Speech Pathology and Audiology, M.A.

Learning Outcomes
Graduating M.A. students in speech pathology and audiology will:

- demonstrate knowledge and skills specified in the Knowledge and Skills Acquisition (KASA) competencies for speech-language pathology professionals;
- behave professionally and ethically, and adhere to the American Speech-Language-Hearing Association (ASHA) Code of Ethics;
- use critical thinking skills to apply theory and knowledge to clinical decision making; and
- use evidence-based practice and practice-based evidence to make clinical decisions regarding diagnosis and treatment of persons with communication disorders.

Overview
The Master of Arts program in speech pathology and audiology provides training for individuals who wish to do clinical work in speech-language pathology. Graduates of the M.A. program meet all academic and practicum requirements for clinical certification by the American Speech-Language-Hearing Association (ASHA) and for licensure by the State of Iowa. Students preparing for clinical positions in public schools must meet school licensure or certification requirements of the states in which they plan to work.

Requirements
The Master of Arts program in speech pathology and audiology requires a minimum of 38 s.h. of graduate credit, although students typically earn 53-57 s.h. of credit by the time they complete the degree. The program prepares clinicians to be able to function independently in a variety of clinical settings. The program is designed to ensure that upon graduation, a student will meet requirements for immediate professional employment.

M.A. students usually have a background of undergraduate courses in speech and hearing science, psychology of language, and human behavior that is equivalent to an undergraduate major in speech and hearing science at the University of Iowa.

Before registering in the program, entering M.A. students receive descriptive materials about basic science core courses considered to be required preparation for the M.A. program, and required M.A. clinical core courses for which the department may accept comparable courses taken at the undergraduate level. Decisions about incorporating background course work in these areas are made by the faculty advisor in consultation with the student and the instructors of the basic science or clinical core courses. Entering students must have completed the following courses or their equivalents.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD:2110</td>
<td>Phonetics: Theory and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CSD:3112</td>
<td>Anatomy and Physiology of Speech Production</td>
<td>4</td>
</tr>
<tr>
<td>CSD:3113</td>
<td>Introduction to Hearing Science</td>
<td>4</td>
</tr>
<tr>
<td>CSD:3116</td>
<td>Basic Neuroscience for Speech and Hearing</td>
<td>3</td>
</tr>
<tr>
<td>CSD:3118</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>CSD:3185</td>
<td>Hearing Loss and Audiometry</td>
<td>3</td>
</tr>
<tr>
<td>CSD:4145</td>
<td>Developmental Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD:4148</td>
<td>Developmental Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD:4244</td>
<td>Rehabilitative Audiology</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:1020/STAT:1020</td>
<td>Elementary Statistics and Inference</td>
<td>3</td>
</tr>
</tbody>
</table>

25 hours of observation documented by a practitioner with ASHA certification

Candidates for an M.A. with a professional emphasis in speech-language pathology are not required to complete a thesis, although all students demonstrating research aptitude and interest are encouraged to do so.

A typical program usually takes two calendar years to complete but may take longer, depending on a student's background and personal interests.

Core Requirements
All students seeking an M.A. in speech pathology and audiology with professional emphasis in speech-language pathology must take the following.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CSD:5135</td>
<td>Foundations of Clinical Practice I</td>
<td>2</td>
</tr>
<tr>
<td>CSD:5136</td>
<td>Foundations of Clinical Practice II</td>
<td>1</td>
</tr>
<tr>
<td>CSD:5137</td>
<td>Foundations of Clinical Practice III</td>
<td>1</td>
</tr>
<tr>
<td>CSD:6515</td>
<td>Professional Seminar (taken fall and spring semesters of first year)</td>
<td>0</td>
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</tbody>
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In addition, they must take the following courses unless they completed equivalent courses as undergraduates.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CSD:2140</td>
<td>Manual Communication</td>
<td>1</td>
</tr>
<tr>
<td>CSD:4114</td>
<td>Introduction to Voice Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CSD:4115</td>
<td>Structural Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CSD:4183</td>
<td>Introduction to Stuttering</td>
<td>2</td>
</tr>
<tr>
<td>CSD:5104</td>
<td>Language Disorders in School-Aged Children or CSD:5206</td>
<td>3</td>
</tr>
<tr>
<td>CSD:5146</td>
<td>Neurogenic Disorders of Language</td>
<td>3</td>
</tr>
<tr>
<td>CSD:6519</td>
<td>Seminar: Evidence-Based Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

Also required are additional semester hours of practicum registration sufficient to meet supervised, direct clinical
experience requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association and the Iowa license, and to provide broad, supervised practicum experience.

In addition to the core requirements listed above, all non-thesis students preparing to be speech-language pathologists must earn a minimum of 12 s.h. from the following; thesis students must earn a minimum of 8 s.h. from the following. Thesis students also must enroll in 4 s.h. of research.

**Code** | **Title**                                                                 | **Hours** |
---|---|---|
CSD:3117 | Psychology of Language | 3 |
CSD:5213 | Voice Habilitation | 2 |
CSD:5222 | Gross Anatomy of Speech/ Voice Production (dissection) | 2 |
CSD:5223 | Pediatric Feeding and Swallowing Disorders | 1 |
CSD:5233 | Aphasia | 2 |
CSD:5234 | Acquired Cognitive- Communication Disorders | arr. |
CSD:5236 | Neurogenic Disorders of Speech and Swallowing | 3 |
CSD:5237 | Cleft Palate and Related Disorders | 2 |
CSD:5260 | Augmentative and Alternative Communication | 2 |
CSD:5282 | Phonological Development and Disorders | 2 |
CSD:5283 | Clinical Problems | 2 |
CSD:5350 | Seminar in Supervision | 1 |

### Professional Licensure

#### Licensure to Work Outside Public Schools

A number of states, including Iowa, require a state license in speech-language pathology or audiology for persons who work in settings outside the public schools. Students who meet the requirements listed above for the M.A. in speech pathology and audiology also meet the academic requirements for the license in Iowa as well as in most other states.

#### Public School Licensure

Students preparing for clinical positions in public schools typically must meet school licensure or certification requirements of the states in which they plan to work. The following criteria meet the requirements for endorsement as speech-language pathologists in Iowa and most other states:

- a master's degree with professional emphasis in speech-language pathology or the equivalent;
- completion of an approved human relations component;
- completion of courses that cover the education of the disabled and the gifted and talented (e.g., exceptional persons, education of the gifted); and
- completion of the requirements in speech-language pathology and the 20 s.h. professional education sequence, including CSD:5104 Language Disorders in School-Aged Children and CSD:5304 Speech Pathology Outplacement: School as a speech-language pathologist.

The professional education sequence requires course work in the following areas:

- Curriculum (e.g., reading, methods, curriculum development)
- Foundations (e.g., philosophy of education, foundations of education)
- Educational measurement (e.g., tests and measurements, measures and evaluations of instruction)
- Educational psychology (e.g., educational psychology, counseling theories and techniques)
- Special education (e.g., introduction to special education, exceptional persons, learning disabilities)
- Child development (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education)

GE CLAS Core courses (e.g., introduction to psychology, sociology, history, literature, and humanities) do not meet the requirements of the professional education sequence.

### Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College.

The department requires that applicants take the Graduate Record Examination (GRE) General Test before they apply for admission.

Admission to the program is competitive; applicants' credentials are considered in relation to those of others in the applicant pool, and a limited number of individuals are admitted to each program. Applicants whose undergraduate g.p.a. is below 3.30 or whose GRE General Test scores are lower than the 40th percentile in any area (verbal, quantitative, and analytic) rarely are admitted.

Admission is for fall; the application deadline is January 1. All applications to the M.A. program must be submitted through CSDCAS (Central Application Service for Communication Science and Disorders).

For detailed information regarding evaluation of applicants, applications materials and requirements, and other matters, see Graduate Programs on the department's website.

### Financial Support

Financial support is based on merit and dependent on availability of funds. For more detailed information, contact the Department of Communication Sciences and Disorders director of graduate studies.

### Career Advancement

The speech pathology and audiology program provides excellent preparation for a career as a speech-language pathologist or audiologist. There continues to be a strong demand for professionals in these fields, and both speech pathology and audiology are consistently ranked highly in "best job" surveys.

Advanced degree holders may work as a teacher, clinician, and/or researcher in the field of communication sciences and disorders.