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ARIZONA STATE UNIVERSITY
Arizona State University, in central Arizona’s Valley of the Sun, is a university that is growing, maturing, and optimistic about its future. Its enrollment of approximately 57,000 students ranks Arizona State among the largest of America’s institutions of higher learning. Its reputation as a center of teaching and research is growing apace with its student body, faculty and academic programs. Arizona State University is designated as a Research I institution and is accredited by the North Central Association of Colleges and Secondary Schools.
Arizona State University’s main campus of 580 acres is in Tempe, a city of 160,000 in the fast-growing metropolitan Phoenix complex, which has a population of 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.

DEPARTMENT OF SPEECH AND HEARING SCIENCE
At the present time, the Department of Speech and Hearing Science has an enrollment of approximately 150 undergraduate majors, 100 graduate students, 22 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.

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. Ph.D., University of Minnesota. Auditory perception; effects of cochlear hearing loss on auditory perception.


Julia Edgar, Assistant Professor. Ph.D. University of Minnesota. Voice disorders, dysphagia, neurogenic communication disorders.

Shelley Gray, Assistant Professor. Ph.D. University of Arizona. Child language development and disorders; assessment and treatment of child language disorders, particularly lexical acquisition in young children with specific language impairment.

David Ingram, Professor. Ph.D., Stanford University. Linguistics, childhood language acquisition, normal and disordered phonological development.

Julie M. Liss, Associate Professor. Ph.D., University of Wisconsin-Madison. Motor speech disorders, dysphagia, neurological basis of communication.

Andrea Pittman, Assistant Professor. Ph.D., University of Wisconsin-Madison. Pediatric audiology; pediatric amplification; development of speech perception in children with normal hearing and with hearing loss.

M. Adelaida Restrepo, Associate Professor. Ph.D., The University of Arizona. Assessment and intervention of bilingual children; impact of language of intervention on literacy; specific language impairment in Spanish-speaking and bilingual children.

M. Jeanne Wilcox, Professor. Ph.D., Memphis State University. Early intervention; family-centered practice; early childhood language development and disorders; communication and language programming for children with multiple and/or severe disabilities.
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.

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

Dawn C. Greer, Faculty Research Associate, Speech-Language Pathology. M.A., University of Kansas. Classroom-based preschool communication programming; family-centered early intervention services.

Miriam Garlant, Faculty Research Associate, Speech-Language Pathology. M.S., Arizona State University. Bilingual speech-language pathology program.

Kelly Ingram, Clinical Assistant Professor, Speech-Language Pathology. M.S., Purdue University. Neurogenic communication disorders in children and adults; normal and disordered phonology, speech disorders.

Sari Markowitz, Faculty Research Associate, Speech-Language Pathology. M.N.S., Arizona State University. Early language assessment and intervention in naturalistic settings, classroom-based communication programming and intervention, family-centered practice.

Pamela Mathy, Clinical Professor. Ph.D., University of Wisconsin-Madison. Augmentative communication, neurogenic communication disorders in adults and children.

Ingrid McBride, Clinical Assistant Professor, Audiology. M.S., Arizona State University. Diagnostic audiology; central auditory processing; hearing aids; assistive listening devices.

Shereen Thomas, Faculty Research Associate, Speech-Language Pathology. M.S., Arizona State University. Early language assessment and intervention

Kathryn Wexler, Clinical Assistant Professor, Audiology. M.S., Tulane University. Pediatric audiology, aural rehabilitation.

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

David R. Woods, Clinical Assistant Professor, Speech-Language Pathology. M.S., University of Arizona. Speech and language disorders in the school-age population, particularly bilingual and monolingual Spanish speakers; bilingual assessment methods; interpretation/translation; Speech-Language Pathology Assistants; bilingual fluency.

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 anolomies.

**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. OAE’s 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.  


## AMERICAN SIGN LANGUAGE FACULTY  
(These faculty are not eligible to serve on graduate committees.)

**Michelle Barto, Lecturer.** M.Ed., Curriculum & Instruction, Arizona State University. American Sign Language; Deaf culture.

**Lawrence Forestal, Senior Lecturer.** Ph.D., New York University, New York. American Sign Language; Deaf culture.


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


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

## DEGREE PROGRAMS

The Department of Speech and Hearing Science at Arizona State University offers an undergraduate degree in Speech and Hearing Science, a Master of Science degree in Communication Disorders (speech-language pathology) with a thesis or non-thesis option, an AuD degree, and a Ph.D. with a major in Speech and Hearing Science. The Bachelor of Science degree in Speech and Hearing Science is offered through the College of Liberal Arts. This degree program emphasizes the normal aspects of speech, language, and hearing. The Doctor of Audiology degree program is designed to prepare audiologists for clinical practice. The Doctor of Philosophy degree program is a highly individualized program tailored to each student’s strengths and goals; it is designed to prepare researchers and teacher-scholars in a range of areas of speech, language, and hearing. For more information about the degree programs, please see our department website, located at: [http://www.asu.edu/clas/shs](http://www.asu.edu/clas/shs).

The master’s degree program in speech-language pathology is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). A Master of Science degree can be earned with an emphasis in Speech-Language Pathology. The curriculum is designed such that upon completion students have satisfied all academic and clinical requirements necessary for certification by the American Speech-Language-Hearing Association. The Master of Science degree may be earned with either a thesis or non-thesis option. Specific requirements for each of these options are detailed in a following section. For students with appropriate undergraduate preparation, typical time to complete the master’s degree program is five semesters over two years, including a summer session. Students who must complete undergraduate deficiency coursework requirements typically take seven semesters over three years, including a summer session, to complete the master’s degree program.

We prepared this manual for you to use throughout your graduate program. As such, the manual details information that is important for you to know as you progress through the master’s program. The manual does not, however, replace the Arizona State University Graduate Catalog, a publication that provides important guidelines and dates.
GRADUATE CLASSIFICATION AND GENERAL INFORMATION
Students are admitted to the Division of Graduate Studies (formerly the Graduate College) of Arizona State University with either regular or deficiency classification. (Unclassified students have not been admitted to a degree program in the Division of Graduate Studies.) If you were admitted as a regular graduate student, all your credentials indicated that you are prepared to begin your graduate training. Please note that time limits apply for completion of the master’s degree and 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. For example, if the first course taken was during Fall semester, 1994 then you must complete all degree requirements no later than August, 2000.

Students Admitted with Undergraduate Deficiencies
Students with an undergraduate degree in another discipline typically will be required to complete all courses as listed below. 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 normally will be notified as to their deficiency requirements in their admission letter. However, each 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. Therefore deficiency courses do not count toward credit hour hours required for the Master of Science degree.

Table 1 summarizes all required deficiency coursework for Speech-Language Pathology students. Because funding for the graduate program is based in part on the number of graduate hours being taken and not on the number of graduate students enrolled, graduate students should register for the SHS 598 equivalent sections of the undergraduate deficiency course except in those instances in which a course has a unique 400/500 level number. In those instances you should register for the applicable 500-level number. Although you will be taking these classes with undergraduate students, as a graduate registrant you will complete extra requirements.
### Table 1
**Deficiency Coursework: Speech-Language Pathology**

<table>
<thead>
<tr>
<th><strong>Fall Semester:</strong></th>
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<tbody>
<tr>
<td>SHS 598 (310)</td>
<td>Anatomical/Physiological Bases of Speech (3 credits)</td>
</tr>
<tr>
<td>SHS 598 (311)</td>
<td>Physical/Physiological Bases of Hearing (3 credits)</td>
</tr>
<tr>
<td>SHS 598 (367)</td>
<td>Language Science (3 credits)</td>
</tr>
<tr>
<td>SHS 598 (250)&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Pho<strong>n</strong>etics (3 credits)</td>
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<tr>
<th><strong>Spring Semester:</strong></th>
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<tbody>
<tr>
<td>SHS 598 (375)</td>
<td>Speech Science (3 credits; SHS 598/310 is a prerequisite)</td>
</tr>
<tr>
<td>SHS 598 (376)</td>
<td>Psychoacoustics (3 credits; SHS 598/311 is a prerequisite)</td>
</tr>
<tr>
<td>SHS 465/565</td>
<td>Speech &amp; Language Acquisition (3 credits; SHS 587/367 is a prerequisite)</td>
</tr>
<tr>
<td>SHS 598 (450)</td>
<td>Observation (1 credit)</td>
</tr>
</tbody>
</table>

**Total Credits:** 22 Semester Hours

---

1. *Graduate and post baccalaureate students should enroll in the SHS 598 equivalent or other 500-level number of the undergraduate course indicated in parentheses.*

2. *This class is occasionally offered during Summer semester*

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**Transfer Credit Policy: Academic Courses**

The ASU Graduate Catalog contains a description of Transfer Credit Policy for the Division of Graduate Studies. Departmental 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.
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 in speech-language pathology must approve these transferred courses as part of your Program of Study, i.e., as part of the academic semester hours you must complete during your graduate training.
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. Functionally, this means that credits taken more than four years prior to your admission to the master’s degree program are not eligible for transfer. This is the case because it will take approximately 2 years to complete the remaining sequence of academic and clinical requirements and Division of Graduate Studies regulations stipulate that all requirements must be met within a consecutive 6-year time period. Although exceptions are occasionally made, they are rare, and in 99% of the cases students are required to observe the 6-year time limit.

All candidates for a graduate degree in speech-language pathology must fulfill the requirements for clinical certification as established by the American Speech-Language-Hearing Association (2005 Standards). On rare occasions a student may wish to pursue only the academic component of the graduate program to obtain a master’s degree, without obtaining the clinical experiences. Individual situations will be reviewed carefully on a case-by-case basis, and approval granted only if the student’s graduate committee is in agreement.

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 Master of Science degree in Communication Disorders at Arizona State University. 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 Chairperson of the Department of Speech and Hearing Science and your graduate committee 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 the American Speech-Language-Hearing Association.
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://www.asu.edu/graduate/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 as financial aid counseling will no longer be available in the Division of Graduate Studies.

All research assistants (RAs) and teaching assistants (TAs) employed at .25 FTE or more are considered to be residents for tuition purposes. This tuition offset provides RAs and TAs with their appropriate remission of resident tuition (100% for those employed at .50 FTE and 50% for those employed at .25-.49 FTE), and pays the health insurance premium for TAs and RAs employed at .50 FTE.

Teaching Assistants, Research Assistants, and Clinical Assistants
The specific duties of teaching, research, and clinical assistants will vary depending on the department needs each semester. If you have some special skills, please let us know. We would like to profit from your previous experiences. Table 2 lists typical duties performed by teaching, research, clinical assistants, and work-study students.

<table>
<thead>
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<th>Table 2</th>
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<tr>
<td>Typical Duties of Teaching Assistants, Research Assistants, and Clinical Assistants</td>
</tr>
</tbody>
</table>

**Teaching Assistants - University/College Funding:**
1. Preparation of materials for classroom presentations.
2. Giving, monitoring, and grading examinations.
3. Classroom demonstrations and presentations.
4. Library research.
5. Holding office hours for students.
6. Review sessions for course material and exams.

**Research Assistants - 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 - University, College, Clinic, Federal Work-Study Funds:**
1. Scheduling clients, graduate speech pathologists and audiologists, and therapy rooms.
3. Maintaining financial records including billing and charge slips.
5. Monitoring and reporting when clinical materials need to be ordered.
6. Maintaining therapy rooms, equipment, and clinical instruments.

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE**
Your program of study consists of the academic, clinical and research course requirements for the Master of Science degree in speech-language pathology. The specific academic courses, clinical practice and research you will complete during the next two years will be determined by your interests, Arizona State University requirements, and American Speech-Language-Hearing Association certification requirements. Students may select either a thesis or non-thesis option. A total of 37 semester hours is required for all students. Coursework is listed by semester in Table 3. A core of 28 semester hours of coursework is required for all speech-language pathology students. **Required** courses are so designated with ® immediately after the course number. Students in the bilingual emphasis have an additional 9 credit hours of requirements. These are designated with (br) right after the credit hours.

**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 *DO COUNT* toward the 37 required for speech-language pathology. Thus, for speech-language pathology the 37-credit hour degree requirement is met through completion of 28 credits of required core coursework, 6 credits of thesis, and 3 credits of professional coursework electives. Only SHS speech-language pathology coursework listed on Table 3 may be used to satisfy the professional electives requirement.

**Non-thesis Option**

Speech-language pathology students in the non-thesis option meet the 37-credit hour degree requirement through completion of 28 credits of required core coursework and 9 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 students are also expected to register for clinical practica or an internship during each semester of enrollment. Credit hours accrued for clinical practica *DO NOT COUNT* toward the 37 semester hours required for speech-language pathology.
### Table 3
Speech-Language Pathology Coursework (2004-2006)

<table>
<thead>
<tr>
<th>Fall Offerings (r = courses required for all students; br = courses required for students on bilingual track)</th>
</tr>
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<tbody>
<tr>
<td><strong>SHS 567 (r)</strong> Neural Bases of Communication Disorders (3 credits; Prerequisite: SHS 310 or equivalent)</td>
</tr>
<tr>
<td><strong>SHS 570 (br)</strong> Communication Disorders and Multicultural Populations (3 credits)</td>
</tr>
<tr>
<td><strong>SHS 571</strong> Augmentative Communication and Language Programming (3 credits; Prerequisite: 310 or equivalent)</td>
</tr>
<tr>
<td><strong>SHS 572</strong> Language Assessment and Intervention in Early Childhood (3 credits; Prerequisite: SHS 465/565 or equivalent)</td>
</tr>
<tr>
<td><strong>SHS 573 (r)</strong> Language Assessment and Intervention in School-Age Populations (3 credits; Prerequisite: SHS 465/565 or equivalent)</td>
</tr>
<tr>
<td><strong>SHS 575 (r)</strong> Aphasia and Related Neurogenic Language Disorders (3 credits; Prerequisite: SHS 567)</td>
</tr>
<tr>
<td><strong>SHS 577 (r)</strong> Feeding and Swallowing Disorders Across the Lifespan (3 credits; Prerequisite: SHS 567)</td>
</tr>
<tr>
<td><strong>SHS 591 (r)</strong> Clinical Methods for Fluency Disorders (1 credit)</td>
</tr>
<tr>
<td><strong>SHS 591 (r)</strong> Clinical Methods for Voice Disorders (1 credit) to be offered Fall, 2004</td>
</tr>
<tr>
<td><strong>SHS 591 (br)</strong> Seminar: Spanish Language Acquisition (3 credits; Prerequisite: SHS 465 or instructor permission) to be offered Fall, 2003</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SHS 500 (r)</strong> Research Methods (3 credits)</td>
</tr>
<tr>
<td><strong>SHS 576</strong> Neumotor Speech Disorders (3 credits; Prerequisite: SHS 567)</td>
</tr>
<tr>
<td><strong>SHS 578</strong> Disorders of Voice (3 credits; Prerequisite: SHS 310 or equivalent)</td>
</tr>
<tr>
<td><strong>SHS 582 (r)</strong> Differential Diagnosis of Communication Disorders (3 credits; Prerequisite SHS 567 or equivalent)</td>
</tr>
<tr>
<td><strong>SHS 585 (r)</strong> Articulation and Phonology: Assessment and Intervention (3 credits; Prerequisites: SHS 250, 310 or equivalents)</td>
</tr>
<tr>
<td><strong>SHS 591 (r)</strong> Clinical Methods for Language Assessment (1 credit)</td>
</tr>
<tr>
<td><strong>SHS 591 (r)</strong> Clinical Methods in Motor Speech Disorders (1 credit) (to be offered in Spring 2004)</td>
</tr>
<tr>
<td><strong>SHS 591</strong> Clinical Methods for Craniofacial Disorders (1 credit)</td>
</tr>
<tr>
<td><strong>SHS 591 (br)</strong> Seminar: Bilingual Language Assessment and Intervention (3 credits)</td>
</tr>
<tr>
<td><strong>SHS 591</strong> Seminar: Preschool Language Disorders (Prerequisite SHS 465/565 or equivalent)</td>
</tr>
<tr>
<td><strong>SHS 591</strong> Seminar: Neureoparmacology &amp; Speech Disorders (Prerequisite SHS 576)</td>
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<thead>
<tr>
<th>Summer Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SHS 591</strong> Seminar: Counseling Issues in Communication Disorders (3 credits)</td>
</tr>
</tbody>
</table>

*All students are required to take either SHS 572 or SHS 591 Preschool Language Disorders. Students may use their elective credits to take one of four emphases: child, bilingual, adult, generalist. Recommended sequences for each emphasis are presented during orientation and provided in the orientation materials.*
**Additional Coursework Required for Certification Purposes**

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 prerequisite to graduate level coursework in the chosen profession. However, *because these requirements are for certification rather than degree purposes, they may not be counted toward the semester hours required for the master's degree.*

The two departmental courses that may be used to satisfy the certification requirement are indicated below. For both courses, prerequisite requirements should have been met during undergraduate studies or through completion of deficiency coursework.

- **SHS 501** Introduction to Audiology (3 credits; offered Fall and 1st Session Summer terms; *Prerequisite: SHS 311 or equivalent*)
- **SHS 596** Aural Rehabilitation (3 credits; offered Spring and 2nd Session Summer terms; *Prerequisite: SHS 501 or equivalent*)

**Academic Advisor**

An academic advisor is assigned to you during orientation week 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. *You should speak to an advisor before you register for courses.* Academic advisors are selected based on the students’ stated interests prior to entering the graduate program. The role of your academic advisor is to work with you during your first two semesters to determine your program of study, i.e., the courses you will take and 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**

At the end of your first two semesters of study (mid May), you need to choose between the thesis or non-thesis option. This choice determines the nature of your graduate program committee for the remainder of your program.

**Graduate Program Committee: Thesis Option.** Graduate committees of candidates for the M.S. thesis option will direct and approve the thesis and administer the oral defense of this research. For students pursuing the M.S. 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. Note that only those faculty listed as academic faculty in the beginning of this Graduate Study Guide are eligible to serve as a thesis chair. Students pursuing the thesis option need to notify the department Chair in writing by the end of the second semester of their first year (i.e., mid May) with the name of their thesis chair and their thesis topic. 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 Arizona State University.
You will work with your thesis chair (advisor) to finalize your program of study. Graduate committees of candidates for the M.S. thesis option students will approve the thesis prospectus, direct and approve the thesis, and administer the oral defense of this research.

**Graduate Program Committee: Non-Thesis Option.** Graduate committees of candidates for the M.S. non-thesis option will direct and administer your final written comprehensive examinations. The graduate committee of students in the non-thesis option consists of a chairperson and at least two additional committee members. Note: your graduate committee chairperson may or may not be your first-year academic advisor; however, your committee chair must be a member of the academic faculty listed in the beginning section of this Graduate Study Guide. The remaining two committee members may be selected from those listed as either academic or clinical faculty. One member may be selected from those listed as adjunct faculty or from faculty in other departments at Arizona State University.

Your committee chair will assist you in selecting your graduate committee members, and in finalizing your program of study. Graduate committees of candidates for the M.S. non-thesis option will direct and administer the final written comprehensive examinations. Details concerning the specific requirements are provided later in this guide under the section entitled “Comprehensive Written Examinations”.

**Graduate Coursework**

Graduate level courses at Arizona State University are numbered 500 and above, and are classified as academic courses if the students’ primary responsibilities include attending classes, passing examinations, and writing papers. If your graduate committee and the Division of Graduate Studies approve your petition, one course numbered at the 400 level may be included as part of your academic semester hours. Please refer to your Graduate Catalog for course descriptions, prerequisites, and the semester in which the courses are offered.

Students must receive a grade of A or B in each course in order to include the course on their Program of Study. You must maintain a B (3.0) average per semester. To fulfill academic requirements for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, the content of your courses are distributed among basic communication processes and communication disorders. Your advisor will help you plan your Program of Study to meet these requirements.

**Practicum Courses**

Practicum courses are those courses in which you 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. Practicum courses may be taken when you have completed the prerequisite courses or their equivalents with a grade of A or B. Practicum assignments are requested in the semester prior to desired registration through the Clinic Director. Specific details regarding the procedure for requesting practica coursework, associated prerequisites, and practica options are detailed in the *Clinic Manual*.

Please note: **PRACTICUM COURSES (SHS 580 SECTIONS AND SHS 584 SECTIONS) DO NOT COUNT TOWARD THE SEMESTER HOURS OF COURSEWORK REQUIRED FOR THE MASTER OF SCIENCE DEGREE.**
CLINICAL TRAINING REQUIREMENTS
The master’s level clinical training programs have been designed such that upon completion, students will have met all of the clinical requirements for certification as a speech-language pathologist. 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. In this way, they will have maximal opportunities upon entry into the professional job market.

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

All students are required to complete 5 semesters of clinical practica in which they earn a passing grade (Y). These usually include 4 academic semesters and 1 summer (5- or 8-week) term. The first three required practica (listed below) must be completed prior to applying for public school and/or optional internships. Each semester students will complete a practica request form, and when doing such they are free to indicate preferences. When possible and appropriate, preferences will be accommodated. However, it is important to note that our primary obligation is to provide a clinical training experience that meets our quality standards and to ensure continuous service to clients in community. This may mean that students are assigned a practicum activity that was not requested.

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

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

*Note: The first three practica must be completed prior to applying for a public school or elective internship.
Speech-Language Pathology: Suggested Clinical Training Plans

**Pediatric Emphasis Clinical Training Plan:** 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 (children and/or adults)
- Early Childhood Practica at ICRP
- Diagnostics Practica (General—ASU SHS Clinic or Pediatric–ICRP)
- Public School Internship (Elementary through Secondary Age Range)

**Options:**
- Pediatric Hospital or Pediatric Rehabilitation Internship
- Community Early Intervention Internship (infant/toddler or preschool)
- Diagnostics Practica (Infant/Toddler Home-Based Evaluations – ICRP)

**Generalist Emphasis Clinical Training Plan:** 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
- Diagnostics Practica (General—ASU SHS Clinic and Pediatric–ICRP)
- Public School Internship

**Options:**
- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
- Pediatric Community, Hospital, or Rehabilitation Internship

**Adult Emphasis Clinical Training Plan:** This training plan is designed to provide students with 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 (children and/or adults)
- ASU SHS Clinic (geriatric)
- Early Childhood Practica at ICRP
- Diagnostics Practica (General—ASU SHS Clinic)
- Public School Internship

**Options:**
- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
**Bilingual Emphasis Clinical Training Plan:** 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 children in educational settings. During the first two semesters, in addition to the required on-campus practica, students will be scheduled for regular “mini” sessions in the public schools working with a bilingual SLP. Through these experiences students will gain beginning experiences with the broad age ranges that are served through the schools (3-21 years). The sessions are a morning in length and students will spend two weeks (2 mornings) per site. 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 (children and adults)
- Early Childhood Practica at ICRP
- Diagnostics Practica (General—ASU SHS Clinic and Pediatric—ICRP)
- Public School “Mini Sessions”
- Public School Internship

**Options:**
- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
- Pediatric Community, Hospital, or Rehabilitation Internship

**COMPREHENSIVE/FINAL EXAMINATIONS**

**National Certification Exam**
All students pursuing the M.S. thesis or non-thesis option 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 graduate 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.

**Thesis Oral Defense**
Students pursuing the M.S. 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 this defense and are detailed in a booklet (“Guide to Thesis Preparation”) available from the Division of Graduate Studies. The student’s thesis chair will coordinate administration of the defense and have the responsibility for submitting final approval forms to the Department Chair.
Comprehensive Written Examination

Students pursuing the M.S. non-thesis option will complete a comprehensive written examination. The purpose of this examination is to verify students’ mastery of knowledge gained in their graduate experiences of coursework and clinical practica. Students may take the examination after 27 credit hours of coursework and 200 clock hours of clinical practica have been completed. In most instances this means that students will take the examination during the semester in which they intend to graduate. The examination will be offered twice a year, typically the third Saturday in October and the first Saturday after Spring Break in March. The dates and times of the examinations will be determined and posted at least one semester in advance of each examination. Exam questions are designed to sample cumulative knowledge, the ability to apply theoretical knowledge to clinical issues, and familiarity with pertinent research. Faculty will provide written guidelines or descriptions of their examinations for students who wish to write for them. These guidelines usually will include information about topic areas, general study suggestions, and the instructor’s expectations for performance.

The graduate committee will consist of three faculty members as outlined earlier in the section “Graduate Program Committee: Non-Thesis Option”. Committee members must be current faculty (academic or clinical), but they do not need to be faculty who have taught courses that you have taken. Students will write for each member of their graduate committee. At least one member must represent pediatric communication and/or language disorders, and one member must represent adult communication and/or language disorders.

Standards/Grading Procedures for Written Examinations

Faculty will be responsible for evaluating responses of all students who write for them within two weeks of the examination. The standard assessment procedure is as follows:

**PASS**: Applied to responses that reflect sufficient depth and breadth of knowledge in the sampled area. A grade of “pass” is the grader’s endorsement of the student’s mastery of the topic area, and implies that he/she has no concerns about the student’s level of knowledge and/or the ability to apply this knowledge to clinical practice.

**PASS WITH STIPULATIONS**: Applied to responses that lack sufficient depth and breadth of knowledge in one or a few components of the sampled areas. A grade of “pass with stipulations” implies that the grader believes the student has sufficient mastery of the topic area in a general sense, but that remedial work is required on specific topics to bring the student up to the grader’s expectations. The student must re-take the grader’s portion of the examination (by answering the same or a different question on the area of weakness) within the semester in which the exam is written.

**FAIL**: Applied to responses that lack sufficient depth and breadth of knowledge in the sampled areas. A grade of “fail” indicates that the student has not met the grader’s expectations for mastery of the topic area. In the case of a “fail,” the grader and the student’s committee must meet to recommend remedial and preparatory activity in which the student should engage before retaking that portion of the examination during the next designated examination cycle (e.g., October or March). It is the student’s responsibility to carry out the recommendations. Normally, retakes will not be permitted at any time other than the next designated examination cycle. However, if the faculty member is available and willing, students receiving a grade of “fail” during the spring exam cycle may be allowed a retake during the summer session.
Written Examination Results

A student will pass the comprehensive examination in the following circumstances:
   a. Receives a grade of “pass” on all three sections of the examination;
   b. Receives a grade of “pass” or “pass with stipulations” on all three sections of the examination and responds successfully to follow-up questions for all sections of the examinations designated as “pass with stipulations”;
   c. Receives a grade of “pass” on all sections for which a “fail” was received in the first attempt of the examination and a retake was allowed.

A student will fail the comprehensive examination in the following circumstances:
   a. Fails to respond or to respond successfully (i.e., “pass”) to the follow-up questions for all sections graded as “pass with stipulations”;
   b. Earns grade of “fail” upon retaking the failed section(s) of the examination;
   c. Failure on more than one of the three sections will be regarded as grounds for the recommendation of dismissal from the program without the opportunity to retake the examination during the next designated cycle.
ACADEMIC AND CLINICAL STANDARDS FOR M.S. DEGREE 
STUDENTS IN COMMUNICATION DISORDERS

Standards Committee

1.0 The Standards Committee will consist of the voting faculty of the Department of Speech and Hearing Science at Arizona State University.

1.1 The Chair of the Department will serve as the Chair of the department Standards Committee.

1.2 Two-thirds of the voting faculty is needed to form a quorum.

1.3 The Standards Committee will meet a minimum of once a semester.

1.4 The duties of the Standards Committee will include:

1.4.1 Review of the academic and clinical performance of all graduate students in Communication Disorders each semester or when a committee chair requests a review.

1.4.2 Review of appeals by graduate students of recommendations for removal from the program.

1.5 The duties of the Chair of the Standards Committee will be:

1.5.1 To call a meeting of the Standards Committee each semester.

1.5.2 To call a meeting of the faculty to review appeals by graduate students.

1.5.3 To give written notice when a student is placed on probation, regains regular status, or to recommend withdrawal of a student to the Dean of the Division of Graduate Studies.

Graduate Student Status

2.0 Graduate students pursuing the M.S. degree in Communication Disorders will retain regular status if each semester:

2.0.1 They maintain a 3.0 semester grade point average with no grade worse than B.

2.0.2 They receive no more than one Incomplete.

2.0.3 All Ws are W/P (withdraw passing) or guaranteed Ws.

2.0.4 Clinical performance is satisfactory with a grade of Y and the clinical supervisor signed for clock hours.

2.1 Students will be placed on probation if during any semester:

2.1.1 A grade worse than B is earned in one or more\(^1\) academic courses.

2.1.2 More than one Incomplete is earned.

2.1.3 A W/E (withdraw with a failing grade) is earned.

2.1.4 Performance in clinical practicum is deemed unsatisfactory (grade of Z).

2.2 In addition, if a student receives an unsatisfactory grade (Z) in a practicum, the clinical supervisor and advisor will determine whether the student should:

2.2.1 Return to the same practicum.

2.2.2 Be placed in a comparable site.

2.2.3 Repeat content coursework before repeating the practicum.

2.2.4 Be considered for departmental recommendation for removal from clinical degree (non-clinical degree may be an option in this case).

Probation

\(^{1}\)If a student earns more than one grade lower than B during a given semester, the faculty Standards Committee may recommend dismissal from the program without offering probationary status to the student.
3.0 During probation and until graduation from the program, the student:

3.0.1 Will not be permitted to participate in a practicum for which that course is prerequisite until the student has retaken the course and earned a B or better;
3.0.2 Must meet with his/her academic advisor to revise the Program of Study and each semester thereafter to review progress;
3.0.3 Must notify the advisor, in writing, of any changes he/she wishes to make to this program (including withdrawal of enrollment from a course);
3.0.4 Must not earn a grade lower than a B in any semester subsequent to the attainment of probationary status, even if the student has since regained regular status; this will be regarded as grounds for a recommendation of dismissal.

Removal from Probationary Status
4.0 To regain regular status, the student will be removed from probation when all of the following conditions are met:
4.0.1 He/she earns a B or better in the academic course(s) in which a grade worse than a B or an Incomplete was obtained the next time the course(s) is (are) offered;
4.0.2 He/she earns a satisfactory grade (Y) in the practicum in which the unsatisfactory grade (Z) or Incomplete was originally earned the next time the practicum is offered;
4.0.3 He/she earns no W/Ecs;
4.0.4 He/she earns no Incompletes.
4.1 The student and committee chair will be notified in writing when the student regains regular status.

Removal from the Program
5.0 The Standards Committee may recommend withdrawal of a student for academic or clinical reasons if:
5.0.1 A student with probationary status earns a grade worse than a B in an academic class or an unsatisfactory grade (Z) in a clinical practicum.
5.0.2 A student who has been removed from probationary status receives a grade lower than a B in an academic class or an unsatisfactory grade (Z) in a clinical practicum.
5.0.3 A student earns more than one non-passing grade in a single semester (where a non-passing grade is a grade worse than a B in an academic course and an unsatisfactory grade (Z) in a clinical practicum).
5.1 The Standards Committee will recommend withdrawal of a student for professional reasons under the following conditions:
5.1.1 Deception or falsification of statements in the admission application.
5.1.2 Periods of absence during a semester without the endorsement of the student’s graduate

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2In the case of a non-passing grade (Z) in a practicum, the clinical supervisor and advisor will determine whether the student should return to the same practicum site, be placed in a comparable site, repeat content coursework before repeating the practicum, or be recommended for removal from clinical degree altogether. In the final case, the Faculty Standards Committee will determine whether a non-clinical degree option should be offered to the student in lieu of recommending dismissal from the program, and the nature of that non-clinical degree option.
committee. If a program of study must be interrupted for one semester, the student may apply for leave status. However, this leave status cannot exceed one semester. 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

5.1.3 Seriously compromising the relations of the Department with the public.
5.1.4 Breaches of ethical judgment or professional responsibility.
5.1.5 Breaches of academic or scientific honesty (e.g., plagiarism, falsification or distortion of research data).
5.1.6 Serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.
5.1.7 Serious misuse of departmental or university facilities such as library and shops or misuse of university keys.

5.2 The student and 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**

6.0 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.

6.1 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.

6.2 The Standards Committee will vote on whether to grant or deny the appeal.

6.3 A majority of the Standards Committee present must vote to grant the appeal in order for the original recommendation to be overturned.

6.4 The student and the committee chair will be notified in writing whether the appeal has been granted or denied.

6.5 If the appeal is granted, the student will remain on probation and be subject to the conditions described above in 4 (Removal from Probationary Status) and 5 (Removal from the Program).

**Other Student Appeals**
The Department of Speech and Hearing Science follows the ASU Policy for student appeal procedures, as outlined in the General Catalogue. The procedure involves an informal process followed if needed by a formal one. Each year an academic faculty member serves as a faculty liaison to assist students who wish to appeal a grade or an aspect of their program. Students requesting specific exemptions to their programs may submit a formal request 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:


**SUMMARY OF REQUIREMENTS AND GRADUATION CHECK-OUT**
**Master of Science: 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. Practica coursework (sections of SHS 580 and SHS 584) does not count toward the semester hours of academic coursework required for graduation.
4. Academic coursework counted toward degree credit hour requirements must be completed in the Department of Speech and Hearing Science.

**Master of Science: Thesis Option**

1. 37 semester hours of academic coursework in speech-language pathology.
2. 6 of the 37 semester hours must include thesis registration (SHS 599).
3. Successful completion and successful defense of the thesis.

**Master of Science: Non-thesis Option**

1. 37 semester hours of academic coursework in speech-language pathology.
2. Completion of a written comprehensive examination.

**Graduation Check-Out Procedures: Departmental 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 Chair.
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 Chair.
4. Submit to the Department Chair the department KASA form signed by the academic advisor and the summary of clinical clock hours signed by the Clinic Director (see appendix).
5. When the Department Chair has verified that all Departmental requirements have been met, she or he will sign necessary graduation forms and submit them to the Division of Graduate Studies.
APPENDIX
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 Clinic Director.
- Division of Graduate Studies Final Master’s Written Examination form or Master’s Thesis Oral Defense form attached.

Signatures:

________________________  __________________________
Student  Date

________________________  __________________________
Graduate Committee Chair  Date

________________________  __________________________
Clinic Director  Date

________________________  __________________________
Department Chair  Date