



Master of Science in Communication Disorders

Program Overview

Welcome to the Master of Science (MS) in Communication Disorders degree program at ASU. Our program is based on a research-to-practice philosophy and is designed to prepare speech-language pathologists for autonomous clinical practice. The training model at ASU stresses the integration of academic classroom learning, guided independent online learning and flipped classroom, and practicum experience across a broad spectrum of clinical specialties and practice environments. We believe that our graduate curriculum provides a strong foundation in the scientific knowledge base and a wide range of clinical field experiences that will prepare our graduates with essential tools for evidence-based clinical practice. The successful graduate will have the diagnostic and rehabilitative skills that fulfill the current Scope of Practice in Speech-Language Pathology specified by the American Speech-Language-Hearing Association (ASHA). The ASU graduate curriculum is designed to enable MS degree students to meet current standards required for ASHA certification in Speech-Language Pathology and state licensure.

The purpose of this Program Handbook is to provide graduate students in speech-language pathology with the basic information needed throughout the course of study and to assist them in navigating their way through the graduate degree program and certification process. This Handbook and the *Clinic Manual* are the primary resources of information regarding policies, regulations, and academic and clinical requirements necessary to complete the MS degree, state licensure, and ASHA certification. This Handbook is not an exhaustive collection of all policies of ASU; students should also review the ASU [Graduate Policies and Procedures](#), which is the final source regarding University policies on graduate programs. MS students are responsible for being informed about all academic and clinical requirements of the graduate program; some of the information provided in the Handbook also is available on the Communication Disorders, M.S. [website](#) and in Department and Office of Graduate Education publications. Additional questions and concerns may arise that are not formally addressed in these sources. The Academic Success Coordinator for the M.S Program will be a valuable asset as you progress through the program and you are urged to maintain close contact the Coordinator and to seek additional information as the need arises. Academic and clinical faculty members also are available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

M.S. Program Contacts and Location

Kelly Ingram, Clinical Professor. M.S. Program Coordinator– Coor Hall room 2218
Joshua Breger, Clinical Assistant Professor, Clinical Director – Coor Hall room 2326
Academic Success Coordinator – CHSGrad@asu.edu or 602-496-3300
Tracey Schnick, Manager of Business Services, Clinic, Coor Hall room 2345

A list of faculty and staff associated with the M.S Program are listed at the end of this handbook. You can access further information about each individual by utilizing the College of Health Solutions [Search](#) page. Information regarding the faculty includes research, teaching and public work.

Program General Admissions Information

Admission and Time Limits

Students are admitted to the Master's program in Communication Sciences and Disorders in Graduate Education at Arizona State University. Full details regarding Admission requirements are located on the Communication Disorders [website](#) under the Admissions Tab. Time limits apply for completion of the MS degree. All work applied toward the degree must be completed within **6 consecutive years**. The 6 years begin with the first course that is included on a student's approved Program of Study (i.e., the official form listing the academic semester hours you must complete during your graduate training). For example, if the first course taken was during fall semester, 2019, then you must complete all degree requirements no later than August, 2025.

Admission Deferral

Due to the competitive nature of the admission process, the program does **not** grant admission deferral. Applicants unable to begin coursework in the term in which they applied and were admitted are encouraged to reapply in a future cycle. Exceptions to this policy will be considered for unexpected medical issues on a case-by-case basis.

Pre-Admission (Transfer) Credit Policy: Academic Courses

The ASU [Graduate Policies and Procedures](#) contain a description of Pre-Admission (Transfer) Credit Policy for graduate students. However, program regulations for transfer of academic courses stipulate that a **maximum of 6 academic semester hours** from another institution for graduate credit may be transferred under the following conditions:

1. You must have taken the courses at an accredited college or university.
2. The courses you wish to transfer must be graduate level courses and
 - a. They did not count toward meeting requirements for a prior degree program
3. You must have obtained an A or B grade or the equivalent of an A or B grade in the courses.
4. They must have been completed within three years of admission to the ASU degree or certificate program
5. Your graduate committee must approve these transferred courses as part of your Program of Study.

The first year core courses in the master's program have been designed to provide a foundation of knowledge and skills in communication disorders and hence must all be taken in the sequence outlined here at ASU. Coursework completed at another university (that meets the above criteria) can be transferred for the research methods course and courses designed to be taken in the second year of the master's program. Students who completed graduate level courses as a student with non-degree status at ASU may transfer a maximum of **9 semester hours** to the degree program if they meet the same criteria specified above (see the Graduate Policies and Procedures for verification). **Please note that time limits also apply to transfer credits.** That is, if a transfer course is approved for inclusion on your Program of Study then your time clock starts from the date that course was taken. Graduate Education regulations stipulate that all requirements must be met within a consecutive 6-year time period. Exceptions are rare. Thus, credits taken more than four years prior to your admission to the MS degree program are not eligible for transfer if you plan to complete the remaining sequence of academic and clinical requirements in two years).

All students pursuing a graduate degree in speech-language pathology must fulfill the requirements for clinical certification as established by ASHA (2020 Standards). There is not an option to pursue a master's degree without the clinical training.

Transfer Policy: Clinical Clock Hours

You must complete a minimum of 375 clock hours of supervised clinical experience in the practice of speech-language pathology, plus 25 guided observation hours, in order to receive your MS degree in Communication Disorders at ASU. You may transfer a maximum of 50 of the 375-practicum clock hours. You may transfer all of the 25 guided observation hours. In order for you to transfer practicum clock hours from another college or university:

1. You must submit to the Director of the Speech and Language Clinic a record of your clock hours signed by the supervisor. Consult the Clinical Policy Handbook for instructions.
2. The supervisor must have held the Certificate of Clinical Competence in speech-language pathology from ASHA. Paperwork must have the individual's ASHA number and it must be signed.
3. The supervisor must have provided supervision during 25% of your therapy and/or diagnostic hours.
4. You must have received a grade of A or B if letter grades were assigned or a pass if the experience was graded pass/fail.

Tuition and related Expenses

For current tuition and fee information, please reference the Tuition and Fees [schedule](#) updated annually by Student Business Services.

In addition to tuition and program fees, there are several expenses related to software management and training programs. These include registration and/or payment for:

1. CALIPSO, an online management system for clinical evaluations and clock hours
2. CastleBranch, a compliance tracking program for all clinical requirements
3. My Clinical Exchange – an onboarding orientation and health requirement required by most medical facilities in Arizona
4. Other variable costs associated drug screening and background checks
5. Simucase – a clinical simulation program used in lieu of a textbook for your first year Clinical Methods class.

Further information about these expenses will be available during your program. The cost for each of these is under \$100.

Financial Assistance

The number of graduate students provided with financial support varies from semester to semester depending on state and federal appropriations. The support, which is offered on a competitive basis, consists of tuition scholarships, graduate teaching, research, and clinical assistantships, and Veterans Affairs traineeships. All students are considered for financial assistance at the time of their admission. The main criterion used in making decisions about an appointment is academic performance. There are also a number of options for financial assistance for graduate study through the Graduate College including scholarships, fellowships, assistantships, student loans and work-study. More information can be found [here](#). Graduate students seeking financial aid counseling should contact the main Student Financial Aid office in the Student Services building on the Tempe campus at 855-278-5080.

Graduate Assistants (GAs)

All Graduate Assistants (GAs) (teaching assistants and research assistants) employed at 25 percent time (10 hours/week) or more are considered to be residents for tuition purposes. Moreover, those employed between 25-49 percent time receive a 50% reduction in resident tuition. Those employed at 50 percent time receive a full waiver of resident tuition and health insurance benefits. The specific duties of GAs will vary depending on the program needs each semester. If you have some special skills, you should inform the Department accordingly. Faculty ultimately request GAs to assist them in teaching and research; thus, students are encouraged to contact faculty directly concerning GAs. Examples of duties performed by teaching and research assistants, are listed below, but may include additional duties as needed.

Teaching Assistants – Department Funding:

1. Preparation of materials for classroom presentations.
2. Giving, monitoring, and grading examinations.
3. Classroom demonstrations and presentations.
4. Teaching laboratory sections.
5. Library research.
6. Holding office hours for students.
7. Review sessions for course material and exams.

Research Assistants – Department or Grant Funding:

1. Setting up and maintaining equipment and instruments used in experiments.
2. Running subjects and collecting data.
3. Statistical treatment of data.
4. Preparation of materials for presentations, manuscripts, and grant proposals.
5. Library research.
6. Transcription and data coding.

Student Hourly Workers

Depending on funding, a number of student hourly workers may also be available. These positions may function as teaching assistants, research assistants or clinical assistants. However, they are not subject to the same tuition reduction/waiver and health insurance benefits as Graduate Assistants.

Program of Study for the Master of Science (MS) Degree

Your program will consist of a range of academic, clinical, and research experiences. The specific academic courses, clinical practicum, and research you complete during your program will be determined by your interests, ASU requirements, and ASHA certification requirements. Students may select either a thesis or non-thesis option. A total of 52 semester credits is required for all students, including 38 semester credits of required core and elective coursework and 14 credits of practicum and internship. Table 1 provides the typical course sequence for those students intending to complete the requirements in two years. Table 2 provides a sequence appropriate for students who need to complete leveling coursework.

Graduation Requirements

1. A total of 52 semester hour credits are required as follows:
 - Successful completion (i.e., grade of B or better) of 38 semester credit hours of graduate academic coursework, including:
 - i. 32 required credits;

- ii. 6 elective credits for non-thesis option
 - iii. 6 credits of thesis for thesis option
- Successful completion (i.e., grade of B or better) of 14 credits of practicum that includes three registrations of SHS 580 clinical practicum prior to two registrations of SHS 584 internship. The typical sequence of registration is:
 - i. Three registrations of 2 credits each during the first fall, spring, and summer of enrollment;
 - ii. Two registrations of 4 credits internships during the second fall and spring semesters.
- 2. Achieve a passing score on a department-administered comprehensive examination (non-thesis option only)
- 3. Successful completion of a thesis and oral defense (thesis option only)
- 4. Achieve a passing score on the ASHA Praxis national certification examination in speech-language pathology (all MS students)

Thesis Option

Students in the thesis option must register for a total of 6 semester hours of thesis. This is usually done in two, 3-credit registrations of SHS 599. **These hours count** toward the total number required for the degree. Thus, the credit hour degree requirement is met through completion of 32 credits of required core coursework, 14 credits of practicum, and 6 credits of thesis (resulting in a total of 52 semester hours). Students completing a thesis are welcomed and encouraged (but not required) to take other elective courses while students in the master's program.

Non-thesis Option

Students in the non-thesis option meet the 52-credit hour degree requirement through completion of 32 credits of required core coursework, 14 credits of practicum and 6 credits of elective graduate-level professional coursework in speech-language pathology. Normally, only those courses listed below may be used to satisfy the elective professional coursework requirement. Occasionally, specialized seminars may be offered and, if approved by a student's committee, may be used to satisfy 3 credits of the professional electives requirement. All non-thesis students must pass a comprehensive examination that is administered by the department during their LAST year of enrollment.

Curriculum for the MS degree

Table 1 lists the academic MS degree coursework for the 2019 Entering Class. Course descriptions and necessary prerequisites can be found in the Graduate Catalog. Archived handbooks are located on the SHS Student Resource Canvas Site.

Core courses

Core courses during the first year are required and all the students take the same scope and sequence of courses. Student may not wave any of the core courses in year 1 because these courses are designed to develop new learning skills, problem-solving skills, integration skills, and clinical skills that are paired with the background course. Year 2 is designed for the student to take required specialty courses and electives that align with their interest, while obtaining more depth beyond the core courses. Therefore, the students have different choices to specialize or maintain a more general focus.

Electives Based on Special Interests

Student can specialize in pediatrics, adult and medical aspects, and or multicultural issues, or they can combine any of the electives with a more generalist focus. Other elective courses in addition to those offered regularly (Listed in the Table 1 below) may be offered periodically based on faculty and student interests. Recent elective courses have included:

- Introduction to Data Science for Speech and Hearing Research
- Molecules, Markers, and Management: Introduction to Genetics
- Trends in Communication Neuroscience

Table 1: Speech-Language Pathology Coursework

SHS#	Required Course Title for All students	Term Offered	
567	Neural Bases of Com. Dis. (2)	Yr 1 Fall A	<p>Required: 38 credits of course work (32 required and 6 electives; or 32 required, 4 thesis credits, 2 electives) and 14 credits of practicum (6 credits can be waived if equivalent taken elsewhere at the senior or graduate level; students will then need an extra elective to meet the minimum hour requirement of 52 credits).</p> <p>NOTE that all the year 1 core courses are required and may not be waived even if the student took a similar course prior to coming to ASU. The one exception is SHS 500. If the student took an equivalent course, they may waive it after review from the instructor (Azuma)</p>
572	Lang. Ass. & Int. Infants/Toddlers (2)	Yr 1 Fall A	
585	Artic & Phono: Asses & Int. (2)	Yr 1 Fall B	
587	Preschool (2)	Yr 1 Fall B	
500	Research Methods (1)	Yr 1 Fall C	
538	Clinical Methods (1 credit each semester)	Yr 1 Fall C Spring C & Summer A	
582	Differential Diagnosis (2)	Yr 1 Spring A	
573	Lang. Ass. & Int. School Age (2)	Yr 1 Spring A	
575	Aphasia (2)	Yr 1 Spring B	
574	Voice and Swallowing (2)	Yr 1 Spring B	
570 PM or 597 PM	Multicultural Issues (2) Bilingual Speech Language Pathology -2	Yr1 Summer B Yr 2 Spring B	
580	Practicum 1 (at ASU, 2 credits)	Yr 1 Fall C	
580	Practicum 2 (at ASU, 2 credits)	Yr 1 Spring C	
580	Practicum 3 (at ASU, 2 credits)	Summer	
539	Professional Issues (1 credit each semester)	Yr 2 Fall C Spring C	
577	Comm Disorders in Autism (2)	Yr 2 Fall A	
578	Fluency Disorders (2)	Yr 2 Fall B	
571	Augmentative Communication (2)	Yr 2 Spring A	
581	Traumatic Brain Injury (2)	Yr 2 Spring B	
584	Internship 1 (community, 4 credits)	Yr 2 Fall C	
584	Internship 2 (community, 4 credits)	Yr 2 Spring C	
584	Extra Optional Internship (4 credits)	Summer	

SHS#	Elective Course Title	Term Offered (tentative)	Must have 6 credits from any of these.
505	Survival sign language for SLPs	Yr 1 Summer	<p>Thesis students must be registered for thesis credits during the term they plan to graduate.</p> <p>501 and 596 can NOT be counted as electives for Plan of Study</p>
524 PM	Counseling in Comm. Disorders	Yr 1 Summer	
512	Med. Aspects of SLP/RH/Dementia	Yr 2 Fall A	
588 PM	Spanish Language Acquisition (3 cr)	Yr 2 Fall C	
586 PM	Lang Essentials for Teaching Reading	Yr 2 Spring A	
598	Special Populations & Syndromes	Yr 2 Spring B	
576	Motor Speech Disorders	Yr 2 Spring A	
599	Thesis (3 credits x 2 semesters)	Yr 2 Fall C and Spring C	
501	Intro to Audiology (if needed) (3) option only)	Yr 1 Summer, Yr 2 Spring C	
596	Aural Rehabilitation (if needed) (3)	Yr 1 Summer	
<p><i>M=Required for Multilingual/Multicultural Certificate; P=required for PRiSMS scholars</i></p>			

The following tables show you the sequence of courses. All courses are two credits unless specified otherwise.

Year 1 Courses (all required)

Fall Semester		Spring Semester	
Fall A	Fall B	Spring A	Spring B
567 Neural Bases	585 Artic/Phono	582 Differential Dx	575 Aphasia
572 EI	587 Preschool	573 School-age	574 Feed/Swallowing
538 Clinical Methods (1)		538 Clinic Methods (1)	
500 Research Methods (1)			
580 Clinic Practicum (2)		580 Clinic Practicum (2)	

Summer and Year 2 Courses (required black; electives in red)

Summer	Fall Semester		Spring Semester	
	Fall A	Fall B	Spring A	Spring B
524 Counseling	577 Autism	578 Fluency	571 AAC	581 TBI
505 Sign Language	512 Medical Aspects	TBD-variable	SHS 586- Teaching Reading	SHS 598- Special Populations/Syndromes
570 Multicultural (or Bilingual SLP spring 2)	588 Spanish Language Acquisition (3)		576 Motor Speech	597 Bilingual SLP
SHS 538 Clinical Methods	539 Professional Issues (1)		539 Professional Issues (1)	
580 Clinic Practicum (2)	584 Internship (4)		584 Internship (4)	

Professional Preparation Coursework Required for Certification

In order to meet requirements for ASHA certification in speech-language pathology, all students are required to complete 6 credit hours of coursework in audiology. These must include a course in aural rehabilitation and a course in methods of audiological evaluation and hearing disorders; they are not leveling requirements, and are therefore not prerequisites to graduate level coursework. Because these requirements are for certification rather than degree purposes, they *do not count* toward the 52 semester hours required for the MS degree. They may not be used as electives.

The two courses that satisfy the certification requirement are:

SHS 501: Introduction to Audiology (3 credits; offered in Fall and Summer A terms)

SHS 596: Aural Rehabilitation (3 credits; offered in Spring and Summer B terms)

For both courses, prerequisite requirements should have been met during undergraduate studies or through completion of leveling coursework.

Certificate and other Specialized Programs

The M.S Program has two grant supported programs (PEP and PrISMS) and a Communication Disorders in Multilingual Multicultural Populations Certificate that require additional and/or altered coursework and practicum from the requirements listed for students who are not in these programs.

Part-time Employment Program (PEP)

Students enrolled in the Part-time Employment Program must be a licensed SLPA who is working for an Arizona School District during graduate school. For information regarding the Part-time Employment Program (PEP) please see information located at the following [website](#).

Preparing Intervention Specialists for Multilingual/Multicultural Settings (PrISMS)

The PrISMS program is a training grant that has specific curriculum requirements that also meet the requirements for the Communication Disorders in Multilingual Multicultural Populations certificate. This program is designed to train students to work with multicultural populations. Students do not have to be bilingual, although preference is given to those who demonstrate proficiency in a second language. You can apply for this funding after you are accepted to the Master's program and you have committed to attend. This is a competitive funding opportunity and we will review applications during the summer. Applications are reviewed on a first-come, first served basis.

Communication Disorders in Multilingual/Multicultural Populations (certificate)

The certificate program in communication disorders in multilingual/multicultural populations provides expanded coursework on working with adults, children and families who are culturally and linguistically diverse; enhanced academic classes; clinical experience in authentic community-based settings; and engagement in community-centered, inter-professional projects. Students who complete the certificate program will have the knowledge and practical experience to address effectively the needs of culturally and linguistically diverse adults, children and families.

Students not in the PrISMS program who wish to pursue the Communication Disorders in Multilingual/Multicultural Populations certificate must meet the following requirements:

1. Coursework

SHS 570, 2 cr, Communication Disorders in Multicultural Populations

SHS 588, 3 cr, Spanish Language Acquisition

SHS 597, 2 cr, Bilingual Speech-Language Pathology

SHS 524, 2 cr, Counseling in Communication Disorders

SHS 586, 2 cr, Language Essentials for Teaching Reading

2. Clinical placement

SHS 584, 4 cr, practicum placement in a multicultural/multilingual setting, typically a school

3. Additional Curriculum Information

A written portfolio in multicultural populations is the culminating experience for the certificate. This is an applied, community-based project that builds depth of knowledge resulting in a paper that students must present to the academic unit. Students should discuss research opportunities with their academic advisor for their portfolio.

As part of the certificate requirements, students must also complete an online module on parent training with culturally and linguistically appropriate techniques.

Students who wish to obtain a bilingual endorsement must complete the Arizona Classroom Teacher Spanish Proficiency Examination administered by the School of International Letters and Cultures.

Undergraduate Prerequisite Coursework

Students with an undergraduate degree in another discipline typically will be required to complete all courses listed in Table 2. In some cases, the SLP Program and Policy committee, or an advisor, may determine that a student with an undergraduate degree in speech and hearing science has insufficient basic science preparation for graduate level professional coursework. In these instances, selected courses will be required. Students will be notified of possible prerequisite deficiencies in their admission letter or during the first advising meeting with the graduate advisor, who will determine the specific requirements. The student’s advisor will review final undergraduate transcripts with the student and may identify some leveling requirements during this process. Although students register for prerequisite courses at a graduate level, the content is undergraduate in nature (though as a graduate registrant you may complete extra requirements). Therefore, prerequisite courses *do not count* toward credit hours required for the MS degree. Students may apply for the post-baccalaureate certificate, which provides them with priority access to the undergraduate courses.

Table 2: Prerequisite Coursework: Speech-Language Pathology¹

SHS 250	Introduction to Phonetics (3 credits)
SHS 310	Anatomical/Physiological Bases of Speech (3 credits)
SHS 311	Hearing Science (3 credits)
SHS 367	Language Science (3 credits)
SHS 375*	Speech Science (3 credits; SHS 250, SHS 310 and SHS 311 are prerequisites)
SHS 401*	Introduction to Audiology (3 credits; SHS 311 is a prerequisite)
SHS 402	Clinical Methods and Treatment of Communication Disorders (3 credits, SHS 250 is a prerequisite)
SHS 465	(or 565 if graduate credit is desired) Speech and Language Acquisition (3 credits; SHS 367 is a prerequisite)
SHS 496**	(596 if graduate credit is desired) Aural Rehabilitation (3 credits; SHS 375 and SHS 401 are prerequisites)

¹ Unless otherwise noted, all classes are offered every fall and spring term

* Course also offered in the summer

** While SHS 496/596 is not a prerequisite to get into the master’s program, this class, or its equivalent, must be completed before graduating with a master’s degree in communication disorders in order *to fulfill ASHA requirements for certification*

Academic Advising

Prior to orientation for your first year you received an email specifying the classes that you need to take during the fall of your first year. Please note that a late fee may apply if you do not register approximately two weeks prior to the first class. Academic calendar deadlines can be found [here](#). **PLEASE REGISTER FOR ALL COURSES PRIOR TO THAT DATE.** During orientation week, you will attend an information session regarding the sequence of classes and the thesis/non-thesis options. An academic advising orientation will occur during orientation and you should attend this session. You should meet with the Academic Success Coordinator during orientation week so that they can verify your pre-requisites and answer questions regarding the academic program. The role of the Academic Success Coordinator and M.S Program Director is to work with you to determine the courses you will take, the clinical practicum in which you will participate, and the sequence in which you will partake in these activities. In addition, the Academic Success Coordinator will work with you if any problems arise to due medical, academic, or clinical issues during the program. A graduate advisor will also be assigned to each student. This individual can help support you during the program with decisions related to coursework as well as clinical and academic performance. However, most advising will be done via the Academic Success Coordinator.

Graduate Program Committee

By the end of your first two semesters of study (mid-May), you need to choose between the thesis and non-thesis options. This choice determines the nature of your graduate program committee for the remainder of your program. If you choose a non-thesis option, your graduate advisor serves as the graduate committee.

Graduate Program Committee: Thesis Option.

For students who choose the thesis option, the first step is to select a thesis committee chair whose expertise corresponds to the area in which you would like to complete your thesis research. To select a thesis chair who shares your interests, you will need to meet with the faculty individually to discuss your mutual interests. This should be done during your first or second semester. Only those listed as *academic faculty* are eligible to serve as a thesis chair. Once you have selected your thesis chair, this faculty member will also work with the Academic Success Coordinator to serve as your academic advisor.

The thesis committee consists of your thesis chair and at least two additional committee members. Your thesis chair will help you select these individuals. As with the thesis chair, the other members of your committee should have an expertise/interest that corresponds to your thesis research topic. At least one of the remaining two committee members must be selected from the academic faculty. The third committee member may also be drawn from those listed as clinical faculty, adjunct faculty, or from faculty in other departments at ASU. You will work with your thesis chair to finalize your Program of Study. Graduate committees of students pursuing the MS thesis option will approve the thesis prospectus, direct and approve the thesis, and administer the oral defense of this research.

Clinical Training Experiences

The master's level clinical training program has been designed such that, upon completion, students will have met all of the clinical requirements for ASHA certification as a speech-language pathologist as well as the requirements for Arizona State Licensure. In addition, they will have met the standard of excellence that we set for all graduates from our professional training program. In meeting our standards for quality clinical services, it is important for students to understand that they will gain far more than the minimum experiences required for certification. This is because we are preparing students to assume the roles and functions of a speech-language pathologist across a variety of different settings and service delivery models, thus preparing them to have maximal opportunities upon entry into the professional job market.

Practicum Courses

Practicum courses are those courses in which students provide speech-language pathology services to clients. Clients are seen through the ASU Speech and Hearing Clinic, the Pediatric Communication Clinics (PCC@ASU) or through off-campus facilities during an internship. All students are required to complete 5 semesters of clinical practicum in which they earn a grade of B or better. Practicum is completed across 4 academic semesters and a summer session. Summer can be a combination of summer A, Summer B or Summer C. Students may request two summer sessions if they wish some additional experience but the second summer rotation will not count toward the 5 required semesters. Some students spread their semester units over summer A and summer B and have a lighter clinic load but this still counts as one term of practicum. The Graduate Program Coordinator makes practicum assignments in coordination with the Clinical Director. Specific details regarding the procedure for requesting practicum coursework, associated prerequisites, and practicum options are detailed in the *Clinic and Internship Manuals*. Practicum courses (SHS 580 sections and SHS 584 sections) count as 14 semester hours toward the 52 total credits required for the MS degree. Students enroll in 2 credits of SHS 580 Practicum during each of the fall, spring, and summer terms the first year. Students register for 4 credits of SHS 584 Internship during the second fall and spring terms. There is an option 1 credit SHS 580 Advanced Rotation opportunity in year 2 if a student would like additional clinical experiences above and beyond the requirements for graduation.

Enrollment in clinical practicum places significant time demands on students during the workweek. Student clinicians registered for clinical practicum should be prepared to devote approximately 10-20 hours per week to the preparation, implementation, and analysis of clinical experiences. All students enrolled in clinical practicum are expected to abide by the [ASHA Code of Ethics](#). Violations of the Code of Ethics may result in permanent dismissal from practicum placement opportunities, and may additionally subject the student to dismissal from the academic degree program. Additionally, strict adherence to [HIPAA guidelines](#) is also essential to protect the confidentiality of patients served in our campus clinics and in off-campus internship facilities. It is important to understand that the welfare of the patient is just as important as the training needs of the student. Participation in clinic should be seen as a privilege rather than a right. Clinical practicum students are expected to maintain professional attire and demeanor. Unprofessional conduct, or any conduct that compromises the quality of services to clients, may result in dismissal from clinical practicum placements and from the academic degree program.

Furthermore, students must abide by ASU's [academic integrity policy](#) and [student code of conduct](#).

Clinical Training Requirements

Our clinical training program is structured around the concept of core requirements and clinical emphases. All students will complete a set of required practicum. The varying clinical emphases allow students to gain a more intensive experience in areas of interest (e.g., pediatric, adult, bilingual). Typically, students select a desired clinical emphasis prior to their first term of enrollment.

The goal of clinical training during the first three semesters is to gain experiences and competencies in speech-language intervention across the age span and with a range of communicative disorders. These prepare students for off-campus internships during the final two semesters. During the first year, all students enrolled in the full-time master's SLP program will complete a one-semester clinical rotation in a pediatric clinic and a one-semester clinical rotation in the on-campus clinic (in Coor Hall). Third semester rotations will be completed in school based locations, the on-campus and/or the Pediatric Communication Clinics, depending upon student interests and emphasis track. Requests for a particular placement will be considered and honored based on placement availability and the student's clinical training requirements. During the second year in the graduate program, all students will complete two full semesters in off-campus clinical internship placements. An internship in a public school setting is required for all students.

The second internship placement is selected based on the student's clinical training interests and clinical training needs. A summary of required practicum across the five semesters is presented below.

Required Practicum

1. 1 semester within the ASU Speech & Hearing (SHS) Clinic
2. 1 semester within the Pediatric Communication Clinics or similar site (*optional for PEP students*)
3. 1 semester in a school based setting or within either the ASU or PCC clinics with an alternate supervisor and caseload from your previous rotation at that site.
4. Public School Internship
5. Elective Internship(s) (e.g., community preschool, hospital, private practice, public school)

In addition to the required clinical rotations, all students will be given the opportunity to sign up for an elective 5 week clinical rotations that will increase their exposure to a wide range of evaluation and therapeutic services. Most of these opportunities will occur during the semester that you are completing your school-based internship.

Suggested clinical training plans designed to accommodate student interests and more detail regarding clinical requirements, practices, and expectations are included in the ASU Clinical Policy Manual which is available to all graduate students in our program.

Comprehensive Final Exam

National Certification Exam

All students pursuing the MS degree must pass the Education Testing Service (ETS) Praxis Examination in speech-language pathology prior to graduation from the program. A passing score must be on file in the Department office in order for processing of final graduation forms. Approximately 8 weeks should be allowed between the time the examination is taken and scores are received in the Department. Students are therefore advised to plan the time at which they will take the exam accordingly. Students who do not have official passing scores on file in the Program office are viewed as deficient with regard to completion of graduation requirements and will not be allowed to graduate until such scores are submitted. Students can obtain ETS registration packets from the University Testing Service on campus (EDB 302; 965-3104). *When registering for the test, students must request that scores be sent to the Department of Speech and Hearing Science at Arizona State University.*

Non-thesis Option Comprehensive Examination

All non-thesis students are required to pass a comprehensive examination that is administered by the program. The exam will be offered once during the Spring semester of the second year of study. Graduate Education standards stipulate one attempt at the examination is allowed. Should the student fail the comprehensive examination it is considered final unless the Academic Program Lead for Speech and Hearing Programs recommends and the Dean of the Graduate College approves a re-examination. Should a student obtain the recommendation of the re-examination, only one re-examination is allowed. This re-examination may be administered no sooner than three months and no later than one year from the original examination date. For more information regarding the comprehensive examination click [here](#). The examination content focuses on core clinical and academic knowledge expected of a speech-language pathologist who is ready to begin their CF year. More information about the comprehensive examination will be available at the beginning of your second year.

Thesis Option Oral Defense

Students pursuing the thesis option will have a final examination that is comprised of the oral defense of their thesis and the completion of their written thesis. A number of deadlines and regulations must be

observed with regard to the thesis defense; these can be found on the Graduate Education [website](#). The student's thesis chair will coordinate administration of the defense and have the responsibility for submitting final approval forms to the Department Chair.

Academic and Clinical Standards for MS Degree

The following is a **summary** of the academic and clinical standards to which all students must adhere. A more detailed description of clinical standards, clinical grading and Graduate Plans for Success can be found in the clinical policy manual. It is the responsibility of all graduate students to be familiar with the current Academic and Clinical Standards.

Satisfactory Academic Progress

Per Graduate College guidelines, graduate students must maintain a minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and to graduate. Students whose cumulative GPA falls below 3.00 are placed on academic probation, receive an advising hold on their account, and are required to complete an academic performance improvement plan. If students are unable to raise the GPA to a 3.00 within nine credit hours or one year (whichever comes first), the program standards committee may recommend the student for dismissal from the program.

Additional Details:

- To demonstrate satisfactory performance, graduate students pursuing the MS degree will be expected to:
 - Maintain a 3.0 grade point average each semester.
 - Earn no more than one unsatisfactory grade during their entire program (i.e., a grade below a B- in an academic course or a clinical practicum, or a W/E [withdraw while failing]).
 - A single instance of a grade below B- in an academic course may be permissible, but that grade may not be included on the Program of Study. For that course to be included, the student must retake the course the next time it is offered and earn a grade of B- or better.
 - Receive no more than one incomplete in a given semester.
 - Pass the comprehensive examination or thesis requirements.
- Students may be dismissed from the program:
 - Following two instances of unsatisfactory academic performance, regardless of the semester in which the poor performance occurred.
 - For a single violation of academic integrity.
 - For seriously compromising the relations of the Program with the public.
 - For breaches of ethical judgment or professional responsibility.
 - For serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.
 - Failing the comprehensive examination or not completing the thesis requirements.
- Following the first, single instance of unsatisfactory performance (unsatisfactory grade or more than one Incomplete in a given semester), the student:
 - Must meet with the Academic Success Coordinator to revise the Program of Study to include the repeated course.
 - Meet the Academic Success Coordinator each semester thereafter to review progress.
 - Must notify the Academic Success Coordinator, in writing, of any changes he/she wishes to make to the Program of Study (including withdrawal of enrollment from a course).

- Must earn a B- or better in the academic course in which an unsatisfactory grade was earned the next time the course is offered.
- Must earn a satisfactory grade in the practicum in which the unsatisfactory grade or incomplete was earned the next time the practicum is offered.
- Must earn a B- or better in the academic course in which the incomplete was obtained the next time the course is offered.
- Will not be permitted to participate in a clinical practicum for which an academic course with an unsatisfactory grade is a prerequisite until the student has retaken the course the next time it is offered and earned a B- or better.

Continuous Enrollment Requirement:

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program.

To maintain continuous enrollment the credit hour(s) must:

- Appear on the student's *Plan of Study*, OR
- Be research (592, 792), thesis (599), dissertation (799), or continuing registration (595, 695, 795), OR
- Be a graduate-level course.

Grades of "W" and/or "X" are not considered valid registration for continuous enrollment purposes. "W" grades are received when students officially withdraw from a course after the drop/add period. "X" grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of "I" must maintain continuous enrollment as defined previously. Graduate students have one year to complete work for an incomplete grade; if the work is not complete and the grade changed within one year, the "I" grade becomes permanent. Additional information regarding incomplete grades can be found at [here](#).

Incomplete Grades

The College of Health Solutions will consider an incomplete grade request when the following factors are present:

- The student has been completing acceptable work (grade of C or better) and has completed 80% of the course.
- The student is unable to complete the course due to illness or conditions beyond the student's control.
- The student can complete the unfinished work with the same instructor.

Students have up to one calendar year to finish incomplete work. If a student does not complete the missing coursework by the date that is agreed upon on the incomplete request form, the instructor may change the grade to what was earned based on the work completed in the class. If the coursework is not completed after a calendar year, the incomplete becomes permanent. Repeating a class in which an

incomplete is awarded will not replace the “I” on the student’s transcript. Students must complete the incomplete request form and submit it to their instructor for review and processing.

Graduation Ceremonies

Students completing a doctoral program may only participate in graduation ceremonies if all degree requirements are met prior to the ceremony. Students who need an extra semester to complete coursework must defer their graduation to the next term and participate in the next available ceremony.

Student Appeals

The Masters in Communication Disorders Program follows the ASU Policy for student appeal procedures, as outlined in the [General Catalog](#). The procedure involves an informal process followed if needed by a formal one. If a student has a concern about the program meeting the standards of the Council of Academic Accreditation, they should contact the CAA office to obtain a copy of their complaint procedures, or refer to the Procedures for Complaints against Graduate Education Programs on ASHA’s [website](#).

Student Grievance Procedures

The grade appeal process is determined based on if the grievance is grade or non-grade related.

- Grade related appeals should first begin by having a discussion with the instructor in question. If the issue remains unresolved the student may submit an appeal to the Degree Coordinator and Academic Program Lead for their respective degree program. If the issue remains unresolved the student may then appeal to the College of Health Solutions Academic Standards and Student Grievance Committee.
- Non grade related appeals should begin with a discussion between the student and instructor. If the matter remains unresolved the student may then petition their case to the College of Health Solutions Executive Director of Student Success.
- For additional information, including the appeal form, please email CHSGrad@asu.edu or call 602-496-3300.

Complaints about the graduate program in Speech-Language Pathology also may be addressed in writing to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850

The information regarding how complaints are reported and handled can be found [here](#).

Summary of Requirements and Graduation Check-Out

General Requirements

1. Pass the Praxis examination in Speech-Language Pathology.
2. Complete 375 clock hours of supervised clinical practice and 25 clock hours of observation of clinical services.
3. 14 semester credits of practicum coursework (sections of SHS 580 and SHS 584)
4. 38 semester credits of academic coursework. Academic courses counted toward degree credit hour requirements must be completed in the Department of Speech and Hearing Science (although up to 6 credits may be transferred from another institution if it meets the requirements as outlined on page 5 of this handbook).

Thesis Option

1. 38 semester hours of required academic coursework in speech-language pathology, including:
 - a. 4 semester hours of thesis registration (SHS 599), and
 - b. 2 semester hours of electives in speech-language pathology
2. Successful completion and successful defense of the thesis.

Non-thesis Option

1. 38 semester hours of required academic coursework in speech-language pathology, including 6 semester hours of electives in speech-language pathology.
2. Passing score on the Departmental Comprehensive Examination.

Graduation Check-Out Procedures: Department Level

This summary of check-out procedures applies only at the Department level. Please consult Graduate Education guidelines for additional procedures applied at the University level.

1. Submit official Praxis scores to the Department office.
2. If in the thesis option, submit Graduate Education Form regarding report of the thesis defense, with all committee signatures, to the Department office.
3. Submit to the Department office the summary of clinical clock hours signed by the Director of the Speech and Language Clinic and the ASHA verification form signed by the Department Chair.
4. When the Department Chair has verified that all Department requirements have been met, she or he will sign necessary graduation forms and submit them to the Office of Graduate Education.

Faculty and Staff

The following list is for Faculty and Staff directly associated with the M.S in Communication Disorders Program. Please note that there are many other faculty and research associates in the College of Health Solutions and the AuD program that are also involved in aspects of the program.

Academic Faculty

Tamiko Azuma
Visar Berisha
Braden, B. Blair
Ayoub Daliri
Shelley Gray
Julie M. Liss
Beate Peter
Corianne Rogalsky
M. Adelaida Restrepo
Nancy Scherer

Clinical Faculty

Catherine K. Bacon
Jean C. Brown
Victoria Clark
Wendy Darling
Maria V. Dixon
Dawn Cosgrove Greer
Kelly Ingram
Kate Helms Tillery
Myra Schatzki
Elizabeth Trueba
Juliet Weinhold
Erica Williams