THE UNIVERSITY OF ARIZONA®

MASTER OF SCIENCE

in

SPEECH, LANGUAGE, AND HEARING SCIENCES
2023-2024

Student Handbook

"The Cactus Book"

The Department of Speech, Language, and Hearing Sciences
The University of Arizona
1131 E. 2nd Street
P.O. Box 210071
Tucson, Arizona 85721-0071

Updated 7/17/2023

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The Department of Speech, Language, and Hearing Sciences

Mission Statement

The mission of the Department is to contribute to the scientific study of human communication and its disorders, to educate students regarding the relevant knowledge and skills necessary for clinical and research endeavors in the field, and to provide service to the university, community, state, and beyond.

Academic Programs

The Department of Speech, Language, and Hearing Sciences offers coursework leading to the Bachelor of Science (BS), Master of Science (MS), Doctor of Audiology (AuD), and Doctor of Philosophy (PhD) degrees.

The Bachelor of Science degree includes coursework to develop understanding of basic principles of biological sciences, physical sciences, mathematics, and the social and behavioral sciences. The SLHS major provides a broad education regarding human communication and communication disorders across the lifespan. This degree is preparatory for clinical degrees in speech-language pathology or audiology, as well as for advanced degrees in speech, language, and hearing sciences or related fields of study. The degree also provides a foundation in writing, effective communication, and critical thinking to position graduates as attractive for many careers.

The Master of Science degree includes the two-year academic and clinical training to prepare students for a career in speech-language pathology. A nonclinical Master of Science degree is also available.

The Doctor of Audiology (AuD) program is a four-year course of study for a professional degree with a clinical emphasis in audiology.

The Doctor of Philosophy (PhD) program prepares students for academic and research careers through coursework and participation in research projects.

Accreditation

The Master of Science (M.S.) residential education program in Speech-Language Pathology and the Doctor of Audiology (Au.D.) residential education program at the University of Arizona are accredited by Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Department of Speech, Language, and Hearing Sciences
Teaching Mission Statement

The teaching mission of the Department of Speech, Language, and Hearing Sciences at the University of Arizona is to provide excellent foundational and advanced education to students in human communication and its disorders.

- Undergraduate education
  - To provide high quality education in speech, language, and hearing sciences
  - To prepare students to succeed in a variety of careers through the application of critical thinking and written and oral communication skills
  - To prepare students to interact respectfully with people with disabilities/disabled people and treat those with communication disorders with empathy
- Graduate education
  - To train highly qualified audiologists and speech-language pathologists who are well-grounded in principles of evidence-based practice
  - To instill professionalism in our students, so they demonstrate integrity, compassion, inclusion, excellence, and strong communication skills in their practices
  - To train students to become leaders within their professional communities
  - To prepare the next generation of ethical scientists in our professions

Coursework in the clinical degree programs is designed to support students to achieve the following knowledge outcomes and skills:

- Ability to demonstrate speech and language skills necessary for effective communication with clients/patients and their relevant others, and for composing well-written and substantive diagnostic and treatment reports, treatment plans, professional correspondence, and scientific and technical reports.
- Ability to analyze, synthesize and evaluate biological, acoustic, psychological, developmental, linguistic, and cultural correlates of basic human communication processes and disorders including speech; receptive and expressive language in oral, written, and manual modalities; hearing; swallowing; and cognitive/social aspects of communication.
- Ability to analyze and evaluate information about prevention, assessment, and intervention over the range of communication disorders specified in the current ASHA scope of practice for audiology and speech-language pathology.
- Ability to analyze and synthesize relevant information regarding professional ethics and to interpret the principles of the ASHA Code of Ethics as they apply to the professional practice of audiology and speech-language pathology.
- Ability to comprehend the common principles of research and research design, both basic and applied, used in human communication sciences and disorders and to know sources of research information and how to access them.
- Demonstrate an understanding of issues currently having an impact on audiology or speech-language pathology as professions.

FACULTY

Alt, Mary	Ph.D.	Professor, Department Head (CCC-SLP)
Arizmendi, Genesis	Ph.D.	Assistant Professor (CCC-SLP)
Bunton, Kate	Ph.D.	Professor (CCC-SLP)
Cardinal, Holly	M.S.	Assistant Clinical Professor (CCC-SLP)
Casteix, Jennifer	M.S.	Clinical Professor (CCC-SLP)
Cazzato, Kathleen	M.A.	Associate Clinical Professor (CCC-SLP, BCS-S)
Cone, Barbara	Ph.D.	Professor (CCC-A)
Dai, Huanping	Ph.D.	Associate Professor
Darling-White, Meghan	Ph.D.	Assistant Professor (CCC-SLP)
Escobedo, Magdelena	M.A.	Assistant Clinical Professor (CCC-SLP)
Guilmette, Karen	M.S.	Associate Clinical Professor (CCC-SLP)
Hafner, Florian	Ph.D.	Assistant Professor of Practice
Hansen, Erica	AuD	Associate Clinical Professor (CCC-A, F-AAA)
Hawley, Janet L.	ClinScD	Associate Clinical Professor (CCC-SLP)
Jensen, Carole	M.S.	Assistant Clinical Professor (CCC-SLP)
Kapa, Leah	Ph.D.	Assistant Professor
Kielar, Aneta	Ph.D.	Assistant Professor
Kobel, Megan	AuD/Ph.D.	Assistant Professor (CCC-A)
Maltman, Nell	Ph.D.	Assistant Professor (CCC-SLP)
Marrone, Nicole	Ph.D.	Associate Professor (CCC-A)
Martinez, Amanda	M.A.	Assistant Clinical Professor (CCC-SLP)
Martinez, Jake	M.A.	Assistant Clinical Professor (CCC-SLP)
Miller, Julie	Ph.D.	Associate Professor
Monahan, Natalie	M.S.	Assistant Clinical Professor (CCC-SLP)
Muller, Thomas	AuD	Clinical Professor (CCC-A, F-AAA)
Plante, Elena	Ph.D.	Professor (CCC-SLP)
Raymond, Michelle	M.S.	Assistant Clinical Professor (CCC-SLP)
Reeb, Kristin	M.S.	Clinical Instructor (CCC-SLP)
Samlan, Robin	Ph.D.	Associate Professor, Associate Dept Head (CCC-SLP)
Smith, Dori	DMA, M.S.	Assistant Clinical Professor (CCC-SLP)
Story, Brad	Ph.D.	Professor, Associate Dean College of Science
Velenovsky, David	Ph.D.	Senior Lecturer (CCC-A)
Wheeler, Amy	AuD	Assistant Clinical Professor (CCC-A)
Wong, Aileen	AuD	Associate Clinical Professor (CCC-A)

Adjunct Lecturers
Kindle Rising   M.S., CCC-SLP
Alyssa Sachs   Ph.D., CCC-SLP

Research Professionals
Nora Evans-Reitz   M.S., CCC-SLP   L4 Lab
Figueroa, Cecilia   M.S., CCC-SLP   L4 Lab
Rising, Kindle   M.S., CCC-SLP   Aphasia Research
Vance, Rebecca   M.S., CCC-SLP   Plante Lab

STAFF

Acuna, Alma   Facilities Management
Barakat, Feday   Coordinator, Insurance & Billing
Castano, Bertha   Facilities Management
Hamilton, Cathy   Facilities Management Project Manager
Hayward, Nickole   Graduate Coordinator
Hernandez, Alex   Undergraduate Advisor
Lavine, Debra   Office Specialist
Padilla, Patsy   Administrative Assistant
Phelan, Kevin   Business Manager
Radosevic, Denise   Office Specialist
Reichenbacher, Richard   Manager, Information Systems
Sasser, Kim   Administrative Assistant, Front Desk
Weber, Doug   Facilities Management Supervisor

FACULTY RESEARCH AREAS

Consistent with our mission to advance the science that provides foundational understanding of human communication and communication disorders, our department houses research laboratories that complement our on-campus clinical facilities. Students have the opportunity to enroll in independent studies, participate in ongoing investigations, and to conduct directed research in the context of thesis and dissertation projects. A wide range of research interests are represented by the faculty as highlighted below.

Mary Alt	Word and concept learning; understanding learning mechanisms; applying learning theory to language treatment. Populations studied include: bilingual children and children with language disorders/delays.
Genesis Arizmendi	Cognition, language, and learning in bilingual children. Education and health equity.
Kate Bunton	Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.
Barbara Cone	Human auditory system development and methods for assessing hearing in infants at risk for hearing loss or neurologic impairment.
Huanping Dai	Basic science aspects of auditory perception, applied issues related to hearing, including the application of statistical and psychophysical principles and methods to the diagnoses of hearing disorders, and signal processing for amplification.
Meghan Darling-White	Develop and validate interventions that have an impact on functional speech production skills in individuals with motor speech disorders.
Leah Kapa	Typical and disordered language development in childhood and the interaction between language and cognition in children and adults.
Aneta Kielar	Integration of behavioral and neuroimaging measures of brain function with goal of understanding changes in cognitive functioning associated with brain damage and recovery.
Megan Kobel	Normal and abnormal vestibular function, vestibular diagnostic techniques, motion perception, and aging and cognitive factors in balance, gait, and falls.
Nell Maltman	Language, cognition, and genetics across the lifespan in individuals affected by autism spectrum disorder and fragile X syndrome, and their family members.

Nicole Marrone   Hearing loss and treatment in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation

Julie Miller   Neurogenetic and circuitry mechanisms underlying human vocal function and dysfunction using birdsong as a model

Elena Plante   Brain-language relations in developmental language disorders and language assessment and treatment.

Robin Samlan   Production, perception, and measurement of the human voice

Brad Story   Speech acoustics/analysis/signal processing, synthesis/simulation of speech and voice, relation between articulation and acoustics, speech-to-speech transformation, perception of natural and synthetic speech.

MASTER OF SCIENCE in SPEECH, LANGUAGE, AND HEARING SCIENCES

We have two Master of Science programs: one with a clinical emphasis and one with a basic science focus. This student handbook is designed to guide students through the program for either degree. We also have the SLHS Community Site d2l page (see Content/MS SLP) where complementary information is available. Students are welcome to make suggestions about additional information they would like on that site.

The faculty members of the Department of Speech, Language, and Hearing Sciences are committed to providing the highest quality graduate education, both academic and clinical.

Key personnel for the academic year 2023-2024.
These titles are referred to in the text of the document.
Department Head: Mary Alt
Associate Department Head for Clinical Education: Robin Samlan
Director of Graduate Studies (PhD): Kate Bunton
Director of Graduate Studies (AuD): Nicole Marrone
Director of Graduate Studies (MS): Meghan Darling-White
Graduate Program Coordinator: Nickole Hayward
Business Manager: Kevin Phelan
All departmental forms referenced in the document can be found on the D2L SLHS community site.

Master of Science in Speech, Language, and Hearing Sciences (<u>without</u> Clinical Training)
The non-clinical master's degree is designed for students who elect to major in basic speech, language, and hearing sciences. Students who pursue this degree will not be prepared to practice professionally as Speech Language Pathologists or Audiologists. This may be the terminal degree for a student or the first step toward a PhD. This degree is not applicable to the students who pursue the standard clinical curriculum in Audiology or Speech-Language Pathology.

As with all graduate programs, students develop a Plan of Study to meet the degree requirements. The master's degree requires a total of 36 units. The non-clinical MS requires successful completion of a master's thesis, and up to 6 units of thesis credit can be counted toward the degree. Students will develop a thesis plan with their major advisor and comprise a Program Committee with at least two other faculty members. Guidelines for the Thesis Committee and Thesis defense are detailed below. In exceptional cases, the thesis requirement may be replaced by a comprehensive examination, subject to approval by the Director of Graduate Studies.

Master of Science in Speech, Language, and Hearing Sciences (with Clinical Training)
Our clinical program is designed to provide the academic and clinical training to fully prepare students for professional practice in the field of Speech-Language Pathology. The program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The required coursework and clinical training address all of the 2020 ASHA Standards to achieve the necessary knowledge and skills for speech-language pathology.

The program is designed as a full-time, residential, five-semester program. Students will have practicum assignments on days/times they are not in class. When students have employment or other personal responsibilities that limit times and days of clinical placements, there are fewer options available, and they might require additional semesters to meet clinical competencies.

Overview of Course Requirements for Clinical MS in Speech-Language Pathology

The clinical Master of Science degree requires a minimum of 36 graduate credit hours. This total does not include academic credit earned for clinical practicum and includes no more than 6 hours of thesis credit for those who choose the thesis option. The academic preparation and clinical training are broadly based, including coursework across a range of communication sciences and disorders. Completion of a thesis is optional but is highly recommended for students planning to pursue studies leading to a PhD degree.

Table 1 provides the suggested course sequence for the MS in Speech-Language Pathology. Students are also expected to have a background that includes the coursework listed below as required for ASHA certification. Students who have not completed the background coursework are encouraged to do so as early as possible and should inform their academic advisor of plans to do so. These courses must be documented in the student folder to be eligible for clinical licensure.

- 1 course in Physical Science (Physics or Chemistry)
- 1 course in Biological Sciences (human or animal emphasis)
- 1 course in Behavioral/Social Sciences
- 1 course in Statistics (not research methods)

Overview of the First Year for Three-Year Students

Students admitted to the MS Program with background in other fields will need to complete preliminary coursework during their first year. This first year (referred to as the leveling year) will include both undergraduate and graduate level coursework. Students must register for at least 9 units of graduate-level credit each semester. When a course is offered both on the 400- and 500-level, students should register for the 500-level course. The student's academic advisor will review academic records and recommend coursework for the leveling year. See page 22 for guidance for three-year students.

Table 1. Sequence for Courses in Speech-Language Pathology (beginning Fall 2023)

Course#	Fall - 1st year	Units	Course#	Spring - 1st year	Units
552	**Language Disorders School-Age Children**	3	555	**Developmental Language Disorders**	3
544	**Adult Language Disorders I**	3	543	**Adult Language Disorders II**	3
566	**Preclinical Speech Science**	3	557	**Dysphagia**	3
511	**Tool School** (7 weeks) (Clinical Preparation)	1	574	**Speech Disorders II**	3
597	**Workshop: Research Intro** (7 weeks)	1	597	**Workshop: Research Methods** (7 weeks)	1
558	**Clinical Practicum**	2	558	**Clinical Practicum**	2
571	**Speech Sound Disorders** (if needed)	(3)			

Course#	Summer Session - 1st year	Units
558/658	**Clinical Practicum**	3

Course#	Fall - 2nd year	Units	Course#	Spring - 2nd year	Units
572	**Speech Disorders I**	3	554	**Auditory Rehabilitation** (if needed)	(3)
575	**Neuromotor Speech Disorders**	3		Elective	(1-3)
512	**Evaluation Process in SLP**	3		Elective	(1-3)
501	**Professional Issues** (7 weeks)	1	558/658	**Clinical Practicum**	**3**
558/658	**Clinical Practicum**	3			

BOLD = REQUIRED COURSES

Electives available within the department of Speech, Language, and Hearing Science include:

SLHS 510   Counseling (Fall, 7-week, 1 unit; Bunton)
SLHS 535   Bilingualism, Multiculturalism, & Nonmainstream Dialects (Spring, 3 units, Arizmendi)
SLHS 597   Topics in Service Delivery for Bilingual Populations (Fall, 7-week, 1 unit, Guilmette)
SLHS 597   Augmentative and Alternative Communication (Workshop; Spring, 1-2 units; Raymond)
SLHS 597   Medical Speech-Language Pathology (Workshop; Spring, 7-week, 1 unit; Cazzato)
SLHS 597   Pediatric Feeding and Swallowing Workshop; (Fall, 7-week, 1 unit; Casteix)
SLHS 597   Vocal Wellness and Voice Production for the Classroom and Clinic (Workshop; Fall & Spring, 7-week, 1 unit; Smith)
COGS 505   Language and Imaging (Workshop; Spring, 2 units; Kielar)

Excellent elective courses are also available outside of the department in relevant areas including neurodevelopmental disorders, child development, neuroanatomy, neural foundations of behavior, and coursework for the MBCP program. The last semester of your graduate program is the most likely time for you to be able to add an outside elective. Check with your advisor or review course listings in departments such as Psychology, Family and Consumer Sciences, and Linguistics.

Overview of Practicum Requirements

Students completing the MS degree in clinical sciences must have coursework and practicum experiences meeting the certification requirements of the American Speech, Language, and Hearing Association (ASHA). The University of Arizona views the practicum courses as laboratory courses. As such, the University requires a minimum of 45 hours of assigned experience for each unit of academic credit in practicum enrollment.

A minimum of 400 clock hours of supervised clinical practicum must be completed in the practice of speech-language pathology. This includes:

- 25 hours of clinical observation followed by 375 hours of direct contact
- Up to 75 hours of direct contact can be transferred from an undergraduate program.
- At least 325 hours must be completed during graduate training in at least three distinct settings.
- ASHA allows for up to 75 hours to be obtained through alternative clinical education. These opportunities will be defined by the clinical faculty.

The clock hours count reflects a minimum experience. In addition to the hours requirement, students must demonstrate a satisfactory level of independence in knowledge and skills related to assessment and treatment of children and adults in 9 key areas: articulation, fluency, voice and resonance, language, cognition, hearing, swallowing, social communication, and communication modalities. Therefore, students completing the MS degree in clinical sciences are expected to enroll in clinic each semester, even after they have completed the 400 hours. Twenty-five documented and signed observation hours from undergraduate programs will be accepted towards the 400 hours. Clockhours from undergraduate experiences and SLPA training will not count towards the 400 hours. Exceptions in rare circumstances will be determined by the Associate Department Head for Clinical Education, together with the Director of Graduate Studies for the MS program.

Knowledge and Skills Acquisition and Standards for Clinical Competence

In addition to meeting the academic requirements for the MS degree, all students in the clinical program must meet the current knowledge and skills standards for the certificate of clinical competence in Speech-Language Pathology. Students should become familiar with the standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards can be found on the ASHA website at: https://www.asha.org/certification/2020-slp-certification-standards/.

These skills are operationalized by ASHA into a set of standards for Knowledge and Skills Assessment (KASA) which are met through both academic and clinical courses. Academic course activities such as quizzes, examinations, assignments, reports, and presentations contribute to acquisition of knowledge and skills in specific areas. As such, the course activities that relate to specific KASA standards are denoted below. To demonstrate that these standards are met, a minimum of a 'B' must be obtained for these activities, unless otherwise noted. That means that it is possible to pass an entire course, but not meet the KASA standards covered in that course if a particular activity is not successfully completed. Students are allowed to remediate activities that do not meet the criteria and faculty will set the guidelines for what constitutes successful remediation. Failure to successfully remediate an assignment that relates to a specific KASA standard means that the department will be unable to document your ability to

meet the standard and you will not be eligible for certification. A record of Knowledge and Skills Acquisition is maintained within the electronic clinical and academic software (CALIPSO). The form is retained in your student file, and you will receive a copy of the ASHA Knowledge and Skills Verification when you graduate.

Clinical Practicum Sites
A variety of practicum opportunities are available at both on- and off-campus facilities. During the two-year program, students will complete a minimum of two semesters of training in the University Clinic and usually participate in two semesters of off-campus practicum. Initial clinical experiences are gained in the University of Arizona Speech-Language Clinic under the supervision of University faculty. In subsequent semesters, students either continue on campus or rotate to a variety of off-campus facilities, including public schools, local medical centers, and children's agencies. Satisfactory levels of knowledge and clinical independence must be demonstrated on-campus before students will be placed with off-campus clinical instructors. Advanced clinical experiences are also available in the context of clinical research and specialty clinics.

Assignments are based on students demonstrating satisfactory academic progress, knowledge, skills, and level of independence demonstrated in previous clinical experiences, CFCC and CAA requirements, and site availability. Some off campus placements have specific requirements regarding student availability, skills, and interests; others include an interview process. While student preference is taken into account, decisions related to practicum are at the discretion of the ADH for CE and scheduled to ensure that each student gains balanced experience in the evaluation and treatment of speech and language disorders in children and adults.

Students are expected to be available for clinical assignments M-F from 8-5:00. When they are not available for their assigned placement, it might not be possible to find a different placement that semester and might delay graduation.

HIPAA Client/Patient Confidentiality Clinical Policy
HIPAA stands for the Health Insurance Portability and Accountability Act, a federal law regarding confidentiality of client/patient information. All students must complete HIPAA training to participate in any clinical endeavor and are expected to adhere to HIPAA and Department policies at all times.
HIPAA training involves two steps:
1. Students must complete the UA HIPAA training through UAccess Edge Learning. This training can be completed on campus or from an off-campus location using VPN. On UAccess Edge Learning, in the search bar type HIPAA Annual Certification. Next, click register. When registered click to complete the self-paced modules. Detailed instructions are available on the UAccess Edge Learning site. When you have completed the module, print the certificate of completion as a pdf and email to the Program Coordinator (Nickole Hayward).
2. Students must also review the department-specific HIPAA policies (available on SLHS D2L community site) and sign the department confidentiality form. Annual updates regarding HIPAA and other security issues will be provided.
Direct questions regarding HIPAA to Janet Hawley, SLHS HIPAA Compliance Officer.

<u>Clinical Training and Record Keeping</u>
The software program CALIPSO is used to track academic and clinical progression through the program. Each student will purchase an individual account and enter accrued clinical hours each semester; clinical instructors will enter clinical evaluation ratings and grades each semester.

The cost for registering on CALIPSO is approximately $100, payable by credit or bank card, at the beginning of your program.

The Multicultural-Bilingual Certificate in Speech, Language, and Hearing Sciences (MBCP)

All graduate students can earn the MBCP. Students who earn this certificate will demonstrate knowledge regarding how to appropriately assess and treat all languages in the bilingual or multilingual individual, how to train and implement the use of interpreters, and cultural awareness and sensitivity in the clinical setting. Students do not need to be bilingual to participate in the MBCP program.

The certificate program requires the following graduate coursework (9 units):

1. SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3 Units)
2. SLHS 597 Workshop: Topics in Service Delivery for Bilingual Populations (1 unit).
3. Clinical Practicum in Bilingual Context (2 units)
   - Clinical experiences with bilingual populations will occur during SLHS 558 Clinical Studies in Speech-Language Pathology or SLHS 559 Clinical Studies in Audiology
   - 50 contact hours with bilingual populations, across multiple clinical placements (either on or off-campus) and documented in CALIPSO.
4. At least one additional appropriate elective course (3 units total). Examples include:

AIS 545	A Structures of Non-Western Languages
AIS 582	Hopi Language in Culture
AIS 696J	Topics in Native American Languages and Linguistics
ANTH 530A	Language and Society in the Middle East
ANTH 536	Japanese Sociolinguistics
CPH 520	Racial and Ethnic Health Disparities
HIST 552	American Ethnic History
HPS 533	Global Health
HPS 535	Multicultural Health Beliefs
HPS 581A	Issues in Native American Health: An Introduction to Critical Thinking
HPS 577	Sociocultural & Behavioral Aspects of Public Health
LING 500	Linguistics for Non-majors
LING 502	Gender and Language in Japan
LING 519	Linguistic Structure of Modern Chinese
LING 511	Introduction to Japanese Linguistics
LING 544	Typology and Universals
TLS 504	Language and Culture in Education
TLS 507	Education of Mexican Americans in the United States
TLS 510	Foundations of Bilingual Education and Second Language Learning
TLS 512	Educating Culturally Diverse Students in a Pluralistic Society
TLS 514	Reading and Writing in Bilingual and Second Language Settings
TLS 581	Multicultural Literature and Literacy
TLS 641	Immigration and Education
TLS 643	International Indigenous Culture-Based Education
MAS 505	Traditional Indian Medicine: Health, Healing and Well Being
MAS 508	The Mexican-American: A Cultural Perspective
MAS 510	Socio-cultural determinants of health
MAS 525	Latino Health Disparities
MAS 535	Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures
MAS 575a	Education of Latina/os
SPAN 574A	Language in the Mexican American Experience
SERP 504	Cultural and Linguistic Diversity in Exceptional Learners

Other classes or independent study experiences may be identified to fulfill the elective requirement.

For more information, talk with Genesis Arizmendi, program director.

Plan of Study Guidelines for all Students in Master of Science Program

Our program requirements are consistent with the guidelines and deadlines set by the UA Graduate College that are described here: https://grad.arizona.edu/gsas/degree-requirements.

Academic Advising
Each student will be assigned a faculty academic advisor to assist in the planning and successful completion of the program. Students should meet with their advisor during the graduate orientation or the first week of the semester, and then again mid-semester as plans are made for second-semester enrollment. Most students remain with their advisor throughout their program, but a student may elect to change to an advisor with better-aligned interests. This is particularly appropriate if the student chooses to complete a thesis with a different faculty member. To change advisors, the student should talk with both faculty members to ensure agreement and then report the change in writing (email) to both advisors, and the SLHS Graduate Coordinator (Nickole Hayward).

Graduate Plan of Study
Students should meet with their academic advisor to develop their plan of study for the Master's degree during the first semester of graduate school. This plan of study is documented on a departmental form located on the SLHS community D2L site and must be submitted to the SLHS Graduate Coordinator before the end of the first semester. The plan is also submitted to the Graduate College during the third semester of the program. You will receive advising on this process at the returning student orientation. All deficiencies must be satisfied before the Plan of Study is approved. The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements.

The procedures are highlighted below:
- First semester
  - Complete the fillable pdf form for the SLHS MS plan of study. List all undergraduate and graduate courses that have been taken (or will be taken) in speech, language, and hearing, as well as pertinent courses from related areas. Combined, these courses should meet all the requirements for the MS degree at the University of Arizona and for ASHA certification.
  - Download Plan of Study form from SLHS community D2L site. Turn in an electronic copy of the plan of study with academic advisor signature to Nickole Hayward.

- Fall semester, second year of study: Log into UA GradPath http://www.uaccess.arizona.edu. Complete the following in the Student Center section:
  - Responsible Conduct of Research Statement (all students do this)
  - Enter all completed and planned coursework into the Master's/Specialist Plan of Study. The form is due to the UA Graduate College **by October 1 in your second year** of study. You will need to revise this form if your spring semester schedule changes.

- o Complete the Master's Committee Appointment form. List your academic advisor as the chair, with Dr. Alt and Dr. Darling-White as committee members. If either Dr. Alt or Dr. Darling-White are your academic advisor, list Dr. Samlan as a committee member. For students completing a thesis, list your thesis advisor as chair and the two members serving on your thesis committee.

- End of the program: Completion of Degree Requirements form will be completed by the Department.

Guidelines for Completing a Master's Thesis

A Master's thesis is required for those students pursuing the nonclinical degree. A thesis is encouraged (but not required) for students pursuing a clinical emphasis. Students contemplating future doctoral study are strongly encouraged to complete a thesis. Students are encouraged to talk with various faculty members who conduct research in potential areas of interest. Once a faculty member agrees to be the primary thesis advisor, a student may request to change to that individual as their academic advisor. To do so, the previous advisor and the graduate coordinator (Nickole Hayward) should be informed. A student electing to complete a thesis must follow the steps described in the University of Arizona's *Manual for Thesis and Dissertations* found at: https://grad.arizona.edu/gsas/dissertations-theses/sample-pages. After initial planning of a thesis, a student must present the proposed thesis to their committee to obtain approval. A department colloquium must be presented following completion of the project.

Thesis Committee
The thesis chair must be a tenure-track SLHS faculty member. In addition, the UA graduate college policy is that Master's thesis committees must consist of three members of the Graduate Faculty. At least two members, including the chair, must be tenure-track SLHS faculty members. The third member may be career-track or tenure-track faculty and must be a member of the UA Graduate Faculty.

The following steps are recommended for timely completion of a thesis:
1. Choose a topic and committee as soon as possible, preferably by the end of the first year.
2. Formulate methodology to answer the research question and have it approved by all committee members. This includes a meeting/presentation with your committee members regarding the proposed research to solicit feedback and confirmation of the research plan. You will work with your Thesis Advisor regarding the timing and plan for this meeting.
3. If you plan to work with human subjects or the data they produce, make sure to submit an IRB application (or ensure you are added to your advisor's IRB) as soon as possible. It can take several weeks/months to gain approval and you may not work with human subjects or their data without this approval (see section below). Ideally, this will be completed by the end of your first year.

4. If you plan to engage in data collection, make sure you discuss your plans with the Clinic Director (Dr. Samlan) in advance, if you will need any adjustments to your clinic schedule (e.g., a lighter semester, more time off in the afternoons). Adjustments are not guaranteed, but are far more likely to be possible if they are anticipated at least one semester in advance.
5. Have the introduction, review of the literature, and methodology portions of the thesis written by the end of the first semester of the second year thereby allowing you time to finalize results and write the results and discussion sections.
6. A colloquium presentation to the department should be scheduled to present your findings prior to your official defense with the committee (typically during the Spring of the second year).
7. The thesis must be defended by the last day of final examinations (see Graduate College deadlines: https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines). Students who defend after this deadline, but before the first day of Summer Session I, will not have to register for summer, but will have an August graduation date. Students who defend after the first day of Summer Session I will have to register and pay fees.
8. Submit your thesis to the Graduate College/UA Campus Repository for archiving. Instructions can be found here: https://grad.arizona.edu/gsas/dissertations-theses.
9. A final electronic copy must also be turned into your thesis advisor and to your other committee members.

Note that if a student begins a thesis, but ultimately does not complete the thesis, it will be necessary to adjust their program of study.

Thesis Defense and Final Comprehensive Examination

The final comprehensive examination of a student completing a thesis consists of two parts: (1) an oral examination that will cover the thesis and (2) an oral examination that covers the general curriculum. These two examinations may be scheduled on the same day or may be scheduled separately. The student, thesis advisor, and committee members should discuss how the exam will be scheduled. The student's thesis committee administers the thesis defense and the examination that covers broad aspects of the field. Note, however, that a thesis committee member from outside of the department may be replaced by an SLHS faculty member for the examination of the general curriculum, when appropriate. The full examination (i.e., thesis and general curriculum) will last no less than one hour and no more than 3 hours. The exam must be scheduled for the full 3 hours. At least two-thirds of the committee members must vote PASS for the student to pass this examination.

In the event the student fails one or both parts of the oral examination (thesis defense or curriculum content), he or she may retake the failed portion of the oral examination, with permission of the Director of Graduate Studies, after a lapse of time deemed appropriate by the student's examination committee. The second examination will be in oral or written format, at the discretion of the committee. To pass the second examination, at least two-thirds of the committee members must vote PASS. Results of the second examination are final.

Human Subjects Protection Training and Institutional Review Board (IRB) Approval

All students who conduct research involving human subjects or data produced by human subjects are required to complete the Human Subject Protection Program training (called CITI

training). This can be done online at: https://rgw.arizona.edu/compliance/human-subjects-protection-program/HSPP-training . The graduate college does not require separate approval or IRB for a thesis project if the project is covered by an active, approved IRB protocol (typically under the name of the faculty mentor). The thesis chair will be able to determine if work is covered under an existing approved protocol or if an additional project approval is needed. To obtain the forms and information about IRB approval, refer to the Human Subjects Office for guidance: https://rgw.arizona.edu/compliance/human-subjects-protection-program/HSPP-forms.

National Certification Examination (PRAXIS)
This examination is required for licensure in Arizona (and most states) and for certification by the American Speech-Language-Hearing Association. We recommend that it be taken during spring semester of your second year. Results should be sent directly to the University of Arizona SLP/AUD (RA 0002) and ASHA (R5031). You should also check with requirements for the state you plan to work in/Department of Education in that state and have it sent directly to the licensing boards if required. Four requests are free if you make the request at the time of the exam, but there is a fee if you order later.

Student Concerns and Grievance Procedures
Our faculty and staff members are committed to serving the best interests of our students and are invested in facilitating student success. We aim to promote an environment where students feel free to raise issues of concern. Students are encouraged to maintain good communication with their academic advisor and are also welcome to meet with other faculty members, including the Associate Heads and Department Head regarding any issues or concerns, or when seeking advice. Our departmental d2l webpage has a flowchart (content/Flowcharts for concerns) that helps guide students to the appropriate parties to address concerns. The University of Arizona Graduate College also aims to ensure that student grievances are heard and appropriately addressed. The policy on grievance procedures can be found at the following website: https://grad.arizona.edu/policies/academic-policies/grievance-policy. Students may also contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association at 2200 Research Boulevard, Rockville, MD 20850-3289.

Evaluation of Student Performance in the MS Program in Speech-Language Pathology
Student performance is monitored throughout the program to assure that satisfactory progress is being made. Evaluation is primarily based upon grades, performance in clinical practicum, benchmark examinations (first-year examination and comprehensive examination during the last semester of study), and faculty input. Students should consult with their advisor (or another faculty member) whenever there are questions or concerns about academic achievement or the individual plan of study.

The following criteria relate to maintaining satisfactory progress:
1. Satisfactory academic performance

- Within the SLHS department, graduate students are expected to achieve A or B levels of performance in coursework to assure mastery of the critical knowledge and skills in each course.
- If a student receives a C or below in an academic course, they will need to successfully complete a remediation plan with the course instructor. Clinical practicum may be limited or stopped until satisfactory academic performance is achieved. See Appendix B for Remediation Plan for C Grade in SLHS Course form.
- Following the Graduate College policy, students whose cumulative grade point average falls below 3.0 are placed on academic probation. Details about this policy can be found at the following website: http://catalog.arizona.edu/policy/graduate-academic-standing-progress-and-probation .

2. Satisfactory performance in clinical practicum
   - Satisfactory performance in clinical practicum is defined as compliance with the technical standards and grades of A or B for practicum enrollment. Practicum grades are included in the student's cumulative grade point average.
   - A semester grade of C or lower will result in a repetition of a similar clinical experience to demonstrate mastery of clinical skills. The clinical hours accrued in the experience where the student earned the C might not be awarded.
   - Demonstrated growth in all areas of the knowledge & skills as required for professional practice
   - Satisfactory performance on the 1st year examination

3. Pass an SLHS faculty review of student progress each semester
   The faculty meets each semester to review student progress in the program. Discussion focuses on academic record, performance in clinical practicum, as well as research/thesis efforts and contributions as a teaching assistant. The review provides an opportunity for individual faculty to share impressions of students' strengths and special talents, as well as areas that may need improvement. In addition, the faculty can be made aware of circumstances that may bear upon a student's performance. Discussions follow Family Education Rights and Privacy Act (FERPA) guidelines.
   - As noted above, academic, and clinical grades are monitored to affirm achievement of required knowledge and skills is documented. Remediation of any C grade must be documented using the form in Appendix B, which is ultimately filed with department records so that eligibility for ASHA certification can be endorsed.
   - If a C grade is earned in more than one course (academic or clinical), there is serious concern regarding whether a student can continue in the program, regardless of the overall grade point average. Faculty determination of probationary status or dismissal will be prompted and communicated to the student. Failure to achieve overall satisfactory performance in the program will block the department endorsement of academic and clinical competency with ASHA and state licensing agencies.

4. Pass the First Year Examination
   An examination over the first year of coursework and clinical experiences will be given to all first year Master's students after the first academic year (typically, in May after the final exam period and before the beginning of summer clinic). The purpose of the examination is to confirm that students are making adequate progress regarding mastery of content and clinical principles, and to confirm adequate writing skills necessary for successful performance in the profession. The examination is used for department purposes only; it may be used to guide the second year of graduate study and to help to assure successful completion of the graduate program. Information regarding the format, schedule, and timeframe for the exam will be provided during the spring semester.
   - The expectation is that all work related to the first-year exam is completed independently by the student.   The use of ChatGPT or other AI to prepare your answers will be considered plagiarism and may affect your continued enrollment in the program. As always, you will be held to the Academic Code of Integrity at The University of Arizona. https://deanofstudents.arizona.edu/policies/code-academic-integrity

The typical first-year exam is as follows:
- Exam format and content: Students write essay answers to a number of questions in a fixed time period. Answers to exam questions are expected to be typed by the student. Students are expected to select questions consistent with their plan of study. In other words, students should only respond to questions relevant to the coursework completed by the end of the first year of study.
- Scoring: The scoring rubric for the exam includes High Pass (HP), Pass (P), Needs Remediation (NR), Fail (F). Passing performance is a rating of High Pass or Pass on 80% of the questions answered.
- Accommodations: Students eligible for accommodations through the DRC should work with their DRC contact and the Director of Graduate Studies to arrange for appropriate accommodations.
- Consequences: Answers scored as "Needs Remediation" or "Fail" will prompt recommendations from faculty members for remedial work related to each question. The timeline for completing remediation will be detailed in the letter given to the students. The faculty will review the performance of any student who fails one or more questions OR who receives "needs remediation" on two or more questions, and recommendations for additional remediation will be made by their program committee and the Department Head. Failure to make satisfactory academic progress (e.g., as evidenced by poor performance on the first-year exam and failure to successfully complete remedial work) will result in review of student status and recommendations, which could include oral examination and/or discontinuation in the program.

5. Pass the Comprehensive Examination

A written comprehensive examination is required of all master's students except those who successfully complete a thesis. The exam is scheduled during the last semester during which students take coursework required for graduation (typically, March). The comprehensive examination for students has two parts: written and oral. If a student completes the written portion of the examination in a satisfactory manner, the oral portion is waived. (The examination for the thesis student is an oral format as described in the Thesis section.)

- The expectation is that all work is completed independently by the student. The use of ChatGPT or other AI to prepare your answers will be considered plagiarism and may affect your continued enrollment in the program. As always, you will be held to the Academic Code of Integrity at The University of Arizona. https://deanofstudents.arizona.edu/policies/code-academic-integrity
- Format: The written portion of the Master's comprehensive examination is scheduled for a fixed time period with students answering a specific number of questions that cover the breadth of the field. To pass this examination, students must receive a rating of Pass on 80% of the questions. Answers are evaluated in terms of the information content; the organization; quality and clarity of writing, and references cited.
- Scoring: Scoring rubric for the exam includes High Pass (HP), Pass (P), Low Pass (LP), Fail (F).
- Accommodations: Students eligible for accommodations through the DRC should work with their DRC contact and the Director of Graduate Studies to arrange for appropriate accommodations.
- Consequences: An oral examination is given when the written portion is failed. The exam is comprehensive and is administered by the student's major advisor along with two to three additional faculty representing topic areas that the student has failed. The oral examination is scheduled for a minimum of 1 hour and a maximum of 3 hours. At least two-thirds of the examining committee must vote PASS for the student to pass this examination.
    o If a student passes the oral portion, he or she will be considered to have passed the comprehensive examination, which is reported to the Graduate College on the "Completion of Degree Requirements" form.
    o If a student fails the oral portion, he or she may retake the oral examination, with permission of the Department Head, after a lapse deemed appropriate by the student's major advisor in consultation with the SLHS faculty. To pass the second oral examination, at least two-thirds of the committee members must vote PASS. The results of the second oral examination are final.

Students who fail to meet the deadlines and requirements of their remediation plan may be dismissed from the program. Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Department Head.

Timeline for Completion of Master of Science Degree (Speech-Language Pathology)

Prior to beginning the first semester:
- Complete Fingerprint application (instructions available from Program Coordinator)
- Attend orientation program and receive Cactus Book and other associated forms
- Complete HIPAA training (UAccess Edge Learning) http://www.uaccess.arizona.edu
- Complete Computer Lab training and receive password and code
- Complete Blood-Borne Pathogens test (online training through UAccess Edge Learning: http://www.uaccess.arizona.edu)

Fall Semester Year 1
- Meet with your academic advisor
- Complete departmental plan of study form, have it signed by your advisor, and submit it to the department office. Forms can be found on the SLHS D2L Community page -MS.
- Complete student clinical profile in the electronic tracking system for clinical education (CALIPSO) and enter clinical contact hours as instructed by the clinical faculty.

Spring Semester Year 1
- Update CALIPSO: Complete student clinical profile and enter clinical contact hours as instructed by the clinical faculty.

Summer Session
- Take and Pass First Year Examination
- Update CALIPSO: Complete student clinical profile and enter clinical contact hours as instructed by the clinical faculty.

Fall Semester Year 2
- Attend orientation: GradPath forms
- Complete HIPAA retraining (at orientation)
- Complete Blood-Borne Pathogens test through UAccess Edge Learning http://www.uaccess.arizona.edu
- Update CALIPSO: Complete student clinical profile and enter clinical contact hours as instructed by the clinical faculty.
- Complete Responsible Conduct of Research Statement in UAccess (GradPath form)
- Complete Plan of Study (GradPath form)
- Complete Committee Form (GradPath form)

Spring Semester Year 2
- Pass Comprehensive Examination or Thesis Defense
- Take the National Examination (PRAXIS; send scores to ASHA R5031 and UA SLP/AuD RA0002)
- Finalize all information in CALIPSO
- Completion of MS degree requirements form in GradPath will be completed by the department.
- Notify Director of Graduate Studies of employment plans to facilitate needed documentation for licensing

Graduation
The Department of Speech, Language, and Hearing Science holds a convocation ceremony for all undergraduate and graduate students for the May graduation. In addition, separate convocation ceremonies are held for the College of Science and the University of Arizona Graduate Students.

Advice for Students Completing a Leveling Year
for the MS in Speech-Language Pathology

All students will be assigned an academic advisor to help with the development of a plan of study. A fillable pdf form is provided to map out the plan of study (download Plan of Study form from SLHS D2L Community page under MS). After coursework is planned, turn in a copy of the plan of study with academic advisor signature to Nickole Hayward.

Clinical Recommendations

During the first semester of enrollment, complete 25 hours of supervised observation in any of the Departmental Clinics including Grunewald-Blitz Clinic (GBC), Adult Hearing Clinic (AHC), Clinic for Adult Communication Disorders (CAC). During the second semester, students should enroll in the Clinician Assistant Program (CAP). As a CAP student, you will be assigned to 1 or 2 cases, serving as an active assistant to the graduate student clinician. Activities will include monitoring and documenting key client behavior, interacting as a conversational partner, or demonstrating desired speech-language behaviors as a third person model.

Students have the option of participating in clinic during the summer between the leveling year and first year as an MS student. Discuss this with the Associate Head for Clinical Education if interested.

Academic Requirements

Fall
SLHS 261	Anatomy & Physiology of the Speech Mechanism (4)
SLHS 340	Language Science (3)
SLHS 477	Communication Disorders I (3)
SLHS 571	Speech Sound Disorders (3)
SLHS 583R/L	Principles of Audiology (4)
SLHS 599	Phonetics independent study (2)
Elective	Elective (1-6) or Other missing coursework (1-4)

Spring
SLHS 473	Communication Disorders II (3)
SLHS 541	Language Acquisition (3)
SLHS 595a	Colloquium (1)
SLHS 558	Clinician Assistant Program (CAP) (2)
SLHS 554	Auditory Rehabilitation across the Lifespan (3)
Elective	SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3) or other Graduate Elective (3 units)

All missing coursework identified during admission should also be taken during the leveling year. Please meet with your advisor early in your first semester to determine what courses need to be completed.

University Policies and Resources

The University of Arizona seeks to promote a safe environment where students and employees can participate in the educational process without compromising health, safety, or welfare. To that end, policies and guidelines are provided for student and faculty conduct, and excellent resources are available to support all members of the university community. We encourage students to seek guidance and assistance from SLHS faculty and staff as needed, including direct contact with the department head or associate head. Anyone who experiences or is aware of discriminatory conduct or threatening behavior is urged to report the concern without delay. Concerns or needs can be communicated directly to the appropriate university offices, including the Dean of Students, Human Resources, and the Office of Institutional Equity.

Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

UA Office of Institutional Equity: http://equity.arizona.edu/

University of Arizona Graduate College Grievance Policy:
https://grad.arizona.edu/policies/academic-policies/grievance-policy

Code of Academic Integrity: All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the UA Code of Academic Integrity. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See https://grad.arizona.edu/policies/academic-policies/code-academic-integrity

Support Services and Resources for Students

Support Services: Student Assistance serves as a central support resource for all students. Help is available to support students and their families manage crises, life traumas, and other barriers that impede success. The staff works to address the needs of students who struggle in such areas as psychological health, physical health, victimization, relationship issues, social adjustment, and academics through a variety of interventions, referrals, and follow up services. We strive for a culture of caring on campus. Resources are available here: https://deanofstudents.arizona.edu/support/student-assistance

Disability Resources Center: The Disability Resource Center (DRC) leads the University in a progressive and proactive approach to campus accessibility. Our goal is to ensure that disabled students, employees and visitors, have a similar, if not identical, experience to that of their non-

disabled counterparts. In addition to facilitating individual accommodations, DRC works proactively to impact the systemic design of our campus environments to be seamlessly accessible, reducing or eliminating the need for any individual accommodations or modifications. https://drc.arizona.edu/about

Child Care Subsidies and Family Friendly Information: The Graduate College is dedicated to promoting and strengthening family relationships. Many resources have been designed to help graduate students balance and manage family, work, and school. You can find information about the resources listed below at the following website: https://grad.arizona.edu/new-and-current-students.

- Graduate Assistant/Associate Parental Leave
- Temporary Alternative Duty Assignments (TADA) for Teaching Assistants/Associates
- Extension of Time to Degree Policy
- Life & Work Connections - Child and Elder Care Resources

Graduate College Helpful Information: The Graduate College has compiled a list of links that are useful for both new and current graduate students. You can find the list here: https://grad.arizona.edu/new-and-current-students. Topics covered are listed below.

- Academic Services, Policies, and Procedures
- Costs & Funding
- Professional Development
- Health, Wellness, and Safety
- Other UA Resources & Information
- Third-Party Information & Resources
- New and Current Students FAQ

APPENDIX A

Remediation Plan for "C" or lower Grade in SLHS Course

Student's Name: _____

Course Number and Title: _____

The following remedial work should be completed to assure that the student meets the standard(s) relevant to this course. Once the remedial work has been completed, mastery of knowledge and skills for the course will be documented in CALIPSO.

Student must complete this remediation plan by: _____ (date)

Date: _____ Instructor's Signature: _____

Date: _____ Student's Signature: _____

Failure to complete this plan by this date will result in:

The Remediation plan has been completed.

Date: _____ Instructor's Signature: _____

Please submit this form to Graduate Coordinator, Nickole Hayward