

ACADEMIC HANDBOOK

for

SLP MA/MS and AuD Degree Students in Communication Science and Disorders

20th Edition, August 2011

**Department of Communication Science & Disorders
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Academic Year 2011 - 2012

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Welcome!

This handbook is for students entering the following degree programs in the Department of Communication Science and Disorders (CSD) during the Fall Term of 2011 (also known as 2121):

- Master of Arts (MA) and Master of Science (MS) in Communication Science and Disorders with a concentration in Speech-Language Pathology
- Years 1 and 2 of the Doctor of Clinical Science (CScD) in Medical Speech-Language Pathology
- Doctor of Audiology (AuD)

This handbook contains information about the *academic* requirements for these degree programs only. Information about the Doctor of Philosophy (PhD) and Years 3 to 5 of the CScD are provided in separate handbooks. (For more information about those programs, contact your academic advisor.)

Information about the *clinical* requirements for these degrees is found in the relevant clinical handbooks. This academic handbook is organized into three sections:

- **Section I** contains general information affecting *all* students, regardless of the degree program. (Examples include policies on academic integrity, advising, financial aid, etc. This information is organized alphabetically.)
- **Section II** includes information about the AuD program in Audiology.
- **Section III** includes information about the MA and MS programs in Speech-Language Pathology.

Please read this handbook carefully. **You are responsible for all information contained herein.** To ensure your familiarity with this information, **you must sign and submit the statement at the back of the handbook (Appendix F) confirming that you have read the material**, and pass a quiz on the content of the handbook in your first semester (the quiz is part of the Proseminar course).

You should also become familiar with information in the following additional resources:

- The School of Health and Rehabilitation Sciences (SHRS) Bulletin (<http://www.bulletins.pitt.edu/graduate/shrs.htm>)
- The SHRS Graduate Student Handbook (<http://www.shrs.pitt.edu/Student.aspx?id=219>)
- The Department Course Descriptions (<http://www.shrs.pitt.edu/csd/>)
- The University Calendar and Schedule of Classes (<http://www.pitt.edu/calendars.html>)
- The University Guidelines on Academic Integrity (<http://www.provost.pitt.edu/info/ai1.html>)
- The Membership and Certification Handbook of the American Speech-Language-Hearing Association (ASHA). (<http://www.asha.org>)

In addition to offering these degrees, the Department of Communication Science and Disorders provides the opportunity for students to meet the academic and clinical training requirements for:

- ASHA's Certificate of Clinical Competence (CCC) in Speech-Language Pathology (CCC-SLP) and Audiology (CCC-A) (<http://www.asha.org>)
- American Board of Audiology (ABA) Certification (<http://www.americanboardofaudiology.org/>)
- Pennsylvania Educational Certification: Speech-Language Impaired (<http://www.teaching.state.pa.us/portal/server.pt/community/certifications/7199>)
- Pennsylvania State Licensure in Speech-Language Pathology or Audiology (<http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433205>)

Each of these credentials has separate standards and requirements, and **students are responsible for monitoring and documenting their progress** toward meeting these standards. Please see the relevant sections of this handbook devoted to these credentials for more information about them.

The Department of Communication Science and Disorders reserves the right to make changes and corrections to this document as necessary. If, at any time, you have questions about the information contained in this handbook, ***please consult your academic advisor.***

Section I: General Information *(Applicable to All Students, Regardless of Degree Program)*

Academic Integrity

According to the SHRS Academic Policies Manual (posted on the SHRS website):

“Students have the responsibility to be honest and to conduct themselves in an ethical manner while pursuing academic studies. Students have the right to be treated by faculty in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those recognized within the profession). Should a student be accused of a breach of academic integrity or have questions regarding faculty responsibilities, procedural safeguards including provisions of due process have been designed to protect student rights. These may be found in the SHRS *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures*.”

It is every student’s obligation to know and abide by the University of Pittsburgh’s code for academic integrity, which can be found at <http://www.provost.pitt.edu/info/ai1.html>. CSD adds another requirement: *Students should not submit for credit any work previously or concurrently submitted for credit in another course without prior consent of the instructor.*

Students found in violation of this code will be subject to disciplinary action, in accordance with the policies and procedures stated in the SHRS *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures* (see link at: <http://www.shrs.pitt.edu/student.aspx?id=455>)

Academic Probation

To maintain full graduate status, students must achieve a minimum GPA of 3.000 (based on a 4.000 grading scale) in their graduate study. Students whose cumulative GPA drops below a 3.000, who have completed at least 9 credits, will be placed on academic probation and will receive written notification of this status. At that point, *it is the student’s responsibility* to meet with his or her academic and/or clinical advisor. To be removed from academic probation, students will need to achieve a cumulative GPA of 3.000 within the next two terms of study. Failure to do so may result in immediate dismissal from the program at the discretion of the Department Chair.

Graduate students must have a 3.000 cumulative GPA to be eligible to graduate. Students on probation are not eligible to graduate or to take the comprehensive examinations.

Students who fail to demonstrate satisfactory progress toward meeting graduation requirements in a timely manner may be placed on academic probation or be dismissed from the program at the discretion of the Department Chair. Additional information about minimum passing grade requirements can be found under “grading policies” in this handbook.

Advising

Students are assigned an advisor when they enter the department. The faculty advisor is responsible for monitoring their advisees progress through the program. Other faculty in the department will communicate regularly with the faculty advisors, to ensure that the advisors are aware of their advisees’ performance in classes or clinical assignments. As described under “Annual Review,” student performance will also be discussed by faculty at during a specially designated faculty meeting to ensure that all students are receiving the support they need in the program. Notes from such meetings will be documented in students’ advising files by the faculty advisors.

Students should contact their advisors at any time if they encounter problems or have questions about any aspect of the program.

Before registering each term, students must meet with their advisor to discuss their courses and progress in the program. The online course registration system requires the advisor's signature before a student can register for courses each semester. Advisors will also track any discussions and meetings with their advisees in an electronic advising form, accessible only staff and faculty in the program. This form will be updated at regularly scheduled advising meetings, which must occur at least once each semester, as well as at any additional advising meetings the student and advisor may schedule. Additional meetings will be scheduled as the student nears graduation to ensure that all requirements have been met. Other faculty may also enter information into the electronic student advising form.

The initial assignment of advisors is random and students may request a change at any time. Out of courtesy, students should first meet with both the original and potential new advisors before initiating changes. For students completing a Master's thesis, the thesis director will become the advisor.

Annual Review

CSD faculty and staff conduct a yearly review of all graduate students. The purpose of this review is to verify progress toward the degree, to identify students who are experiencing difficulty, and to discuss solutions to problems that are faced. Additional reviews will be conducted as necessary if concerns are identified by faculty. The clinic committee also reviews student performance on an ongoing basis in monthly meetings.

Appeals

If a student has a concern with a faculty or staff member or with another student, he or she is encouraged to first address this concern with that individual directly. If the concern remains unresolved, the student should speak first with their faculty advisor, then the Department Chair. The student may also consult with the SHRS Academic Integrity Officer for graduate students: George Carvell, PhD. Policies for this, and further appeals, are described in the "SHRS Guidelines on Academic Integrity." This document can be found on the SHRS website at: http://www.shrs.pitt.edu/uploadedFiles/SHRS_Documents/Student_Services/AIGuidelines06.pdf.

Attendance

It is expected that students will attend all classroom and clinical obligations throughout their programs. If a student must miss a class, s/he must notify both his/her academic advisor and the faculty member teaching the course. This notification may be provided from the student's regular Pitt email account. The student is responsible for obtaining information and notes from missed classes, and all assignments must be completed on-time unless accommodations are made by the instructor. Excessive absences may be cause for receiving a failing grade in the course.

If student must miss clinic, s/he must contact both his/her clinical supervisor and Cheryl Messick for SLP students and Elaine Mormer for AuD students. Notification to the clinical supervisor must be provided in-person, or by both telephone and email for missed clinical sessions. Notification can be provided to Cheryl Messick or Elaine Mormer via email. Note that it is not acceptable for students to miss clinic due to any classroom assignments *except* during the specific timeslot that they are taking their final comprehensive examination. It is not permissible for student to miss clinic to prepare for the comprehensive examination or for another upcoming assignment or project in any other course at any time during their program. Excessive absences may be cause for receiving a failing grade in the clinical practicum experience.

Awards

There are two awards available to second-year MA/MS students in speech-language pathology and second-year students in the Doctor of Audiology (AuD) program.

- The *Emeritus Award* was established in 2002 from an endowment funded by an emeritus CSD faculty member. This award recognizes outstanding *academic* achievement.
- The *Lisa Levy* award was originally established in 1985 to recognize outstanding overall achievement and contributions. Following the creation of the *Emeritus Award* in 2002, the *Lisa Levy* award was selected to honor outstanding *clinical* achievement.

Once per year, usually during the Fall term, faculty nominate students for these awards by submitting letters of support outlining nominees' accomplishments and contributions during their graduate school careers. Faculty then vote to select the recipient from this pool of nominees. The recipient of each award receives a letter of acknowledgment and a monetary award. The recipients' names are also inscribed on a plaque that is displayed in the main Department office (4033 Forbes Tower).

There is one funded award open to graduate students in Audiology only. The Avada Book Award is given each term to the Audiology student who has achieved the highest ranking in combined clinic and didactic quality point average (QPA) values from the previous semester. The recipient receives a monetary award intended to cover the cost of textbooks for one semester. This award will remain available as long as the annual funding is available.

The Audrey Holland Endowed Award has been established to support undergraduate and graduate students to design and conduct research in the Department of Communication Science and Disorders and is open to all CSD students. The awardee may use the award for research related supplies and equipment, subject participation, statistical support, travel to present research findings, and other related items. Students conducting or planning to conduct research may self-nominate. For detailed application procedures, please see Appendix D. The Award amount will be announced each year based on available funds.

Awardees are honored at the University Honors Convocation and SHRS Recognition Day ceremonies.

Certification

American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC)

The Certificate of Clinical Competence (CCC), offered by the American Speech-Language-Hearing Association (ASHA), indicates professional certification in Speech-Language Pathology or Audiology. Students apply for the CCC after graduation, though they should learn about the CCC before graduating. For information, see ASHA's Membership and Certification Handbook (available in the department office and distributed to students in their first summer term). Questions about ASHA's requirements for the CCC may be addressed to the ASHA Telephone Hotline (1-800-498-2071) or consult the ASHA website (<http://www.asha.org/certification/AboutCertificationGenInfo.htm>) for more information.

American Board of Audiology Certification (ABA)

The American Board of Audiology Certification program is provided by the American Academy of Audiology and provides professional certification in Audiology. For more information on obtaining ABA certification, please go to <http://www.americanboardofaudiology.org>. The ABA provides both an entry level certificate which a graduating AuD students will qualify for from the University of Pittsburgh and specialty certification which would be obtained after practice and continuing education in a specialty area. Individuals interested in specialty certification provide written materials in support of their application and sit for a national examination in that specialty area.

Clinical Requirements

Clinical requirements can be found in the relevant clinical handbooks for each degree program.

Comprehensive Examinations

CSD graduate students seeking clinical degrees must pass a two-part oral and written comprehensive examination. The comprehensive examination assesses students' ability to think critically, to communicate their thoughts to others in written and oral form, and to demonstrate their grasp of the major academic and clinical content provided in their graduate program. **The requirements for the comprehensive examinations are specific to the degree program in which students are enrolled.** Additional information can be found in the sections on *Comprehensive Examinations* in the portion of this handbook describing each degree program.

Dates and guidelines for scheduling and submitting oral and written comprehensive examinations are strictly enforced. For example, due to scheduling requirements, no comprehensive examinations are scheduled during the summer term. Students should review the dates for their degree program carefully. **Students who do not pass the comprehensive exams prior to the due dates, or in their last semester of study, may be required to register for an additional semester in order to graduate!** Ask your academic advisor if you have any questions about comprehensive examinations.

Students seeking the non-clinical graduate MS Degree are required to complete all of the requirements for a thesis, but they are not required to complete the oral and written comprehensive examination described above.

Computers and Laptops

Students are permitted to use computers to take notes in class **provided that their participation in class – or the participation of their classmates – is not adversely affected.** Individual faculty may place limitations or restrictions on computer use in their own classes. These will be announced to students in class, and students will be required to comply with these requirements.

Council on Academic Accreditation (CAA) – Student Appeals

The clinical entry degree programs in Audiology (AuD degree) and Speech/Language Pathology (Master's SLP) are accredited by the Council on Academic Accreditation (CAA). CAA provides oversight of clinical entry level degree programs to ensure that they allow students to meet the requirements for Clinical Certification (CCC).

Students, faculty, or staff who feel that a clinical program (AuD or Master's SLP) is not in compliance with CAA standards may submit a complaint to CAA. (See compliance guidelines at: <http://www.asha.org/academic/accreditation/accredmanual/section3.htm>.) Students may also contact the CAA in writing at: ASHA, 2200 Research Boulevard, Rockville, MD 20850-3289.

Disability Accommodation

Students who are or may be requesting accommodation for a disability should contact their course instructors and the Office of Disability Resources and Services (DRS) at 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) (<http://www.drs.pitt.edu/>) as early as possible each term. DRS will verify the disability and determine reasonable accommodations for each course.

Email Communication

All students are required to check their University of Pittsburgh email accounts regularly for communication from the department or school. While students may forward their mail to other accounts, faculty and staff are only permitted to use students' official University of Pittsburgh email addresses. Students should check their Pitt email frequently to ensure that mail is not blocked due to full mailboxes or misdirected forwarding addresses. Students are responsible for all requests, deadlines, information, etc. that are sent to their Pitt email accounts.

In order to be consistent with Health Sciences Professional Programs, if you choose to indicate your area of study in your signature line in email or other correspondence, you should use "Audiology Student" or "Speech Language Pathology Student". There should be no reference to the degree you are pursuing (just as you never see a signature line that says "Doctor of Pharmacy Student" – it would be "Pharmacy Student", etc.).

Faculty and Staff

CSD faculty members are available to assist students with any aspect of their academic and clinical training. Current biographical sketches can be found at <http://www.shrs.pitt.edu/csd.aspx?id=140>.

Financial Aid

The CSD policy statement on financial aid (August, 1991) states that departmental aid will reward academic merit. Thus, students with the strongest academic credentials and highest rankings within their programs have the most opportunities for aid. The chair of the Financial Aid Committee can provide information about funding opportunities. As new information is received, it is also posted on the departmental bulletin board in 4033 Forbes Tower. The Office of Admissions and Financial Aid provides information about student loans (412-624-7488; <http://www.oafa.pitt.edu/>), and other resources may be found online (e.g., <http://www.fastweb.com>, <http://www.finaid.org>).

Grading Policy

The minimum required passing grade in any course taken in a graduate program is a C. Any course in which a graduate student receives a grade of C- or lower will *not* count toward degree requirements. Students receiving such a grade in a required course (undergraduate or graduate) must repeat the course and achieve a higher grade. If the grade of C- or lower is received in an elective course, students may either repeat the course or choose a replacement. **In keeping with SHRS policies, there is a limit on the number of times a student may repeat a course:** if a student does not receive a passing grade after the second opportunity to take a course, the student may be dismissed from the program. The full regulations can be found in the SHRS graduate student handbook (<http://www.shrs.pitt.edu/Student.aspx?id=219>).

If a grade of C- or lower is received for a clinic assignment, **neither the credit nor any of the clinical hours** will be counted toward either the degree or ASHA certification requirements. Furthermore, **there is a limit to the number of times a student may complete a remediation or repeat a clinical practicum experience. According to the CSD clinical handbooks:**

- *Across a student's graduate education program they will be permitted to participate in no more than two formal clinic Remediation Plans.*
- *Students who receive a failing grade in more than two practicum experiences (Network, Out-placement or Externship practicum) will no longer be permitted to participate in practicum education.*

Selected courses (e.g., the SLP Master's Comprehensive Examination course) may require a grade higher than the "C". All such courses will be specified in the course syllabus.

Graduation

At the **beginning** of the term in which a student plans to graduate, the student **must** file an Application for Graduation in the Office of Student Services (Room 4024, Forbes Tower). *Reminders may not be issued; it is the students' responsibility to remember this requirement when nearing graduation!*

Students must be registered for at least 1 credit during the term in which they plan to graduate, and they must have been registered for a minimum of 3 credits during the 12 months preceding their graduation month. Thus, if a student has completed all coursework and clinic requirements but has not yet passed the comprehensive exam, s/he must register for at least one credit of examination (or other legitimate credit) in the term in which the examination is taken in order to graduate that term.

Before a student can graduate, his or her advisor must (a) verify that the student has met the academic requirements for the degree program (including passing all required classes and completing the minimum number of credits) and (b) certify that any courses having grades of "G" (work incomplete for reasons beyond student's control), "I" (work incomplete for academic reasons), or "N" (unsatisfactory) are not required for the degree. **All "I," "G," or "N" grades must be removed before graduation if they were received in classes that are required for the degree.**

The advisor must also ensure that the student's file contains a completed **Graduation Clearance Form**, which has the signatures of each of the following individuals, where applicable:

- the academic advisor verifying completion of all academic degree requirements, including the public school track requirements if the student has elected to complete this track
- the thesis advisor, verifying completion of the thesis (if the student has completed a thesis)
- the research advisor, verifying completion of the research practicum (if the student has completed a research project)
- the Clinic Coordinator, verifying completion of all clinic credits and ASHA clinical requirements (if the student has completed a clinical program)
- the Department Chair, for final approval for graduation.

Early in the term that they plan to graduate, students should contact their academic advisor and the Director of Clinical Education to hold appointments to clear them for graduation.

Students will not need an individual appointment with the Department Chair, though they will be required to submit signed graduation clearance forms to the Chair for his or her signature.

Knowledge and Skills Acquisition (KASA) form

The Knowledge and Skills Acquisition (KASA) form was developed by the American Speech-Language-Hearing Association (ASHA). It confirms that students have acquired all of the knowledge and skills necessary for entry into clinical practice in their respective field.

There are separate KASA forms for Audiology and Speech-Language Pathology. Students must ensure that they have completed their KASA form prior to graduation. To facilitate this, nearly completed KASA forms have already been prepared by the department. They are available on the BlackBoard website for ProSeminar (CSD 2060).

The nearly completed forms include all of the *academic coursework*. Students and their advisors should review the KASA form each semester to ensure that all coursework is represented. *Clinical experiences* and competencies are documented through the Typhon system, so these columns do not have to be filled out on the KASA form. Instead, students can print their Typhon summary and attach it to their KASA form to provide documentation of clinical competencies.

Key Reminders About the KASA Form

- Completed KASA forms, including all of the standard *academic* content for the speech-language pathology and audiology, are available as Excel files on the ProSeminar BlackBoard website. The file will need to be downloaded to a local computer before it can be used.
- The file has 4 worksheets in it. Sometimes, the tabs for selecting worksheets are not visible online, but they will be visible once the file has been downloaded.
- Students only need to change the standard KASA file if they have not completed the standard courses. Changes can be made directly in the file using Excel.
- Students can add information from optional courses to the KASA file if they are relevant to the knowledge and skills outlined in the KASA.
- The Typhon system tracks the competencies for the clinical experiences. **Students who have used the Typhon system carefully will not need to fill in the practicum column of the KASA.** Instead, they can attached the Typhon summary to the KASA to provide needed documentation.
- Students should put their name on every page of the KASA form and Typhon addendum and sign the KASA form during their final academic checkout.
- Students should make sure their academic advisor reviews the KASA checklist and signs the KASA form before submitting the file for Dr. McNeil's signature.
- For information about the KASA form, contact Dr. Yaruss (jsyaruss@pitt.edu).
- For information about the Typhon system, contact Dr. Messick (cmessick@pitt.edu)

Organizations, Professional and Student

National Student Speech, Language and Hearing Association (NSSLHA)

The University of Pittsburgh Chapter of the National Student Speech, Language and Hearing Association (NSSLHA) is open to all CSD graduate and undergraduate students. NSSLHA is responsive to students' professional and social needs and is an active and integral part of the department. Information about NSSLHA meetings, along with other announcements of coming events, will be placed in your mailbox as well as on the bulletin board in 4033 Forbes Tower.

Student Academy of Audiology (SAA)

The Student Academy of Audiology (SAA) is the professional student organization dedicated to the advancement of educational and clinical training in the profession of Audiology with emphasis in enhanced patient care. SAA is affiliated with the American Academy of Audiology. The Pitt Chapter of SAA promotes public awareness of Audiology and student involvement in social, community, and educational programs. Information about SAA meetings along with announcements of coming events will be placed in students' mailboxes and posted in the department office.

Pennsylvania State Licensure

In order to engage in clinical practice, graduates must obtain a valid Pennsylvania State License. Questions about licenses for Speech-Language Pathology or Audiology may be addressed to the Pennsylvania State Board of Examiners in Speech-Language and Hearing, at (717) 783-7156 or at: <http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433205>.

Proseminar (CSD 2060)

The Proseminar exposes students to a variety of content, issues, and perspectives from CSD and related fields. To meet the Proseminar requirement, students must attend **three** presentations with scientific, clinical, or professional relevance to the discipline on the following schedule:

- MA/MS SLP students must register each fall and spring term for the duration of their program.
- CScD students must register each fall and spring term for the first two years in their program.
- AuD students must register each fall and spring for the first three years in their program.
- There is no Proseminar requirement in the summer.

Qualifying presentations include seminars; colloquia in CSD and other departments; lectures at Pitt, CMU or other universities; Matthews-Rubin lectures or other presentations; professional meetings; clinical forums; etc. Because of the broad nature of the assignment and the vast array of acceptable presentations, **there is no need to verify that a session qualifies, as long as it is related to the field in a meaningful way.** Following each presentation, students answer a series of questions on the Proseminar BlackBoard site to allow faculty to verify that the requirement has been met.

Key Reminders about the Proseminar Requirement

- Students do not need to obtain approval for presentations they attend as long as the presentations are related to the field of Communication Science and Disorders in a meaningful way.
- If a student attends more than one session at a state or national convention or other multi-session event, all of the sessions attended can be counted toward the proseminar requirement provided that the student writes each session up separately as described in the documentation section.
- A helpful list of presentation can be found at the Pitt Health School's Calendar of Events (<http://www.health.pitt.edu/>). Other presentations may be announced on BlackBoard as they are brought to the faculty's attention. Students can post a note to the ProSeminar discussion board if they learn of any other presentations.

Registration and Tuition

During the fall and spring terms, graduate students registered for full-time study (between 9 and 15 credits) are charged a single full-time tuition fee. During the summer term, tuition is charged individually for each credit taken. Students are not permitted to register for more than 15 graduate credits in a term without written permission from the Dean of the academic center in which the student is pursuing a degree. Graduate students who register for more than 15 credits will be billed for each additional credit that exceeds their full-time rate. Individual schools and departments may restrict the maximum load of their graduate students. The program code for the registration form is **390615**.

Registration Procedures

The University of Pittsburgh uses an online registration system for course selection. Each semester, students will receive an email indicating when registration for the following semester is available. To ensure that student register for the proper courses, an academic hold is placed on all students' files.

To have this academic hold released, students must meet with their academic advisors **prior to using the online registration system** to discuss their courses for the upcoming term and review their progress in the program. Note that it is not acceptable for other faculty to sign a student's registration form unless specific permission is given by the primary academic advisors. Students should not plan to have faculty sign their forms in-class or in the hall – a formal meeting is required so student progress can be evaluated regularly throughout the program and so the advising tracking forms can be updated by the faculty advisors.

Students should bring a registration form with them to the meeting so they can obtain their advisor's signature. Students should then submit the signed form to the Registrar's Office to have the academic hold lifted. Once the hold is lifted, students can proceed with registration using the online system. Questions about registration should be directed to the student services office (<http://www.shrs.pitt.edu/student.aspx?id=654>).

Research Projects

All graduate students are strongly encouraged to contact individual faculty members to learn about opportunities to participate in research projects within the department. Information on research opportunities is available on the department's website, as well as in the "Research Opportunities" notebook in the department office, 4033 Forbes Tower. **AuD students are required to complete a research project** (see the Audiology Section for specific requirements).

Substitution of Courses/Course Equivalency

Students who believe that they have fulfilled the requirements of a graduate course through a different course may request review of that course by the current instructor of the course for which they are requesting substitution. The student should bring all relevant materials available about the content and scope of the course that he or she has completed (including the course syllabus, the textbook used, class notes, examinations, papers, projects, etc.) to the current course instructor in order to determine whether the courses are equivalent. **The current course instructor has the responsibility and authority to make this determination.** If the instructor approves the course equivalency, he or she will place a signed and dated letter in the student's departmental academic file. *Approval of course a substitution or equivalence does not reduce the number of required credits for the degree.*

Technical Standards

To acquire requisite knowledge and skills to practice as an audiologist or speech language pathologist, graduate students must be able to function in a broad variety of clinical situations and provide a wide spectrum of patient care. Students must possess certain skills and abilities to successfully complete both the academic and clinical components of the curriculum with or without reasonable accommodations for disabilities. All graduates must be able to perform tasks such as: taking a case history, and complete diagnostic evaluations. They must also be able to synthesize these findings into a diagnosis and plan of treatment. Ultimately, these tasks must be accomplished independently, without aid of an intermediary.

These skills and abilities are divided into five areas: *communication, motor, intellectual-cognitive, sensory-observational and behavioral-social*. Students must be able to undertake all curricular requirements to the satisfaction of faculty to become competent and reliable practitioners. To this end, the Faculty of the Department of Communication Science & Disorders has established the non-academic criteria (Technical Standards) that graduate students must possess to enroll in and to continue in academic courses and clinical placements required for the AuD or MA/MS SLP degree.

These technical standards are shown in Appendix C. **All students must carefully review the specific technical standards for their program (Audiology or Speech-Language Pathology), sign the statement in the Appendix, and submit it Theresa Niecgorski by August 30, 2010.**

Section II: Audiology Degree Programs

Overview

The following is a curriculum outline for the four-year Doctor of Audiology (AuD) degree.

AuD Students Wishing to Obtain a Master's Degree:

Students making successful progress towards meeting the requirements for the AuD Degree also will be awarded the MA Degree after the requirements for that degree are met. If AuD students want to receive the MA degree, they need to apply for it at the end of their 3rd year, presuming they have successfully completed all appropriate coursework and comprehensive exams. The University will not allow students to get the MA and the AuD degrees at the same time. Students will apply for the AuD degree to be granted during the 4th year.

While it is not typically recommended, students can conclude their training with the Master of Arts or Master of Science degrees in Audiology. Please consult your adviser if you intend to obtain either of these degrees rather than the AuD Degree. Students also should be aware of the option to pursue a PhD Degree before or after the AuD is obtained.

AuD students have some flexibility in what and when they choose to register for elective courses. Possible opportunities to schedule elective requirements have been noted in italics.

- You are required to take **4 electives**. Electives must be pre-approved by your advisor and must include:
 - 1 doctoral level course (3000 level)
 - 1 graduate level course (2000 or higher)
 - 1 “other” elective (any level)
 - 1 speech-language pathology graduate-level course
- Students must register for 2 credits of **Research Practicum (CSD 2971)**. Both credits may be taken in the same or in different semesters.
- Students must register for 5 semesters of **Clinical Procedures Lab (1-1, 1-2, 2-1, 2-2, 2-3)**--one credit each of the first 5 semesters.
- Students will register for 6 semesters of **Advanced Clinical Seminar (3-1, 3-2, 3-3, 4-1, 4-2, 4-3)**--one credit for the last 6 semesters.
- Students must register for **Pro Seminar (CSD 2060)** for the fall and spring semesters of the first 3 years of study. In the third year of the program, if your clinic schedule permits, Proseminar will require your attendance at Research Roundtable, organized by PhD students in the CSD program.

Clinic registration will vary for each student by semester; however, you **MUST** register for:

- a minimum of 1 credit of clinic for each semester of the program. Each semester you will be instructed by the Audiology Clinic Coordinator, to register for as many as 4 credits of clinic. Please be sure to verify the appropriate number of clinic credits for which you must register each semester.
- at least one semester of Advanced Audiology Clinic Practicum-Network (**one credit CSD 2656**) in the second or third year of the program, as directed by the clinical coordinator.

All students must register for 1 credit of **Speech Practicum Network (CSD 2065)** in either the 1st fall or 1st spring of the program. The semester you will register for this will be determined by the SLP and Audiology Clinic Coordinators.

Doctor of Audiology (AuD): Required Coursework

Fall 1st year (2111)		<u>CREDITS</u>
CSD2040	Audiologic Assessment	3
CSD2042	Audiologic Assessment Lab	1
CSD205?	Clinical Procedures Lab	1
CSD2047	Amplification I	3
CSD2041	Management of Adult Hearing Problems	3
CSD2056	Audiology Practicum Network - AuD	1
CSD2060	Proseminar	0
CSD2065	Speech Practicum Network	1*
<i>*Some students will be assigned to an SLP practicum this semester.</i>		Total: 12-13 credits

Spring 1st year (2114)		
CSD2046	Pediatric Evaluation	3
CSD2045	Physiological Assessment	3
CSD2651	Medical Audiology	2
CSD2055	Pediatric Auditory Rehabilitation	3
CSD2051	Clinical Procedures Lab 1-2	1
CSD2056	Audiology Practicum Network - AuD	1
CSD2060	Proseminar	0
CSD2065	Speech Practicum Network*	1*
<i>*Students who did not register for this in the fall.</i>		Total: 13-14 credits

Summer 2nd year (2117)		
CSD2044	Differential Assessment	3
CSD2049	Aging Auditory System	3
CSD2251	Vestibular Assessment and Rehabilitation	3
CSD2602	Educational Audiology	2
CSD205?	Clinical Procedures Lab 2-1	1
CSD2056	Audiology Practicum Network -AuD	1-2
		Total: 13-14 credits

Fall 2nd year (2121)		
CSD2654	Practice Management	3
CSD2048	Sound and Vibration	3
CSD205?	Clinical Procedures Lab 2-2	1
PsyEd2018	Statistics 1: Descriptive and Inferential Stats(see notes)	3
CSD2081	Research Strategies and Tactics	3
CSD2057	Audiology Practicum Outplacement	2
CSD2060	Proseminar	0
		Total: 15 credits

Spring 2nd year (2124)		
PsyEd2019	Statistics 2: Analysis of Variance (see notes)	3
XXX	<i>Elective*</i>	3
CSD2110	Neuroscience of Communication	4
CSD2052	Clinical Procedures Lab 2-3	1
CSD2062	Introduction to clinician-client communications	1
CSD2057	Audiology Practicum Outplacement	2
CSD2060	Proseminar	0
		Total: 15 credits

**The elective will need approval from your advisor. An independent study in an area of interest is a possibility if you can identify a faculty member willing to mentor your study. Other possibilities for electives are a Doctoral Seminar, or courses outside the department. Electives and SLP graduate level course requirement are italicized and are flexible in the terms of which they can be taken by the student.*

Summer 3rd year (2127)

CSD XXX	<i>SLP Graduate Level Course (or elective)*</i>	3
CSD2252	Advanced Physiological Assessment	3
CSD3049	PhD Seminar in Audiology (Genetics)	3
CSD265?	Advanced Clinical Seminar 3-1	1
CSD2057	Audiology Practicum Outplacement	2
CSD2656	Advanced Audiology Clinic Practicum Network**	1
		Total: 13 credits

* Required during at least one semester of the program

**Required at least one semester by end of the 3rd year

Fall 3rd year (2131)

XXX	<i>Elective (2000 level or higher)</i>	3
CSD2600	Medical Rotation/Temporal Bone Course	1
CSD2601	Supervision	1
CSD2971	Research Practicum*	1
CSD2038	Physiological and Psychological Acoustics	3
CSD2454	Amplification 2	3
CSD265?	Advanced Clinical Seminar 3-2	1
CSD 2057	Audiology Practicum Outplacement	2
CSD2060	Proseminar/Research Round Table	0
		Total : 15 credits

*The Research Practicum credit can be taken any of the first 8 semesters but should be completed before the end of the Spring semester of the 3rd year.

Spring 3rd year (2134)

CSD2456	Developmental Speech Perception	3
CSD3971	Research Practicum	1
CSD2063	Developing Clinician-Client Communication	1-2
CSD2657	Advanced Clinical Seminar 3-3	1
CSD2057	Audiology Practicum- Outplacement	2
CSD2060	Proseminar/Research Round Table	0
XXX	<i>Elective (3000 level)*</i>	3
		Total: 11-12 credits

*This is the last chance to fulfill elective requirements.

The order in which electives are taken can vary.

Summer 4th year (2137)

CSD265?	Advanced Clinical Seminar 4-1	1
CSD2659	Externship	4
		Total: 5 credits

Fall 4th year (2141)

CSD265?	Advanced Clinical Seminar 4-2	1
CSD2659	Externship	4
		Total: 5 credits

Spring 4th year (2144)

CSD2658	Advanced Clinical Seminar 4-3	1
CSD2659	Externship	4
		Total: 5 credits

Total Minimum Credits = 122
(updated 8/11/11)

Notes:

- AuD students are required to complete 6 credits of statistics. The 2 course sequence listed above is recommended but other options are available. Students should discuss these options with their advisor.
- The AuD program curriculum outlined above is the anticipated/suggested plan of study and is subject to change. Variability may occur due to teaching loads of instructors or other scheduling issues.
- The Externship year will place you on a part-time registration. Please be aware of potential consequences in changing to part-time student status (loans, health care, etc). It is your responsibility to investigate the possible consequences of part-time registration. You may choose to continue full-time registration (minimum 9 credits).
- Students wanting to graduate in April of the 4th year must begin the AuD externship by June 1 of the previous year. Students must complete a minimum of 11 months of externship in order to graduate with the AuD degree (see Externship Handbook).

Required and Recommended Opportunities

AuD and MA audiology students are required to attend the Audiology Clinic Forum, which is held one Friday of every month (7:00-8:00 a.m.) in Forbes Tower. Audiology students also are encouraged to take advantage of the following opportunities as often as possible:

When	What / Contact	Location
3rd Saturday of every month at 10:00 am	Hearing Loss Association of America	DePaul Institute 6202 Alder Avenue, Shadyside
Thursdays, 3:30pm	Otology/Audiology Rounds Barry Hirsch, M.D./Catherine Palmer, PhD	Eye and Ear Institute 4 th Floor, Meeting Room
1 st Tuesday of each month 7:15 a.m.	Implant Rounds- Otology/Audiology Adults and Pediatrics	Eye and Ear Institute 4 th Floor, Meeting Room
<i>Note: for the Eye and Ear Meetings it is wise to confirm that they are taking place – call 412-647-2030</i>		

Several journals provide free subscriptions to students. Ear and Hearing and Journal of the American Academy of Audiology contact the department and request a list of current students when they provide free subscriptions. This will be taken care of for you. In order to receive free online access to Seminars in Hearing, go to www.thieme.com; search “Seminars in Hearing”; Select “Seminars in Hearing”; select “Graduate students – click here for free subscriptions”. Go to www.hearingreview.com and select “subscribe” to receive a complimentary subscription the Hearing Review. Go to www.hearingjournal.com and select “Magazine Subscriptions” to receive a complimentary subscription to the Hearing Journal. Students can access Audiology Online (www.audiologyonline.com) at no charge. Audiology Online has numerous educational talks that may assist you in your course and clinic work. Go on the site to get a sense of what it has to offer.

Comprehensive Examinations

Students in the AuD program are required to successfully complete two comprehensive examinations before the degree can be awarded.

Comprehensive Exam I

The first comprehensive examination will be completed in the **Spring** of the **second year** of study. This will be in a written test format that will test the depth and breadth of the student's knowledge attained during the first four semesters of graduate study.

An *ad hoc* committee of Audiology faculty members will administer this comprehensive examination. The exam is given on the Friday before Spring Break each year. Students are expected to demonstrate competency in three areas: Basic Science, Diagnostics and Habilitation/Rehabilitation. Competency is defined as a score of 80% or better for each of the areas. Failure to achieve this level of performance will necessitate a retake of the examination for those areas failed. Retake of the examination will occur after a review of results of the first exam. The retake exam will be an alternate written form of the first exam and will be offered two weeks after the initial exam. Students will retake all exam questions in the competency areas missed on the first exam. On the retake, students failing to achieve an 80% score will be required to take an oral exam covering the area(s) of deficiency. The oral exam will be offered one week after the re-take exam. Students who fail to achieve 80% on the combined written (second) and oral components are required to complete a remediation plan. Remediation activities will be developed by the audiology faculty in an attempt to fill in the knowledge base in the areas of deficiency.

Comprehensive Exam II

The Comprehensive Examination II process begins when the student selects a case for which he/she has substantial ownership in case management. This case should include all necessary diagnostic and treatment information. Permission to present this case **MUST** be given by the externship preceptor/site supervisor and be in accordance with HIPAA regulations. The student will then submit a brief description of the proposed case to the student's advisor for approval prior to writing. The comprehensive examination consists of a written and an oral component.

Required Content for the Written and Oral Components:

- Detailed background history of the case. Include assessment tools and results (student-administered and others), interpretation, treatment plan, outcome measures, etc.
- Explanation of missing information
- In-depth review of literature relevant to the case
- Critical analysis of the strengths and weaknesses of case as executed (e.g., did practices meet standards of care – medical or discipline specific?)
- Support of evidence-based practice

Pass/Failure of the written portion of the comprehensive examination will be determined by the assigned comprehensive examination committee of three faculty members. Students who do not pass the written portion will be given general feedback and one opportunity to rewrite the document. Students who do not pass the oral portion will be given general feedback and one opportunity to re-present the same case. The oral comprehensive presentation is open to students, faculty, and the professional community. Students are required to attend these presentations in years 1-3 of the program and will be excused from classes and clinic during these presentations. The presentations for 2012 will occur on March 22, 2012. (Note: This may be expanded to two days; you will be notified of any changes.)

Guidelines for the Comprehensive Examination

A rubric to help guide students in this process can be found in Appendix E.

Written Document

1. ALL CLINICAL TEST RESULTS SHOULD BE DISPLAYED ANONOMOUSLY AS PER HIPAA REGULATIONS and confidentially requirements. Put test results onto blank formats (no clinic designation) and eliminate names of patients, families and professional practitioners.
2. Submit an electronic copy to your academic advisor.
3. After receipt of your document, your comprehensive committee will be established and provided with copies of your document.
4. If necessary, as determined by the committee, the student may be asked to redo the written document and/or the presentation. When directed by your committee, you will submit an electronic copy to www.turnitin.com after final approval from your committee.
5. Documents must be written using the most recently published APA format, in 12 point Arial or Times New Roman type, double spaced, with one inch margins on all sides.
6. Number pages with a running header.
7. You are advised to submit the written document as early as possible. See the timeline below.
8. The written comprehensive must be **PASSED** by your committee before the oral defense will be scheduled.

Oral Defense

1. Students will present the “case,” not the paper. Specifically, present background/case history for your patient; test results; follow-up/management. Give information on syndromes, unusual aspects of the case as appropriate.
2. **all test results should be displayed anonymously as per regulatory and confidentiality requirements.** Copy any test results onto blank formats (no clinic designation) and eliminate names of patients, families and professional practitioners.
3. Presentation slides (e.g., PowerPoint) should contain no more than 6 lines per slide, 6 words per line. Slides are to be used as prompts, not scripts; students will not be allowed to read slides.
4. Briefly explain clinical decisions during the presentation with evidence cited as appropriate.
5. Case presentation should take approximately 30 minutes.
6. After you have finished, members of the audience (students & faculty) will ask questions OF ANY TYPE. Following a finite period of time allocated to audience questions, your committee will commence the oral examination. Your responses and answers should reflect evidence provided in your written paper as well as an understanding of the education you have achieved.
7. When all questions have been answered, you will be asked to leave the room, as will other non-committee members. The committee will vote on your pass/fail/re-presentation (if first oral presentation) for the clinical doctoral comprehensive oral examination and impart the results to you.

Timeline for a Spring Semester Graduation:

1. Submit your written comprehensive document no later than **October 1** of your final or externship year. As indicated above, earlier is better. Anyone submitting the written document after October 1st may jeopardize the ability to defend orally on the scheduled date and therefore may not be eligible for an April graduation.
2. The student should receive feedback from the committee chair within a month of submitting their written document. This should occur no later than **December 1**.
3. If a rewrite is required, it should be submitted by **January 1**.
4. Upon receipt of the re-written document, the committee will have 3 weeks to review it and provide feedback to the committee chair. As with the initial submission, the committee chair should give the student feedback within a month of receipt of the document. This should occur no later than **February 1**.
5. The oral defense is scheduled by the department and you will be expected to arrange to be present for the defense by organizing appropriate travel from your externship. Fourth year students are required to attend their classmates’ oral comprehensive examinations and to schedule their travel

plans accordingly. You will be provided with the specific date of the oral defense at the beginning of your externship.

6. If a retake of the oral defense is required, it will be scheduled by the department. Individuals requiring an additional oral defense may not be eligible for April graduation.

All Audiology students are expected to pass their comprehensive examination(s). Failure to pass either of the above examinations within three examination cycles will result in the student's dismissal from the Audiology program.

Research Project Information and Guidelines for AuD Students

Research projects are required for students in the AuD program. These projects are completed under the direction of a faculty advisor during the first three years of study. AuD students should discuss this requirement with their faculty advisor early in their program of study. The research project required by students pursuing the AuD must ultimately meet requirements mutually agreed upon by the student and the supervising faculty member. Supervising faculty must be members of the graduate faculty of the University of Pittsburgh but need not be the student's academic advisor.

Minimum requirements for the project:

- Research question(s), data collection and analysis and written requirements as decided and agreed upon by the student and supervising faculty member
- Presentation of study to CSD student faculty (e.g., through posters, technical sessions or one-hour individual presentations)

Additional requirements:

- Students must complete research modules for IRB and HIPAA compliance
- Students must complete research agreement with supervising faculty

Timeline for AuD Student Research Practicum

Spring Semester, First Year: Students will have the opportunity to discuss practicum requirements in detail within CSD2044 Differential Assessment. By the end of the spring term, students will have been exposed to the wide breadth of the profession of audiology through didactic classes and clinical placements. During this semester, students should begin reading in areas of interest and initiate discussions with appropriate faculty members about possible opportunities for research practicum.

Summer Semester, 1st Year. It is strongly recommended that the student have the research practicum experience and faculty supervisor identified by this semester. The signed research agreement (Appendix B) should be completed during the summer semester, 1st year as well. The student should begin background literature review for the project.

Fall Semester, 2nd Year

- Complete IRB and HIPAA training modules
- Begin IRB approval process
- Apply for SHRS funding if needed

Spring semester, 2nd Year

- Complete IRB process and begin data acquisition

Fall semester 3rd Year

- Complete data acquisition
- Begin data analysis

Spring Semester, 3rd Year

- Complete project to the satisfaction of supervising faculty

Summer Semester, 3rd Year

- Present findings.

Research Practicum by AuD Students outside the Department

AuD students may complete their research practicum requirements under the supervision of a qualified faculty member outside the department providing their research supervisor is a University of Pittsburgh graduate faculty member and the student has received pre-approval from their academic advisor to complete their research outside the department. As with all projects, a clear prospectus outlining the background, methods and procedures of the project should be approved by the advisor (or other faculty member with expertise in the area of the proposed research) and the outside project director before it is initiated. The academic advisor (or designated departmental faculty member) is the ultimate judge of the completion of the project and has the responsibility of signing off on the project and documenting its completion. While this is not a “co-directorship” *per se*, a close collaboration between CSD faculty and the outside research project advisor is essential under this arrangement.

Section III: Speech-Language Pathology Degree Programs

Overview

Graduate students in Speech-Language Pathology may pursue:

- one of the Master's degree options described below (MA or MS in Speech-Language Pathology)
- the Doctor of Clinical Science in Medical Speech-Language Pathology (CScD), an advanced degree for those seeking additional clinical education, specialization, and teaching careers
- the Doctor of Philosophy (PhD) degree, for those planning to pursue research and teaching careers.

This section of the handbook describes requirements for the SLP master's programs; the CScD and PhD programs are described in separate handbooks.

Master's Degrees in CSD with Concentration in Speech-Language Pathology

Three options are available to students seeking a master's degree in Speech-Language Pathology:

- Students who wish to become **licensed and certified Speech-Language Pathologists (SLPs)** must successfully complete the coursework and clinical practicum requirements listed below, in addition to either a comprehensive examination or a master's thesis (both described below). Those completing the comprehensive examination will be awarded the Master of Arts degree; those completing a thesis will be awarded the Master of Science degree.
- Students who will be continuing from the MA degree directly into the **Clinical Doctorate (CScD)** degree program will be required to *first* fulfill all requirements for the MA degree shown below. Additional details about the CScD program are provided in a separate handbook.
- Students interested in **master's level research preparation** rather than clinical practice in Speech-Language Pathology should complete all of the academic coursework listed below. In place of 10 credits of clinical practicum, students in the "research track" complete 6 credits of coursework in statistics or research design approved by their academic advisor, up to 6 credits of research practicum in a setting approved by the academic advisor, and a thesis.

Note: Students who do not complete the clinical training will receive the Master of Science degree and will not be eligible to seek clinical licensure or certification in Speech-Language Pathology upon graduation. (Students who complete *both* the clinical requirements and the thesis will receive the Master of Science degree *and* be eligible for licensure and certification in Speech-Language Pathology.)

Prerequisites Courses

Prior to enrolling in required courses for the Master's degree or AuD programs, students must complete several prerequisite courses. This includes courses in biological sciences, physical sciences, etc. that are required for certification.

Typically, these prerequisite are completed as part of an undergraduate or post-Baccalaureate program prior to admission into the Communication Science and Disorders graduate program.

During the initial advising meeting, students will work with their advisors to verify that they have completed all of the prerequisite coursework. **If a student is missing any of the required prerequisite courses, these will need to be taken during the graduate program, either at the University of Pittsburgh or outside the University.** Students will not be able to achieve certification unless all of the prerequisite courses are accounted for.

Required Coursework

Following is a *sample* schedule listing the required courses for the clinical Speech-Language Pathology Master's Degree. Due to scheduling changes, a student's actual program may not match this sample exactly, though the sample lists all presently required coursework. Students will be provided with a plan of study form at the beginning of their program for review. Working with their advisors, students will update and maintain their plan of study form regularly throughout the program.

First Year

Fall Term (2111)

2060	Proseminar
2064	Clinical Decision Making
2070	Articulation & Phonological Disorders
2071	Child Language Disorders I
2076	Dysphagia
2065/66	Clinic Practicum

Spring Term (2114)

2060	Proseminar
2062	Intro to client-clinician communication
2039	Motor Speech Disorders
2055	Pediatric Audiologic Rehabilitation*
2072	Fluency Disorders
2075	Aphasia
2065/66	Clinic Practicum

Summer Term (2117)

2074	Cleft Palate/Craniofacial Disorders (taken during 1st or 2nd year)
2082	Professional Issues (taken during 1st or 2nd year)
2065/66	Clinic Practicum

Second Year

Fall Term (2121)

2060	Proseminar
2020	Audiologic Assessment for SLP Students
2042	Audiologic Assessment Lab
2077	Augmentative Communication
2081	Research Strategies & Tactics
2275	Cognitive-Communicative Disorders
2062	Intro. to clinician-client communications
2041	Management of Hearing Problems*
2065/66/67	Clinic Practicum
2069	Comprehensive Examination in SLP**

Spring Term (2124)

2060	Proseminar
2063	Developing clinician-client communication
2073	Voice Disorders
2250	Child Language Disorders II
2066/67	Clinic Practicum
2069	Comprehensive Examination in SLP**

Summer Term (2127)

2074	Cleft Palate/Craniofacial Disorders (taken during 1st or 2nd year)
2082	Professional Issues (taken during 1st or 2nd year)
2066	Clinic Practicum

*SLP students take either CSD 2055 or 2041.

CSD 2069 must be taken in either Fall **or Spring Semester of the second year. Students will be informed by the faculty about when they will register for the class during their first summer term.

Students must complete a total of 75 credits, including both their undergraduate prerequisite and required graduate courses, in order to receive the Master's degree in Communication Science and Disorders. Of these, **50** will be required graduate courses and **10** will be required clinical courses.

Clinical Practicum Credits

As part of the required coursework, students seeking clinical certification must take 10 credits of clinic practicum (CSD 2065/2066/2067). **At least 1 of these 10 practicum credits should be an Audiology Practicum (CSD 2056). This course is typically scheduled during the fall or spring term of the first year.** Students will be notified by the Director of Clinical Education when they should register for this credit.

Comprehensive Examinations for SLP Students

The comprehensive examination for students in the SLP Master's degree program consists of a 1-credit course (CSD 2069), taken in the fall or spring semester of their last year in the program, which includes a final oral examination. The determination of whether the student takes the comprehensive examination course in the fall or spring term is based on their clinical placements during the second year of their program. Students will receive an email in the middle of their first summer

The course focuses on developing and evaluating students' ability to think critically, to evaluate literature, to provide concise and coherent summaries of clinical and academic information to others in written and oral form, and to demonstrate their grasp of the major academic and clinical content provided in their graduate program. The final oral examination consists of a brief presentation by the student followed by an extended question-and-answer session by selected members of the faculty.

Requirements for passing the comprehensive examination course are provided in the course syllabus. Students who do not pass the examination during their last semester of study may be required to register for an additional semester in order to graduate. Specific details about the course and the final case presentation are provided during the course, though students should be sure to ask their academic advisors if they have any questions about comprehensive examinations.

Thesis Option

Students who complete a Master's thesis (in either in the clinical track or the non-clinical track) are exempt from the comprehensive examination and will be awarded a Master of Science degree. The thesis project should address an experimental question through the collection and analysis of data or through the analysis of previously collected data that are appropriate for the question being investigated. The culmination of the work often will be a nationally presented paper or article submission.

Thesis students will have an examining committee of at least three University faculty members, including the research director, who serves as chair. At least one member of the thesis committee must have graduate faculty status at the University of Pittsburgh. Outside members are allowed but not required. The student's thesis director will advise the student in the selection of additional committee members, though students have primary responsibility for recruiting committee members. The Department Chair must approve the appointments for each thesis committee.

For a thesis to be accepted, and for the student to graduate, the thesis committee must approve:

- the research proposal (during a "prospectus" meeting),
- an oral defense of the thesis
- the written thesis document

A Master's thesis is a time-intensive endeavor; an acceptable thesis is unlikely to be completed in less than two to three semesters. Therefore, students who are contemplating the thesis option should meet with their potential thesis advisor as early as possible, and no later than the spring term of their first year in the program. The thesis planning should be well underway by the first summer term.

Note that the Master's degree cannot be awarded until the thesis has been completed and accepted, even if all other credits and requirements have been fulfilled. The completion of the Master's degree is required in order for students in the clinical program to pursue certification.

There is no minimum requirements for the number of credits in which a student must enroll for the thesis, though it is expected that students will enroll in **at least one research credit** (CSD 2000) during each term that they are working on the thesis. Students should not register for an "overload" of credits in order to work on the thesis.

The University requires all theses and dissertations to be submitted electronically as described at <http://www.pitt.edu/~graduate/etd/news.html>. It is customary for the student to present a bound thesis copy to at least the thesis director. Additional details and expectations about the Master's thesis (e.g., breadth, format, etc.) can be obtained from the student's thesis director.

All research involving human beings must be approved, **before it is started**, by both the SHRS Scientific Review Committee and the University of Pittsburgh Health Sciences Institutional Review Board (IRB). Additional IRB approval may be necessary depending on the location at which the research will take place. Additional information on the approval process can be found in the SHRS Graduate Handbook. The University of Pittsburgh Health Sciences IRB (412-383-1480; <http://www.irb.pitt.edu/>) has explicit requirements for protocols, consent forms, and advertisements that are submitted for committee approval. These requirements are published in the *Reference Manual for the Use of Human Subjects in Research* (<http://www.irb.pitt.edu/manual/default.htm>).

Pennsylvania Educational Certification Requirements

Graduate students completing the requirements for clinical certification in Speech-Language Pathology have the option of meeting requirements for Pennsylvania *Educational Certification Program in Speech & Language Impaired*. This certification is required in Pennsylvania for SLPs who work in school settings and is highly recommended for SLP students who have an interest in working with pediatric populations during their careers.

Students typically apply to be admitted to the Certification program in their second term of graduate education by completing the *Application for Educational Certification* form. Educational Certification requires completion of all master's degree requirements as well as the supplemental requirements defined in the *Checklist for Pennsylvania Educational Certification in Special Education: Speech & Language Impaired* (see Appendix A). The department requires that all SLP master's students complete the "Checklist" form regardless of whether they plan to seek certification in Pennsylvania. This provides a mechanism for documenting which requirements were in place when the student was in the program and whether each requirement was met.

The supplemental requirements for PA Educational Certification currently include Level I Praxis exams (PPST Reading; PPST Writing & PPST Math) and Level II Praxis exams (Content Knowledge; Speech/Language (ASHA exam)), pre-requisite coursework in English and Mathematics, non-CSD course content, and a School Practicum experience (see checklist for details). Students should be aware that requirements can change based on Pennsylvania regulations.

For questions about educational certification contact the *Director of Clinical Education* (Dr. Cheryl Messick) or contact the Pennsylvania Department of Education, Division of Teacher Education at (717) 787-3470, or (<http://www.pde.psu.edu>).

SLP Clinical Fellowship (CF) Requirement

SLP master's degree students who have completed all of the academic and practicum requirements for Certificate of Clinical Competence (CCC) may begin their Clinical Fellowship (CF). The CSD Department does not manage CF positions, rather students apply for and interview for such positions on their own. Announcements for potential CF positions are sent out via email to all graduating students. For additional information on CF requirements, see ASHA's current Membership and Certification Handbook or the ASHA website (<http://www.asha.org>).

Appendix A: Pennsylvania Educational Certification for SLP Students

*Checklist: Special Education: Speech & Language Impaired**

Overview

The Department of Communication Sciences and Disorders (CSD) in the School of Health and Rehabilitation Sciences (SHRS) at the University of Pittsburgh offers preparation for graduate level Pennsylvania certification in *Special Education: Speech/Language Impaired* for students completing the Master's degree in Speech/Language Pathology.

Educational Certification in *Speech and Language Impaired* and a Master's degree in Speech-Language Pathology (SLP) are required in Pennsylvania for professionals serving as SLPs in school settings. This certification is valuable for students interested in working as an SLP with children with communication disorders in an educational setting (preschool, elementary, middle, or high school).

To be considered for admission, applicants need to have:

- Been accepted into the master's degree program in speech-language pathology in the Communication Science and Disorders Department
- Must have an overall minimum QPA of 3.0 on a 4.0 scale in undergraduate and graduate study (an official transcript from all institutions attended must be on file in the CSD department)
- Plans to complete the prerequisite coursework for Chapter 354.23 Prerequisites

The *Speech & Language Impaired Certificate* has rolling admissions. It is recommended that students apply by February 15th of their first year of graduate education. Applications for Certification and questions should be directed to the CSD Director of Clinical Education, Dr. Cheryl Messick, at 412-383-6547.

The *Certificate in Special Education: Speech & Language Impaired*:

- Satisfies the requirements for a Pennsylvania Instructional I Certificate in *Special Education: Speech/Language Impaired*
- Is typically completed in two years (5-6 terms) in conjunction with meeting the requirements for the master's degree in speech/language pathology, the graduate training requirements for the American Speech-Language-Hearing Association (ASHA) and for Pennsylvania licensure in Speech-Language Pathology

Requirements

Prior to initiation of the School Practicum Experiences, students should have:

- Current evidence of a clear Act 33/151-PA Child Abuse History Clearance and a clear Act 34-PA State Police Criminal Record Check is required. Forms are available through the CSD Department Clinic secretary (412-383-6542).
- Met the Clinical Training Requirements of the CSD Network (see Practicum Policies in CSD *Academic Handbook for Master's Degree Students*)
- Passed Praxis Level I exams in reading, writing, and math
- It is also recommended that students have completed at least one previous Outplacement clinical training experience prior to Student Teaching

Students completing the PA Certification in *Special Education: Speech and Language Impaired* requirements must complete all CSD departmental prerequisites, the requirements of the master's degree in SLP, and the clinical training requirements of ASHA. In addition the following requirements must be met:

I. Prerequisite Requirements*

A. Chapter 354.23 Prerequisites. Section 354.23 of the Pennsylvania Department of Education teacher certification requires that all prospective candidates successfully complete at least 6 semester hour credits in college level English, including 3 credits of English Composition and 3 credits of American/English Literature. Students must also complete 6 credits of college-level Mathematics.

The English Composition requirement can be satisfied by an SAT-II writing subject test score of 600 or above.

The Math requirement can be satisfied by: (a) A Math SAT score of 640 or above, (b) a Math SAT II score of 600 or above, (c) a college or university Algebra Placement Test, or (d) successful completion of an Advanced Placement Mathematics class that appears on a student’s institutions transcript.

B. Praxis Level I Exams: Successful completion of Praxis Pre-professional skills tests within 5 years prior to initiation of the School Practicum experience. Scores must be in the student’s file. Students must meet the criteria set forth by the Commonwealth of Pennsylvania (listed below):

Exam #	Praxis Exams Required before Admission to Teaching Certif. Program*	Minimum Passing Score
10710	PPST Reading	172
20720	PPST Writing	173
10730	PPST Math	173

C. Additional requirements. Prior to initiation of the School Practicum Experiences, students must meet the following additional requirements:

- Current evidence of a clear Act 33/151-PA Child Abuse History Clearance and a clear Act 34-PA State Police Criminal Record Check must be on file in the CSD Department.
- The Clinical Training Requirements of the CSD Network must have been met (see Practicum Policies in *CSD Academic Handbook for Master’s Degree Students*).
- Observations of school based SLP services must be completed prior to initiation of contact time in School Practicum experience.

**Requirements defined by the PA Department of Education are subject to change as defined by the state legislature. Students are expected to check PA Department of Education website to ensure up-to-date accuracy of requirements*

II. Additional Required Coursework beyond CSD Master’s in SLP

A. Coursework. In addition to the requirements of the CSD graduate program in SLP, students must complete at least 3 credits of coursework outside of CSD in ***each of the content areas*** listed below with a passing grade. Transcript evidence of completion of the course must be on file. Courses not on this list must be pre-approved by the Coordinator of School Practicum.

Content Area	Examples of Pitt Courses meeting Content Area Requirement (3 credits per area required)
A. <i>Child Development:</i> Typical growth & behavior across age groups & domains (cognitive, emotional, motor, adaptive & sensory development)	PsyEd 1002 Child Development PsyEd 0005 Life Span Development I&L 1901 Nature of Young Child Psych 310 Developmental Psychology
B. <i>Foundations of Education:</i> Philosophical, historical, and legal aspects of education	I&L 1580 Foundations of Sp Ed ADMPS 1001 Soc. Found of Educ ADMPS 2101 School Law SW 2014 Intro to Dev. Disab. Programs & Policies
C. <i>Instructional models or methods:</i> teaching methods used in educational environments to facilitate learning with <u>typical learners</u>	I&L 1000 Intro to Elem Teaching I&L 1041 Intro. to Early Childhood Ed. I&L 2210 Lang & the Reading Process PsyEd 1071 Assessing Stud. during Classroom Instr. I&L 2050 Computer Applications in Education
D. <i>Instructional models, methods or</i>	I&L 1557 Sign Language I

<i>modalities:</i> as used with <u>special populations</u>	I&L 1558	Sign Language II
	I&L 2501	Students with Disab in Element. Classrooms
	I&L 2548	Special Topics in Early Childhood Education
	I&L 2560	Early Ed. Of Child with Disabilities
	I&L 2563	Seminar in Inclusion
	I&L 2594	Interdisciplinary Leadership Sem. in Developmental Disabilities I

B. School Practicum (CSD 2067)

1. The equivalent of a **14 week practicum** to be completed during final year of graduate program (4 days/wk minimum). While participating in school practicum, students will also complete requirements for CSD 2067 as defined in the course syllabus and course web site.
2. **School Practicum Competency Check:** Attainment of School Practicum Competencies (mean score of at least 6 on a 9 point scale)
3. **Form 430 Final PDE form** completed at least two times during student teaching experience and attainment of “satisfactory” level on overall competency level
4. Satisfactory completion of all CSD 2067 School Practicum Requirements as defined on the course syllabus.

C. Successful Completion of Required Praxis Exams: (Note: A copy must be on file to document successful completion of exams before students can apply for PA Certification)

Exam #	Praxis Exams Required for PA Certification [#]	Minimum Passing Score
10880 or 0330	Sp Ed: Speech/Language Impaired Speech-Language Pathology** (ASHA exam)	590 600
30511	Fundamental Subjects: Content Knowledge	150

[#]Note: Praxis requirements defined by the PA Department of Education are subject to change as defined by the state legislature. Students should check PA Department of Education website to ensure accuracy of requirements

^{**}Note: It is recommended that students complete the Speech-Language Pathology (ASHA) exam to meet this PA Certification requirement, as they will need to pass that exam for licensure and CCC anyway.

D. Additional requirements. Prior to certification sign off, student also must have successfully completed the following:

1. All requirements of the SLP master’s degree as defined by the CSD Department
2. All *Knowledge and Skill* requirements defined by ASHA
3. All ASHA graduate clinical training requirements
4. All PA Educational Certification Requirements
5. Copy of praxis score results must be filed in student folder in CSD Department
6. A passing grade must be earned in all courses.

Questions regarding PA Educational Certification Requirements at the University of Pittsburgh in *Special Education: Speech/Language Impaired* should be directed to the CSD Certificate Coordinator:

Cheryl Messick, Ph.D., CCC-SLP
Coordinator of Special Education: Speech/Language Impaired Certification Program
Department of Communication Science & Disorders, University of Pittsburgh
4033 Forbes Tower, Pittsburgh PA 15260
Phone: 412-383-6547 – Email: cmessick@pitt.edu

Appendix B: Research Agreement for AuD Students

Student _____ Expected graduation _____

Supervising Faculty _____

Brief description of research project

Proposed analysis

Expected Product

Assessment of product

I have discussed the above research with the student and agree to supervise this project.

Faculty Date

Student Date

Appendix C: Technical Standards

Audiology



University of Pittsburgh

School of Health and Rehabilitation Sciences

Department of Communication Science and Disorders

4033 Forbes Tower
Pittsburgh, Pennsylvania 15260
412-383-6540
Fax: 412-383-6555

Technical Standards Doctorate in Clinical Audiology (AuD)

To acquire requisite knowledge and skills to practice as an audiologist, graduate students must be able to function in a broad variety of clinical situations and provide a wide spectrum of patient care. Students must possess certain skills and abilities to successfully complete both the academic and clinical components of the curriculum with or without reasonable accommodations for disabilities. All graduates must be able to perform tasks such as: taking a case history, completing a diagnostic evaluation of hearing sensitivity and auditory function. They must also be able to synthesize these findings into a diagnosis and plan of treatment. Ultimately, these tasks must be accomplished independently, without aid of an intermediary.

These skills and abilities are divided into five areas: *communication, motor, intellectual-cognitive, sensory-observational and behavioral-social*. Students must be able to undertake all curricular requirements to the satisfaction of faculty to become competent and reliable practitioners. To this end, the Faculty of the Department of Communication Science & Disorders has established the non-academic criteria (Technical Standards) that graduate students must possess to enroll in and to continue in academic courses and clinical placements required for the AuD degree.

General Guidelines

The Doctorate in Clinical Audiology is a four year program that requires the acquisition of professional attitudes, skills and behavior as well as the accumulation of scientific knowledge. Graduates of the program will complete three years of resident didactic and clinical education with a fourth year clinical externship experience. The AuD degree certifies that the student has acquired the broad base of knowledge and skills required for the practice of audiology and is eligible for professional certification and licensure. These standards are rigorous and exacting so admission can be offered only to those individuals best-qualified to meet the performance standards of the profession.

Acceptance is offered to those who present the highest qualifications for the study and practice of audiology. Graduates of the program must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the AuD degree must have somatic sensation and the functional use of the senses of vision, hearing and smell. Diagnostic skills will be lessened if the student does not have functional use of the sense of balance and sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able consistently, quickly and accurately to integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

Candidates for the AuD degree must have abilities and skills in the five areas outlined below. Technological compensation or reasonable accommodations can be made for some disabilities in certain of these areas but a candidate should be able to perform all of these tasks in a reasonably independent manner.

Audiology Technical Standards (cont.)

Communication. A student must possess adequate communication skills to:

- Communicate effectively and proficiently in oral and written English
 - English language skills must be at a level that can be easily understood by clients and colleagues for general interactions, for administration of tests and implementation of treatment as judged by a panel of CSD faculty.
- Read and write to meet curricular and clinical demands
- Demonstrate and perceive non-verbal communication that is appropriate for culture and context
- Communicate with patients, families, peers and colleagues at an appropriate and professional level
- Clearly record examination results, treatment observations and treatment plans
- Compose both clinical reports and scholarly papers required of clinical practicum and academic courses
- Accurately convey information with relevance and cultural sensitivity

Motor. A student must possess adequate motor skills to:

- Sustain the necessary physical activity level required in classroom and clinical activities
- Respond quickly in the event of an emergency situation (fire, choking, etc) to provide patients a safe environment
- Access transportation to clinical and academic placement sites
- Participate in classroom and clinical activities for the required days and evenings.
- Manage the clinical environment without compromising either test protocol or best practice guidelines
- Safely and reliably access and control clinic and patient equipment (ie audiometers, hearing aids, computers, etc.)
- Safely and reliably perform procedures in the outer ear (earmold impressions, otoscopy, etc.)
- Access technology for clinical and academic requirements (e.g., billing, medical charts, courseweb, etc.)

Intellectual/Cognitive. A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, assimilate, analyze, synthesize, integrate concepts and problem solve
- Formulate written and verbal assessments and therapeutic judgments to meet curricular and clinical demands
- Identify and communicate the limits of their own knowledge and skills
- Utilize resources to increase their own base of knowledge and skills

Sensory/Observational. A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Effectively observe and function (in visual and auditory modalities) in both clinical and academic settings
 - Observe a patient's verbal and non-verbal responses to sensory stimuli
- Identify abnormality of the outer and middle ear as may be observed with otoscopy
- Visualize and identify anatomic structures of the hearing and speech mechanisms
- Correctly insert or place earphones
 - Manipulate equipment to complete auditory and vestibular assessments
- Complete an earmold impression
- Assess and troubleshoot amplification and assistive listening systems
- Identify the need for alternative communication modalities
- Comprehend text, numbers and graphs

Audiology Technical Standards (cont.)

Behavioral/Social. A student must possess:

- Appropriate interpersonal skills and the demeanor and rapport necessary for quality patient care
- The emotional health to carry out the tasks set forth above
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence and commitment to complete professional program requirements
- The flexibility and the ability to adjust to the changing situations and uncertainty inherent in clinical situations
- The ability to critically evaluate his or her own performance and identify tactics to improve performance, both with and independent of faculty assistance
- Compassion, integrity and empathy for others
- The ability to show respect for individuals with disabilities and those of differing backgrounds, races, religions and/or sexual orientations

Candidates for graduate degrees in the Department of Communication Science & Disorders are required to meet the above technical standards, with or without reasonable accommodation for disabilities. Disability self-identification is voluntary and confidential. The University of Pittsburgh offers academic support accommodations for qualified, eligible students with disabilities. Please contact our Office of Disability Resources and Services (412-648-7890) for information regarding eligibility requirements and deadlines that will ensure reasonable accommodations (which may require extensive preparation time) can be arranged before the beginning of the term.

Appendix C: Technical Standards Speech-Language Pathology



University of Pittsburgh

School of Health and Rehabilitation Sciences
Department of Communication Science and Disorders

4033 Forbes Tower
Pittsburgh, Pennsylvania 15260
412-383-6540
Fax: 412-383-6555

Technical Standards **Graduate Clinical Program in Speech-Language Pathology (MA/MS-SLP)**

To acquire requisite knowledge and skills to practice as a speech-language pathologist, graduate students must be able to function in a broad variety of clinical situations and provide a wide spectrum of patient care. Students must possess certain skills and abilities to successfully complete both the academic and clinical components of the curriculum with or without reasonable accommodations for disabilities. All graduates must be able to perform tasks such as: taking a case history, completing a diagnostic evaluation of speech, language and swallowing function. They must also be able to synthesize these findings into a diagnosis and plan of treatment. Ultimately, these tasks must be accomplished independently, without aid of an intermediary.

These skills and abilities are divided into five areas: *communication, motor, intellectual-cognitive, sensory-observational and behavioral-social*. Students must be able to undertake all curricular requirements to the satisfaction of faculty to become competent and reliable practitioners. To this end, the Faculty of the Department of Communication Science & Disorders has established the non-academic criteria (Technical Standards) that graduate students must possess to enroll in and to continue in academic courses and clinical placements required for the MA/MS degree.

General Guidelines

The Master's degree in Speech Language Pathology (SLP) is typically a two-year program that requires the acquisition of professional attitudes, skills and behavior as well as the accumulation of scientific knowledge. Graduates of the program will complete resident didactic and clinical education. The SLP degree certifies that the student has acquired the broad base of knowledge and skills required for the practice of speech language pathology and is eligible to begin the Clinical Fellowship, leading to professional certification and licensure. These standards are rigorous and exacting so admission can be offered only to those individuals best-qualified to meet the performance standards of the profession.

Acceptance is offered to those who present the highest qualifications for the study and practice of speech-language pathology. Graduates of the program must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the MA/MS-SLP degree must have somatic sensation and the functional use of the senses of vision, hearing and smell. Diagnostic skills will be lessened if the student does not have functional use of the sense of balance and sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able consistently, quickly and accurately to integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

Candidates for the MA/MS-SLP degree must have abilities and skills in the five areas outlined below. Technological compensation or reasonable accommodations can be made for some disabilities in certain of these areas but a candidate should be able to perform all of these tasks in a reasonably independent manner.

Speech-Language Pathology Technical Standards (cont.)

Communication. A student must possess adequate communication skills to:

- Communicate effectively and proficiently in oral and written English
 - English language skills must be at a level that can be easily understood by clients and colleagues for general interactions, for administration of tests and implementation of treatment as judged by a panel of CSD faculty.
- Read and write to meet curricular and clinical demands
- Demonstrate and perceive non-verbal communication that is appropriate for culture and context
- Perceive the speech of clients and accurately judge its quality
- Appropriately model examples of articulation, resonance, fluency, voice, English grammar and syntax for clients
- Communicate with patients, families, peers and colleagues at an appropriate and professional level
- Clearly record examination results, treatment observations and treatment plans
- Compose both clinical reports and scholarly papers required of clinical practicum and academic courses
- Accurately convey information with relevance and cultural sensitivity

Motor. A student must possess adequate motor skills to:

- Sustain the necessary physical activity level required in classroom and clinical activities
- Respond quickly in the event of an emergency situation (fire, choking, etc) to provide patients a safe environment
- Access transportation to clinical and academic placement sites
- Participate in classroom and clinical activities for the required days and evenings.
- Manage the clinical environment without compromising either test protocol or best practice guidelines
- Safely and reliably manipulate patient equipment (e.g., computers, Nasometer, Visipitch, hearing aids, AAC devices, etc.)
- Safely and reliably perform an examination of the oral mechanism (e.g., conduct oral musculature palpation)
- Access technology for clinical and academic requirements (e.g., billing, medical charts, courseweb, etc.)

Intellectual/Cognitive. A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, assimilate, analyze, synthesize, integrate concepts and problem solve
- Formulate written and verbal assessments and therapeutic judgments to meet curricular and clinical demands
- Identify and communicate the limits of their own knowledge and skills
- Utilize resources to increase their own base of knowledge and skills

Sensory/Observational. A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Effectively observe and function (in visual and auditory modalities) in both clinical and academic settings
 - Record and evaluate physical status as well as verbal and non-verbal responses to sensory stimuli
- Visually identify anatomic structures of the speech mechanisms
 - Accurately complete a visual examination of oral, pharyngeal and respiratory mechanisms
- Identify the need for alternative communication modalities
- Comprehend text, numbers and graphs

Speech-Language Pathology Technical Standards (cont.)

Behavioral/Social. A student must possess:

- Appropriate interpersonal skills and the demeanor and rapport necessary for quality patient care
- The emotional health to carry out the tasks set forth above
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence and commitment to complete professional program requirements
- The flexibility and the ability to adjust to the changing situations and uncertainty inherent in clinical situations
- The ability to critically evaluate his or her own performance and identify tactics to improve performance, both with and independent of faculty assistance
- Compassion, integrity and empathy for others
- The ability to show respect for individuals with disabilities and those of differing cultural and linguistic backgrounds, races, religions and/or sexual orientations

Candidates for graduate degrees in the Department of Communication Science & Disorders are required to meet the above technical standards, with or without reasonable accommodation for disabilities. Disability self-identification is voluntary and confidential. The University of Pittsburgh offers academic support accommodations for qualified, eligible students with disabilities. Please contact our Office of Disability Resources and Services (412-648-7890) for information regarding eligibility requirements and deadlines that will ensure reasonable accommodations (which may require extensive preparation time) can be arranged before the beginning of the term.

Appendix C (cont.):
Technical Standards Statement



University of Pittsburgh
School of Health and Rehabilitation Sciences
Department of Communication Science and Disorders

4033 Forbes Tower
Pittsburgh, Pennsylvania 15260
412-383-6540
Fax: 412-383-6555

Technical Standards Statement

**ALL STUDENTS MUST SIGN THE STATEMENT BELOW
and submit it to Theresa Niecgorski by before August 30, 2011**

I certify that I have read and understand the attached technical standards and I believe to the best of my knowledge that I am able to meet each of these standards

without accommodation with reasonable accommodation for a disability

I understand that if I am unable to meet these standards with or without reasonable accommodation now or in the future, I will be denied permission to enroll or continue in the program.

Please Print Name

Signature

Date

RESOURCES FOR DISABLED STUDENTS

If you need disability-related accommodation to satisfy the requirements of this program, you must contact Lynnett Van Slyke (vanslyke@pitt.edu) as soon as possible at the University of Pittsburgh Disability Resources and Services Office (412-648-7890) for an assessment of your eligibility for and the reasonableness of accommodations

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations. For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact: University of Pittsburgh, Office of

Affirmative Action, Diversity and Inclusion, Carol W. Mohamed, Director (and Title IX, 504 and ADA Coordinator), 412 Bellefield Hall, Pittsburgh, Pittsburgh, PA 15260 (412) 648-7860.

Appendix D: Audrey Holland Endowed Award

Audrey Holland Endowed Award

The Audrey Holland Endowed Award has been established to support undergraduate and graduate students to design and conduct research in the Department of Communication Science and Disorders. The awardee may use the award for research related supplies and equipment, subject participation, statistical support, travel to present research findings, and other related items.

How to compete for this award

The award is competitive and all CSD students are eligible. Students conducting or planning to conduct research may self-nominate. **The award amount will be announced each year.**

ELIGIBILITY

- CSD undergraduate or graduate student
- Research for which the award is being sought must meet one of the following criteria:
 - a. Human subjects research (full board review, expedited review or exempt status) approved by the University of Pittsburgh Institutional Review Board (IRB)
 1. An active and approved IRB number will be required in the application
 - b. Human subjects research (full board review, expedited review or exempt status) that is sufficiently complete in its design as to be ready for IRB submission. The committee will judge the application's readiness for IRB submission.
 - c. A design that does not involve human subjects and therefore does not require IRB approval.
 1. Examples include systematic review or meta-analysis
- Student researcher-applicant must have a faculty mentor actively involved in the research, who will indicate their support of the research with their signature on the application.
- Applications must be submitted one week before the Thanksgiving break (actual date will be announced when the award is announced annually)

APPLICATION PROCEDURES

Download and complete the application electronically (available at www.shrs.pitt.edu) for the Audrey Holland Endowed Award following all instructions. The application packet includes

- a. the project title,
- b. list of supplies/equipment/subject payments and other items for which the award is being requested and their approximate cost,
- c. a brief narrative of the research including need, purpose, specific aims, methods, and a brief literature review (5 pages or less)
- d. the student applicant's biosketch including undergraduate and graduate grade point average, degree program currently enrolled in, and year and milestone in the degree program. Some examples include the following: "M.A. SLP program, second year student, thesis project" or "Ph.D. third year student, predissertation project", or "undergraduate Honors project for B.Phil. degree", or "Ph.D. student, second year, research practicum"

All application and supporting materials are due on the Wednesday preceding the first day of the University's official Thanksgiving Break (typically the second-to-last Wednesday of each November). The actual due date will be announced with the call for applications.

Applications must be submitted electronically by email (please compile all materials into a single Word or pdf document) to the CSD Director of Student Financial Aid and Awards (currently at jcoyle@pitt.edu) before noon EST on the due date.

SELECTION COMMITTEE

The award recipient will be determined by a faculty committee consisting of the directors of the five degree programs in the Department of Communication Sciences and Disorders: CSD Undergraduate, Master’s Degree Program in SLP, Doctor of Audiology (AuD) Program, Doctor of Clinical Science in Speech Language Pathology Program (CScD), and CSD Doctor of Philosophy (Ph.D.) Program.

- Committee members serving as research mentors for submitted applications for the Audrey Holland Endowed Award will recuse themselves from the selection committee.
- The committee members will assign scores according to the following scoring rubric, to each of the following criteria. The application receiving the highest number of total points will receive the award.
 - Applicant
 - Is the applicant’s academic record of high quality?
 - Does the applicant have the potential for, and commitment to, becoming an important contributor to biomedical, behavioral or clinical science as a clinician-scientist?
 - Is there a good match between the proposed project and the applicant’s education, experience, and reasons for doing the research (as gleaned from the biosketch)?
 - Has the applicant had any prior research experience or publications? Does the applicant fellow have a questioning mind?
 - Purpose, specific aims, literature review, significance of project, importance of project
 - Is the proposed research plan of high scientific quality, and does it relate to the applicant's education, experience, and reasons for doing the research (per the biosketch)?
 - Is the research plan consistent with the applicant's stage of research development?
 - Will the research plan provide the applicant with individualized and supervised experiences that will develop research skills needed for his/her independent and productive research career?
 - Will the research plan provide the applicant with individualized and supervised experiences that will help develop research skills needed for participation in future research, scholarly, and/or clinical investigative activities?

Scoring Rubric

Score	Descriptor	Comments on Strengths/Weaknesses
1	Exceptional	Exceptionally strong with essentially no weaknesses
2	Outstanding	Extremely strong with negligible weaknesses
3	Excellent	Very strong with only some minor weaknesses
4	Very Good	Strong with numerous minor weaknesses

5	Good	Strong but with at least one moderate weakness
6	Satisfactory	Some strengths but also some moderate weaknesses
7	Fair	Some strengths with at least one major weakness
8	Marginal	A few strengths and a few major weaknesses
9	Poor	Very few strengths and numerous major weaknesses

- In the event of a tie vote, the Department of Communication Science and Disorders Director of Student Financial Aid and Awards will give the tiebreaking vote.
 - If the director is serving as research mentor for any submitted applications, the Chair of the Department of Communication Science and Disorders will serve as the tiebreaker vote.
 - Next in line to generate the tiebreaker vote is the CSD Department Vice Chair.

AUDREY HOLLAND ENDOWED FUND

Application Form

Student Last Name: _____

Student First Name: _____

Middle Initial: _____

Credentials (indicate current highest earned degree): _____

Address: Number & Street _____

City, State, Zip Code: _____

Phone number including area code: _____

Applicant is a (check all that apply):

CSD undergraduate student

CSD MA-SLP student

CSD AuD student

CSD CScD student

CSD PhD student

TITLE OF PROJECT:

LIST OF ITEMS FOR WHICH THE AWARD WILL BE USED: Indicate item (see instructions above) and approximate cost. Please use the form below. A sample list is attached to the application. Include in the Project Narrative, where each item fits into the research plan (see next paragraph).

PROJECT NARRATIVE (5 PAGES OR LESS): include purpose of research and plan of execution. Please insert the information in the following outline modeled after the University of Pittsburgh IRB application, or create a separate document using this outline. Please add a “Project Narrative” header to each page of the Narrative.

1. Project Title, Principal Investigator’s Name

2. Objective: What is the overall purpose of this research study? (Limit response to 1-2 sentences.)
3. Specific Aims: List the goals of the proposed study (e.g., describe the relevant hypotheses or the specific problems or issues that will be addressed by the study).
4. Background: Briefly describe previous findings or observations that provide the background leading to this proposal.
5. Significance: Why is it important that this research be conducted? What gaps in existing information or knowledge is this research intended to fill?
6. Innovation: Indicate any innovative aspects of your research proposal or design.

BIOSKETCH OF THE STUDENT APPLICANT. Highlight your education and experience which enable you to do this research, your motivation for embarking on this research, and reasons for doing the research. Include your undergraduate and graduate grade point average, degree program and level/year, and milestone in the degree program (see instructions above). Please add a “Biosketch” header to the biosketch.

CURRICULUM VITAE OF THE STUDENT APPLICANT. Please add a “Curriculum Vitae” header to each page of the CV.

AUDREY HOLLAND ENDOWED AWARD

LIST OF SUPPLIES, EQUIPMENT, SUBJECT PAYMENTS FOR WHICH AWARD IS SOUGHT

(please copy this table and paste into your application document)

ITEM	COST
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PLEASE ADD ROWS TO THIS TABLE AS NECESSARY

Appendix E

	The A Paper	The B Paper	The C Paper	The D Paper	The F Paper
Introduction	Primary clinical focus clearly communicated; author concisely presents complexity of the case and acknowledges contradictions, limits, inconsistencies; defines terms.	Statement of clinical case lacks some information; author begins to acknowledge complexity of the case; attempts to define terms.	Presents clinical case in general terms, in platitudes or clichés; author fails to acknowledge complexity of the case; shows some lapses in understanding; little or no definition of terms.	Presents only a vague idea of the clinical case; information indicates a misunderstanding of the case.	No introduction provided.
Clinical History	Author follows a logical structure to present patient's history; presents information central to the case; embeds clinical information into visual representation (table, chart, figure); demonstrates logical links between major points.	Author shows a logical progression of the case history but does not link information; presents information visually with minor lapses in presentation.	Author lists information relevant to the patient's case in sequential fashion; few links between history information provided; speaks in generalities rather than specifics; little visual information.	Random organization of the clinical case history given without sequential or logical presentation; no visual information provided.	No clinical history provided.
Clinical Appointment	Author summarizes tests used to assess patient and provides comprehensive report; utilizes visual representation to present all information clearly and concisely; interprets results from assessment.	Author summarizes tests used to assess patient but leaves out some information; visual representation provided, but not complete; interpretations provided but not complete.	Author lists tests used to assess patient sequentially and fails to properly interpret test results.	Test information is not provided and/or is not interpreted.	No information about clinical appointment provided.
Interpretation of Test Results	All assessment procedures interpreted with comparison and contrasting of different results; interpretation of results made	All assessment procedures interpreted with insufficient comparison and contrasting of different results; interpretation	Assessment procedures interpreted incompletely; little or no comparison or contrast of different results	No interpretation of assessment procedures.	No interpretation of clinical assessment

	with justification (e.g., differential diagnostic chart).	made without justification.	and no justification.		
Evidence for Clinical Interpretation	Comprehensive background information provided to support interpretation of test results; references all appropriate and current (or seminal).	Background information provided to support interpretation of test results, but some references not totally appropriate or out-of-date.	Very little background information provided to support interpretation of test results, few references given.	No background information provided (no references).	No evidence provided.
Treatment Plan	Recommendations clearly stated; plan presented with logical links to clinical test results; alternative approaches discussed, compared and contrasted.	Recommendations stated with some links to clinical test results; alternative approaches discussed with minimal comparison.	Recommendations presented but not linked to clinical test results; alternative approaches not compared or contrasted.	No treatment plan discussed.	No treatment plan discussed.
Evidence for Treatment Plan	Appropriate and current references are provided to support treatment plan.	References are provided, but some are not totally appropriate or are out-of-date.	Few references provided.	No evidence for treatment plan presented.	No evidence for treatment plan presented.
Clinical Outcomes	A systematic, evidence-based plan of measuring outcomes is described in detail; reasoning for a comparison between baseline and outcome measures is provided; information obtained is compared to evidence-based standards.	A plan is provided for measuring outcomes with limited reasoning for comparison to baseline measures; information obtained is presented without reference to evidence-based standards.	Outcomes are reported with little reference to evidence-based standards.	Outcomes are not included in the paper and author fails to consider what outcomes might have been measured.	Outcomes are not mentioned.
Evidence for Outcomes	Appropriate and current references are provided to support outcomes.	References are provided, but some are not totally appropriate or are out-of-date.	Few references are provided.	No evidence for outcome measures is provided.	No evidence for outcome measures is provided.

Wrap-up	Author demonstrates an understanding of the complexity of the clinical case and accurately discusses links between assessment and intervention.	Author understands the complexity of the case but some information lacking; links between assessment and intervention made but not discussed comprehensively	Little understanding of the complexity of the case is presented; few links between assessment and intervention made.	Wrap-up presented in general terms without links to assessment and intervention.	No wrap-up is provided.
EXPLANATIONS					
Introduction	In this section, the author should briefly and concisely state the principal components of the clinical case that is going to be presented. This should include the presenting chief complaint/s, the clinical findings and the resolution. It should also state the extent to which evidence-based standards of current practice were followed during assessment, intervention, and measurement of outcomes.				
Clinical History	The author should provide all background information from the clinical record. If information is not available but which would be helpful to the interpretation of the clinical case, the author should discuss how additional information could have helped in case management. The author should clarify which information from the case history is regarded to be most clinically significant and how it was used to guide assessment. All results from previous clinical evaluations should be briefly included, preferably in a table or figure embedded into the text. The author should discuss what information from previous evaluations was considered important for guiding the current clinical appointment.				
Clinical Appointment	All assessment procedures used with the patient should be reported, together with a brief justification for using that procedure, i.e. what information were you adding to the clinical case history? Again, embedding the information into the text itself is preferred over placing it in an appendix.				
Interpretation of Test Results	All assessment procedures should be interpreted and compared to previous test results. Inconsistencies should be noted and discussed. By comparing and contrasting the results from the current appointment to any previous appointments (or by simply comparing and contrasting results across this appointment), the author should demonstrate a clear understanding of what the test results mean and how they might be used to direct treatment.				
Evidence for Clinical Interpretation	The evidence basis of clinical assessment and interpretation should be documented for the procedures used. All references should be from original source peer-reviewed literature (not from textbooks or internet sources). The author should provide a critical review of the evidence and demonstrate its appropriate application to the clinical case.				
Treatment Plan	The author should state how this case was managed. If several options are available, the author should document the benefits and disadvantages of each option for this particular case. The author should further provide a justification for the selection made and discuss any additional information that was used in making choices for treatment. If the clinical case did not involve a treatment, the author should state whether or not a treatment plan should have been involved and present evidence-based information supporting whatever position is taken.				
Evidence for Treatment Plan	The evidence basis for treatment should be documented for the plan contemplated and/or chosen. All references should be from original source peer-reviewed literature (not from textbooks or internet sources). The author should provide a critical review of the evidence and demonstrate its appropriate application to the clinical case.				
Clinical Outcomes	The author should state whether or not clinical outcomes were measured. If they were not, there should be a justification of why no outcomes were measured in this case and a discussion of whether they would have enhanced the case had they been made. If outcomes were measured, the author should document what outcomes were obtained, whether or not they were compared to baseline measures and how they were interpreted. Were outcome measures chosen based on current evidence or not?				
Evidence for Outcomes	The evidence basis for outcome measures should be documented for the measures chosen. All references should be from original source peer-reviewed literature (not from textbooks or internet sources). The author should provide a critical review of the evidence				

	and demonstrate its appropriate application to the clinical case.				
Wrap-up	This part of the paper should briefly summarize information presented in all of the above areas. Was the case handled according to standards strongly based in evidence? If not, what could have been done to improve the delivery of audiologic services? What questions from the case remain unanswered? Does this case provide any new insights into clinical practice or does it challenge conventional wisdom in audiology? How did this case enhance the author's clinical education? Would information from another professional have been helpful and if so, what would it have added to your case?				
WRITING RUBRIC FOR 4 TH YEAR COMPREHENSIVE PAPER					
	The A Paper	The B Paper	The C Paper	The D Paper	
Structure	Each paragraph has a topic sentence; sentences within each paragraph relate to each other and are subordinate to the topic. Introduction and wrap-up effectively related to the whole.	Paragraphs are built on related sentences that logically develop the main points. No major digressions. Introduction and wrap-up effectively related to the whole.	Most points are logically developed. There may be a few minor digressions but no major ones. Introduction and wrap-up are somewhat effective.	There are some logically connected points. There may be some major digressions. Introduction and wrap-up may be lacking or ineffective.	
Voice	Voice and tone are consistent and appropriate to the audience/purpose.	Voice and tone consistent and appropriate although somewhat generic or predictable in places.	Voice and tone adequate to audience/purpose although often generic or predictable.	Voice noticeably generic or inappropriate (e.g. first person narrative or conversational). Tone is often inappropriate.	
Composition	Full variety of sentence structures used correctly. Word choice interesting, accurate and contributes to the writer's ability to communicate the purpose.	Variety of sentence structures used correctly despite an occasional flaw. Accurate and varied word choice.	Sentences and word choice predictable. Occasional errors in sentence structure, usage and mechanics do not interfere with writer's ability to communicate the purpose.	Little sentence variety; wording predictable; few synonym alternatives used. Errors in sentence structure, usage and mechanics sometimes interfere with writer's ability to communicate the purpose.	
APA Format	Writer adheres to APA format.	Writer generally adheres to APA format.	Writer adheres to APA format with some errors.	Writer fails to adhere to APA format.	
Grammar	Few, if any, minor errors in sentence construction, usage, grammar or mechanics.	There may be a few minor or major errors in sentence construction, usage, grammar or mechanics.	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.		

Sources	Source material is incorporated logically and insightfully. Sources are documented accurately.	Source material incorporated logically. Sources documented accurately.	Source material incorporated adequately and usually documented accurately.	Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	
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Appendix F: Handbook Statement



University of Pittsburgh

School of Health and Rehabilitation Sciences

Department of Communication Science and Disorders

4033 Forbes Tower
Pittsburgh, Pennsylvania 15260
412-383-6540
Fax: 412-383-6555

Handbook Statement

ALL STUDENTS MUST SIGN THE STATEMENT BELOW:

I certify that I have read and understand the academic and clinical handbooks for my program and that I am responsible for all of the information they contain.

Program (circle one): MA/MS SLP AuD

Please Print Name

Signature

Date

***This statement must be signed and submitted to Tonya Martin
in the Communication Science and Disorders department office
no later than September 10, 2011.***