



MASTER OF SCIENCE

in

SPEECH, LANGUAGE, AND HEARING SCIENCES

2017-2018

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

MS-SLP
Fall 2017

TABLE OF CONTENTS

| | |
|--|----|
| Master of Science Program (without Clinical Training) | 3 |
| Master of Science in Clinical Speech-Language Pathology | 3 |
| Overview of Course Requirements for MS in Speech-Language Pathology | 4 |
| Overview of the First Year for Three-Year Students | 4 |
| Overview of Practicum Requirements | 4 |
| Suggested Course Sequence for MS in Speech-Language Pathology | 5 |
| Knowledge and Skills Acquisition and Standards for Clinical Competence | 6 |
| Clinical Practicum Sites | 6 |
| HIPAA Client/Patient Confidentiality | 6 |
| Clinical Training and Record Keeping | 6 |
| Bilingual Certificate in Speech-Language Pathology | 7 |
| Plan of Study Guidelines for all Students in MS Program | 8 |
| Academic Advising | 8 |
| Graduate Plan of Study | 8 |
| Guidelines for Completing a Master’s Thesis | 9 |
| Thesis Committee | 9 |
| Thesis Defense and Final Comprehensive Examination | 10 |
| Human Subjects Protection Training & IRB Approval | 10 |
| National Certification Examination (PRAXIS) | 10 |
| Student Grievance Procedures | 10 |
| Evaluation of Student Performance in Clinical MS Program | 11 |
| Timeline for Completion of MS Degree | 13 |
| Advice for Students Completing a Leveling Year | 14 |
| <u>Appendices</u> | |
| A Technical Standards for the SLHS Clinical Graduate Programs | 15 |
| B Remediation Plan for “C” Grade in SLHS Course | 16 |

MASTER OF SCIENCE in SPEECH, LANGUAGE, and HEARING SCIENCES

Welcome to the Master of Science (MS) degree program in Speech, Language, and Hearing Sciences! We have two MS programs: one with a clinical emphasis in Speech-Language Pathology, and the other, a nonclinical degree in Speech, Language, and Hearing Sciences. This student handbook is designed to guide you through the program for either degree. We also maintain a website for matriculating students where complementary information is available at <http://slhsfac.arizona.edu/content/ms-slp>.

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. All students are invited to attend the weekly **colloquium** series, which provides an excellent complementary learning experience for students. Presentations typically occur 3 times per month over the noon hour (every Monday except the first Monday of the month). Speakers include members of the SLHS faculty, other UA faculty, visiting scholars, students, and local professionals. Student presentations regarding research or clinical work are prepared under the direction of supervising faculty. Attendance at the colloquia is particularly appropriate during the first year of graduate school as a means to learn more about the research and clinical activities in the department. To obtain academic credit for the colloquium, students register for SLHS 595a for 1 unit of credit.

Master of Science in Speech, Language, and Hearing Sciences (without Clinical Training)

The non-clinical Master's degree is designed for students who elect to major in basic speech, language, and hearing sciences. This may be the terminal degree for a student or the first step toward a Ph.D. 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 non-clinical Master's degree requires a total of 36 units (no more than 6 of which can be thesis units) and successful completion of a master's thesis. The student will develop a thesis plan with the 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 SLHS Director of Graduate Studies (Dr. Bunton).

Master of Science in Clinical Speech-Language Pathology

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

Applicants for admission to the MS with an emphasis in Speech-Language Pathology program must possess the capability to complete the entire clinical curriculum (in some cases with reasonable accommodations). The clinical curriculum requires certain demonstrated proficiencies that are distinct from academic requirements. To achieve these proficiencies, students must be able to meet the **Technical Standards** specified in Appendix A. Upon admission, each student is required to verify that they can meet the technical standards. Student competence relative to these standards will be re-evaluated each semester by the faculty.

Overview of Course Requirements for Clinical Master's Degree in Speech-Language Pathology

The Master of Science degree (SLP) requires a minimum of 36 graduate credit hours distributed across a number of areas. This total does not include academic credit earned for clinical practicum, and includes no more than 6 hours of thesis credit. The academic preparation and clinical training is broad based, including coursework across a range of communication disorders.

Table 1 provides the suggested course sequence for MS in Speech-Language Pathology. In addition, students are expected to have a background that includes the coursework listed below, which is also required for ASHA certification. If you have not previously completed this coursework, you should call this to the attention of your advisor, and take the courses as early as possible during your graduate study:

- 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)
- 1 course in Speech Sound Disorders (Articulation & Phonology)

Overview of the First Year for Three-Year Students

Students admitted to the Master's Degree 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 6 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 p. 14 for guidance for three-year student).

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 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.

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.
- A minimum of 10 hours of clinical practicum in audiology

Table 1. Suggested Course Sequence for MS in Speech-Language Pathology (beginning Fall 2017)

| <i>Course#</i> | <i>Fall 1st year</i> | <i>Units</i> | <i>Course#</i> | <i>Spring 1st year</i> | <i>Units</i> |
|----------------|--|--------------|----------------|--|--------------|
| 555 | Developmental Language: Preschool | 3 | 552 | Language Disorders School-Age Children | 3 |
| 544 | Adult Lang Disorders I | 3 | 543 | Adult Language Disorders II | 3 |
| 566 | Preclinical Speech Science | 4 | 557 | Dysphagia | 3 |
| 511 | Tool School (Clinical Preparation) | 1 | 512 | Evaluation Process – Speech-Lang. Pathology | 3 |
| 558 | Clinical Practicum | 2 | 558 | Clinical Practicum | 2 |
| 595A | Colloquium* | 1 | | | |
| 571 | Speech Sound Disorders (if needed) | (3) | | | |
| <i>Course#</i> | <i>Summer Session 1st year</i> | <i>Units</i> | | | |
| 558/658 | Clinical Practicum | 3 | | | |
| <i>Course#</i> | <i>Fall 2nd year</i> | <i>Units</i> | <i>Course#</i> | <i>Spring 2nd year</i> | <i>Units</i> |
| 572 | Speech Disorders I | 3 | 574 | Speech Disorders II | 3 |
| 554 | Audiology (Across Lifespan) | 3 | 500 | Research Methods | 3 |
| 501 | Professional Issues | 1 | | Elective(s) | 2-6 |
| 575 | Neuromotor Speech Disorders | 3 | 558/658 | Clinical Practicum | 2-3 |
| 558/658 | Clinical Practicum | 2-3 | | | |

BOLD = REQUIRED COURSES

*Colloquium (SLHS 595A): Students should enroll in the colloquium for academic credit a minimum of one semester during their graduate program.

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

- SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3 units; Fabiano-Smith)
- SLHS 568 Speech Perception (3 units; Kielear)
- SLHS 597 (Workshop) Augmentative and Alternative Communication (2 units; Brown)
- SLHS 597 (Workshop) Medical Speech-Language Pathology (1 unit; Cazzato)
- SLHS 597 (Workshop) Accent Modification (1 unit; Hawley)
- SLHS 597 (Workshop) Computer Skills for the Research Lab (1 unit; Patterson)
- SLHS 597 (Workshop) Speech Skills for Professional Speaking (1 unit; Samlan)
- SLHS 696a Topics in Speech and Language (seminar; check for current offerings)

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 bilingual certificate. 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.

Knowledge and Skills Acquisition and Standards for Clinical Competence

In addition to meeting the academic requirements for the Master's Degree at the University of Arizona, all students who will be applying for certification under the 2014 Standards for Certification in Speech-Language Pathology must complete a record of Knowledge and Skills Acquisition. Guidance will be provided regarding how to complete this form, which is retained in your file. At the conclusion of the graduate education program, the ASHA Knowledge and Skills Verification form will be completed and you will receive a copy.

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:

<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Clinical Practicum Sites

A variety of practicum opportunities are available in both on- and off-campus facilities. During the two-year program, graduate 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 with children and adults in the University of Arizona Speech-Language Clinics under the supervision of University clinical instructors and teaching faculty. In subsequent semesters, students either continue at the University Clinic or rotate to a variety of off-campus facilities such as Tucson public schools, local hospitals and medical centers, and children's agencies. Advanced clinical experiences are also available on campus in the context of clinical research and specialty clinics. Assignments are based on satisfactory completion of prerequisite coursework, previous clinical experiences, and availability of a given assignment. Clinical activities are scheduled to assure that each student gains balanced experience in the evaluation and treatment of speech and language disorders in children and adults.

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 receive 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 Learning. This training can be completed on campus or from an off campus location using VPN. On UAccess Learning, click on Find Learning and locate the module HIPAA (Health Insurance Portability and Accountability Act (CERTHIPAA)) and click register. When registered click on HIPAA 101 and complete the self-paced modules. Detailed instructions are available on the UAccess Learning site. When you have completed the module, print the certificate of completion.
2. Students must review the department HIPAA policies (available on slhsfac.arizona.edu) and sign the department confidentiality form. Annual updates regarding HIPAA and other security issues will be provided at the start of each academic year

Students must have a certificate of completion from UAccess Learning and a signed confidentiality form on file in the department office. Direct questions regarding HIPAA to Janet Hawley, SLHS HIPAA Compliance Officer.

Clinical Training and Record Keeping

Clinical training begins in the on-campus clinics under the supervision of clinical faculty. During the clinic orientation, students will be introduced to several forms that are used to guide and evaluate performance in the clinical program. This includes an evaluation form of student training and a grading summary submitted through the software program called CALIPSO, which is a web-based application designed specifically for speech-language pathology and audiology programs to track academic and clinical education. Each student will establish an individual CALIPSO account, and is responsible for entering accrued clinical hours each semester. The clinical instructor will enter clinical evaluation ratings and grades each semester.

The Bilingual Certificate in Speech-Language Pathology and Audiology

Graduate students have the opportunity to earn the Bilingual Certificate in Speech-Language Pathology. The program allows students to specialize in evidence-based methods of assessment, diagnosis, and treatment of bilingual children and adults with speech, language, and hearing impairments. Students who earn this certificate will demonstrate knowledge regarding the structure of common languages spoken in the United States compares and contrasts with English, 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.

In addition to the typical graduate curriculum, the certificate program requires the following graduate coursework (at least 9 units):

1. SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3 Units).
If a student has taken SLHS 435 as an undergraduate, then this requirement may be met by an elective graduate course approved by the Director of the Bilingual Certificate Program.
2. SLHS 697 Workshop: Topics in Service Delivery for Bilingual Populations (1 unit).
3. Clinical Practicum in Bilingual Context (2 units)
 - Clinical experiences with bilingual populations will take place under the enroll in SLHS 558 Clinical Studies in Speech-Language Pathology or SLHS 559 Clinical Studies in Audiology
 - A minimum of 70 contact hours (50 direct and 20 observation) with bilingual populations across multiple clinical placements (either on or off campus) should be documented.
4. At least one additional appropriate elective course (3 units) – Examples include:
 - LRC 504 Language and Culture in Education
 - LRC 510 Foundations of Bilingual Education and Second Language Learning
 - LRC 512 Educating Culturally Diverse Students in a Pluralistic Society
 - LRC 514 Reading and Writing in Bilingual and Second Language Settings
 - LRC 581 Multicultural Literature and Literacy
 - LRC 641 Immigration and Education
 - LRC 595a Language Socialization Across Cultures
 - LRC 595a Issues in Educating Bilingual/Multicultural Children
 - LRC 795a Biliteracy
 - ANTH 679 Language and Ethnography
 - ANTH/MAS 508 The Mexican-American: A Cultural Perspective
 - SPAN 580 Introduction to Spanish Sociolinguistics
 - SPAN 574A Bilingualism 1--Language in the Mexican American Experience
 - SPAN 574B Bilingualism 2 --Heritage Language Research
 - SPAN 583A Phonetics 1--speech production and applications
 - SPAN 583B Phonetics 2--speech perception and applications
 - SPAN 584A Sociolinguistics 1--Spanish in Contact
 - SPAN 584B Sociolinguistics 2--Variation in Spanish
 - SPAN 584C Sociolinguistics 3--Research Methods in Sociolinguistics
 - LING 500 Linguistics for Native American Communities
 - LING 501 Formal Foundations of Linguistics
 - LING 511 Introduction to Japanese Linguistics (or Chinese, Arabic, language of choice)
 - LING 544 Typology and Universals

Other classes or independent study experiences may be identified to fulfill the elective requirement. For more information, talk with Dr. Leah Fabiano-Smith, Director, Bilingual Certificate Program.

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 them 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 assure agreement and then report the change in writing (email) to both advisors, and the SLHS Graduate Coordinator (Denise Minopoli).

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. In conjunction with his/her academic advisor, each student is responsible for developing a Plan of Study as early as possible during the first few months in residence. The plan is to be submitted to the Graduate College no later than the second semester in residence. 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.

In our department, we ask students to complete a working copy of the plan of study for advising. During the second year, the official plan will be entered into the electronic tracking program called GradPath that is accessible through UAccess student center (see GradPath description at <http://grad.arizona.edu/GradPath>). GradPath ultimately provides a record of all completed coursework and grades. The procedures are highlighted below:

- First semester: complete the fillable pdf form for the SLHS MS plan of study. Include a listing of 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 of the requirements for the MS degree at the University of Arizona and for ASHA certification. Download Plan of Study form from <http://slhsfac.arizona.edu/content/ms-slp>. Turn in hard copy of the plan of study with academic advisor signature to Denise Minopoli.
- 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 your second year of study. You will need to revise this form if your spring semester schedule changes.
 - Complete the Master's Committee Appointment form. List your academic advisor as the chair, with Dr. Bunton and Dr. Alt as committee members. 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, and is encouraged (but not required) of students pursuing a clinical emphasis. Students contemplating future doctoral study should always 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 (Denise Minopoli) should be informed. A student electing to complete a thesis must follow the steps described in the University of Arizona's *A Manual for Thesis and Dissertations* found at: <http://grad.arizona.edu/degrecert/samples-templates>. 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 director 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; at least two must be tenure-track UA faculty members. If the third member is not a tenure-track UA faculty member, he or she must be approved by the Graduate College as a special member. A member who is not tenure-track will not be eligible to serve as the chair of the committee.

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 in order 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. 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.
4. A colloquium presentation to the department should be scheduled to present your findings (typically during the Spring of the second year).
5. 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 graduation date will be August. Students who defend after the first day of Summer Session I will have to register and pay fees.
6. Submit thesis to the Graduate College/UA Campus Repository for archiving. Instructions can be found here: <https://grad.arizona.edu/gsas/dissertations-theses>.
7. A hard copy must also be turned into your thesis advisor and (as desired) 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. This includes processing a retroactive drop form to convert any thesis credit (SLHS 910) to research credit (SLHS 900). These 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.

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 will last no less than one hour and no more than 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 SLHS Director of Graduate Studies (Dr. Bunton), 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. The 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 are required to complete the Human Subject Training Program (called CITI training). This can be done online at: <http://orcr.arizona.edu/hsppt/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 advisor 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: <http://orcr.arizona.edu/hsppt>.

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 U of A (RA 0002) and ASHA (R5031). You should also check with requirements for the state you plan to work in and have it sent directly to the licensing board if required. These requests are free if you make the request at the time of the exam, but there is a fee if you order later.

Student Grievance Procedure

Students are encouraged to maintain good communication with their academic advisor, but are also welcome to meet with other faculty members, including the Department Head, when seeking advice or regarding any issues or concerns. Our faculty members are committed to serving your best interests and are invested in facilitating your success, and hope that students feel free to raise issues of concern. The University of Arizona Graduate College policy on grievance procedures can be found at the following website: <http://grad.arizona.edu/academics/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 in an academic course, he/she 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. Further 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; and the accrued clinical hours might not be awarded.

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.

- 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 with regard to 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 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 (typically 2 hours). The exam is scheduled in a computer lab, but students may request a hand-written option. Students are expected to select questions consistent with their plan of study. In other words, 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.
- **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 receive 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 (for example, 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.)

- **Format:** The written portion of the Master's comprehensive examination is scheduled for a fixed time period (typically 4-hours). 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).
- **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.
 - 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.
 - 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 Head of the Department.

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

Prior to beginning the first semester:

- Read and sign Technical Standards Form to affirm the standards are met
- Complete Fingerprint application (available from Program Coordinator office)
- Attend orientation program and receive Cactus Book and other associated forms
- Complete HIPAA training (UAccess Learning) <http://www.uaccess.arizona.edu>
- Complete Computer Lab training and receive password and code
- Complete Blood-Borne Pathogens test (online training through UAccess Learning: <http://www.uaccess.arizona.edu>)

Fall Semester Year 1

- Meet with your academic advisor
- Complete plan of study form, have signed by your advisor, and submit to department office. Forms can be found at <http://slhsfac.arizona.edu/content/ms-slp>
- 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

- 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
- Complete HIPAA retraining (at orientation)
- Update CALIPSO: Complete student clinical profile and enter clinical contact hours as instructed by the clinical faculty.
- Complete Responsible Conduct of Research Statement through UAccess <http://www.uaccess.arizona.edu>
- Complete Plan of Study through UAccess <http://www.uaccess.arizona.edu>
- Complete Committee Form on UAccess <http://www.uaccess.arizona.edu>
- Complete Blood-Borne Pathogens test through UAccess Learning <http://www.uaccess.arizona.edu>

Spring Semester Year 2

- Pass Comprehensive Examination or Thesis Defense
- Take the National Examination (PRAXIS; send scores to ASHA R5031 and UA RA0002)
- Finalize all information in CALIPSO
- Complete ASHA Membership and Certification Application Form and submit to SLHS Office.
- Completion of Master's degree requirements form will be completed by the department.

Graduation

The Department of Speech, Language, and Hearing Science holds a graduation ceremony for all undergraduate and graduate students for the May graduation. In addition, commencement 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.

You can download Plan of Study form from <http://slhsfac.arizona.edu/content/ms-slp>.

After your coursework is planned, turn in hard copy of the plan of study with academic advisor signature to Denise Minopoli.

Clinical Recommendations

During your first semester of enrollment, you should complete 25 hours of supervised observation in a number 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 Clinical Writing and Analysis Course and 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 by monitoring and documenting key client behavior, interacting as a conversational partner, or demonstrating desired speech-language behaviors as a third person model. Also during the second semester, students are encouraged sit it on the weekly Clinical Studies meetings that help orient students to clinic procedures and policies.

Students will initiate the managing aspect of clinical practicum in the Fall Semester of the first year as an MS student. In general, it is expected that students will participate in clinic during the final two years of their program to assure an appropriate range of clinical placements

Academic Requirements

Fall SLHS 565 – Acoustics for the Speech and Hearing Sciences (3)
 SLHS 340 – Language Science (3)
 SLHS 571 – Speech Sound Disorders (3)
 SLHS 477 – Communication Disorders I (3)
 SLHS 583R/L – Principles of Audiology (4)
 SLHS 595a – Colloquium (1)
 Statistics course or other deficiency (3)

Spring SLHS 261 – Anatomy and Physiology of the Speech Mechanism (3+1)
 SLHS 541 – Language Acquisition (3)
 SLHS 568 Speech Perception (3) or SLHS 530 Cognitive Neuroscience
 of Language (3) or SLHS 535 Bilingualism, Multiculturalism, and
 Nonmainstream Dialects (3)
 SLHS 473 – Communication Disorders II (3)
 SLHS 596a – Clinical Observations and Analysis (1)
 SLHS 599 - Clinician Assistant Program (CAP)

All deficiencies 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.

APPENDIX A

Technical Standards Clinical Speech-Language Pathology Graduate Program, University of Arizona

Applicants for admission to The University of Arizona, Department of Speech and Hearing Sciences Clinical Speech-Language Pathology Graduate Program must possess the capability to complete, with or without reasonable accommodations, the entire clinical curriculum. The professional curriculum requires demonstrated proficiency in a variety of cognitive, problem solving, manipulative, communication and interpersonal skills. To achieve these proficiencies, the Clinical Speech-Language Pathology Graduate Program requires that each student be able to meet the following technical standards.

1. Observation

Students must be able to accurately observe patients' physical status including body type, posture, ability to ambulate, fine motor skills, response to sensory stimuli, and the structure and function of the oral, pharyngeal, and respiratory mechanisms. Additionally, students must be able to accurately observe clients' behavior including verbal and nonverbal communication patterns. Finally, students also must be able to comprehend text, numbers, and graphs.

2. Communication

Students must be able to communicate effectively, sensitively, and efficiently with clients and colleagues; comprehend technical, procedural and professional materials; and follow instructions. Students must possess the ability to readily communicate observations and findings, prepare progress notes, correspondence, and evaluation or treatment reports in a clear, logical and professional manner.

Students must be able to perceive the speech of clients and accurately judge its quality. They must be able to readily comprehend language expressed in oral, graphic, and gestural forms. The speech and English language skills of a student must be such that colleagues and clients readily understand them. Moreover, students must be able to model desired exemplars of voice, fluency, articulation, and oral/nasal resonance, as well as features of English grammar and syntax, consistent with the objectives for clients in treatment. Finally, the students' speech and language skills must be intelligible to allow for administration of speech and language assessment instruments in a reliable and valid manner.

3. Motor Coordination

Students must be able to travel to various clinical practicum sites; access and control equipment (e.g., computers, Visipitch, Nasometer, etc.); safely and reliably perform an oral mechanism examination, and engage in oral manipulation (e.g., oral musculature palpation, laryngeal massage) as needed.

4. Intellect

A student must be able to problem solve effectively, and analyze, integrate and synthesize data concurrently in a multi-task setting. In addition, students must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomical structures, physiology, pathology and equipment.

5. Behavioral and Social Attributes

Students must possess the emotional health required to exercise good judgment, and timely and safely carry out responsibilities. They must be able to adapt to change, display flexibility and learn to function in stressful situations. The students must exhibit empathy for others and focus on the needs of clients. They must exhibit polite behavior, integrity, manage criticism, be reliable and punctual and be respectful in relations with colleagues, faculty and clients.

APPENDIX B

Remediation Plan for "C" 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, Denise Minopoli