

**STUDENT GUIDE**  
**TO GRADUATE STUDY**

**Department of Communication Sciences &  
Disorders  
The University of Iowa**

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## INTRODUCTION

This guide is meant to provide students with information about the policies and procedures involved in the graduate programs of this department. It includes information only about special departmental policies and procedures and this is to be used as a supplement to the University catalog and the Graduate College manual. Copies of these documents are available in the departmental office and the Graduate College office, 205 Gilmore Hall.

Although we have attempted to cover departmental policies and procedures as completely as possible, some of the detailed aspects of the program undoubtedly have been omitted. Additionally, students should be aware that policies and courses listed in this manual may be modified with notice at the discretion of the faculty. Also, the application of policies to particular cases may vary with the special circumstances related to an individual student. Thus, students should seek additional information as needed from their faculty advisor, the Director of Graduate Studies or the Department Chairperson.

### ***General Aspects of the Program***

The program in speech-language pathology and audiology at The University of Iowa has been in existence for over 50 years. At present the department offers an undergraduate program leading to a bachelor's degree in speech and hearing science. This program is designed to provide students with a broad general education and with a firm understanding of the basic processes of speech, hearing, and language. It is considered to be a pre-professional program for preparation of individuals to continue toward a graduate degree.

The graduate program is designed to prepare students for a wide variety of career opportunities in the field including (1) careers as clinicians trained to provide specialized diagnostic and remedial services to persons having speech, hearing or language handicaps in various clinical settings, such as hospitals, community clinics, school programs, etc., (2) careers as college and university teachers and researchers concerned with the study of speech, hearing and language disorders, and (3) careers as teachers and researchers concerned with the scientific study of the basic processes of speech, hearing, and language.

As stated in the University catalog, a graduate program of study can be planned to emphasize certain aspects of the field depending on the individual student's interests and career goals. It should be emphasized, however, that it is our philosophy that the field is a unified one which encompasses all areas of speech, hearing, and language and involves various types of teaching, clinical, and research activities. Thus, it is expected that the graduate program of each student will be planned to provide basic understanding of all areas of the field and will provide experiences in the various activities carried out in the field. It is hoped that all students will recognize that special opportunities provided in the program are relevant to their total training in the field and

that they take advantage of such opportunities regardless of their particular interests or specific career goals.

It also should be made clear that the time spent by a student in a university program is only one intermediate phase in their total education and professional training. It is not the goal of this program to produce a finished clinician, researcher, or teacher; this program is designed to provide students with the basic knowledge, skills, and attitudes that will serve to facilitate their continued learning and professional growth as clinicians, researchers, and teachers throughout their professional careers.

## **ADMISSIONS**

Evaluation of applications for admission to the graduate program is the responsibility of the departmental committee on admissions and appointments. The members of this committee independently evaluate each application and assign a rating based on a judgment of the applicant's overall potential for successful graduate study. This judgment is based on:

- (1) a careful review of the individual's past academic performance, which involves not only consideration of grade-point-average (GPA) but also of the pattern of grades in various subject areas,
- (2) consideration of the nature of previous undergraduate or graduate work and the school at which it was taken,
- (3) scores on the General Aptitude Test of the Graduate Record Examination. These scores are required for all PhD, AuD and MA applicants.
- (4) letters of recommendation.

The ratings or, in some instances, the results of further evaluation and discussion by the committee serve as the basis for decisions concerning both admission and the offer of a stipend.

### ***Graduate Record Examination***

The Graduate College requires that every graduate student shall have taken the Aptitude Test of the Graduate Record Examination prior to admission or during the first semester of enrollment, however, our department strongly urges students to have taken the GRE prior to their application for admission so that the score can be used on our part of the information used to decide on admission status. Students may check with the Evaluation and Examination Service, 300 Jefferson Building, for test scheduling.

### ***Admission to the professional MA Program***

The number of new admissions into the professional master's degree program is limited to approximately 25 per year. Thus admission decisions are based on consideration of an applicant's credentials in relation to those of other individuals who are applying. Admissions are made only for the fall semester of each year. Applications must be received by January 15 for admission the following fall. Occasionally admissions are made for midyear, if (1) the applicant's credentials are strong enough to ensure acceptance into that year's summer and fall admission group, and (2) there are special circumstances making admission at midyear necessary and desirable. To be considered for midyear admission, applications must be received by December 1.

There are no additional requirements for admission other than those imposed by the Graduate College, but applicants with GPAs of less than 3.2 for undergraduate study and with GRE scores under 450 in each area (verbal, quantitative, and analytic writing) are not likely to be accepted.

### ***Admission to AuD Program***

The number of new admissions into the clinical doctorate program in Audiology is limited to a maximum of 8 students per year. Thus admission decisions are based on consideration of an applicant's credentials in relation to those of the other individuals who are applying. Admissions are made usually only for the fall semester of each year. Applications must be received by January 15 for admission the following fall. Applicants with undergraduate GPAs of less than 3.2 and/or with GRE scores under 450 in each area (verbal, quantitative, and analytic writing) are not likely to be accepted.

It is expected that applicants for the AuD program will either (1) presently be enrolled in a speech and hearing science undergraduate program, (2) have recently completed their undergraduate degree in speech and hearing science, or (3) have completed an undergraduate degree in a related area and understand that completion of the AuD may require additional time for completion.

### ***Admission to PhD Program***

There is no limit on the number of individuals admitted to the doctoral program. Thus applications are acted upon by the faculty each term. The judgment of potential for doctoral work is based upon the same type of information as for admission to the master's program; however, more emphasis is placed on evaluation of information concerning the applicant's aptitudes and interests in research areas. The Graduate College regulations specify a minimum GPA of 3.00 for admission on regular status to a doctoral program. GRE scores are expected to be 500 or higher in each of the verbal, quantitative, and analytic writing areas.

It is expected that applicants for the doctoral program will either (1) presently be enrolled in a master's degree program, (2) have completed a master's degree, or (3) have completed graduate work equivalent to such a degree.

### ***Conditional Admission***

On occasion, the committee may recommend conditional admission as provided for in the regulations of the Graduate College. That status indicates promise, but not clear evidence of the ability, for graduate study in this department. The conditional admission status provides a trial period of graduate study during which the student's performance can be evaluated. Applicants to the master's degree program generally are not admitted on this status.

The change from conditional status to regular status is required within two terms (semester or summer session) of graduate enrollment in order to continue in graduate study. The criterion for change to regular status usually includes a GPA of 3.0 for graduate credits relevant to the program of study and a judgment by the faculty that the student has demonstrated potential for success in graduate work. Other criteria may also be used; if that is the case, they must be identified to the student in writing, either by the Director of Graduate Studies (Chair) or by the student's faculty advisor. Change to regular status usually is not made until completion of two terms of work. If a student faces dismissal from the program due to not having fulfilled the specified conditions within two terms of enrollment, a written request may be made to the committee to recommend to the Graduate College that the conditional status be extended for one additional term.

### ***Readmission Following Program Interruption***

If a graduate student, after enrolling in the program, interrupts study for a period of two or more calendar years, re-enrollment will be allowed only after receiving specific approval from the department. The individual must declare in writing a desire to re-enroll to the Director of Graduate Studies (Chair). The admissions and appointments committee will review the individual's credentials and the student will then be informed as to whether or not re-enrollment will be allowed.

## **FINANCIAL APPOINTMENTS**

### ***Determination of Offers***

Various types of assistantships and traineeships are available. The offering of new appointments is determined, on a competitive basis, by the departmental committee on admissions and appointments. Priority for appointments generally is given to doctoral students. All appointments require satisfactory performance of duties in teaching, research or other assigned activities. The letter of appointment from the department specifies the nature of the appointment. Questions about any aspect of the appointment should be addressed to the Department Chair or the administrative assistant. Students

are encouraged to indicate preferences for assignments, but it is not always possible to grant the requested assignments. Students on conditional, probationary and professional improvement status are not eligible for financial appointments.

Stipend payments are received by the student on the first day of each month, beginning on September 1st for fall appointments, February 1st for spring appointments and July 1st for summer appointments. Students will fill out a direct deposit form to have their check automatically deposited. If an appointment includes the payment of tuition, such payment is normally automatic. If billing does occur, please contact the administrative assistant. Students may be eligible for resident status and in-state tuition depending on the source of their funding. See the administrative assistant for clarification of your status.

To be eligible for an assistantship, the student must be enrolled on a full-time basis, described as a minimum of 9 semester hours during each regular semester and a minimum of 5 semester hours during summer sessions.

### ***Continuation of Appointments***

An appointment beginning in the fall semester is generally continued without further application by the student for two calendar years for the MA student and three calendar years for the PhD student, or until the program of study is completed, whichever comes first. Such continuation is dependent on two conditions: (a) availability of funds for such purposes and (b) evidence that the student is making satisfactory and reasonably rapid progress toward the degree goal. Petition for extension of financial assistance past the usual termination date (two calendar years for the MA, three for the PhD or AuD) may be made by the student and academic advisor. For PhD or AuD students, the fourth year of funding will be approved or denied at the discretion of the department chair. Approvals must be based on "cause" as presented by the student. The Department Chair may bring funding issues to the faculty for discussion at his or her discretion. The priority of each doctoral student in year four of funding (relative to the priority of applicants to the doctoral program) is determined by the admissions and appointments committee.

The faculty may specify other deadlines which must be met in order for financial aid to be continued. These may include dates for completion of the doctoral comprehensive examination, the doctoral pre-dissertation project, and/or the dissertation prospectus. The student is then informed of such requirements.

On occasion, temporary appointments are made for one semester. All individuals appointed on a temporary basis are evaluated in relation to the total group of students applying for appointments for the following semesters. This includes new graduate students and continuing students without appointments. Appointments for the succeeding semesters are then made on a competitive basis as described previously. Once a student is appointed on a regular basis (non-temporary), the appointment is renewable under the conditions described above.

The student who completes the master's degree and who desires to continue in a doctoral program is considered as a "new" applicant for an assistantship as a student and is evaluated on a competitive basis with all other new applicants.

In the summer, tuition will ordinarily be paid up to a maximum of 6 semester hours of enrollment. If there are compelling reasons why a student must take more than 6 semester hours, it will be necessary to request payment of tuition by justifying the enrollment to the department chair and administrative assistant. This must be done by March 1 for the succeeding summer session. Each student request should be accompanied by the recommendation of the student's advisor.

## **GRADUATE PROGRAMS**

### ***General Information***

Included in this section is information on policies and procedures pertaining to all graduate students, regardless of the type of program which they are pursuing. Information specific to certain types of programs is presented in subsequent sections.

#### **1. Advisor Assignment**

Before their first registration, graduate students are assigned to advisors on the basis of their stated interest areas. All students will be assigned advisors on the basis of four areas of interest:

- (1) Speech and Language Pathology
- (2) Speech and Language Science
- (3) Audiology
- (4) Hearing Science

Within each area, assignments will be made which equalize faculty advising loads as much as possible. If a student has designated no interest area prior to registration, the assignment of an advisor will be made without regard to interest area.

Students graduating from our undergraduate program will not necessarily continue with their undergraduate advisor in their graduate work.

The student may, and in some cases must, change advisors when appropriate. Master's students should change advisors if they change their area of interest or if a thesis advisor different from the assigned one is chosen. Doctoral students must change their advisors anytime they begin a dissertation project under the guidance of a person other than their current advisor. When a change is made, it is the student's responsibility to obtain the appropriate form available in the department office, secure the necessary signatures, and have the form placed in his or her permanent file. Each student should plan a program of study in consultation with the advisor and a copy of this program

should be placed in the student's permanent file. Subsequent changes should be made in consultation with the student's advisor and clearly indicated in the student's permanent file folder.

Besides helping the student plan the program of study, the advisor also is available to advise and counsel the student regarding any problems related to the student's program, professional goals, etc. Students should feel free to consult with their advisor about any problems or issues which arise. In some instances, the advisor may suggest that the student talk to the Director of Graduate Studies (Chair) or some other faculty member; however, the student should consult the advisor initially.

## 2. Registration

During the latter part of the fall semester students are assigned times for early registration for the upcoming spring semester, and during the latter part of the spring semester early registration times are assigned when students may register for both the upcoming summer and fall sessions. An access code to the University's computerized registration system is available from the advisors. It is the responsibility of the student to make an appointment with the advisor to plan the enrollment for the next term and get the access code prior to their assigned registration time.

## 3. Pre-registration for Practicum Enrollment

It is required that students pre-register for clinical practicum. This procedure is necessary in order that the caseload needed for clinical training in any given term can be planned in advance. The tuberculin skin test must also be repeated during each year of enrollment.

Before the initial registration in the clinical MA or AuD programs, each student should meet with his or her faculty advisor and complete a plan of study that includes estimated practicum registrations. Plans for practicum registration are to be given to the Clinic Director. Changes must be cleared through the Clinic Director immediately.

## 4. Practicum Enrollment by Non-degree Students

Graduate students on a non-degree status (special or professional improvement) are not guaranteed the opportunity to enroll for clinical practicum. Depending on the availability of clinical case loads and on practicum enrollments of degree students during a given term, non-degree students may be allowed to register for clinical practicum if specifically approved by the Clinic Director and their faculty advisor, and the instructor of the particular practicum. Such approval will be given only in instances in which such enrollment will not affect the opportunities for practicum enrollment of students on a graduate degree status. Professional improvement students will be given priority over those on special status in regard to such practicum enrollments. The priority for clinical practicum is as follows: (1) professional MA and AuD students, (2) general MA and PhD students, (3) professional improvement students, and (4) special

graduate students. Requests for registration by undergraduate students will be handled on an individual basis.

#### 5. Registration in Cooperative Education

The department participates in the University's Cooperative Education Program, which enables undergraduate and graduate students to obtain work experience related to their professional goals. Appropriate experiences cover a wide range, including clinical and research activities. Students register for 3:000 Speech Pathology and Audiology Cooperative Education Assignment or for the appropriate practicum registration. Students wishing to register for 3:000 must have received prior approval of the assignment from the departmental faculty representative to the cooperative Education Program and the Cooperative Education Program.

#### 6. Practicum Requirements

Requirements for practicum registrations are flexible and are defined by the following principles:

- a. Other activities besides those counting as supervised clinical clock hours are legitimate and usually desirable requirements for receiving academic practicum credit. Instructors should design their practicum requirements to include those types of activities that they deem important in providing adequate training in the particular practicum area.
- b. The number of clinical contact hours and the amount and type of other activities required per practicum credit hour can be expected to vary among different practicums. This is due to inter-practicum differences in the amount and type of clinical experiences deemed necessary to provide adequate training in a given area. For purposes of academic planning, however, it can generally be assumed that students will obtain a minimum of 12-15 contact hours per semester hour of registration in a practicum. It should be emphasized, however, that this guideline in no way establishes an absolute minimum or maximum requirement for any practicum.
- c. The number of clinical contact hours and the amount and type of other activities required per practicum credit hour can be expected to vary among students enrolled in the same practicum since practicum instruction should be individualized in relation to the needs and goals of specific students. Registration for externship practicums will typically be 5 SH for an eight week block (schools & hospitals).
- d. All students enrolled in one or more practicum experiences (with the exception of the public school practicum and the Hearing Measurement I practicum) are charged a \$10 fee per semester (including the summer session). Fees will be charged to students' University accounts

- e. Students registered for Public School Practicum are assessed a fee by the College of Education.

## 6. Course Loads

The maximum academic load for all graduate students is 15 semester hours of registration during the fall and spring semesters and 8 semester hours during the summer session (there are exceptions when a student is also registered for undergraduate courses). If the student has assistantship duties, the usual load for that term is 12 semester hours for a semester and 6 semester hours for a summer session.

	<u>Fall/Spring Semesters</u>	<u>Summer Semesters</u>
<u>Master's &amp; AuD Students</u>		
With funding:	min. 9; max. 15	min. 5; max. 8
Without funding:	min. 9; max. 15	min. 5; max. 8
<i>i.e. master's and AuD students must maintain full-time status throughout the program</i>		
<u>PhD Students</u>		
<u>Pre-Comps</u>		
With funding:	min. 9; max. 15	min. 5; max. 8
Without funding:	min. 9; max. 15	min. 5; max. 8
<i>i.e. Ph.D. students must maintain full-time status during the residency period</i>		
<u>Post-Comps *</u>		
With funding:	min. 3; max. 15	min. 3; max. 8
Without funding:	min. 3; max. 15	min. 3; max. 8
Off-Campus:	2	2
<i>(Revised 2008)</i>		

## 7. Incomplete Grades

The Graduate College regulations specify that the grade of "I" is to be used only when a student's work during a session cannot be completed because of illness, accident or other circumstances beyond the student's control. The department closely follows these regulations.

The Manual of Rules and Regulations of the Graduate College states the following concerning the deadlines for removal of incomplete grades:

Students who receive the mark of 'I' must remove that mark within the first session of registration after the closing date of the session for which it is given; otherwise the grade becomes F, except that students with I's from the spring

semester are exempt from completing the course during the succeeding summer session. Specific deadlines for the submission of student work to the faculty and for the faculty's report on I grades to the registrar will be set by the Graduate College dean for each session and printed in the academic calendar. Courses may not be repeated to remove incompletes; removal of an I is accomplished only through the completion of the specific work for which the mark is given.

Although the exact dates will vary each year, it should be noted that work to remove an I grade must be submitted to the instructor approximately one month before the end of a semester.

It is the responsibility of the student who receives an incomplete grade to submit the required work before the deadline date; it is the responsibility of the faculty member to remove the incomplete grade prior to the deadline if the work has been completed. Failure to meet these deadlines may mean that the I grade will become an F.

## 8. S/U Grading

The Graduate College regulations allow the faculty to grade on a satisfactory (S) or unsatisfactory (U) basis in certain types of department courses. The department courses for which the faculty member may opt to use S/U grading are as follows:

- 3:186 Problems: Speech Pathology
- 3:187 Problems: Audiology
- 3:243 Hearing Aid Assembly and Repair
- 3:301 Practicum: Speech-Language Pathology (departmental policy for students taking this practicum for the first time only)
- 3:311 Practicum: Audiology (departmental policy for students taking this practicum for the first time only)
- 3:312 Practicum: Hearing Measurement (departmental policy for all students)
- 3:590 Research

The instructor may, at a later date, change an S to a letter grade. It is departmental policy not to grant this option for practicum registrations.

The Graduate College also allows courses outside the major department or interdepartmental program to be taken on an S/U basis provided that the instructor of the course and the student's faculty advisor approve such registration. To take a course on this basis, a card with appropriate signatures must be filed in the Registrar's Office no later than the last day of the third week of a semester or the third day of the second week of a summer session. No later changes to a letter grade are allowed. It should be emphasized that the student must have specific approval of the faculty advisor to take a non-departmental course on an S/U basis. In this department, such approval will be given only after careful consideration of the nature of the course and its relationship to the student's program. Types of courses which may receive such approval are those (1)

which provide needed undergraduate background, (2) which are judged to be ancillary to the student's program of study, not including any courses listed as required or recommended for the graduate degree, or (3) which require special background that may not have been obtained by the student.

### Use of a Written Project for More Than One Class

The purpose of assigning written projects (such as term papers, research proposals, and seminar presentations) as a part of course requirements is to provide a specific type of learning experience in a given area. Occasionally students are enrolled in related courses, each of which includes such a requirement. Under those circumstances there may be considerable overlap between the assignments.

It is the general policy of the department that the same written document should not be used to satisfy requirements of more than one course. Separate documents should be completed, which may be related to each other in topic, but which should be different in scope, form, and detail.

Students wishing to develop papers in related areas for different courses should discuss the assignments and their intentions with the instructors of both courses. Agreement as to the appropriateness of the student's plan should be achieved before the projects are accomplished. Otherwise, the student may be required to complete another project in order to obtain credit for one of the courses.

### 10. Academic Probation and Termination

The regulations of the Graduate College specify that a student shall be placed on probation if, after completing at least 8 semester hours of graduate work, the cumulative grade-point-average on graduate work done at The University of Iowa falls below 2.5 for a master's student, below 3.0 for a doctoral student. If, after completing 8 more semester hours of graduate work at this University, the cumulative grade-point-average remains below the required level, the student shall be denied permission to re-register by the Graduate College.

Students who face dismissal from the graduate program due to a failure to meet the grade-point-average requirements specified above, may request, in writing to the Director of Graduate Studies (Chair), an extension of the probationary status for one term of enrollment. The request must include statements of the reasons why such an extension may be justified (e.g., considerable improvement in performance during the probationary term, extenuating circumstances such as illness, etc.) and must be accompanied by a recommendation from the student's faculty advisor that the request be approved. The request must be approved by the Director of Graduate Studies (Chair) and by the Graduate College. No more than one such extension will be recommended by the department.

### 11. Clinical Probation and Termination

Students in the graduate professional training program are expected to demonstrate satisfactory skills and satisfactory progression of skills in clinical activities, as reflected by faculty evaluation and by grades assigned in practicum registrations. Following are two departmental policies about the general area.

- a. Clinical Probation. The student is placed on clinical probation when the cumulative practicum GPA falls below 2.67. That cumulative practicum GPA must be raised to 2.67 during the subsequent two sessions (including summer) or the student is terminated from the professional master's program. The student in the professional master's program may not graduate while on clinical probation status.

Appeals regarding any phase of the clinical probation status should be prepared by the student and academic advisor, and presented to the department chair. Final decisions are made by the departmental faculty.

- b. Protection of the Client. The student will be relieved of clinical assignment when it is the judgment of the instructor or the clinic director that the client's best interests are not served by continuing the clinical relationship.

In that event, the instructor, the academic advisor and the student determine whether (1) withdrawal from the professional training program seems advisable, or (2) whether clinical training with other instructors is indicated. If the subsequent clinical training activities are also judged unsatisfactory, the student is terminated from the professional training program.

Appeals regarding any phase of this procedure should be prepared by the student and academic advisor and presented to the department chair. Final decisions are made by the departmental faculty.

## **THE MASTER OF ARTS (MA) DEGREE**

The MA programs in speech-language pathology and audiology are accredited by the American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology:

([http://professional.asha.org/academic/CAA\\_overview.cfm](http://professional.asha.org/academic/CAA_overview.cfm)). A student may follow either the professional MA program designed to prepare the student for immediate placement in a clinical service position or the general MA program designed to lead to additional study at the postmaster's level. The specific requirements for these two graduate programs are specified in the departmental section of the University catalog.

### ***The Professional MA Program***

The professional MA program can be taken with an emphasis in speech-language pathology or in audiology. These two programs provide training that will allow students to function as a speech-language pathologist or audiologist in any clinical environment.

In addition to general clinical training the student may elect to take the didactic and practicum courses which will allow them to become certified for work within the public schools. Individuals completing a professional M.A. program in speech pathology meet all academic and practicum requirements for clinical certification by the American Speech-Language-Hearing Association. Individuals completing a professional M.A. program in audiology meet all academic and practicum requirements if they apply for for clinical certification by the American Speech-Language-Hearing Association prior to January, 2007. Students who anticipate application for clinical certification in audiology after January 2007 will need a doctoral level degree in audiology or the equivalent rather than an MA degree. **Although the professional MA program may be taken without thesis, students are encouraged to write a thesis.**

### ***General Program***

The general MA program is designed primarily for individuals wishing to continue on for a doctoral degree. The program is individually planned in consultation with the student's advisor. Although it may include most or all of the courses and other experiences required for the professional MA program, some courses and experiences can be deferred or omitted as deemed appropriate by the advisor. **Individuals following the general M.A. program are required to complete a thesis.**

### ***Background Coursework in Speech-Language Pathology and Audiology***

Many of our graduate courses assume that a student has prerequisite background in speech science, hearing science, psycholinguistics, and language development. The following procedures have been developed to assure that students entering our master's degree programs acquire the expected proficiency in these areas.

1. A graduate student may take 3:110 Phonetics Theory and Applications, 3:112 Anatomy and Physiology of Speech Production, 3:113 Introduction to Hearing Science, 3:117 Psychology of Language, 3:118 Language Development, and a statistics course, to fulfill requirements in speech science, hearing science, psycholinguistics, and language development, respectively.
2. A student may have taken the courses listed above as an undergraduate at The University of Iowa within the last three calendar years and received a grade of C or better.
3. A student may have taken equivalent coursework at another university. In this case the student should arrange to meet with the faculty member in charge of the equivalent University of Iowa course at the beginning of the master's program. The faculty member will interview the student to determine if the coursework was indeed equivalent. Students are encouraged to bring any course syllabi they might have from related courses to these interviews. In some cases students may have had most, but not all, of the material in a

given areas. In these cases the faculty member may exempt the student from the course in question under the condition that the student takes the portion of the course covering the needed material. Students then register for 1, 2, or 3 semester hours to receive credit for the portion of the course.

### ***Equivalent Undergraduate Courses for MA Requirements***

As stated in the University catalog, students may utilize equivalent undergraduate courses to satisfy certain requirements for the professional MA degree. It should be emphasized that the use of such courses to meet MA course requirements does not reduce the minimum number of semester hours (38) of graduate work required for the degree. It does allow students to take other elective courses or to take certain basic courses needed to meet the background coursework described previously. The policies and procedures under which undergraduate courses can be accepted as meeting specific professional MA course requirements are as follows:

1. The student's faculty advisor will reach the decision as to whether or not the student has had undergraduate courses which will be accepted as meeting the following undergraduate preparation and professional MA course requirements:
  - 3:110 Phonetics: Theory & Applications
  - 3:111 Basic Acoustics for Speech & Hearing
  - 3:112 Anatomy and Physiology of Speech Production
  - 3:113 Introduction to Hearing Science
  - 3:117 Psychology of Language
  - 3:118 Language Development
  - 3:140 Manual Communication
  - 3:185 Hearing Loss and Audiometry
  - 7P:025 Elementary Statistics and Inference
  - 29:008 Physics w/ lab covering acoustics and basic electricity
  - 2:10 Biology w/ lab
  - 3:114 Intro to Voice Disorders
  - 3:115 Cleft Palate/Alaryng. Voice
  - 3:145 Developmental Sp. & Lang. Disorders
  - 3:146 Neurogenic Dis. Of Speech & Lang
  - 3:183 Intro to Stuttering

Other courses which may, in the future, be marked with an asterisk in the course requirements list in the University catalog indicate that equivalent undergraduate courses will be accepted as meeting that course requirement. Although the faculty advisor can make the final decision concerning such equivalent courses, it is recommended that, in instances where advisors face uncertainty in allowing course substitutions, they consult with the instructor of the appropriate required course(s).

2. The use of a course taken on the undergraduate level to meet any of the professional MA course requirements other than those listed in item 1 above, must be approved by the instructor of the required course, who may require that the student take the course for full or reduced credit or that the student complete a seminar in that subject-matter area.

The approval of the course instructor is not required if the student has taken the required course as an undergraduate at The University of Iowa within two calendar years of the student's entrance into the MA program.

3. Any undergraduate course utilized to meet an MA course requirement under the procedures specified in items 1 and/or 2 above must have been passed with a grade of "C" or better.
4. **ASHA certification requirements require that 21 SH of the professional courses toward certification must be completed at the graduate level.**

### ***Waiver of Curricular Requirements***

Students are expected to successfully complete all courses or their equivalents that are required by the department for a particular degree. Requests for waiver of a course requirement are to be processed through the student's faculty advisor to the department chair. Each request must include a statement of the particular reasons for the request and of the potential effects of a waiver on the student's program of study and must be recommended for approval by the faculty advisor. A faculty member will make the final decision concerning approval or disapproval of the request and will specify the bases for the decision. A decision to disapprove the request can be appealed by the student or faculty advisor to the department faculty. This policy applies only to those course requirements which, in the judgment of the faculty advisor, have not been met by coursework equivalent to the requirement. Guidelines for determining such equivalency are provided in the preceding section of this guide.

### ***Research Requirement for MA Students***

All MA students must complete at least 4 hours of research registration. This may be accomplished by any combination of enrollment in seminars (at 2 SH each) and/or research hours (3:590). All MA students must register for both of the following:

- 003:510 Introduction to Research (1 s.h.): First Year Fall Semester
- 003:515 Proseminar (0 s.h.): First year Fall & Spring Semesters

Completion of the research hours registration may consist of (1) work toward a thesis, or (2) preparation of a paper involving any of the following alone or in combination: literature review, prospectus development, and presentation of data. A written product is

required at the end of each session's enrollment in 3:590. An exception to this requirement can be made in the case of research hours leading to thesis.

### ***Final Degree Examinations***

All programs for the M.A. degree must include final examinations as specified in the Graduate College regulations. These examinations generally are scheduled during the middle of the term in which the student plans to complete the degree work. Shortly after the beginning of the term, the student and the advisor should carry out the following procedures:

1. Complete a Plan of Study Summary Sheet;
2. Complete the departmental request for final examination form;
3. If appropriate, have the advisor sign a form certifying that the student has completed all of the academic and practicum requirements for the Certificate of Clinical Competence from the American Speech--Language-Hearing Association at end of term.

**It is the responsibility of the student to see that these and other required procedures are completed at the appropriate times.**

Faculty with adjunct and clinical professor status in this department may serve on examining committees. No more than one adjunct or clinical professor can serve on a committee. Adjunct faculty cannot, however, be the chair of the examination committee.

***Degree without Thesis.*** For the student taking the MA degree without thesis, the final examinations are of written form. Students will write for eight hours on questions provided by a committee of three faculty members. The examination committee is required to design the examination either in a face-to-face meeting or through memos. The questions must include normal processes as well as disorders.

**Each year the department chair appoints the MA Comprehensive Exam Committee in Speech Language Pathology which is responsible for writing and grading the examinations of all students taking comprehensive exams that year.** The examining committee chair is responsible for scheduling all committee meetings.

All final examinations will be taken on the same days, unless exceptions are approved by the Director of Graduate Studies (Chair). The entire committee will read all questions and meet as a group to discuss the student's performance. Each committee member votes either satisfactory or not satisfactory at this meeting. The committee chair may decide not to schedule a face-to-face meeting but to handle this via memo.

Students will be notified about the outcome of the final examination in a letter from the committee chair specifying that the Report of Final Examination has been signed and

forwarded to the Graduate College for approval. Students will receive advance notice of the date on which the letters will be distributed.

***Degree with Thesis.*** For the student taking the M.A. degree with thesis, the final examination is oral and is approximately two hours in length. It is conducted by a committee that consists of not less than three members of the Graduate Faculty, at least two of whom are members of the faculty of this department. The faculty member who has supervised the thesis serves as chair of the examining committee.

Oral examinations over the M.A. thesis are held at times approved by the advisor. In all instances, a copy of the thesis must have been deposited with the Graduate College for the initial check prior to the holding of the examination.

The oral examination generally is concerned primarily with the candidate's thesis; however, it can also cover various related areas involved in the student's program of study. A notice of the time and place of the examination is posted and the examination is open to attendance by individuals other than the candidate and members of the committee.

The examination committee not only reaches a decision concerning whether the candidate has passed the oral examination but also formulates a statement which describes its assessment of the candidate's potential for doctoral study. This statement is presented to the faculty of the department and, with their approval, placed in the student's permanent record in the department. This evaluation serves as a basis for reaching a decision about admission of the student to the doctoral program if and when application is made.

### ***Failure of Final Examination***

Failure of the written or oral examination will normally terminate the student's program at the end of the current term of registration. If, prior to the beginning of registration for the next term in which the student wishes to enroll, a written declaration is made to the Director of Graduate Studies (Chair) with an intent to repeat the examination, the student will be permitted to register until completion of the second examination. The examining committee will specify a date by which the second examination must occur. In accord with the regulations of the Graduate College, re-examination may occur no sooner than the following term and the examination may be repeated only once.

### ***Awarding of Degrees***

MA degrees are awarded upon the favorable recommendation of the examining committee and the approval of the department chair and the Graduate College.

In order to receive a degree in any given term, the student must have filed an Application for Graduate College Degree form for that term. The deadline date for such

filing is specified by the department for students taking the degree without thesis. The deadline for students taking a degree with thesis is specified in the University calendar. Both dates occur early in the term.

Students taking a degree with thesis must make the final deposit of their theses in the Graduate College before the specified deadline to be eligible to receive the degree.

## **THE DOCTOR OF AUDIOLOGY (AuD) DEGREE**

The AuD program at the University of Iowa is accredited by the Council on Academic Accreditation in Audiology & Speech-Language Pathology (CAA, ASHA [http://professional.asha.org/academic/CAA\\_overview.cfm](http://professional.asha.org/academic/CAA_overview.cfm)). The specific requirements for the AuD program at the University of Iowa are specified in the departmental section of the University catalog. This program of study provides training that will allow students to function as an audiologist in any clinical environment. In addition to the general clinical training program, interested students may elect to take the didactic and practicum courses that will allow them to become certified for work within the public schools. We have designed this program of study such that individuals completing the AuD program will meet all of the requirements for clinical certification by the American Speech-Language-Hearing Association.

### ***Background Coursework in Speech-Language Pathology and Audiology***

The following list of courses (or their equivalent) is required for graduation with an AuD. Students who have not taken these courses as part of their undergraduate program of study will need to take them during their AuD program and should be advised that this may extend the length of their program.

- 3:112 Anatomy and Physiology of Speech Production
- 7P:025 Elementary Statistics and Inference
- 3:111 Basic Acoustics for Speech & Hearing
- 3:110 Phonetics: Theory & Applications
- 3:113 Introduction to Hearing Science
- 3:118 Language Development
- 3:140 Manual Communication
- 3:185 Hearing Loss and Audiometry
- 3:244 Introduction to Rehabilitative Audiology\*
- 29:008 1 semester Physics w/ lab covering acoustics and basic electricity
- 22M:016 Calculus for the Biological Sciences (or equivalent)\*
- 2:10 or 2:21 1 semester Biology w/ lab

The following procedures have been developed to assure that students entering our AuD program acquire the expected proficiency in these areas.

1. A graduate student may take the specific courses listed above.
2. A student may have taken the courses listed above as an undergraduate at The University of Iowa within the last five calendar years and received a grade of C or better.
3. A student may have taken equivalent coursework at another university. In this case the student should arrange to meet with the faculty member in charge of the equivalent University of Iowa course at the beginning of their AuD program. The faculty member will interview the student to determine if the coursework was indeed equivalent. Students are encouraged to bring any course syllabi they might have from related courses to these interviews. In some cases students may have had most, but not all, of the material in a given areas. In these cases the faculty member may exempt the student from the course in question under the condition that the student takes the portion of the course covering the needed material. Students then register for 1, 2, or 3 semester hours to receive credit for the portion of the course.

The use of a course taken on the undergraduate level to meet any of the AuD course requirements listed above, must be approved by the instructor of the required course, who may require that the student take the course for full or reduced credit or alternately require that the student complete a seminar in that subject-matter area.

The approval of the course instructor is not required if the student has taken the required course as an undergraduate at The University of Iowa within five calendar years of the student's entrance into the AuD program.

Any undergraduate course utilized to meet a course requirement for the AuD under the procedures specified in items 1 and/or 2 above must have been passed with a grade of "C" or better.

### ***Waiver of Curricular Requirements***

Students are expected to successfully complete all courses or their equivalents that are required by the department for a particular degree. Requests for waiver of a course requirement are to be processed through the student's faculty advisor to the department chair. Each request must include a statement of the particular reasons for the request and of the potential effects of a waiver on the student's program of study and must be recommended for approval by the faculty advisor. A faculty member will make the final decision concerning approval or disapproval of the request and will specify the bases for the decision. A decision to disapprove the request can be appealed by the student or faculty advisor to the department faculty. This policy applies only to those course requirements that, in the judgment of the faculty advisor, have not been met by coursework equivalent to the requirement. Guidelines for determining such equivalency are provided in the preceding section of this guide.

## ***Research Requirement***

All AuD students must register for both of the following in the Fall Semester of their first or second years of in the AuD program:

003:510 Introduction to Research (0 s.h.)

003:515 Proseminar (0 s.h.)

No formal thesis or dissertation is required for students who wish to earn an AuD degree. However, all AuD students must complete at least 4 hours of any combination of enrollment in seminars (at 2 s.h. each) and/or research hours (3:590).

Completion of the research requirement (regardless of the form of registration) requires a written product at the end of each semester's enrollment. This document should involve any of the following alone or in combination: literature review, prospectus development, and presentation of data. These documents will become part of the student's portfolio and will be held in the departmental files.

## ***Examinations***

1. Qualifying Examination. AuD students must pass a qualifying examination at the end of their first year of study toward the AuD at the University of Iowa. This examination will consist of both a written and practical component. The purpose of this examination is to allow us to evaluate a student's potential for success in the AuD program at a relatively early point in the program. Failure of this qualifying examination will generally result in discontinuation of enrollment.

2. Final Examination/Capstone project. All students enrolled in the AuD program at the University of Iowa must also successfully complete a final project prior to graduation. Specifics relating to this final project/examination are as follows.

a. An AuD Examination Committee of 4 individuals will be appointed by the department chair prior to April 1 of each academic year. This committee will include a combination of clinical faculty, tenured or tenure-track faculty and/or faculty with adjunct appointments.

b. Students will be asked to identify one faculty member who will work with them to develop a proposal for a "capstone project". The choice of who they will work with should be made prior to May 1<sup>st</sup> of their 3<sup>rd</sup> year in the AuD program. The mentor for the capstone project will become part of the AuD examination committee. Thus in some cases this committee will be composed of 4 members, in other cases it will be composed of 5 members.

c. By October 1 of the students 4<sup>th</sup> year in the AuD program, the student will be expected to submit to the AuD examining committee a written proposal outlining his/her ideas for this final project. The proposal must be approved by the AuD examining committee in order to qualify as the “capstone project”. The purpose of the capstone project is to insure that students have an in-depth understanding of a specific area of practice within audiology and to demonstrate that AuD graduates from the University of Iowa are able to access and interpret research and to use that information to inform clinical practice. Minimally we would expect that the successful proposal would include a critical review of the literature. These proposals may include having the student work with a specific faculty member to conduct a small research project or they may consist of a focused literature review combined with an expanded case study or series of case studies.

d. Students will submit the written document to the AuD examining committee and to successfully defend their work in an oral examination scheduled to take place prior to April 15<sup>th</sup> of the year in which they intend to graduate. If the student successfully passes this examination, he/she will also be required to present this work publicly.

### ***Failure of the Qualifying of Final Examinations***

Failure of either the qualifying examination or the final examination will normally terminate the student's program at the end of the current term of registration. If, prior to the beginning of registration for the next term in which the student wishes to enroll, a written declaration is made to the Director of Graduate Studies (Chair) with intent to repeat the examination, the student will be permitted to register until completion of the second examination. The examining committee will specify a date by which the second examination must occur. In accord with the regulations of the Graduate College, re-examination may occur no sooner than the following term and the examination may be repeated only once.

### ***National Examination in Audiology***

AuD students are also required to take and pass the National Examination for professional practice in Audiology prior to the completion of their 4<sup>th</sup> year in the AuD program.

### ***Matriculation***

Shortly after the beginning of the final term of enrollment, the student and the advisor should carry out the following procedures:

1. Complete a Plan of Study Summary Sheet;

2. The advisor signs a form certifying that the student has completed all of the academic and practicum requirements for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association at end of term.

**It is the responsibility of the student to see that these and other required procedures are completed at the appropriate times.**

### ***Awarding of Degrees***

AuD degrees are awarded upon the favorable recommendation of the examining committee and the approval of the department chair and the Graduate College.

In order to receive a degree in any given term, the student must have filed an Application for Graduate College Degree form for that term. The deadline date for such filing is specified by the department. This date occurs early in the term.

## **THE DOCTOR OF PHILOSOPHY (PhD) DEGREE**

The PhD program provides for comprehensive training for the prospective scholar and researcher in speech, hearing, and language processes and their disorders. Although the program may include more intensive specialization in particular clinical problems in which the student may have special interest, the PhD is not designed as an advanced clinical degree.

### ***Planning Meeting***

Students are required to hold a planning meeting during the first or second session after beginning full-time study toward the PhD. The committee should consist of five faculty members chosen by the student and approved by the advisor.

The specific courses and research experiences that are included in the plan of study are chosen to meet the particular interests and background of the student. In general, however, each student should have some experience or coursework in each of the following areas: speech, hearing, language, mathematics, computers, statistics and instrumentation. Other areas of coursework that are typically considered are neuroscience, engineering, psychology and genetics.

### ***Annual Review***

A student's progress toward his or her degree objective will be continuously monitored. Formal review by the faculty as a whole will occur annually. The review will include student performance in (1) coursework, (2) teaching or research assistantships, and (3) research projects. Advisors provide their advisees a written summary of their PhD

review. The summary needs to be signed by the student and a copy put in their student folder.

### ***Research Registration Requirements***

All PhD students are required to register for (003:511) Introduction to Doctoral Research (1 s.h.) in the first Fall & Spring Semester.

PhD students must also register for (3:515) Proseminar (0 s.h.) each semester they are in residence.

Students are required to take research registration hours (3:590) in their first and second semesters of full-time doctoral study. Feedback from the instructor is required. The intention of this requirement is to ensure that each student receives early feedback regarding his or her research potential. Students normally continue to sign up for research registration for subsequent sessions although there is no formal requirement that research hours must be taken every semester.

### ***PhD Comprehensive Examination***

Each student pursuing the PhD in this department must be evaluated by a comprehensive examination committee as specified below. This evaluation will constitute the comprehensive examination specified in the Manual of Rules and Regulations of the Graduate College and thus it is subject to the general requirements specified for such examinations in that manual. Prior to completion of the comprehensive examination, the student, in consultation with his or her advisor, must file a Plan of Study and a Request for PhD Comprehensive Examination with the Graduate College.

Students and advisors jointly choose the five faculty members constituting the comprehensive examination committee. The advisor serves as the chair of the committee. The student is responsible for asking faculty members if they are willing to serve on his or her committee. The membership of all committees must be approved by the Director of Graduate Studies (Chair).

Faculty with status as an adjunct or clinical faculty member in this department can serve on the comprehensive examination committee. However, the presence of more than one adjunct or clinical professor is not allowed. Special permission from the Graduate College is required for adjunct or clinical faculty to serve on committees, and the process must be initiated two weeks prior to the due date for the Request for PhD.

#### **1. Policies relating to the PhD comprehensive examination.**

The specific steps for the PhD comprehensive examination are as follows:

- a. Comprehensive examinations will be taken after approximately two years of full-time work in the doctoral program; however, it is recognized that the timing of the examinations may need to be varied greatly depending on the needs of individual students. The examination may vary as much as plus or minus a year from the two-year target.
- b. When a student and his or her advisor decide that it is time to take comprehensive examinations, the student talks with each member on the committee and discusses general areas to be included in the examination.
- c. The advisor calls a meeting of the committee without the student present. During this meeting the committee develops the set of questions. The questions are to be general to the extent that there is not a one-to-one match between any professor and question.
- d. The student is given two weeks to prepare written answers to the questions. He or she is free to use all written resources, such as books or journal articles. He or she may ask committee members for advice on references for particular topics, but may not ask them (or anyone else) questions about the content or their opinions on the topics of the questions.
- e. The written responses are turned in to the advisor at least one week prior to the oral examination. The advisor makes sure that copies of all questions and responses are distributed to each committee member.
- f. An oral examination is held with questioning based on the student's written responses. The oral examination (but not the two-week writing period) must be held when classes are in session or during the final examination week.

## 2. Effects of Negative Evaluation

An unsatisfactory report on the PhD comprehensive examination will normally terminate the student's program at the end of the current term of registration. The student will not be permitted to enroll for subsequent terms except under the following conditions:

- a. If, prior to the beginning of registration for the next term in which the student wishes to enroll, the student declares to the Director of Graduate Studies (Chair) , in writing, the intent to be re-examined, the student will be permitted to register until completion of the second evaluation. The examining committee will specify a date by which the second evaluation must occur. In accord with the regulations of the Graduate College, the re-examination may not occur sooner than four months after the first examination and only one re-examination is permitted.

- b. An alternate program of study may be approved by the Director of Graduate Studies (Chair) which would permit the student to pursue study in a non-PhD program.

### ***Pre-dissertation Project***

Each doctoral student must complete a pre-dissertation research project:

1. This project should be of limited scope and should be selected and developed with a faculty advisor.
2. The project must be data based, but the student can use existing data rather than generating new data. Generally the rules defining what is empirical enough to be a valid procedure for a dissertation would apply.
3. It is expected that students do the project as part of 3:590 Research registrations, not as a part of research assistant assignments.
4. All students will be required to give a proseminar presentation based on the pre-dissertation project.
5. The student must write a manuscript reporting the pre-dissertation project. The manuscript will be submitted to the faculty advisor of the research, usually as part of a 3:590 Research registration.
6. The student must have completed the pre-dissertation project and passed the comprehensive examination before a Ph.D. dissertation prospectus will be considered. The order of completion between the pre-dissertation project and comprehensive examination is not fixed.

### ***Dissertation Committee***

In developing the research project that is to constitute the doctoral dissertation, the student selects a faculty member or members to serve as the dissertation advisor(s). A dissertation prospectus committee also is selected by the student with the approval of the advisor and the Director of Graduate Studies (Chair) , who has the prerogative of adding members to the committee. This committee consists of at least five faculty members (including the advisor who serves as chair), one of whom is a faculty member of another department and three of whom are members of the faculty of this department.

1. Pre-prospectus Meeting. After the initial planning of the research project has occurred, an optional pre-prospectus meeting of the student with the prospectus committee may be held. At this pre-prospectus meeting, the student provides the committee with information about the background and rationale for the proposed

project, an initial statement of the questions or hypotheses to be investigated, and the essential elements of the proposed research procedures. No written document needs to be provided to the committee prior to the meeting; however, it is helpful for a statement of the problem and a general outline of the proposed procedures to be available to the committee members.

The purpose of this meeting is to acquaint the committee with the nature of the developing project and, more importantly, to get their suggestions and comments about the further development of the project. The meeting is usually two hours in length. The committee then decides whether or not to give approval for the student to develop a formal prospectus for the proposed project. The committee may request that additional pre-prospectus meetings be held before the project is fully developed. These meetings are designed primarily to ensure that the student is embarking on a project that the committee feels is appropriate for a doctoral dissertation and to provide a means for the committee members to help the student develop the project.

2. Prospectus Meeting. Each student is required to develop a written prospectus to be presented to the prospectus committee prior to beginning the actual research project. This document generally includes material which eventually will constitute the introduction and procedures sections of the dissertation. The committee meets with the student (generally for two hours) and must approve the prospectus before the student can proceed.
3. Post Comprehensive Registration. The student is required to register each semester (except summer sessions) after passing the comprehensive examination until the degree is awarded. If a student fails to register, he or she may not be readmitted to candidacy until he or she has submitted an application which has been approved by his or her advisor, the Director of Graduate Studies (Chair), and the dean of the Graduate College. All registrations should reflect accurately the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty. When a student's plan of study has been completed, he or she may meet the continuing registration by paying a special minimum fee (PhD post comprehensive registration) for any semester in which the department and the student's advisor determine he or she is neither making significant use of the University facilities (excepting library privileges) nor partaking of consultation with the faculty.
4. Final Examination. The program for the Ph.D. culminates in a final oral examination in defense of the dissertation. This examination usually occurs during the period specified in the University calendar for graduate examinations during the latter part of the term in which the student plans to receive the degree; however, it can be held at any time after the first check of the dissertation by the Graduate College. A Request for Final Examination must be filed approximately three weeks before the scheduled examination. If the originally filed Plan of

Study requires modification, an Application for Change in Plan of Study must accompany the request.

The final examination committee consists of at least five members of the Graduate Faculty, one of whom must be from outside this department and three of whom must be faculty members of this department. Ordinarily this committee will have the same members as the prospectus committee. This committee and its composition are subject to the approval of the Director of Graduate Studies (Chair) and the dean of the Graduate College, both of whom have the prerogative of adding members to the committee.

The format for dissertation defenses will be as follows:

- 20-minute presentation
- 10-minute period for questions strictly from the public
- 75 minutes of in-depth questioning from the committee (the committee chair will at his or her discretion decide whether to allow additional questions from the public and if so, at what time during the 75-minute period)
- 15 minutes of final deliberations for which the committee will retire to another room

All dissertation defenses will be publicized.

5. Awarding of Degrees. PhD degrees will be awarded upon favorable recommendation of the final examination committee and completion of all requirements specified for the degree by the Graduate College. These include the filing of an application for the degree, completion (or modification) of the filed plan of study, and the final deposit of the dissertation and dissertation abstract in the Graduate College along with the appropriate certificates of committee approval.

### ***Combined MA-PhD or AuD-PhD Program Planning***

Some students beginning graduate study following completion of their undergraduate work may have the eventual goal of achieving the PhD degree in the department. Some of these students may initially be admitted only into the MA or AuD programs with admission to the PhD program being made at a later time. In most instances, however, it will be desirable for the student's advisor to plan the program of study with the eventual academic goal in mind. Such combined program planning should not result in delaying the time at which the MA or AuD is completed beyond the usual time required for completion of these degrees by other students. As indicated in a previous section, continuation of financial aid is contingent on a student's completion of the master's degree within the usual time period.

It is particularly important that this principle be followed in order that the master's thesis can be utilized as a vehicle for evaluation of the student's research capabilities at a relatively early stage of the program. Since such an evaluation is prerequisite to the student's admission to the doctoral program, it is to the student's benefit to have this evaluation before a considerable number of years are invested in an academic program directed toward a doctorate degree. Some of the specific implications of this principle for program planning are as follows:

1. A program of study leading to the master's degree should be specified within the usual time period (no more than two years in most instances).
2. For students wishing to obtain a professional master's degree and thus qualify for clinical certification, the program should be planned to ensure completion of all of the professional MA requirements and would usually involve the same course and practicum sequences followed by students working toward a terminal MA degree, except for thesis credits.
3. Audiology students may want to combine work toward an AuD with PhD studies. Generally these students will start by following the first two years of the AuD curriculum. At the end of that time period, students considering pursuing joint degrees will have a planning committee meeting that will focus on merging the two curricula efficiently. It should be possible to complete a project that will serve both as a capstone project for the AuD and as a pre-dissertation project for the AuD. Students, along with their committee members, will determine how the clinical practicum rotations will be interleaved with PhD coursework. Once a program is outlined and approved by the committee, the student will present this program of study to the department chair who will make decisions about the student's funding eligibility on a case by case basis.
4. For students who are not interested in qualifying for clinical certification (General MA Program) the master's program should be planned so as to involve an integrated MA degree program. Care must be taken to make such a program meaningful in relation to potential opportunities for employment or further study elsewhere if the individual does not continue in the doctorate program of this department.
5. Registration for thesis research should begin early to help ensure that completion of the thesis does not unduly delay completion of the master's degree.
6. The master's program should not be planned to involve a substantial portion of coursework usually taken at the post-master's level.
7. Research assistantship assignments during the master's program should be utilized to allow evaluations of the student's research aptitudes.

For students with an undergraduate background in this field who wish to pursue work toward a doctoral degree, the following time periods will generally apply:

Completion of MA degree: 2 years (including at least one summer)

Completion of the AuD: 4 years (including 3 summers)

Completion of PhD comprehensive examination: 2 years past the M.A. degree

Completion of the PhD degree: 1 to 2 years after completion of the comprehensive examination

It should be emphasized that the above policies are not intended to discourage students from longer periods of study if such study can be justified in relation to their eventual goals. Instead, they should be interpreted as guidelines for program planning and student evaluation and will be taken into account in making decisions concerning continuation of financial aid.

### ***Committee on Institutional Cooperation (CIC)***

The procedures to be followed in arranging for a CIC placement to spend part or all of an academic year at another CIC institution (other Big Ten universities and the University of Chicago) are as follows:

1. The student will consult with his or her advisor and the student's supervisory committee to consider the advisability of such a placement.
2. The advisor will contact a faculty member at the host institution who agrees to serve as the student's primary contact person and advisor during the time the student is there.
3. If laboratory experience at the host institution is advisable, the advisor will inquire if funds are available at the host institution to support the student's work.
4. If funds are not available or if they are less than department research assistantships at UI, the department will attempt to provide funds up to the equivalent of a departmental research assistantship. Approximately half of these funds will be from R.A. monies, with the expectation that the student will "work-off" the corresponding amount of time (library research at the host institution, laboratory work at UI after return, etc.). The remainder will come from other sources, e.g, endowments.
5. These procedures apply in addition to those required by the Graduate College. They are intended to cover one quarter or one semester of study. If the student

wishes to stay longer, the department will need to make special arrangements for that individual.

## **STUDENT DISMISSAL AND REVIEW PROCEDURES**

### ***Basis for Dismissal***

A student may be dismissed from the graduate program of this department on any of the following bases. The requirements referred to are described in other sections of this guide.

1. Failure of the final MA degree examination.
2. Failure of the AuD qualifying examination.
3. Failure of the final AuD examination.
4. Failure of the PhD comprehensive examination.
5. Failure of the final PhD examination.
6. Failure to fulfill conditions of conditional admission status within the required period.
7. Failure to meet minimum academic (grade point) requirements.

Dismissal from the program will be automatic following failure to meet any of the requirements specified above, except in the following circumstances:

1. A student failing final MA, AuD qualifying examinations, final AuD examinations, PhD comprehensives, or final PhD examinations for the first time may continue in the program by declaring the intent to re-take the examination as specified in preceding sections of this guide. Dismissal is automatic after a second failure of the examination.
2. A student failing to meet minimum grade point requirements or failing to fulfill conditions of conditional admission may continue in the program for one additional term if a request for extension of the academic probation or conditional admission period is approved by the Graduate College as outlined in previous sections.
3. A student facing dismissal from the program on any basis may continue in the program pending completion of a requested departmental review of the dismissal (described below) and/or an appeal to the dean of the Graduate College (described in the Graduate College manual).

## ***Departmental Review Procedures***

In accordance with the Graduate College regulations, the department has established procedures for conducting reviews of student grievances arising from (1) dismissal or pending dismissal of the student from the graduate program or (2) termination of the student's clinical graduate program. These procedures have been approved by the Graduate College. The review procedures are initiated only at the specific request of the graduate student who is facing dismissal or clinical program termination and who alleges unfairness, bias, lack of clarity or applicable policies, or procedural irregularities that were involved in the specific situation.

The procedures are as follows:

1. Prior to formal initiation of the review process, the student must discuss any grievances with the department chair or with the student's faculty advisor in an attempt to resolve such grievances informally.
2. If the student continues to feel that any grievances cannot be resolved through the discussion provided for above, a written request for review can be forwarded to the department chair. The request should outline the grievances and the bases for them in reasonable detail.
3. The department chair (or faculty advisor) and the student shall, by mutual agreement, select three members of the departmental graduate faculty and two graduate students to serve on a review committee and shall designate a chair of the committee.
4. The review committee chair will convene the committee as soon as possible. Normally it is expected that the review process will be completed within two weeks of its formal initiation by the student.
5. The student requesting the review will have the opportunity to discuss grievances directly with the committee and provide any supporting material relevant to the review. The review committee shall obtain whatever additional information or consultation they deem necessary for completion of the review. The burden of proof for establishing that unfairness, bias, procedural irregularities, etc., were involved in the situation will be on the student requesting the review.
6. The review committee, by majority vote, will reach a decision and inform the department chair and the student, in writing, of the decision. The committee can make one of two decisions: (a) the existence of alleged unfairness, bias, etc., has not been established or (b) existence of such factors has been established. If the former decision is reached, the original decision concerning dismissal or termination of the clinical program will stand. If the latter decision is reached, the

committee will recommend procedures for remedying the situation. Action on such recommended procedures will be taken by majority vote of the department faculty.

7. The decision by the review committee (or by the faculty considering procedures for remedying the situation) is final, subject only to possible appeal to the Graduate College as specified in the Graduate College manual.

## **SPECIAL OPPORTUNITIES**

In addition to courses, practicum registrations and research registrations, an attempt is made to provide other types of opportunities for students to enrich their educational experiences. It is expected that all students and faculty will take full advantage of these opportunities by attendance at all special programs. Some of these programs are described:

### ***Proseminar***

The period from 12:00 to 1:00 on Fridays during the academic year is scheduled for research seminars (normally called proseminar). An announcement of the title and an abstract of the proseminar is posted a few days prior to the meeting. Either one person presents for 45 minutes with 15 minutes of discussion or two people present with each giving a 20-minute presentation followed by 10 minutes of discussion.

Research proseminars provide an opportunity for both students and faculty to present reports of research projects that are in the initial stages of formulation, in progress, or completed. Upon completion, pre-dissertation projects must be presented at proseminar. All faculty and doctoral students are expected to present at proseminar at least once per year whether or not one has a finished research project to report. Master's students are encouraged to present--especially those who are doing a thesis. Scheduling of research seminars is the responsibility of the faculty member assigned as the proseminar coordinator. He or she will contact students and faculty about presenting at proseminar. Individuals wishing to present should contact the proseminar coordinator.

Attendance is required of doctoral students who must register for 3:515, and it is hoped that MA, AuD and undergraduate students will attend the proseminar. Even if a given presentation may not be in an area of specific interest to the student, the proseminars provide an opportunity to broaden interests and knowledge.

### ***Conferences and Guest Lecturers***

Each year an attempt is made to schedule individuals who are experts in various areas to present guest lectures. At such times, the speaker generally presents one public lecture and may meet with students and faculty in specific courses, seminars, or informal meetings. In addition, scholars in related areas from other departments at The

University of Iowa are invited to present guest lectures. These presentations are sometimes scheduled during the proseminar time. The conferences and guest lecturers committee solicits suggestions from faculty members for individuals to be invited as guest lecturers. Suggestions should be submitted in writing to the chair of the committee and should include the name(s) of the individual(s) suggested, their address(es) and professional affiliations; the content of a public lecture; courses, seminars or groups with whom they might meet; and suggested dates for such a visit. The committee selects from the requests those speakers who are to be invited.

A short conference on some specific topic is periodically scheduled, involving two or three outside speakers and possibly one or two speakers from the University. Suggestions for conference topics and speakers also should be sent in writing to the chair of the conferences and guest lecturers committee.

### ***Student Travel***

The department is able to provide limited support for student travel. If departmental funds are available, the department chair will solicit requests for travel support. These requests should be made on an Application for Graduate Student Travel form, obtained in the departmental office. Priority is given to students who are to present a paper or are otherwise on the program of a conference or meeting.

If a student will be presenting a paper or is on the program of a conference or meeting, he or she should submit a written request for travel support, endorsed by the department chair, to the Dean of the Graduate College. If funds are available, requests are typically funded to a maximum of \$150. These funds become available on July 1 of each year and are often expended by requests made within a few months.

The Graduate Student Senate also accepts requests for travel support. Request forms are usually due the Graduate Student Senate office in the Iowa Memorial Union by mid-October. Forms are available at the Graduate Student Senate office or in room 119 SHC.

### ***Policy Regarding Funding of Student Research***

The department considers the funding of student research projects to be a high priority. Each year an amount is set aside for this purpose.

To obtain financial assistance for a research project, the student should:

1. Write a letter indicating the type of project involved (thesis, comps, independent), the general nature of the study, and the ways in which the money is to be spent.
2. Have the letter endorsed by the faculty member who is supervising the research.

3. Submit the letter to the department chair.

When notified of the availability of funds, the student should meet with the administrative assistant to work out the details for spending the money.

The following maximum amounts have been approved for student research projects and will be allocated on a first come, first served basis until the amount budgeted is exhausted.

Honors Thesis	\$100
Independent Projects by Graduate Students	\$150
MA Thesis	\$150
PhD Predissertation Project	\$300
PhD Dissertation	\$300

### ***The University of Iowa NSSLHA Chapter***

The National Student Speech Language and Hearing Association (<http://www.nsslha.org/>) is the official organization for students interested in human communication sciences and disorders. The University of Iowa Chapter of NSSLHA (<http://www.shc.uiowa.edu/wjshc/uinsslha.html>) was chartered in 1984 and assumed the duties and responsibilities of former department student associations. NSSLHA serves as the primary vehicle for representing student opinion and organizing social and professional student events.

The University of Iowa NSSLHA Chapter abides by national association bylaws but operates autonomously on a local level. While membership in the national association is open only to undergraduate and master's students, the local chapter extends membership to doctoral students as well. National association membership is not required for doctoral students to participate in local chapter functions. In this manner NSSLHA is able to represent and serve the entire department student body.

Each year elections are held in which NSSLHA officers and student-faculty committee representatives are chosen for the following year. NSSLHA officers determine policy regarding membership dues and the organization and implementation of events for that calendar year. Department-wide events organized by the students in the past have included the annual New Student Picnic and Christmas Party. These events provide an opportunity for students and faculty to get together and enjoy themselves in an informal atmosphere.

The National Association Bylaws, organization, membership requirements and benefits are included in the NSSLHA Chapter handbook. The Bylaws of The University of Iowa Chapter of the NSSLHA are found in Appendix I.

Every year a NSSLHA honors student will be chosen as follows:

1. Candidates will be nominated by students and faculty.
2. The honoree should be a student with high academic standing. This mandates faculty participation in the voting process.
3. The honoree must be a member of NSSLHA at a local and national level.
4. The honoree must be active in the local NSSLHA chapter. The students must determine that the nominated individual has played a major role in NSSLHA activities.
5. It is preferred, but not required, that the honoree is in the last year of a program at UI (senior undergraduate or second year master's).
6. All things being equal, the award will alternate between a speech pathology student and an audiology student. This distinction cannot be made if the honoree is an undergraduate student.

### **DEPARTMENTAL GOVERNANCE** (Revised June, 2003)

As a result of changes in department staffing a small modification to the organizational structure approved in 2001 was made in the departmental governance structure. Each of the major committee chairs will continue to serve on the executive committee that will play a more active role in the business of the department rather than simply being an advisory committee to the DEO. Each committee will have three members; given the current size of our faculty this will mean that most faculty members should have a single departmental committee assignment. Each committee will have a specific charge and the Executive committee will help in setting the annual agenda for each committee. The Committee chairs will be responsible for making sure that the committee accomplishes its assigned tasks. Faculty Meetings will be structured around reports from committees which might either be recommending policy changes or providing information to the faculty as a whole (e.g. report on changes in UG requirements). In this model, the Departmental Office assumes administrative responsibility for interactions with the College of Liberal Arts & Sciences and with the Graduate College. In addition oversight of orientation and the advising system will also be handled by the DEO. The DEO will continue to be responsible for Space and Equipment matters and for coordinating awards, and guest lectures. Assignment to committees will be made by the Chair, taking faculty interest and expertise into account. Each committee will have an appropriate mix of tenure-track and clinical-track faculty. Committee size is kept small to allow for efficient use of faculty time. This does not preclude other interested faculty from participating in planning discussions or from involvement when the committee reports/recommendations are brought to the faculty meetings for discussion and approval.

The executive committee, with faculty input, will establish a departmental calendar that identifies the issues and tasks that the faculty and the committees will address. In addition to the committee assignments, some individuals will continue to have specific administrative tasks in the department as listed in the Faculty & Staff Guide. Issues relating to recruitment, funding, retention and diversity will become part of the agendas

of the standing committees and special ad-hoc task forces that may be established as needed.

The departmental committees and their general responsibilities are briefly described below:

Executive Committee: Will be comprised of the Chair, Clinic Director and the chairs of the following committees: Undergraduate Studies, SLP Clinical Studies, AuD Clinical Studies, PhD Studies. The executive committee will set and coordinate the agendas of the departmental committees and be responsible for oversight of the departmental agenda. The committee will also where appropriate advise the chair on policy implementation matters.

### ***Standing Committees***

1. Undergraduate Studies Committee: Will have responsibility for review of the UG curriculum, development of undergraduate advising materials, surveys of undergraduates, graduate school application advising workshops. Work with faculty responsible for the Honor's program. Monitor Research Practicum. This committee may have a student representative.

2. SLP Clinical Studies Committee: Will have responsibility for review of the SLP curriculum (ASHA compliance), development of advising materials, oversight of comprehensive exam policy. Work with Chair on new student orientation activities. Work with faculty responsible for the Intro to Research course. This committee may have a student representative.

3. AuD Clinical Studies Committee: Will have responsibility for development and review of the AuD curriculum (ASHA compliance), developing advising materials, oversight of examination policies. Work with the Chair on new student orientation activities. Work with faculty responsible for Intro to Research course or other research courses as appropriate. This committee may have a student representative.

4. PhD Studies Committee: Will have responsibility for review of the PhD Curriculum, development of advising materials and oversight of the comprehensive examination policy. Work with the Chair on new student orientation activities. Work with faculty responsible for Intro to Research course or other research courses as appropriate. Coordinate Proseminar. This committee may have a student representative.

5. Admissions Committee: The Committee will be responsible for Graduate Admissions. The Committee will review applications for the clinical training programs and make admissions decisions. The Committee will rank students for TA/RA and Fellowship awards. The committee will oversee departmental Awards and nomination of students for extramural awards. The committee will assist the Chair in PhD applicant screening (final admissions decision will continue to require full faculty action).

6. SLP Examination Committee: The committee will write and grade comprehensive exams in the Clinical SLP program. The committee will report to the SLP Studies committee on examination policy issues.

7. AuD Examination Committee: The 4-5 member committee will write and grade qualifying examinations taken by first year AuD students and will serve as the committee that will evaluate the AuD capstone projects. The committee will report to the AuD Studies committee on examination policy issues. The committee will be appointed by the chair and will consist of individuals with both clinical and tenure track appointments.

### ***Clinic Advisory Board***

The Clinic Director shall constitute an Advisory Board made up of individuals from outside the department to advise the department on matters of long range planning for the clinic and to assist in review of the clinical programs. This Advisory Board will include clinicians in the field, consumers of our clinical services as well as alumni in both clinical practice and academic or industrial positions.

### ***Support Staff***

Main Office staff will continue to handle all budgeting material, correspondence with central administration. Oversee departmental students and personnel records. Secretarial support staff will be assigned to provide support for graduate admissions, graduate advising and orientation, Proseminar & Continuing Ed Documentation, undergraduate advising, NSSHLA. Clinical support staff will be assigned clinical placement and student hours tracking. Additional support of faculty will be distributed across personnel in a manner to balance loads and provide necessary service.

### ***Faculty Meetings***

1. Structure: The chair schedules and announces faculty meetings. He or she sets the agenda and presides at the meetings. Faculty meetings are held approximately once every two weeks when school is in session; however, the chair can schedule them more or less often depending on the amount of business pending and scheduling constraints. Normally, faculty meetings will be from 11:30 to 1:30 during the academic year and from 12:00 to 2:00 during the summer. Special faculty meetings can be held when important decisions must be made and the regular meeting times are not sufficient.

2. Attendance: All tenure-track faculty are required to attend faculty meetings; however, it is understood that meetings will be missed on occasion due to travel or unavoidable conflicts. Non tenure-track teaching faculty are invited to attend faculty meetings and their full participation is encouraged.

3. Student Representatives: Three representatives from the students (1 undergraduate, 1 master's or AuD, and 1 PhD) attend faculty meetings on a regular basis under the following conditions:

a. They shall not attend portions of the meeting when there is to be a discussion of individuals; for example, during evaluation and promotion of faculty recruitment and hiring of specific prospective faculty members, admissions and appointments, or evaluations and discussion of specific students.

b. Students shall express their opinions through discussions and by voting, where appropriate.

### ***Experimental Subjects Review Committee***

Under University policy, all research projects conducted in the department employing experimental subjects must have prior approval by the appropriate University committee for protection of human (<http://research.uiowa.edu/hso/>) and nonhuman animal (<http://research.uiowa.edu/animal/>) subjects in research. Students conducting research in the department must have a faculty sponsor. All students must complete the mandatory online training course prior to becoming involved in any research. All students must complete the required IRB approval tutorial on the use of human subjects.

### ***Student Evaluation of Departmental Courses***

The department has established procedures for systematic evaluation of courses and instruction. These procedures were developed by a joint student-faculty committee and are designed to provide a formal means of communication from students to provide faculty with information to improve courses and instruction.

Each course is to be evaluated by students each semester that it is taught. Forms are administered in one of the last class periods of the course, preferably not during the final examination period. In courses with multiple instructors, forms should be filled out separately for each instructor.

Courses to be evaluated fall into four general types:

1. classroom (didactic);
2. seminar;
3. research;
4. practicum (clinical)

All forms are kept in the departmental office, room 119. It is the instructor's or TA's responsibility to count out the correct number of forms and to administer the evaluations properly. Sample instructions to be read to the students are also kept in this file cabinet. Students should be instructed to write the course name and number, the semester and year, and the name of the person being evaluated at the top of each form. A student

should be assigned to collect the completed evaluation forms and turn them in to a secretary in the departmental office, room 119.

The evaluations are scored by the University Evaluation and Examination Service. The results are sent to the departmental administrative office. Photocopies are made of the results and the written comments. In the case of student evaluations of TAs, the originals are kept on file and photocopies are sent to the TA.

### ***Other Forms of Student Feedback***

In addition to the evaluation forms, students can suggest course and instruction changes by talking directly with the instructor, by talking with the department chair, or by making suggestions to the departmental curriculum committee. Any issues related to accreditation/certification standards that can not be addressed at the departmental or university level can be addressed to the Council on Academic Accreditation in Audiology (see WEB site for contact information: <http://professional.asha.org/academic/council.cfm>).

### ***Space Assignments***

1. Student Offices and Study Space. Students will be assigned individual office space if, because of their departmental responsibilities (typically duties as a teaching assistant), they must have substantial numbers of conferences with students. The extent to which a student must hold such conferences will be judged by the supervising faculty member.

All offices on the second and third floors which are not assigned to students on the aforementioned basis will be assigned to graduate students on the basis of their seniority, as defined in terms of the time of entry into the graduate program at The University of Iowa. Doctoral students are considered to have seniority over master's students for the purpose of office assignments.

The administrative assistant of the department will assign student offices and carrels in accordance with departmental policy prior to the beginning of each term. If keys have not been checked out, or if by other means it is determined the space is not being utilized within two weeks after the term begins, the space will be reassigned.

Requests for changes in space assignment may be made to the administrative assistant who will either act upon them or refer them to the space and equipment utilization committee for consideration and action.

2. Research Space. Students who need special space for research purposes should direct their request to the administrative assistant. This request must be in writing and should include information as to (1) the nature of the research project, (2) any unique requirements that would suggest the need for specific space within WJSHC, (3) duration

of the need, and (4) an endorsement from the student's faculty advisor. The administrative assistant will take appropriate action in each case, notifying both the applicant and the committee.

### ***Building and Equipment Policies***

1. Keys. The following policies help maintain both building and individual office security.

Proper authorization is obtained with the completion of a "Key Authorization" form by one of the secretaries in the main office. The form contains the name of the person to whom the key is being issued, the key number, the name of the person authorizing issuance, and the period for which the key is being issued. The information is then stored in a database.

Key cards will automatically be prepared to provide each graduate student with a building entrance key and a key to his or her assigned office or study carrel.

All other keys must be authorized by a member of the faculty, clinical staff, or departmental administrative support staff. These persons may authorize keys only for space over which they have direct responsibility. The individual authorizing the key must indicate the period for which the key is to be authorized.

Keys issued on a short-term basis (e.g., one day, one week) for other than offices or study carrels must be returned upon expiration of the authorized period. Keys which have been issued for an academic session must be returned or renewed within two (2) working days after the end of the session. If a key is authorized for longer than the session in which it is obtained, the student must confirm this arrangement with the secretary at the end of each academic session.

It is the responsibility of the key holder to renew or return keys according to these guidelines. A \$5.00 fee will be assessed to the key holder's University account for each key which is not returned or renewed by the appropriate date. A \$5.00 fee will also be assessed for each key which is reported lost or stolen.

Special requests for key authorization should be directed to the chair of the department. The department shall have the prerogative of removing key privileges from those individuals who fail to return keys upon expiration of authorization.

2. Audiovisual Equipment. The department has equipment available for use in all classrooms and some clinic areas. Audiovisual equipment in need of repair or adjustment should be reported immediately to the administrative assistant.

3. Departmental Video Facility. Video recording and playback are available in classrooms, as well as in clinic and lab areas. The department maintains equipment for split-screen recording, date and time insertion, captioning, and dubbing. In addition, the

department maintains a link to the University-wide video cable for teleconferences. Students should contact their advisors if they need to use the video system. For scheduling playback, editing, and special recording needs contact shop personnel (room 27) for assistance.

4. University Computer Facilities. The University maintains several mainframe computers at the Weeg Computer Center. Students are allocated accounts by the Graduate College. Students needing additional allocations should contact the chairperson of the department computer committee. Access to the Weeg Center computers and the University Library's online catalog is available in many of the labs as well as in rooms 10,12 and 205. For assistance contact the system manager (room 122A). No food or drinks are permitted in rooms 10, 12 and 205.

5. Copying Equipment. Students may use the copier located in room 2 on a first come, first served basis at a cost of 10 cents per page. During evenings and weekends Room 2 may be opened with a building entrance key.

Reproduction of materials for TAs to use as class handouts may be done free of charge on the department copier located in room 118. TAs must have authorization from the instructor of the course.

6. Student Word Processing Facilities. Several personal computers are available for student use. These are located in room 10, 12 and room 205. No food or drinks are permitted in rooms 10 12 and 205.

7. Request for Shop Service. All requests for shop services to be performed by departmental shop personnel shall be sent to the shop supervisor.

Requests for shop services must be made by completing forms which are available in the shop. Non-written requests directed to the shop supervisor or the technicians will not assure the completion of the requested services. It is recognized that in some emergency situations a request by phone may be necessary; however, such situations should occur infrequently.

Requests by students for construction of new equipment must be signed by the appropriate faculty advisor or supervisor.

8. Building Facilities. Normally the building is locked at 6 p.m. Monday through Friday and all day on Saturday and Sunday. Exceptions are made for evening classes. **Smoking is prohibited in all areas of the building.**

If it is necessary to move furniture, one must obtain permission from a faculty member and return the items afterward. If it is necessary to move some items on a permanent basis, permission must be obtained from the staff member in charge of each area and the move must be reported to the administrative assistant. In some cases the

administrative assistant is the staff member in charge of an area (student offices, for example).

Soft drink, candy machines, and a dollar changer are located in the student lounge, room 222.

Drinking of soft beverages in the classrooms may be allowed at the option of the instructor in charge of the class.

Each graduate student has an assigned mailbox in the student lounge. Students should check their mailboxes daily. Materials ordered for class work, research, or personal use from companies outside the University, should be sent to the student's home. Personal mail and journals should also be sent to home addresses.

The departmental Media Center in room 2B houses clinic materials and tests, and classroom teaching aids for student and faculty usage. Open hours are posted each semester.

Notices of general interest to student, faculty, and staff are posted on the bulletin board and blackboard in the student lounge, on the bulletin board in the elevator, and on the bulletin board in the hallway outside of room 119.

Problems with building operation, such as temperature control, elevator operation, water and waste drainage, etc., should be reported to the Administrative Assistant..

### ***Grievance Procedures***

Questions or complaints from the faculty and staff about policy, procedures, or ethics (including such issues as plagiarism, falsification of data, inappropriate personnel policies, or financial mismanagement) will be directed to the department chair. Students are free to raise questions or complaints to their advisor, the department chair, or other departmental faculty members. If the chair is involved in an allegation, a faculty member should discuss the issue with the chair; if the issue is not resolved to the faculty member's satisfaction, then he or she may consult with appropriate University personnel outside the department (e.g., affirmative action personnel, the dean of Liberal Arts).

### ***Conflict of Interest Policy***

No faculty member, staff member, or student should be evaluated for admission, promotion, funding, etc., by a faculty member who is an immediate relative (child, parent, brother, sister, spouse) or an individual sharing an intimate personal relationship with him or her. In the case of course grades, examinations, and other academic evaluations involving the above individuals, review by an impartial third person may be requested. Except in unusual circumstances, faculty members will not serve on graduate student committees if they are related to the student.

## **PROFESSIONAL ASSOCIATIONS**

### ***American Speech-Language-Hearing Association (ASHA)***

ASHA (<http://www.asha.org/>) is the national scientific and professional association for speech-language pathologists, audiologists, and speech-language and hearing scientists concerned with communication behavior and disorders. The organization's goals are to maintain high standards of clinical competence for professionals providing speech-language pathology and audiology services to the public, encourage the development of comprehensive clinical service programs, promote investigation of clinical procedures used in treating disorders of communication, stimulate exchange of information about human communication through conventions, publications, and other continuing professional education activities, and encourage basic research and scientific study of human communication and its disorders.

ASHA is recognized as the accrediting agent for college and university programs offering master's degrees in speech-language pathology and audiology, and for programs offering clinical services in speech-language pathology and audiology to the public. The master's degree program in speech-language pathology and audiology at The University of Iowa is accredited by the Council on Academic Accreditation of ASHA. ([http://professional.asha.org/academic/CAA\\_overview.cfm](http://professional.asha.org/academic/CAA_overview.cfm))

All graduate students who hold the master's or AuD degree in speech-language pathology and/or audiology are qualified to become members of ASHA. ASHA members who are full-time students can qualify for reduced membership dues if the signature of the department chair or academic advisor is on the certificate returned with the annual dues statement.

### ***Iowa Speech-Language-Hearing Association (ISHA)***

ISHA (<http://www.isha.org/>) is the state scientific and professional association for those concerned with communication behavior and disorders. The organization's purpose is to promote speech-language pathology and hearing as an area of science and as a service profession. Undergraduate and master's students can join the organization on a student status for a nominal membership fee. Graduate students who hold the master's degree are qualified to become regular members of ISHA.

## **PROFESSIONAL ETHICS AND CREDENTIALS**

### ***The ASHA Code of Ethics***

ASHA requires that members and individuals who hold the Certificate of Clinical Competence (CCC) subscribe to the Code of Ethics. Students must be familiar with the

code and honor its provisions both while they are in training and in subsequent professional activities. [www.asha.org](http://www.asha.org) (Search:Certificate of Clinical Competence).

**The Code of Ethics is found at [www.asha.org](http://www.asha.org) (Search: Code of Ethics)..**

### ***ASHA's Certificate of Clinical Competence (CCC)***

The CCC is granted by ASHA in either speech-language pathology or audiology and is awarded to individuals who have a graduate degree or equivalent and meet specific requirements in academic and clinical preparation. In Speech Language Pathology individuals must have obtained supervised professional experience during a Clinical Fellowship Year (CFY), and have passed a comprehensive national examination (PRAXIS). In Audiology, individuals will either have completed a Masters degree and a CFY or have completed an AuD degree and have passed the comprehensive national exam.

**The requirements for the Certificates of Clinical Competence are found at [www.asha.org](http://www.asha.org) (Search: CCC, and the Requirements and Procedures for the Clinical Fellowship Year are found at [www.asha.org](http://www.asha.org) (Search: CFY).**

### ***Iowa Public School Certification***

The education requirements for school certification were approved by the College of Education and the State Advisory Committee on Teacher Preparation and Certification. A total of 20 hours is needed for Iowa Public School Certification, Endorsement #36 for school audiologist or Endorsement #37 for speech-language pathologist. These 20 semester hours must include:

7E:104 Remedial Methods in Speech and Hearing	2.	S.H.
7E:192 Public School Practicum	2-5	S.H.
7F:180 Human Relations for the Classroom Teacher	3	S.H.

**And** coursework\* in the following areas:

1. Curriculum
2. Foundations
3. Educational measurement
4. Educational psychology
5. Special education
6. Child development
7. Education of the handicapped and the gifted and talented

\*One course may meet the requirement for any number of areas. Although it is not preferred by the Department of Education, Iowa grants a certificate of professional recognition that allows an individual with a master's degree to work in the schools as non-teaching personnel in speech-language and hearing services even though the

person has not fulfilled the previously listed requirements. This recognition certificate is issued only if the person is licensed as a speech-language pathologist or audiologist by the state of Iowa. It is strongly recommended that individuals interested in working in the schools complete the general requirements for regular certification.

Many students enrolling in this program-from other undergraduate programs may have already completed a sequence of education courses including a methods course and school practicum. Although in our program such courses are taken at the graduate level, students who have already taken such courses may not have to repeat them to be eligible for school certification. Such students should see the faculty member responsible for school certification procedures about obtaining certification.

### ***License in Speech Pathology and Audiology***

Iowa law requires that anyone practicing speech-language pathology or audiology outside the public school setting is to be licensed. The Rules and Regulations from the Iowa Board of Speech Pathology and Audiology Examiners provides an outline of instructions on how to apply for a license after the professional master's program has been completed. (<http://www.idph.state.ia.us/licensure>).

### **IMPORTANT**

You may not legally begin to work in Iowa under the scope of this license\* until you are notified by the Iowa State Board of Speech Pathology and Audiology Examiners that your application is complete and approved. If you begin to work (or begin your Supervised Clinical Experience Plan) prior to being notified, you will be asked to appear before the Board for possible disciplinary action.

Documents for licensure and certification in many states now require notarization. The department now has a staff member in the main office (room 119) that can provide this service.

\*The only exception to this rule are those persons described in Chapter 147.152 of the Code of Iowa.