



A R I Z O N A S T A T E U N I V E R S I T Y

Department of Speech and Hearing Science

**Communication Disorders, MS
Speech-Language Pathology
Program Handbook**

Fall 2016

TABLE OF CONTENTS

INTRODUCTION	1
ARIZONA STATE UNIVERSITY	1
DEPARTMENT OF SPEECH AND HEARING SCIENCE.....	2
ACADEMIC FACULTY AND AREAS OF EXPERTISE	2
CLINICAL FACULTY AND AREAS OF EXPERTISE.....	3
RESEARCH FACULTY AND AREAS OF EXPERTISE.....	3
POST-DOCTORAL SCHOLARS AND AREAS OF EXPERTISE.....	4
ADJUNCT FACULTY AND AREAS OF EXPERTISE	4
AMERICAN SIGN LANGUAGE FACULTY	6
GRADUATE STUDIES POLICIES AND GENERAL INFORMATION.....	6
Admission Status.....	5
Time Limits	5
Transfer Credit Policy: Academic Courses.....	5
Transfer Policy: Clinical Clock Hours.....	6
Financial Assistance.....	6
Graduate Assistants.....	6
Student Hourly Workers.....	7
PROGRAM OF STUDY FOR THE MASTER OF SCIENCE (MS) DEGREE.....	8
Graduation Requirements.....	7
Thesis Option.....	8
Non-thesis Option.....	8
Curriculum for the MS Degree.....	8
Professional Preparation Coursework Required for Certification.....	10
Undergraduate Leveling Coursework.....	10
Academic Advisor.....	11
Graduate Program Committee: Thesis Option.....	12
Graduate Program Committee: Non-Thesis Option.....	12
CLINICAL TRAINING EXPERIENCES	13
Practicum Courses.....	12
Clinical Training Requirements.....	13
Required Practicum.....	13
COMPREHENSIVE/FINAL EXAMINATIONS.....	15
National Certification Exam.....	14
Comprehensive Examination for nonthesis option.....	14
Thesis Oral Defense.....	14
ACADEMIC AND CLINICAL STANDARDS FOR MS DEGREE.....	16
Student Appeals.....	15
Student Complaint Procedures.....	16
SUMMARY OF REQUIREMENTS AND GRADUATION CHECK-OUT.....	18
General Requirements.....	17
Thesis Option.....	17
Non-thesis Option.....	17
Graduation Check-Out Procedures: Department Level.....	17
LIST OF TABLES	
TABLE	PAGE
1. Speech-Language Pathology Coursework.....	9
2. Leveling Coursework: Speech-Language Pathology.....	11

INTRODUCTION

Welcome to the Department of Speech and Hearing Science at Arizona State University (ASU) and to the graduate program in speech-language pathology. The Master of Science (MS) in Communication Disorders degree program at ASU 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 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 also is designed to enable MS degree students to meet current standards required for ASHA certification in Speech-Language Pathology and state licensure.

The purpose of this Program Handbook is to provide graduate students in speech-language pathology with the basic information needed throughout the course of study and to assist them in navigating their way through the graduate degree program and certification process. This Handbook and the *Clinic Manual* are the primary resources of information regarding policies, regulations, and academic and clinical requirements necessary to complete the MS degree, state licensure, and ASHA certification. This Handbook is not an exhaustive collection of all policies of ASU; students should also review the ASU Graduate Policies and Procedures (<https://graduate.asu.edu/policies-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 Department website (<https://chs.asu.edu/shs>) and in Department and Office of Graduate Education publications. Additional questions and concerns may arise that are not formally addressed in these sources. Your academic advisor will be a valuable asset as you progress through the program and you are urged to maintain close contact with your advisor and to seek additional information as the need arises. Academic and clinical faculty members also are available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

ARIZONA STATE UNIVERSITY

Arizona State University, in central Arizona's Valley of the Sun, is one of the premier metropolitan public research universities in the nation. Its enrollment of approximately 80,000 students ranks Arizona State as the largest of America's institutions of higher learning. ASU's reputation as a center of teaching and research is growing apace with its student body, faculty and academic programs. ASU is accredited by the North Central Association of Colleges and Secondary Schools and was named to Research Extensive (formerly Research I) status in 1994, recognizing ASU as a premier research institution. Arizona State University's Tempe campus of 580 acres is located in Tempe, a historic city of approximately 160,000 in the fast-growing metropolitan Phoenix complex, which has a population of over 1,500,000. Thus, the University has the dual advantages of location in a moderate-sized city and proximity to all the resources of a metropolitan center. ASU is research-driven but focused on learning—teaching is carried out in a context that encourages the creation of new knowledge. ASU offers outstanding resources for study and research, including libraries and museums with important collections, studios and performing arts spaces for creative endeavor, and unsurpassed state-of-the-art scientific and technological laboratories and research facilities. The faculty includes recipients of prestigious academic and professional awards, including membership in the national academies. ASU currently ranks fourth among public universities in its enrollment of freshmen merit scholars. The university champions diversity, and is international in scope, welcoming students from all 50 states and nations across the globe.

DEPARTMENT OF SPEECH AND HEARING SCIENCE

The Department of Speech and Hearing Science at Arizona State University offers a BS degree in Speech and Hearing Science, an MS degree in Communication Disorders (also referred to as speech-language pathology) with a thesis or non-thesis option, a Doctor of Audiology (AuD) degree, and a PhD degree in Speech and Hearing Science. The Department has an enrollment of approximately 350 undergraduate majors, 135 graduate students, 36 full-time faculty, 28 adjunct faculty, and over 30 community professionals who participate in various aspects of our academic and/or clinical training programs. The Department offers a broad academic curriculum, comprehensive clinical experiences, and active research programs in a variety of areas. For more information about the degree programs and various clinical and research opportunities, please see our department website (<https://chs.asu.edu/shs>).

ACADEMIC FACULTY AND AREAS OF EXPERTISE

- Tamiko Azuma, Associate Professor, PhD, Arizona State University.** Language, particularly semantic processing, and memory impairments underlying communication disorders in normal aging, stroke, Alzheimer's disease, and Parkinson's disease.
- Visar Berisha, Assistant Professor, PhD, Electrical Engineering, Arizona State University.** Human auditory cognition, computational psychoacoustics, automatic phoneme recognition, artificial bandwidth extension of speech and audio, human and machine learning.
- Braden, B. Blair, Assistant Professor, PhD, Psychology, Behavioral Neuroscience, Arizona State University.** Cognitive and brain aging in autism spectrum disorders.
- Ayoub Daliri, PhD, Speech and Hearing Sciences, University of Washington.** Computational cognitive neuroscience; speech production; sensorimotor integration; stuttering. (Joining faculty in January, 2017.)
- Michael F. Dorman, Professor Emeritus, PhD, University of Connecticut.** Speech perception; cochlear implants; neural plasticity in children.
- Shelley Gray, Professor, PhD, University of Arizona.** Child language development and disorders; early literacy assessment and intervention; lexical acquisition and treatment in young children with specific language impairment.
- David Ingram, Professor, PhD, Stanford University.** Linguistics; childhood language acquisition; normal and disordered phonological development; bilingual language acquisition.
- Julie M. Liss, Professor and Associate Dean, PhD, University of Wisconsin-Madison.** Motor speech disorders; dysphagia; neurological basis of communication.
- Xin Luo, Assistant Professor, PhD, University of Science and Technology of China.** Signal processing and pitch perception with cochlear implants.
- Beate Peter, Assistant Professor, PhD, University of Washington.** Molecular genetics; genetic etiologies of speech sound disorders; biomarkers of dyslexia; early intervention.
- Andrea L. Pittman, Associate Professor, PhD, University of Wisconsin-Madison.** Pediatric audiology; amplification; speech perception.
- Corianne Rogalsky, Assistant Professor, PhD, University of California.** Neuroscience in speech, imaging informatics.
- M. Adelaida Restrepo, Professor, PhD, University of Arizona.** Language assessment and intervention in bilingual and Spanish-speaking children; literacy development and intervention in Latino children; specific language impairment in Spanish-speaking and bilingual children.
- Nancy Scherer, Chair (FSC) & Professor, PhD, University of Washington.** Early intervention for children, cleft palate, craniofacial disorders.
- M. Jeanne Wilcox, Professor, Mary Lou Fulton Teachers College & Affiliated Faculty Speech and Hearing Science, PhD, University of Memphis.** Early intervention; language and early literacy

interventions for preschoolers with developmental disabilities; family-centered practice; early assistive technology.

Yi Zhou, Assistant Professor, PhD Boston University. Auditory Neuroscience, study of the central auditory nervous system, especially auditory cortex.

CLINICAL FACULTY AND AREAS OF EXPERTISE

Stephanie Adamovich, Clinical Associate Professor. Audiology. PhD, Gallaudet University.
Rehabilitative audiology; pediatric tele-rehabilitation.

Amy Ariss, Clinical Associate Professor. Audiology. AuD, MBA, Rush University, WP Carey School of Business. Vestibular disorders, diagnostics, and practice management.

Catherine K. Bacon, Clinical Professor. Speech-Language Pathology. MA, University of Minnesota.
Assessment and intervention for speech, language and literacy disorders in children.

Jean C. Brown, Clinical Professor. Speech-Language Pathology. PhD, Arizona State University.
Classroom-based preschool communication programming; family-centered early intervention services; multi-cultural concerns and issues.

Jacqueline Busen, Clinical Assistant Professor. Audiology. AuD, Rush University.

Wendy Darling, Clinical Assistant Professor. Speech-Language Pathology. MS, Northern Arizona University. Pediatric assessment and intervention for feeding and communication disorders.

Maria V. Dixon, Clinical Associate Professor, MA, University of Maryland. Bilingual Speech-Language Pathology. Social language disorders in children and adults.

Dawn Cosgrove Greer, Clinical Associate Professor and Coordinator of the Pediatric Communication Clinics (PCC@ASU). Speech-Language Pathology. MA, University of Kansas. Early language and communication development; early intervention strategies; family training/education.

Karen Gallagher, Clinical Associate Professor. Speech-Language Pathology. MS, University of Washington. Neurogenic communication disorders in children and adults; language and literacy disorders in school-age children, adolescents and adults; feeding and swallowing.

Kate Helms Tillery, Clinical Assistant Professor. Speech Language Pathology. PhD, Arizona State University.

Kelly Ingram, Clinical Professor. Director of Speech and Language Clinic. MS, Purdue University.
Neurogenic communication disorders in children and adults; normal and disordered phonology; speech disorders.

Ingrid McBride, Clinical Professor, Director of Audiology Clinic. AuD, University of Florida.
Advanced technology hearing aids; assistive technology for the hard of hearing and deaf; aural rehabilitation; diagnostic audiology.

Aparna Rao, Clinical Associate Professor. Audiology. PhD Purdue University.

MariaRita Schatzki, Clinical Assistant Professor. Speech-Language Pathology. MS Northern Arizona State University.

Denise Stats-Caldwell, Clinical Associate Professor. Speech-Language Pathology. MA, Western Washington University. Voice, swallowing, head and neck cancer, motor-speech and neurogenic communication disorders in adults.

Juliet Weinhold, Clinical Assistant Professor. PhD, University of Zurich. Linguistics; late acquired speech sound disorders; orofacial myofunctional disorders; lexical acquisition; code-switching in bilingual children.

Kathryn Wexler, Clinical Associate Professor. Audiology. MS, Tulane University. Pediatric audiology; aural rehabilitation.

Erica Williams, Clinical Associate Professor. Audiology. PhD, Arizona State University.

RESEARCH FACULTY AND AREAS OF EXPERTISE

Amy LaCross, Assistant Research Professor, PhD University of Arizona. Phonetics and phonology.
William Yost, Research Professor, PhD Indiana University. Auditory Perception involving pitch, temporal modulation, and localization of sound sources especially in reverberant space; environmental noise; and computational models of hearing.

POST-DOCTORAL SCHOLARS AND AREAS OF EXPERTISE

Hope Lancaster, Post-Doctoral Scholar, PhD Hearing and Speech Sciences, Vanderbilt University. Applying big data methods to child language and literacy disorders research.
M. Torben Pastore, Post-Doctoral Scholar, PhD Architectural Engineering, Rensselaer Polytechnic Institute. Human hearing in sound fields; effect of reflected sounds on auditory perception.

ADJUNCT FACULTY AND AREAS OF EXPERTISE

Stephanie A. Borrie, PhD Speech and Language Therapy, University of Canterbury, Christchurch, New Zealand. Assistant Professor, Utah State University.
John N. Caviness, M.D. Indiana University School of Medicine. Department of Neurology, Mayo Clinic, Scottsdale. Electrophysiology of movement disorders, interpretation of electroencephalography, myoclonus, chorea, and the neurodegeneration in parkinsonian syndromes.
Michael J. Cevette, PhD Speech Pathology & Audiology, University of Utah. Director of Audiology, Mayo Clinic, Scottsdale. Auditory brainstem response, neonatal hearing evaluation and intervention.
Kelly N. Cordero, PhD Speech and Language Pathology, University of Minnesota. Rehabilitation Program Coordinator, Cleft and Craniofacial Center, Barrow Neurological Institute, Phoenix.
Patricia Crist, PhD Educational Psychology, University of Northern Colorado. Founding Chair and Professor, Department of Occupational Therapy, Northern Arizona University, Phoenix Biomedical Campus.
Laurie R. Davis, AuD. Doctor of Audiology, PCO Division of Audiology, Elkins Park, Pennsylvania. Assistant Professor, College of Medicine, Mayo Clinic, Scottsdale.
Kathleen J. Ganley, PhD Biokinesiology, University of Southern California, Los Angeles. Program Director and Associate Professor, Department of Physical Therapy and Athletic Training, Northern Arizona University, Phoenix Biomedical Campus.
Rene H. Gifford, PhD Speech and Hearing Science, Arizona State University. Associate Professor, Vanderbilt University.
Sarah Holbert Oakley, AuD. Doctor of Audiology, University of Iowa. Department of Otolaryngology, Mayo Clinic Arizona. Cochlear implants.
Donna Jackson-Maldonado, PhD Hispanic Linguistics, El Colegio de Mexico. Professor, Universidad Autónoma de Querétaro, Mexico.
Line Joergensen, MA Language Pathology, University of Copenhagen.
Deborah Leach, MA Speech Pathology, California State University Los Angeles.
Christyne Linn, BS Management, Arizona State University. President and CEO, Feeding Matters, Inc., Scottsdale.
Louise Loiselle, PhD Speech and Hearing Science, Arizona State University.
Robert H. Margolis, PhD Audiology, University of Iowa. Professor Emeritus, Otolaryngology, University of Minnesota.

Michael Marzalek, MS. Electrical Engineering, Stanford University. Enhancements of existing cochlear implant designs through psychoacoustic experimentation, processing and stimulation strategies.

Stacey Matson, AuD. Doctor of Audiology, AT Still University, Arizona School of Health Sciences. Audiology and Speech Pathology Service, Phoenix VA Healthcare System.

Carol Mesa Guecha, PhD Speech and Hearing Science, Arizona State University.

Daniel Openden, PhD Special Education, Disabilities and Risk Studies, University of California, Santa Barbara. Southwest Autism Research & Resource Center, Phoenix, AZ. Early identification of autism and spectrum disorders, parent education, improvement of social skills of autistic children.

Ileana Ratiu, PhD Speech and Hearing Science, Arizona State University. Assistant Professor, Department of Speech Pathology, Midwestern University.

Anthony Spahr, PhD Speech and Hearing Science, Arizona State University.

Wayne J. Staab, PhD Hearing and Speech Sciences, Michigan State University. Hearing amplification.

Inge Trindade, PhD Respiratory Physiology, University of Sao Paulo, Brazil.

Rene L. Utianski, PhD Speech and Hearing Science, Arizona State University. Clinical Post-Doctoral Fellow, Mayo Clinic Arizona.

Jessica Williams, MS Communication Disorders, Arizona State University. Speech Language Pathologist, Barrow Cleft and Craniofacial Center, Phoenix.

Richard Wilson, PhD Audiology, Northwestern University. Senior Research Career Scientist, Phoenix VA Healthcare System.

Darin Woolpert, PhD Language and Communicative Disorders, San Diego State University and University of California, San Diego. Assistant Professor, Department of Speech Pathology, Midwestern University.

Renata P. Yamashita, PhD Speech Language Pathology, University of Sao Paulo, Brazil.

Leopold K. Yin, M.D., Otolaryngology, Ohio State University College of Medicine. Valley ENT, Mesa. Fellowship trained in Laryngology and Care of the Professional Voice, Vanderbilt University. Voice disorders, pediatric ENT, and sinus disease.

AMERICAN SIGN LANGUAGE FACULTY

(These faculty are not eligible to serve on graduate committees.)

Pamela Howard, Lecturer. MA, Linguistics-ESL, California State University, Fresno. American Sign Language; Deaf culture.

Robin O'Brien, Lecturer. BA, Recreation & Leisure Studies, Gallaudet University. American Sign Language; Deaf culture.

Paul Quinn, Lecturer/ASL Program Director. BA, Deaf Studies, California State University, Northridge. American Sign Language; Deaf culture.

Julie Stylinski, Lecturer. MA, Education, University of Phoenix. American Sign Language; Deaf culture.

GRADUATE STUDIES POLICIES AND GENERAL INFORMATION

Admissions Status

Students are admitted to Graduate Education at Arizona State University with either **regular**, or **leveling** classification. (Unclassified students have not been admitted to a degree program by the Office of Graduate Education.) If you were admitted with regular status, all your credentials indicated that you are prepared to begin your graduate training. If you were admitted with leveling status, you will need to complete certain undergraduate leveling courses prior to beginning the graduate curriculum (see section on Undergraduate Leveling Coursework).

Time Limits

Time limits apply for completion of the MS degree. All work applied toward the degree must be completed within **6 consecutive years**. The 6 years begin with the first course that is included on a student's approved Program of Study (i.e., the official form listing the academic semester hours you must complete during your graduate training). For example, if the first course taken was during fall semester, 2016, then you must complete all degree requirements no later than August, 2022.

Pre-Admission (Transfer) Credit Policy: Academic Courses

The ASU Graduate Policies and Procedures (<https://graduate.asu.edu/policies-procedures>) contain a description of Pre-Admission (Transfer) Credit Policy for graduate students. However, Department regulations for transfer of academic courses stipulate that a **maximum of 6 academic semester hours** from another institution for graduate credit may be transferred under the following conditions:

1. You must have taken the courses at an accredited college or university.
2. The courses you wish to transfer must be graduate level courses and
 - a. They did not count toward meeting requirements for the bachelor's degree
 - b. They were reserved for graduate credit
3. You must have obtained an A or B grade or the equivalent of an A or B grade in the courses.
4. Your graduate committee must approve these transferred courses as part of your Program of Study.

Students who completed graduate level courses as a student with non-degree status at ASU may transfer a maximum of **9 semester hours** to the degree program if they meet the same criteria specified above (see the Graduate Policies and Procedures for verification). **Please note that time limits also apply to transfer credits.** That is, if a transfer course is approved for inclusion on your Program of Study then your time clock starts from the date that course was taken. Graduate Education regulations stipulate that all requirements must be met within a consecutive 6-year time period. Exceptions are rare. Thus, credits taken more than four years prior to your admission to the MS degree program are not eligible for transfer if you plan to complete the remaining sequence of academic and clinical requirements in two years).

All students pursuing a graduate degree in speech-language pathology must fulfill the requirements for clinical certification as established by ASHA (2014 Standards). There is not an option to pursue a master's degree without the clinical training.

Transfer Policy: Clinical Clock Hours

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

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

Financial Assistance

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

Graduate Assistants (GAs)

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

Teaching Assistants – Department Funding:

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

Research Assistants – Department or Grant Funding:

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

Student Hourly Workers

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

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE (MS) DEGREE

Your program will consist of a range of academic, clinical, and research experiences. The specific academic courses, clinical practicum, and research you complete during your program will be determined by your interests, ASU requirements, and ASHA certification requirements. Students may select either a thesis or non-thesis option. A total of 52 semester credits is required for all students, including 34 semester credits of required core and elective coursework and 18 credits of practicum and internship. Table 1 provides the typical course sequence for those students intending to complete the requirements in two years. Table 2 provides a sequence appropriate for students who need to complete leveling coursework.

Graduation Requirements

1. A total of 52 semester hour credits are required as follows:
 - Successful completion (i.e., grade of B or better) of 34 semester credit hours of graduate academic coursework, including:
 - i. 24 required credits;
 - ii. 4 elective credits for thesis option or 10 elective credits for non-thesis option; and
 - iii. 6 credits of thesis for thesis option only.
 - Successful completion (i.e., grade of B or better) of 18 credits of practicum that includes three registration of SHS 580 clinical practicum prior to two registrations of SHS 584 internship and one registration of SHS 580 diagnostic/advanced rotations. The typical sequence of registration is:
 - i. Three registrations of 2 credits each during the first fall, spring, and summer of enrollment;
 - ii. One registration of 2 credits of diagnostic/advanced rotation practicum during the second fall or spring semester; and
 - iii. Two registrations of internships during the second fall and spring semesters (4 credits during the semester of diagnostic practicum; 6 credits during the alternate semester).
2. Achieve a passing score on a department-administered comprehensive examination (non-thesis option only)
3. Successful completion of a thesis and oral defense (thesis option only)
4. Achieve a passing score on the ASHA Praxis national certification examination in speech-language pathology (all MS students)

Thesis Option

Students in the thesis option must register for a total of 6 semester hours of thesis. This is usually done in two, 3-credit registrations of SHS 599. **These hours count** toward the total number required for the degree. Thus, the credit hour degree requirement is met through completion of 24 credits of required core coursework, 18 credits of practicum, 4 credits of graduate-level elective coursework in speech-language pathology, and 6 credits of thesis (resulting in a total of 52 semester hours).

Non-thesis Option

Students in the non-thesis option meet the 52-credit hour degree requirement through completion of 24 credits of required core coursework, 18 credits of practicum and 10 credits of elective graduate-level professional coursework in speech-language pathology. Normally, only those courses listed below may be used to satisfy the elective professional coursework requirement. Occasionally, specialized seminars may be offered and, if approved by a student's committee, may be used to satisfy 3 credits of the professional electives requirement. All non-thesis students must pass a comprehensive examination that is administered by the department during their LAST year of enrollment.

Curriculum for the MS degree

Table 1 lists the academic coursework for the MS degree. Course descriptions and necessary prerequisites can be found in the Graduate Catalog

(<https://webapp4.asu.edu/catalog/courselist?s=SHS&t=2167&hon=F>) and on the Department website

(<https://chs.asu.edu/communication-disorders-ms>)

(<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LACOMDISMS/graduate/false>).

Core courses

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

Electives Based on Special Interests

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

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

Table 1
Speech-Language Pathology Coursework

SHS#	Required Course Title for All students	Term Offered	
567	Neural Bases of Com. Dis. (2)	Yr 1 Fall A	Required: 34 credits of course work and 18 credits of practicum (6 credits can be waived if equivalent taken elsewhere at the senior or graduate level; students will then need an extra elective to meet the minimum hours requirement of 52 credits). NOTE that all the year 1 core courses are required and may not be waved even if the student took a similar course prior to coming to ASU. The one exception is SHS 500. If the student took an equivalent course, they may wave it after review from the instructor (Azuma)
572	Lang. Ass. & Int. Infants/Toddlers (2)	Yr 1 Fall A	
585	Artic & Phono: Asses & Int. (2)	Yr 1 Fall B	
587	Preschool (2)	Yr 1 Fall B	
500	Research Methods (1)	Yr 1 Fall C	
538	Clinical Methods (1 credit each term)	Yr 1 Fall A&B; Spring A&B	
582	Differential Diagnosis (2)	Yr 1 Spring A	
573	Lang. Ass. & Int. School Age (2)	Yr 1 Spring A	
575	Aphasia (2)	Yr 1 Spring B	
574	Voice and Swallowing (2)	Yr 1 Spring B	
571	Augmentative Communication (2)	Yr 1 Summer	
539	Professional Issues (1)	Yr 1 Summer	
580	Practicum 1 (at ASU, 2 credits)	Yr 1 Fall C	
580	Practicum 2 (at ASU, 2 credits)	Yr 1 Spring C	
580	Practicum 3 (at ASU, 2 credits)	Summer	
584	Internship 1 (community, 4-6 credits)	Yr 2 Fall C	
580	Diagnostic/Advanced rotation Practicum (at ASU, 2 credits)	Yr 2 Fall C or Spring C	
584	Internship 2 (community, 4-6 credits)	Yr 2 Spring C	
584	Extra Optional Internship (4-6 credits)	Summer	

SHS#	Elective Course Title	Term Offered (tentative)	Must have 10 credits from any of these.	
505	Survival sign language for SLPs	Yr 1 Summer	Thesis students must be registered for thesis credits during the term they plan to graduate. 501 and 596 can NOT be counted as electives for Plan of Study	
524	Counseling in Comm. Disorders	Yr 1 Summer		
577	Comm. Disorders in Autism	Yr 2 Fall A		
512	Topics in Med. Aspects of SLP	Yr 2 Fall A		
598	Fluency Disorders	Yr 2 Fall B		
570	Multicultural Populations	Yr 2 Fall B		
588	Spanish Language Acquisition (3 cr)	Yr 2 Fall C		
597	Bilingual Speech Language Pathology	Yr 2 Spring A		
581	TBI, RH, Dementia	Yr 2 Spring A		
598	Lang Essentials for Teaching Reading	Yr 2 Spring A		
598	Special Populations	Yr 2 Spring B		
576	Motor Speech Disorders	Yr 2 Spring B		
599	Thesis (3 credits x 2 semesters)	Yr 2 Fall C and Yr 2 Spring C		
501	Intro to Audiology (if needed) (3) option only)	Yr 1 Summer, Yr 2 Spring C		
596	Aural Rehabilitation (if needed) (3)	Yr 1 Summer		
<i>M=Recommended electives for bilingual track; P=recommended electives for pediatric track; A=recommended electives for adult track; G=electives for general track</i>				

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.

The two Department courses that may be used to 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.

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.

Table 2
Leveling Coursework: Speech-Language Pathology¹

Leveling coursework beginning in Fall Semester

SHS 250	Introduction to Phonetics (3 credits)
SHS 310	Anatomical/Physiological Bases of Speech (3 credits)
SHS 311	Physical/Physiological Bases of Hearing (3 credits)
SHS 367	Language Science (3 credits)
<i>Spring courses required</i>	
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)
<i>Summer, Session 2 courses required</i>	
SHS 496**	(596 if graduate credit is desired) Aural Rehabilitation (3 credits; SHS 375 and SHS 401 are prerequisites)

Leveling coursework beginning in Spring Semester

SHS 250	Introduction to Phonetics (3 credits)
SHS 310	Anatomical/Physiological Bases of Speech (3 credits)
SHS 311	Physical/Physiological Bases of Hearing (3 credits)
SHS 367	Language Science (3 credits)
<i>Summer, Session 1 courses required</i>	
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)
<i>Fall courses required</i>	
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*, **	(or 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 Advisor

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 prior to August 10th (academic calendar deadlines can be found at <https://students.asu.edu/academic-calendar>). PLEASE REGISTER FOR ALL COURSES PRIOR TO THAT DATE INCLUDING SHS 580 (2 CREDITS). During orientation week, you will attend an information session regarding the sequence of classes and the thesis/non-thesis options. An academic advisor is assigned to you and you will receive this information during academic orientation. You should meet with your academic advisor during orientation week so that they can verify your pre-requisites and answer questions regarding the academic program. During orientation week ***you should speak to an advisor***. The role of your academic advisor 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, your advisor 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*** in the beginning of this Guide are eligible to serve as a thesis chair. Once you have selected your thesis chair, this faculty member will also 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). The Director of the Speech and Language Clinic makes practicum assignments in coordination with the Clinical Faculty and Academic Advisors. 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) ***do count*** toward the semester hours 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 4-6 credits of SHS 584 Internship during the second fall

and spring terms. Students also enroll in 2 credits of SHS 580 Diagnostic/Advanced Rotation Practicum during fall OR spring semester of their second year, for a minimum total of 18 credits of practicum.

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 (<http://www.asha.org/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 (<http://www.hhs.gov/ocr/privacy/index.html>) 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.

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 the Pediatric Communication Clinics (PCC@ASU, located one mile north of the Tempe campus) and a one-semester clinical rotation in the on-campus clinic (in Coor Hall). Third semester rotations will be completed in 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. ASU Speech & Hearing (SHS) Clinic Practicum (children and/or adults)
2. Pediatric Communication Clinics (PCC@ASU located in the Community Services Building *optional for PEP students*)
3. Diagnostics Practicum (General—ASU SHS Clinic & Community Based rotations)
4. Public School Internship
5. Elective Internship(s) (e.g., community preschool, hospital, private practice, public school)

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

COMPREHENSIVE/FINAL EXAMINATIONS

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 Department 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 department. The exam will be offered three times yearly. Graduate Education standards stipulate that no more than two attempts at the examination are allowed, and they must be separated by a minimum of 3 months. Our three scheduled examinations are separated by at least a 3-month interval, allowing students who fail to pass the examination the opportunity to take it in the following semester. 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. A number of deadlines and regulations must be observed with regard to the thesis defense; these can be found on the Graduate Education website (<https://graduate.asu.edu/completing-your-degree>). 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 STUDENTS IN COMMUNICATION DISORDERS

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.

- 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 Department 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.

- Following the first, single instance of unsatisfactory performance (unsatisfactory grade or more than one Incomplete in a given semester), the student:
 - Must meet with his/her program advisor to revise the Program of Study to include the repeated course.
 - Meet with his/her program advisor each semester thereafter to review progress.
 - Must notify the advisor, 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 Department of Speech and Hearing Science follows the ASU Policy for student appeal procedures, as outlined in the General Catalog (https://catalog.asu.edu/acad_pol_procedures). 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: <http://www.asha.org/Academic/accreditation/accredmanual/section8/>.

Student Complaint Procedures

A student should first address grievances with their academic advisor. The academic advisor will assist the student in determining an appropriate course of action. If the student has a complaint against the academic advisor the student should take the complaint to the Chairperson of the SLP Admission and Program Committee or to the Chairperson of the Department of 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 at: <http://provost.asu.edu/committees/oc>.

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 at: <http://www.asha.org/Academic/accreditation/accredmanual/section8.htm>.

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. 18 semester credits of practicum coursework (sections of SHS 580 and SHS 584)
4. 34 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. 34 semester hours of required academic coursework in speech-language pathology, including:
 - a. 6 semester hours of thesis registration (SHS 599), and
 - b. 4 semester hours of electives in speech-language pathology
2. Successful completion and successful defense of the thesis.

Non-thesis Option

1. 34 semester hours of required academic coursework in speech-language pathology, including 10 semester hours of electives in speech-language pathology
2. Passing score on the Departmental Comprehensive Examination for Master's students in communication disorders

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 non-thesis option, submit Graduate Education Comprehensive Examination Form with appropriate signatures to the Department office after being informed of passing the master's level comprehensive examination
3. If in the thesis option, submit Graduate Education Form regarding report of the thesis defense, with all committee signatures, to the Department office.
4. 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.
5. 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.