

**MASTER OF SCIENCE**

**IN**

**SPEECH, LANGUAGE, AND HEARING SCIENCES**

**2008-2009**

DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES  
UNIVERSITY OF ARIZONA  
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## **GENERAL INFORMATION**

### **INTRODUCTION**

The Department of Speech, Language, and Hearing Sciences offers coursework leading to B.S., M.S., Au.D. and Ph.D. degrees. The undergraduate major is preparatory to graduate study. The master's program in speech-language pathology and the clinical doctoral program in audiology are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The Master of Science (M.S.) program is a two-year course of study that includes a variety of clinical training opportunities for students desiring a career in speech-language pathology. Those master's level students planning to pursue studies leading to a Ph.D. degree should also plan to complete a master's thesis.

The Doctor of Audiology (Au.D.) program is a four-year course of study that is a first professional degree with a clinical emphasis in audiology.

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

The information that follows is subject to change. The Departmental requirements and practices summarized herein supplement those described in the University's General and Graduate Catalogs. In case of conflict, the appropriate Catalog prevails. Students are held to Departmental requirements in effect at the time they are admitted to the program unless they formally choose to meet new requirements.

## **Training Mission Statement**

### **Department of Speech, Language, and Hearing Sciences**

The training mission of the Department of Speech, Language, and Hearing Sciences at the University of Arizona is to provide academic and clinical training to students in audiology and speech-language pathology sufficient to achieve the following knowledge outcomes and skills:

- Ability to comprehend basic principles of biological and physical sciences, mathematics and the social and behavioral sciences.
- Ability to demonstrate speech and language skills necessary for effective interaction with clients/patients and their relevant others, for writing grammatical and substantive scientific and technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.
- 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, cognitive aspects of communication, and 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.
- Have an understanding of issues currently having an impact on audiology or speech-language pathology as a profession.

**FACULTY AND PROFESSIONAL STAFF  
SPEECH, LANGUAGE, AND HEARING SCIENCES**

**CURRENT FACULTY:**

|                          |                                                                                                                |
|--------------------------|----------------------------------------------------------------------------------------------------------------|
| Alt, Mary                | Ph.D. Assistant Professor (Speech-Language Pathology)                                                          |
| Barkmeier-Kraemer, Julie | Ph.D. Associate Professor (Speech-Language Pathology)                                                          |
| Bayles, Kathryn A.       | Ph.D. Professor Emerita (Speech-Language Pathology)                                                            |
| Beeson, Pelagie M.       | Ph.D. Associate Professor (Speech-Language Pathology)                                                          |
| Boone, Daniel R.         | Ph.D. Professor Emeritus (Speech-Language Pathology)                                                           |
| Bunton, Kate             | Ph.D. Assistant Research Scientist (Speech-Language Path)                                                      |
| Christensen, Thomas      | Ph.D. Research Scientist                                                                                       |
| Cone-Wesson, Barbara     | Ph.D. Professor (Audiology)                                                                                    |
| Crooks, Kimberly         | B.S. Director, Autism Center                                                                                   |
| Cuzner, Lea              | M.S. Clinical Assistant Professor (Speech-Language Pathology)                                                  |
| Dai, Haunping            | Ph.D. Associate Professor (Audiology)                                                                          |
| DeDe, Gayle              | Ph.D. Assistant Professor (Speech-Language Pathology)                                                          |
| DeFeo, Anthony B.        | Ph.D. Director, Speech-Language and Hearing Clinics                                                            |
| Faux Muller, Cass        | M.S. Clinical Assistant Professor (Speech-Language Pathology)                                                  |
| Foreman, Kelli           | M.S. Clinical Assistant Professor (Speech-Language Pathology)                                                  |
| Glattke, Theodore J.     | Ph.D. Professor Emeritus (Audiology)                                                                           |
| Harris, Frances P.       | Ph.D. Retired Assistant Department Head (Audiology)                                                            |
| Hawley, Janet            | M.S. Clinical Assistant Professor (Speech-Language Pathology)                                                  |
| Hesse, Kristi            | Au.D. Clinical Assistant Professor (Audiology)                                                                 |
| Hixon, Thomas J.         | Ph.D. Director, Institute for Neurogenic Communication Disorders and Professor Emeritus (Speech-Language Path) |
| Hodgson, William R.      | Ph.D. Professor Emeritus (Audiology)                                                                           |
| Hoit, Jeannette D.       | Ph.D. Professor (Speech-Language Pathology)                                                                    |
| Holland, Audrey L.       | Ph.D. Regents Professor Emerita (Speech-Language Pathology)                                                    |
| Kiernan, Barbara         | Ph.D. Director, Child Language Center                                                                          |
| Lee, Jungmee             | Ph.D. Assistant Professor (Audiology)                                                                          |
| Lotto, Andrew            | Ph.D. Assistant Professor (Audiology)                                                                          |
| Maas, Edwin              | Ph.D. University Associate, Research                                                                           |
| Matkin, Noel D.          | Ph.D. Professor Emeritus (Audiology)                                                                           |
| McDonald, Betty          | M.A. Clinical Assistant Professor (Speech-Language Pathology)                                                  |
| Muller, Thomas           | Au.D. Clinical Assistant Professor (Audiology)                                                                 |
| Norrix, Linda            | Ph.D. Clinical Assistant Professor (Audiology)                                                                 |
| Plante, Elena            | Ph.D. Department Head (Speech-Language Path)                                                                   |
| Shelton, Ralph L.        | Ph.D. Professor Emeritus (Speech-Language Pathology)                                                           |
| Story, Brad              | Ph.D. Associate Professor (Speech Science)                                                                     |
| Swisher, Linda           | Ph.D. Associate Professor, Retired (Speech-Language Pathology)                                                 |
| Van Tasell, Dianne       | Ph.D. Professor (Audiology)                                                                                    |
| Velenovsky, David        | Ph.D. Senior Lecturer (Audiology)                                                                              |
| Wymer, Carole            | M.S. Clinical Assistant Professor (Speech-Language Pathology)                                                  |

## **ADJUNCT FACULTY AND CLINICAL INSTRUCTORS:**

|                         |       |                                                                              |
|-------------------------|-------|------------------------------------------------------------------------------|
| Ascher, Sarah Super     | M.S.  | Audiologist, Carondelet St. Joseph's Hospital                                |
| Bailey, E. Fiona        | Ph.D. | Adjunct Assistant Research Professor (Physiology)                            |
| Casteix, Jennifer       | M.S.  | University Associate, Tucson Medical Center                                  |
| Cevette, Michael        | Ph.D. | Adjunct Associate Professor (Audiology)                                      |
| Childers, Robert L.     | Ph.D. | Adjunct Associate Professor (Audiology)                                      |
| Coppola, Lisa           | M.S.  | University Associate, St. Joseph's Hospital                                  |
| Emami, Afshin J.        | M.D.  | Adjunct Assistant Professor                                                  |
| Fragomeni-Nuttall, Mary | M.S.  | Director, Outpatient and Pediatric Therapies,<br>Tucson Medical Center       |
| Gapp, E. Elizabeth      | M.S.  | University Associate, Marana Public Schools                                  |
| Gasch, Janis W.         | M.S.  | Audiology, Arizona Hearing Specialists                                       |
| Gilabert, Nancy         | M.S.  | Speech-Language Pathologist, Roberts Elementary                              |
| Glose, Diana M.         | M.S.  | Audiologist, VA Medical Center                                               |
| Hirsch, Fabiane         | Ph.D. | University Associate (Speech-Language)                                       |
| Hill, Emmeline K.       | M.S.  | Audiologist, Children's Clinics for Rehabilitative<br>Services               |
| Howard, Sherril         | M.S.  | University Associate, Instruction, Speech Center of<br>Southern Arizona      |
| Johnsen, Debora         | M.S.  | University Associate                                                         |
| Keller, Lyn M.          | Au.D. | University Associate                                                         |
| McMullen, Nathaniel     | Ph.D. | Associate Professor (Anatomy, Speech, Language and<br>Hearing Sciences)      |
| Primeau, Richard L.     | M.A.  | Audiologist, VA Medical Center                                               |
| Rapcsak, Steven Z.      | M.D.  | Professor (Neurology, Psychology & Speech, Language and<br>Hearing Sciences) |
| Robinette, Martin       | Ph.D. | Adjunct Professor (Audiology)                                                |
| Welker, Rebecca D.      | M.S.  | Speech-Language Pathologist                                                  |
| Wilson, Kent            | Ph.D. | Adjunct Associate Professor (Speech-Language Path.)                          |

## RESEARCH FACILITIES

The Department of Speech, Language, and Hearing Sciences at the University of Arizona includes laboratories in the following areas: psychoacoustics, speech physiology, child language, and aphasia. These laboratories complement the Department's practicum facilities and are used for both faculty research and student research training.

The current research interests of the faculty include:

- Mary Alt: Receptive language development with a particular emphasis on the learning mechanisms that contribute to Specific Language Impairment.
- Julie Barkmeier-Kraemer: Normal anatomy and physiology of the larynx for voice production and swallowing, neuroanatomy and neurophysiology of the larynx, voice disorders, and dysphagia.
- Pelagie Beeson: Neurogenic communication disorders, with particular emphasis on the nature and treatment of aphasia, acquired alexia and agraphia.
- Kate Bunton: Motor speech disorders, aging speech physiology, speech intelligibility testing and measurement, and normal speech development.
- Thomas Christensen: Neuroanatomy and functional organization of brain networks involved in language processing with emphasis on the intersecting roles of attention and memory in attentive listening, using functional magnetic resonance imaging and related techniques.
- Barbara Cone-Wesson: Human auditory system development and methods for assessing hearing in infants at risk for hearing loss or neurologic impairment.
- Gayle DeDe: Neurogenic communication disorders and cognitive aging; real-time processes underlying sentence comprehension, the role of general cognitive abilities (e.g., working memory) on sentence comprehension, sentence comprehension impairments in aphasia.
- Anthony DeFeo: Language disorders of school-age children, clinical assessment and treatment strategies for speech-language disorders, disordered articulation in children, and case studies.
- Thomas Hixon: Speech breathing, normal and abnormal speech motor control, motor speech disorders.

- Jeannette Hoit: Normal and abnormal speech motor control, aging speech and hearing physiology, motor speech disorders, research ethics and practices.
- Barbara Kiernan: The atypical language-learning characteristics of children with specific language impairment.
- Jungmee Lee: Understanding mechanism of human auditory system to process spectral and temporal information of sounds through behavioral measurements, psychoacoustics for normal-hearing and hearing impaired population
- Andrew Lotto: Auditory cognitive science; the roles of auditory encoding and perceptual learning in the perception of complex sounds, such as speech
- Edwin Maas: Speech production, particularly phonological planning and motor planning for speech, disorders of spoken language production in adults and children, effects of conditions of practice and feedback in treatment of motor speech disorders
- Elena Plante: Brain-language relations in developmental language disorders and language assessment.
- Brad Story: Speech acoustics/analysis/signal processing, synthesis/simulation of speech and voice, relation between articulation and acoustics, volumetric imaging of vocal, nasal, and subglottal systems, speech-to-speech transformation, perception of natural and synthetic speech.

## COURSES IN SPEECH, LANGUAGE, AND HEARING SCIENCES

All courses, with the exceptions noted below, carry three (3) semester hours of credit. Prerequisites (P) are indicated in parentheses and CR indicates Concurrent Registration.

| <u>Catalog Number</u> | <u>Course Title</u>                                                                               | <u>Semester</u><br><u>Fall(I), Spring (II)</u>     |
|-----------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 207                   | Survey of Human Communication and Its Disorders                                                   | I, II                                              |
| 261                   | Anatomy and Physiology of the Speech Mechanism<br>(4, includes lab) (P two Tier One NATS courses) | II                                                 |
| 262                   | Neurobiology of Communication (P two Tier One NATS courses)                                       | I                                                  |
| 267                   | Acoustics for the Speech and Hearing Sciences<br>(P Math 110)                                     | I                                                  |
| 270                   | Scientific Thinking in Speech and Hearing Sciences                                                | I                                                  |
| 282                   | Biology of Sensation (P two Tier One NATS courses)                                                | I                                                  |
| 310                   | Family Health and Deafness (P two Tier One INDV)                                                  | I, II                                              |
| 340                   | Language Science                                                                                  | I                                                  |
| 341                   | Language Development (P INDV 101)                                                                 | I                                                  |
| 367                   | Phonetics                                                                                         | I                                                  |
| 380                   | Hearing Science (4, includes lab) (P 267)                                                         | II                                                 |
| 392                   | Directed Research (1-6)                                                                           | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 399                   | Independent Study (1-3)                                                                           | I, II                                              |
| 399H                  | Honors Independent Study (1-3)                                                                    | I, II                                              |
| 420/520               | Cognitive Neuroscience of Hearing (P 270)                                                         | I                                                  |
| 441/541               | Language Acquisition (P 340)                                                                      | II                                                 |
| 454/554               | Audiologic Rehabilitation-Lifespan (P 483R)                                                       | II                                                 |
| 458/558               | Clinical Studies: Speech-Language<br>Pathology (1-3) (P 441 or CR)                                | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 459/559               | Clinical Studies: Audiology (1-3)<br>(P 483R or CR)                                               | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 460R/560R             | Speech and Hearing Science Instrumentation (2)<br>(P 380 or CR)                                   | I                                                  |
| 460L/560L             | Speech and Hearing Science Instrumentation<br>Laboratory (1)                                      | I                                                  |
| 464                   | Cultural Diversity: SLP and Audiology Relevance                                                   | I                                                  |
| 468/568               | Speech Perception (P 267, LING 314 or equivalent)                                                 | II                                                 |
| 470/570               | Introduction to Stuttering (P senior status only)                                                 | I                                                  |
| 471/571               | Articulation Disorders and Therapies<br>(P 340, 367, 473)                                         | I                                                  |
| 473                   | Pediatric Communication Disorders (P 261 or CR)                                                   | II                                                 |
| 477/577               | Adult Communication Disorders (P 261)                                                             | I                                                  |
| 478/578               | Speech Technology (P 267 or LING 314)                                                             | II                                                 |

| <u>Catalog Number</u> | <u>Course Title</u>                                                             | <u>Semester</u><br><u>Fall(I), Spring (II)</u>     |
|-----------------------|---------------------------------------------------------------------------------|----------------------------------------------------|
| 483/583R              | Principles of Audiology (P 380)                                                 | II & Sum.                                          |
| 483/583L              | Laboratory in Principles of Audiology                                           | II                                                 |
| 486/586               | Pediatric Audiology (P 380, 483R)                                               | II                                                 |
| 492                   | Directed Research (1-6)                                                         | I, II                                              |
| 496A                  | Seminar: Clinical Observations and Analysis (1)<br>(P 477, 473, 483R)           | I, II                                              |
| 498                   | Senior Capstone (1-3)                                                           | I, II                                              |
| 498H                  | Honors Thesis                                                                   | I, II                                              |
| 499                   | Independent Study (1-5)                                                         | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 499H                  | Honors Independent Study                                                        | I, II                                              |
| 500                   | Introduction to Research Methods in Speech<br>and Hearing Sciences              | II                                                 |
| 501                   | Professional Issues in Speech-Language Pathology<br>and Audiology (1)           | I                                                  |
| 502                   | Principles of Neuroanatomy (4)                                                  | II                                                 |
| 510                   | Counseling Techniques in Communication Disorders                                | II                                                 |
| 512                   | Evaluation Process in Speech-Language Pathology                                 | I                                                  |
| 544                   | Adult Language Disorders: Aphasia & Right<br>Hemisphere Syndrome                | I                                                  |
| 545B                  | Adult Language Disorders: Dementia and TBI (2)                                  | II                                                 |
| 552                   | Language Disorders in School Age Children (P 441 or 541)                        | II                                                 |
| 555                   | Developmental Language Disorders: Preschool-<br>Level (P 441 or 541))           | I                                                  |
| 557                   | Dysphagia                                                                       | II                                                 |
| 558                   | Clinical Studies: Speech-Language<br>Pathology (1-3)                            | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 559                   | Clinical Studies: Audiology (1-3)<br>(P 589R/L or CR)                           | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 562A                  | Anatomy and Physiology of Auditory &<br>Vestibular Systems                      | I                                                  |
| 562B                  | Psychophysical Acoustics                                                        | II                                                 |
| 562L                  | Laboratory in Psychoacoustics                                                   | I, II                                              |
| 564                   | Cultural Diversity: SLP and Audiology Relevance                                 | II                                                 |
| 565                   | Acoustics for the Speech and Hearing Sciences<br>(P Math 110)                   | I                                                  |
| 567                   | Preclinical Speech Science                                                      | I                                                  |
| 572                   | Voice Disorders (P 567)                                                         | I                                                  |
| 574                   | Cleft Palate, Other Craniofacial Disorders,<br>and Communication (P 471 or 571) | I                                                  |

| <u>Catalog Number</u> | <u>Course Title</u>                                           | <u>Semester</u><br><u>Fall(I), Spring (II)</u>     |
|-----------------------|---------------------------------------------------------------|----------------------------------------------------|
| 575                   | Neuromotor Speech Disorders (P 567)                           | II                                                 |
| 576                   | Communicative Aspects of Aging (1)                            | II                                                 |
| 580                   | Occupational and Community Audiology (2)                      | II                                                 |
| 581A                  | Amplification I                                               | II                                                 |
| 581B                  | Amplification II                                              | I                                                  |
| 582A                  | Disorders of Hearing and Balance (4)<br>(P 380, 483R)         | II                                                 |
| 585                   | Audiologic Habilitation: Children (P 483 or 583R)             | I                                                  |
| 587                   | Lab in Hearing Aids and Audiologic Rehabilitation (1)         | I, II                                              |
| 588A                  | Physiological Evaluation of the Auditory System               | I                                                  |
| 588B                  | Assessment and Rehabilitation of the Balance System           | II                                                 |
| 588C                  | Electrophysiology of Auditory Perception and<br>Cognition (2) | II                                                 |
| 588L                  | Laboratory in Electrophysiology                               | I, II                                              |
| 589R                  | Advanced Audiologic Evaluation (P 380, 483 or 583R)           | I                                                  |
| 589L                  | Laboratory in Advanced Audiologic Evaluation (1)              | I                                                  |
| 595A                  | Colloquium                                                    | I, II                                              |
| 596                   | Seminar (1-3)                                                 |                                                    |
|                       | A Experimental Phonetics                                      | I, II                                              |
|                       | B Clinical Audiology                                          | I, II                                              |
|                       | C Hearing: Physiology and Psychophysics                       | I, II                                              |
|                       | D Language and Language Disorders                             | I, II                                              |
|                       | E Speech Pathology                                            | I, II                                              |
|                       | G Cochlear Implants                                           | II                                                 |
|                       | I Research Forum in Audiology                                 | I, II                                              |
|                       | J Business Aspects of Audiology                               | Pre-session                                        |
|                       | K Imaging Technologies                                        | II                                                 |
|                       | L Aging and the Auditory System                               | II                                                 |
|                       | M Tinnitus                                                    | 1 <sup>st</sup> Summer                             |
|                       | N Educational Aud & Speech-Lang Path                          | 1 <sup>st</sup> Summer                             |
| 597                   | Workshop (1-3)                                                |                                                    |
|                       | A Supervision in Speech and Hearing                           | 1 <sup>st</sup> Summer                             |
|                       | B Professional & Legal Issues in Audiology                    | II                                                 |
|                       | C Cerumen Management                                          | 1 <sup>st</sup> Summer                             |
|                       | H Human Neuroanatomy (P PSYC 502)                             | I, II                                              |
| 599                   | Independent Study (1-5)                                       | I, II                                              |
| 649                   | Survival Skills and Ethics                                    | II                                                 |
| 658                   | Advanced Clinical Studies: Speech-Language<br>Pathology (1-3) | I, II 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer  |
| 659                   | Advanced Clinical Studies: Audiology (1-3)                    | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |

| <u>Catalog Number</u> | <u>Course Title</u>                      | <u>Semester</u><br><u>Fall(I), Spring (II)</u>     |
|-----------------------|------------------------------------------|----------------------------------------------------|
| 691                   | Preceptorship (1-3)                      | I, II                                              |
| 695A                  | Colloquium - Motor Control (2)           | II                                                 |
| 696                   | Seminar (1-3)                            |                                                    |
| A                     | Topics in Speech, Language & Hearing Sc. | I, II                                              |
| B                     | Clinical Audiology                       | I, II                                              |
| 699                   | Independent Study (1-3)                  | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 759                   | Externship in Audiology (1-14)           | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 793A                  | Internship in Audiology (1-14)           | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 795A                  | Clinical Grand Rounds in Audiology (1)   | I, II                                              |
| 799                   | Independent Study (1-3)                  | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 900                   | Research (1-3)                           | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 908                   | Case Studies (1-3)                       | I, II                                              |
| 910                   | Thesis (1-6) (maximum total: 6 units)    | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 920                   | Dissertation (1-9)                       | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |
| 930                   | Supplementary Registration (1-9)         | I, II, 1 <sup>st</sup><br>& 2 <sup>nd</sup> Summer |

## MASTER OF SCIENCE INFORMATION

The faculty of the Department of Speech, Language, and Hearing Sciences is committed to providing graduate education, both academic and clinical, of the highest quality. They are also committed to increasing the number of well-qualified speech-language pathologist and audiologists whose backgrounds are underrepresented in the two professions and whose career interests include serving the communicatively disordered in underserved populations of the state and the nation.

Applicants for admission to the graduate program in Speech, Language, and Hearing Sciences must possess the capability to complete, with or without reasonable accommodations, the entire clinical curriculum. The clinical curriculum requires certain demonstrated proficiencies that are separate from academic requirements. To achieve these proficiencies, the Clinical Graduate Program requires that each student be able to meet certain technical standards. These technical standards can be found in Appendix A and each student is asked, upon admission, to verify that they can meet the standards.

### Master of Science Program of Study

The Master of Science degree with an emphasis in the clinical sciences of speech-language pathology requires a minimum of 36 graduate hours of study. While fulfilling ASHA certification requirements, academic credit earned for clinical practicum hours cannot be used to meet the 36-graduate hour requirement. Further, only 6 hours of thesis credit may be counted toward the 36-hour requirement. The Department policy is that students' academic preparation and clinical training be broad based. Degree requirements include the following:

## COURSEWORK REQUIREMENTS

### **Requirements**

| <b>Area</b>         | <b>Units</b> | <b>Courses</b>                                                                                                                                                    |
|---------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Audiology           | 2-3          | Electives                                                                                                                                                         |
| Eval Processes      | 3            | 512 Evaluation Processes                                                                                                                                          |
| Speech Pathology    | 10           | 567 Preclinical Speech Science<br>572 Voice<br>571 Articulation Disorders<br>574 Cleft Palate<br>XXX Augmentative<br>XXX Neuromotor child<br>575 Neuromotor adult |
| Language Disorders  | 10           | 554 Adult-Aphasia<br>555 Dev Lang Disorders:<br>Preschool<br>545 Adult TBI/Dementia<br>552 Dev Lang Disorders:<br>School Age                                      |
| Advanced Coursework | 8            | XXX Clinical Tools<br>500 Research Methods<br>557 Dysphagia<br>510 Counseling<br>564 Cultural Diversity                                                           |
| Professional Issues |              | 501 Prof. Issues                                                                                                                                                  |

(XXX indicates new course number to be assigned)

Two tracks have been established for the MS program. The sequence of courses and options typically followed by students are illustrated below for Track 1 and Track 2:

**TRACK 1**

|                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>FALL 1</b></p> <p>XXX Tool School 3</p> <p>567 Preclinical Speech Science 3</p> <p>554 Aphasia/Rt or 572 Voice 3</p> <p>512 Evaluation Processes 3</p> <p>558 Clinic (delayed start) 2</p> <p style="text-align: right;"><i>credit hours 14</i></p>                                                                                                                        | <p><b>SPRING 1</b></p> <p>575 Neuromotor 3</p> <p>557 Dysphagia 3</p> <p>545b Adult Language Disorders: TBI/Dementia 3</p> <p>574 Cleft Palate/570 Stuttering* 2</p> <p>558 Clinic 2</p> <p>Colloquium option 1</p> <p style="text-align: right;"><i>13-14 credit hours 14</i></p>                                    |
| <p><b>SUMMER 1</b></p> <p>clinical practicum 2</p> <p>optional seminar/Thesis work 2-3</p> <p style="text-align: right;"><i>credit hours 2-5</i></p>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                       |
| <p><b>FALL 2</b></p> <p>572 Voice or 554 Aphasia/Rt Hemisphere 3</p> <p>555 Developmental Lang Disord 3</p> <p>571 Artic or 910 Thesis (if needed) 0-4</p> <p>Aud course† or 910 Thesis 3</p> <p>501 Professional Issues 1</p> <p>558 Clinic (Participate in MATCH program) 2</p> <p>596a Colloquium option 1</p> <p style="text-align: right;"><i>12-16 credit hours 16</i></p> | <p><b>SPRING 2</b></p> <p>510 Counseling or Aud course† or 910 Thesis 3</p> <p>552 Lang Disord School Age or 574 Cleft/570 Stuttering* 2-3</p> <p>500 Research Methods 3</p> <p>XXX Capstone 3</p> <p>558 Clinic 2</p> <p>596a Colloquium option 1</p> <p style="text-align: right;"><i>13-15 credit hours 15</i></p> |

\*alternate years

†554 Rehab lifespan (Fall) recommended

†586 Child Audiology or 583 Principles of Aud

**TRACK 2**

| <b>FALL 1</b>                    |                        | <b>SPRING 1</b>                  |                        |
|----------------------------------|------------------------|----------------------------------|------------------------|
| XXX Tool School                  | 3                      | 557 Dysphagia                    | 3                      |
| 567 Preclinical Speech Science   | 3                      | 552 Lang Disord: School Age      | 3                      |
| 512 Eval Processes               | 3                      | 575 Neuromotor                   | 3                      |
| 555 Developmental Lang Disorders | 3                      | 574 Cleft Palate/570 Stuttering* | 2                      |
| 558 Clinic (delayed start)       | 2                      | 558 Clinic                       | 3                      |
|                                  |                        | 596a Colloquium option           | 1                      |
|                                  |                        |                                  | 14-                    |
|                                  | <i>credit hours</i> 15 |                                  | <i>credit hours</i> 15 |

\*alternate years

†586 Child Audiology (Spr) recommended

†554 Rehab lifespan (Fall) recommended

| <b>SUMMER 1</b>              |                         |
|------------------------------|-------------------------|
| clinical practicum           | 2                       |
| optional seminar/Thesis work | 2-3                     |
|                              | <i>credit hours</i> 2-5 |

| <b>FALL 2</b>                                           |                        | <b>SPRING 2</b>                             |                        |
|---------------------------------------------------------|------------------------|---------------------------------------------|------------------------|
| 572 Voice                                               | 3                      | 510 Counseling or Aud course† or 910 Thesis | 3                      |
| 554 Adult Lang Disord: Aphasia/Rt Hem                   | 3                      | 545b Adult Lang Disord: TBI/Dementia        | 3                      |
| Aud course† or or 910 Thesis                            | 3                      | 500 Research Methods                        | 3                      |
| 571 Artic (if needed) or 910 Thesis                     | 0-4                    | XXX Capstone                                | 3                      |
| 501 Professional Issues                                 | 1                      |                                             |                        |
| 558 Clinic (with MATCh program)                         | 2                      | 558 Clinic                                  | 2                      |
| 596a Colloquium option (esp. if artic/thesis not taken) | 1                      | 596a Colloquium option                      | 1                      |
|                                                         | 13-                    |                                             | 14-                    |
|                                                         | <i>credit hours</i> 17 |                                             | <i>credit hours</i> 15 |

\*alternate years

†586 Child Audiology or 583 Principles of Aud

†554 Rehab lifespan (Fall) recommended

Artic may go to 4 credits to incorporate phonetics in 2009

## Practicum Requirements

Students completing the MS degree in clinical sciences must have coursework and practicum experience meeting the certification requirements of the American Speech-Language-Hearing Association.

A total of 400 clock hours of supervised clinical practicum must be completed in the practice of speech-language pathology, including an initial 25 hours in clinical observation followed by 375 hours in direct client/patient contact. At least 325 hours must be completed during graduate training in at least three distinct settings. To comply with current state licensure laws, students will be required to complete 20 hours of clinical practicum in audiology.

In clinic orientation, students will be introduced to the Grading Overview (G.O.), the Formative Assessment of Student Training (F.A.S.T.), and the Portfolio Assessment of Clinical Education (P.A.C.E.) forms. These forms are the systems used to evaluate performance in the clinical program. The F.A.S.T. ratings will be entered electronically by your instructor and a summary of the ratings will be entered in the ROKSA. The G.O. is discussed at the time of grading and kept on file in the clinic office. A copy of the P.A.C.E. will be placed on record each semester.

The University views the practicum courses as laboratory courses. As such, the University requires 45 hours of assigned experience for each unit of academic credit in practicum enrollment. See Appendix B for Clinical Practicum forms.

A student, who earns two grades of "C" or lower during practicum enrollment in their major area of emphasis during any two semesters, will be excluded from subsequent practicum enrollment. As a consequence, departmental recommendation to ASHA for awarding the Certificate of Clinical Competence will not be possible. A student in this situation may elect to apply for admission to another area of emphasis, but will be in competition with all other applicants.

## Colloquium

The faculty expect students to attend scheduled colloquium presentations as part of their graduate study. To receive credit for attending colloquium presentations, students may register for SpH 595a. In addition, any student planning to make oral presentations outside the Department is expected to make such presentations first in a scheduled department colloquium.

## Program Committee

New students must choose a major advisor to chair their program committee and notify the Department office no later than November 1st. Normally, students choose a faculty advisor from the area of emphasis in which they wish to specialize. After consultation with the faculty advisor, a student will select two additional members of the Speech, Language, and Hearing Sciences faculty to serve with the major advisor as the student's Program Committee. Typically,

two members of the speech-language pathology faculty and one from the audiology faculty serve on the committee of students majoring in speech-language pathology.

Each student must list both graduate and undergraduate speech, language and hearing courses and pertinent courses from related areas that have been completed, as well as courses to be taken which are needed to meet the requirements for the MS degree and for ASHA certification on the M.S. Plan of Study. See Appendix C for the M.S. Plan of Study. This form must be reviewed and approved by the student's advisor and then submitted to other Committee members for their review, approval, and signature. A photocopy should be retained by the student and the original is placed in the student's file in the Department office.

### Record of Knowledge and Skills Acquisition (ROKSA) for Speech-Language Pathology

All students who will be applying for certification under the 2005 Standards for Certification in Speech-Language Pathology must complete the Record of Knowledge and Skills Acquisition (ROKSA) online form. See Appendix D for a sample of the ROKSA. This form is used to track acquisition of the knowledge and skills required for ASHA certification. Each student must review the format at the beginning of their graduate program of study and discuss it with his or her advisor. At the conclusion of the graduate education program, the program director will review the ROKSA and complete the verification page.

Students who receive a “C” in a course will need to complete a remediation plan with their course instructor before the course can be entered into the ROKSA. See Appendix E for a sample of the Remediation Plan for “C” Grade in SLHS Course form.

### Standards for the Certificate of Clinical Competence

Students should be familiar with the standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards can be found in Appendix F.

### Thesis

A Master's thesis is not required of students pursuing a clinical science emphasis, but is encouraged. Students contemplating future doctoral study should always complete a thesis.

A student may elect to initiate a thesis study any time after a major advisor has been chosen. If a student elects a thesis director other than the original major advisor, that person becomes the major advisor. A student electing to complete a thesis must follow the steps described in the University of Arizona's A Manual for Thesis and Dissertations (a copy can be viewed or downloaded from the Graduate College website at: <http://grad.arizona.edu>). After initial planning of a thesis, a student must present the proposed thesis at a departmental colloquium. Later the obtained results also must be presented at a colloquium.

## Human Subjects Training

All students are required to complete the Human Subject Training Program if their thesis will involve human subject testing. This can be done online at <http://www.irb.arizona.edu/training/>

## Institutional Review Board (IRB) Approval

Students should obtain Human Subjects approval before they begin research: each thesis or dissertation that deals with human subjects must have separate IRB (Human Subjects) approval with the student as the Principal Investigator. Separate approval is required for theses or dissertations even if the research data are obtained from another individual's approved project. No approval can be granted retroactively, so it is essential that before a student gathers any data, he or she have proper approval.

Even though the Graduate College does not require submission of thesis to their office, they still must have proper Human Subjects approval for the thesis work. Ideally, an IRB approval letter would be included with the Plan of Study (due 2<sup>nd</sup> semester). If necessary, however, a student may include a note that it is understood that IRB approval is required for final acceptance of the dissertation and that a letter of approval will be forthcoming.

To obtain the forms and information about IRB approval, refer to the Human Subjects Office for guidance: <http://www.irb.arizona.edu/>

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.
3. Present the proposed project in a colloquium, preferably in the spring of the first year or early in the second year.
4. 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 a few weeks to finalize results and write the results and discussion sections.
5. Remember you must defend your thesis to your committee by the last day of final examinations (see Graduate College deadlines at: <http://grad.arizona.edu>). Students who defend after this deadline, but before the first day of Summer Session I classes, will not have to register for the summer, but their graduation date will be August. Students who defend after the first day of Summer Session I will have to register and pay fees.

The final comprehensive examination of a student who completes a thesis consists of an oral examination that will cover the thesis and general curriculum. This examination is administered by the student's thesis committee. At least two-thirds of the committee members

must vote PASS for the student to pass this examination.

Students who start a master's thesis and do not complete it, should obtain a retroactive drop/add form to convert any thesis credit to research (SpH 900) credit. Such research credits may be counted toward the 36 units required for the master's degree only if the student's program committee reviews the work completed and approves its inclusion.

## Evaluation of Student Performance

### Ongoing Evaluation

Academic performance is monitored primarily through a student's grade point average, performance on the examination at the end of the second semester, and discussions between advisors and advisees. Be sure to consult your advisor if you have any questions or concerns about academic achievement or your individual plan of study.

Student performance in practicum is reviewed periodically in meetings with clinical supervisors. In many clinical assignments, mastery of specific clinical competencies will be charted. Grading for practicum is the same as that for academic coursework (A, B, C, etc.) and practicum grades are calculated in student's cumulative grade point average.

Those students who are Graduate Teaching Assistants are evaluated at the end of each semester. The University requires each faculty member to rate Teaching Assistants on the scope and quality of work performed. Keep in mind that students must have at least a 3.5 overall grade point average in their speech, language, and hearing sciences coursework to receive continuation of funding for the next semester/academic year.

### Annual Evaluations

The faculty meets each semester, to review graduate student's overall progress in the program. Discussion focuses on cumulative academic record, performance in clinical practicum, contributions as a teaching assistant, and research/thesis efforts. This 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 extenuating circumstances that may bear upon a student's performance during a given semester. See Appendix G for the Department Policy on Satisfactory Academic Progress.

## 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. Students will receive information about departmental policies for protecting the confidentiality of client/patient information on Orientation Day. All students must receive HIPAA training to participate in any clinical endeavor. Please see Appendix H for a copy of the departmental policies.

## Student Grievance Procedure

The Graduate College policy on grievance procedures can be found at the following website: [http://grad.arizona.edu/catalog/Policies/Grievance\\_Policy.php](http://grad.arizona.edu/catalog/Policies/Grievance_Policy.php). Students may also contact the Council on Academic Accreditation of the American Speech-Language-Hearing Association at 10801 Rockville Pike, Rockville, MD 20852.

## First Year Examination

An examination over the first year's work and clinical experiences will be given to all first year master's students during **summer session I** following the first academic year. The purpose of the first year examination is to confirm that students are making adequate progress with regard to mastery of content and clinical principles, and to confirm adequate writing skills necessary for successful performance in the profession.

**Format and content:** Students will be expected to write essay answers to several questions in three hours time. The exam is scheduled in a computer lab, but students may request the hand-written option. The questions will cover material from the first year coursework including electives, so students are expected to select questions consistent with their plan of study. In other words, students should select questions that are relevant to the coursework completed by the end of the first year of study.

**Scoring:** The scoring rubric for the exam includes Honors (H), High Pass (HP), Pass (P), Low Pass (LP) and Fail (F). Passing performance is a rating of Pass on 80% of the questions answered.

**Consequences:** Any Low Pass or Failed answers will prompt recommendations for remedial work. Failure to pass the examination will result in review of student status and recommendations for remediation, which could include oral examination and/or discontinuation in the program.

## Comprehensive Examination

A written comprehensive examination is required of all non-thesis master's students. The exam is scheduled in the last semester during which students take coursework required for graduation. Any student with a grade point average below 3.0 will not be permitted to take this examination. The comprehensive examination for students has two parts: oral and written. 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 was described in the Thesis section.)

The written portion of the Master's comprehensive examination is scheduled for a 3-hour time period. 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.

The oral portion is given when the written portion is failed. It is comprehensive and is administered by the student's program committee. The oral examination is scheduled for a 2-hour period of time, but the examining committee may conclude the examination after 1 hour if the candidate has shown satisfactory knowledge of the field of study. In no event should the examination exceed 3 hours. At least two-thirds of the examining committee must vote PASS for the student to pass this examination. If a student passes the oral portion, he or she will be considered to have passed the comprehensive examination, which is reported to the Dean of the Graduate College on the "Completion of Degree Requirements" form. If the student fails the oral portion, he or she may retake the written examination after a lapse of at least four months. If the second written examination is failed, a second oral may be given and a member of the Committee on Graduate Study will be appointed by the Dean of the Graduate College to oversee it. The results of the second oral examination are final. At least two-thirds of the voting committee members must vote in favor of PASS if the student is to pass the second examination.

### **Three-Year Master's Degree Program:**

Students who are admitted to the Master's Degree Program with deficiencies will need to complete the background coursework during their first year of the three-year program. These students must register for at least three units of graduate-level credit each semester. When a course is offered both on the 400- and 500-level, three-year students must register for the 500-level course. On an individual basis, some 3-Year Students are advised to enroll in graduate coursework that focuses on specific disorders in speech, language, and hearing. The advisor will review your records and recommend this coursework.

#### The Clinical Continuum for 3-Year Students

### **OBSERVING ---MEETING --- ASSISTING --- MANAGING**

Your exposure to clinical studies will follow a sequence that starts with observation and leads to active management of clients. The journey starts, as follows:

During your first semester of enrollment, you will be encouraged and expected to complete supervised observation in a number of the Departmental Clinics (Grunewald-Blitz Clinic (GBC), Adult Hearing Clinic (AHC), Clinic for Adult Communication Disorders (CAC). In this initial Fall semester, schedule permitting, we also encourage 3-Year Students to sit in on the Clinical Studies meetings, a weekly gathering that helps orient students to clinic procedures and policies. You will, however, also have the opportunity to participate in Clinical Studies meetings during your second year.

Often, in the second and third semesters (Spring and Summer) of your first year, you will have an opportunity to join in on the Clinician Assistant Program (CAP), a unique opportunity for participation in the clinical endeavor. As a CAP student, you will be assigned to 1 or 2 cases, serving as an active assistant to the graduate student clinician by monitoring and documenting

key client behavior, interacting as a conversational partner, or demonstrating desired speech-language behaviors as a third person model.

For 3-Year Students who have completed at least one graduate course in disorders of communication (usually Articulation or Language Disorders), full-scale enrollment in practicum as a managing clinician begins in Summer Session I of the first year. Other students initiate the managing aspect of clinical practicum in the Fall Semester of the second year. One other possibility is that participation in clinic during summer will be allowed for those of you who have not taken articulation or language disorders, but who do enroll in the Augmentative and Alternative Communication course should it be offered during Summer Session I. In general, it is expected that 3-Year Students will participate in clinic during the final two years of their program of study thus assuring that they can get the appropriate range of clinical placements. In rare instances, a 3-year student might complete all academic and clinical requirements within 2 ½ years. Such plans require approval of the faculty advisor and the clinic director.

### Advising:

A Clinical Assistant Professor serves as the advisor for 3-Year Students. The reasons for this is to allow clinical placements during the first year should a student have the appropriate coursework. After the first year in the Master's program, students are able to select any faculty member to be their advisor for the remainder of the program.

First year curriculum may include:

### **Fall**

- SpH 340 – Language Science (3)
- \*\*SpH 577 – Adult Communication Disorders (3)
- SpH 267 – Acoustics for the Speech and Hearing Sciences (3)
- SpH 496a – Clinical Observations and Analysis (1)
- SpH 595a – Colloquium (1)
  - Statistics course or other deficiency (3) or
  - \*\*SpH 571 – Articulation Disorders (3)

### **Spring**

- SpH 261 – Anatomy and Physiology of the Speech Mechanism (4)
- SpH 380 – Hearing Science (4)
- SpH 541 – Language Acquisition (3)
- SpH 473 – Pediatric Communication Disorders (3)
- \*\*SpH 583R/L – Principles of Audiology (4)

\*\*These courses are being taken out of prerequisite order. Please inform the instructor that you are taking the prerequisite course concurrently and may need to do additional readings, etc to keep up in the class.

During the first year of study, 3-Year Students will not take the first year examination, but will take it after their second year of study. 3-Year Students are required to complete HIPAA training and adhere to Department policies.

After the first year of study, please check to make sure that you have completed all deficiencies noted upon admissions. A memo will need to be sent to the Graduate College clearing admission deficiencies. Please see Pam Adams to complete this process.

### Basic Science Majors

Students who elect to major in basic speech, language, or hearing science, rather than clinical sciences, must plan their courses of study with an advisor and have the plan reviewed, and approved by the Department's Masters Committee. Such students must also take coursework that will familiarize them with the clinical sciences and are required to complete a thesis.

### Graduate College Requirements:

Students are expected to meet all Graduate College deadlines and requirements for the MS degree. Requirements and deadlines can be found and forms downloaded from the following website: <http://grad.arizona.edu/>. The Graduate College requires that the Plan of Study for the Master's Degree be submitted in the second semester in residence and the Completion of Degree Requirements submitted by the last day of finals for the semester graduating.

### Clinical Practicum Sites:

For students majoring in speech-language pathology, a variety of practicum opportunities are available in both on- and off-campus facilities. Typically, each student accumulates an excess of 400 clock hours of supervised practicum during Master's study, assuring that they meet the practicum requirements for ASHA certification. Initial clinical experiences are gained with children and adults in the University of Arizona Speech-Language Clinics under the supervision of University clinical instructors and teaching faculty. A rotational system is then employed such that students are assigned to continue at the University Clinic or to participate in a variety of off-campus facilities such as Tucson public schools, local hospitals and medical centers, and children's agencies. During the two-year program, graduate students will complete a minimum of two semesters of training in the University Clinic and usually will participate in two semesters of off-campus practicum. Assignments are based on satisfactory completion of prerequisite coursework, previous clinical experiences, and the availability of a given assignment. Clinical activities are scheduled to assure that each student gains balanced experience in the evaluation and treatment of both speech and language disorders in children and adults.

## Timeline for Completion of Master of Science Degree (M.S.):

### Prior to first semester:

Completion of Technical Standards  
Attend orientation program and receive Cactus Book and other associated forms  
Receive HIPAA training  
Complete pretest self assessment on F.A.S.T.  
Complete Computer Lab training and receive password and code

### Fall Semester Year 1

Complete required coursework and practicum  
Choose major advisor and program committee by November 1<sup>st</sup>  
Meet with advisor and plan course of study  
Complete Inventory of Interests

### Spring Semester Year 1

Complete required coursework and practicum  
Maintain satisfactory academic and clinical performance  
Receive training, establish and maintain ROKSA for the first semester  
Complete plan of study and have advisor and committee sign  
Submit Graduate College Plan of Study  
Complete student clinical profile and enter contact hours on computer  
Complete Inventory of Interests

### Summer Session

Complete practicum  
Maintain satisfactory academic and clinical performance  
Maintain ROKSA for spring semester  
Pass First Year Examination  
Complete student clinical profile  
Complete Inventory of Interests

### Fall Semester Year 2

Complete HIPAA training, if required  
Complete required coursework and practicum  
Maintain satisfactory academic and clinical performance  
Maintain ROKSA for the summer  
Complete student clinical profile  
Complete Inventory of Interests

Spring Semester Year 2

Complete required coursework and practicum

Maintain satisfactory academic and clinical performance

Pass Comprehensive Examination or Thesis Defense

Take the National Examination

Maintain ROKSA for the fall semester

Complete student clinical profile

Complete ASHA Membership and Certification Application Form and submit to SLHS Office

Complete Completion of Degree Requirements form and submit to SLHS Office