

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

Year 1 Courses (all required)

	FALL SEMESTER		SPRING SEMESTER	
	FALL A	FALL B	SPRING A	SPRING B
COURSES	567 Neural Bases	585 Artic	582 Dx	575 Aphasia
	572 EI	587 Preschool	573 School-age	574 Feed/ Swallowing
	538 Clinical Methods (1)		538 Clinical Methods (1)	
	500 Research methods (1)			
CLINIC	580 Practicum (2)		580 Practicum (2)	

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

	SUMMER	FALL SEMESTER		SPRING SEMESTER	
		FALL A	FALL B	SPRING A	SPRING B
COURSES	505 Sign	577 Autism	578 Fluency Disorders	571 AAC	581 TBI
	524 Counseling	512 Medical Aspects		*597 Bilingual SLP	598 Genetic Syndromes
	*570 Multicultural (or Bilingual SLP Yr 2)	588 Spanish Language Acquisition		598 Teaching Reading	576 Motor Speech Disorders
	538 Clinical Methods	539 Professional Issues (1)		539 Professional Issues (1)	
CLINIC	580 Practicum (2)	584 Internship (4)		584 Internship (4)	

Professional Preparation Coursework Required for Certification

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

The two courses that satisfy the certification requirement are:

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

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

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

Certificate and other Specialized Programs

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

Part-time Employment Program (PEP)

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

Preparing Intervention Specialists for Multilingual/Multicultural Settings (PrISMS)

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

Communication Disorders in Multilingual/Multicultural Populations (certificate)

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

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

1. Coursework

SHS 570, 2 cr, Communication Disorders in Multicultural Populations

SHS 588, 3 cr, Spanish Language Acquisition

SHS 597, 2 cr, Bilingual Speech-Language Pathology

SHS 524, 2 cr, Counseling in Communication Disorders

SHS 586, 2 cr, Language Essentials for Teaching Reading

2. Clinical placement

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

3. Additional Curriculum Information

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

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

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

Undergraduate Leveling Coursework

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

Table 2: Leveling Coursework: Speech-Language Pathology¹

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

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

* Course also offered in the summer

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

Academic Advising

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

Graduate Program Committee

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

Graduate Program Committee: Thesis Option.

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

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

Clinical Training Experiences

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

Practicum Courses

Practicum courses are those courses in which students provide speech-language pathology services to clients. Clients are seen through the ASU Speech and Hearing Clinic, the Pediatric Communication Clinics (PCC@ASU) or through off-campus facilities during an internship. All students are required to complete 5 semesters of clinical practicum in which they earn a grade of B or better. Practicum is completed across 4 academic semesters and one summer session (6 or 8-week term). Students may request two summer sessions if they wish some additional experience but the second summer rotation will not count toward the 5 required semesters. The Graduate Program Coordinator makes practicum assignments in coordination with the Clinical Director. Specific details regarding the procedure for requesting practicum coursework, associated prerequisites, and practicum options are detailed in the *Clinic and Internship Manuals*. Practicum courses (SHS 580 sections and SHS 584 sections) count as 14 semester hours toward the 52 total credits required for the MS degree. Students enroll in 2 credits of SHS 580 Practicum during each of the fall, spring, and summer terms the first year. Students register for 4 credits of SHS 584 Internship during the second fall and spring terms.

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

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

Clinical Training Requirements

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

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

Required Practicum

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

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

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

Comprehensive Final Exam

National Certification Exam

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

Non-thesis Option Comprehensive Examination

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

Thesis Option Oral Defense

Students pursuing the thesis option will have a final examination that is comprised of the oral defense of their thesis and the completion of their written thesis. A number of deadlines and regulations must be observed with regard to the thesis defense; these can be found on the Graduate Education [website](#). The student's thesis chair will coordinate administration of the defense and have the responsibility for submitting final approval forms to the Department Chair.

Academic and Clinical Standards for MS Degree

The following is a **summary** of the academic and clinical standards to which all students must adhere. A full description of the standards can be found on the SHS Student Resources Blackboard site. The standards posted on the Blackboard site are revised and updated regularly and supersede those described below. It is the responsibility of all graduate students to be familiar with the current Academic and Clinical Standards.

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

Student Appeals

The Masters in Communication Disorders Program follows the ASU Policy for student appeal procedures, as outlined in the [General Catalog](#). The procedure involves an informal process followed if

needed by a formal one. If a student has a concern about the program meeting the standards of the Council of Academic Accreditation, they should contact the CAA office to obtain a copy of their complaint procedures, or refer to the Procedures for Complaints against Graduate Education Programs on ASHA's [web site](#) at.

Student Complaint Procedures

A student should first address grievances with their specific faculty. If the issue is not resolved they should address them with the Academic Success Coordinator. The Academic Success Coordinator will assist the student in determining an appropriate course of action. If the student has a complaint against the Academic Success Coordinator the student should take the complaint to the MS Program Coordinator or the Academic Program Lead for Speech and Hearing Science, each of whom in consultation with the other or independently will try to resolve the issue. If the situation is not resolved in a satisfactory manner, the student can address their complaint to Graduate Education and/or to the university appointed Ombudspersons (impartial fact-finders and problem-solvers) for Academic and Student Affairs regardless of college or campus the student is at. The Ombudspersons have no power to reverse or change decisions but have conciliation skills that may help expedite the process. More information on the Ombudspersons and the Ombudspersons Committee can be found [here](#).

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

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

Summary of Requirements and Graduation Check-Out

General Requirements

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

Thesis Option

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

Non-thesis Option

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

Graduation Check-Out Procedures: Department Level

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

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

Faculty and Staff

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

Academic Faculty

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

Clinical Faculty

Catherine K. Bacon
Jean C. Brown
Wendy Call
Wendy Darling
Maria V. Dixon
Dawn Cosgrove Greer
Kelly Ingram
Vikki Latour
Kate Helms Tillery
MariaRita Schatzki
Juliet Weinhold.
Erica Williams