



# **Communication Disorders, MS**

Student Handbook  
2024-2025 Catalog

## ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

### Inclusive Excellence at the College of Health Solutions

The College of Health Solutions has a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The college is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support inclusive excellence in everything we do, including teaching, research, service, and clinical practice.

### Commitments to Inclusive Excellence

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 discriminatory or harmful actions.

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## Introduction

### Welcome

Welcome to the Master of Science in communication disorders 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 Master of Science (MS) in communication disorders program has multiple and varied opportunities for students who are admitted to our program. Students have the option to tailor their training to increase their competencies in early intervention practice, school service delivery, medical settings, and working in a multicultural/multilingual setting.

The purpose of this 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, MS [website](#) and in Graduate College publications. Additional questions and concerns may arise that are not formally addressed in these sources. The graduate support coordinator for the MS program will be a valuable asset as you progress through the program and you are urged to maintain close contact with the graduate support coordinator and 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.

### Vision and mission

The mission of the Speech and Hearing Science programs within the College of Health Solutions at Arizona State University is to educate students in the science of human communication. Undergraduate programs provide students with foundational knowledge of the psychological, neurobiological, social, and cultural processes involved in hearing, cognition, speech, and spoken and written language. Graduate programs build on foundational knowledge to equip students for careers in clinical practice or scientific research. The clinical graduate programs prepare students to practice as speech-language pathologists or audiologists using evidence-based, person-centered care. The research graduate programs prepare students for scientific inquiry into the complex interconnected processes involved in speech, language, hearing, and cognition. Each program has its own goals that align with this mission.

Program goals include:

- Prepare students for employment in multiple settings to address the needs of people with communication, speech, language, literacy, and swallowing difficulties.
- Educate students in scientific foundations of communication, swallowing and related fields.
- Provide students with training in evidence-based, person-centered clinical practice, interprofessional collaboration, community service and life-long learning.

## Program contacts

Program director: Ileana Ratiu, [ileana.ratiu@asu.edu](mailto:ileana.ratiu@asu.edu)

Graduate support coordinator: Molly Gonzalez, [chsgrad@asu.edu](mailto:chsgrad@asu.edu)

Director of clinical services: Joshua Breger, [joshua.breger@asu.edu](mailto:joshua.breger@asu.edu)

Assistant director of clinical services: Tracey Schnick, [tracey.schnick@asu.edu](mailto:tracey.schnick@asu.edu)

Program faculty: see [Appendix A](#) for academic faculty and [Appendix B](#) for clinical faculty

## Admission

Admission to the Communication Disorders, MS is available for Fall. Deadlines to apply can be found [here](#). Applications will be reviewed by the admissions committee only once all materials have been received. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

### Quick Facts:

- Location: Tempe campus
- Start terms: Fall
- Time to completion: 20 months

## Graduate admission requirements

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. For more information, visit the admissions [website](#).

## Academic program requirements

In addition to the graduate admission requirements, the program requires the following as part of the application:

**Undergraduate or graduate degrees** – bachelor's degree in speech and hearing science or a related field from a regionally accredited institution

**Prerequisite coursework** – Students with an undergraduate degree in another discipline typically will be required to complete prerequisite coursework. Unless otherwise noted, all classes are offered every fall and spring term.

- SHS 250 Introduction to Phonetics (3)
- SHS 310 Anatomical and Physiological Bases of Speech (3)
- SHS 311 Hearing Science (3)
- SHS 367 Language Science (3)
- SHS 375 Speech Science (3) *Spring & Summer only*
- SHS 401 Principles of Audiology (3) *Spring & Summer only*
- SHS 402 Clinical Methods and Treatment of Communication Disorders (3)
- SHS 465 (or 565) Speech and Language Acquisition (3)
- SHS 496 (or 596)\* Aural Rehabilitation (3) *Fall & Summer only*

\*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 545 Communication Assessment and Intervention for Hearing Loss during the graduate program to satisfy the Aural Rehab requirement and elective credit for the master's degree.

*Note: Students who have not completed any prerequisite courses may first apply for the [post-baccalaureate certificate](#), which provides priority access to the undergraduate courses and may be completed in one calendar year.*

**Personal statement** – short essay (no more than 300 words) on a preselected topic

*Note: Students without an undergraduate degree in speech and hearing science must include prerequisite course information, including: course name and numbers, term taken, grades or in progress status, credit amount, institution where the courses were taken, and GPA calculated based on the prerequisite courses. This portion will not be included in word count. This information does not need to be listed if the applicant has an undergraduate degree in speech and hearing science.*

**References** – Contact information of three references is required. References will be contacted via email to submit a letter of recommendation and respond to a series of questions about the applicant. At least two references of the three recommenders must be speech and hearing faculty. The third recommender may be professional.

**Resume or curriculum vitae** – that includes relevant personal, professional, educational and community activities (one to two pages).

**Interview** – may be required in person or via teleconference

### **Provisional acceptance guidelines**

In some instances, a student may be admitted provisionally and/or with a deficiency. Students should refer to the official admission letter sent by the Graduate College via MyASU to determine if they have been admitted with a provision and/or deficiency.

A provisional admission requires a student to maintain a 3.0 or higher GPA within a specified timeframe. If the 3.0 is not achieved by the end of the timeframe specified on the official admission letter, the student will be automatically dismissed from the degree program.

A deficiency requires a student to fulfill a competency area within a given timeframe. The academic program will monitor students with deficiencies. If a deficiency is not completed within the timeframe indicated on the official admission letter, the student may be recommended for dismissal from the academic program.

In some cases, it may be determined 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 the graduate support coordinator, who will determine the specific requirements. The graduate support coordinator will review final undergraduate transcripts with the student and may identify some missing prerequisite requirements during this process. Prerequisite courses **do not count** toward credit hours required for the master's degree.



## 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 may be considered for unexpected medical issues on a case-by-case basis for up to one academic year.

## Pre-admission credit policy

Credit hours completed at ASU or at another regionally accredited U.S. institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the academic unit and the Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used toward a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree or certificate program to be accepted. Certain types of graduate credits cannot be transferred to ASU (see the [Graduate College Policy Manual](#)). Official transcripts must be sent to Graduate Admission Services from the records office of the institution where the credits were earned.

The Communication Disorders, MS program stipulates that a maximum of 6 credits from another institution for graduate credit may be transferred with approval from the program committee. Credit from other institutions cannot replace core courses in the first year, though may be applied to courses in the second year or the research methods requirement.

## Tuition and assistance

### Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general [Tuition and Fees Schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Information on residency requirements can be found at [Residency for Tuition Purposes](#).

The Communication Disorders, MS has a program fee of \$278 per credit (\$2,500 max per semester).

A portion of program fees covers several expenses related to software management and training programs. These include registration and/or payment for:

- CALIPSO, an online management system for clinical evaluations and clock hours
- Simucase
- My Clinical Exchange
- Some of the costs associated with clinical training compliance such as fingerprinting and CPR and First Aid.

Some of the items above will be paid for by the student and then students will request reimbursement (e.g. CastleBranch, MCE, background checks and drug testing).

The Communication Disorders in Multilingual/Multicultural Populations certificate has a program fee of \$300 per semester, applied for each term in which the student is formally in the certificate program.

### Financial assistance

Financial assistance is available through a variety of sources, including:

- College of Health Solutions [scholarships](#)
- Graduate College [fellowships](#)
- Traditional financial aid ([loans](#) and [grants](#)).

For more information and assistance, visit the [Financial Aid website](#).

### Travel assistance

Financial assistance for travel related to conferences, workshops, or training related to a student's graduate program is available through several resources.

- Graduate College [travel awards](#)
- Graduate and Professional Student Association [travel grants](#)
- College of Health Solutions [student conference support](#)

### Assistantships

Dependent on funding, student hourly Graduate Student Assistant (GSAs) positions may 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, students will be able to apply for GSA positions that support undergraduate instruction. **Graduate students who are enrolled in courses will receive an email notification of application procedures leading up to the start of each term.** Duties vary, but may include grading, classroom support, preparing course materials, etc.

Students interested in an hourly research position should contact faculty directly to inquire about availability of these positions in their lab. It is strongly suggested that students email faculty they are interested in working with, explaining what skills and/or interests they have that would make them a good candidate for a position in the faculty's laboratory, and include a CV or resume.

## Curriculum and graduation requirements

### Program requirements

The Communication Disorders, MS is comprised of 60 credits, including a practicum and clinical internship. The program consists 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 a written comprehensive exam for the culminating experience.

#### Required Core (34 credits)

- SHS 538 Clinical Methods and Simulation in Speech-Language Pathology (4)
- SHS 539 Professional Issues in Speech-Language Pathology (2)
- SHS 567 Neural Bases of Communication Disorders (2)
- SHS 570 Communication Disorders and Multicultural Populations (2) or SHS 597 Bilingual Speech-Language Pathology (2)
- SHS 571 Augmentative Communication and Language Programming (2)
- SHS 572 Language Assessment and Intervention in Infants and Toddlers (2)
- SHS 573 Language Assessment and Intervention with School-Age Populations (2)
- SHS 574 Management of Feeding and Swallowing Disorders (2)
- SHS 575 Aphasia and Related Neurogenic Language Disorders (2)
- SHS 577 Current Assessment, Intervention and Research in Autism (2)
- SHS 578 Fluency Disorders (2)
- SHS 579 Voice and Resonance Disorders (2)
- SHS 581 Traumatic Brain Injury and Cognitive Linguistic Disorders (2)
- SHS 582 Differential Diagnosis of Communication Disorders (2)
- SHS 585 Articulation and Phonology: Assessment and Intervention (2)
- SHS 587 Language Assessment and Intervention with Preschool Populations (2)

#### Electives (0 or 6 credits)

#### Other Requirements (20 credit hours)

- SHS 500 Research Methods (1)
- SHS 580 Clinical Practicum (9)
- SHS 584 Clinical Internship (10)
- American Speech-Language-Hearing Association Praxis national exam in speech language pathology (0)

#### Culminating Experience (0 or 6 credit hours)

- Written comprehensive exam (0) or
- SHS 599 Thesis (6)

*Note: Grades of B- or better are required in all courses for this program.*

*No 400-level coursework may be used toward the requirements of this program.*

#### Core courses

Core courses during the first year are required and all the students take the same scope and sequence of courses. Students 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

Students in the non-thesis path must take at least 6 elective credits in order to meet the program credit minimum. See the [Plan of study](#) section for regularly offered courses. Special topics may be offered under SHS 598 periodically based on faculty and student interests. Examples include:

- Introduction to Data Science for Speech and Hearing Research
- Health Neuroscience

## Clinical practicum/internship

Students 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](#).

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.

Please note that international students pursuing an internship must also communicate with the International Students and Scholars Center ([ISSC](#)) as early as possible for visa requirements to participate in an internship.

**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. A student may not use one summer session (A or B) to complete a rotation that needs to be repeated. 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 the 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 their 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 Topic: Advanced Clinical 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: [Part-time Employment Program](#) (PEP) students and students admitted to East Carolina University as part of an ASU distance 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). You will also sign up for 2 credits of SHS 538 Clinical Methods 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.

	<u>Fall</u>	<u>Spring</u>
<i>School</i>	SHS 584 School Internship (5 credits)	SHS 584 School Internship (5 credits)
<i>Alternate</i>	SHS 584 Internship (5 credits)	SHS 584 Internship (5 credits)
<i>Elective/optional</i>	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, clinical training will start in the Fall semester and the first 3 terms 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. Students planning to extend the program may arrange to take time off prior to or between internship placements, provided they have an approved Leave of Absence (LOA). Meet with your faculty mentor and/or the graduate support coordinator if you would like to make a change in your plan of study. During the first 3 semesters students 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. 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 students may be at the CSB (community services building)

3. *Public School 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 2-3 mornings each week working with an ASU clinical faculty supervisor, as well as a certified school based SLP within the public school environment.
4. *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 (Terms 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 school, middle school, 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):* 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. The opportunities will vary each semester depending on the availability of sites and supervisors. Students 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 during the first week of classes. 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 experience 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. 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 credits of SHS 584 Clinical Internship in the Schools under the School Internship line number. Students register for 3 credits of SHS 580 during the summer for adult-focused practicum experiences. 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 rotations. 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 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 the Calipso Overview Document located in the program Canvas site.

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 decisions 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 supervise you for a minimum of 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 failing grade 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 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 program's [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 other relevant policies (see [Student code of conduct and academic integrity](#)).

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

Health and training requirements: Students 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 must 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 ratings 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.

### **ASHA clinical certification**

All students pursuing a graduate degree in speech-language pathology must fulfill the requirements for clinical certification as established by ASHA (2023 Standards). There is not an option to pursue a master's degree without the clinical training. A passing score on the ASHA Praxis national certification examination in speech-language pathology is required for clinical 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. The courses that satisfy the certification requirements are:

- Methods in audiological evaluation and hearing disorders:
  - SHS 501 Introduction to Audiology (3)
- Aural rehabilitation:
  - SHS 596 Aural Rehabilitation (3), or
  - \*SHS 545 Communication Assessment and Intervention for Hearing Loss (3)

Prerequisite requirements should have been met during undergraduate studies or through completion of leveling coursework. SHS 501 and SHS 596 may not be used toward the 60 credits required of the master's degree. SHS 545 Communication Assessment and Intervention for Hearing Loss may be used as an elective course and may be used toward the 60 credit hours of the program degree requirements.

### **Praxis national certification exam**

All students pursuing the MS degree must take the Education Testing Service (ETS) Praxis Examination in speech-language pathology prior to graduation from the program. A completed 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 pursuing the thesis option must have taken the Praxis exam and have their score on file with ASU prior to scheduling the thesis defense. Students who do not have official 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 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. Students also need a copy of the Praxis exam score report for the application for certification.

### **Culminating experience**

Two options are available for the culminating experience: a thesis or a written comprehensive exam. By the end of the first two semesters of study (mid-May), students must indicate their selection of culminating experience. This choice determines the nature of the graduate program committee for the remainder of the program.

### **Thesis option**

Students who are considering doctoral studies are encouraged to complete a thesis as their culminating experience. 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; however, thesis students are welcomed and encouraged (but not required) to take other elective courses while in the master's program.

#### *Thesis committee*

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.

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 plan of study. Graduate committees of students pursuing the thesis option will approve the thesis prospectus, direct and approve the thesis, and administer the oral defense of this research.

#### *Oral defense*

A requirement for the thesis is a final examination that is comprised of the oral defense of the thesis and the completion of the written thesis. To schedule the thesis defense students must:

- Minimum 3.0 GPA (iPOS and graduate GPA).
- Have an approved iPOS including committee composition, on file in the Graduate College.
- Be enrolled for at least one credit hour of appropriate graduate level credit during the semester in which you defend.

- Make certain all committee members will be in attendance (required). If you have members that cannot be physically present at the defense because of extenuating circumstances, please refer to the [Absent Committee Member Procedures](#).
- You must have a completed, defense-ready document for format evaluation. Please refer to [Formatting your Thesis](#) for more information on this process.
- Apply for graduation through your MyASU.
- Please refer to [Graduation Deadlines](#) to ensure you meet all deadlines and requirements.

The student's thesis chair will be responsible entering thesis defense results in the iPOS for review by the Graduate College. More information regarding the defense can be found [here](#).

### **Written comprehensive exam option**

Students who choose to follow the non-thesis path must complete 6 credits of professional electives and pass a written comprehensive examination to be administered during their LAST year of enrollment. Normally, only those courses listed in the electives list 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 toward the elective requirement. If the non-thesis option is chosen, the student's faculty mentor serves as the graduate committee.

The written comprehensive exam will be offered once during the fall semester of the second year of study. The examination content focuses on core clinical and academic knowledge expected of a speech-language pathologist who is ready to begin their clinical fellowship year. More information about the comprehensive examination will be available at the beginning of your second year.

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 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 review the [Graduate College Policy Manual](#).

### **Specialized curricula**

#### **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 the program. For information regarding the Part-time Employment Program (PEP), please reach out to the graduate support coordinator.

#### **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.

*Application*



This certificate is only available to students who are enrolled in the Communication Disorders, MS program. Students may apply to the certificate program at the same time they apply to the master's degree, or at the latest by their second term in the master's program. Information regarding application requirements can be found [here](#). Students interested in this option are encouraged to contact the graduate support coordinator as early as possible.

### *Certificate requirements*

Students who wish to pursue the Communication Disorders in Multilingual/Multicultural Populations certificate must meet the following requirements:

#### **Required Core (10 credits)**

- SHS 524 Counseling in Communication Disorders (2)
- SHS 570 Communication Disorders and Multicultural Populations (2)
- SHS 586 Language Essentials for Teaching Reading (2)
- SHS 588 Bilingual Language Acquisition (2)
- SHS 597 Bilingual Speech-Language Pathology (2)

#### **Other Requirement (5 credits)**

- SHS 584 Clinical Internship (5) *placement in a multicultural/multilingual setting, typically a school*

#### **Culminating Experience (2 credits)**

- SHS 593 Applied Project (2)

*Note: Grades of B- or better are required in all courses for this program.*

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 mentor 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.

### **Application to graduate**

Students should [apply for graduation](#) during the semester of planned graduation and must apply no later than the [deadline specified](#) for that term. Students must have an approved iPOS on file before applying for graduation.

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 (i.e. a summer graduate would apply for summer graduation and can choose to walk in May or December).

### **Program graduation requirements checklist**

#### *General requirements*

- Take the Praxis examination in Speech-Language Pathology
- Complete 375 clock hours of supervised clinical practice and 25 clock hours of observation of clinical services
- 34 credits of required core coursework
- 20 credits of other requirements (research methods, practicum, internship)

#### *Thesis option*

- 6 credits of thesis (SHS 599)
- Successful completion and successful defense of the thesis.

#### *Non-thesis option*

- 6 credits of electives in speech-language pathology, as approved by faculty committee
- Passing score on the program written 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 Communication Disorders, MS program when you take the examination.
2. If completing the thesis option, work with your thesis mentor 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, they 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.

## **Plan of study**

To graduate in a timely manner, students should follow a recommended plan of study. Deviation from a plan of study should be discussed with the graduate support coordinator and program director. Failure to follow a plan of study may result in delayed graduation.

First-year required core

*All students must take these courses as prescribed.*

Term/ Session	Course	Credits
Fall A	SHS 567 Neural Bases of Communication Disorders	2
	SHS 572 Language Assessment & Intervention in Infants & Toddlers	2
Fall B	SHS 585 Articulation & Phonology: Assessment & Intervention	2
	SHS 587 Language Assessment & Intervention with Preschool Populations	2
Fall C	SHS 500 Research Methods	1
	SHS 538 Clinical Methods & Simulation in Speech-Language Pathology	2
	SHS 580 Clinical Practicum	3
Spring A	SHS 574 Management of Feeding & Swallowing Disorders	2

	SHS 582 Differential Diagnosis of Communication Disorders	2
Spring B	SHS 573 Language Assessment & Intervention with School-Age Populations	2
	SHS 575 Aphasia & Related Neurogenic Language Disorders	2
Spring C	SHS 538 Clinical Methods & Simulation in Speech-Language Pathology	2
	SHS 580 Clinical Practicum	3

### Summer and second year

A student's schedule in the Summer and second year may differ from the example below due to their selected culminating experience and if the student pursues the Multilingual/Multicultural Populations certificate. See [Appendix C](#) for a planning sheet.

Term/ Session	Course	Credits
Summer	SHS 570 Communication Disorders & Multicultural Populations	2
	SHS 579 Voice & Resonance Disorders	2
	SHS 580 Clinical Practicum	3
Fall A	SHS 571 Augmentative Communication & Language Programming	2
Fall B	SHS 578 Fluency Disorders	2
Fall C	SHS 539 Professional Issues in Speech-Language Pathology	1
	SHS 584 Clinical Internship	5
	SHS 599 Thesis or Elective	2 or 3
Spring A	SHS 577 Current Assessment, Intervention & Research in Autism	2
Spring B	SHS 581 Traumatic Brain Injury & Cognitive Linguistic Disorders	2
	SHS 597 Bilingual Speech-Language Pathology	2
Spring C	SHS 539 Professional Issues in Speech-Language Pathology	1
	SHS 584 Clinical Internship	5
	SHS 599 Thesis or Elective	2 or 3

Note: Students pursuing only the master's degree select either SHS 570 or SHS 597. Certificate students must take both.

### Electives offering schedule

Term offered	Course	Certificate Course
Fall A	SHS 512 Topics in Management of Medical Aspects of Speech-Language Pathology (2)	
	SHS 588 Bilingual Language Acquisition (2)	Yes
Fall B	SHS 545 Communication Assessment and Intervention for Hearing Loss (2)	
Spring A	SHS 576 Neuromotor Speech Disorders (2)	
	SHS 586 Language Essentials for Teaching Reading (2)	Yes
Spring B	SHS 544 Introduction to Genetics: Implications for Health, Disease & Society (3)	
	SHS 568 Special Populations in Communication Disorders (2)	
Summer	SHS 505 Sign Language for Audiologists and Speech Pathologists (2)	
	SHS 524 Counseling in Communication Disorders (2)	Yes

Note: Schedule subject to change. Students are encouraged to consult the [Class Search](#).



## Interactive plan of study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The student must submit their iPOS in the first semester of the program. Students are encouraged to review the iPOS at the end of each semester to ensure the courses listed on the iPOS match the student's transcript and that the courses meet the plan of study course requirements. More information on iPOS can be found [here](#).

**Faculty advisor/chair:** program director (non-thesis) or thesis chair (thesis)

**Change of coursework:** If a change of coursework is needed, the student must update the courses listed in the iPOS and submit a course change for review. This process is required if you projected a course you did not complete, or if you need to change courses listed. The iPOS will be routed electronically to the graduate support coordinator for review and approval, and then for auditing by the Graduate College.

## Specializations and certifications

The clinical program follows the standards set forth in the ASHA 2023 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. These standards became effective Jan 1, 2023 and apply to all students enrolling in a graduate program after the January 2023 date. Carefully review these standards at the ASHA [website](#).

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 or degree coordinator.

When viewing the CHS section of the ASU licensure website, note that requirements needed for licensure are met for most states. There are a few states that are listed as "unable to determine". When graduating from the Communication Disorders, MS program it is standard for students to apply for a provisional license during their clinical fellowship 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.

## Satisfactory academic progress

All graduate students are expected to make systematic progress toward completion of their graduate program. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual graduate programs as well as the Graduate College. If a student

fails to satisfy the requirements of their program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to the Graduate College at which time the dean of the Graduate College makes the final determination.

Satisfactory academic progress includes:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the graduate program.
3. Satisfy the maximum time limit for graduation for the student's graduate program (six years for masters and certificates, ten years for doctoral)
4. Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.
5. Successfully complete the culminating experience.
6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

The Communication Disorders, MS program requires students 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 a 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.

A detailed description of clinical standards, clinical grading and Graduate Plans for Success can be found in the SHS 580 and SHS 584 syllabi and Canvas sites. It is the responsibility of all graduate students to be familiar with the current Academic and Clinical Standards.

### **GPA and grades**

Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPAs (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA):

1. The iPOS GPA is calculated on all courses that appear on the student's approved iPOS
2. Cumulative GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Transfer credits and some courses taken in the Sandra Day O'Connor College of Law are not calculated in the iPOS GPA or the Graduate GPA. Courses lower than a "C" cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an "I" grade (incomplete) or "X" grade (audit) cannot appear on the iPOS.

University grade definitions and policies can be found [here](#).

The Communication Disorders, MS and the Communication Disorders in Multilingual/ Multicultural Populations certificate require grades of B- or better in all courses. Students who earn a C+ or lower in a course must repeat the course and earn a B- or better in order to apply the course toward program requirements.

### Incomplete grade requests

An incomplete grade request may be considered by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded. Once the work is completed, faculty must request a change on the grade roster to post the grade. 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.

### Academic probation and dismissal

Failure to maintain a minimum 3.0 GPA or failure to satisfactorily progress in the program as referenced in this handbook will result in the student being placed on academic probation. Students will be notified of probationary status and expectations for improvement by the program director or graduate support coordinator. Time limits for probationary status may vary. Typically, students have 9 credit hours or one year, whichever comes first, to raise their GPA.

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 plan 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 they wish to make to the plan 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 clinical 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.

Students who fail to meet requirements or timeline needed to demonstrate satisfactory improvement will be recommended for dismissal from the program. Notice will be provided by the program and will include procedures for appeal.

Students may be dismissed from the Communication Disorders, MS 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.

### Time to completion limit

All work toward a master's degree must be completed within six consecutive years. Graduate courses taken prior to admission that are included on the Interactive Plan of Study must have been completed within three years of the semester and year of admission to the program. The six-year period begins with the term of admission to the program OR the earliest term of applied pre-admission credit.

All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit. Graduate courses taken prior to admission that are included on the Interactive Plan of Study must have been completed within three years of the semester and year of admission to the program. The six-year period begins with the term of admission to the program OR the earliest term of applied pre-admission credit.

Any exception to the time limit policy must be approved by the program director, the College of Health Solutions, and the dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

### Appeal and grievance processes

#### Grade appeal

For grade disputes during a class, students must first contact the instructor of the course. Concerns that are not able to be resolved with the instructor should be brought to the program director.

The process to appeal a final course grade may only be initiated by a student once the course has concluded and a final course grade has been posted to the student's transcript. Per university policy, grade appeals must be processed in the regular semester immediately following the issuance of the final grade in dispute (by commencement for fall or spring) regardless of whether the student is enrolled at the university.

The process begins with a discussion about the matter between the student and the course instructor. If the matter is unresolved, the student should submit a Grade Appeal Form for further review. If this review does not adequately settle the matter, the student should begin the formal procedure of appealing to the College of Health Solutions Academic Standards and Grievance Committee. More information on all steps of this process can be found [here](#).

#### Student grievance

Students who wish to file a grievance about a non-grade-related matter may use the established procedure (more information can be found [here](#)). Non-grade-related grievances may include dissatisfaction with an instructor, problems with a classmate or other unresolved situations.

## Accreditation concerns

Students who have a concern about the program meeting the standards of the Council of Academic Accreditation, 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](#).

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,  
Address: 2200 Research Boulevard #310, Rockville, MD 20850

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

## Appealing recommendation for dismissal

1. Students may appeal a decision for dismissal from the program by submitting a letter to the program director.
  - a. The appeal 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 program 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 inform the student of the decision.
3. 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.
4. 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.

## Student code of conduct and academic integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [ASU Student Code of Conduct](#), the [ABOR Code of Conduct](#), the [Computer, Internet, and Electronic Communications Policy](#), the [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Violations of a Graduate College, College of Health Solutions, or Arizona State University policy will result in academic review and may consequently result in student disciplinary procedures.

### Academic integrity

The [ASU Student Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Information on the Academic Integrity procedure within the College of Health Solutions can be found at <https://catalog.asu.edu/policies/chs>.

Newly admitted graduate students will receive a "priority task" on their MyASU directing them to complete a canvas module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

### Student code of conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

### Professional conduct

ASU is a community and a professional work environment. Graduate students are expected to treat their peers, teachers, students, staff, and members of the ASU community with respect and work with them in a professional manner. Graduate students are representatives of their program, the College of Health Solutions, and ASU. Students must demonstrate the requisite qualifications for successful professional performance, including interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

Graduate students who demonstrate behaviors or characteristics which make success in their related fields questionable will be reviewed by the program committee. The committee's review may result in a recommendation for dismissal from the program or implementation of probational conditions for continued participation. Students may appeal a recommendation for dismissal by following [established procedures](#).



## College and university procedures and policies

All policies and procedures outlined in this handbook are in accordance with policy set by the [Graduate College](#) and [Office of the University Provost](#). In some cases, program policies may be more restrictive than those set by Graduate College and Provost.

### Continuous enrollment policy

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 using 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. More information on this policy can be found [here](#).

### Requesting a leave of absence

Graduate students planning to discontinue registration for a semester or more must submit a leave of absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved **before** the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Students with a Graduate College-approved leave of absence are not required to pay tuition or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. More information on this policy can be found [here](#).

### Registration policies

Students are strongly encouraged to enroll in courses well in advance of the start of the term. Enrollment must be complete by the Add/Drop deadline for the session in which the class is offered. Note that a late fee may apply if you do not register approximately two weeks prior to the start of the session. Courses that are dropped by the Add/Drop deadline will not appear on a student's transcript. If a course is removed from a student's schedule after this deadline, it will be considered a withdrawal and a grade of "W" will be recorded. Term dates and deadlines, including the Add/Drop, Tuition Refund, Course Withdrawal, and Session Withdrawal deadlines, can be found on the [Academic Calendar](#).

### Discrimination, harassment, and retaliation

Title IX of the Education Amendments of 1972 is a federal law which provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy [ACD 401](#) make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information on resources, visit the sexual violence awareness, prevention, and response [website](#).

## Dress code

Students need to exhibit professionalism in their attire, grooming and demeanor. In our society, our first impressions of people are based in part on personal appearance and nonverbal behavior. When observing, evaluating, or treating clients in the clinic, students are expected to dress and behave in a professional manner. Acceptable attire is typically business casual or ASU-approved scrubs. External clinical sites may have their own dress requirements. Dress according to the needs of your client and the site, but do not take advantage of the situation to look non-professional. For example, when working with a child with cerebral palsy, who needs much positioning and handling, you should wear clothes that give you the freedom of movement needed while still appearing professional. First impressions are lasting impressions, so pay particular attention to your dress for evaluations.

Perfume and strongly scented lotions are not allowed in clinical settings. Hair should be clean and dry. Clothing items which look particularly non-professional and are not permitted include:

- Jeans (except in sites that permit jeans for child related activities)
- Short skirts or shorts (more than 2" above the knee)
- Loose Shirt Tails
- Halter Tops
- Overalls
- Any attire that exposes a bare midriff is unacceptable: low cut waists on pants/skirts or tops that do not cover the top of pants/skirts
- Tank Tops or tops with spaghetti straps
- Flip-flops
- Sweat Suits/Sweatshirts
- Casual Oversize Shirts
- Tight Shirts
- Sun Dresses
- Strapless Dresses
- Low-cut shirts, blouses, or dresses
- Low-cut pants that expose underwear when standing, bending or sitting



## Student support resources

### Academic program support

Once admitted, students will gain access to the program Canvas site. Canvas houses program resources and allows for timely announcements and opportunities to be communicated to students.

The graduate support coordinator and the program director are available to help students determine course selection, the clinical practicum selection, and the sequence in which program requirements should be completed. In addition, students should contact the graduate support coordinator if any problems arise to due medical, academic, or clinical issues during the program. A graduate faculty mentor will also be assigned to each student. This individual can assist with decisions related to coursework as well as clinical and academic performance. The graduate faculty mentor will provide advising support in addition to advising by the graduate support coordinator.

Prior to orientation, students will be notified via email of the classes to be taken during the first Fall term. Refer to the [Registration policies](#) section for information on enrollment, withdrawal, and deadlines. During orientation week, students will attend an information session regarding the sequence of classes and the thesis/non-thesis options. Students will meet with their faculty mentor during orientation week and should attend the scheduled academic advising orientation.

Graduate students in the College of Health solutions may access the [CHS website](#) for information on [college policies and resources](#) and [advising information](#).

### University resources

- [Graduate College](#)
- [Office of the University Provost](#)

### Academic and career support

- [ASU Libraries](#)
- [Graduate Writing Center](#)
- [Career and Professional Development Services](#)
- [Graduate and Professional Student Association](#)
- [Student Clubs and Organizations](#)

### Business and finance services

- [Financial Aid and Scholarship Services](#) (financial aid)
- [Billing and Student Finances](#) (tuition, fees, and payments)
- [Parking and Transit Services](#) (permits, shuttles, public transit)
- [Sun Devil Card Services](#) (ID cards)
- [Enterprise Technology](#) (technology assistance)
- [Sun Devil Dining](#) (meal plans, M&G, hours)

### Counseling services

ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services, Student Services Building 234 Tempe, AZ 85287

480-965-6146

After-hours/weekends

Call EMPACT's 24-hour ASU-dedicated crisis hotline:

480-921-1006

For life threatening emergencies

Call 911

### **Disability accommodations**

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability ([SSM 701-02](#)). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.

- Email: [Student.Accessibility@asu.edu](mailto:Student.Accessibility@asu.edu)
- Phone: (480) 965-1234
- FAX: (480) 965-0441

*Pregnancy*: Students requesting services due to pregnancy ([SSM 701-10](#)) should be prepared to submit documentation regarding the pregnancy, any complications and clearance to return to school related activities. Student Accessibility can work with students to foster continued participation in a program, whether that be with academic accommodations such as absences or assistance requesting a leave, or through other requested accommodations.

### **Health and fitness**

All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: <https://fitness.asu.edu>

For information about health insurance and appointments with care providers, please see the ASU Health Services website: <https://eoss.asu.edu/health>

### **International students**

ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: <https://issc.asu.edu/>

### **Veterans and military**

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: <https://veterans.asu.edu/>

## Appendix

### A: Academic faculty

*The following list is for faculty directly associated with the Communication Disorders, MS program. Note that there are many other faculty and research associates in the College of Health Solutions that are also involved in aspects of the program.*

**Tamiko Azuma, PhD** ([profile](#)) – Neuropsychology of language, learning & memory, traumatic brain injury

**Visar Berisha, PhD** ([profile](#)) – Biological signal processing

**B. Blair Braden, PhD** ([profile](#)) – MRI, age-related changes in adults with autism spectrum disorder

**Ayoub Daliri, PhD** ([profile](#)) – Cortical electrophysiology, fluency, behavioral neuroscience, applied linguistics, neuroimaging

**Shelley Gray, PhD** ([profile](#)) – Language, learning & memory, developmental language & reading disorders

**Julie M. Liss, PhD** ([profile](#)) – Motor speech processes and disorders

**Beate Peter, PhD, CCC-SLP** ([profile](#)) – Genetics, bioinformatics & neural bases of developmental speech and language disorders; cortical electrophysiology

**Corianne Rogalsky, PhD** ([profile](#)) – Neuroimaging & neurogenic language disorders

**Nancy Scherer, PhD** ([profile](#)) – Genetic speech & craniofacial disorders, genetics, early intervention

**Neelima Wagley, PhD** ([profile](#)) – Language comprehension in monolingual and bilingual children

## B: Clinical faculty

**Joshua Breger, MS, CCC-SLP** ([profile](#)) - Swallowing disorders (dysphagia), Flexible Endoscopic Evaluation of Swallowing (FEES) studies

**Jean C. Brown, PhD, MSW, CCC-SLP** ([profile](#)) – classroom-based preschool communication programming, family-centered early intervention services, multi-cultural concerns and issues

**Laurel Bruce, PhD, CCC-SLP** ([profile](#)) – Speech sound disorders, genetics of communication disorders, school-based issues, history of speech-language pathology

**Victoria Clark, CCC-SLP** ([profile](#)) – Monolingual Spanish and Bilingual Spanish/English populations, language and literacy, and articulation disorders

**Wendy Darling, CCC-SLP** ([profile](#)) – Pediatric feeding disorder, behavioral, alternative and augmentative strategies for high school students with high intensity communication disorders

**Maria V. Dixon, CCC-SLP** ([profile](#)) – Social communication, school age services, and increasing access and success in individuals with Autism Spectrum Disorders

**Dawn Greer, MA, CCC-SLP** ([profile](#)) – Early language and communication development, early intervention strategies, family training/education

**Kate Helms Tillery, PhD, CCC-SLP** ([profile](#)) – Multilingual and multicultural settings, early intervention strategies in pediatrics, cochlear implants

**Kelly Ingram, MS, CCC-SLP** ([profile](#)) – Clinical assessment and treatment of neurogenic communications disorders, assessment of childhood speech disorders, supervision and methods of alternative clinical training

**Ileana Ratiu, PhD, CCC-SLP** ([profile](#)) – Assessment of neurogenic communication disorders in monolingual and bilingual adults

**Denise Stats-Caldwell, CCC-SLP** ([profile](#)) – Voice and resonance disorders, oral head and neck cancer, neurogenic communication, and swallowing disorders

**Elizabeth Trueba, MS, CCC-SLP** ([profile](#)) – Aging and memory, Alzheimer's disease, Parkinson's disease, multicultural populations

**Juliet Weinhold, PhD, CCC-SLP** ([profile](#)) – Late-acquired speech sound disorders, lexical acquisition, orofacial myofunctional disorders, code switching in bilingual children

**Indigo Young, CCC-SLP** ([profile](#)) – Multicultural/multilingual issues, communication disorders, and service delivery in school age populations.

## C: Course planning sheet

# Communication Disorders, MS Course Planning Sheet

### Year One:

The first year of the program students take courses in a cohort format.

Fall		Spring	
Session A	Session B	Session A	Session B
567 Neural Bases (2)	585 Artic/Phono (2)	582 Differential Dx (2)	575 Aphasia (2)
572 Infant/Toddlers (2)	587 Preschool (2)	574 Feed/Swallow (2)	573 School-Age (2)
Session C		Session C	
500 Research Methods (1)		538 Clinical Methods/Simulation (2)	
538 Clinical Methods/Simulation (2)		580 Clinical Practicum (3)	
580 Clinical Practicum (3)			

### Summer and Year Two:

A student's schedule in the Summer and second year may vary due to their selected culminating experience and if the student pursues the Multilingual/Multicultural Populations certificate. Use the table below to help plan your individual schedule. Collaborate with the program director and the graduate support coordinator to ensure your plan of study meets program (and certificate) requirements.

Items to consider:

- Spaces for electives are *italicized in red*. For elective offerings, see the [Plan of study](#).
- Students pursuing only the master's degree select either SHS 570 or SHS 597. Certificate students must take both.
- Students pursuing the certificate should plan to take SHS 593 (2 credits) in Spring Session C.

Summer	Fall		Spring	
	Session A	Session B	Session A	Session B
<i>Elective</i>	571 AAC (2)	578 Fluency (2)	577 Autism (2)	581 TBI (2)
<i>524 Counseling (2)</i>	<i>588 Bilingual Language Acquisition (2)</i>	<i>Elective</i>	<i>Elective</i>	<i>Elective</i>
570 Multicultural (2) [or Bilingual SLP Spring]	<i>Elective</i>	<i>Elective</i>	<i>Elective</i>	<i>Elective</i>
579 Voice and Resonance Disorders (2)	539 Professional Issues (1)		539 Professional Issues (1)	
580 Clinic Practicum (3)	584 Internship (5)		584 Internship (5)	

Notes: \_\_\_\_\_  
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## D: Graduate plan for success (GPS)

### Graduate Plan for Success (GPS)

Students identified at any time during the semester as performing below expectation or “at risk” for failing their current clinical practicum will develop a performance plan (GPS) with their clinical supervisor and, if relevant, the internship coordinator. The GPS will state the specific behaviors the student clinician must demonstrate in order to pass that semester’s clinical practicum. If the “at risk” area includes professionalism, the [Clinical Professionalism Rubric](#) by Wotler, Blaiser & Elsweler (2012) may be utilized as a tool to help delineate the behavior and expectation.

In order for a student to pass, they must:

1. Meet the conditions set forth in the student GPS
2. Achieve a grade using the grading criteria above for letter grades of “A” and “B”

Students who fail to meet the conditions of the contract will receive a letter grade according to the grading scale for C or E as stated above.

Note that the GPS is designed for the student’s benefit. The student will receive specific information regarding areas of concern. Supervisors will make every attempt to identify at risk students by midterm. However, there may be cases where students are meeting benchmark expectations at midterm and are not identified. It is likely that this will occur when a student has not had the opportunity to participate in a specific clinical interaction prior to the midterm evaluation. It may also occur if the student exhibits unprofessional behavior after the midterm. In these cases, the grading criteria will still apply and the identified area of concern will be identified on a contract for the subsequent semester.