ACADEMIC HANDBOOK

for

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

Department of Communication Science & Disorders
School of Health and Rehabilitation Sciences
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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 2019 (also known as 2020):

- Master of Arts (MA) and Master of Science (MS) in Communication Science and Disorders with a concentration in Speech-Language Pathology

- Master of Arts (MA) and Master of Science (MS) in Communication Science and Disorders with a concentration in Audiology
  - Students can conclude their audiology training with the MA or MS degrees with a concentration in Audiology. This degree will not allow clinical practice in the U.S.

- Doctor of Audiology (AuD)

This handbook contains information about the academic requirements for these degree programs only. 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/MS programs in Speech-Language Pathology.

Please read this handbook carefully. **Students are responsible for all information contained herein.** To ensure your familiarity with this information, **students must complete the survey in the Canvas Course to document that they have read the Academic and Clinic Handbook** within the first 2 weeks of your first semester in the program. **Speech-Language-Pathology students must also pass a quiz on the content of the handbook in their first semester** (the quiz can be found in the Canvas Course).

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

- The School of Health and Rehabilitation Sciences (SHRS) Graduate & Professional Catalog ([https://www.shrs.pitt.edu/current-students/academic-policies](https://www.shrs.pitt.edu/current-students/academic-policies))
- The Department Course Descriptions ([http://www.shrs.pitt.edu/csd/](http://www.shrs.pitt.edu/csd/))
- The University Calendar and Schedule of Classes ([http://www.pitt.edu/calendars.html](http://www.pitt.edu/calendars.html))
- The University Guidelines on Academic Integrity ([http://www.provost.pitt.edu/info/ai1.html](http://www.provost.pitt.edu/info/ai1.html))

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/certification/AboutCertificationGenInfo.htm](http://www.asha.org/certification/AboutCertificationGenInfo.htm))
- Pennsylvania Department of Educational Certification: Speech-Language Impaired ([https://www.education.pa.gov/Educators/Certification/Pages/default.aspx](https://www.education.pa.gov/Educators/Certification/Pages/default.aspx))
- Pennsylvania State Licensure in Speech-Language Pathology or Audiology ([http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433205](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 students have questions about the information contained in this handbook, they should consult their academic advisor.

**Mission of the Department of Communication Science and Disorders**

Our mission is to be a model program driving the generation, dissemination and application of knowledge in the science and practice of audiology and speech-language pathology.

The CSD Strategic Plan may be accessed at: [CSD Strategic Plan](#)

**Goals of the Professional Degree Programs**

The CSD Department’s objective is to help students acquire the knowledge and skills of their discipline through in-depth academic content, sequential structured clinical education experiences, and learning assignments. The goal is to prepare clinicians who demonstrate strengths in the following:

- The ability to analyze and synthesize information from a broad base of knowledge in communication science and disorders
- A problem-solving attitude of inquiry and decision-making using evidence-based practice
- Clinical competency in prevention, screening, evaluation, diagnosis, and treatment of patients with varied communication disorders
- The ability to communicate effectively and professionally
- Self-evaluation skills resulting in active steps to develop/refine clinical competencies & extend their knowledge base
- Ethical and responsible professional conduct
- Skills to work in interprofessional settings
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 [https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines](https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines), and the University of Pittsburgh’s Drug Free Schools Annual Notification at [http://online.fliphtml5.com/qsbj/waug/#p=2](http://online.fliphtml5.com/qsbj/waug/#p=2). CSD adds an additional 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 ([http://www.shrs.pitt.edu/student.aspx?id=3513&sbp=4088](http://www.shrs.pitt.edu/student.aspx?id=3513&sbp=4088)).

Academic Probation and Dismissal Policy

Adapted from the SHRS Graduate & Professional Studies Catalog ([https://catalog.upp.pitt.edu/content.php?catoid=73&navoid=6370#probation](https://catalog.upp.pitt.edu/content.php?catoid=73&navoid=6370#probation))

Graduate students who have completed at least 9 credits and whose cumulative GPA falls below a 3.000 will be placed on academic probation and/or suspension and will receive written notification of this status. At this point, it is the student’s responsibility to meet with their advisor and/or clinical advisor.

To be removed from academic probation, the student will need to achieve a cumulative GPA of 3.000 within their next two terms of study. Failure to do so may subject the student to recommendation for immediate dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies.

Students who fail to demonstrate progress toward meeting graduation requirements in a timely manner may be placed on academic probation or recommended for dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies. SHRS reserves the right to terminate a student at any time for academic or other reasons. Additional information about minimum passing grade requirements can be found under “grading policies” in this handbook.

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

Dismissal from the program is at the discretion of the SHRS Dean. Notwithstanding the foregoing, in the event it is not mathematically possible for a student to remediate their cumulative program GPA within their next two terms of study the student may be immediately dismissed.

A student may appeal their dismissal with the University of Pittsburgh Provost office.
**Advising**

Students are assigned an academic advisor when they enter the department. The academic advisor is responsible for monitoring their advisees’ progress through the program. Other faculty in the department will communicate regularly with the academic advisors, to ensure that the advisors are aware of their advisees’ performance in classes or clinical assignments. As described under “Annual Review,” student performance also will be discussed by faculty 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 academic advisors.

*Students should contact their academic 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 academic advisor to discuss their courses and progress in the program. Academic advisors also will track any discussions and meetings (which may include departmental and clinical correspondence) with their advisees in an electronic advising form, accessible only to staff and faculty in the program. This form will be updated at regularly scheduled advising meetings, which must occur at least once each semester. Additional documentation will be conducted during any additional advising meetings that the student and academic advisor may schedule. Supplemental 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 academic advisors is random. 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 advisor typically will become the academic advisor, though students should discuss any such change with both the thesis advisor and academic advisor.

If a student desires to change their academic advisor at any point during their graduate education, they must complete a change of advisor form, which is available in the department office. This form requires the signatures of the previous academic advisor, the new academic advisor, and the program director. The change of advisor will not be official until this form is completed and submitted to the Department Office. The Department Office will submit the form to SHRS Student Services, at which point the change will be made in PeopleSoft.

**Annual Review**

CSD faculty and staff conduct a yearly review of all graduate students. The purposes of this review are (a) to verify each student’s progress toward the degree, (b) to identify students who are experiencing difficulty, and (c) to discuss solutions to problems that are faced. Additional reviews will be conducted as necessary if faculty identifies concerns. The clinic committee also reviews student performance on an ongoing basis as needed.

**Appeals**

If a student has a concern with a faculty or staff member or with another student, they are encouraged to address this concern with that individual directly. If the concern remains unresolved, the student should speak first with their faculty advisor, their program director, and then, if needed the Department Chair. The student may also consult with the SHRS Academic Integrity Officer for graduate students: Kelley Fitzgerald, 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/student.aspx?id=3513&sbp=4088](http://www.shrs.pitt.edu/student.aspx?id=3513&sbp=4088).
**Attendance**

It is expected that students will attend all classroom and clinical obligations throughout their programs. If a student must miss a class, they must notify both the faculty member teaching the course and their academic advisor. This notification should 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 the instructor makes accommodations. Excessive absences may be the cause for receiving a failing grade in the course even if the student’s performance in the class would otherwise indicate a passing grade.

If student must miss clinic, they must contact both their clinical supervisor and either Dr. Erin Lundblom (for SLP students) or Dr. 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 Dr. Lundblom or Dr. Mormer via email (lundblom@pitt.edu; emormer@pitt.edu).

Note that it is not acceptable for students to miss clinic due to any classroom assignments except during the specific timeslot when they are taking their final comprehensive examination. It is not permissible for students to miss clinic to prepare for the comprehensive examination or for another 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. Up to two awards are provided each year. 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 Department office (6035 Forbes Tower).

The **Audrey Holland Endowed Award** was established to support undergraduate and graduate students to design and conduct research in CSD 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 the award. For detailed application procedures, see Appendix A. The Award amount will be announced each year based on available funds. Awardees are honored at the University Honors Convocation.
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 application process and requirements before graduating.**

For information, see ASHA’s Membership and Certification Handbook 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. Students should be sure to use the correct form for the standards under which they are applying (2020 standards).

Apply for the Certificate of Clinical Competence in Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP) online at: https://www.asha.org/certification/

*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.boardofaudiology.org/. The ABA provides both an entry-level certificate for which graduating AuD students from the University of Pittsburgh will qualify 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 *CSD Department Clinical Education Handbook.*

**Comprehensive Examination/Summative Assessment Project**

CSD graduate students seeking clinical degrees must pass a two-part oral and written comprehensive examination/summative assessment project. The comprehensive examination/summative assessment 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 examination/summative assessment project are specific to the degree programs in which students are enrolled.** Additional information can be found in the sections on *Comprehensive Examination* or *Summative Assessment* in the portion of this handbook describing each degree program.

*Dates and guidelines for scheduling and submitting the comprehensive examination/summative assessment project are strictly enforced.* For example, due to scheduling requirements, the SLP Summative Assessment Projects are not scheduled during the summer term. Students should review the dates for their degree program carefully. **Students who do not pass the comprehensive exam/summative assessment 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.** Students should ask their academic advisor if they have any questions about comprehensive examination/summative assessment.

Students who complete a master’s thesis (in either the clinical track or the non-clinical track) are exempt from the Comprehensive Examination/Summative Assessment Project requirement and will be awarded a Master of Science degree.
Computers and Laptops
Students are permitted to use computers to take notes in class, provided that their participation in class—and the participation of their classmates—is not adversely affected. Students are expressly forbidden from using social media or other applications that are unrelated to their coursework during class time. Individual faculty may place limitations or restrictions on computer use in their classes. These will be announced to students in class or described in the course syllabus.

Council on Academic Accreditation (CAA) – Student Appeals
The clinical entry degree programs in Audiology (AuD degree) and Speech/Language Pathology (MA and clinical MS in 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 the Certificate of Clinical Competence (CCC).

Students, faculty, staff and members of the public who feel that a clinical program 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) CAA may be reached by phone at 800-498-2071 or 301-296-5700. Written communication can also be mailed to: CAA at ASHA, 2200 Research Boulevard #310, 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 permitted to use only students’ official University of Pittsburgh email addresses. Students should check 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 students choose to indicate their area of study in their email signature line or in other correspondence, they should indicate “Audiology Student” or “Speech-Language Pathology Student.” There should be no reference to the degree being pursued.

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 https://www.shrs.pitt.edu/CSDdirectory/
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 CSD Director of Student Financial Aid and Awards will provide all CSD students with information about funding opportunities. As new information is received, it is sent via email to all groups of students that meet the award’s eligibility criteria, and information about recurring awards can be found at https://shrs.pitt.edu/csd_funding/. The Pitt 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). Students may want to investigate programs for student loan forgiveness based on 10 years of work for a 501c3 (non-profit).

- https://www.equaljusticeworks.org/law-students/student-debt-resources/

Grading Policy

The minimum required passing grade in any academic course taken in a graduate program is a C. Any academic 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; failure to receive an acceptable grade after the second opportunity to complete a required course may result in the student being dismissed from the program and SHRS. The full regulations can be found in the SHRS Graduate Student Handbook: http://www.shrs.pitt.edu/student.aspx?id=3514&sbp=4086.

Note that it is possible for a student to achieve a non-passing grade (C- or below) even if the scoring of points for the class indicates a higher grade. Such situations may occur when a student has an excessive number of unexcused absences, fails to complete an assigned remediation demonstrating acquisition of intended knowledge and skills, or does not complete all assignments. Thus, the mathematical calculation of a final score for a class can be overridden by faculty in order to reflect whether a student has met all of the goals outlined in the class syllabus. A passing grade of C or above is available only to those students who have achieved the intended knowledge and skills, regardless of the numerical score that might be attained.

In clinical courses, assigned grades are either Satisfactory (S) or Unsatisfactory (U). If a grade of Unsatisfactory 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, Outplacement or Externship practicum) will no longer be permitted to participate in practicum education.

Selected courses 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). Students also must be certain to indicate the degree designator they are seeking. (For example, students in the clinical master’s program typically would receive an MA, though students who have completed a thesis would instead receive a MS.)

*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, they 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, their academic 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); (b) certify that any courses having grades of “G” (work incomplete for reasons beyond student’s control), “I” (work incomplete for academic reasons), or “NC” (unsatisfactory) are not required for the degree. All “I,” “G,” or “NC” grades must be removed before graduation if they were received in classes that are required for the degree; and (c) have a minimum overall GPA of 3.0.

The academic advisor will 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 and clinic practicum credits
- the thesis advisor, verifying completion of the thesis (if the student has completed a thesis)
- the Clinic Coordinator, verifying completion of all clinic requirements and ASHA clinical requirements (if the student has completed a clinical program). The clinic coordinator also oversees documentation of requirements towards PDE Certification for SLP students
- the Department Chair, for final approval for graduation.

Early in the term in which they plan to graduate, students should contact their academic advisor and the SLP Clinical Education Coordinator (SLP students) or Audiology Coordinator (AuD students) to hold appointments to clear them for graduation. Students do not need to hold an individual appointment with the Department Chair.

Students that are graduating sometimes need letters verifying that they have graduated; that letter verifying graduation must to come from the SHRS Registrar, currently Kellie Beach. You must send Kellie an email to ask for a letter of verification. No letter will be provided until all grades are in and your file has been certified for graduation. If you need a letter before that, it will state that you are expected to graduate.

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 students’ mailboxes, as well as on the bulletin board in 6035 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 sent via email, placed in students’ mailboxes and posted in the department office.

**Pennsylvania State Licensure**

In order to engage in clinical practice as a professional in Pennsylvania, 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](http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433205). Pennsylvania Licensure Act 106 of 2014 was approved and implemented in 2017, which includes a requirement for a Provisional License to SLP and AuD graduates prior to them completing full licensure requirements. Provisional Licensure is required before beginning one’s first year of employment.

**Prerequisite Courses**

Prior to enrolling in required courses for the Master’s or AuD degree programs, students must complete several prerequisite courses that are required for ASHA certification. This includes courses in biological sciences, physical sciences, social/behavioral sciences, and statistics.

Typically, these prerequisites 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 verify with their advisors 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.

In order to apply for clinical certification, students must document the completion of 12 prerequisite undergraduate credits (3 each in the areas of biological science, physical science, social/behavioral science, and statistics).

**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. Students should recognize that such permission is extremely difficult to obtain and almost never granted. Graduate students who are granted permission to 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.
**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 term is available. 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. They should contact their academic advisor in advance to set up an advising meeting. Questions about registration should be directed to SHRS Student Services: [http://www.shrs.pitt.edu/current-students](http://www.shrs.pitt.edu/current-students)

**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. **AuD students are required to complete a research project** (see the Audiology Section for specific requirements).

**Sexual Misconduct, Required Reporting, and Title IX**

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. What this means is that your professors are required to report any incidents of sexual misconduct that are directly reported to them, or of which they are somehow made aware. (from [http://www.gsws.pitt.edu/node/1640](http://www.gsws.pitt.edu/node/1640))

Be aware, there are two important exceptions to this requirement:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [http://www.titleix.pitt.edu/report/confidentiality](http://www.titleix.pitt.edu/report/confidentiality)

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30AM TO 5PM M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: [https://www.titleix.pitt.edu/report](https://www.titleix.pitt.edu/report)

**Social Media Policy**

Social media is rapidly expanding, and new outlets are created every day. Professional organizations and ethical codes are often outdated given the rapid expansion of social media. It is essential that students and faculty remain aware and vigilant regarding the social media ethical challenges facing health professionals, clients, patients, and students.

Students are responsible for maintaining a professional social media presence related to any SHRS education activities. Some students may find it helpful to create separate professional and personal social media accounts.
We recommend that students consider the following prior to posting or transmitting on social media:

- Consider the audience and potential impact of your post prior to transmission.
- Assume anything that you post or transmit on social media can be made or viewed by the public.
- An electronic post or transmission is often traceable, without an opportunity for removal.
- Employers often search social media to learn more about you prior to interviews or offered employment.
- Clients/patients often search social media to learn more about you. Proximity based apps and social media post new challenges to maintaining professional boundaries between health professionals and clients or patients.

SHRS students must:

- Respect the ethical standards of the profession in carrying out their academic assignments.
- Comply with HIPPA’s social media rules.
- Read, review, and follow the social media policy of your practicum or internship placement.
- Comply with School and University academic integrity guidelines.
- Do not post or transmit any information or reference about your work with clients/patients.
- Do not post clinical encounters, clinical experiences or information that pertains to working with clients/patients.

Please note that boundaries on social media are no longer as simple as not ‘friending’ a client/patient, professor, or colleague on Facebook. It is difficult to predict the latest ethical problem or boundary that will arise with social media. Therefore, please remain aware and consult with faculty or supervisors on these important issues. Faculty may have to act upon any material that does not comply with current academic integrity guidelines, professional ethical standards, or HIPPA policies.

**Student Impaired Clinical Performance**

A major aspect of student learning in the Doctor of Audiology and Masters of Speech-Language Pathology programs occurs in clinical settings with direct student-client/patient contact. While in clinical placements, students are acquiring knowledge and cognitive and psychomotor skills. In addition, they are developing judgment. Students are expected to demonstrate progress toward attainment of Clinical Competencies and Professional Responsibilities. Safety is a critical component of each practicum experience.

The right of clients/patients and the public to safe professional practice supersedes students’ learning and skill acquisition needs. The responsibility of the CSD faculty and Clinical Instructors to protect clients/patients, the public, and the staff of our clinical settings from unnecessary exposure to dangerous situations is paramount. Faculty and Clinical Instructors have the obligation to assess and make professional judgment with respect to each student’s fitness for safe practice during clinical hours.

Students have the responsibility to practice without undue risk to themselves or others, and to maintain fitness for duty throughout all clinical hours. When a faculty member or Clinical Instructor makes a professional judgment that a student’s psychological and/or physical condition has impaired their ability to perform in accordance with clinical standards and/or that the student’s psychological and/or physical condition presents an undue risk of harm to their patients, the student will be asked to leave the clinical site. The student is then given the opportunity to hear the reasons for removal from clinic, and to discuss the incident with a representative from the Department. When the clinical agency has a policy regarding fitness for duty, in addition to the Department of Communication Science and Disorders policy, that policy will be followed.

Any expenses incurred as a result of assessment, treatment, transportation, and monitoring are solely the responsibility of the student.
1. Initial Identification
   a. When there is concern that a student poses a risk of harm to self or clients/patients, the faculty member or Clinical Instructor may remove the student from the clinical site.
   b. The student is informed of temporary suspension from clinical practicum and is sent to the Department of Communication Science and Disorders to meet with the Vice-Chair for Clinical Education or the Coordinator of Clinical Education, as appropriate. As necessary, the appropriate Program Director also will be informed.
   c. The faculty member, Clinical Instructor, campus security, or a representative from the Department may accompany the student to the nearest healthcare facility for emergency treatment prior to bringing the student to the Department for the meeting.
   d. The documented evidence of impaired clinical performance is reviewed with the student and the student has an opportunity to provide an explanation.
   e. When the cause of the impaired performance has been addressed satisfactorily, the student will be permitted to return to clinical practicum.
   f. If the student requests a formal hearing, one will be conducted in accordance with University judicial procedures outlined in the University of Pittsburgh Student Code of Conduct, and the student has the right to representation.

2. Referral and Treatment
   a. Before being permitted to return to the clinical placement, the student may be mandated to obtain a health assessment. This assessment may be done at the University Health Center, the Emergency Department of the nearest hospital, or any other healthcare facility, at the student’s expense.
   b. The student has the right to refuse this assessment, treatment, and further monitoring. However, the Department of Communication Science and Disorders may tell the student that they are not permitted to return to clinical practicum without certification from a recognized healthcare provider that they are either undergoing treatment or do not need treatment and are fit for clinical practice.

3. Return to Clinical Practice
   a. If the student has been referred for treatment, the student will be permitted to return to clinical practice only on the specific recommendation of an appropriate treatment provider that the student is capable of safe and skilled clinical performance.
   b. Confidential medical information will be maintained in a restricted file in the office of the Vice Chair for Clinical Education.
   c. Information will be shared with treatment providers and others designated by the student, with the student’s written consent. The student also may be asked to give written permission for treatment providers and others to share information with the Vice-Chair for Clinical Education or the Coordinator of Clinical Education as needed.
   d. No information will be shared with other members of the Department of Communication Science and Disorders unless there is a clear and direct need to know.
   e. The student and the Vice-Chair for Clinical Education or the Coordinator of Clinical Education will sign a Return to School agreement, individualized according to the student’s needs. This agreement will delineate the terms of the student’s return to clinical practice.
   f. The Department of Communication Science and Disorders has the right to impose conditions on the student’s return to clinical practicum as necessary following treatment.
   g. The Department of Communication Science and Disorders will provide direct supervision of the student following return to clinical practicum, and the appropriate faculty member or Clinical Instructor will monitor the satisfactory achievement of the student.
   h. Any subsequent behaviors that indicate unsafe clinical performance may be cause for dismissal from the graduate program.
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 they have 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 sole responsibility and authority to make this determination. If the instructor approves the course equivalency, they 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 completing diagnostic evaluations. They also must 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 as samples in Appendix B for Audiology and Appendix C for Speech-Language Pathology. All students must carefully review the specific technical standards for their program (Audiology or Speech-Language Pathology). All students’ confirmations that they meet the technical standards are kept on file in the department.
Section II: Audiology Degree Programs

Overview

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

AuD Students First Obtain a Master’s Degree:

Students making successful progress towards meeting the requirements for the AuD degree will be awarded the MA degree after the requirements for that degree are met, usually the 2nd spring. Students must make application for the MA degree. 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 degree in Audiology. Please consult your adviser if you intend to obtain this degree 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 two electives (2-3 credits per course). Electives must be pre-approved by your advisor and must include:
  - 1 graduate level course (2000 or higher)
  - 1 “other” elective (any level)
- 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, audiology students will attend the Research Roundtable, organized by PhD students in the CSD 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. Clinic registration will vary for each student by semester; however, you MUST register for:

- a minimum of 1 credit in any given term, excepting under special circumstances arranged with the Audiology clinical education coordinator and/or externship coordinator
- a minimum total of 13 credits over the first 8 semesters (the first three years of the program) are required

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 Audiology Clinic Coordinator.
# Doctor of Audiology (AuD): Required Coursework

## Fall 1st year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD2040</td>
<td>Audiologic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSD2042</td>
<td>Audiologic Assessment Lab</td>
<td>1</td>
</tr>
<tr>
<td>CSD2021</td>
<td>Clinical Procedures Lab 1-1</td>
<td>1</td>
</tr>
<tr>
<td>CSD2047</td>
<td>Amplification 1</td>
<td>3</td>
</tr>
<tr>
<td>CSD2078</td>
<td>Physics, Physiology, and Psychology of Sound</td>
<td>3</td>
</tr>
<tr>
<td>CSD2056</td>
<td>Audiology Practicum Network - AuD</td>
<td>1</td>
</tr>
<tr>
<td>CSD2060</td>
<td>ProSeminar</td>
<td>0</td>
</tr>
<tr>
<td>CSD2068</td>
<td>Speech Practicum Network*</td>
<td>1*</td>
</tr>
</tbody>
</table>

*Some students will be assigned to an SLP practicum this semester.*

**Total: 12-13 credits**

## Spring 1st year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD2046</td>
<td>Pediatric Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CSD2041</td>
<td>Management of Adult Hearing Loss</td>
<td>3</td>
</tr>
<tr>
<td>CSD2045</td>
<td>Physiological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSD2051</td>
<td>Clinical Procedures Lab 1-2</td>
<td>1</td>
</tr>
<tr>
<td>CSD2056</td>
<td>Audiology Practicum Network - AuD</td>
<td>1</td>
</tr>
<tr>
<td>CSD2060</td>
<td>ProSeminar</td>
<td>0</td>
</tr>
<tr>
<td>CSD2068</td>
<td>Speech Practicum Network*</td>
<td>1*</td>
</tr>
</tbody>
</table>

*Students who did not register for this in the fall.*

**Total: 11-12 credits**

## Summer 2nd year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSD2044</td>
<td>Differential Assessment</td>
<td>4</td>
</tr>
<tr>
<td>CSD2251</td>
<td>Vestibular Assessment &amp; Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CSD2602</td>
<td>Educational Audiology</td>
<td>2</td>
</tr>
<tr>
<td>CSD2053</td>
<td>Clinical Procedures Lab 2-1</td>
<td>1</td>
</tr>
<tr>
<td>CSD2056</td>
<td>Audiology Practicum Network - AuD</td>
<td>1-2</td>
</tr>
</tbody>
</table>

**Total: 11-12 credits**

## Fall 2nd year

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSD2022</td>
<td>Clinical Procedures Lab 2-2</td>
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<tr>
<td>CSD2081</td>
<td>Research Strategies and Tactics</td>
<td>3</td>
</tr>
<tr>
<td>CSD2057</td>
<td>Audiology Practicum Outplacement</td>
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</tr>
<tr>
<td>CSD2060</td>
<td>ProSeminar</td>
<td>0</td>
</tr>
<tr>
<td>CSD2454</td>
<td>Amplification 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 9 credits**

## Spring 2nd year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD2101</td>
<td>Statistical Methods for Clinical Research 1</td>
<td>3</td>
</tr>
<tr>
<td>CSD2055</td>
<td>Pediatric Auditory Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CSD2162</td>
<td>Counseling Strategies for AuD and SLP</td>
<td>2</td>
</tr>
<tr>
<td>CSD2110</td>
<td>Neuroscience of Communication</td>
<td>3</td>
</tr>
<tr>
<td>CSD2052</td>
<td>Clinical Procedures Lab 2-3</td>
<td>1</td>
</tr>
<tr>
<td>CSD2057</td>
<td>Audiology Practicum Outplacement</td>
<td>2</td>
</tr>
<tr>
<td>CSD2451</td>
<td>Audiology Masters Comprehensive</td>
<td>1</td>
</tr>
<tr>
<td>CSD2060</td>
<td>ProSeminar</td>
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</table>

**Total: 15 credits**
### Summer 3rd year

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSD2084</td>
<td>Science of Implantables</td>
<td>2</td>
</tr>
<tr>
<td>CSD2652</td>
<td>Advanced Clinical Seminar 3-1</td>
<td>1</td>
</tr>
<tr>
<td>CSD2057</td>
<td>Audiology Practicum Outplacement</td>
<td>2</td>
</tr>
<tr>
<td>CSD2029</td>
<td>Implantables in Clinical Practice</td>
<td>1</td>
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</table>

**Total: 9 credits**

### Fall 3rd year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX</td>
<td>Elective (2000 level or higher)</td>
<td>2-3</td>
</tr>
<tr>
<td>CSD2600</td>
<td>Interprofessional Rotation</td>
<td>1</td>
</tr>
<tr>
<td>CSD2601</td>
<td>Supervision</td>
<td>1</td>
</tr>
<tr>
<td>CSD2971</td>
<td>Research Practicum*</td>
<td>1</td>
</tr>
<tr>
<td>CSD2654</td>
<td>Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>CSD2661</td>
<td>Advanced Clinical Seminar 3-2</td>
<td>1</td>
</tr>
<tr>
<td>CSD 2057</td>
<td>Audiology Practicum Outplacement</td>
<td>2</td>
</tr>
<tr>
<td>CSD2060</td>
<td>ProSeminar/Research Round Table</td>
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<tr>
<td>CSD2102</td>
<td>Statistical Methods for Clinical Research 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 14-15 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD2456</td>
<td>Speech Perception Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>CSD2252</td>
<td>Advanced Physiological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSD2971</td>
<td>Research Practicum*</td>
<td>1</td>
</tr>
<tr>
<td>CSD2657</td>
<td>Advanced Clinical Seminar 3-3</td>
<td>1</td>
</tr>
<tr>
<td>CSD2057</td>
<td>Audiology Practicum- Outplacement</td>
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<tr>
<td>CSD2060</td>
<td>ProSeminar/Research Round Table</td>
<td>0</td>
</tr>
<tr>
<td>CSD2043</td>
<td>Fundamentals of SLP for Audiologists</td>
<td>1</td>
</tr>
<tr>
<td>XXXX</td>
<td>Elective (any level) *</td>
<td>2-3</td>
</tr>
</tbody>
</table>

*This is the last chance to fulfill elective requirements.
The order in which electives are taken can vary.*

**Total: 13-14 credits**

### Summer 4th year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD2655</td>
<td>Advanced Clinical Seminar 4-1</td>
<td>1</td>
</tr>
<tr>
<td>CSD2659</td>
<td>Externship</td>
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</tbody>
</table>

**Total: 5 credits**

### Fall 4th year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSD2660</td>
<td>Advanced Clinical Seminar 4-2</td>
<td>1</td>
</tr>
<tr>
<td>CSD2659</td>
<td>Externship</td>
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</table>

**Total: 5 credits**

### Spring 4th year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSD2658</td>
<td>Advanced Clinical Seminar 4-3</td>
<td>1</td>
</tr>
<tr>
<td>CSD2659</td>
<td>Externship</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total: 5 credits**

**Total Minimum Credits = 109**  
*(updated 6/5/20)*
Notes:

- Audiological Assessment (CSD2040) and Amplification 1 (CSD2047) are considered pre-requisites for moving forward in the program. If you fail any of these courses, you will not be able to continue to the spring semester and will instead, be given the option to rejoin the program the following fall semester.
- Physiological Assessment (CSD2045) is considered a pre-requisite of Advanced Physiological Assessment (CSD2252). If you do not pass CSD2045 you’ll need to retake this with a passing grade prior to taking CSD2252). This may lengthen the time you are in the program and delay the start of your externship. This will delay your graduation date.
- Because of the linear nature of this program, the need to repeat any class may lengthen the time you are in the program and delay the start of your externship. This will delay your graduation date.
- AuD students are required to complete 4-6 credits of statistics. The two-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 must have completed all course and clinic work successfully (no failures or incompletes) including research credits prior to starting externship placements.
- 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). Keep in mind that if you start your externship after June 1st you will not graduate until August of the next year. You will be required to return to the program and defend your comprehensive examination in the summer term of graduation.

Required and Recommended Opportunities

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 presentations with scientific, clinical, or professional relevance to the discipline on the following schedule:

- AuD students must register each fall and spring for the first three years in their program.
- There is no ProSeminar requirement in the summer.

AuD students are required to attend Technology Tuesday and First Friday Seminars as part of the ProSeminar activities. Other 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. Lectures and videos available on the internet also can be counted as meeting the requirements for the ProSeminar experience.

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 presentations can be found at the Pitt Health School’s Calendar of Events.
Other presentations may be announced on CourseWeb/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.

**Required:** AuD and MA audiology students are required to attend the **Audiology First Friday Seminar**, which is usually held the first Friday of every month (7:00-8:00 a.m.) in the months of October, November, December, February and April in Forbes Tower room 4060 (or virtually). These seminars introduce supplementary topics to the curriculum and involve community audiologists as well as students and faculty. Students are required to attend **Technology Tuesday** which is held the 1st Tuesday of every month from 4-5pm in the Eye and Ear Board Room (BST S123, 203 Lothrop Street; the room is subject to change and an email will be sent to inform you of the room if it has changed) (or virtually). Technology Tuesday provides a forum for our Industry partners to update us on the latest technology and allows students to observe and participate in interactions between clinicians and industry representatives.

Audiology students also are encouraged to take advantage of the following opportunities as often as possible:

<table>
<thead>
<tr>
<th>When</th>
<th>What / Contact</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Saturday of every month at 10:00 am</td>
<td>Hearing Loss Association of America</td>
<td>DePaul Institute 6202 Alder Avenue, Shadyside</td>
</tr>
<tr>
<td>1st Tuesday of each month 7:15 a.m.</td>
<td>Implant Rounds-Otology/Audiology Adults and Pediatrics</td>
<td>Eye and Ear Institute 4th Floor, Meeting Room</td>
</tr>
</tbody>
</table>

*Note: for the Eye and Ear Meeting it is wise to confirm that they are taking place – call 412-647-2030*

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](http://www.thieme.com); search “Seminars in Hearing”; Select “Seminars in Hearing”; select “Graduate students – click here for free subscriptions”. Go to [https://journals.lww.com/thehearingjournal/pages/default.aspx](https://journals.lww.com/thehearingjournal/pages/default.aspx) and select “Magazine Subscriptions” to receive a complimentary subscription to the Hearing Journal. Students can access Audiology Online ([www.audiologyonline.com](http://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.

**Attendance at the Pennsylvania Academy of Audiology (PAA)**

You will have opportunities to attend a variety of local, regional, and national conferences during your education. One of the goals of the Audiology program is to create future leaders in the profession. Your state academy is your first professional home and as states regulate practice, involvement at the State level is important to your profession. With this in mind, if you are interested in attending the PAA conference (usually in September or October), let your instructors know and they will work on excusing you from Thursday and Friday classes that week. Please make sure to let your classroom and clinical instructors know in advance for planning purposes. Details of the meeting can be found on the website ([www.paaudiology.org](http://www.paaudiology.org)). There are poster presentation and grand round presentation opportunities for students at the meeting (look for submission deadlines). No matter what state you ultimately chose to practice in, we hope you will participate in state leadership.
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 an oral test format that will test the depth and breadth of the student’s knowledge attained during the first four semesters of graduate study through the use of questions related to a clinical case provided to the student at the time of the exam. The examination will only be provided to students who have passed the required courses for the first four semesters of the program.

An ad hoc committee of Audiology faculty members and clinical instructors will administer this comprehensive examination. The exam is given prior to 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. Please see the flow chart below for the progression of retake and remediation opportunities. The retake exam will include a new case and will be offered within one month of the initial exam. On the retake, students failing to achieve an 80% score will be required to complete a remediation plan developed by the faculty examination committee. Remediation activities will be developed by the audiology faculty in an attempt to fill in the knowledge base in the areas of deficiency and will often include the retake of course work in the content area. Upon completion of the remediation, the student will have a third chance to pass the oral comprehensive examination in the specific area(s) they have failed. Failure to pass at 80% will prompt a recommendation for dismissal to the program Chair. The student may be allowed to continue with course work and clinical placements during the remediation period at the discretion of the academic advisor, clinical coordinator, and program director. The student will not be allowed to pursue extern placements prior to passing the examination.
Comprehensive Exam II

The Comprehensive Examination II process begins when the student selects a case for which they have 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.

NOTE: Students complete the written document during their 4th year externship placement. Although the case will come from the clinical activity in the 4th year placement, the student should expect to do all of the work on the document (literature review, analysis, etc.) on their own time and not during their clinical externship time. This may include needing to come early or stay after hours in the clinic to access records and working in the evenings and weekends to complete the document and prepare for the oral examination.
**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
- **The document is not to exceed 40 pages (not including references)**

Pass/Failure of the written portion of the comprehensive examination will be determined by the assigned comprehensive examination committee of three faculty members and/or clinical instructors. Students who do not pass the written portion will be given general feedback and one opportunity to rewrite the document. Students do not progress to the oral defense until the written document is accepted. Students who do not pass the oral portion will be given general feedback and one opportunity to re-present the same case. Please see the flow chart at the end of this section for a guide to the pass/fail sequence of the Comprehensive Exam II. 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 2021 spring graduation will be on Friday March 26th. AuD students are expected to attend. The date for orals for the summer graduation will be determined at a later date.

**Guidelines for the Comprehensive Examination II**

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

D. **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 [https://www.turnitin.com/](https://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 (not to exceed 40 pages, not including references)
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 six lines per slide, six 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.

Timeline for a Summer Semester Graduation:
1. Submit your written comprehensive document no later than January 1st of your final or externship year. As indicated above, earlier is better. Anyone submitting the written document after December 1st may jeopardize the ability to defend orally on the scheduled date and therefore may not be eligible for a summer 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 March 1st.
3. If a rewrite is required, it should be submitted by April 1st.
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 **May 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 summer graduation.

**NOTE:** For the 2nd Comprehensive Exam, you must submit to CSD Department Administrator the following information on October 1st for students defending in the spring and January 1st for students defending in the summer. Failure to submit these materials on time will make you ineligible to proceed with the comprehensive exams. Because we open these presentations up to the community, these materials are necessary in order to provide continuing education credits and must be submitted by the department well in advance of the event.

1. Title
2. Abstract
3. Learning Outcomes
4. Assessment Tool (3-4 questions)
5. Biographical Information
6. Disclosure forms (available from CSD Department Administrator)

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 or Systematic Review to answer a specific clinical question. Keep in mind that a systematic review is a standardized way of approaching a clinical question and not simply a review of the literature. You will need to work with a faculty member in this area of interest to understand this methodology.
- Poster presentation of study to CSD faculty, students, and community during the lunch break at the Comprehensive Examinations of 4th year students. This will be a poster presentation of either your research project or systematic review. You and your advisor may decide to submit your work as a poster or presentation to other meetings as well.

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

Summer Semester, 2nd year: Identify the lab/faculty member with whom you will be working. Fill out the research agreement (Appendix E) with the faculty member so you are both clear on what will be accomplished. Create a timeline that will allow you to have a poster ready to present the spring of your third year in the program.

Spring Semester, 3rd Year
- Complete project to the satisfaction of supervising faculty and present your poster at the 4th year comprehensive exams to faculty, students, and community during the lunch break.

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 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 only; the PhD program is described in a separate handbook.

Master’s Degrees in CSD with a Concentration in Speech-Language Pathology

Two 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 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 be required to complete a thesis and receive the Master of Science degree; they 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.
### Required Coursework

Following is a sample schedule listing the required courses for the clinical Speech-Language Pathology Master’s degree. Due to scheduling changes, or individualization, a student’s actual program may not match this sample exactly, though the sample lists all coursework required at the time that this handbook was prepared. Students will be provided with a Plan of Study form at the beginning of their program for review. Working with their academic advisors, students will update and maintain their Plan of Study form regularly throughout the program.

#### Fall Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SLP Practicum in Audiology Network</td>
<td>2059</td>
</tr>
<tr>
<td>Intro to Clinical Decision-Making</td>
<td>2064</td>
</tr>
<tr>
<td>Speech Practicum Network</td>
<td>2065</td>
</tr>
<tr>
<td>Articulation &amp; Phonological Disorders</td>
<td>2070</td>
</tr>
<tr>
<td>Child Language Disorders 1</td>
<td>2071</td>
</tr>
<tr>
<td>Dysphagia</td>
<td>2076</td>
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#### Spring Year 1

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Motor Speech Disorders</td>
<td>2039</td>
</tr>
<tr>
<td>Speech Practicum Network</td>
<td>2065</td>
</tr>
<tr>
<td>Fluency Disorders</td>
<td>2072</td>
</tr>
<tr>
<td>Neurogenic Language &amp; Cognitive Communication Disorders 1</td>
<td>2130</td>
</tr>
<tr>
<td>Counseling for Communication Disorders</td>
<td>2162</td>
</tr>
<tr>
<td>Child Language Disorders 2</td>
<td>2250</td>
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</table>

#### Summer Year 1

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Speech Practicum Network or Speech Practicum Outplacement</td>
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</tr>
<tr>
<td>Swallowing, Feeding, Dysphagia in Children</td>
<td>2079</td>
</tr>
<tr>
<td>Professional Issues 1</td>
<td>2082</td>
</tr>
<tr>
<td>Principles of Audiology for SLP</td>
<td>2120</td>
</tr>
<tr>
<td>Autism Spectrum Disorders in SLP</td>
<td>TBA</td>
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#### Optional Summer Year 1

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</thead>
<tbody>
<tr>
<td>Medical Speech Pathology</td>
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</tr>
<tr>
<td>School Based Service Delivery</td>
<td>2514</td>
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#### Fall Year 2

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<tbody>
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<td>Research and Thesis Master’s Degree (optional)</td>
<td>2000**</td>
</tr>
<tr>
<td>Speech Practicum Network,</td>
<td>(2065)</td>
</tr>
<tr>
<td>Speech Practicum Outplacement, or</td>
<td>2066</td>
</tr>
<tr>
<td>Clinic Practice in Schools</td>
<td>2067</td>
</tr>
<tr>
<td>SLP Summative Assessment Project (Fall or Spring)</td>
<td>2069*</td>
</tr>
<tr>
<td>Augmentative Communication</td>
<td>2077</td>
</tr>
<tr>
<td>Research Strategies &amp; Tactics</td>
<td>2081</td>
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<td>Neurogenic Language &amp; Cognitive</td>
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<td>Communication Disorders 2</td>
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#### Spring Year 2

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<tbody>
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<td>Speech Practicum Network,</td>
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<td>Clinic Practice in Schools</td>
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<td>Voice Disorders</td>
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<tr>
<td>Professional Issues 2</td>
<td>2083</td>
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<tr>
<td>Pediatric Audiologic Rehab</td>
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#### Summer Year 2 (as needed)

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<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Practicum Outplacement</td>
<td>2066</td>
</tr>
</tbody>
</table>

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*CSD 2069 (SLP Summative Assessment Project) must be taken in either Fall or Spring Semester of the student’s final year. (Typically, this is the second year, though some students may extend their programs to take the SLP-SAP in the third year.)

**CSD 2000 (Research and Thesis Master’s Degree) is optional and may be taken instead of SLP-SAP.

Students must complete a total of 60 graduate credits in the master’s program in order to receive the Master’s degree in Communication Science and Disorders. Of these, at least 10 will be required clinical credits, and 47 will be required graduate academic credits; at least three additional clinical or academic credits are required to reach the 60-credit degree minimum. (Note that students generally take more than the minimum number of required credits, with 62 to 63 credits being common to allow for optional classes and to ensure that the requisite number of clinical hours are achieved.)
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 will be the Audiology Network Practicum (CSD 2059). This course typically is scheduled during the fall or spring term of the first year. Students will be notified when they should register for this credit.

SLP Summative Assessment Project (SLP-SAP)

The Summative Assessment Project for SLP Master’s degree students consists of a 1-credit course (CSD 2069), taken in the fall or spring semester of their last year in the program. This project includes the development of a poster presentation or written paper, based on a clinically relevant research question, that culminates in an oral presentation, evaluated by faculty. The goal of the SLP-SAP is to provide students with a clinically meaningful opportunity to demonstrate their ability to integrate academic knowledge and clinical problem solving through Evidence-Based Practice and Practice-Based Evidence, at an entry-level of performance.

Requirements for passing the SLP-SAP course are provided in the course syllabus. Students who do not pass the summative assessment 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 presentation are provided during the course.

Note: Students do NOT need to do any preparation in advance of the SLP-SAP course. Specifically, they do not need to gather information about clients in clinical practicum experiences, take notes on testing results, or identify cases for their SLP-SAP in advance. All of the work necessary for successful completion of the SLP-SAP will be done within the term that the student takes the course.

Master’s Thesis Option

The purpose of the master’s thesis is to give students the opportunity to conduct a semi-independent research project in which they systematically consider a question of scientific interest. The process begins with a student identifying a broad area of interest and initiating discussion with a relevant faculty member to explore the possibilities for completing a thesis. Occasionally the student knows only that they want to engage in research but has no identified area of interest. It is appropriate to talk with any faculty member to see if they have ideas for research that would be appropriate for a thesis. All students are encouraged to become engaged in research, and the thesis is one option to do so.

The Typical Candidate

The thesis is an important undertaking requiring dedication from both the student and faculty. Students who complete a thesis typically are in good standing throughout their master’s degree program, successfully balancing the requirements of the didactic and (if applicable) clinical education. Students are encouraged to communicate their interest in completing a thesis with their academic advisor to discuss the process and, as with all graduate students, should maintain good communication with their academic advisor throughout their program.

The thesis advisor may become the student’s academic advisor because of the close contact regarding thesis and program progress. If, following consultation with the advisors, a student wishes the thesis advisor to become the academic advisor, this change may be accomplished by following procedures indicated elsewhere in the academic handbook.
**The Typical Project**

The thesis project should address a theoretical or clinical question through the collection and analysis of data, or through the analysis of previously collected data or philosophical works that are appropriate for the question being investigated. The thesis research does not have to be an independently completed project. Students will work with their thesis advisor to identify an appropriate topic and scope for the thesis.

**The Thesis Committee**

The thesis committee will consist of at least three University of Pittsburgh faculty members. The thesis advisor must have a faculty appointment within the Department of Communication Science and Disorders and have expertise and research experience in the area of investigative study. If the thesis advisor is an adjunct member of the Department, they would be a co-advisor with a regular CSD faculty member. In consultation with the thesis advisor, the student selects at least two other University faculty members to serve on the thesis committee. At least two committee members must be from within CSD; the third committee member may be from within CSD, SHRS or the University. At least one member of the committee must be a regular (not adjunct) member of the SHRS Graduate Faculty. Members from outside the University are allowed (serving as non-voting members), but not required, and would be in addition to the three University of Pittsburgh faculty members.

The Master’s thesis committee approval process involves the following steps. First, complete the Master’s Thesis Committee Approval Form (Appendix F) together with your advisor. Then, submit the completed Master’s Thesis Committee Approval Form to the Master’s SLP Program Director for review. The SLP Program Director will review the form and transmit it to the Office of the Chair (CSD department chair and chair’s executive assistant) for approval and submission to the CSD Academic Affairs administrator, who will submit the form to the Administrator of SHRS Student Services/Assistant to the Associate Dean for Graduate Studies for final approval. If there are questions or concerns regarding the committee, the form may be returned to you for revision. Submission of this form serves as notification to the SHRS Registrar for the degree designator to be changed from Master of Arts to Master of Science. If the student subsequently decides not to complete the thesis, the student must notify the SHRS Registrar, so that the degree designation is reverted to Master of Arts.

**Enrollment/Credit Requirement**

Students who complete a master’s thesis (in either the clinical track or the non-clinical track) are exempt from the Comprehensive Examination requirement and will be awarded a Master of Science degree.

Students must enroll in at least one research credit (CSD 2000) during their program if they elect to undertake a thesis and are encouraged to enroll in at least one credit of CSD 2000 during each term that they are working on the thesis (as credit load allows; not to exceed 15 credits). This one credit of CSD 2000 replaces enrollment in the SLP Summative Assessment Project (CSD 2069). Students must be registered in the term during which the thesis defense is scheduled.

**Thesis Prospectus Meeting**

After developing a research question and protocol under the mentoring of the thesis advisor, the student will prepare a written prospectus that describes the background, aims, research question(s), significance, and detailed methods, procedures and projected analyses necessary to answer the question(s). Once approved by the thesis advisor, this prospectus should be submitted to the thesis committee at least two weeks prior to the scheduled Thesis Prospectus Meeting. Committee approval of the written document is necessary to move forward with the prospectus meeting (note that changes to the written document may be required as a result of the meeting).

The prospectus meeting is up to two hours in length with a short formal presentation (typically no longer than 20 minutes) and most of the meeting devoted to discussion of the proposed research project. During the meeting, the student should be able to discuss their research proposal and related topics. Students should be aware that the meeting might result in changes to the proposed study and the prospectus.
The thesis advisor will direct the prospectus meeting. All members of the committee should be physically present for the prospectus defense unless there are special circumstances, in which case a real-time video link is required for synchronous discussion; only one committee member may access the meeting remotely. Other faculty or students may be present for the prospectus meeting. At the conclusion of a successful prospectus meeting, during which both the written document and oral defense are approved, the Master’s Thesis Prospectus Approval form (Appendix G) must be signed (no digital signatures) by all members of the committee (those not present need to have the original form mailed to them and returned). The signed form should be submitted to the SHRS Administrator of Student Services, with copies retained by the thesis advisor and the student.

Scientific Review and Approval
In addition to approval from the thesis committee, any investigative study involving human subjects also must be approved by the scientific review committee/officer within the student’s home department/program and then by the University of Pittsburgh Human Research Protection Office (HRPO - formally the Institutional Review Board - IRB). Students should refer to the University’s HRPO website at http://www.irb.pitt.edu/student-research for submission information. Due to the time required to prepare the proposal and the approval process itself, the process of obtaining HRPO approval should be started as early as possible. HRPO approval is not needed for theses that do not involve the collection of data from humans (e.g. model building or theory development).

All investigators and key personnel involved in Human Subject Research (including thesis advisors) are required to complete specific research ethic courses using the CITI training program. Detailed information about the required research courses is available at http://www.irb.pitt.edu/training.

Thesis Defense
Once approved by the thesis advisor, this thesis should be submitted to the committee at least two weeks prior to the scheduled Thesis Defense date. Committee approval of the written document is necessary to move forward with the oral defense of the thesis (note that changes to the written document may be required as a result of the defense). Students are responsible for working with the CSD Administrator to schedule a room for the defense. Additionally, students must submit the Creating Your Announcement form (https://www.shrs.pitt.edu/etd-electronic-thesis-and-dissertation) with the details of the defense to the SHRS Administrator of Students Services at least two weeks prior to the defense.

The thesis defense is led by a moderator who is not a member of the thesis committee but is a member of the SHRS faculty. Following procedures approved for dissertation and thesis defenses in SHRS, the moderator will introduce the defense, describe the process, direct the questioning sequence and time the process. After the introduction by the moderator, the student will be given 20 minutes to present the study, followed by questions from the general audience, graduate faculty and then the thesis committee. At the conclusion of the defense, the thesis committee will deliberate and determine if the student has successfully defended the thesis and if further work is required.

All members of the committee should be physically present for the defense unless there are special circumstances in which case real-time video link is required for synchronous discussion. Only one committee member may attend the meeting remotely.

SHRS defenses are public and all members of the University community and the general public are welcome. Although this is a public defense, careful consideration should be given as to whether the student should invite family and friends to attend the defense due to the potential for rigorous debate between the student and thesis committee. No food or beverages will be provided by the student, committee members, or general audience for consumption by the group during the defense proceedings.
Electronic Thesis and Dissertation (ETD) System
Following the successful defense of the thesis, the Electronic Theses and Dissertation (ETD) Approval Form (http://www.pitt.edu/~graduate/etd/pdf/ETD_Approval_Form.pdf) must be signed in ink (i.e. no digital signatures) by all members of the committee (those not present need to have the original form mailed to them and return) and submitted to the SHRS Administrator of Student Services, with copies retained by the thesis advisor and the student. This form is completed after the final written thesis is submitted to the thesis advisor/committee and approved.
The final Master’s thesis must be submitted electronically through the Electronic Thesis and Dissertation (ETD) system. The ETD process has numerous requirements and deadlines for submission of forms (including signatures on final documents). Additionally, ETD submission may require multiple revisions prior to approval. Students should contact the SHRS Administrator of Student Services to obtain the electronic ETD information packet. This packet contains deadlines for defending and submitting the ETD, instructions and forms. It is the students’ responsibility to ensure that all requirements are met prior to the indicated deadlines. Graduation will be denied if the ETD is not approved. Additional information may be found at:

http://www.pitt.edu/~graduate/etd/
https://www.shrs.pitt.edu/current-students/doctoral-defense-masters-thesis

Students are strongly encouraged to start writing their thesis document in the ETD format at the beginning of their studies.

The Typical Timetable
A Master’s thesis is a time-intensive endeavor; an acceptable thesis is unlikely to be completed in less than three terms. Therefore, students who are contemplating the thesis option should meet with their potential thesis advisor as early as possible, but 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. The thesis defense should occur at least one month prior to the end of the students’ last term in the program to allow sufficient time for any necessary revisions to be completed and paperwork to be filed. The Master’s degree cannot be awarded until the thesis has been accepted, even if all other credits and requirements have been fulfilled. The completion of the Master’s degree is required for students in the clinical program to pursue certification. A sample timeline may be found in Appendix H.
**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* (available in the CSD Department). **The department requires that all SLP master’s students complete the “Checklist” 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 II Praxis Exams *Fundamental Subjects: Content Knowledge* and *Speech/Language Pathology* (ASHA exam). Students must have completed coursework in Child/Human Development, Language Development and the School-Based Service Delivery course (offered in Summer term) prior to participating a School Practicum experience. A 15-week school practicum is completed by students during the Fall or Spring term of their second year. Students should be aware that requirements for educational certification in Pennsylvania can change based on Pennsylvania regulations. Those interested in practicing as an SLP in the schools in another state should contact the state education departments directly, as standards vary from state to state.

For questions about educational certification, contact Jenny Coyle ([jlcoyle@pitt.edu](mailto:jlcoyle@pitt.edu)) or the PA Department of Education, Division of Teacher Education at (717) 787-3470.

**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 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](http://www.asha.org)).
Appendix A: 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:
  - Human subjects research (full board review, expedited review or exempt status) approved by the University of Pittsburgh Institutional Review Board (IRB)
  - An active and approved IRB number will be required in the application
  - 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.
  - A design that does not involve human subjects and therefore does not require IRB approval. 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 https://www.shrs.pitt.edu/csd_funding) for the Audrey Holland Endowed Award following all instructions. The application packet includes
- the project title,
- list of supplies/equipment/subject payments and other items for which the award is being requested and their approximate cost,
- a brief narrative of the research including need, purpose, specific aims, methods, and a brief literature review (5 pages or less)
- the student applicant’s bio sketch 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.
The SELECTION COMMITTEE will determine the award recipient 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 bio sketch)?
  - 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 bio sketch)?
  - 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 their 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**

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<th>Score</th>
<th>Descriptor</th>
<th>Comments on Strengths/Weaknesses</th>
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<tr>
<td>1</td>
<td>Exceptional</td>
<td>Exceptionally strong with essentially no weaknesses</td>
</tr>
<tr>
<td>2</td>
<td>Outstanding</td>
<td>Extremely strong with negligible weaknesses</td>
</tr>
<tr>
<td>3</td>
<td>Excellent</td>
<td>Very strong with only some minor weaknesses</td>
</tr>
<tr>
<td>4</td>
<td>Very Good</td>
<td>Strong with numerous minor weaknesses</td>
</tr>
<tr>
<td>5</td>
<td>Good</td>
<td>Strong but with at least one moderate weakness</td>
</tr>
<tr>
<td>6</td>
<td>Satisfactory</td>
<td>Some strengths but also some moderate weaknesses</td>
</tr>
<tr>
<td>7</td>
<td>Fair</td>
<td>Some strengths with at least one major weakness</td>
</tr>
<tr>
<td>8</td>
<td>Marginal</td>
<td>A few strengths and a few major weaknesses</td>
</tr>
<tr>
<td>9</td>
<td>Poor</td>
<td>Very few strengths and numerous major weaknesses</td>
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- 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 “Bio sketch” header to the bio sketch.

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)

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PLEASE ADD ROWS TO THIS TABLE AS NECESSARY
Appendix B: Audiology Technical Standards

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 (i.e. audiometers, hearing aids, computers, etc.)
- Safely and reliably, perform procedures in the outer ear (ear mold 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 ear mold 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 their 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.
AuD Technical Standards Statement

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 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, Pamela Connelly, Director (and Title IX, 504 and ADA Coordinator), 412 Bellefield Hall, Pittsburgh, Pittsburgh, PA 15260 (412) 648-7860.
Appendix C: Speech-Language Pathology Technical Standards

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
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 their 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.
Speech-Language Pathology Technical Standards Statement

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 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, Pamela Connelly, Director (and Title IX, 504 and ADA Coordinator), 412 Bellefield Hall, Pittsburgh, Pittsburgh, PA 15260 (412) 648-7860.
## Appendix D: AuD Comps Scoring Rubric

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Primary clinical focus clearly communicated; author concisely presents complexity of the case and acknowledges contradictions, limits, inconsistencies; defines terms.</td>
<td>Statement of clinical case lacks some information; author begins to acknowledge complexity of the case; attempts to define terms.</td>
<td>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.</td>
<td>Presents only a vague idea of the clinical case; information indicates a misunderstanding of the case.</td>
<td>No introduction provided.</td>
</tr>
<tr>
<td><strong>Clinical History</strong></td>
<td>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.</td>
<td>Author shows a logical progression of the case history but does not link information; presents information visually with minor lapses in presentation.</td>
<td>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.</td>
<td>Random organization of the clinical case history given without sequential or logical presentation; no visual information provided.</td>
<td>No clinical history provided.</td>
</tr>
<tr>
<td><strong>Clinical Appointment</strong></td>
<td>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.</td>
<td>Author summarizes tests used to assess patient but leaves out some information; visual representation provided, but not complete; interpretations provided but not complete.</td>
<td>Author lists tests used to assess patient Sequentially and fails to properly interpret test results.</td>
<td>Test information is not provided and/or is not interpreted.</td>
<td>No information about clinical appointment provided.</td>
</tr>
<tr>
<td><strong>Interpretation of Test Results</strong></td>
<td>All assessment procedures interpreted with comparison and contrasting of different results; interpretation of results made with justification</td>
<td>All assessment procedures interpreted with insufficient comparison and contrasting of</td>
<td>Assessment procedures interpreted incompletely; little or no comparison or contrast of different results and no justification.</td>
<td>No interpretation of assessment procedures.</td>
<td>No interpretation of clinical assessment</td>
</tr>
<tr>
<td>Evidence for Clinical Interpretation</td>
<td>Comprehensive background information provided to support interpretation of test results; references all appropriate and current (or seminal).</td>
<td>Background information provided to support interpretation of test results, but some references not totally appropriate or out-of-date.</td>
<td>Very little background information provided to support interpretation of test results, few references given.</td>
<td>No background information provided (no references).</td>
<td>No evidence provided.</td>
</tr>
<tr>
<td>Treatment Plan</td>
<td>Recommendations clearly stated; plan presented with logical links to clinical test results; alternative approaches discussed, compared and contrasted.</td>
<td>Recommendations stated with some links to clinical test results; alternative approaches discussed with minimal comparison.</td>
<td>Recommendations presented but not linked to clinical test results; alternative approaches not compared or contrasted.</td>
<td>No treatment plan discussed.</td>
<td>No treatment plan discussed.</td>
</tr>
<tr>
<td>Evidence for Treatment Plan</td>
<td>Appropriate and current references are provided to support treatment plan.</td>
<td>References are provided, but some are not totally appropriate or are out-of-date.</td>
<td>Few references provided.</td>
<td>No evidence for treatment plan presented.</td>
<td>No evidence for treatment plan presented.</td>
</tr>
<tr>
<td>Clinical Outcomes</td>
<td>A systematic, evidence-based plan of measuring outcomes are described in detail; reasoning for a comparison between baseline and outcome measures are provided; information obtained is compared to evidence-based standards.</td>
<td>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.</td>
<td>Outcomes are reported with little reference to evidence-based standards.</td>
<td>Outcomes are not included in the paper and author fails to consider what outcomes might have been measured.</td>
<td>Outcomes are not mentioned.</td>
</tr>
<tr>
<td>Evidence for Outcomes</td>
<td>Appropriate and current references are provided to support outcomes.</td>
<td>References are provided, but some are not totally appropriate or are out-of-date.</td>
<td>Few references are provided.</td>
<td>No evidence for outcome measures is provided.</td>
<td>No evidence for outcome measures are provided.</td>
</tr>
<tr>
<td>Wrap-up</td>
<td>Author demonstrates an understanding of the complexity of the clinical case and accurately discusses links between assessment and intervention.</td>
<td>Author understands the complexity of the case but some information lacking; links between assessment and intervention made but not discussed comprehensively.</td>
<td>Little understanding of the complexity of the case is presented; few links between assessment and intervention made.</td>
<td>Wrap-up presented in general terms without links to assessment and intervention.</td>
<td>No wrap-up is provided.</td>
</tr>
</tbody>
</table>

| EXPLANATION | 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 | 
|---|---|
| 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. | 

<p>| 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 |
| 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. |</p>
<table>
<thead>
<tr>
<th>Evidence for Treatment Plan</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Outcomes</td>
<td>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?</td>
</tr>
<tr>
<td>Evidence for Outcomes</td>
<td>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)</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>WRITING RUBRIC FOR 4TH YEAR COMPREHENSIVE PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The A Paper</strong></td>
</tr>
<tr>
<td>Structure</td>
</tr>
<tr>
<td>Category</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>APA Format</td>
</tr>
<tr>
<td>Voice</td>
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<td>Voice</td>
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<td>Composition</td>
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<tr>
<td>Composition</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Sources</td>
</tr>
<tr>
<td>Insightfully. Sources are documented accurately.</td>
</tr>
</tbody>
</table>
Appendix E: 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 F: Master’s Thesis Committee Approval

Student name ___________________________ People Soft # ____________ Pitt email address ________________

Proposed Master’s Thesis Title: ________________________________________________________________

_____________________________________________________________

Committee members should be selected early in the formulation of the thesis project. The student should contact the proposed committee members, discuss the thesis topic, and obtain their consent to serve on the committee.

Committee Advisor/Chair:
In consultation with an academic advisor, the student will need to select a research mentor to serve as the Thesis Committee Advisor/Chair. The Advisor/Chair must have a faculty appointment within the Department and have expertise and research experience in the area of investigative study. If the Advisor/Chair is an adjunct member of the Department, they would be a co-advisor with a regular Department faculty member.

Committee Members: The committee will consist of University of Pittsburgh faculty members, the # of members depend on the department.

In consultation with the Thesis Advisor/Chair, the student selects 2 members (3 for CSD):
• At least 1 (2 for CSD) member(s) must be a SHRS faculty member from within the student’s department.
• At least 1 committee member must be a regular (not adjunct) member of the SHRS Graduate Faculty.
• If required a 3rd committee member may be from within the department, SHRS or the University.
• Additional members from outside the University are allowed (serving as non-voting members), but not required, and would be in addition to the 2 or 3 University of Pittsburgh faculty members. (names can be added on back of the form)

Committee Members (by signing this you are agreeing to be a part of this committee)

| Thesis Advisor/Chair (printed name and signature) | Date | Dept/Affiliation | SHRS Grad Faculty? |
|________________________________________________|_______|________________|__________________|
| (Y/N)                                                                                           |

| Member (printed name and signature) | Date | Dept/Affiliation | SHRS Grad Faculty? |
|___________________________________|_______|________________|__________________|
| (Y/N)                                                                                           |

| Member (printed name and signature) | Date | Dept/Affiliation | SHRS Grad Faculty? |
|___________________________________|_______|________________|__________________|
| (Y/N)                                                                                           |

| Member (printed name and signature) | Date | Dept/Affiliation | SHRS Grad Faculty? |
|___________________________________|_______|________________|__________________|
| (Y/N)                                                                                           |
The thesis committee listed above is approved and the student may proceed to prepare and defend the Master’s Thesis Prospectus.

Department Chair

Submit this completed form to: SHRS Administrator of Student Services (4022 Forbes Tower), with copies retained by the Thesis Advisor and the student.

Updated September 2019
Appendix G: Master’s Thesis Prospectus Approval

Student name__________________ People Soft #_____________ Pitt email address________________

Proposed Master’s Thesis Title:


Committee Members

Thesis Advisor (printed name and signature) Date Dept./Affiliation

Member (printed name and signature) Date Dept./Affiliation

Member (printed name and signature) Date Dept./Affiliation

Member (printed name and signature) Date Dept./Affiliation

The thesis committee listed above has approved the prospectus and the student may proceed to data collection and preparation and of the Master’s Thesis.

Submit this completed form to: SHRS Administrator of Student Services (4022 Forbes Tower), with copies retained by the Thesis Advisor and the student.
## Appendix H: Sample Timeline for Completing a Master’s Thesis

The table below has typical dates for students who plan to complete their thesis by the end of their spring or summer term of the second year. Students should set deadlines with their thesis advisor to meet their graduation goals.

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>End of Term</td>
<td>Meet with potential thesis advisor with three research questions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What do you want to know? (What is your general research question?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why do you want to know it? (What background makes your question important?)</td>
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<tr>
<td></td>
<td></td>
<td>• How are you going to do it? (What method will answer your question?)</td>
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<tr>
<td></td>
<td>Mid-January</td>
<td>Complete CITI responsible conduct of research training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Open OSIRIS account</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>End-January</td>
<td>Work with your thesis advisor, select remainder of your committee and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>describe project to them.</td>
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<tr>
<td></td>
<td>Mid-February</td>
<td>Gain Department Chair approval for thesis committee</td>
</tr>
<tr>
<td></td>
<td>Early April</td>
<td>Working with your thesis advisor, prepare an overview document answering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the following questions in detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What do you want to know?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why do you want to know it?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How are you going to do it?</td>
</tr>
<tr>
<td></td>
<td>Early June</td>
<td>Complete ETD training</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>Early June</td>
<td>Written prospectus completed. This will require an iterative process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(several versions) between the thesis advisor and the student to produce the prospectus.</td>
</tr>
<tr>
<td></td>
<td>Early/Mid-July</td>
<td>At least two weeks before the Thesis Prospectus Meeting the written</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prospectus must be sent to the committee.</td>
</tr>
<tr>
<td></td>
<td>End of July</td>
<td>Successfully complete the Thesis Prospectus Meeting</td>
</tr>
<tr>
<td>Fall Year 2</td>
<td></td>
<td>Data collection started</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ideally completed by end of term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data analysis started</td>
</tr>
<tr>
<td>Spring Year 2</td>
<td></td>
<td>Data collection complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data analysis ideally complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible oral defense</td>
</tr>
<tr>
<td>Summer Year 2</td>
<td></td>
<td>Data analysis complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible oral defense</td>
</tr>
<tr>
<td>Fall Year 3</td>
<td></td>
<td>Possible oral defense</td>
</tr>
</tbody>
</table>