<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore year, Fall</td>
<td>Engl/Ling 219</td>
<td>3</td>
<td>Sophomore classification</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Sophomore year, Fall</td>
<td>Biol 255 (Note: Biol 256 is also highly recommended)</td>
<td>3</td>
<td>High School Biology and Chemistry, or Biol 101</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Sophomore year, Spring</td>
<td>CmDis/Ling 275</td>
<td>3</td>
<td>Engl/Ling 219</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Sophomore year, Spring</td>
<td>CmDis/Ling 371</td>
<td>3</td>
<td>Engl/Ling 219</td>
<td></td>
</tr>
<tr>
<td>Sophomore, Junior, or Senior year, Spring or Fall</td>
<td>Stat 101 or 104</td>
<td>3</td>
<td>High school algebra</td>
<td>Traditional classroom or Online</td>
</tr>
<tr>
<td>Sophomore, Junior, or Senior year, Fall</td>
<td>PHYS 198 (Physics of Music)</td>
<td>3</td>
<td>No prerequisites</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Sophomore, Junior, or Senior year, Spring or Fall</td>
<td>ENGL/LING 220 (Descriptive English Grammar)</td>
<td>3</td>
<td>Engl 250</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Sophomore, Junior or Senior Year, Fall or Spring</td>
<td>SP ED 250. (Education of the Exceptional Learner in a Diverse Society).</td>
<td>3</td>
<td>C I 204</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Junior year, Fall</td>
<td>CmDis 471</td>
<td>3</td>
<td>CmDis/Ling 275 or Engl/Ling 219</td>
<td>Online (WWW)</td>
</tr>
<tr>
<td>Junior or Senior year, Spring (Even years – 2014, etc.)</td>
<td>CmDis/Ling 480A (Anatomy and Physiology of Speech and Hearing)</td>
<td>3</td>
<td>Biol 255; CmDis/Ling 275, 371</td>
<td>Online (WWW)</td>
</tr>
<tr>
<td>Junior or senior year, Spring (Odd years – 2015, etc.)</td>
<td>CmDis/Ling 480C (Diagnosis and Evaluation of Speech and Language Disorders)</td>
<td>3</td>
<td>Biol 255; CmDis/Ling 275, 371</td>
<td>Online (WWW)</td>
</tr>
<tr>
<td>Junior or Senior year, Fall (Even years – 2014, etc.)</td>
<td>CmDis/Ling 480B (Articulation and Phonological Disorders)</td>
<td>3</td>
<td>Biol 255; CmDis/Ling 275, 371</td>
<td>Online (WWW)</td>
</tr>
<tr>
<td>Junior or Senior year, Spring or Fall</td>
<td>CmDis 490 (Clinical observation)</td>
<td>1</td>
<td>CmDis/Ling 275, 371, 471</td>
<td>Online (WWW) and Off-Campus</td>
</tr>
<tr>
<td>Junior or Senior year, Spring or Fall</td>
<td>Audiology (from another university)</td>
<td>3</td>
<td>CmDis/Ling 275, 371, 471</td>
<td>Online (WWW)</td>
</tr>
<tr>
<td>Junior or Senior year, Spring</td>
<td>Psych 310 (Brain and Behavior).</td>
<td>3</td>
<td>Psych 101</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Junior or Senior year (when offered)</td>
<td>Psych 430 (Psychology of Language)</td>
<td>3</td>
<td>Psych 101</td>
<td>Traditional classroom</td>
</tr>
<tr>
<td>Junior or Senior year, Fall</td>
<td>Ling/Engl 437 (Grammatical Analysis)</td>
<td>3</td>
<td>Ling 219; Ling 220</td>
<td>Traditional classroom</td>
</tr>
</tbody>
</table>
IMPORTANT NOTES

At Iowa State, you may major or minor in Linguistics, Psychology, or Communication Studies, among other possible majors, while completing the program of study described on Page 1.

Since a graduate degree is required for a career in Speech-Language Pathology or Audiology, careful planning is required to complete this program of study to maximize your chances of being accepted into a graduate program. The admission to graduate programs is highly competitive and you will need to maintain a high grade-point average. However, there is no assurance that you will gain admission to a graduate program in Communication Disorders by following the program of study described in this document.

Each graduate program sets its own requirements for courses to be completed at the undergraduate level. Complete as many of the courses listed on Page 1 as possible so that you meet the requirements of a large number of graduate programs. Many of the courses listed on Page 1 also fulfill the College of Liberal Arts and Sciences degree requirements.

Once you are certain that you will want to pursue graduate studies in Communication Disorders, make a list of at least 20 graduate programs you would want to apply to and gather information about their admission requirements (required courses, GPA, GRE scores, how many students apply to their program each year and how many are accepted, etc.) An excellent place to gather this information is the EdFind (http://www.asha.org/edfind/).

If there is a course, besides the ones you take at Iowa State, that is required by a certain program you want to apply to, consider completing the course online at another university. Before you do that, talk to the admission personnel at the program you want to apply to so that the course is required and meets the requirement. The following are some of the universities offering online undergraduate courses in Communication Disorders:

- The Utah State University -- http://comd.usu.edu/htm/distance-education/online-post-bachelors-degree/online-post-bach-courses.
- The University of Wisconsin, Eau Claire -- http://www.uwec.edu/CE/programs/csdpostbac.htm
- The University of Iowa -- https://isis2.uiowa.edu/isis2/courses/search.page
- Eastern New Mexico University -- http://liberal-arts.enmu.edu/health/cdis/bachelor-cdis.shtml
- The University of Vermont -- http://learn.uvm.edu/education/speech-language-pathology/master-of-science-in-communication-science-prerequisite-track/

You may also take some of the courses listed on Page 1 above from one of these universities if they are not offered in the semesters you would like to take them or if you enter the program late and need to complete some of these courses at an accelerated pace.

Take the Graduate Records Examination (an entrance test for admission to graduate studies -- http://www.ets.org/gre) during your junior year.

For graduate admission, you will need three letters of recommendations. These letters should come from individuals who are in a position to know your ability, aptitude, and general suitability for
graduate work and for a career in a helping profession. Participate actively in classes by asking questions and making comments so that your professors know you. The professors from whom you request letters should have something to write about besides the courses you took from them and the grades you received in them. It is also important to have community service credentials by volunteering and by being active in University clubs and organizations.

Keep a copy of the syllabus for every course in a folder. The course titles vary from university to university and the graduate admissions evaluator may request the syllabi or, in some instances, you may be able to prove to the satisfaction of the admissions committee that you have completed the required coursework by presenting the course syllabi.

“LEVELING” PROGRAMS

Several universities offer “leveling” programs of study in Communication Disorders through distance education for those who have already earned or earning a degree in another discipline. When you complete this program of study, you will receive a bachelor’s degree in Communication Disorders. This is an option especially if you are turned down for graduate admission because you do not have a degree in the field. If you are unsuccessful in gaining admission because of low GPA in your original degree, this path may or may not help you. The program offered by Utah State University is relatively less expensive and well structured. It takes 3 semesters (four courses each semester) to complete it. The time may be shortened if they allow transfer credits for some or all of the Communication Disorders related courses you too at Iowa State (https://isis2.uiowa.edu/isis2/courses/search.page). There are other schools offering leveling programs. Do an Internet search for “Speech pathology leveling programs.

OBJECTIVES OF THE PROGRAM OF STUDY

The program of study outlined on Page 1 is intended to achieve the objectives listed below. For graduate admission, you will be required to submit a Statement of Purpose. Use these guidelines to personalize your Statement of Purpose. You hope to and, during your undergraduate years, have already started to:

- Know and understand fundamental and applied principles and facts relating to communication, speech, language, and hearing,
- Learn to write and speak effectively on topics related to communication and communication disorders,
- Develop an appreciation for and respect people with different communication styles and abilities,
- Understand and apply principles, methods, and procedures for evaluating communicative performance and competence,
- Think scientifically and seek evidence-based methods and procedures for the management of communication disorders,
- Study the research methods used in Communication Disorders and understand the importance of basic and clinical research for the advancement of the field, and
- Follow the principles of ethical practice and professional integrity in working with children and adults with a communication disorder.
Address each of the items above in your Statement of Purpose, adding specific personal information that shows how you have attempted to achieve each of the objectives through coursework and on- and off-campus activities and how you would want to expand your knowledge in each of these areas during your graduate study.

CMDIS 490: CLINICAL OBSERVATION HOURS

You may register for one credit of CmDis 490 to complete the ASHA (American Speech-language-Hearing Association, the professional association of speech-language pathologists and audiologists) requirement of 25 hours of clinical observation. Prerequisites for this are: CmDis 275, CmDis 371, and CmDis 471. To complete this requirement, you will register at the Master Clinician Network (http://masterclinician.org/). There is a $25 fee for the use of this web site. Your observation at this site must meet the following ASHA guideline:

Activities which are approved for observation hours include "providing prevention, screening, consultation, assessment and diagnosis, treatment, intervention, management, counseling, and follow-up services for the disorders of”:

Speech - articulation, voice, fluency, resonance
Language - phonology, morphology, syntax, semantics, pragmatic/social aspects, pre-literacy and literacy
Swallowing or other upper aero-digestive functions
Cognitive aspects of communication
Augmentative/alternative means of communication
Hearing/listening - aural rehabilitation, troubleshooting hearing aids
Hearing - screenings only

In addition to completing 25 hours of clinical observation on this site, you will also do at least 10 hours of job shadowing as part of this course. We will use the book – Hambrecht, G., and Rice, T. (2011) Clinical observation: A guide for students in speech, language, and hearing. Jones & Bartlett Learning: Sudbury, MA. You will take one multiple-choice test based on the information in this book.

JOB SHADOWING/INTERNSHIP OPPORTUNITIES

Unfortunately, there are no paid internship positions that we know of for undergraduate students interested in a career in Speech-Language Pathology. However, there are many opportunities for volunteering, job shadowing, and unpaid internships in or near Ames, Iowa. Some of these resources are listed below.

Mary Greeley Medical Center has volunteer/job shadowing/unpaid internship opportunities. Find information about and an application form for internship/job-shadowing at: http://www.mgmc.org/careers/internships-job-shadowing/.

ChildServe, which provides comprehensive rehab services for children with disabilities, may have volunteer/job shadowing opportunities. It has facilities in Ames, Des Moines, and Johnston, Iowa. The contact person is listed below.
Kaylene Steele, Volunteer Coordinator, 5406 Merle Hay Road, P.O. Box 707, Johnston, IA 50131, Tel: 515-331-8139 kaylens@childserve.org

On With Life in Ankeny is a brain injury rehabilitation facility and accepts volunteers. Find the online volunteer application form here: http://www.onwithlife.org/volunteer-forms.aspx.

Ames School District provides federally mandated special education programs for children with disabilities. This includes speech therapy. Contact these individuals to see if you can volunteer/job shadow with a speech-language pathologist. You may also inquire about opportunities in the English as Second Language program in the Ames School District: Barb Weber, Student Programs Secretary Email: barb.weber@ames.k12.ia.us, Phone: 515/268-6626 or Leslie Weible, Student Programs Secretary email: leslie.weible@ames.k12.ia.us, Phone: 515-268-6626

WesleyLife (http://www.wesleylife.org/volunteers-and-internships.aspx) is a retirement and rehabilitation facility located in the following Iowa locations: Des Moines, Washington, Atlantic, Newton, Indianola, West Des Moines, and Pella. They have short-term volunteer opportunities in all locations. You may be able to work closely with speech-language pathologists during summer and over semester breaks if you live close to one of these facilities.

St. Cecilia Catholic Church, 2900 Hoover Avenue, Ames, IA 50010 (Phone: 515-233-3092) offers spoken English lessons to those learning English as a Second Language (ESL). Contact persons: Karl Gwiasda (evening sessions), 232-7582; Lloyd Anderson (morning sessions), 296-1002.

Memorial Lutheran Church (2228 Lincoln Way, Ames, IA 50014), across from the Iowa State University Campus, has an ESL program. Call Hannah Moore at 292-5005 for information.

Heartland AEA (Area Education Agency) offers internship opportunities. Contact Linda McAtee (lmcatee@heartlandaea.org). In the experience of one student who is completing an internship at AEA during Spring 2014:

“The position of an undergraduate intern is fairly new to Heartland. I have been transitioning every 4 weeks or so between different SLP’s throughout the Ames area. I sit in on therapy sessions at the preschool, elementary school, and high school grade levels. Preschool therapy sessions have been focusing primarily on speech, whereas elementary and high school sessions vary from speech and language to the autism and special education programs. I get to sit in on IEP meetings and experience how an SLP is involved in planning the IEP. I was lucky to experiment with a few students and do mock assessments with them for practice. I completed a few first reads, story retells, and word counts with a variety of students in the elementary school level. I help the SLPs create activities and materials to use in therapy sessions as well. It has been a wonderful experience and I have learned so much! It has been very helpful to be hands-on and use all the information I have learned over the past four years in a real life therapy setting.”

If you contact any of these sources, please do let me (Giri Venkatagiri, giri@iastate.edu) know how it turned out – whether you could find any opportunities and how such opportunities benefited you. This information is very helpful to other students in the future.
ADDITIONAL INFORMATION

If you have questions, contact Greta Levis, gmlevis@iastate.edu or Giri Venkatagiri, giri@iastate.edu.

*Communication Sciences Student Survival Guide* published by the National Student Speech-Language-Hearing Association and available on Amazon and EBay has a wealth of information on how to prepare and apply for admission to graduate programs in Communication Disorders. ASHA has comprehensive information on graduate education in Communication Disorders here: [http://www.asha.org/students/academic/Graduate-School/](http://www.asha.org/students/academic/Graduate-School/).