presence on the doctoral committee. If the College concurs in this recommendation, the willingness of the person suggested will be sought by the College.

I recommend that ________________________________________ in the School/Division of ________________________________________ be appointed as the Dean's Representative on the above student's dissertation committee. The dissertation title (or subject) is:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Members of the committee are: Chair ________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Note: Admission to candidacy is achieved when a student has completed the following steps:

(1) formation of the dissertation committee (including the dean's representative) [form #50];
(2) successful completion of the comprehensive examination [form #36]; and
(3) satisfaction of all required scholarly disciplines [form #56].

The College office will inform the student that he or she has been admitted to candidacy.

Coordinator of Ph.D. Studies ___________________________________________ Date

Approved: ___________________________________________ Date

Associate Dean

Form #50

CHSP Form 3
OHIO UNIVERSITY

Center for International Studies
Arrangements for the Oral Examination on the Dissertation

This form is to be filed in the Center at least 14 days before the date of the oral examination on the Thesis/Dissertation. Please notify the Center if any change in arrangements is made.

Name: Type your name here:

PID Number: Type your PID Number here:

Current Address: Enter your full address here:

Electronic Mail Address: Enter your email address here:

Exact title of thesis/dissertation:

Type exact title of dissertation here:

Names of the members of the thesis committee (Oral Examining Committee):

Type Committee Member 1 here:

Type Committee Member 2 here:

Type Committee Member 3 here:

Note to Chair/Student: It is the responsibility of the student to confirm the availability of each committee member prior to scheduling the Oral Examination.

Examination:

Date: Type date of examination here:

Time: Type time of examination here:

Place: Type the place of the examination here:

Note to student: The final typed copies of the manuscript must be in the hands of your committee 14 days before the date of the examination.

Original: Center Director (Yamada International House)

Copies: Committee members
        Department file
        Student

CHSP Form 4
Ohio University

Center for International Studies

Name: Type your name here:

PID Number: Type your PID number here:

is seeking the degree Master of Arts awarded by the Center for International Studies

with a major in: Select program name from list:

Human/Animal Subject Review

☐ Human/Animal Subjects were used in this study

☐ Approval received from Human Subject Review Compliance (IRB)

Exact title of dissertation:

Type exact title of dissertation here:

Satisfactory __________ or letter grade of __________or unsatisfactory __________

Names and signatures of oral dissertation examination committee:

Type Thesis/Dissertation Director Here: ____________________________

Thesis/Dissertation Director

Type Committee Member 2 Here: ____________________________

Committee Member 2

Type Committee Member 3 Here: ____________________________

Committee Member 3

Type Program Director Here: ____________________________

Program Director: Select program name from list:

Date: ____________________________

Executive Director, Center for International Studies

Director: This report should be signed and filed with the Dean’s office as soon as FINAL approval is given for the (corrected) dissertation/thesis. This form must be submitted to the Dean’s office before the student’s research hours can be changed to credit or grade.

Dean’s office: Do not submit to Registrar’s office until notification of completed Thesis and Dissertation (TAD) Process is received.

Copy: _______________________________________________________________________

Original: Center Director (Yamada International House) Copies will be distributed by this office to the following:

Copy: Thesis and Dissertation Services (McKee House)

Registrar, Grade Department (Chubb Hall)

Department file

Student

CHSP Form 5
OHIO UNIVERSITY  
College of Health Sciences and Professions  

DEAN'S REPRESENTATIVE'S EVALUATION OF THE DISSERTATION ORAL EXAMINATION  

Please indicate on the scale your impression of the oral examination on the dissertation. The number "1" presents poor while "5" represents excellent. There is space directly below each item, if you would like to comment or comments could be included at the end under the comments section.  

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate's dissertation question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soundness of the research approach and application of research techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Organization and style of the material in the dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. The student's defense of the dissertation</td>
<td></td>
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</tr>
<tr>
<td>5. The propriety of the oral questions</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>6. The level of difficulty of the oral exam</td>
<td></td>
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<tr>
<td>7. Your general impression of the candidate's competence</td>
<td></td>
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</tr>
</tbody>
</table>

8. How far in advance of the examination did you receive the dissertation for review?__________  

Comments relating to the conduct of the examination. Include physical facilities, time allocation, voting procedure, objectivity of participants, etc. (Use back, if more space is needed.)  

Comments on your effectiveness: suggestions for improvement of the process; attitudes toward you and your role; your participation prior to the exam, etc. (Use back, if more space is needed.)  

Candidate's Name and Field of Specialization  

Dean's Representative  

Please return this form to Dr. Jennifer Horner, CHSP, Grover Center W380, immediately after the examination. Place copy of this form in student's file.