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ARIZONA STATE UNIVERSITY

Arizona State University, in central Arizona's Valley of the Sun, is a university which is growing, maturing, and optimistic about its future. Its enrollment of approximately 45,000 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 120,000 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, 28 full-time faculty, 7 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, Assistant Professor. Ph.D., Arizona State University. Language science; verbal memory and aging; research methods and design.

Sid P. Bacon, Professor. Ph.D., University of Minnesota. Psychoacoustics in normal and impaired auditory systems; physiological correlates of psychoacoustical phenomena; speech perception in normal and impaired auditory systems.

James L. Case, Professor. Ph.D., University of Utah. Voice disorders; management of craniofacial anamolies; cleft palate; laryngeal anatomy.


Pamela A. Hadley, Assistant Professor. Ph.D., University of Kansas. Typical and atypical language development; classroom-based language intervention; social and academic consequences of language disorders.

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

Leonard L. LaPointe, Professor. Ph.D., University of Colorado. Aphasiology; neuromotor speech disorders; communication disorders in dementia; right hemisphere syndrome; traumatic brain injury; cognitive-linguistic interactions; attention, memory, and cognitive resource allocation.

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

Matthew Rispoli, Assistant Professor. Ph.D., Columbia University. Language development in English, Japanese, Spanish, and other languages; developmental psycholinguistics.
Anu Sharma, Assistant Professor. Ph.D., Northwestern University. Neurophysiologic speech perception; auditory/speech processing in populations with cochlear implants, hearing impairment, cortical lesions, attention deficit disorders, and learning disabilities.

Donal G. Sinex, Associate Professor. Ph.D., Washington University (St. Louis). Neural processing of speech and other complex sounds; otoacoustic emissions; cognitive neuroscience.

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. M.A., University of Tennessee, M.S.W., Arizona State University. Classroom-based preschool communication programming; family-centered early intervention services; multi-cultural concerns and issues.

Jodi A. Cook, Clinical Assistant Professor, Audiology. Ph.D., Arizona State University. Hearing aids; speech perception in the impaired and aided auditory system.

Lynne Hebert Remson, Clinical Associate Professor, Speech-Language Pathology. M.S., University of Southwestern Louisiana. Relationships between oral and written language; effects of language intervention on learning disabilities.

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.

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

Sandra Mintz, Clinical Associate Professor, Audiology. M.S., University of Arizona. Diagnostic audiology; central auditory processing; hearing aids; assistive listening devices.

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

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.

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

**Alana Beal, Lecturer.** M.B.A. University of Phoenix. American Sign Language; Deaf culture.

**Allie Bigwood, Lecturer.** M.Ed. Bilingual Education, Arizona State University. American Sign Language; Deaf culture.

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

**Tina Neumann, Lecturer.** M.A., Linguistics, Gallaudet University. American Sign Language; Deaf culture.


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

**Thomas Riggs, Lecturer.** M.S. Linguistics, University of Colorado. American Sign Language; Deaf culture.

**Christina Vicencio, Faculty Associate.** Part-time instructor of 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 with a thesis or nonthesis option, and an interdisciplinary Ph.D. with a major in speech & 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 Philosophy degree program includes faculty from psychology, the Adult Development and Aging Program, linguistics, neurochemistry, computer science, nursing, human development, neurosciences, and other disciplines. This program allows doctoral students a great deal of flexibility in pursuing individualized courses of study and requires a minimum of 54 semester hours beyond the master's degree or 84 semester hours beyond the bachelor's degree. Students desiring more information regarding the doctoral program should contact: Sid P. Bacon, Ph.D., Director, Interdisciplinary Ph.D. Program in Speech & Hearing Science, Department of Speech & Hearing Science, Arizona State University, Box 870102, Tempe, Arizona 85287-0102.

The master's degree programs in both speech-language pathology and in audiology are accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA). A Master of Science degree can be earned with an emphasis in either Speech-Language Pathology or Audiology. 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 in either SLP or AUD. The Master of Science degree may be earned with either a thesis or nonthesis 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 two years, including summer sessions. Students who must complete undergraduate deficiency coursework requirements typically take three years, including summer sessions, to complete the master's degree program.

We have 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 which provides important guidelines and dates.

GRADUATE CLASSIFICATION AND GENERAL INFORMATION

Students are admitted to the Graduate College of Arizona State University with either regular or provisional classification. (Unclassified students have not been admitted to a degree program in the Graduate College.) 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 six years begin with the first course that is included on a students 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.
Provisional Admissions

The designation of Provisional Admission status will be applied to students whose academic records reveal weak academic or clinical preparation or performance in their primary area of study (e.g., speech, language, or hearing) as determined by the Graduate Admissions Committee and/or the Department Chair. Students identified by the Graduate Admissions Committee and/or Department Chair as Provisional Admits will be assigned a faculty mentor to monitor and promote the student's progress for the duration of the student's program. This faculty mentor may or may not serve as the student's program advisor. Students admitted with the Provisional designation will be informed that the academic program will include at least one semester of Provisional coursework, to be determined by the faculty mentor and program advisor. The purpose of this Provisional program is to strengthen perceived academic or clinical weaknesses, particularly those in the basic sciences in the area of the student's primary interest (e.g., speech, language, or hearing), and in the area of written communication. Advisors will be encouraged to identify areas of potential academic or clinical weakness by reviewing academic transcripts and samples of previously written papers or reports.

Students with provisional admission to the graduate program are required to demonstrate satisfactory academic performance during the first semester. The student must maintain at least a 3.0 GPA during the first 12 hours of graduate course work with no grade less than a B. Also, provisionally admitted students are not permitted to enroll in SHS 580 practicum until they have satisfied all terms of their provisional admission. Students who do not successfully attain regular graduate student status following the first 12 semester hours are subject to dismissal from the program.

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 will normally be notified as to their deficiency requirements in their admission letter. However, each students’ 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 hours required for the Master of Science degree.

Table 1 summarizes all required deficiency coursework for Audiology students and Table 2 summarizes the same 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 section 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: Audiology

Fall Semester:
SHS 598 (310) Anatomical and Physiological Bases of Speech (3 credits)
SHS 598 (311) Physical and Physiological Bases of Hearing (3 credits)
SHS 598 (367) Language Science (3 credits)
SHS 598 (384) Hearing Disorders (3 credits)

Spring Semester:
SHS 598 (375) Speech Science (3 credits; SHS 598/310 and 598/311 are prerequisites)
SHS 598 (376) Psychoacoustics (3 credits; SHS 598/311 is a prerequisite)
SHS 465/565 Speech & Language Development (3 credits; SHS 587/367 is a prerequisite)
SHS 598 (450) Observation (1 credit)

Summer Session (Typically the first 5-week session):
SHS 401/501 Introduction to Audiological Evaluation (3 credits; Prerequisites include SHS 598/311, SHS 598/376, and SHS 598/384 or equivalents)

Total Credits: 25 Semester Hours

1 Graduate and post baccalureate students should enroll in the SHS 598 equivalent or other 500-level number of the undergraduate course indicated in parentheses.
2 This class is also typically offered during Spring semester

Transfer Credit Policy: Academic Courses

The ASU Graduate Catalog contains a description of Transfer Credit Policy for the College. 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 or audiology must approve these transferred courses as part of your program of study, i.e., as part of the 30 or 33 academic semester hours you must complete during your graduate training.
Table 2  
Deficiency Coursework: Speech-Language Pathology

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 598 (310)</td>
<td>Anatomical and Physiological Bases of Speech</td>
<td>3 credits</td>
</tr>
<tr>
<td>SHS 598 (311)</td>
<td>Physical and Physiological Bases of Hearing</td>
<td>3 credits</td>
</tr>
<tr>
<td>SHS 598 (367)</td>
<td>Language Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>SHS 598 (250)</td>
<td>Phonetics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Spring Semester:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 598 (375)</td>
<td>Speech Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>SHS 598 (376)</td>
<td>Psychoacoustics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SHS 465/565</td>
<td>Speech &amp; Language Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>SHS 598 (450)</td>
<td>Observation</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td></td>
<td>22 Semester Hours</td>
</tr>
</tbody>
</table>

1. Graduate and post baccalureate students should enroll in the SHS 598 equivalent or other 500-level number of the undergraduate course indicated in parentheses.
2. These classes are also typically offered during Spring semester.

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 Graduate College 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 or audiology must fulfill the requirements for clinical certification as established by the American Speech-Language-Hearing Association (1993 Standards). (See Appendices A & B for details.) 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 350 clock hours of supervised clinical experience, 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 150 of the 350 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 or audiology from the American Speech-Language-Hearing Association.
3. The supervisor must have provided supervision during 25% of your therapy hours and fifty percent of your diagnostic hours.
4. You must have received a grade of "A" or "B".

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 out-of-state tuition scholarships, graduate teaching, research, and clinical assistantships, academic tuition scholarships (in-state registration fees), and Veterans Affairs traineeships. Students interested in receiving information about these competitive forms of financial support should contact the Department of Speech and Hearing Science Office.

In addition, work-study employment and student loans are available for financially eligible students. Information about these programs can be obtained by contacting the Student Financial Assistance Office, Student Services Building, Arizona State University.

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 3 lists typical duties performed by teaching, research, clinical assistants, and work-study students.
<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Duties of Teaching Assistants, Research Assistants, and Clinical Assistants</strong></td>
</tr>
<tr>
<td><strong>Teaching Assistants - University/College Funding:</strong></td>
</tr>
<tr>
<td>1. Preparation of materials for classroom presentations.</td>
</tr>
<tr>
<td>2. Giving, monitoring, and grading examinations.</td>
</tr>
<tr>
<td>3. Classroom demonstrations and presentations.</td>
</tr>
<tr>
<td>4. Library research.</td>
</tr>
<tr>
<td>5. Holding office hours for students.</td>
</tr>
<tr>
<td>6. Review sessions for course material &amp; exams.</td>
</tr>
<tr>
<td><strong>Research Assistants - Grant Funding:</strong></td>
</tr>
<tr>
<td>1. Setting up and maintaining equipment and instruments used in experiments.</td>
</tr>
<tr>
<td>2. Running subjects and collecting data.</td>
</tr>
<tr>
<td>3. Statistical treatment of data.</td>
</tr>
<tr>
<td>4. Preparation of materials for presentations, manuscripts, and grant proposals.</td>
</tr>
<tr>
<td>5. Library research.</td>
</tr>
<tr>
<td>5. Transcription and data coding.</td>
</tr>
<tr>
<td><strong>Clinical Assistants - University, College, Clinic, Federal Work-Study Funds:</strong></td>
</tr>
<tr>
<td>1. Scheduling clients, graduate speech pathologists and audiologists, and therapy rooms.</td>
</tr>
<tr>
<td>2. Scheduling the Audiology Clinic.</td>
</tr>
<tr>
<td>4. Maintaining financial records including billing and charge slips.</td>
</tr>
<tr>
<td>5. Maintaining clinical records.</td>
</tr>
<tr>
<td>6. Monitoring and reporting when clinical materials need to be ordered.</td>
</tr>
<tr>
<td>7. Making earmold impressions.</td>
</tr>
<tr>
<td>8. Maintaining therapy rooms, equipment, and audiology clinical instruments.</td>
</tr>
</tbody>
</table>

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE IN SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY**

Your program of study consists of the academic, clinical and research course requirements for the Master of Science degree in speech-language pathology or audiology. 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. Semester hour requirements vary with the option. A total of 30 semester hours are required for students who select the thesis option and a total of 33 semester hours are required for students who select the nonthesis option. Coursework is listed by semester in Tables 4 (Speech-Language Pathology) and 5 (Audiology). A core of 18 semester hours of coursework is required for all speech-language pathology students; a core of 21 semester hours of coursework is required for all audiology students. **Required** courses are so designated with (r) immediately after the course number.
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 30 required for the degree. Thus, for speech-language pathology the 30 credit hour degree requirement is met through completion of 18 credits of required core coursework, 6 credits of thesis, and 6 credits of professional coursework electives. Only SHS speech-language pathology coursework listed on Table 4 may be used to satisfy the professional electives requirement.

For audiology, the 30 credit hour degree requirement is met through completion of 21 credits of required core coursework, 6 credits of thesis, and 3 credits of professional coursework electives. Only SHS audiology coursework listed on Table 5 may be used to satisfy the professional elective requirement.

Nonthesis Option

Speech-language pathology students in the nonthesis option meet the 33 credit hour degree requirement through completion of 18 credits of required core coursework and 15 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.

Audiology students in the nonthesis option meet the 33 credit hour degree requirement through completion of 21 credits of required core coursework and 12 credits of additional professional coursework in audiology. Normally, only those courses listed below may be used to satisfy the additional professional coursework requirement. On rare occasions, a scheduled course may not be offered during its planned term. In this instance, and upon approval of a student’s committee, an independent study (SHS 590: Readings and Conference), an applied project (SHS 593: Applied Projects), or a research project (SHS 592: Research) may be used to satisfy 3 credits of the 12 credit additional professional coursework requirement.

All students are also expected to register for clinical practicum or an internship during each semester of enrollment. Credit hours accrued for clinical practicum *DO NOT COUNT* toward the 30 or 33 semester hours degree requirement.
# Table 4
## Speech-Language Pathology Coursework

### Fall Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS 512</td>
<td>Medical Aspects of Speech and Hearing (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 567</td>
<td>Neural Bases of Communication Disorders (3 credits; Prerequisite: SHS 598/310 or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 572</td>
<td>Language Assessment and Intervention in Early Childhood (3 credits; Prerequisite: SHS 598/470 or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 574</td>
<td>Fluency Disorders and Treatment (3 credits; Prerequisite: SHS 598/431 or equivalent)</td>
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<tr>
<td>SHS 579</td>
<td>Feeding and Swallowing Disorders Across the Lifespan (3 credits; Prerequisite: SHS 567)</td>
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<td></td>
</tr>
<tr>
<td>SHS 581</td>
<td>Right Hemisphere Syndrome, Traumatic Brain Injury, and Dementia (3 credits; Prerequisite: SHS 567)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 585</td>
<td>Articulation and Phonology: Assessment and Intervention (3 credits; Prerequisites: SHS 598/250, 598/310 or equivalents)</td>
<td></td>
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<tr>
<td>SHS 591</td>
<td>Cognitive and Linguistic Interactions in Adult Neurogenic Disorders (3 credits; Prerequisite: SHS 567)</td>
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<td></td>
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<tr>
<td>SHS 598</td>
<td>Interprofessional Collaboration in Early Childhood Services (3 credits; Prerequisite: SHS 572 or instructor permission)</td>
<td></td>
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</tbody>
</table>

### Spring Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS 566</td>
<td>Psychology of Language (3 credits)</td>
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<td></td>
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<tr>
<td>SHS 570</td>
<td>Communication Disorders and Multicultural Populations (3 credits)</td>
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<td></td>
</tr>
<tr>
<td>SHS 571</td>
<td>Augmentative Communication and Language Programming (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 573</td>
<td>Language Assessment and Intervention in School-Age Populations (3 credits; Prerequisite: SHS 465/565 or equivalent)</td>
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<td></td>
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<tr>
<td>SHS 575</td>
<td>Aphasia and Related Neurogenic Language Disorders (3 credits; Prerequisite: SHS 567)</td>
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<td></td>
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<tr>
<td>SHS 576</td>
<td>Neuromotor Speech Disorders (3 credits; Prerequisite: SHS 567)</td>
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<td></td>
</tr>
<tr>
<td>SHS 578</td>
<td>Disorders of Voice (3 credits; Prerequisite: SHS 598/310 or equivalent)</td>
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<td></td>
</tr>
<tr>
<td>SHS 582</td>
<td>Differential Diagnosis of Communication Disorders (3 credits; Prerequisite: SHS 598/250, 598/310, 465/565, 567, or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 591</td>
<td>Seminar: Early Intervention (odd years); Child Language Disorders (even years)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summer Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS 577</td>
<td>Craniofacial Disorders of Communication (3 credits; Prerequisite: SHS 598/310 or equivalent)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(r) = required course
### Table 5
**Audiology Coursework**

#### Fall Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS 502</td>
<td>Differential Diagnosis for Audiology</td>
<td>4</td>
<td>Prerequisite: SHS 401/501 or equivalent</td>
</tr>
<tr>
<td>SHS 508</td>
<td>Pediatric Audiology</td>
<td>3</td>
<td>Prerequisite: SHS 401/501 or equivalent</td>
</tr>
<tr>
<td>SHS 511</td>
<td>Auditory Perception by the Hearing Impaired</td>
<td>3</td>
<td>Prerequisite: SHS 598/376 or equivalent</td>
</tr>
<tr>
<td>SHS 545</td>
<td>Speech Perception by the Hearing Impaired</td>
<td>3</td>
<td>Prerequisite: SHS 598/375 or equivalent</td>
</tr>
<tr>
<td>SHS 552</td>
<td>Otoacoustic Emissions as a Diagnostic Tool</td>
<td>3</td>
<td>Prerequisite: SHS 598/376 or equivalent</td>
</tr>
<tr>
<td></td>
<td>(Note. Offered during Fall semesters in odd-numbered years, i.e., 1997, 1999, 2001, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHS 591</td>
<td>Central Auditory Mechanisms and Hearing Impairment</td>
<td>3</td>
<td>Prerequisite: SHS 598/311 or equivalent</td>
</tr>
<tr>
<td></td>
<td>(Note. Offered during Fall semesters in even-numbered years, i.e., 1996, 1998, 2000, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS 504</td>
<td>Hearing Aids</td>
<td>4</td>
<td>Prerequisite: SHS 401/501 or equivalent</td>
</tr>
<tr>
<td>SHS 515</td>
<td>Audiological Instrumentation and Calibration</td>
<td>3</td>
<td>Prerequisite: SHS 401/501 or equivalent</td>
</tr>
<tr>
<td>SHS 516</td>
<td>Auditory Evoked Potentials</td>
<td>4</td>
<td>Prerequisite: SHS 504 or instructor approval</td>
</tr>
<tr>
<td>SHS 555</td>
<td>Cochlear Implants</td>
<td>3</td>
<td>Prerequisite: SHS 504 and 545 or instructor approval</td>
</tr>
</tbody>
</table>

**Note:** (r) = required course

#### Statistics

All students must demonstrate proficiency in statistical methods appropriate to the behavioral sciences. This requirement may be met in one of four ways including (a) completion of an appropriate undergraduate course, (b) completion of a master’s thesis, (c) completion of a graduate course in statistics for the behavioral sciences, or (d) completion of a graduate research project. A student’s advisor will determine the manner in which the requirement is met. Students who must take a statistics course at the graduate level **MAY NOT COUNT** that course toward the credit hour requirement for the master of science degree.
**Additional Coursework Required for Certification Purposes: Speech-Language Pathology**

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 30 or 33 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 Audiologic Evaluation (3 credits; offered Fall and 1st Session Summer terms; *Prerequisite: SHS 598/311 and 598/376 and 598/384 or equivalents*)
- **SHS 596** Aural Rehabilitation (3 credits; offered Spring Terms; *Prerequisite: SHS 598/375 or 401 or 501 or equivalent*)

**Additional Coursework Required for Certification Purposes: Audiology**

In order to meet requirements for ASHA certification in audiology, all audiology students are required to complete 6 credit hours of coursework in speech-language pathology. This must include a course in speech disorders and a course in language 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 30 or 33 semester hours required for the master’s degree.*

Departmental courses that may be used to satisfy this certification requirement are indicated below. For some courses, prerequisite requirements will have been met through completion of deficiency coursework or during undergraduate studies. In other courses additional prerequisites are needed and are so noted. In those instances in which additional coursework or *equivalent* is noted, only the instructor of record may determine equivalency.

**Language Disorders Course Options (all are 3 credits):**
- **SHS 470** Developmental Language Disorders (Fall; *Prerequisite: SHS 465/565*)
- **SHS 571** Augmentative Communication and Language Programming (Spring)
- **SHS 572** Language Assessment and Intervention in Early Childhood (Fall; *Prerequisite: SHS 598/470 or equivalent*)
- **SHS 573** Language Assessment and Intervention in School-Age Children (Spring; *Prerequisite: SHS 465/565*)
- **SHS 575** Aphasia and Related Neurogenic Language Disorders (Spring; *Prerequisite: SHS 567*)
**Speech Disorders Course Options** *(all are 3 credits):*

- **SHS 431** Developmental Speech Disorders *(Spring; Prerequisites: SHS 598/250 and 598/310 or equivalent)*
- **SHS 574** Fluency Disorders and Treatment *(Fall; Prerequisite: SHS 598/431 or equivalent)*
- **SHS 576** Neuromotor Speech Disorders *(Fall)*
- **SHS 577** Craniofacial Disorders of Communication *(Summer; Prerequisite: SHS 598/310 or equivalent)*
- **SHS 578** Disorders of Voice *(Spring; Prerequisite: SHS 598/310)*
- **SHS 585** Articulation & Phonology: Assessment and Intervention *(Fall; Prerequisites: SHS 598/250 and 598/310 or equivalent)*

**Faculty Advisor**

Included with your program admission letter was information as to your faculty advisor assignment. Your advisor has been notified of this assignment, and prior to enrolling for your first semester you should meet with your faculty advisor. He or she will assist you in selecting courses for your first semester. You may call your advisor or stop by his/her office to make an advisement appointment.  

*You should speak to an advisor before you register for courses.*

**Graduate Program Committee or Thesis Chair and Committee Members**

For students pursuing the M.S. thesis option, you will wish to select a thesis chair whose expertise corresponds to the area in which you would like to complete your thesis research. In order for you to select a thesis chair that 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 listed as Academic Faculty 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. Your advisor (whether you are pursuing the thesis or non-thesis option) should be consulted prior to your registration for classes during each semester of your enrollment. In addition to your advisor, who serves as your graduate committee chairperson, you will need at least two additional committee members. At least one of the remaining two committee members must be selected from those listed as academic faculty in the beginning section of this *Graduate Study Guide*. 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.

If you have selected the M.S. non-thesis option, your advisor will serve as your committee chair. At least one of the remaining two committee members must be selected from those listed as academic faculty in the beginning section of this *Graduate Study Guide*. The third committee member may be selected from either academic or clinical faculty. In addition, for students in speech-language pathology, the academic faculty (including your committee chair) must be selected such that one represents pediatric communication and/or language disorders and one represents adult communication and/or language disorders.

You will work with your advisor to determine your program of study, i.e., the courses you will take and the sequence in which you will take these courses. Graduate committees of candidates for the M.S. thesis option students will direct and approve the thesis and administer the oral defense of this
research. Graduate committees of candidates for the M.S. nonthesis option will direct and administer the final written comprehensive examinations.

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 Graduate College approve your petition, one course numbered at the 400 level may be included as part of your 30 or 33 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 your Program of Study as part of your 30 or 33 semester hours. 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 your courses must be distributed among basic communication processes, major professional area, minor professional area, and related area. 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 either speech-language pathology or audiology services to clients. Clients are seen through the ASU Speech and Hearing Clinic, the ASU Infant Child Communication 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 practicum coursework, associated prerequisites, and practicum options are found in the Clinic Manual. Please note: **Practicum COURSES (SHS 580 SECTIONS AND SHS 584 SECTIONS) DO NOT COUNT TOWARD THE 30 OR 33 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 or audiologist. 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 or audiologist 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 training tracks and required components. All students will have some common clinical requirements. The varying training tracks allow students to gain a more intensive experience in areas of interest. Typically, students select the desired track prior to their first term of enrollment. However, because there is overlap in required
components across the emphasis tracks, students can change training tracks during their first year of enrollment without a resultant increase in total training time.

All students are required to complete 5 semesters of clinical practicum in which they earn a grade of “B” or better. These usually include 4 academic semesters and 1 summer (8 week) term. Requirements for each of the emphasis tracks are termed components, and each component is a semester in duration (i.e., it requires one semester for completion). Some of the emphasis tracks include an optional component that may be used to either gain additional or new experiences in areas of particular interest.

Each semester students will complete a practicum 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 the community. This may mean that students are assigned a practicum activity that was not requested.

Specific options and required components for each of the clinical training emphasis tracks are detailed below. Please note, the components will not necessarily be completed in the order listed and there may be academic course prerequisites for each practicum. In some instances students will be allowed to take a required course while simultaneously completing the corresponding practicum.

**Speech-Language Pathology Training Track Options & Requirements**

1. **Pediatric Emphasis Track**: This track has an emphasis on developmental communication and language disorders in the population ranging in age from birth through 21 years. Students will gain 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). Required components include:
   - Early Intervention Practicum (0-2 years)*
   - Preschool Classroom-Based Practicum (3-5 years)*
   - Public School Internship (Elementary through Secondary Age Range)
   - ASU Speech & Hearing Clinic Practicum (children and/or adults)
   - Optional Practicum or Internship
   - Aural Rehabilitation with Children and/or Adults
   - Hearing Screening with Children and/or Adults

   * Note. One of these practicum components will be completed at the ASU Infant Child Communication Programs (ICCP), the other in a community early childhood program. For example, if the EI practicum is completed with one of the ICCP toddler groups then the preschool classroom practicum will be completed in a community program. Conversely, if the Preschool practicum is completed at the ICCP, then the EI practicum will be completed in a community toddler program.

2. **Generalist Emphasis Track**: This track is designed to provide students with a sampling of clinical training activities across the age span (i.e., birth through old age). Students will gain 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, or extended care facilities). Because the training experiences are so broadly based, students are not allowed an optional semester. Required components include:

- Early Childhood Practicum at the ASU Infant Child Communication Program (ICCP)
- Public School Internship
- Adult Internship (Acute, Rehabilitation, or Extended Care Facility)
- ASU Speech & Hearing Clinic Practicum (Adults)
- ASU Speech & Hearing Clinic Practicum (Children)
- Aural Rehabilitation with Children and/or Adults
- Hearing Screening with Children and/or Adults

3. **Adult Emphasis Track**: This track has an emphasis on acquired speech and language disorders in adults (young adult through old age). Students will gain 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, extended, and rehabilitation facilities). Required components include:

- ASU Speech & Hearing Clinic (Children) or ASU Infant Child Communication Programs (Early Childhood)
- ASU Speech & Hearing Clinic (Adolescents & Young Adults)
- Adult Internship (Acute, Extended, or Rehabilitation Facility)
- Public School Internship
- Optional Practicum or Internship
- Aural Rehabilitation with Children and/or Adults
- Hearing Screening with Children and/or Adults

**Audiology Training Track Options & Requirements**

1. **Pediatric Emphasis Track**: This track has an emphasis on diagnosis and rehabilitation of the birth through school-aged population. Potential employment options corresponding to this training track include, among others, public and private schools, a pediatric hospital or clinic, and a pediatric otology office. Although the emphasis is on pediatrics, adult diagnostics and rehabilitation experiences are also required. In the optional component students will be able to further emphasize diagnosis or rehabilitation. Component requirements are:

- ASU Hearing Clinic (Diagnostics and hearing aids, primarily adults)
- Arizona School for the Deaf and Blind (Pre-K educational and testing programs)
- Pediatric Diagnostics (Infant screenings, ENT Office, Medical Center)
- Pediatric Rehabilitation (Medically-based or school-based placement)
- Optional Internship (student choice)

2. **Generalist Emphasis Track**: This track is designed to prepare students to work with the birth through geriatric population. Accordingly, students will gain experiences in all aspects of diagnostic and rehabilitative audiology. Students will be prepared for employment in most ENT clinics, hospitals, medical centers, and private audiological practices. Because the training
experiences are so broadly based, students are not allowed an optional component. Required components include:

- ASU Hearing Clinic (Diagnostics and hearing aids, primarily adults)
- Arizona School for the Deaf and Blind (Pre-K educational and testing programs)
- Pediatric Diagnostics and Rehabilitation (Medically-based or school-based placement)
- Adult Diagnostics (Auditory evoked potentials and vestibular testing)
- Adult Rehabilitation (Hearing aids, Cochlear Implants, Aural Rehabilitation)

3. **Adult Emphasis Track**: This track has an emphasis on adult diagnostics and hearing aids. Placement options for this track prepare the student for employment in hospitals, medical and ENT clinics, and private practice offices. In the optional component, students will be able to further emphasize diagnosis or rehabilitation. Although the emphasis of this track is on adults, students will be required to gain experiences with the pediatric population as well. Required components include:

- ASU Hearing Clinic (Diagnostics and hearing aids, primarily adults)
- Arizona School for the Deaf and Blind (Pre-K educational and testing programs)
- Adult Rehabilitation (Hearing aids, Cochlear implants, Aural rehabilitation)
- Adult Diagnostics (Auditory evoked potentials, vestibular testing, and medical audiology)
- Optional Internship

**COMPREHENSIVE/FINAL EXAMINATIONS**

**National Certification Exam**

All students pursuing the M.S. thesis or nonthesis option must pass the National Teacher Examination in speech-language pathology or audiology 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 NTE 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.**

**Oral Thesis 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 available (“Guide to Thesis Preparation”) from the Graduate College. 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. nonthesis 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 practicum. Students may take the examination after 27 credit hours of coursework and 200 clock hours of clinical practicum 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: the third Saturday in October and the last Saturday in March. The dates and times of the examinations will be determined and posted at least one semester in advance of each examination.

**Speech-Language Pathology.** Students will write for each member of their graduate committee, which includes the advisor and two faculty members. Selection of the graduate committee has been discussed in an earlier section of this graduate guide. Exam questions will be 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.

**Audiology.** Students will write for one faculty member in each of the following content areas: (a) *Diagnostic Audiology*, to include audiological evaluation, auditory evoked potentials, otoacoustic emissions; (b) *Rehabilitative Audiology*, to include hearing aids, cochlear implants, aural rehabilitation; and (c) *Basic Science* to include central auditory mechanisms, auditory perception by hearing impaired, speech perception by hearing impaired.

**Standards/Grading Procedures for Written Examinations**

Faculty will be responsible for evaluating responses of all students who write for him/her within 2 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 his/her 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. 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 exam;

c. Failure on more than one of the three exam questions 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 CANDIDATES IN SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY

(Approved by Graduate College 4/23/84)

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 are 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 petitions by students for extension of probation.

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 petitions of 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 Graduate College.

Graduate Student Status

2.0 Graduate students in Communication Disorders will retain regular status if each semester they maintain:

2.0.1 A 3.0 semester grade point average with no grade less than "B".
2.0.2 No more than one Incomplete.
2.0.3 All W's were W/P (withdraw passing) or guaranteed W's.
2.0.4 Clinical performance was satisfactory with a grade of "B" or better and supervisor signed for clock hours.

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

2.1.1 Any grade less than "B" is earned in one or more\(^1\) courses or practicum;
2.1.2 More than one incomplete is earned.

\(^1\)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.
2.1.3 A W/E (withdraw with a failing grade) is earned.
2.1.4 Performance in clinical practicum is deemed unsatisfactory.

2.2 In addition, if a student receives a grade below B in a practicum, the 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

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 program 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 the student 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; this will be regarded as grounds for a recommendation of dismissal.

Removal from Probationary Status

4.0 To regain regular status, and for students admitted provisionally, 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 course(s) or practicum\(^2\) in which the incompletes or grades lower than a "B" or were originally earned;
4.0.2 He/she earns no W/Es;
4.0.3 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

\(^2\)In the case of a grade below "B" in a practicum, the 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.
5.0 The Standards Committee will recommend withdrawal of a student for academic reasons if:

5.0.1 A student with provisional admission or probationary status fails to gain regular status after one semester or at least 12 semester hours.
5.0.2 A student fails to gain regular status after petitioning and being granted an extension of one semester or at least 12 semester hours.

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 Unauthorized periods of absence from the graduate program.
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 himself/herself.
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.

Petition to Extend Probation

6.0 Students who fail to gain regular status after one semester or 12 hours on probation may petition for an additional semester or 12 hours of probational status.
6.1 Students must write a letter of petition to the Chair of the department requesting an additional semester of probational status with justification for the request.
6.2 Within two weeks the Standards Committee will have a meeting to discuss the petition. The student may present his/her case at this meeting. A quorum (2/3 of the faculty) must be present at this meeting.
6.3 The Standards Committee can recommend to extend the probational status of a student for 12 semester hours or one semester. The following are examples of some extenuating circumstances that should be taken into consideration:

6.3.1 Demonstration of excellence by the student either clinically or academically by grades of A's on exams or clinical work from a variety of instructors.
6.3.2 Extended illness which prevents the student from completing courses in which s/he was otherwise passing with a grade of "B" or better.
6.3.3 Illness, death or other extenuating circumstances in the family which prevented the student from completing satisfactory performance.

6.4 A majority of the faculty present must concur to extend the probationary period.
6.5 The student and the committee chair will be notified in writing if the petition has been granted or denied.

SUMMARY OF REQUIREMENTS AND GRADUATION CHECK-OUT

Master of Science: General Requirements

1. Pass the NTE examination in either Speech-Language Pathology or Audiology.
2. Demonstrate statistical proficiency.
3. Complete 350 clock hours of supervised clinical practice and 25 clock hours of observation of clinical services.
4. Practicum coursework (sections of SHS 580 and SHS 584) does not count toward the 30 or 33 semester hours of coursework required for graduation.
5. Academic coursework counted toward degree credit hour requirements must be completed in the Department of Speech & Hearing Science.

Master of Science: Thesis Option

1. 30 semester hours of academic coursework.
2. 6 of the 30 semester hours must include thesis registration.
3. Completion and successful defense of the thesis.

Master of Science: Nonthesis Option

1. 33 semester hours of academic coursework.
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 graduate college guidelines and the graduation office for additional procedures applied at the University level.

1. Submit official NTE scores to the Department Office.
2. If in the nonthesis option, submit Graduate College Comprehensive Examination Form (yellow), with all committee signatures to the Department Chair.
3. If in the thesis option submit Graduate College Form regarding report of the thesis defense, with all committee signatures, to the Department Chair.
4. Complete summary of credits form (for SLP: see Appendix A or for AUD see Appendix B), obtain signature of advisor and the clinic director and submit to the Department Chair.
5. When the Department Chair has verified that all Departmental requirements have been met, she/he will sign necessary graduation forms and submit them to the Graduate College.

APPENDIX A

SUMMARY OF ACADEMIC CREDITS/CLINICAL CLOCK HOURS

SPEECH PATHOLOGY
Student's Name: ________________________________

I. Degree: Applicants for either certificate must hold a Master's or Doctoral degree. Effective 1/1/94: All graduate coursework and clinical practicum in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the ESB in the area for which the Certificate is sought (Arizona State University is accredited in SLP and AUD).

Degree-Granting Institution: ___________________________________________  Date: ___________________________________________

II. Academic Coursework: 75 semester credit hours (s.c.h.)

A. Basic Science Coursework (27 s.c.h.):

   6 s.c.h. in biological/physical science and mathematics (statistics okay):

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   6 s.c.h. in behavioral and/or social sciences:

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   15 s.c.h. in human communication processes including the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic and psycholinguistic aspects:

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B. Professional Coursework (36 s.c.h.): 30 of the 36 s.c.h. in courses for which graduate credit was received; 21 of the 30 s.c.h. must be in Speech-Language Pathology.

30 s.c.h. in speech-language pathology (6 in speech disorders; 6 in language disorders)
6 s.c.h. in audiology (3 in hearing disorders and hearing evaluation; 3 in habilitative/rehabilitative procedures)

NOTE 1: A maximum of 6 academic semester credit hours for clinical practicum or a maximum of 6 academic s.c.h. associated with a thesis or dissertation may be counted toward the minimum of 36 semester credit hours of professional coursework, but those hours may not be used to satisfy the minimum of 6 s.c.h. in hearing disorders/evaluation, 6 s.c.h. in habilitation/rehabilitation, 6 s.c.h. in speech-language pathology, or the 21 graduate semester credit hours required in the area for which certification is sought.

NOTE 2: For ASU requirements, hours in clinical practicum (SHS 580) and internship (SHS 584) CANNOT be included on the program of study as part of the 30 s.c.h. for the M.S. thesis option, or the 33 s.c.h. for the M.S. non-thesis option.

NOTE 3: For the M.S. thesis option, 6 credit hours of thesis MUST be included as part of the 30 s.c.h. required for the degree.

NOTE 4: Remaining s.c.h. beyond the 63 specified above (Sections A & B) can be taken in any of the above categories to complete the 75 hour total

III. Supervised Clinical Observation and Clinical Practicum: 375 clock hours (c.h.):  

A. **Clinical Observation** (25 c.h.): Prior to beginning initial clinical practicum.  

B. **Clinical Practicum** (350 c.h. total): 250 c.h. at graduate level in Speech-Language Pathology;
50 c.h. in each of three types of clinical settings. List all settings.

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20 c.h. in each of the following 8 categories:

1. Evaluation: Speech disorders in children (20 c.h.)
2. Evaluation: Speech disorders in adults (20 c.h.)
3. Evaluation: Language disorders in children (20 c.h.)
4. Evaluation: Language disorders in adults (20 c.h.)
5. Treatment: Speech disorders in children (20 c.h.)
6. Treatment: Speech disorders in adults (20 c.h.)
7. Treatment: Language disorders in children (20 c.h.)
8. Treatment: Language disorders in adults (20 c.h.)

Up to 20 c.h. in the major professional area may be in related disorders.

35 c.h. in audiology:

15 c.h. in evaluation/screening.
15 c.h. in habilitation/rehabilitation.

IV. National Examination In Speech-Language Pathology. Official score reports must be on file in the department prior to graduation.

Date of Test:_________________________ Score:________________

NOTE: You MUST have official scores sent to the department.

V. The Clinical Fellowship: Post Graduate Professional Experience

\(^3\)“Speech" disorders include disorders of articulation, voice, and fluency.
Summary of Academic Credits/Clinical Clock Hours

This Requirements for the Certificate of Clinical Competence form must be completed and on file with the department prior to graduation. Please sign where indicated and submit this form and supporting documentation (master’s oral/written approval form) to your committee chair for signature processing.

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

_______  NTE scores on file (verified by department staff).

_______  Has demonstrated statistical proficiency by ______________________ (verified by Graduate Committee Chair).

_______  Clinical Clock Hour forms on file. Clock hour summary will be generated and verified by Clinic Director).

_______  Graduate College 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
**APPENDIX B**

**SUMMARY OF ACADEMIC CREDITS/CLINICAL CLOCK HOURS**

**AUDIOLOGY**

Student's Name: ______________________________

I. **Degree**: Applicants for either certificate must hold a Master's or Doctoral degree. Effective 1/1/94: All graduate coursework and clinical practicum in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the ESB in the area for which the Certificate is sought (Arizona State University is accredited in SLP and AUD).

Degree-Granting Institution: ______________________________

Date: ______________________________

II. **Academic Coursework**: 75 semester credit hours (s.c.h.)

A. **Basic Science Coursework** (27 s.c.h.):

   6 s.c.h. in biological/physical science and mathematics (statistics okay):

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   6 s.c.h. in behavioral and/or social sciences:

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   15 s.c.h. in human communication processes including the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic and psycholinguistic aspects:

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B. **Professional Coursework** (36 s.c.h.): 30 of the 36 s.c.h. in courses for which graduate credit was received; 21 of the 30 s.c.h. must be in Audiology.

30 s.c.h. in audiology (6 in hearing disorders and hearing evaluation; 6 in habilitative/rehabilitative procedures)

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6 s.c.h. in speech-language pathology, not associated with hearing impairment (3 in speech disorders; 3 in language disorders)

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**NOTE 2:** For ASU requirements, hours in clinical practicum (SHS 580) and internship (SHS 584) **CANNOT** be included on the program of study as part of the 30 s.c.h. for the M.S. thesis option, or the 33 s.c.h. for the M.S. non-thesis option.

**NOTE 3:** For the M.S. thesis option, 6 credit hours of thesis **MUST** be included as part of the 30 s.c.h. required for the degree.

**NOTE 4:** Remaining s.c.h. beyond the 63 specified above (Sections A & B) can be taken in any of the above categories to complete the 75 hour total.
III. Supervised Clinical Observation and Clinical Practicum: 375 clock hours (c.h.):

A. Clinical Observation (25 c.h.): Prior to beginning initial clinical practicum.

B. Clinical Practicum (350 c.h. total): 250 c.h. at graduate level in Audiology; 50 c.h. in each of three types of clinical settings. List all settings.

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40 c.h. in each of the first 2 categories listed below; 20 c.h. in the fifth category:

1. Evaluation: Hearing in children (≤ 17 years of age) (40 c.h.)
2. Evaluation: Hearing in adults (> 18 years of age) (40 c.h.)

At least 80 c.h. must be completed in categories 3 and 4 with a minimum of 10 hours in each of these categories:

3. Selection and Use: Amplification and assistive devices for children (minimum of 10 c.h.)
4. Selection and Use: Amplification and assistive devices for adults (minimum of 10 c.h.)
5. Treatment*: Hearing disorders in children and adults (20 c.h.)

Up to 20 c.h. in the major professional area may be in related disorders.

35 c.h. in speech-language:

15 c.h. in evaluation/screening.
15 c.h. in treatment.

IV. National Examination In Audiology. Official score reports must be on file in the department prior to graduation.

Date of Test: __________________________ Score: __________________

NOTE: You MUST have official scores sent to the department.

V. The Clinical Fellowship: Post Graduate Professional Experience

*Treatment” for hearing disorders refers to clinical management and counseling, including auditory training, speech reading, and speech and language services for those with hearing impairment.
Summary of Academic Credits/Clinical Clock Hours

This document must be completed and on file with the department prior to graduation. Please sign where indicated and submit this form and supporting documentation (master's oral/written approval form) to your committee chair for signature processing.

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

- NTE scores on file (verified by department staff).
- Has demonstrated statistical proficiency by ____________________ (verified by Graduate Committee Chair).
- Clinical Clock Hour forms on file. Clock hour summary will be generated and verified by Clinic Director.
- Graduate College 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