



**Department of Speech and Hearing Science**

**Graduate Guide**  
**M.S. Degree**  
**Speech-Language Pathology**

Fall 2009

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## 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 (M.S.) 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 and practical 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 M.S. degree students to meet current standards required for ASHA certification in Speech-Language Pathology.

The purpose of this Graduate Guide 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 Guide and the *Clinic Manual* are the primary resources of information regarding policies, regulations, and academic and clinical requirements which must be met to satisfactorily complete the M.S. degree, state licensure, and ASHA certification. This Guide is not meant to be an exhaustive collection of all policies of ASU; students should also review the ASU Graduate Catalog (<http://catalog.asu.edu>), which is the final source regarding University policies on graduate programs. M.S. students are responsible for being informed about all academic and clinical requirements of the graduate program; some of the information provided in the Guide also is available on the Department website ([www.shs.asu.edu](http://www.shs.asu.edu)) and in Department and Graduate School 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 61,000 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 B.S. degree in Speech and Hearing Science, an M.S. degree in Communication Disorders (speech-language pathology) with a thesis or non-thesis option, an AuD degree, and a Ph.D. degree with a major in Speech and Hearing Science. The Department has an enrollment of approximately 200 undergraduate majors, 100 graduate students, 25 full-time faculty, 11 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 (<http://shs.asu.edu>).

### ACADEMIC FACULTY AND AREAS OF EXPERTISE

- Tamiko Azuma, Associate Professor**, Ph.D., Arizona State University. Language, particularly semantic processing, and memory impairments underlying communication disorders in normal aging, stroke, Alzheimer's disease, and Parkinson disease.
- Sid P. Bacon, Professor (Dean of Natural Sciences)**, Ph.D., University of Minnesota. Auditory perception; effects of cochlear hearing loss on auditory perception.
- Lin Bian, Assistant Professor**, M.D., Peking University School of Medicine; Ph.D., University of Kansas. Auditory electrophysiology; otoacoustic emissions.
- Michael F. Dorman, Professor**, Ph.D., University of Connecticut. Speech perception; cochlear implants; neural plasticity in children.
- Shelley Gray, Associate Professor**, Ph.D., 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**, Ph.D., Stanford University. Linguistics; childhood language acquisition; normal and disordered phonological development; bilingual language acquisition.
- Julie M. Liss, Associate Professor**, Ph.D., University of Wisconsin-Madison. Motor speech disorders; dysphagia; neurological basis of communication.
- Andrea L. Pittman, Assistant Professor**, Ph.D., University of Wisconsin-Madison. Pediatric audiology; amplification; speech perception.
- M. Adelaida Restrepo, Associate Professor**, Ph.D., 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.
- M. Jeanne Wilcox, Professor**, Ph.D., University of Memphis. Early intervention; family-centered practice; early childhood language development and disorders; promoting literacy in young children with and without disabilities; early assistive technology.
- Heather Harris Wright, Associate Professor**, Ph.D., University of Georgia. Aphasia and other acquired neurogenic disorders; impact of working memory ability on language processing; changes in language function in the healthy older adult.
- William Yost, Professor and Chair**. Ph.D. Indiana University. Auditory Perception involving pitch, temporal modulation, and localization of sound sources especially in reverberant space; environmental noise; and computational models of hearing.

### CLINICAL FACULTY AND AREAS OF EXPERTISE

- Catherine K. Bacon, Clinical Associate Professor. Speech-Language Pathology.** M.A., University of Minnesota. Early intervention; assessment in naturalistic settings; early childhood speech-language development and intervention.
- Gail Belus, Clinical Associate Professor, Audiology.** Au.D., Arizona School of Health Sciences. Diagnosis and treatment of adults with balance disorders.
- \*Jean C. Brown, Clinical Professor Preschool Program Coordinator at the Infant Child Research Programs. Speech-Language Pathology.** Ph.D., Arizona State University. Classroom-based preschool communication programming; family-centered early intervention services; multi-cultural concerns and issues.
- \*Dawn Cosgrove Greer, Clinical Associate Professor and Early Intervention Coordinator at the Infant Child Research Programs. Speech-Language Pathology.** M.A., University of Kansas. Early language and communication development; early intervention strategies; family training/education.
- Kelly Ingram, Clinical Associate Professor. Director of the Tempe Campus Speech and Language Clinic.** M.S., Purdue University. Neurogenic communication disorders in children and adults; normal and disordered phonology; speech disorders.
- \*Addie Lafferty, Faculty Research Associate, Speech-Language Pathology.** Ph.D. Arizona State University. Early Childhood Interventions, Emergent language and literacy skills
- Ingrid McBride, Clinical Associate Professor, Director of Audiology Clinic.** Au.D., University of Florida. Advanced technology hearing aids; assistive technology for the hard of hearing and deaf; aural rehabilitation; diagnostic audiology.
- Zarin Mehta, Clinical Associate Professor. Audiology.** Ph.D., Wichita State University. Diagnostic audiology; speech perception; amplification.
- Denise Stats-Caldwell, Clinical Associate Professor. Speech-Language Pathology.** M.A., Western Washington University. Voice, swallowing, head and neck cancer, motor-speech and neurogenic communication disorders in adults.
- \*Shereen Thomas, Faculty Research Associate. Speech-Language Pathology.** M.S., Arizona State University. Home-based AzEIP/0-3 years assessment and early intervention; family training/education; language and literacy development in preschool children.
- Kathryn Wexler, Clinical Assistant Professor. Audiology.** M.S., Tulane University. Pediatric audiology; aural rehabilitation.

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*\* These staff conduct research and provide clinical supervision through the Infant Child Research Programs Laboratory*

## **ADJUNCT FACULTY AND AREAS OF EXPERTISE**

- Stephen P. Beals, M.D.** Wayne State University School of Medicine. Founder/Co-Director of Southwest Craniofacial Center. Transfacial approaches to skull base; use of dynamic orthotic cranioplasty in treatment of abnormal head shapes; anthropometric investigation of adult skull asymmetry.
- Tanis Bryan, Ph.D.** Communication Disorders, Northwestern University. Learning Disabilities. (Also holds an Adjunct appointment in Special Education).
- Michael J. Cevette, Ph.D.** Speech Pathology & Audiology, University of Utah. Director of Audiology, Mayo Clinic, Scottsdale. Auditory brainstem response, neonatal hearing evaluation and intervention.
- Drake D. Duane, M.D.** Wayne State University School of Medicine. Director, Arizona Dystonia Institute; Director, Institute for Developmental Behavioral Neurology, Scottsdale, Developmental and acquired disorders of learning, communication, memory, attention, mood, and temperament; spasmodic torticollis and related involuntary movement disorders.

**Edward F. Joganic, M.D.** University of Arizona College of Medicine. Co-Director, Southwest Craniofacial Center, Phoenix. Craniofacial reconstruction due to trauma, atrophy, and anomalies.

**Richard C. Katz, Ph.D.** Speech Pathology & Audiology, University of Florida. Chief, Audiology and Speech Pathology Service, Phoenix VA Medical Center. Neurogenic communication disorders in adults; microcomputer applications in aphasia treatment.

**George P. Prigatano, Ph.D.** Clinical Psychology, Bowling Green State University, Ohio. Neuropsychology, Barrow Neurological Institute, St. Joseph's Hospital & Medical Center, Phoenix. Pediatric information processing deficits; neuropsychological testing in behavioral neurology.

**Martin S. Robinette, Ph.D.** Audiology, Wayne State University. Consultant, Audiology, Department of Otorhinolaryngology, Mayo Clinic Scottsdale. OAEs and differential diagnosis; medical audiology.

**Katherine Ross, Ph.D.** Hearing and Speech Sciences, Vanderbilt University. Speech-Language Pathologist, Carl T. Hayden Veterans Administration Medical Center, Phoenix. Aphasia in adults.

**Wayne J. Staab, Ph.D.** Hearing and Speech Sciences, Michigan State University. Hearing amplification.

**Kytia Voller, M.D.** Columbia University College of Physicians and Surgeons. Researcher, Institute of Developmental Behavioral Neurology. Learning disabilities; attention deficit hyperactivity.

**Terry L. Wiley, Clinical Professor. Audiology.** Ph.D., University of Iowa. Diagnostic audiology; auditory pathologies and disorders; measures of middle-ear function; auditory aging.

#### **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.

**Donna Leff, Lecturer.** M.A., Deaf Education, Georgia State University, Atlanta. American Sign Language; Deaf culture.

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

**Paul Quinn, Lecturer/ASL Program Coordinator.** B.A., Deaf Studies, California State University, Northridge. American Sign Language; Deaf culture.

**Julie Stylinski, Lecturer.** M.A., Education, University of Phoenix. American Sign Language; Deaf culture.

## GRADUATE STUDIES POLICIES AND GENERAL INFORMATION

### Admissions Status

Students are admitted to the Division of Graduate Studies of Arizona State University with either **regular, deficiency, or provisional** classification. (Unclassified students have not been admitted to a degree program in the Division of Graduate Studies.) 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 deficiency status, you will need to complete certain undergraduate courses prior to beginning the graduate curriculum (see section on Undergraduate Deficiency Coursework). If you were admitted with provisional status, the terms were outlined on your admission letter in terms of courses that you must complete during the first and second semesters and the GPA that must be maintained.

### Time Limits

Time limits apply for completion of the M.S. 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, 2006, then you must complete all degree requirements no later than August, 2012.

### Transfer Credit Policy: Academic Courses

The ASU Graduate Catalog (<http://catalog.asu.edu>) contains a description of Transfer Credit Policy for the Division of Graduate Studies. 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 Catalog 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. The Division of Graduate Studies regulations stipulate that all requirements must be met within a consecutive 6-year time period. Exceptions are rare. Thus, this means that credits taken more than four (three) years prior to your admission to the M.S. degree program are not eligible for transfer if you plan to complete the remaining sequence of academic and clinical requirements in two (three) years.

All students pursuing a graduate degree in speech-language pathology must fulfill the requirements for clinical certification as established by ASHA (2005 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 M.S. 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 hours and 50% of your 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 Division of Graduate Studies, including scholarships, fellowships, assistantships, student loans and work-study. More information can be found at <http://graduate.asu.edu/financial/index.htm>. Graduate students seeking financial aid counseling should contact the main Student Financial Aid office in the Student Services building at 480-965-3355 or by email at [financialaid@asu.edu](mailto:financialaid@asu.edu).

### **Graduate Assistants (GAs)**

All GAs (teaching assistants, research assistants, and clinical 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 concerning GAs. Examples of duties performed by teaching, research, clinical assistants, and work-study students are listed below.

#### 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.

#### Clinical Assistants – Department or Federal Work-Study Funding:

1. Scheduling patients and therapy rooms.
2. Making patient file folders.

3. Maintaining clinical records.
4. Maintaining therapy rooms, equipment, and audiology clinical instruments.

## **PROGRAM OF STUDY FOR THE MASTER OF SCIENCE (M.S.) DEGREE**

Your program will consist of a range of academic, clinical, and research experiences. The specific academic courses, clinical practica, 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 39 semester hours is required for all students, including 33 semester hours of required core coursework. Appendix A provides the typical course sequence for those students intending to complete the requirements in two years, whereas Appendix B provides a sequence appropriate for those intending to complete the requirements in three years.

### **Graduation Requirements**

1. A total of 53 semester hour credits are required as follows:
  - a. Successful completion (i.e., grade of B or better) of 39 semester credit hours of required (33 credits) and elective (6 credits) academic course work
  - b. Successful completion (i.e., grade of B or better) of 14 credits of practica that includes:
    - i. Three, registrations of 2 credits each during the first fall, spring, and summer of enrollment
    - ii. Two, registrations of 4 credits each for internships during the second fall and spring semesters
2. Achieve a passing score on a department-wide comprehensive examination (nonthesis option)
3. Successful completion or a thesis and oral defense (thesis option)
4. Achieve a passing score on the ASHA Praxis national certification examination in speech-language pathology

### **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 33 credits of required core coursework and 6 credits of thesis (resulting in a total of 39 semester hours).

### **Non-thesis Option**

Students in the non-thesis option meet the 39-credit hour degree requirement through completion of 33 credits of required core coursework and 6 (or more) credits of additional professional coursework in speech-language pathology. Normally, only those courses listed below may be used to satisfy the additional 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 semester of enrollment.

### **Curriculum for the M.S. degree**

Table 1 lists the academic coursework for the M.S. degree. Required courses are designated with an **r** immediately after the course number, whereas elective courses are designated with an **e**. A summary of the course content and necessary prerequisites can be found in the Graduate Catalog (<http://catalog.asu.edu>) and on the Department website (<http://shs.asu.edu>).

**Table 1**

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### Speech-Language Pathology Coursework (2009-2011)

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*Fall Semester:*

SHS 567r	Neural Bases of Communication Disorders (3 credits)
SHS 585r	Articulation and Phonology: Assessment and Intervention (3 credits)
SHS 575r	Aphasia and Related Neurogenic Language Disorders (3 credits)
SHS 572r/e*	Language Assessment and Intervention in Infants and Toddlers (3 credits)
SHS 573r	Language Assessment and Intervention with School-Age Populations (3 credits)
SHS 581e	Right Hemisphere Syndrome, Traumatic Brain Injury, and Dementia (3 credits)
SHS 574r	Low Incidence Speech Disorders (3 credits)
SHS 588e	Spanish Language Acquisition (3 credits)
SHS 577e	Autism (3 credits)

*Spring Semester:*

SHS 500r	Research Methods in Communication Disorders (3 credits)
SHS 576r	Motor Speech Disorders (3 credits)
SHS 587r/e	Language Assessment and Intervention with Preschool Populations (3 credits)
SHS 582r	Differential Diagnosis of Communication Disorders (3 credits)
SHS 570r	Communication Disorders and Multicultural Populations (3 credits)
SHS 579e	Swallowing (3 credits)
SHS 512e	Topics in Management of Medical Aspects of Speech-Language Pathology (3 credits)
SHS 597e	Bilingual Language Assessment and Intervention in Speech-Language Pathology (3 credits)

*Summer:*

SHS 571r	Augmentative Communication and Language Programming (3 credits)
SHS 524e	Counseling in Communication Disorders (3 credits)

*If needed for ASHA certification:*

SHS 501	Introduction to Audiology (3 credits)
SHS 596	Aural Rehabilitation (3 credits)

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**\*Either SHS 572 OR SHS 587 is required. If the course is not used to meet the requirement it may still be taken as elective credit. But, all students must take one of the courses**

## **Electives Based on Specialty Interests**

### ***Communication Disorders in Children***

SHS 572 – Lang. Assess. and Intervention Infants & Toddlers (Fall year 1 or 2; we recommend year 1)

SHS 587 - Language Asses. and Intervention Preschool (Spring year 1 or 2, we recommend year 1)

SHS 577 – Autism (Fall, year 2)

SHS 597 – Bilingual Speech-Language Pathology (Spring year 2)

### ***Bilingual Speech-Language Pathology***

SHS 577 – Spanish Language Acquisition (Fall year 2)

SHS 597 – Bilingual Speech-Language Pathology (Spring year 2)

### ***Communication Disorders in Adults***

SHS 581 – RHS, TBI, and Dementia (Fall year 2)

SHS 512 – Topics in Management of Medical Aspects of Speech-Language Pathology (Spring year 2)

SHS 597 – Bilingual Speech-Language Pathology (Spring year 2)

SHS 579 – Swallowing (Spring year 1)

### ***General Elective***

SHS 524 – Counseling in Communication Disorders (Summer year 1)

SHS 597 – Bilingual Speech-Language Pathology (Spring year 2)

SHS 579 - Swallowing (Spring year 1 or year 2, we recommend year 1 if you want to do a hospital internship)

### ***Thesis Option***

SHS 599 – Thesis Hours (6 credits, divided in two semesters)

## **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. This must include a course in aural rehabilitation and a course in methods of audiological evaluation and hearing disorders. These are not deficiency requirements and are therefore not prerequisites to graduate level coursework. However, because these requirements are for certification rather than degree purposes, they ***do not count*** toward the 39 semester hours required for the M.S. degree.

The two Department courses that may be used to satisfy the certification requirement are:

SHS 501: Introduction to Audiology (3 credits; Offered in Summer I terms)

SHS 596: Aural Rehabilitation (3 credits; Offered in Summer II terms)

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

### Undergraduate Deficiency Coursework

Students with an undergraduate degree in another discipline typically will be required to complete all courses as listed in Table 2. Also, in some cases the admissions 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 deficiency requirements in their admission letter, with specific requirements to be determined through advisor review. For all students, the student's advisor will review final undergraduate transcripts with the student and may identify some deficiency requirements during this process. Although students register for courses at a graduate level, the content is undergraduate in nature (though as a graduate registrant you will complete extra requirements). Therefore deficiency courses **do not count** toward credit hours required for the M.S. degree.

**Table 2**  
**Deficiency Coursework: Speech-Language Pathology<sup>1</sup>**

*Fall Semester:*

SHS 310	Anatomical/Physiological Bases of Speech (3 credits)
SHS 311	Physical/Physiological Bases of Hearing (3 credits)
SHS 367	Language Science (3 credits)
SHS 250	Phonetics (3 credits)

*Spring Semester:*

SHS 598 (375)	Speech Science (3 credits; SHS 310 is a prerequisite)
SHS 598 (402)	Clinical Methods in Treatment of Communication Disorders (3 credits)
SHS 465/565	Speech & Language Acquisition (3 credits)

*Total Credits:* 21 Semester Credit Hours

<sup>1</sup> Graduate and post baccalaureate students should enroll in the SHS 598 section of the undergraduate course indicated in parentheses or the 500-level section of a 400/500-level course.

<sup>2</sup> This class is occasionally offered during Summer semester

### Academic Advisor

An academic advisor is assigned to you before the start of the Fall semester. You should meet with your academic advisor during orientation week so that they can assist you in selecting courses for your first semester. Please note, the Graduate College requires all students to enroll in at least one graduate level course prior to July of the fall term you will be starting. You should register for any of the courses that are required during the first fall term. These include SHS 567; SHS 575; SHS 585; SHS 572 (can be an elective or a requirement). During orientation week **you should speak to an advisor before you finish registering for courses**. The role of your academic advisor is to work with you to determine the courses you will take, the clinical practica in which you will participate, and the sequence in which you will partake in these activities. To assure that your academic program runs smoothly, plan to consult with your academic advisor prior to registration for classes during each semester of your enrollment.

### 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.

***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 (advisor) to finalize your Program of Study. Graduate committees of students pursuing the M.S. thesis option will approve the thesis prospectus, direct and approve the thesis, and administer the oral defense of this research.

***Graduate Program Committee: Non-Thesis Option.*** The graduate committee of students in the non-thesis option consists of the advisor, who serves as committee chair. Your committee chair must be a member of the graduate faculty. The rest of your committee includes two additional faculty that may be selected from the academic or clinical faculty. One member may be selected from those listed as adjunct faculty or from faculty in other departments at ASU. Your committee chair will assist you in selecting your graduate committee members, and in finalizing your Program of Study.

## 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 ASU Infant Child Research Programs, or through off-campus facilities during an internship. All students are required to complete 5 semesters of clinical practica in which they earn a grade of B or better. Practica is completed across 4 academic semesters and one summer session (5 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 practica coursework, associated prerequisites, and practica 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 M.S. degree. Students must register for a minimum of 2 credits during each of the first fall, spring, and

summer term, and 4 credits during the second fall and spring terms, for a minimum total of 14 credits of practica.

Enrollment in clinical practicum places significant time demands on students during the workweek. Student clinicians registered for clinical practica 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 practica are expected to abide by the ASHA Code of Ethics (<http://www.asha.org/docs/html/ET2003-00166.html>). 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/hipaa/privacy.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 which 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 practica. 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 for students to gain experiences and competencies in speech-language intervention across the age span and with a range of communicative disorders to prepare them for off-campus internships during the final two semesters. During this time, all students enrolled in the full-time master's SLP program will complete a one-semester clinical rotation in the ICRP (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 ICRP 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 practica across the five semesters is presented below.

#### **Required Practica**

- ASU Speech & Hearing (SHS) Clinic Practica (children and/or adults)
- Early Intervention Practica at the Infant Child Research Programs (ICRP) (*optional for PEP students*)
- Diagnostics Practica (General—ASU SHS Clinic; Pediatric—ICRP; Infants and Toddlers, Home-Based Evaluations – ICRP) (*optional for PEP students*)
- Public School Internship
- Elective Internship(s) (e.g., community preschool, hospital, private practice, public school)

Suggested clinical training plans designed to accommodate student interests are detailed below. These examples include required practica and suggested experiences based on interest area.

## Suggested Clinical Training Plans

**Pediatric Emphasis:** Clinical placements in this area are designed to provide clinical experiences with a broad base of acquired and developmental communication and language disorders, a variety of treatment models (individual, group, home-based, center-based) and various treatment settings (e.g., private practice, clinic, schools, group homes, hospitals).

*Required:*

- ASU SHS Clinic Practica (adult emphasis)
- Early Childhood Practica at ICRP (preschool, or infants/toddlers, home-based services, or young children with autism )
- Third Semester required Practica at ICRP or within our Summer Program for Language and Literacy. (preschool or infants/toddlers,.
- Public School Internship)

*Options:*

- Pediatric Hospital or Pediatric Rehabilitation Internship
- Community Early Intervention Internship (infant/toddler or preschool)
- Advanced Diagnostics Practica (Infant/Toddler Home-Based Evaluations—ICRP and Adult Diagnostics)

**Generalist Emphasis:** This clinical training plan is designed to provide clinical experiences with a broad base of acquired and developmental communication and language disorders, a variety of treatment models (individual, group, home-based, center-based) and various treatment settings (e.g., private practice, clinic, schools, group homes, acute care, rehabilitation, and extended care facilities).

*Required:*

- ASU SHS Clinic Practica (children and adults)
- Early Childhood Practica at ICRP
- Third Semester required Practica on campus (child focus)
- Public School Internship

*Options:*

- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
- Pediatric Community, Hospital, or Rehabilitation Internship
- Advanced Diagnostics Practica (On campus, Adult Language, TBI, Augmentative Communication, Dysarthria)

**Adult Emphasis:** This training plan is designed to provide clinical experiences with a broad base of acquired and developmental communication and language disorders, a variety of treatment models (individual, group, home-based, center-based) and various treatment settings (e.g., private practice, clinic, schools, acute care, rehabilitation, and extended care facilities).

*Required:*

- ASU SHS Clinic Practica (adult emphasis)
- Early Childhood Practica at ICRP
- Third Semester required Practica on campus or ICRP
- Public School Internship

*Options:*

- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
- Advanced Diagnostics Practica (On campus, Adult Language, TBI, Augmentative Communication, Dysarthria)

**Bilingual Emphasis:** This training plan is designed to provide students with clinical experiences leading to entry-level competency as a bilingual speech-language pathologist with an emphasis on serving bilingual children and adults . During the first two semesters, participate in required on-campus practica. During the fourth and fifth semesters, students will be placed in public school and other internship settings (e.g., hospital, community program) that are supervised by a bilingual speech-language pathologist.

*Required:*

- ASU SHS Clinic Practica (adult emphasis)
- Early Childhood Practica at ICRP
- Third Semester required Practica on campus or the ICRP
- Public School Internship

*Options:*

- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
- Pediatric Community, Hospital, or Rehabilitation Internship
- Advanced Diagnostics Practica (On campus, Adult Language, TBI, Augmentative Communication, Dysarthria)
- Mexico exchange with Universidad Autónoma de Querétaro. Students spend 6 weeks the last summer of their program refining clinical, language, and cultural skills with Spanish speaking populations. This experience does not count towards ASHA hours.

**Professional Enhancement Program (PEP) Students:** This clinical training plan is designed to be completed while the student is employed in a public school district. Most of the clinical training experiences will be completed in your public school work setting and supplemented with clinical clock hours obtained in the ASU Speech and Language Clinic and hospital and clinic settings in the Phoenix metropolitan area.

*Required:*

- Public School Practica or Internship (3 to 4 semesters)
- ASU SHS Clinic Practica (adults)

*Options:*

- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
- Pediatric Community, Hospital, or Rehabilitation Internship
- Advanced Diagnostics Practica (On campus, Adult Language, TBI, Augmentative Communication, Dysarthria)

## **COMPREHENSIVE/FINAL EXAMINATIONS**

### **National Certification Exam**

All students pursuing the M.S. 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.*

### **Nonthesis Option Comprehensive Examination**

All nonthesis students are required to pass a comprehensive examination that is administered by the department. The exam will be offered three times yearly as follows: November, April, and July. The examination will be administered via computer. Graduate college 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. Study guides for the examination will be available online, in January, 2011 which corresponds to the first term in which the examination will be offered for the class entering in Fall, 2009.

### **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 Division of Graduate Studies website (<http://graduate.asu.edu/format/index.html>). 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 M.S. DEGREE STUDENTS IN COMMUNICATION DISORDERS**

### **Standards Committee**

- 1.1 The Standards Committee will consist of the voting faculty of the Department of Speech and Hearing Science at Arizona State University.
- 1.2 The Chair of the Department will serve as the Chair of the Department Standards Committee.
- 1.3 Two-thirds of the voting faculty is needed to form a quorum.
- 1.4 The Standards Committee will meet a minimum of once a semester.
- 1.5 The duties of the Standards Committee will include:
  - 1.5.1 Review of the academic and clinical performance of all graduate students in the Department of Speech and Hearing Science each semester or when a committee chair requests a review.
  - 1.5.2 Review of appeals by graduate students of recommendations for removal from the program.
- 1.6 The duties of the Chair of the Standards Committee will be:
  - 1.6.1 To call a meeting of the Standards Committee each semester.
  - 1.6.2 To call a meeting of the Standards Committee to review appeals by graduate students.
  - 1.6.3 To give written notice to the student, Graduate Committee Chair, and Dean of the Division of Graduate Studies when a student is being warned after the first evidence of unsatisfactory performance.
  - 1.6.4 To give written notice to the student, Graduate Committee Chair, and Dean of the Division of Graduate Studies when a student is being recommended for withdrawal from the program.
  - 1.6.5 To give written notice to the student, Graduate Committee Chair, and Dean of the Division of Graduate Studies whether an appeal has been granted or denied.

### **Graduate Student Status**

#### ***Satisfactory Performance***

- 2.1 To demonstrate satisfactory performance, graduate students pursuing the M.S. degree will be expected to:
  - 2.1.1 Maintain a 3.0 grade point average each semester.
  - 2.1.2 Earn no more than one unsatisfactory grade during their entire program [i.e., a grade worse than B- in an academic course or practicum, or a W/E (withdraw while failing)].
  - 2.1.3 Have no grade worse than B- on their Program of Study. (Although a single instance of a grade worse than B- in an academic course may be permissible, 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.)
  - 2.1.4 Receive no more than one Incomplete in a given semester.

### ***Consequences of Unsatisfactory Performance***

- 2.2 Following the first, single instance of unsatisfactory performance (unsatisfactory grade or more than one Incomplete in a given semester), the student:
  - 2.2.1 Must meet with his/her academic advisor to revise the Program of Study and each semester thereafter to review progress.
  - 2.2.2 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).
  - 2.2.3 Must earn a B- or better in the academic course in which an unsatisfactory grade was earned the next time that course is offered if that course is to be on the Program of Study.
  - 2.2.4 Must earn a B- or better in the practicum in which the unsatisfactory grade or Incomplete was earned the next time the practicum is offered (but see 2.3 below).
  - 2.2.5 Must earn a B- or better in the academic courses in which the Incompletes were obtained by the end of the following academic semester. If the student has not already earned an unsatisfactory grade in a course or practicum, then the grade for one of the courses may be worse than a B-.
  - 2.2.6 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.
- 2.3 In addition, if a student receives an unsatisfactory grade or Incomplete in a practicum, the ***clinical supervisor and advisor*** will determine whether the student should:
  - 2.3.1 Return to the same practicum.
  - 2.3.2 Be placed in a comparable site.
  - 2.3.3 Repeat content coursework before repeating the practicum.
  - 2.3.4 Be considered for departmental recommendation for removal from clinical degree (non-clinical degree may be an option in this case).
- 2.4 The student, Graduate Committee Chair, and Dean of the Division of Graduate Studies will be notified in writing of the unsatisfactory performance.

### **Removal from the Program**

- 3.1 Following the second instance of unsatisfactory performance, the Standards Committee may recommend withdrawal of a student from the program for academic or clinical reasons.
- 3.2 The Standards Committee will recommend withdrawal of a student for professional reasons under the following conditions (a student may be recommended for withdraw upon the occurrence of a single violation under this section):
  - 3.2.1 Conduct prohibited by the Arizona Board of Regents Student Code of Conduct ([http://www.abor.asu.edu/1\\_the\\_regents/policymanual/chap5/5-308.pdf](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5-308.pdf)).
  - 3.2.2 Periods of absence during a semester without the endorsement of the student's graduate committee. If a program of study must be interrupted for one semester, the student may apply for leave of absence. However, this leave status cannot exceed one semester, not including summer. An application for leave status, endorsed by the members of the student's graduate committee and the Department Chair, must be approved by the Dean of the Division of Graduate Studies. This request must be filed and approved no later than the last day of registration in the semester of anticipated leave.
  - 3.2.3 Seriously compromising the relations of the Department with the public.

- 3.2.4 Breaches of ethical judgment or professional responsibility.
  - 3.2.5 Serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.
- 3.3 The student and Graduate Committee Chair will be notified in writing that the student is being recommended for removal from the program.

### **Appealing the Recommendation of Removal from the Program**

- 4.1 Students may appeal the recommendation to remove them from the program by notifying the Department Chair in writing within two weeks of receiving the letter notifying them of the department's recommendation.
- 4.2 Within two weeks of receiving the letter of appeal, the Standards Committee will have a meeting to discuss the appeal. A quorum (2/3 of the faculty) must be present at this meeting. If the appeal is received in the summer, and 2/3 of the faculty are unavailable, then the Standards Committee will meet within two weeks of the start of the following fall term. The student may present her/his case at this meeting.
- 4.3 The Standards Committee will vote on whether to grant or deny the appeal.
- 4.4 A majority of the Standards Committee present must vote to grant the appeal in order for the original recommendation to be overturned.
- 4.5 The student and the committee chair will be notified in writing whether the appeal has been granted or denied.
- 4.6 If the appeal is granted, the student will continue to be subject to the conditions described above in 2.2 (Consequences of Unsatisfactory Performance) and 3 (Removal from the Program).
- 4.7 If the appeal is denied at the Department, the student may appeal to the College of Liberal Arts and Sciences.

### **Other Student Appeals**

The Department of Speech and Hearing Science follows the ASU Policy for student appeal procedures, as outlined in the General Catalog (<http://catalog.asu.edu>). The procedure involves an informal process followed if needed by a formal one. Students requesting specific exemptions to their programs may submit a formal request to the Department Chair that is discussed and voted upon by the Standards Committee. 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.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. 14 semester credits of practica coursework (sections of SHS 580 and SHS 584)
4. 39 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 guide).

### **Thesis Option**

1. 33 semester hours of required academic coursework in speech-language pathology.
2. A minimum of 6 semester hours of thesis registration (SHS 599).
3. Successful completion and successful defense of the thesis.

### **Non-thesis Option**

1. 33 semester hours of required academic coursework in speech-language pathology.
2. A minimum of 6 semester hours of elective academic coursework in speech-language pathology.
3. 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 Division of Graduate Studies guidelines and the graduation office 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 Division of Graduate Studies Comprehensive Examination Form with all committee signatures to the Department office after being informed of passing the master's level comprehensive examination
3. If in the thesis option, submit Division of Graduate Studies Form regarding report of the thesis defense, with all committee signatures, to the Department office.
4. Submit to the Department office the Department KASA form signed by the academic advisor and the summary of clinical clock hours signed by the Director of the Speech and Language Clinic (see Appendix C).
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 Division of Graduate Studies.

**APPENDIX A  
TYPICAL COURSE SEQUENCE FOR 2-YEAR MS CURRICULUM**

**Suggested electives are based on students' interests as follows: A = Adult; B = Bilingual; P = Pediatric; T = Thesis option.  
G indicates an elective appropriate for all emphasis options.**

YEAR 1	FALL	Credits	COURSE	SPRING	Credits	SUMMER SESSION	Credits
	<u>Required Courses</u>			<u>Required Courses</u>		<u>Required Courses</u>	
	585 Articulation & Phonology	3	500	Research Methods	3	571 Augmentative Communication	3
	575 Aphasia & Related Language Disorders	3	582	Differential Diagnosis	3		
	567 Neural Bases of Com. Dis.	3					
	<u>Elective or Required (572 OR 587)</u>			<u>Elective or Required (572 OR 587)</u>		<u>Electives</u>	
	572 <sup>P</sup> Lang. Ass. & Int. Infants & Toddlers <sup>1</sup>	3	587 <sup>P</sup>	Lang. Ass. & Interv. Preschool <sup>1</sup>	3	524 <sup>G</sup> Counseling in Com. Dis.	3
			579 <sup>A</sup>	<u>Elective</u> Swallowing <sup>2</sup>		501 Intro to Audiology	3
						596 Aural Rehabilitation	3
	<b>Total Credits</b>	<b>9-12</b>			<b>9-12</b>		<b>3-12</b>
YEAR 2	FALL	Credits	COURSE	SPRING	Credits	SUMMER SESSION	Credits
	<u>Required Courses</u>			<u>Required Courses</u>		<u>Optional</u>	
	573 School Age Language Intervention	3	570	Multicultural Issues in Com. Dis.	3	• 75% - 100% time hospital Internship if needed	
	574 Low incidence speech disorders	3	576	Motor Speech Disorders	3	• Finish thesis if needed	
	<u>Electives (1 of these)</u>			<u>Electives (1 of these)</u>		• Complete ASHA requirements	
	572 <sup>P</sup> Lang. Ass. Int. Infants & Toddlers <sup>1</sup>	3	597 <sup>B</sup>	Bilingual SLP	3	• Student exchange in Querétaro	6
	588 <sup>B</sup> Spanish Language Acq.	3	512 <sup>A</sup>	Medical Aspects of SLP	3		
	581 <sup>A</sup> TBI, RH, & Dementia	3	587 <sup>P</sup>	Lang. Ass. & Interv. Preschool <sup>1</sup>	3		
	577 <sup>P</sup> Autism	3	599 <sup>T</sup>	Thesis hours	3		
	599 <sup>T</sup> Thesis hours						
	<b>Total Credits</b>	<b>9</b>			<b>9</b>	<b>TOTAL</b>	<b>6</b>

<sup>1</sup> If Pediatric emphasis is selected, then 572 should be taken during Fall Yr 1, and 587 during Spring Yr 1

<sup>2</sup> If the Adult emphasis is selected, this course is required prior to completing a hospital internship, therefore it should be taken during Spring Yr 1

<sup>3</sup> Audiology hours do not count toward total required for the degree

**APPENDIX B  
TYPICAL COURSE SEQUENCE FOR THREE-YEAR MS CURRICULUM**

Suggested electives are based on students' interests as follows: A = Adult; B = Bilingual; P = Pediatric; T = Thesis option.

G indicates an elective appropriate for all emphasis options.

<u>YEAR 1</u>	<u>FALL</u>	Credits	<u>COURSE</u>	<u>SPRING</u>	Credits	<u>SUMMER SESSION</u>	Credits
	<u>Required Courses</u>			<u>Required Courses</u>		<u>Required Courses</u>	
585	Articulation & Phonology	3	587	Language Assessment & Intervention Preschool	3	571 Augmentative Communication	3
573	School Age Language Intervention	3	582	Differential Diagnosis	3	<u>Electives</u> 524 <sup>G</sup> Counseling in Com. Dis.	3
						501 Intro to Audiology	3
						596 Aural Rehabilitation	3
	<u>If needed</u> <sup>1</sup>						
Total Credits		6			6		3-12
<u>YEAR 2</u>	<u>FALL</u>	Credits		<u>SPRING</u>	Credits	<u>SUMMER SESSION</u>	Credits
	<u>Required Courses</u>			<u>Required Courses</u>		<u>Required Courses</u>	
567	Neural Bases of Com. Dis.	3	576	Motor Speech Disorders	3	100% time hospital Internship	
575	Aphasia & Related Language Disorders	3	500	Research Methods	3		
Total Credits		6			6		
<u>YEAR 3</u>	<u>FALL</u>	Credits		<u>SPRING</u>	Credits	<u>SUMMER SESSION</u>	Credits
	<u>Required Courses</u>			<u>Required Courses</u>		<u>Optional</u>	
574	Low incidence speech disorders	3	570	Multicultural Issues in Com. Dis.	3	<ul style="list-style-type: none"> <li>• 75% - 100% time hospital Internship if needed</li> <li>• Finish thesis if needed</li> <li>• Complete ASHA requirements</li> <li>• Student exchange in Querétaro</li> </ul>	
	<u>Electives (1 of these)</u>			<u>Electives (1 of these)</u>			
572 <sup>P</sup>	Lang. Ass. Int. Infants & Toddlers	3	597 <sup>B</sup>	Bilingual SLP	3		
588 <sup>B</sup>	Spanish Language Acquisition	3	512 <sup>A</sup>	Medical Aspects of SLP	3		
581 <sup>A</sup>	TBI, RH, & Dementia	3	579	Swallowing	3		
577 <sup>P</sup>	Autism	3					
599 <sup>T</sup>	Thesis hours	3	599 <sup>T</sup>	Thesis hours	3		
Total Credits		6			6		

<sup>1</sup> Audiology hours do not count toward total required for the degree

**APPENDIX C**

**SUMMARY OF ACADEMIC CREDITS/CLINICAL CLOCK HOURS FOR  
SPEECH-LANGUAGE PATHOLOGY**

The Requirements for the Certificate of Clinical Competence form must be completed and on file with the Department prior to graduation. Please sign where indicated, have your advisor (Graduate Committee Chair) review your department KASA form and sign below, and then submit this form and supporting documentation (master's oral/written approval form) to the Department office.

Verification of Program Completion (to be completed by your committee chair):

- \_\_\_\_\_ Praxis scores on file (verified by department staff).
- \_\_\_\_\_ Clinical Clock Hour forms on file. Clock hour summary will be generated and verified by the Director of the Speech and Language Clinic.
- \_\_\_\_\_ Division of Graduate Studies Final Master's Written Examination form or Master's Thesis Oral Defense form attached.
- \_\_\_\_\_ ASU KASA form (verified by your advisor)

Signatures:

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Graduate Committee Chair

\_\_\_\_\_

Date

\_\_\_\_\_

Director of the Speech and Language Clinic

\_\_\_\_\_

Date

\_\_\_\_\_

Department Chair

\_\_\_\_\_

Date