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 Extensive 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 approximately 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.

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.

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.

CLINICAL FACILITIES AND INTERNSHIP SITES

Master’s degree candidates obtain clinical experience at the Arizona State University Speech and Hearing Clinic, the Infant Child Communication Programs, and at internship sites throughout the Phoenix metropolitan area. A limited number of out-of-state internship sites are available each year at leading clinics and research facilities in other areas.

The ASU Speech and Hearing Clinic offers a wide range of diagnostic and therapeutic services for children, adolescents, and adults. The self-supporting, fee-based clinic serves approximately 3,000 clients annually. Speech, language, and hearing services are provided by graduate students under the close supervision of ASHA-certified professionals who have appointments as Clinical Faculty in the Department of Speech and Hearing Science. Many clinical faculty also teach course work in their area(s) of specialization. Students can expect to spend 2-3 semesters doing clinical work on campus.

The ASU Infant Child Research Programs (ICRP) offer individual and classroom-based services for families and their infants, toddlers, and preschool children. Special summer clinics for children in the Pre-K through 1st grade emphasize key language and literacy skills. Children enrolled in the ICRP include those with typical communication and language development, those who are at-risk, and those who demonstrate atypical speech and/or language development. The classroom-based programs promote speech and language development and other age-appropriate developmental skills within a family-centered format. Practicum experiences are provided for graduate students in speech-language pathology, child development, and early childhood education. The programs are staffed by ASHA-certified professionals with substantial experience in early childhood. Affiliated interdisciplinary faculty are also available on a consultative basis. The professional staff serve as key members of the programming teams – providing students with numerous opportunities to observe their “mentors in action”.

Students will gain additional “on the job” experiences through their internship placements. Options for students in speech-language pathology include: (a) public and private schools, in which experiences may include itinerant or co-teaching models; (b) clinical settings with developmentally disabled children or adults and children with neurological disorders; (c) various hospitals in the Phoenix area, including acute care as
well as extended care facilities: (d) center or home-based early intervention programs, (e) Head Start programs, including Early Head Start: (f) work with private practitioners who have contracts with various hospitals, extended care facilities, and outpatient offices.

APPLICATION PROCEDURES

You can apply online, download the application materials for printing, or request them by mail at the Division of Graduate Studies web site. In addition to completing the application, prospective students should provide the following materials:

1. Complete, official transcripts of all undergraduate and graduate work.
2. Graduate Record Exam (GRE) scores.
3. Three letters of recommendation in support of your application.
4. A 200-word statement detailing reasons for pursuing graduate study in speech-language pathology.

These materials should be mailed to:

Division of Graduate Studies
Arizona State University
Wilson Hall, Room 101
PO Box 871003
Tempe, AZ 85287-1003

The complete application for admission, including transcripts and GRE scores, along with all recommendation letters and the statement of intent, MUST be on file by January 15th for first consideration for fall admission. Applications received after that date still will be reviewed, but often the new fall class will be filled after the first round of application review. A limited number of openings exist, and applicants are encouraged to complete the application process at the earliest date. Spring admission is not available.

Students should plan to submit application materials by November 30th to allow sufficient processing time to meet the departmental January 15th deadline. To expedite the process, applicants can submit copies of transcripts and GRE scores with their applications, with the understanding that official documents will be needed upon acceptance to the Graduate College.

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.

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.

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

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

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.


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 pathologies; 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.