



Master of Science in
Communication Disorders
2021-2022

Justice, equity, diversity and inclusion at the College of Health Solutions

At the College of Health Solutions, we are focused on improving the health of the communities we serve. Every student, every faculty and staff member, every individual and community member should have the opportunity for better health throughout their lifespan. To improve health, we must embrace and support greater diversity, equity and inclusivity in everything we do, including teaching, research and service. We are committed to doing better. You are welcome at the College of Health Solutions, and this is what you can expect from us.

Commitments to justice, equity, diversity and inclusion

We create leaders who advance the principles of justice, diversity, equity and inclusion, shaping a future in which all community members can fully realize their potential.

We embed diversity, equity and inclusion as a transformational force in every aspect of our teaching, research and service as we work to address the challenges facing people and communities to stay healthy, improve their health and manage chronic disease.

We believe that diversity and inclusion are essential for excellence and innovation, and thus it is stated in our college values: We maximize opportunities for people of diverse backgrounds, abilities and perspectives.

We support underrepresented and historically marginalized groups, and will not tolerate discrimination or hate of any kind.

Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

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 is the primary resource for 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 Graduate Support 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 with 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 Director– ingramk@asu.edu Coor Hall room 2218
Joshua Breger, Clinical Assist Prof, Clinical Director – Joshua.Breger@asu.edu Coor Hall room 2326
Graduate Support Coordinator – CHSGrad@asu.edu phone 602-496-3300
Tracey Schnick, Manager of Business Services, Clinic, Tracey.Schnick@asu.edu 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 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, 2020, then you must complete all degree requirements no later than August, 2026. Alterations in a student’s timeline for clinical rotations need program approval due to the need to provide consistency of care to clients from semester to semester.

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. 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. **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 hours obtained at the undergraduate level toward the 375-practicum clock hours. You may transfer all of the 25 guided observation hours. Specific instructions on how to transfer undergraduate observation and clinical hours are located [here](#).

Tuition and related Expenses

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

A portion of your program fees paid by the incoming fall 2021 class covers 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. Simucase
3. My Clinical Exchange
4. Some of the costs associated with clinical training compliance such as fingerprinting and CPR and First Aid.

Students will be required to cover the expense of the following:

- CastleBranch, a compliance tracking program for all clinical requirements, cost \$30

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. Please note that these positions are limited and may only be available in exceptional cases. If you have some special skills, you should inform the program 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.

Research Assistants – Program 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, Graduate Student Assistants (GSAs)

Depending on funding, a number of student hourly Graduate Student Assistant positions, (GSAs) 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. Hourly positions typically range from 5 to 20 hours per week. Once admitted, you will be able to apply for GSA positions that support undergraduate instruction. Duties vary, but may include grading, classroom support, preparing course materials, etc. Notification of these GSA positions typically happen shortly before each semester begins, as they are often based on course enrollment. If you are interested in a research hourly position, contact faculty directly to inquire about availability of these positions in their lab. It is strongly suggested that you email faculty that you would be interested in working with, explaining what skills and/or interests you have that would make you a good candidate for a position in their laboratory, and include a CV or resume.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations throughout their program are encouraged to make their requests to the program director at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations

Students who feel they will need disability accommodations during their program but have not registered with the Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Students should contact Student Accessibility and Inclusive Learning Services, campus-specific location. Contact information can be found on the [SAILS website](#). DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the SAILS [website](#) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu; SAILS Phone: (480) 965-1234; SAILS FAX: (480) 965-0441

Wellness Resources

Graduate education can be stressful and demanding and we want to be sure students are aware of resources available to them for additional support during these seasons. The [10 Best Practices in Graduate Student Wellbeing](#) and [Graduate Wellness Resources](#) are available for student review. In addition, [ASU Counseling Services](#) are available 24/7.

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 60 semester credits is required for all students, including 41 semester credits of required core and elective coursework and 19 credits of practicum and internship.

Graduation Requirements

1. A total of 60 semester hour credits are required as follows:
 - Successful completion (i.e., grade of B- or better) of 41 semester credit hours of graduate academic coursework, including:
 - i. 35 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 19 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 3 credits each during the first fall, spring, and summer of enrollment;
 - ii. Two registrations of 5 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 35 credits of required core coursework, 19 credits of practicum, and 6 credits of thesis (resulting in a total of 60 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 60-credit hour degree requirement through completion of 35 credits of required core coursework, 19 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 program during their LAST year of enrollment.

Curriculum for the MS degree

Table 1 lists the academic MS degree coursework for the 2021 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 waive 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, 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
- Introduction to Genetics: From Molecules to Clinic
- Trends in Communication Neuroscience
- Assess/Intervention for Individuals with Hearing Loss (can only count as an elective if the Aural Rehabilitation prerequisite requirement has been met)

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: 41 credits of course work (35 required and 6 electives; or 35 required and 6 thesis credits) and 19 credits of practicum (SHS 500 Research Methods 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 60 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. Asses. & Int. Infants/Toddlers (2)	Yr 1 Fall A	
585	Artic & Phono: Asses. & Int. (2)	Yr 1 Fall B	
587	Lang. Asses. & Int. Preschool (2)	Yr 1 Fall B	
500	Research Methods (1)	Yr 1 Fall C	
538	Clinical Methods and Simulation in SLP (2 credits each semester).	Yr 1 Fall C Spring C	
582	Differential Diagnosis (2)	Yr 1 Spring A	
573	Lang. Asses. & Int. School Age (2)	Yr 1 Spring A	
575	Aphasia and Related Neuro disorders (2)	Yr 1 Spring B	
574	Feeding and Swallowing (2)	Yr 1 Spring B	
570 <i>M</i> or 597 <i>M</i>	Multicultural Populations (2) Bilingual Speech Language Pathology (2)	Yr1 Summer B Yr 2 Spring B	
579	Voice and Resonance Disorders	Yr 1 Summer B	
580	Practicum 1 (at ASU, 3 credits)	Yr 1 Fall C	
580	Practicum 2 (at ASU, 3 credits)	Yr 1 Spring C	
580	Practicum 3 (at ASU, 3 credits)	Summer	
539	Professional Issues (1 credit each semester)	Yr 2 Fall C Spring C	
577	Current Asses., Int. & Research 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 Injuryand Cognitive Linguistic Disorders (2)	Yr 2 Spring B	
584	Internship 1 (community, 5 credits)	Yr 2 Fall C	
584	Internship 2 (community, 5 credits)	Yr 2 Spring C	
584	Extra Optional Internship (5 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. 598 Asses/Inter for Hearing Loss can NOT count as an elective unless the</p>
524 <i>M</i>	Counseling in Comm. Disorders	Yr 1 Summer	
512	Med. Aspects of SLP	Yr 2 Fall A	
588 <i>M</i>	Spanish Language Acquisition (3 cr)	Yr 2 Fall C	
586 <i>M</i>	Lang Essentials for Teaching Reading	Yr 2 Spring A	
568	Special Populations & Syndromes	Yr 2 Spring B	
576	Motor Speech Disorders	Yr 2 Spring A	
598	Topic: Introduction to Genetics: From Molecules to Clinic	Yr 2 Spring B	
599	Thesis (3 credits x 2 semesters)	Yr 2 Fall C and Spring C	
501	Intro to Audiology (if needed) (3)	Yr 1 Summer, Yr 2 Spring C	
596	Aural Rehabilitation (if needed) (3)	Yr 1 Summer	

598	Assess/Interv for Hearing Loss	Yr 2 Fall B	student has already met the prereq in Aural Rehab.
<i>M=Required for Multilingual/Multicultural Certificate</i>			

The following tables show you the sequence of courses. All courses are two credits unless specified otherwise. Electives in the second year may vary in terms of the term they are offered so the actual space has been designated as elective rather than with an actual course number and title.

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 (2)		538 Clinic Methods (2)	
500 Research Methods (1)			
580 Clinic Practicum (3)		580 Clinic Practicum (3)	

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	Elective	Elective	Elective	Elective
579 Voice and Resonance Disorders				
570 Multicultural (or Bilingual SLP spring 2)	588 Spanish Language Acquisition (3)		Elective	Elective
	539 Professional Issues (1)		539 Professional Issues (1)	
580 Clinic Practicum (3)	584 Internship (5)		584 Internship (5)	

Professional Preparation Coursework Required for Certification

In order to meet requirements for ASHA certification in speech-language pathology, all students are required to complete 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 60 semester hours required for the MS degree. They may not be used as electives.

The 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 A terms)

*SHS 598: Assess/Intervention for Individ with Hearing Loss (Fall B)

Prerequisite requirements should have been met during undergraduate studies or through completion of leveling coursework. You can take 598 to satisfy the Aural Rehabilitation requirement but it can NOT count as an elective credit in your iPOS if you use it to satisfy the requirement. SHS 598 can count as an elective if you have already met the Aural Rehabilitation requirement with a previous course such as SHS 496/596 or its equivalent.

Certificate and other Specialized Programs

The M.S Program has one grant supported program (PEP) 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 licensed SLPAs who are 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](#).

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 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, 5cr, practicum placement in a multicultural/multilingual setting, typically a school

3. Culminating Experience

SHS 593, 2 cr, Applied Project

Additional Curriculum Information

The culminating experience 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 faculty advisor for their Applied Project.

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 shortly after submitting their prerequisite coursework form as part of accepting their admission offer, or during the first advising meeting with their graduate advisor, who will determine the specific requirements. The student's advisor will review final undergraduate transcripts with the student and may identify some missing prerequisite 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 (Spring & Summer Only, 3 credits; SHS 250 and SHS 310 are prerequisites)
SHS 401*	Introduction to Audiology (Spring & Summer Only, 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 (Fall & Summer Only, 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 course, or its equivalent, must be completed before graduating with a master's degree in communication disorders in order *to fulfill ASHA requirements for certification*. Student may also take SHS 598 Assess/Intervention for Individual with Hearing Loss during the graduate program to satisfy the Aural Rehab requirement.

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 will meet with your faculty advisor during orientation week and it is also recommended that you meet with the Graduate Support Coordinator if you have any questions regarding your pre-requisites or regarding the academic program in general. The role of the Graduate Support 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 Graduate Support Coordinator will work with you if any problems arise to due medical, academic, or clinical issues during the program. A graduate faculty 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. The graduate faculty advisor will provide advising support in addition to advising by the Graduate Support 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 Graduate Support 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 Program

The ASU clinical program follows the standards set forth in the ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. These standards became effective Jan 1, 2020 and apply to all students applying for certification after the January 2020 date. Carefully review these standards at ASHA <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

The College of Health Solutions prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state-to-state, we recommend that you visit the [ASU licensure website](#) to determine if your program meets the requirements of individual state licensures or national certifications, as applicable. If you have specific questions, please contact your program director.

When you view the CHS section of the ASU licensure website you will note that the requirements needed for licensure are met for most states. There are a few states that are listed as “unable to determine”. When you graduate from the MS Communication Disorders program it is standard for students to apply for a provisional license during their CF year. For some states it is not clear if there are additional items needed in order to get a provisional license. The American Speech-Language-Hearing Association maintains a website regarding licensure requirements. Licensure for [each state can be viewed here](#).

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. It is our expectation that students have the necessary speech, language and social skills required to perform the duties of a therapist. The syllabi for clinical classes (SHS 580 and 584) will list essential standards needed for work within a clinical setting. As part of these courses, students will need to meet essential standards in order to pass practicum.

Clinical Coursework

All students are required to complete at least 5 semesters of clinical practicum. These usually include four full academic semesters and 1 summer (6-week) term (students admitted to the PEP may need to complete

2 summer terms in addition to 4 full length semesters). If a student needs to repeat an academic semester they can petition to use either summer C or a combination of summer A and summer B to complete a practicum or internship that is equivalent to an academic semester. Your clinical training must start in the fall semester as the clinical methods class that you take in conjunction with the practicum is organized to help you gain knowledge in areas essential for novice clinicians. The topics in spring will be more specific and will require the prerequisite knowledge from the fall topics. In their second year, students enroll in two, full-semester internships, one in a public school setting and one in a setting chosen by the student based on his or her clinical training emphasis. For example, students interested in working with adults with acquired disorders may choose an inpatient acute care or rehabilitation setting, whereas students interested in early childhood communication disorders often choose internships in a setting that provides home-based SLP services. Concurrent with the public school internship, second-year students may choose to enroll in an optional SHS 580 Advanced Clinical/Community Rotation for observations and clinical training in specialty areas. This is a 1 credit elective that is not a part of the plan of study.

Clinical Registration

PEP students and students admitted to East Carolina University as part of an ASU distant education cohort ECU/ASU may have a modified schedule. All regular students should follow the registration below. Deviations from this plan need to be done through a petition to the program director.

First Year

Fall and spring – SHS 580 clinical practicum (3 credits for session C). You will also sign up for 2 credits of SHS Clinical Methods 538 for sessions C each semester.

Summer – SHS 580 clinical practicum (3 credits). Students will need to do either Summer C or Summer B. Some students may indicate a preference for both summer C and B. If you do both summer sessions this does not count as 2 semesters of the required 5 semesters. It is simply an extension of your summer requirement and you will sign up for 1-2 credits in each summer term for a total of 3 credits of summer clinic.

Second Year

The following table presents the various registration options based on your internship placement.

	Fall	Spring
School	-SHS 584 School Internship (5 credits with Clark or Bacon-PEP)	-SHS 584 School Internship (5 credits with Clark or Bacon-PEP)
Alternate	SHS 584 Internship (5 credits with Ingram)	-SHS 584 Internship (5 credits with Ingram)
Elective/optional	SHS 580 Advanced clinical rotation (1 credit with designated faculty)	SHS 580 Advanced clinical rotation (1 credit with designated faculty)

Clinical Rotations

First Year Practicum Rotations

For regularly admitted students, Semesters 1-3, your clinical training will start in the fall semester and the

first 3 semesters need to be consecutive so we can maintain a steady client base to support your education. Exceptions to this requirement will only be granted under special circumstances and students will need to submit a written petition to the program director. If you are planning to extend your program, you may arrange to take time off prior to or between internship placements. Again, you do need to petition for this as it is not automatically approved. Please meet with your faculty advisor and/or the graduate support coordinator if you would like to make a change in your plan of study. During the first 3 semesters you rotate through various practicum settings. Possible placements are listed below.

1. ***ASU Speech & Hearing Clinic:*** This is a required practicum for all students. In this practicum, students may gain experiences treating adults who have acquired neurogenic communication disorders (e.g., aphasia, dysarthria, cognitive-linguistic disorders). Additionally, students may work with children who have severe communication challenges due to developmental disabilities, as well as with adults and/or children with fluency, voice and/or speech disorders, accent modification and transgender voice modification. In Note: Some students will complete two rotations in this setting. If so, it will be with a different clinical faculty supervisor and caseload.
2. ***Pediatric Communication Clinics at ASU (PCC@asu).*** The PCC offers early childhood intervention services within the context of phonology groups, toddler groups, preschool groups and individual therapy sessions. While in this rotation you may be at the CSB (community services building)
3. ***Public School or Private Practice SLP Setting:*** A few students will be placed in this practicum in addition to the PCC and ASU Speech and Hearing Clinic placements. In this practicum, students will spend 2 mornings each week working with a certified SLP. The duration of the practicum will depend on the number of students in the program.
4. ***Acute-Care SLP Setting:*** This practicum takes place at the Banner-Baywood Medical Center and Banner Gateway with an SLP assigned to acute care. This placement depends on the availability of the site to take students. When offered, students will spend one morning per week for 5 to 7 weeks in this setting where they will participate in bedside and videofluoroscopic swallowing assessment as well as swallowing treatment, and in speech-language assessment and treatment. The goal of this practicum is to expose students to medical speech language pathology in an inpatient setting early in their program. Students can participate in this rotation while they are also seeing clients in the ASU Speech and Hearing Clinic. Students will need to complete additional training modules in order to participate in these acute care settings. Some students will also get to participate in Voice Clinic at Valley ENT. Other rotations that are typically reserved for second year students enrolled in advanced diagnostics. Second year students will also be assigned to the acute care rotations but will have additional responsibilities.
5. ***Summer Programs:*** During summer we try to offer a range of individual sessions and summer camps. These can vary from year to year. In the past years we have offered camps for literacy, hearing impaired children, camps for working on social pragmatics and camps to foster improved fluency. We have a few off campus summer camps with community partners as well. These are not considered internships and the supervisors know you are still a first year clinician.

Second Year Required Practicum

For regularly admitted students (Semesters 4 and 5)

1. ***Internships:*** Internships are typically for a full semester (15 weeks). The program requires students to spend a minimum of 3 days per week in their internship setting with a minimum hour commitment of 20 hours per week. On occasion, special arrangements are made to do a summer

internship which needs to be 10 weeks at a minimum of 30 hours per week or 8 weeks for 40 hours per week. Some internship sites (e.g., hospitals) require a larger time commitment (32-40 hours) during all semesters regardless of the number of weeks you are placed there. Students who wish to apply to these sites must extend their program or arrange their class schedule so that they have a semester where they are only taking one class. Students need to be aware of this prior to beginning the program so they can make necessary decisions regarding course enrollment in their first year. Faculty-guided planning for internships begins at the end of the first semester in the program and is finalized during the second semester. Approximately half of the students are assigned to the public school internship in the fall and half in the spring term. During the opposite term, students complete their elective internships.

- a. **Public School Internship** All students are required to complete an internship in the public school setting. Depending on interest, students may choose to work in an elementary, a high school, or a combined caseload district. Students may also choose an internship in the schools with an emphasis on a specific population (e.g., preschoolers, children with autism, hearing impaired, bilingual learners etc).
 - b. **Alternate Internship(s)** As mentioned earlier, students choose their alternate internship to suit their clinical training emphases. The program maintains affiliation agreements for internships with a wide range of private agencies serving children and adults including adult and pediatric hospitals and rehabilitation centers, private practice settings, special private schools, etc. If a student identifies a suitable facility with which we are not currently affiliated, it is usually possible to negotiate an affiliation agreement with sufficient notice.
2. **Advanced clinical rotations:** This is a one-semester 1 credit optional rotation taken concurrently with the public school internship. Most diagnostic opportunities will be on Tuesday and Thursday but there will be some opportunities on other days as well. The opportunities will vary each semester depending on the availability of sites and supervisors. Student will sign up for rotations based on availability. Most rotations will be in specialty areas and will be primarily observational. Students should not anticipate hours or competencies through the completion of these rotations. However, these rotations are meant to provide a breadth of experience in specialty areas that you would not get exposure to through our regular clinical and internship placements.

PEP Students

Students admitted to the PEP acquire clinical skills and training on their job in public school settings under the supervision of ASHA certified SLPs. Students enrolled in the PEP program must arrange to attend our annual orientation on Tuesday of orientation week. We may do a separate CALIPSO training for you on that day if you are unable to attend the scheduled time. Any additional orientation training deemed necessary will be provided in the late afternoon for your convenience.

Clinical experiences and training to treat adults with communication disorders is provided during the summer sessions. Orientation for the summer clinical practicum begins on the first day of summer session A, which is often before the public schools get out of session. PEP students should arrange with their school districts to be available for orientation. Students register for 3 credits of SHS 580 and the adult practicum experiences during the summer include the following:

Summer 1: ASU Speech & Hearing Clinic: This is a required practicum for all students. In this practicum, students will gain experiences treating adults who have acquired neurogenic communication disorders (e.g., aphasia, dysarthria, cognitive-linguistic disorders). Additionally, students may work with children who have severe communication challenges due to

developmental disabilities, as well as with adults and/or children with fluency, voice and/or speech disorders. Note: Some students will complete two rotations in this setting. If so, it will be with a different clinical faculty supervisor and caseload.

Summer 2: ASU Diagnostic Rotation: This practicum involves placements both on- and off-campus. Students may participate in Voice clinic as well as conduct assessments with children and adults with a variety of communication disorders. In addition, most students will be placed at the Banner-Baywood Hospital with an SLP assigned to acute care. Students will participate in bedside and videofluoroscopic swallowing assessment as well as swallowing treatment, and in speech-language assessment and treatment. Some students will participate in this rotation while they are also seeing clients in the ASU Speech and Hearing Clinic. Students will need to complete additional training modules and hospital site orientations in order to participate in these acute care settings. It may be possible for students to complete these rotations during the year if their schedule permits.

ECU/ASU Students

Students admitted to ECU who are in the bilateral agreement program with ASU will acquire clinical skills and training in the public school settings under the supervision of ASHA certified SLPs during four to five semesters and will receive additional training in the Tempe campus clinic during 2 summer rotations. ECU students must complete all the same health and training requirements as ASU students. During the fall and spring semester ECU students register for 1-2 credit of SHS 584 internship in the Schools under the School Internship line number. Students register for 3 credits of SHS 580 adult practicum experiences during the summer. The total number of clinical credits transferred to ECU must equal 12 (6 credits of SHS 580 and 6 credits of SHS 584).

CALIPSO

Clinical Assessment of Learning, Inventory of Performance and Streamlined Office-Operation (CALIPSO) is an online platform that the program uses to track your clinical competencies and clock hours. CALIPSO has a one-time registration fee for each student. You will need to set up an ASU email account. During orientation, students will receive an email on their ASU email account from CALIPSO prompting them to register, pay the required fee and sign a FERPA consent allowing us to share your health and training records with our affiliation sites.

CALIPSO is multi-faceted. It can be used to track your health and training status as well as clock hours completed. We do not use the health and training component as Certified Background Check is used to maintain student records. Supervisors at each practicum settings will use the CALIPSO evaluation form to enter in competencies that you have demonstrated during your rotation with them. These evaluations will contribute to your letter grade for clinic. CALIPSO will collate the competencies and clock hours across all settings to help ensure that you are meeting ASHA's standards for clinical education. You will receive a training in CALIPSO at the beginning of the program. Additionally, instruction on how to use CALIPSO, what type of information is housed in CALIPSO, competency ratings, and how to submit clock hours are covered in a [Calipso Overview Document](#).

Clinical Competencies and Clock Hours

In each practicum experience, you will obtain an evaluation and clock hours to verify competency and skills in assessment and treatment across the lifespan and to document required hours for licensure. ASHA specifies nine disordered areas that you need to develop competency in prior to graduation. CALIPSO will be used to house an evaluation of your performance each semester and provides a cumulative report on your competencies throughout the program. You will log your supervised clock

hours into the program and the supervisor will be notified that they have hours pending for review and signature. It is essential that you have your supervisor sign your clock-hours sheet at the end of each semester and use CALIPSO to evaluate your performance. The clinical and program directors make clinical placement decision based on the competencies and hours needed by each student.

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. See below 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.

There are separate areas for observation, evaluation and treatment. There are also separate columns for child vs. adult hours. The clinical director will review your documents to verify we have proof of the hours you are transferring and then the clinical director will approve these hours.

Clinical Grading

Clinical grading is covered in the syllabi for SHS 580 and SHS 584. The grading for clinic encompasses clinical skills, oral and written presentation and professionalism. Grading specifies the importance of presentations, self-evaluations and clinical report writing which are all part of your clinical responsibilities and will be a part of your clinical competency ratings.

Students will not be placed in community settings until they have demonstrated the necessary competence level required for clinical interaction. A passing grade for clinic is an "A" or a "B". SHS 580 and SHS 584 result in full letter grades with no option for plus or minus. If a student receives a grade of "C" or lower in clinic, it is considered to be a fail and the student will need to repeat the same or a similar practicum. Decisions on what practicum setting you will need to complete will depend on the areas that were identified as lacking adequate competency. For example, if the difficulties are in the area of professionalism then several clinical options would be viable for repeating clinic. If the area is specific to working with a particular population then the student will repeat a practicum with a similar age range or disorder population. Decisions on what will be adequate will be decided by the clinical director. Credit for clock hours will not be received until the student has successfully passed the practicum.

Graduate Plan for Success

If the clinical faculty feel that a student has limitations that hinder their ability to effectively interact with clients or to model correct speech and language, the clinical faculty will inform the student and, if possible, help the student remediate the identified areas of concern. The clinical faculty member, clinical director and student will devise [a Graduate Plan for Success](#) to assist the student.

Clinical Expectations and Professionalism

Enrollment in clinical practicum places significant time demands on students during the work week. 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. Client abandonment is unprofessional conduct. Withdrawing from clinic to avoid receiving a failing grade constitutes client abandonment and is not acceptable. Clinical practicum students are expected to maintain professional attire and demeanor. Within the ASU campus clinics students must adhere to the [SHS clinic dress code](#) and off campus, students must adhere to the dress code of the site they are in. 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](#).

Students should consult [operational definitions](#), [general expectations](#) and [email/communication guidelines](#) for further information so they can maintain professionalism at all times.

Health and Training Requirements

Student must provide documentation of various health and training requirements prior to the initiation of clinic. Some affiliation sites require additional documentation prior to accepting students on site. Students who are unable to provide the necessary documentation will be unable to provide services and run the risk of delaying their clinical training until the subsequent semester. Students may not be integrated into the training program after our clinical sessions have begun. You need to update HIPAA, Bloodborne Pathogens training, and TB testing annually. A valid Healthcare Providers CPR certification card is needed for every clinical placement. Some sites require that this card is issued by the American Heart Association. All required health and training documentation needs to be uploaded to Castlebranch. Also, you must make sure you supply your internship sites with necessary verifications prior to your internship placement. You may need to order additional Background checks or drug testing depending on the requirements of the site. The internship supervisor has the right, and likely the obligation, to terminate a student's placement if these requirements are not met. The list of the health and training requirements are available on the Canvas Clinical Training site and are updated annually.

Confidentiality and HIPAA Policy

It is our professional duty to preserve confidentiality of our clients at all times. Moreover, the Health Insurance Portability & Accountability Act of 1996 (HIPAA) requires all health care records and other individually identifiable health information (protected health information) used or disclosed to us in any form, whether electronically, on paper, or orally, be kept confidential. This federal law gives the patient significant new rights to understand and control how health information is used. HIPAA provides penalties for covered entities that misuse personal health information. The Speech and Hearing Clinic and the PCC@asu comply with HIPAA. All student clinicians receive HIPAA training annually and are required to sign a workforce confidentiality agreement prior to starting clinical practicum. Note that violations of HIPAA require us to file a report and present an action plan to remediate the violation. Students who violate HIPAA guidelines will be subject to disciplinary action, up to and including a failing grade for the clinic rotation and/or dismissal from the Master's in Communication Disorders Program. Please take this seriously. You must NEVER have patient information on your personal data

devices or take home protocols or other records that contain client data.

Services, Clinical Training and Program Review

At the end of each semester, clients in the Speech and Hearing Clinics are surveyed to evaluate the quality of our services and to solicit feedback regarding our practices and policies. These rating and suggestions are taken into consideration when planning subsequent semesters and in mentoring students. The clinical coordinators contact all off-campus sites used during the academic year to evaluate the quality of our placement procedures and student preparation. The evaluations are reviewed by the Clinical Policy Committee. If substantial changes are warranted the Clinical Policy Committee requests a review by the Program Committee. Any changes to the Program that seem worthwhile based on the Committee's review of the evaluations are formulated into recommendations to the Voting Faculty for their consideration during the August to October Faculty meetings. The Voting faculty may decide, based on these recommendations, to make changes and they would decide how such changes would be made.

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 program's 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 by the program. 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 locate testing information and register for the exam through the [ASHA praxis information](#) link *When registering for the test, students must request that scores be sent to Speech and Hearing Science program in the College of Health Solutions at Arizona State University* (Arizona State University SLP/AUD 0001). If ASU students think they may want to work in Arizona schools, we recommend they request that the Praxis exam be sent to the **Arizona Department of Education (8517)** when they register so they are not required to pay an additional fee to have their scores sent. They also need a copy of the Praxis exam score report with the application for certification.

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 fall semester of the second year of study. Graduate College standards stipulate one attempt at the examination is allowed. Should the student fail the comprehensive examination it is considered final unless the Program Director for the MS Communication Disorders program 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 [formatting requirements](#)

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

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 in the program and in order 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 success 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 (iPOS). 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 Graduate Support Coordinator to revise the Program of Study to include the repeated course.
 - Meet with the Graduate Support Coordinator each semester thereafter to review progress.
 - Must notify the Graduate Support 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 passing 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.

Appealing Dismissal from the MS Communication Disorders Program

1. Students may appeal a decision for dismissal from the program by submitting a letter of appeal to the Program Director.
 - a. The letter must be received within 10 business days of the date of the letter of dismissal. The letter should state the reasons justifying a reversal of the original decision and provide substantive evidence in support of the request.
 - b. Letters received after the 10 business-day interval will not be reviewed and the dismissal will be final.
 - c. The MS Communication Disorders Standards Committee will review all letters of appeal that are received within the 10 business-day time frame. The committee will submit their decision to the Program Director within 10 business days of receipt of the student's letter.
2. The Program Director will then notify the Student Success Hub of the decision. The Student Success Hub will notify the student of the decision.
3. If the appeal is granted, the student will be subject to conditions that will be detailed in a written response specific to the student's situation.
4. If the appeal is denied, the student may appeal to the CHS Academic Standards and Grievances Committee within 10 business days of receiving the denial of the appeal. The CHS Academic Standards and Grievances Committee will review the dismissal and appeal materials and make a recommendation to the Dean of the College of Health Solutions. The Dean will have 20 calendar days to make a final decision. If the appeal is granted, the student will continue to be subject to conditions that will be detailed in a written response specific to the student's situation.
5. If at any stage, a timely appeal is not submitted by the student, the Program Director will recommend dismissal to the Graduate College via the Student Success Hub. The Graduate College will then inform the student of the dismissal by letter.

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. Students must complete the [incomplete request form](#) and submit it to their instructor for review and processing. 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.

Graduation Ceremonies

Students can 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 but can participate in the May or December ceremony (ie. a summer graduate would apply for summer graduation and can choose to walk in May or December).

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. The appeal process can be found [here](#).

- [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 Program Director for their respective degree program. If the issue remains unresolved the student may then appeal to the Executive Director of Student Success.
- [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 Executive Director of Student Success.
- Please email CHSGrad@asu.edu or call 602-496-3300 if you have any questions.

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. 19 semester credits of practicum coursework (sections of SHS 580 and SHS 584)
4. 41 semester credits of academic coursework. Academic courses counted toward degree credit hour requirements must be completed in Speech and Hearing Science in the College of Health Solutions (although up to 6 credits may be transferred from another institution if it meets the requirements as outlined on page 2 of this handbook).

Thesis Option

1. 41 semester hours of required academic coursework in speech-language pathology, including: 6 semester hours of thesis registration (SHS 599),
2. Successful completion and successful defense of the thesis.

Non-thesis Option

1. 41 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 MS Communication Disorders Program Comprehensive Examination.

Graduation Check-Out Procedures: Program Level

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

1. Arrange to have your official Praxis scores sent to the ASU MS Communication Disorders program when you take the examination.
2. If completing the thesis option, work with your thesis advisor and the graduate support coordinator to ensure that your thesis credit is marked as a “pass” in the iPOS.
3. Make sure all final evaluations in CALIPSO have been submitted and that all clock hours have been approved. Double check that each semester of clinic has a final evaluation and that you meet the minimum hour requirements and that the hours have been correctly recorded.

4. When the Program Director has verified that all program requirements have been met, she or he will sign the necessary ASHA KASA summary and clock hour forms and all requirements in student's iPOS, including "exams" will be approved as completed for the Graduate College.

Faculty

The following list is for Faculty 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
Laurel Bruce
Victoria Clark
Wendy Darling
Maria V. Dixon
Dawn Cosgrove Greer
Kelly Ingram
Kate Helms Tillery

Myra Schatzki
Elizabeth Trueba
Denise Stats-Caldwell
Juliet Weinhold