

**Department of Speech
Pathology and Audiology**

Miami University

**Graduate Student
Guide**

2008 - 2009

Summer 2008

Dear Graduate Student:

Welcome to the graduate program in Speech Pathology and Audiology at Miami University. Starting a master's program is indeed an exciting time. At the same time, graduate school can be a bit intimidating and stressful. This handbook was designed to provide you with helpful information regarding course, clinical, and research requirements at Miami University. Please take the time to familiarize yourself with the various sections and contents of this guide. For specific information regarding clinical procedures and extern information, please consult the Clinical Practicum Manual and the Externship Manual, respectively.

In addition to the above guides, the following publications (available on line) are helpful resources and you should consult them for university deadlines and procedures:

- **The Miami Bulletin: A Handbook for Graduate Students and Faculty**
- **The Miami Bulletin: Graduate Bulletin of Program Requirements and Course Description**
- **Miami University: The Graduate School Guide for Preparing Theses and Dissertations.**

Again, I extend a warm welcome to all of you. We believe that you will have an enriching and enjoyable experience at Miami University.

Sincerely,

**Laura J. Kelly
Director of Graduate Studies
Speech Pathology/Audiology**

TABLE OF CONTENTS

Section I: The Master's Degree

Section II: Course and Credit Requirements

Curriculum for Speech-Language Pathology

Optional Course List

Professional Education Requirements

Transfer/substitution of Graduate Credits

Section III: Clinical Requirements

Speech-Language Pathology

Extern Site Selection

Section IV: Thesis or Final Research Project

Option 1: Thesis

Option 2: Final Research Project

Option 3: Meta-analysis

Section V: Praxis Exam and General Graduation Procedures

Section VI: General Information

Financial Matters

Housing Information

Office Staff

Section VII: Appendices

Appendix 1: Graduate Course Descriptions

Appendix 2: Graduate Forms

Appendix 3: Speech Pathology and Audiology Faculty

Appendix 4: Keys to Professional Success

Appendix 5: Format for Thesis Submission

SECTION I

THE MASTER'S DEGREE

Miami University offers both the Master of Arts and the Master of Science degree in Speech Pathology.

The **Master of Arts** degree requires the completion of a research thesis.

The **Master of Science** degree requires the completion of a final research project.

The completion of a thesis or a final research project is a requirement of graduation from the Speech Pathology and Audiology program of Miami University. The thesis option is the best choice for those students planning to continue their education to earn a doctoral degree or for those planning to engage in future research.

In addition to the above requirements, the students need to fulfill clinical and academic prerequisites in order to fulfill the necessary requirements for the master's degree. The following sections will provide information regarding the aforementioned requirements.

SECTION II

COURSE AND CREDIT REQUIREMENTS

Credit Requirements and Information

Students are required to register each semester for a minimum of 16 credit hours if they hold modified assistantship (8 hrs/week); 14 hours of credit if they hold full-time assistantship (20 hrs/ week). Students without an assistantship are required to register for 12 credit hours. The Graduate Class Schedule by Semesters form in Appendix 2, along with the information in this section will help you plan your program. You will use these forms when you meet with your academic advisor.

Students are required to have a minimum of three professional field experiences (externs). One of those experiences could be the Miami University Speech and Hearing Clinic. A student should obtain a minimum of 50 clinical hours per site in order for the site to count as an extern placement. These extern experiences are offered for 1-5 days per week per term. Students who do not complete a thesis are required to complete a "full-time extern," a minimum of 5 days a week for 10 weeks (e.g. 40 hours/week).

A Note on Summer Registration

Students who had or will have a graduate assistantship for 1 semester during their graduate program may enroll for up to 8 free summer credit hours. Students, who had or will have a graduate assistantship for 2 semesters, may register for up to 16 free credit hours. The student has freedom to distribute the "free" credit hours over the summer before and/or after the year the assistantship is in effect.

Additional money (stipend) in the summer is available to students who held a graduate assistantship the prior academic year. Students who held a graduate assistantship for 1 semester should be enrolled for 6 credit hours during the summer to receive the additional money; students who held a graduate assistantship for 2 semesters will need to register for 12 credit hours to receive the full amount of money they are eligible for in the summer.

Students who did not and will not receive graduate assistantships during their master's program need not be concerned with the above information pertaining to summer registration. They are required to register only for the summer courses necessary in order to complete their graduate program in a timely manner.

Grade requirements:

Students in speech pathology are required to maintain a "B" average during their graduate program. Students need to receive a "B" or better in a given clinical practicum in order for the clinical hours obtained at that site to be counted towards clinical hour requirements. Graduate students in speech pathology may obtain a "C" in no more than two required courses at the 600 level or above (not exceeding a total of 6 hours for both courses). Students are permitted to receive two "C s" in two graduate courses as long as the total hours for these two courses do not exceed six hours. If the total number of course hours of "C" or lower exceeds six hours, or if the student receives a grade of "C" or lower in more than two courses, the student will not be permitted to register for any further graduate credit at Miami University in speech pathology. Grades will be reviewed each term. This academic policy is in addition to the Graduate School's requirement of maintaining an average GPA of 3.0 for graduate courses. See the Miami Bulletin: Graduate Handbook for details.

CURRICULUM IN SPEECH PATHOLOGY

Plan A: BA in Speech Language Pathology from Miami University with Student Teaching Option

FIRST YEAR

Fall Semester 2008

Hours

Course Requirement

Neurogenic Language Disorders (AKA: Aphasia)	(SPA 621)	3
Admin. Aspects of SPA	(SPA 626)	1
Neuroanatomy	(SPA 672)	3
Phonological Strategies in Communication and Literacy Learning	(SPA 633)	3
Pediatric Language and Autism Spectrum Disorders	(SPA 627)	3

Clinical Requirement

Clinical Practicum	(SPA 620)	1-7
--------------------	-----------	-----

Minimum Total = 14

Spring Semester 2009

Hours

Course Requirement

Admin. Aspects of SPA	(SPA 626)	1
Dysphagia and Trachs and Vents	(SPA 651)	3
Neurogenic Cognitive Disorders	(SPA 671)	3
Motor Speech Disorders	(SPA 629)	2
Research Methods	(SPA 662)	3

Clinical Requirement

Clinical Practicum	(SPA 620)	1-6
--------------------	-----------	-----

Minimum Total = 13

Summer Session 2009 **Hours**

Summer I/II

Clinical Requirement

Professional Field Experience (SPA 750) 4

Summer III/IV

Course Requirements (Subject to change based on scheduling constraints)

- | | | |
|--|-------------|-----|
| 1. Organic Speech Disorders: Voice | (SPA 699.F) | 3 |
| 2. Special Topics
(or workshops, conferences, EDP, GTY courses) | (SPA 720) | 2-3 |
| 3. Applied Clinical Practicum | (SPA 620) | 2 |

Research Requirement

Thesis	(SPA 700)	1-12
or Final Research Project	(SPA 711)	1-12

Minimum Total = **5 credit hours minimum in academic coursework** plus clinical and research requirements

SECOND YEAR

Fall Semester 2009 **Hours**

Course Requirements

- | | | |
|---|-----------|---|
| 1. School Age Language and Literacy | (SPA 631) | 3 |
| 2. Management of Genetic Syndromes | (SPA 673) | 1 |
| 3. Management of Fluency Disorders (Sprint Course, First 7 weeks)** | (SPA 641) | 1 |

Clinical Requirements

Professional Field Experience (Extern) (SPA 750) 2

Research Requirements

Thesis	(SPA 700)	1-12
or Final Research Project	(SPA 711)	1-12

Minimum Total = **5 credit hours minimum in academic coursework** plus clinical and research requirements

** Need to take an elective if these courses were taken at the undergraduate level

Elective Courses:

Clinical Aspects of Audiology (SPA 522)	3
Courses from Educational Psychology, Gerontology, Cognitive Psychology, Sociology, Women's Studies	2-3

Spring Semester 2010

Hours

Clinical Requirements

Professional Field Experience (Extern)
or Student Teaching Experience

(SPA 750)
(SPA 605)

4-12
10-15

Research Requirements

Thesis
or Final Research Project

(SPA 700)
(SPA 711)

3-12
1-3

Minimum Total = 10-16

CURRICULUM IN SPEECH PATHOLOGY

Plan B: Undergraduate Degree in Communication Sciences and Disorders from Other Accredited Institutions with Student Teaching Option

FIRST YEAR

Fall Semester 2008

Hours

Course Requirement

Neurogenic Language Disorders (AKA: Aphasia)	(SPA 621)	3
Admin. Aspects of SPA	(SPA 626)	1
Neuroanatomy	(SPA 672)	3
Phonological Strategies in Communication and Literacy Learning	(SPA 633)	3
Pediatric Language and Autism Spectrum Disorders	(SPA 627)	3

Clinical Requirement

Clinical Practicum	(SPA 620)	1-7
Minimum Total = 14		

Spring Semester 2009

Hours

Course Requirement

Admin. Aspects of SPA	(SPA 626)	1
Dysphagia and Trachs and Vents	(SPA 651)	3
Neurogenic Cognitive Disorders	(SPA 671)	3
Motor Speech Disorders	(SPA 629)	2
Research Methods	(SPA 662)	3

Clinical Requirement

Clinical Practicum	(SPA 620)	1-6
Minimum Total = 13		

Summer Session 2009

Hours

Summer I/II

Clinical Requirement

Professional Field Experience	(SPA 750)	4
-------------------------------	-----------	---

Summer III/IV

Course Requirements (Subject to change based on scheduling constraints)

1. Organic Speech Disorders: Voice	(SPA 699.F)	3
2. Special Topics (or workshops, conferences, EDP, GTY courses)	(SPA 720)	2-3
3. Applied Clinical Practicum	(SPA 620)	2

Research Requirement

Thesis	(SPA 700)	1-12
or Final Research Project	(SPA 711)	1-12

Minimum Total = **5 credit hours minimum in academic coursework** plus clinical and research requirements

SECOND YEAR

Fall Semester 2009

Hours

Course Requirements

1. School Age Language and Literacy	(SPA 631)	3
2. Management of Genetic Syndromes (Sprint Course, First 7 weeks)	(SPA 673)	1
3. Management of Fluency Disorders (Sprint Course, Last 7 weeks)	(SPA 641)	1
4. School Methods Course	(SPA 541)	2

Clinical Requirements

Professional Field Experience (Extern)	(SPA 750)	2
--	-----------	---

Research Requirements

Thesis	(SPA 700)	1-12
or Final Research Project	(SPA 711)	1-12

Minimum Total = **7 credit hours in academic coursework** plus clinical and research requirements. **Minimum number of credit hours in academic coursework permitted = 5.**

Possible additional requirements for ASHA certification:

Clinical Aspects of Audiology (SPA 522)	3
Aural Rehabilitation (SPA 648)	3
Speech Science (SPA 535)	3

Possible additional requirements for teaching certification

Educational Psychology	3
Educational Philosophy	3

Elective Courses:

Clinical Aspects of Audiology (SPA 522)	3
Courses from Educational Psychology, Gerontology, Cognitive Psychology, Sociology, Women's Studies	2-3
Counseling (SPA 502)	3
AAC (SPA 527)	3

Spring Semester 2010

Hours

Clinical Requirements

Professional Field Experience (Extern)	(SPA 750)	4-12
or Student Teaching Experience	(SPA 605)	10-15

Research Requirements

Thesis	(SPA 700)	3-12
or Final Research Project	(SPA 711)	1-3

Minimum Total = 10-16

NOTE:

- Students who have not taken an undergraduate course in aural rehabilitations (e.g., SPA 326 or equivalent) need to take SPA 648.
- Students who have not taken an undergraduate course in hearing diagnostics (e.g., SPA 216 or equivalent) need to take SPA 522.

Optional Course List

The following departments offer courses that may be of interest to students in Speech Pathology and Audiology. Some optional courses are listed below for your reference; however, you need to check with your academic advisor to be sure the course you select is an appropriate course.

Gerontology (minor or certificate)

GTY 666 Aspects of Long-Term Care: Health
GTY 602 Graduate Survey of Current Gerontology
GTY 665 Aspects of Long-Term Care: Social

Nursing

Capstone
MPT 441/541 Health and Aging
NSG 442 Interpersonal Interventions in Nursing

Zoology

Neuroanatomy or general anatomy courses

Business

BTE 290 Special Topics in Business Technology
BTE 241 Management of Business Operations

Linguistics

Educational Psychology-there are several applicable courses, the following is a selection:

MPT 441/541 Counseling the Older Adult
EDP 430/530 Early Childhood Special Education Birth-3
EDP 431 Early Childhood Special Education Ages 3-5

Psychology

Courses on: Counseling
Statistics
Cognitive Psychology
Neurobiology of Learning (SPY 456/556)

Family Studies

School of Education

See Teaching Certificate requirements on page 12

SECTION III

CLINICAL HOUR REQUIREMENTS

The Department of Speech Pathology and Audiology requires that each graduate student keep their own record of clinical hours and submit that record upon completion of each semester. It is best to have two **original** copies, one to submit to the clinic secretary and one for your own records.

CLINICAL HOUR REQUIREMENTS-SPEECH/LANG. PATHOLOGY

TOTAL HOURS NEEDED: 400	Have	Need
Observation hours (25 needed)	_____	_____
Grad. Hours in speech/lang (325 needed)	_____	_____
Total clinical hours (375 needed) (speech/lang/hearing; grad/undergrad)	_____	_____

Note: These are **minimum** requirements.

SPECIFIC MINIMUM REQUIREMENTS

Speech/Language Pathology

CHILDREN	20	Speech Evaluation	_____	_____
	20	Language Evaluation	_____	_____
	20	Speech Treatment	_____	_____
	20	Language Treatment	_____	_____
ADULTS	20	Speech Evaluation	_____	_____
	20	Language Evaluation	_____	_____
	20	Speech Treatment	_____	_____
	20	Language Treatment	_____	_____

Audiology

Total Hours needed: 25 related to hearing impairment

10	Evaluation/Screening	_____	_____
10	Re/Habilitation	_____	_____
5	Additional Eval/Treatment	_____	_____

Total hours from minimum specific requirements: 185
 Additional hours needed to complete graduate experience: 165

Extern Experience (3) @ 50 Total Hours Each (minimum)

Site #1	_____	_____
Site #2	_____	_____
Site #3	_____	_____

Extern Site Selection

A wide variety of extern opportunities are available to students. These include schools, hospitals, rehabilitation centers, nursing homes, MRDD facilities, and private practices and clinics. All updated information on the available practicum sites are placed in an extern notebook located in the Miami University Speech-Language-Hearing Clinic. The student should consult with their faculty academic advisor and the faculty extern site coordinator for recommendations and discussion regarding placement. A written request for extern site placement should be submitted to the extern coordinator. The extern coordinator in consultation with faculty members will determine appropriate placements for the students. Students are permitted to seek practicum sites, which are not listed in the extern notebook. Those students wishing to seek placement in any of these sites should consult their faculty academic advisor who will then make the necessary arrangements, including a Memorandum of Understanding with the selected site. Please refer to the Extern Manual for more information on externships.

Graduate Extern Requirements:

- Students who will not pursue a Master's Thesis are required to complete a full-time final extern.
- In order to pursue a final extern, you should have completed 2 extern assignments prior to the final full-time extern.
- For an extern assignment to be valid you need to obtain a minimum of 50 clinical hours at that site.
- Undergraduate student teaching could be considered as an extern assignment; however, only 50 clinical hours can be counted towards the total number of clinical hours.
- The Miami University Speech and Hearing Clinic could also be considered as an extern assignment provided that you have completed a minimum of 50 clinical hours at the graduate level.
- Students who pursue a thesis are also required to complete three extern assignments. However, these students are not required to complete a full-time final extern assignment.

SECTION IV

THESIS OR FINAL RESEARCH PROJECT

A graduate student in SPA may choose either the thesis or the non-thesis option. There are overlaps between the two research options. Typically, the thesis will incorporate a larger subject/data sample than a final research project. In addition, the thesis document is longer with more in depth analysis of the literature. The final research project document (in empirical studies) is typically the size of a research article (between 20-30 double spaced pages, excluding tables and references).

The following sections describe the procedures for the thesis and the final research project options. The timelines are to help you develop your plan. In both cases, serious consideration needs to be given to the nature of the study and the demands of the data collection and analyses. Issues such as easy access to subjects and the time requirement for the data collection and analyses should be carefully discussed and accounted for when developing your plan. Your advisor will help you to design a manageable study that can be completed within a reasonable time frame.

As you develop your plan and timeline you also need to take into consideration that your thesis and final research projects will be read by your chair and committee members several times. You will need to allow approximately a week to ten days for each round of reviews. Furthermore, holidays and faculty travel to conferences along with other obligations need to be taken into consideration.

Human Subjects Approval

All research involving human subjects must have prior approval from the Miami University Committee on the Use of Human Subjects in Research (CUHSR). Prior to seeking CUHSR approval, the student must attend a human subjects training session. The sessions are offered periodically throughout the year at Miami University. A proposal submitted to CUHSR will not be approved until the student completes a training session. In some cases approval from the cooperating agency (such as a school district or a hospital) may also be necessary. No research may begin until CUHSR approval has been obtained. Even studies that may be exempt from full review need to be reviewed by the CUHSR. The necessary guidelines can be obtained from The Office for the Advancement of Research and Scholarship in Roudebush, 529-3734.

OPTION 1: Thesis

Procedures

The first step in completing a thesis is to identify an area of interest. Identifying an area of interest will involve consideration of the existing literature and the development of research needed in the area.

The second step is to approach a faculty member who shares your research interests. The faculty member may or may not be the same person as your academic advisor. Once the faculty member agrees to be your thesis advisor, he/she will help you refine your topic and select the rest of your committee members. According to the Graduate School, the committee needs to consist of three members of the Graduate Faculty. The chair must hold a Level A standing. It is also recommended (but not required) that one of the other two committee members be faculty representing another department or the Graduate School. An adjunct faculty may serve as a member on the committee if she/he obtained graduate status (Level B or above). Once the committee is formed, the student must provide the Director of Graduate Studies with the above information in writing using the Thesis Committee Members Form found in the appendix of this document.

Thesis Proposal

While identifying a researchable topic is the first step, the actual thesis proposal is the first tangible step in the thesis process. Typically, the thesis proposal consists of the first three chapters of the thesis document: 1. Introduction, 2. Review of the Literature, and 3. Methodology. The last two chapters are the presentation of the Results and Discussion sections of the thesis. In summary, the proposal involves consideration of the research that has already been done on the problem, and the development of a statement of the research needed on the problem. The proposal should clearly state the purpose and procedures and provide a basis for the introduction to the thesis or paper itself. Refer to the Format section at the end of Section IV to see an example of an empirical/experimental outline for a thesis. The student will present the thesis proposal to the committee at a formal meeting and obtain approval to proceed with the project. The student will turn in to the Director of Graduate Studies the signed Thesis Proposal Approval Form.

Students may proceed with their research only after the thesis proposal has been approved in writing by their committee and after the study has been approved by the Miami University Committee on the Use of Human Subjects in Research (if applicable).

Oral Defense and Final Approval

After completion of the research and submission of a final or near final draft of the document to the committee, an oral defense of the research will be scheduled. The student is responsible for setting the date and time of this meeting in consultation with the committee. The defense should be scheduled at least 4-5 weeks prior to graduation in order to ensure adequate time (about 2-3 weeks) for final revisions.

After changes or modifications of the document are made, the final copy of the thesis will be submitted to the University with the Certificate for Awarding the Master's Degree signed by committee and advisor. The certificate along with the final copy of the thesis needs to be in the Graduate School 11 working days (or two weeks) prior to graduation (see "General Graduation Procedures" below). Students are required to submit the thesis to the Graduate School electronically through the OhioLINK Electronic Theses and Dissertation Center. Instructions for electronic submission can be found at <http://www.ohiolink.edu/etd/submit2>. Please refer to the Miami University the Graduate School Guide for Preparing Theses and Dissertations (102 Roudebush, 529-4125). The library offers classes to help your prepare your electronic document according to the PDF format.

Bound Copies

Miami University does not require bound copies of the thesis document, only the electronic versions. However, the committee chairperson should receive a hard-bound copy. The other committee members may also wish to have hard-bound copies. Bound copies costs around 50 dollars at the King Library.

Thesis Format

The thesis generally consists of four chapters, which may include the following: Introduction and Review of the Literature, Methods, Results, and Discussion. Preparation of the document should follow the American Psychological Association (APA) guidelines. There are a number of special instructions for typing and reproducing the final copies of the thesis to be submitted to the Graduate School and students must pay careful attention to these guidelines, making sure that the typist understands the requirements. Again, the Graduate School Guide for Preparing Theses and Dissertations will prove to be a valuable resource. An outline of the thesis format can be found at the end of this section under the FORMAT heading.

Credit Hours

Students are required to sign up for a minimum of 6 credit hours during their thesis year (SPA 700) with the thesis advisor. You should plan to work on your thesis systematically for at least 3 semesters. A maximum of 12 thesis credit hours can be counted toward the Master's Degree.

Suggested Timeline

The following is a suggested timeline, although each student needs to workout an individual timeline with her/his advisor early in the process. Variables that may influence the timeline include subject availability (e.g., school-children are not available during the summer) and the type of study. For instance, qualitative studies may require longer periods for data analysis than quantitative studies. Therefore, the advisor will help the student plan effectively. The proposed timeline follows the general steps and may serve as a guide. It is designed for the typical graduate student who began a 2-year graduate program in the Fall and is pursuing a quantitative study.

Usually, students begin preliminary work (selection of general research idea and literature searches) during the second semester of their graduate studies. The second semester is usually a good time because the advisor could give the student some direction and more formal literature review can be pursued over the summer.

CHECK LIST FOR THESIS COMPLETION

Spring Semester of First Year

- ◇ Student obtains a level A standing faculty thesis advisor
- ◇ Topic approved by advisor
- ◇ Time line developed by student and advisor
- ◇ Selection of 2 committee members by advisor and student
- ◇ Each committee member signs the Thesis Committee Members Form
- ◇ Submit the **Thesis Committee Members Form** to the Director of Graduate Studies
- ◇ Begin literature search

Summer

- ◇ Begin initial draft of thesis proposal

Fall Semester of Second Year

- ◇ Submit thesis proposal to advisor
- ◇ Submit thesis proposal to committee members (upon approval of the document by advisor)
- ◇ Proposal meeting held between student and all committee members
- ◇ Proposal approved, in writing, by all members of committee
- ◇ Submit **Thesis Proposal Approval Form** to Director of Graduate Studies
- ◇ Obtain **Human Subjects Approval** from MU and from all institutions involved
- ◇ Begin data collection

Spring Semester Second Year (Graduating Semester)

- ◇ Collect all data (*by beginning of February*)
- ◇ Complete data analysis (*by mid February*)
- ◇ Revise proposal - convert to past tense
- ◇ Complete writing Chapters 4 (Results) and 5 (Discussion)
- ◇ Submit draft to advisor (*by end of February*)
- ◇ Submit to all committee members for revisions (*by mid March*)
- ◇ Schedule oral defense (*4-5 weeks prior to graduation, about April 1st*)
- ◇ Complete final revisions, if needed
- ◇ Submit **Thesis electronically** to the graduate school
- ◇ Submit **Certificate** signed by all Committee members to the University
by 11 working days (or two weeks) prior to graduation

***Reviews from committee members will be given directly to the student unless otherwise indicated by the committee chair.**

OPTION 2: Final Research Project

The decision not to write a thesis should not be made lightly, especially if there is any possibility that one might pursue doctoral studies in the future. The final research project should be a scholarly paper prepared in the form of an article and ready to be submitted to a peer-reviewed journal of choice. The main body of the article should be approximately 20-30 pages. Preparation of the document should follow the American Psychological Association (APA) guidelines.

Topics for publishable papers should be similar to the range of materials seen in the journal of choice:

- ◇ clinical case studies dealing with therapy techniques or behavioral descriptions using carefully designed single case study designs (A-B-A, A-B-C-A, etc).
- ◇ empirical group studies
- ◇ in-service development projects

Mere literature reviews on a given topic are not acceptable choices. For example, if you are interested in the influence of depression in the rehabilitation of patients with stroke, you could do one of the following:

1. Survey SLP's who work with stroke patients to identify possible links between stroke and depression based on their perceptions.
2. Implement a single subject design and follow one or two patients with depression during the rehabilitation process.
3. Pursue a group design using two groups of patients: Group 1: Stroke patients with depression and Group 2: Stroke patients without depression. You could then measure the degree of progress at the end of therapy for each patient and make comparisons between the two groups.

If a student wishes to pursue a different type of scholarly work as their final project (i.e. other than clinical case studies or empirical studies), he/she can do so once the project is approved by the chair and two committee members.

Procedures

Similar to a thesis, the first step is to identify an area of interest. Selection of an interest area will involve consideration of the existing literature and the development of research needed in the area. The second step is to approach a faculty member who shares your research interests. The faculty member may or may not be the same person as your academic advisor. Once the faculty member agrees to be your advisor, he/she will help you refine your topic and identify 4 potential committee members. According to the Graduate School, the committee needs to consist of three members of the Graduate Faculty; one of the committee members must hold a Level A standing. The student will take the list of 4 potential committee members to the Director of Graduate Studies who will assign the other committee members. The student's preferences will be honored but not guaranteed in order to ensure distribution of faculty load.

Project Proposal Approval

The next tangible step would be for the student to prepare a proposal for the project. The proposal needs to be approved in writing by all 3 committee members in order for the student to

proceed with the project. The student should return the typed and signed Final Research Project Proposal Approval Form to the Director of Graduate Studies.

Students may proceed with their research only after their research proposal has been approved in writing by their committee and after the study has been approved by the Miami University Committee on the Use of Human Subjects in Research (if applicable).

Project Final Approval

Once the project is approved, the student may proceed. Students should keep in mind that typically several drafts of the paper are required in order for the project to be acceptable by the advisor and the committee. Therefore you are encouraged to begin the process early-on in order to ensure that it will be completed in a timely manner. Refer to the section on format at the end of Section IV to view an outline of how to organize your research paper.

The final draft for the final approval is due to your committee members by mid March or 6-8 weeks prior to graduation. After final changes or modifications in the document are made, the Certificate for Awarding the Master's Degree will be signed by the committee and advisor. This certificate will then be submitted to the University. This certificate needs to be in the Graduate School 11 working days (or two weeks) prior to graduation (see below).

Copies

The student will provide all committee members with a final copy of the paper. MU does not require a copy of Final Research Papers.

Credit Hours

Students who pursue the non-thesis option are required to register for a minimum of 1 credit hour under SPA 711 with their project advisor. Typically students sign up for 1-3 credit hours during the 3 semesters they are completing their final project (SPA 711).

Format

The Final Research Project should follow APA guidelines for the presentation of text, tables, references, appendices, and figures. Students who pursue clinical case studies or empirical (i.e. data driven) projects in general, should use the guide provided in the format section at the end of Section IV. However, Final Research Projects are not divided into chapters. Therefore, the Statement of the problem, Purpose of the study, and Significance of the Problem sections should be placed at the end of the literature review. The Introduction and Literature Review, Methods, Results, and Discussion sections need to be present in the paper with clearly identifiable headings. Articles published in reputable peer-reviewed journals follow the same format and could be used as guides.

The format of the in-service development project could be different than that of empirical or clinical studies in order to meet the needs of the project. The student should discuss the alternate

format with the advisor and ensure that the format is approved by the entire committee at the time of the proposal approval.

Suggested Timeline

The student should view the project as a four-semester process. If a student is planning to graduate in the summer, then the project needs to be completed during the spring semester prior to graduation. The following suggested timeline can be adapted according to the needs of the project and the suggestions of the advisor and the committee.

CHECKLIST FOR FINAL RESEARCH PROJECT COMPLETION

Spring Semester of First Year

- ◇ Student identifies a topic/area of interest and obtains a project advisor
- ◇ Time line developed by student and advisor
- ◇ Selection of 4 potential committee members by advisor and student
- ◇ Submit **Final Research Project Committee Members Form** to Director of Graduate Studies *by the last week of classes.*
- ◇ Graduate director will assign the 2 committee members
- ◇ Begin literature search

Summer

- ◇ Continue literature search
- ◇ Begin formulating project outline and draft of proposal

Fall Semester of Second Year

- ◇ Provide the advisor with a copy of the proposal
- ◇ Provide the committee members with copy of the proposal upon approval of the advisor
- ◇ Final Research Project Proposal to be approved, in writing, by all committee members *by Friday of midterm week*
- ◇ Submit **Final Research Project Proposal Approval Form** to Director of Graduate Studies
- ◇ Obtain **Human Subjects approval** - if applicable by November
- ◇ Begin data collection

Spring Semester of Second Year

- ◇ Submit first draft to advisor *by mid February* (You will exchange 2-3 drafts with advisor before the paper goes to your committee)
- ◇ Submit revised draft as approved by the advisor to all committee members *by mid-March*
- ◇ Submit **Certificate for Awarding the Master's Degree** signed by all committee members to the University *by 11 working days (or two weeks) prior to graduation*

- Reviews from committee members will be given directly to the student unless otherwise indicated by the committee chair.
- Students are responsible for obtaining the necessary forms listed above from the Director of Graduate Studies. The Certificate for Awarding the Master's Degree is prepared by the SPA office staff.

OPTION 3: Meta-analysis

Miami University often offers a course for graduate students to fulfill the Master's final project requirement. In the course, a student conducts a meta-analysis of existing research in a particular area of interest. A meta-analysis paper synthesizes data from previous research. To pursue this option, students enroll in a full semester 3 credit course during the fall of the second year. The course provides instruction in methods of conducting a meta-analysis, literature review, article selection, and data interpretation. Students conduct a literature search on the topic of interest, identify the studies to be used for the analysis and conduct the analysis. The final product is a paper reporting their findings. Participants are assigned a committee to review the paper. The committee is composed of the course instructor and additional faculty as needed with expertise in the primary content area.

FORMAT

General Format for Thesis and Final Research Project

The following format is an example of an empirical/experimental outline in an effort to present a way of organizing your thesis or research project. Keep in mind that research projects in speech pathology/audiology are not limited to experimental studies, although the majority of the projects are of this type. Naturally, you will ultimately use the format that the advisor and committee recommend depending on the nature of your study. FRPs (e.g. non thesis projects) should not be divided into chapters, but should follow APA style format.

Chapter 1 Introduction and Review of the Literature

Begin the proposal with an introduction to the problem followed by a clearly worded rationale for the study. Including your rationale during the first few paragraphs captures the interest of your reader and engages them to read the rest of the document as it sets up the stage for what to come next.

The bulk of this chapter needs to focus on previous literature on the subject of interest. This section needs to contain a critical review of similar studies that are related to the problem. When researching a topic that is well established in the literature this section of the thesis should contain a representative sample of pertinent studies that help justify your topic.

Demonstrate in writing how the proposed study is related to those previous studies:

1. Does it test hypotheses suggested by those studies?
2. Does it examine the problem in a different way?
3. Will the study aid in the development of a theory?
4. Does the study extend or clarify any portion of a previous study? If so, how?
5. Will the study replicate previous research?

This first chapter is typically the largest chapter of the thesis document. It can consist of several subsections depending on the topic researched. It should conclude with the following sections:

Statement of the problem

Purpose of the study

Significance of the problem

Research Hypotheses

The literature review in final research projects follows the same format as described above. However, the introduction and literature reviews are more focused and concise as compared to the thesis document just like published articles in peer-reviewed journals. In FRPs is shorter and leads right into the literature review. This format is similar to that of peer reviewed articles published in communication disorders.

Chapter II Methods

Subjects: Describe the sample(s) or subjects to be used

Procedures: Clearly describe the procedures for gathering data

Experimental Design: Verbally and graphically explain the design of your study

Research Hypotheses*: Indicate the primary research hypothesis you are testing along with the Research Questions

Data Gathering: Indicate the kind of data to be gathered and the instruments (test, questionnaires, and interviews) to be used.

Statistical Analyses: Indicate the general (statistical) methods to be used in analyzing the data.

- FRPs include the research hypotheses at the end of the literature review. The student can include the research questions in the methods section.

Chapter III Results

The results section should contain the numerical and statistical results of the study. It should restate the statistical analyses used to analyze the data for each hypothesis, including alpha levels used. This section should contain little explanation, and no interpretation, and should contain graphs, tables, and/or figures that display and clarify the data.

Descriptive Statistics: describe the subject population and any relevant means and standard deviations that are important to the study and as they relate to the research question and hypothesis.

Inferential Statistics: state the type of analysis used, including alpha levels, for testing each hypothesis. State the results numerically and in words.

Example:

A between groups MANOVA showed a significant main effect of groups, $F(9, 16) = .354, p = .003$. Group 1 had significantly higher scores than Group 2.

Chapter IV Discussion

The discussion section should contain interpretation of all the data analyses. It should elaborate on the findings from the results section and refer back to the literature review in order to lend support to findings. Conclusions about the data that project meaning into the results should be formulated here. In addition, this chapter should address limitations of the study as well as suggestions for future research in the area.

References, Tables, Figures, & Appendices

Compile and reference your sources, tables, figures, and appendices according to the American Psychological Association (APA) Publication Manual (5th edition) (a.k.a. "APA manual").

Guidelines for Faculty and Student Co-authorship on Research Projects

Research projects completed in the Department of Speech Pathology and Audiology may include master's thesis, final research paper, or other research projects jointly conducted by students and faculty. The completed project may be submitted for professional presentation or publication. The following guidelines have been adopted regarding rights to authorship resulting from student/faculty research.

1. The student is first author and the faculty advisor is second author when:
 - a. The student actively participates in the actual writing and/or preparation of the manuscript itself, and takes the primary responsibility for submitting the manuscript and for subsequent revisions of the manuscript.

And/or

- b. The student generated the idea for the research project and the student actively assists the faculty member in the preparation of that research for publication.

Note: If a manuscript submitted for publication requires extensive revisions and the faculty member is doing the revisions, the authorship order may be amended.

2. The faculty advisor is the first author and the student is second author when:
 - a. The faculty advisor takes primary responsibility for preparing the research for publication.

And/or

- b. The faculty advisor generated the idea for the research project and he/she shares an active role in the preparation of that research for publication.

The faculty member(s) for further research or publication purposes may use data collected during a research project, if the student does not want to pursue publication. The faculty member may assume the data after a mutually agreed upon period of time or one year after the student's graduation, whichever comes first.

3. Faculty members who provide assistance to the student (e.g. research committee members) should be considered co-authors when:
 - a. Their efforts have a significant impact on the research itself; e.g. design, analysis, formulation of the original idea, and data collection.

And

- b. They participate actively in the actual preparation of that research document.

4. The first author of professional presentations (e.g. at national or state conventions) should be the individual (faculty or student) who writes the proposal and prepares the presentation. Typically, this individual would also give the presentation.

However, if the student takes this primary role but is unable to attend and the faculty member presents in his/her place, the student would remain first author and the faculty member would be listed second. An exception would be made if the professional

organization requires the first author to be the presenter. Other co-authors on a presentation would be selected using the same guidelines as described previously.

The individual who presents in someone's absence (e.g. poster) but does not contribute to the research project or preparation of the proposal in any other way should not be listed as co-author.

5. Simply providing editorial assistance should not constitute a claim to co-authorship of a professional publication, unless it is the opinion of the student that such assistance has had a major impact on the study itself.

The student may request that a committee member be listed as second author rather than the advisor if that committee member provided greater assistance to the development and completion of the research project.

The advisor and/or committee members may elect to give the student sole authorship in exceptional cases.

Students may want to use the contact address of the faculty advisor for manuscript editing and/or publication reprints.

The contact author of a manuscript has the responsibility of notifying all co-authors of any editorial correspondence.

Professional Courtesy

There are several mechanisms (e.g., graduate assistantships, independent studies, etc.) via which students may engage in a faculty member's research agenda. For instance, a student may contribute to a faculty member's research by assisting in the development of a research protocol, in data collection and analyses, and in editorial assistance. The faculty member may recognize the student's contribution via gestures of professional courtesy such as writing letters of recommendation and extending appreciation in the acknowledgment section of a manuscript. However, these contributions alone do not meet the criteria for co-authorship.

The same is true of student recognition of contributions to their work made by faculty members, research committee members, or others. Examples include assistantship with editing drafts, data analysis, or providing access to subject populations. Students may wish to include such individuals in the acknowledgment section of papers or presentations.

SECTION V

National ASHA Exam (Praxis Exam)

All students are required to take the National ASHA Exam, also called the Praxis Exam. Students usually take the test during their last semester of graduate school. Students must send their praxis scores to Miami University Department of Speech Pathology and Audiology.

The department has CD's with practice tests to help you prepare for the exam. The programs are installed on a computer in the student lab. Registration is available online or through the mail. For more information on the praxis exam, go to www.ets.org/teachingandlearning/index.html or call (609) 921-9000.

General Graduation Procedures

In order for the student to graduate in a given semester, all the necessary paperwork needs to be received by the Graduate School by the designated deadlines. Please familiarize yourself with the deadlines as indicated in The Miami Bulletin and the Miami University Graduate School Guide for Preparing Theses and Dissertations.

By the end of the second week of your graduating semester you need to contact your academic advisor in order to initiate the completion of the necessary paper work relating to the fulfillment of all clinical and academic requirements. August graduates should initiate the process before the end of the spring semester of the graduating year. Please keep in mind that all pending requirements such as Incompletes need to be resolved in order for a student to be eligible for graduation. **The Certificate for awarding the Master's Degree needs to be in the Graduate School 11 working days prior to graduation. It is the student's responsibility to ensure that all information on that certificate is correct, including their name, number of transfer hours, etc.** Students have 5 years from the time of initial full time registration in the master's program to complete the degree.

CHECKLIST FOR GRADUATION

- ◇ Fill out **Application for Graduation** in the commencement Office
- *by 2 weeks into graduating semester.*
- ◇ Complete a rough draft of your **Certificate for Awarding the Master's Degree** and return to the office secretary - *around Mid-Term of graduating semester.*
- ◇ **Certificate for awarding the Master's Degree** final draft must be in the graduate school; the graduate school will send it to the commencement office - *at least 11 working days before graduation.*
- ◇ Complete all incompletes using **Change of Grade** form - *as soon as possible*
- ◇ Give all **Clinical Clock Hour** sheets to Debbie
- *as soon as required hours are completed*
- ◇ Make sure a copy of all previous graduate and undergraduate clinical hours from other colleges and/or universities is on file in the clinic
- ◇ Complete **ASHA Application**, except for sections 60, 67, and 68, which Dr. Hutchinson will complete
- *as soon as possible*
- ◇ Complete an application for **State Licensure**, this includes a certificate, which must be signed by a university official, notarized and received by the board *between one month to one week before the board meeting* depending upon the state. See **State Licensure Procedures**, which you need to acquire from the individual state, for more information.
- ◇ If applicable complete **Application for School Licensure** for the state in which you will be working. The Miami School of Education has the required forms for Ohio Teaching Licensure.
- ◇ *(*Not required, but recommended)* Register and complete the **National ASHA Exam** - have scores sent to ASHA, State Licensure Boards, and Miami University.
- ◇ Order cap and gown
- ◇ If you changed from thesis to final research project, be sure to remind your advisor to convert SPA 700 to SPA 711 or SPA 660
- ◇ If completing a Thesis, take it to the graduate school for approval (should take between 20 minutes to an hour) - *3 weeks prior to graduation.*
If completing a Thesis, the bound copy along with the approval forms needs to be deposited in the library
- *at least 11 working days prior to graduation.*
- ◇ Provide the clinic office with your permanent address.
- ◇ Return all keys to the clinic office.

SECTION VI

Financial Matters

As a graduate student you are eligible for several types of funding:

1. **Graduate Assistantships-** These are “jobs” that are given through the area of Speech Pathology and Audiology for work within the department. Assistantships are also available through other departments on campus. For information on non-departmental assistantships please contact the financial aid office and the graduate school. For information on departmental assistantships, please contact the director of graduate studies.

2. **Scholarships-** There are several scholarships available for graduate students only. These include:

Sertoma Scholarships- Sertoma Foundation contributes \$75,000 annually for students pursuing masters level degrees in Audiology or Speech Pathology from ASHA accredited institutions. Each Scholarship will be \$2,500 or \$5,000 per year. The scholarship is based on the candidate’s merit and the judges’ assessment of his/her potential to be an excellent communicative disorders professional. For further information, call Sertoma’s Sponsorships Department or the Sertoma Foundation at (816) 333-8300. Application must reach Sertoma Headquarters by April 1.

Other: There are other scholarships available to graduate students that are not listed here such as the Graduate Award Fee Waiver, Grants-in-Aid, and several others. Please consult The Miami Bulletin: A Handbook for Graduate Students and Faculty and the Office of Financial Aid for more information .

3) **Loans-** Several loans are available to the graduate student with reduced interest, or interest free. Some of these include:

Quota Loan- This is a 2-year interest free loan of \$3,000 for Speech Pathology and Audiology students. See the director of graduate studies for details.

Federal Loans- As a graduate student, you may be eligible for loans through the federal government. For further details, contact the Financial Aid office. Forms are available beginning January 1 prior to the academic year.

***FUNDING is also available to graduate students for special projects or other academic/professional related activities.

4. **Graduate Enrichment Funds -** Any graduate student in speech pathology and audiology may apply for Graduate Enrichment Funds (GEF) to help support his/her research, either for thesis or for a class, or to help support travel to professional meetings.

Proposals for the Speech Pathology and Audiology Graduate Enrichment Funds will be evaluated on a first-come, first-served basis according to the following priority system:

First Priority:

- Student travel to present papers at professional meetings
- limited to cost of travel, accommodations, and registration at meeting
- Expenses related to graduate thesis or final research projects

Second Priority:

- Student travel to attend professional meetings
- limited to cost of registration at meeting and car travel

Appendix 4 contains the form used to accompany your request for GEF.

5. Bookstore Discounts

Graduate assistants receive 10% discount at the Bookstore when they present their student ID. Purchases on books, stationary, clothing, etc. are eligible for a discount. However, electronic items usually are not part of the 10% discount benefit.

LOCAL APARTMENTS

Candlewood Terrace Apartments

615 Ogden Ct.
(513) 523-6004

Chestnut Village Apartments

701 W. Chestnut Street
(513) 523-2476

Indian Trace Apartments

U.S. 27, 1 mile south of Bachelor Hall
(513) 523-4241

Oxford Square Apartments

612 S. College Ave.
(513) 523-5526

Miami Manor (On-Campus Housing)

Located along Chestnut St. (near REC center)
(513) 529-5158

FACULTY/STAFF RESPONSIBILITIES AS RELATED TO GRADUATE STUDENTS

Department of Speech Pathology and Audiology

Debbie Ferriell and the clinic secretary will be valuable resources to you in the next two years. In addition to the administrative secretary and the clinic secretary, the department employs student workers during the academic year.

Administrative Secretary: Debbie Ferriell

As administrative secretary in the area of Speech Pathology and Audiology/Speech and Hearing Clinic, Debbie has responsibilities in both the academic as well as the clinic setting. Her academic responsibilities include record keeping both for undergraduate and graduate academic hours. Her clinic duties include: handling funding and the budget accounts, typing or duplicating minutes of a meeting, working on accreditation reports, providing clinic parking passes, answering telephone inquiries, etc. Students should direct clinic-related issues to Debbie only in the absence of the clinic secretary.

Clinic Secretary: Cathy Drake

The clinic secretary is responsible for all matters pertaining to the clinic. This person maintains patient files, schedules clinic appointments, collects clinic fees, and assists with student clinician scheduling. Furthermore, the clinic secretary enters clinic hours on the computer and files clinic hour sheets in the appropriate student files.

Chair of Speech Pathology and Audiology: Kathleen Hutchinson

As Chair of the Department of Speech Pathology and Audiology, Dr. Kathleen Hutchinson schedules classes, advises and counsels students, and works with the clinic coordinator and graduate coordinator to monitor programs of study for graduate students. Dr. Hutchinson also conducts research and provides supervision in the areas of aural rehabilitation and assessment efficacy.

Clinic Coordinator: Cheryl Stewart

Mrs. Stewart oversees all clinic and extern matters. She is responsible for clinic scheduling, maintenance of clinic materials and instrumentation, and addressing clinic-related concerns of students or faculty. She also addresses any concerns that students have relating to extern assignments including placement and faculty contact.

Graduate Director: Laura J. Kelly

Dr. Kelly oversees concerns of graduate students that are not related to clinic. For example, she deals with graduate student recruitment, admission, orientation, course scheduling, selection of advisors, graduate assistantships, research funding, and graduate student progress. She addresses personal concerns, or issues relating to graduate faculty or academic and research advisors.

Academic Advisor: all full-time faculty members

An academic advisor oversees appropriate scheduling of academic classes and clinic, and advises students on appropriate externs. The advisor also serves as student advocate and assists with the selection of research ideas. Academic advisors are selected by the graduate Director based on the research/clinical interest stated by the students on admission.

Research Advisor: all full-time faculty members

This individual may be the student's academic advisor. The research advisor supervises the student's comprehensive paper or thesis. If the student is doing a thesis, the advisor will help the student select the other members of the student's committee. If the student is doing a comprehensive project, the graduate director will select other members of the committee. Only faculty with graduate standing level A can supervise MA thesis projects.

Clinical Faculty: all full-time and part-time staff assigned to clinical teaching

The clinical faculty is responsible for supervising student clinics throughout the semester, a minimum of 25% of the time for therapy, and 50% of each diagnostic evaluation. Clinical faculty meet with students on a weekly basis, revise reports, and monitor contact notes on a weekly basis.

Extern and Student Teaching Coordinators: Kelly Knollman-Porter and Lisa Williamson

The extern and student teaching coordinators are responsible for contacting sites for potential extern placements and placing students in sites that meet their needs. They are in contact with the students and supervisors throughout the semester and make site visits to the site to track the students' progress.

SECTION VII

APPENDICES

APPENDIX 1

GRADUATE COURSE DESCRIPTIONS

Speech Pathology/Audiology

SPA 402/502 Counseling: (3) Overview of counseling techniques for clinicians and common emotional responses within families faced with Communication Disorders.

SPA 522 Clinical Aspects of Audiology: (3) Evaluation and remediation of hearing loss of children and adults. Format includes discussion of case studies and practicum in assessment for intervention purposes.

SPA 535 Speech and Hearing Science (3) History, current status and future trends of the scientific aspects of speech production and reception. Prerequisite: SPA 225 and approval of instructor.

SPA 541 Speech and Hearing Therapy in the Public Schools (2) Therapeutic principles, procedures, and problems in organization for public school speech and hearing intervention approaches are addressed in this course.

SPA 620 Advanced Clinical Practice: (1-8; max. 16). Phonological/articulation, stuttering, aphasia, voice, cognitive, hearing or language disorders. Principles and techniques of examination, appraisal, and treatment supplemented by supervised experiences in Miami's Speech and Hearing Clinic. Prerequisite: SPA 422, 424, and 425 and approval of instructor.

SPA 621 Neurogenic Language Disorders (3) Advanced study in causes, management and related topics of adult aphasia. Prerequisite: graduate standing and approval of instructor.

SPA 623 Speech Disorders: Craniofacial Anomalies (2) Advanced study of craniofacial anomalies, their basis and their physical and psychological management. Prerequisite: graduate standing and approval of instructor.

SPA 626 Organization and Administration of Clinical Programs for Communication Disorders (1) Organization and Administration of clinical programs appropriate to specific employment settings. Prerequisite: graduate standing in speech pathology or approval of instructor.

SPA 627 Pediatric Language and Autism Spectrum Disorders (3) Assessment and treatment of communication delays and disorders in infants, toddlers, and preschool children. Prerequisites: SPA 426, graduate standing or permission of instructor.

SPA 629 Organic Speech Disorders: Motor Speech Disorders (2) Advanced study in causes, management, and related research of motor speech disorders affecting adults and children, such as apraxia and dysarthria of speech due to neurological disorders. Prerequisite: graduate standing and approval of instructor.

SPA 631 School-Age Language and Literacy (3) Current issues and approaches relative to the assessment and treatment of later preschool and school-age children and adolescents with communication, language and learning disorders. Prerequisite: graduate standing in speech pathology or permission of instructor.

SPA 633 Phonological Strategies in Communication and Literacy Learning (3) Assessment and intervention strategies relative to the effective clinical management of persons with disorders of phonology affecting communication and literacy. Emphasis will be placed on treatment and clinical management. Prerequisite: graduate standing or approval of instructor.

SPA 634 Autism Spectrum Disorders (2) Overview of the characteristics and etiology of autism spectrum disorders and the knowledge needed to develop effective communication and language assessment and intervention strategies for individuals with autism and severe communication abilities. Prerequisite: graduate standing or approval of instructor.

SPA 640 Directed Readings in Speech Disorders (2, max. 6) Independent study of an area of special interest. Prerequisite: graduate standing and permission of instructor.

SPA 641 Management of Fluency Disorders (1) Advanced study in management of fluency disorders. Prerequisite: graduate standing and permission of instructor.

SPA 648 Aural Rehabilitation for Children and Adults (3) Discussion of assessment and case management of individuals with hearing loss. Emphasis placed on processes employed in educational settings and interaction between professionals and clients during service provision. Prerequisite: Permission of instructor.

SPA 651 Dysphagia for Individuals with and without a tracheostomy and/or ventilator dependency. (3) Advanced study in causes, evaluation, management and research of feeding and swallowing disorders in the pediatric and adult populations. Information regarding evaluation and management of tracheostomized and ventilator dependent patients will also be reviewed. Prerequisite: SPA 672.

SPA 652 Special Diagnostic Tests in Audiology (3) Study of vestibular dysfunction and Electronystagmography including procedures and interpretation. Introduction to special procedures for non-functional hearing loss. Prerequisite: graduate standing and permission of instructor.

SPA 660 Independent Project for Speech Path/Audiology (all semesters; 1-4; max. 8)

SPA 662 Research in Speech Pathology and Audiology (3) Advanced studies of research and statistical data collection in the area of communication disorders. Prerequisite: graduate standing and approval of instructor.

SPA 671 Neurogenic Cognitive Disorders (3) Advanced study in neuropathology, diagnosis, treatment, and research of adult neurogenic cognitive disorders. Prerequisites: graduate standing, SPA 672, and permission of instructor.

SPA 672 Neuroanatomy (3) Neuroanatomy of normal speech and hearing mechanisms and current research implications for speech and hearing therapy. Prerequisite: graduate standing and permission of instructor.

SPA 673 Management of Genetic Syndromes (1) Management of craniofacial and other genetic syndromes as they relate to communication disorders and sciences.

SPA 699.F Organic Speech Disorders: Voice Pathology (3) Advanced study in causes, management and research of voice disorders. Prerequisite: graduate standing and approval of instructor.

SPA 700 Research for Master's Thesis (1-12, min. 6, max. 12)

SPA 711 Research (non-thesis option) (1-12, min. 1, max. 12)

SPA 720 Seminar in Speech Disorders (2; max. 8) Current professional problems of a selected topic explored through study of recent research, clinical literature and individual student projects. Prerequisite: six hours in 600 level speech pathology courses and approval of instructor.

SPA 750 Professional Field Experience (2; max. 6) Intern experience for the graduate student. Prerequisite: permission of graduate adviser and faculty sponsor.

***Courses specified as 660, 700, 711, 750 must be registered for via independent study forms. Any other course not offered in the registration booklet but available during specific semesters should also be registered by independent study forms unless otherwise specified. Independent study forms are available at the office of registration and records.*

APPENDIX 2
GRADUATE FORMS

Master's Requirements- SLP

PROFESSIONAL COURSEWORK <i>(* indicates graduate level semester hours)</i>	# of Hours Needed	# of Hours Completed	# of Graduate Hours	Semester Taken
Professional Area Requirements				
*SPA 621 Neurogenic Language Disorders	3			
*SPA 699.F Organic Speech Disorders: Voice	3			
*SPA 673 Management of Genetic Syndromes	1			
*SPA 641 Management of Fluency Disorders	1			
*SPA 627 Pediatric Language and Autism Spectrum Disorders	3			
*SPA 629 Motor Speech Disorders	2			
*SPA 631 School-age Language and Literacy	3			
*SPA 633 Phonological Strategies in Com and Literacy Learning	3			
*SPA 651 Dysphagia and Trachs and Vents	3			
*SPA 671 Neurogenic Cognitive Disorders	3			
Additional Courses:				
Total Professional Area Minim Requirements:	25			
* minimum of 21 hrs grad. level required				
Other Speech/Language Pathology Requirements				
*SPA 535 Hearing and Speech Science	3			
*SPA 626 Administrative Aspects of Comm. Dis.	2			
*SPA 662 Research Methods	3			
*SPA 672 Neuroanatomy	3			
**SPA 711/700 Research Comprehensive Paper or thesis	3			
**SPA 620 Clinical Practicum	2			
**SPA 750 Professional Field Experience – Extern	4			
**SPA 605 Student Teaching	15			
**(A total of 6 hours of 620, 750, and 605, and 6 hours of 711 or 700 can be counted toward ASHA requirements)				
Additional Courses:				
Total Other SLP Requirements - Minimum	20			
(Total Professional SLP Coursework	45			
Audiology Coursework				
Aural Rehabilitation:	3			
Miami SPA 326 or SPA 648				
Auditory Pathology/Diagnosis	3			
*Miami SPA 216L + 216				
Clinical Aspects of Audiology SPA 522				
Undergrad Equivalent:				
Additional Course:				
Total Audiology Coursework:	6			
Total Professional Coursework:	51			
*minimum of 30 hrs grad. level required				

*If you plan to obtain teaching certification, please see Ms. Glaser for additional requirements.

Basic Science Requirements

BASIC SCIENCE COURSEWORK (ASHA) <i>(Required hours are semester hours)</i>	# of Semester Hours Needed	# of Semester Hours Completed	Semester Taken
Biological/Physical Sciences & Math			
Science: <i>(ex. biology, chemistry, general anatomy, etc.)</i>			
College Level Mathematics: <i>(ex. statistics, calculus, FORTRAN, COBOL)</i>			
Total:	6		
Behavioral and/or Social Sciences			
Course 1:			
Course 2: <i>(ex. psychology, sociology, gerontology, etc.)</i>			
Total:	6		
Basic Human Communication Process			
*At least one in each area required			
Anatomic & Physiologic Bases: <i>(ex. anatomy, physiology, neuroanatomy of speech/hearing, etc.)</i>			
Physical and Psychophysical Bases: <i>(ex. physics of sound, phonetics, speech/hearing science, etc.)</i>			
Linguistic and Psycholinguistic Aspects: <i>(ex. linguistics, language and speech acquisition/development, etc.)</i>			
Additional Courses as needed to meet 15 hour requirement:			
Course 1:			
Course 2:			
Course 3:			
Course 4: <i>(Miami Courses: SPA 128, 222, 223, 435/535, 672 qualify)</i>			
	15		
BASIC SCIENCE TOTAL:	27		
STUDENT:			
ADVISOR:			

Conversion Table

3 credits obtained during a 10 week quarter = 2 credits obtained during a 15 week semester

GRADUATE FORMS

Name: SS#: Campus Phone #: Campus Address: Master of : Expected Graduation Date: Expected Academic Hours: Completed Academic Hours:	Potential Externship Sites:
--	------------------------------------

First Semester : Fall _____	Second Semester: Spring _____
Third Semester: Summer _____	Fourth Semester: Fall _____
Fifth Semester (if needed): Spring _____	Sixth Semester (if needed): Summer _____

I understand that I need to receive a "B" or better in a given clinical practicum in order for the clinical hours obtained at that site to be counted towards my clinical hour requirements. I understand that the above courses (graduate and undergraduate) must be fulfilled as outlined to meet the requirements for master's degree in Speech-Language Pathology/Audiology at Miami University. Any changes in this program will require agreement between the graduate faculty or their representative and myself. I am aware that I am permitted to receive "Cs" in two graduate courses as long as the total hours for these two courses does not exceed 6 hours. If the total number of course hours of "C" or lower exceeds 6, or if I receive a grade of "C" or lower in more than two courses, I am aware that I will not be permitted to register for any further graduate credit at Miami University. I understand grades will be reviewed each term. In signing this statement, I give permission for the Director of Graduate Studies, Clinic Director, and the Chair to discuss my academic and clinical performance with other faculty and externship site supervisors as necessary to evaluate progress toward the completion of my degree.

<i>Student Signature:</i> _____	<i>Date:</i> _____
<i>Faculty Signature:</i> _____	<i>Date:</i> _____

COURSE REQUIREMENT COMPLETION FORM

Student Name: _____

Course Number/Title: _____

Course Completed at: _____

Date of Course Completion: _____

This is to confirm that the above named student has met the requirements for the following course:

Course Number/Title: _____

Approved by:

Name of Faculty Member: _____

Signature: _____ Date: _____

Miami University Speech Pathology and Audiology

Thesis Committee Members

Student Name: _____

Title: _____

Committee:

	Name	Department	Level
Chair:	_____	_____	_____
Members:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Miami University Speech Pathology and Audiology

Thesis Proposal Approval Form

Student Name: _____

Title: _____

Proposal approved by:

Names

Date

Expected Date of Completion: _____

Miami University Speech Pathology and Audiology
Final Research Project Committee Members

Student Name: _____

Title: _____

Proposed Committee:

	Name	Department	Level
Chair:	_____	_____	_____
Proposed 4 Readers:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Actual Committee:

	Name	Department	Level
Chair:	_____	_____	_____
2 Readers:	_____	_____	_____
	_____	_____	_____

Miami University Speech Pathology and Audiology

Final Research Project Proposal Approval

Student Name: _____

Title: _____

Proposal approved by:

Names

Date

Expected Date of Completion: _____

APPENDIX 3

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY FACULTY Academic Credentials and Research Interests

Susan Baker – Ph.D., University of Florida, 2003; CCC-Speech Pathology, Assistant Professor, Rm. 25 Bachelor Hall; e-mail: bakerse1@muohio.edu

Speech-language pathologist, whose interests include normal and disordered laryngeal dysfunction with an emphasis on the contribution of respiration as well as evaluation and treatment of voice disorders. She is currently involved in research focused on the improvement of cough and voice production following expiratory muscle strength training.

Fofi Constantinidou - Ph.D., University of Cincinnati, 1995; CCC-Speech Pathology, Associate Professor, Graduate Director, Rm. 20 Bachelor Hall; e-mail: constaf@muohio.edu

Speech-language pathologist, whose interests include neuroscience/neuropathology, adult neurological populations, and research methods in speech pathology. She is currently the principal investigator in a clinical trials project investigating efficacy of post-acute cognitive rehabilitation in brain injury.

Amy Glaspey - Ph.D., University of Washington, 2006; CCC-Speech-Language Pathology, Assistant Professor, Rm 27 Bachelor Hall; email: glaspeam@muohio.edu

Speech-language pathologist, whose interests include treatment efficacy in phonological disorders. She has developed a dynamic assessment for measuring phonological change in preschool children.

Kathleen M. Hutchinson - Ph.D., Pennsylvania State University, 1986; CCC-Audiology, Department Chair, Professor, Chair, Rm 3 Bachelor Hall; e-mail: hutchik@muohio.edu

Audiologist, whose interests include auditory training, telephone communication, and audiologic assessment of geriatric patients. Currently, she is investigating relation between cardiovascular health, noise exposure, and hearing ability; also Central Auditory Processing evaluation and treatment among children.

Alice Kahn - Ph.D., Memphis State University, 1984; CCC-Speech Pathology, Associate Professor, Rm 24 Bachelor Hall; e-mail: kahna@muohio.edu

Speech-language pathologist, whose research is focused on organic speech pathologies, Waardenburg's Syndrome, and congenital and acquired craniofacial disorders. Interests also include photography, technology and neuroanatomy.

Laura J. Kelly - Ph.D., Michigan State University, 1989; CCC-Audiology, Associate Professor, Rm 22 Bachelor Hall; e-mail; kellylj@muohio.edu

Audiologist, whose research interests include speech recognition, counseling and psychology applications in speech pathology and audiology, management of hearing loss, and perceptions of hearing loss and deafness.

Kelly Knollman-Porter – M.A., University of Cincinnati, 1992; CCC – Speech Pathology, Adjunct Professor, Extern Coordinator, Rm. 21 Bachelor Hall; email williald@muohio.edu

Speech-language pathologist, whose interests include dysphagia, acute patient care, and adult speech and language disorders. She joins us from Reid Hospital in Indiana, where she specialized in inpatient acute care and outpatient rehabilitation for individuals with strokes.

Kristi Murphy – M.A., The University of Akron, 1998; CCC – Speech Pathology, Adjunct Professor, Rm. 2 Bachelor Hall; e-mail: murphyk8@muohio.edu

Speech-language pathologist whose focus is alternative and augmentative communication and devices. Mrs. Murphy is employed at the Aaron W. Perlman Center in Cincinnati and provides services to preschool children with a variety of speech and language disorders. In 2007, she received the Distinguished Clinician Award from the Ohio Speech & Language Hearing Association.

Joan Nolan – M.S. in Communication Disorders, University of Wisconsin-Madison, 1977; M.S. in Education in Reading, East Stroudsburg University, 1985; Ph.D Nova Southeastern University; CCC – Speech Pathology, Visiting Professor, Rm. 2 Bachelor Hall; e-mail: NolanJt@muohio.edu

Speech-language pathologist whose interests include computer assisted instruction to improve receptive language skills in preschool children with Autism Spectrum Disorders. She has taught courses in all aspects of speech-language pathology and holds particular expertise in communication disorders across the lifespan.

Donna Scarborough - Ph.D., University of Cincinnati, 2002; CCC-Speech Pathology, Assistant Professor, Room 26 Bachelor Hall; e-mail: scarbod@muohio.edu

Speech-language pathologist, whose clinical and research interest includes dysphagia, developmental neurosensory physiology and issues related to medically fragile infants and toddlers.

Cheryl Stewart- M.A., New York University, 1991, CCC-Speech Language Pathology, Clinic Coordinator, Room 23 Bachelor Hall; email: stewarc@muohio.edu

Speech-Language Pathologist who has worked in a variety of clinical settings as a clinician, supervisor, team coordinator, consultant and independent contractor. Her primary areas of

interest are language development in infants and toddlers, play-based intervention and assessment, and models for clinical supervision

Charles Swank - M.S., Miami University, 1994; MBA, Xavier University, 2000; CCC – Audiology, Clinical Supervisor, Rm. 2 Bachelor Hall; e-mail: swankc@muohio.edu

Audiologist who runs an audiological consultant practice, serving a variety of state and Federal Government institutions including Miami University, Dayton Veteran's Affairs Medical Center, and Wright Patterson AFB Medical Center. Mr. Swank is an active leader of the Masons in Lebanon, OH. He is currently pursuing a clinical doctorate in audiology.

Constance Szymczak – M.S. University of South Carolina, 1980, CCC – Audiology, Clinical Supervisor, Rm. 2 Bachelor Hall; e-mail: szymczcm@muohio.edu

Audiologist who is CEO and owner of Better Hearing for Everyone, LLC. There, she provides professional services to clients on a long or short term basis. Mrs. Szymczak works at the Miami University clinic and supervises graduate students in their audiology clinicals. She is enrolled in the University of Florida's Au.D program and is nearly finished pursuing her doctorate.

Barbara Derickson Weinrich - Ph.D., University of Cincinnati, 1997. CCC-Speech Pathology, Associate Professor, Rm 28 Bachelor Hall; e-mail: weinribd@muohio.edu

Speech-language pathologist, whose interests focus in the study of child language disorders, voice disorders, techniques for supervision of student clinicians on the undergraduate and graduate levels of clinical practicum, and private practice in communication disorders of children and adults.

Lisa Williamson – M.A., Miami University, 1983; CCC – Speech Pathology, Adjunct Professor, Student Teaching Coordinator, Rm. 79 Bachelor Hall; e-mail: knollmkk@muohio.edu

Speech-language pathologist who works for Fairfield Kindergarten Center in Fairfield, OH. Mrs. Williamson has also worked in the public schools for 23 years and has worked at the Kindergarten Center for 11 years. She is particularly interested in school methods and early intervention.

ADJUNCT FACULTY

In addition to the full time faculty listed above, the graduate program in speech pathology and audiology and the Miami University Speech and Hearing Clinic call upon adjunct faculty and practicing professionals to provide guest lectures in areas of expertise and clinic supervision. These individuals have distinguished themselves in their respective disciplines and help provide a strong link between academics, clinical application and various professional organizations. We also maintain close ties on Miami's campus with the Scripts Foundation for gerontology, educational psychology and special education.

Tammy H. Brown, M.A., CCC-Audiology, Children's Hospital, Dayton, OH

Sally Disney, M.S., CCC-Speech Pathology, Hamilton County Office of Education

Patricia Fisher, M.S., CCC-Speech Pathology, Tri-County Speech Associates, Cincinnati, OH

Sandra Grether, Ph.D., CCC-Speech Pathology, Children's Hospital Medical Center, Cincinnati, OH.

Steven Gorman, Ph.D., CCC-Speech Pathology, Institute of Voice Analysis and Rehabilitation, Dayton, OH

Claire Kane Miller, M.S., CCC-Speech Pathology, Children's Hospital, Cincinnati, OH

Joseph Stemple, Ph.D., CCC-Speech Pathology, Institute of Voice Analysis and Rehabilitation, Dayton, OH

David Van Winkle, Ph.D., CCC-Audiology, Veteran's Medical Center, Dayton, OH

APPENDIX 4

KEYS TO PROFESSIONAL SUCCESS

Now that you are ready to graduate, there are a few things to do to ensure that you **will** graduate and go on to a CFY (Clinical Fellowship Year) site.

Keys to Professional Success.....

- 1) Applications for graduation must be completed by the third week of the semester you wish to graduate.
- 2) Ensure that all incomplete grades are corrected/completed through the instructor and office of records
- 3) Graduate thesis or final research projects must be approved at least 11 working days prior to graduation.
- 4) Every student must take the ASHA exam for Speech/Language Pathology or Audiology. Both of these exams are specialty exams and are offered only certain times of the year. There is always the chance a student may not pass the exam on the first try. Allow enough time to take the exam a second time if necessary. Please submit scores to Miami University. For more information, go to www.ets.org/teachingandlearning/index.html or call the Educational Testing Service at (609) 921-9000.
- 5) Before entering a CFY site a conditional license must be obtained. The Ohio Licensure Board meets once per month to approve applications for licensure. Great penalties are warranted for later certification if conditional licensure is not obtained. Applications are available in the student workroom or by writing:
Ohio Board of Speech Pathology & Audiology
77 South High Street, 16th Floor
Columbus, OH 43215
(614) 466-3145
- 6) ASHA's address:
ASHA
10801 Rockville Pike
Rockville, MD 20852-3279
(301) 897-5700

2 Bachelor Hall	MIAMI UNIVERSITY DEPARTMENT OF	513-529-2500
	SPEECH PATHOLOGY AND AUDIOLOGY	Phone
Oxford, OH 45056		513-529-2502 Fax

Graduate Student Travel/Research Subsidy Request Form

for travel July 1, _____ through June 30, _____

Requests for Graduate Enrichment Funds to support travel to professional meetings for presentation of single- or co-authored papers, or to support costly research, must be submitted to Debbie Ferriell (2 Bachelor Hall) on or before the following dates:

- | | |
|----------------|---------------------|
| Round 1 | October 1st |
| Round 2 | December 1st |
| Round 3 | March 1st |

Any applications for funds received after these dates will not be considered until the next round. An application that is turned down in one round may be resubmitted for the next round.

Name: _____ **E-mail:** _____ **SS#:** _____

For travel support:

Name of conference: _____

Location: _____ **Dates:** _____

Primary purpose for attending a professional meeting:
 To present single-author paper Other

To present co-authored paper (If shared, what % did you deliver?)
Note: Applicants must attach official notification of the paper's acceptance.

For research support:

Nature of research: _____

Type of funding needs: _____

Amount requested: \$ _____ (itemize on reverse)
Other funding: Source: _____ **Amount:** _____

Signature: _____ **Date:** _____
 Graduate Student

Signature: _____ **Date:** _____
 Faculty/Staff Sponsor

The Graduate Committee has approved your request for funding in the amount of \$ _____.

TO PRE-PAY EXPENSES SUBMIT REQUIRED DOCUMENTATION TO DEBBIE FERRIELL IN 2 BAC. WHEN YOU RETURN, GIVE A TRAVEL REPORT, WITH A PROGRAM SHOWING YOU PRESENTED & ORIGINAL RECEIPTS ATTACHED TO DEBBIE. _____

 Chair, Graduate Committee

Appendix 5

Formats for Thesis Submission to the Graduate School

- 1) Thesis Preliminary Pages**
- 2) Thesis Preliminary Pages with Copyright**
- 3) Request to Delay Release of a Thesis or Dissertation**

ABSTRACT

THESIS TITLE HERE

By student name

This is a sample of how the preliminary pages should look for a thesis/internship/practicum. The spacing can be 1.5 or single spaced. You may have up to 150 words in your abstract, not counting the three top lines.

You may add additional lines to the title/signature page if needed. The signature page **MUST** be on **25% WHITE COTTON PAPER**.

THESIS TITLE HERE

A Thesis

Submitted to the Faculty of Miami University

in partial fulfillment of

the requirements for the degree of

Degree

Department of

by

Student Name

Miami University

Oxford, Ohio

2005

Advisor _____

Dr.

Reader _____

Dr.

Reader _____

Dr.

TABLE OF CONTENTS

LIST OF FIGURES

DEDICATION/ACKNOWLEDGEMENT

ABSTRACT

THESIS TITLE HERE

By student name

This is a sample of how the preliminary pages should look for a thesis/internship/practicum. The spacing can be 1.5 or single spaced. You may have up to 150 words in your abstract, not counting the three top lines.

You may add additional lines to the title/signature page if needed. The signature page **MUST** be on **25% WHITE COTTON PAPER**.

THESIS TITLE HERE

A Thesis

Submitted to the Faculty of Miami University

in partial fulfillment of

the requirements for the degree of

Degree

Department of

by

Student Name

Miami University

Oxford, Ohio

2005

Advisor _____

Dr.

Reader _____

Dr.

Reader _____

Dr.

©

Student name

2008

TABLE OF CONTENTS

LIST OF FIGURES

DEDICATION/ACKNOWLEDGEMENT

REQUEST TO DELAY RELEASE OF A THESIS OR DISSERTATION

Last Name: _____ First Name: _____

Banner ID#: _____

Degree: _____ Department: _____

Commencement Date: _____

OhioLINK number: _____

**I hereby request that the Graduate School delay publication of my thesis/dissertation for
_____ (up to five years) from the date below.**

Signature: _____

Adviser's signature: _____

Date of request: _____

Notes