



**BACHELOR OF SCIENCE**  
**in**  
**SPEECH, LANGUAGE, and HEARING SCIENCES**  
**2024-2025**



**Student Handbook**  
**The “Cactus Book”**

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



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University of Arizona SLHS BS Student Handbook

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# The Department of Speech, Language, and Hearing Sciences



## Mission Statement

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

## Academic Programs

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

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

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

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

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

## Accreditation

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

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

### **Teaching Mission Statement**

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

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

## FACULTY

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

## ADJUNCT LECTURERS

Alyssa Sachs                      Ph.D., CCC-SLP              Postdoctoral Research Associate

## RESEARCH PROFESSIONALS

### Research Professionals

Evans-Reitz, Nora	M.S., CCC-SLP	L4 Lab
Figueroa, Cecilia	M.S., CCC-SLP	L4 Lab
Nickels, Katlyn	Ph.D.	Language and Neuroimaging Lab
Randall, Austin	B.S.	FUERZA Resource Liaison
Sachs, Alyssa	Ph.D., CCC-SLP	Plante Lab
Vance, Rebecca	M.S., CCC-SLP	Plante Lab

## STAFF

Acuna, Alma	Facilities Management
Barakat, Feday	Coordinator, Insurance & Billing
Chino-Plum, Lupita	Facilities Management
Franco, Silvia	Administrative Assistant
Galyen, Joshua	Information Technology Support Analyst
Hamilton, Cathy	Facilities Management Project Manager
Hayward, Nickole	Graduate Coordinator
Lavine, Debra	Office Specialist
Miranda, Elvia	Administrative Assistant
Phelan, Kevin	Business Manager
Radosevic, Denise	Office Specialist
Reichenbacher, Richard	Manager, Information Systems
Sasser, Kim	Executive Assistant, Front Desk; Building Manager
Weber, Doug	Facilities Management Supervisor

## FACULTY RESEARCH AREAS

### FACULTY RESEARCH AREAS

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

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

Julie Miller	Neurogenetic and circuitry mechanisms underlying human vocal function and dysfunction using birdsong as a model
Elena Plante	Brain-language relations in developmental language disorders and language assessment and treatment.
Robin Samlan	Production, perception, and measurement of the human voice
Brad Story	Speech acoustics/analysis/signal processing, synthesis/simulation of speech and voice, relation between articulation and acoustics, speech-to-speech transformation, perception of natural and synthetic speech.



## BACHELOR OF SCIENCE PROGRAM OF STUDY

The Bachelor of Science degree in Speech, Language, and Hearing Sciences (SLHS) is conferred through the College of Science. Students complete the general education degree requirements for the College, as well as the requirements for the major. This handbook is intended to provide guidance for students seeking the Bachelor of Science degree in SLHS, or a minor in SLHS. The Department requirements and practices summarized herein supplement those described in the University's General Catalog. For information on general education, major, and minor requirements, the student should consult the University of Arizona catalog at <http://catalog.arizona.edu>.

The information in this handbook is subject to change as the University or Department guidelines change over time. The handbook is updated annually; students are held to the requirements in effect at the time they declared the degree program unless they formally choose to meet newer requirements. In other words, students use the Cactus book in effect at the time the major is declared but have the option to adopt the guidelines of a newer handbook (in its entirety).

### Unit Requirements for the Degree

The **minimum required total units for graduation is 120**. This includes general education requirements, as well as major (both inside SLHS and outside SLHS). SLHS does not require, but highly recommends, a minor. At least **42 units** must be in **upper-division coursework** (300-level and above). At least 18 units in the major must be taken in residence. Students are required to have a minimum 2.0 GPA (cumulative and in the major and minor) to graduate. A recommended four-year academic plan and advising guide are available in Appendix A.

### Advising

Undergraduate advising is provided by the Academic Advisor for SLHS and the College of Science (SLHS building, room 220a or Bartlett Academic Success Center (BASC)). Appointments can be made online at <http://student.trellis.arizona.edu/>. Students are encouraged to meet with their advisor once per semester to assure that their academic plan is in line with requirements. Progress toward the degree should be tracked using the Academic Advisement Report, and an up-to-date report should be brought to advising sessions. Instructions on how to find your Academic Advisement Report are on the next page.

### Career Advising

Students can seek specific career advice, including information on plans for applying to graduate school, through the SLHS HUB. Please make an appointment with HUB director, Ms. Karen Guilmette [kguilmet@arizona.edu](mailto:kguilmet@arizona.edu). Students may also contact any faculty member; they are available to answer general questions about the field and careers in speech, language, and hearing sciences.

## Graduate School Application Advice

Students seeking information on strategies for applying to graduate school can seek out Ms. Guilmette at the SLHS HUB [kguilmet@arizona.edu](mailto:kguilmet@arizona.edu) and be on the lookout for departmental workshops on this topic. Students seeking information on the mechanics of applying to graduate school (e.g., how to navigate CSDCAS or GradApp) should contact Graduate Coordinate, Ms. Nickole Hayward [nhayward@arizona.edu](mailto:nhayward@arizona.edu)

## General Education Requirements

All degree-seeking, undergraduate students must satisfy the requirements of the University of Arizona General Education Curriculum by completing a series of basic college courses. Details of these requirements can be found on the University General Education page <https://gened.arizona.edu/>.

- Introduction to General Education (UNIV 101)
- Exploring Perspectives (4 courses, 12 units)
- Building Connections (3 courses, 9 units)
- Capstone (UNIV 301)

## Major requirements outside SLHS:

- One Statistics course. Approved courses: MATH 163, MATH 263, PSY 230, SBS 200, SOC 375.
- One Math Course. Approved courses: MATH 113, MATH 113-CC, MATH 115A, MATH 115B, MATH 116, MATH 122B, MATH 125, MATH 125-CC, MATH 129, MATH 129-CC, OR Approved Transfer Course\*
- One Biological Science course including lab. Approved courses: ECOL 182L, ECOL 182R, MCB 181L, MCB 181R, MCB 184, PSIO 201, PSIO 202, OR Approved Transfer Course\*
- One Physical Science course including lab. Approved courses: CHEM 130 & 130L CHEM 141 & CHEM 143, CHEM 151, PHYS 102 & PHYS 181, OR Approved Transfer Course\*
- One Social Science course. Approved courses: See academic advisement report for a list of courses

## Tracking Progress Toward Academic Requirements

An Advisement Report is an individualized report of progress toward the completion of degree requirements.

Academic Advisement Reports can be generated using UACCESS Student.

1. Log on to UACCESS Student Center (<https://uaccess.arizona.edu/>)
2. Under “Advising” tab select Advisement Report from the drop-down menu and click the arrow to continue
3. Your Academic Advisement Report will process usually within a few minutes. The PDF version contains GPA information.
4. Check the report for accuracy; see your advisor if you have any questions.

<https://catalog.arizona.edu/policy/program-graduation/degrees-programs/undergraduate/advisement-reports>

**Transfer students:** A recommended course sequence for transfer students seeking a BS degree in SLHS is provided in Appendix B.

Speak to your Academic Advisor for approved transfer courses to ensure direct equivalency. For guidance, see:

- AZ Course Equivalency Guide - <http://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG>
- Out of State Transfer Credit Guide - [https://aztransfer.com/UACEG/UA\\_CEG\\_OutOfState.html](https://aztransfer.com/UACEG/UA_CEG_OutOfState.html)

## The SLHS Major

The undergraduate major in SLHS requires **33 units and a minimum GPA of 2.0**.

- Required courses include: SLHS 261, SLHS 267, SLHS 340, SLHS 362, SLHS 367, SLHS 380, SLHS 441, SLHS 473, SLHS 477, and SLHS 483R/L. See course list in Appendix C for titles and brief descriptions.
- Elective courses include: SLHS 207, 255, 263, 270, 435, 454, 455, 458, 459, 471, 495a, 495a, independent study registrations 399 or 499, preceptor registrations 391 or 491, directed research registrations of 392 and 492, and workshop registrations 397 or 497. See Appendix D for titles and brief descriptions.
- Students who ultimately plan to work in Arizona public schools will be required to take Political Science 210 to meet state teacher certification requirements.

## The Minor for SLHS Majors

Students select a minor area of study of interest that supports the major. The minor consists of at least **18 units**, nine of which must be upper division (300-level and above). Students are required to have a 2.0 GPA in the minor and take at least 3 units in residence.

***The minor is not required for students in the SLHS Major; however, the minor is strongly encouraged for those wishing to pursue graduate education.***

There are two options for the minor:

1. A traditional minor in one department related to the major, such as Psychology, Linguistics, or Special Education and Rehabilitation, Public Health, and Spanish. You can check the catalog for specific minor requirements for a given department.
2. A thematic minor that includes work in two or more departments that support the major

An example of a thematic minor could be 9 hours of Psychology with additional coursework in such areas as Special Education and Rehabilitation, Educational Psychology, Family Studies, and Counseling and Guidance. These minors are available to students by petition only and the major advisor must approve all thematic minors. Print the Thematic Minor form by from the following location: <http://www.registrar.arizona.edu/academics/thematic-minors>

There is also a Pre-health thematic minor, which is described on the following website <https://theacenter.arizona.edu/pre-health/pre-health-professions-advising>.

## Mid-Career Writing Assessment (MCWA)

Every undergraduate degree program requires satisfaction of the Mid-Career Writing Assessment (MCWA). The MCWA is based on student performance in their second semester English composition course. A grade of A or B in one of the following courses will satisfy this University requirement:

- English 102 or
- English 108 (for ESL students) or
- English 104H (for Honors Students) or
- English 109H (for students earning a 4 or 5 on the AP exam)

Transfer courses in composition are evaluated by the English Writing Program coordinators.

Students earning lower than a C grade in the above coursework shall meet the Department requirement by (a) completing one Writing Skills Improvement Workshop of their choice and providing written documentation that this was completed and (b) earning a B or higher in the department writing emphasis course (SLHS 362 Neurobiology of Communication). Please discuss options with the SLHS academic advisor.

## Degree Check

Students should initiate a degree check **before registering for their last semester**. To start the process, schedule an appointment with the SLHS advisor at <http://student.trellis.arizona.edu/>.

## Minor in SLHS

A minor in SLHS requires a minimum of 18 units, at least 12 of which must involve coursework. Details related to the minor can be found in Appendix E. University policy requires nine units to be upper division to meet the requirements of a minor. Recommended courses for students interested in graduate school are shown in Appendix F (SLP) and Appendix G (AuD). Appendix H includes a list of all available SLHS courses in the minor

## **Additional Educational and Engagement Opportunities**

The University of Arizona 100% Engagement Initiative provides students the opportunity to apply what they are learning in a real world setting and challenges students to learn new skills. Participation in these activities is noted on your official transcript.

SLHS registrations that meet the University of Arizona's 100% engagement initiative include: SLHS 391, 392, 458, 459, 491, and 492.

### Independent Studies, Preceptorship, and Directed Research Opportunities

Students have the opportunity of additional engagement through **independent study, preceptorship, or directed research opportunities**. Such enrollments are arranged individually with the instructor **before** registering. A list of faculty and their research emphases is included in the Department Overview Cactus book and on the SLHS website. Note that students should be in good academic standing if they want to pursue these additional opportunities.

Learn about Undergraduate Research Experiences:

- <https://ur.arizona.edu/content/undergraduate-research-programs-ua-students>
- <https://grad.arizona.edu/diversityprograms/uoc>
- <https://ubrp.arizona.edu/programs/undergraduate-biology-research-program>

### FUERZA Research Program

There are a limited number of paid research opportunities available through the FUERZA program, which is designed to increase the research pipeline for people from historically excluded backgrounds. FUERZA will next recruit students for Summer and Fall of 2025. Be on the lookout for the application in Spring 2025, or contact FUERZA Resource Liaison Mr. Austin Randall at: [austinrandall@arizona.edu](mailto:austinrandall@arizona.edu)

### SLHS 458/459 Clinical Assistant Program

The audiology and speech-language clinics provide an opportunity for upper class undergraduates to assist in the clinic setting in an independent study activity. Applicants must have at least a 3.2 GPA in the major and follow all clinic guidelines, including HIPAA training. You can find out more about the program on the [website](#). If you are interested, please complete the [CAP Student application form](#).

### SLHS 397/497

These 1-unit elective courses offer students an opportunity to explore some of the more applied aspects of the field of Speech, Language, and Hearing Sciences or to open a window onto some of the many interesting aspects of the field that might not get as much attention in other classes.

### Clinical Observations

If your goal is to apply to a clinical graduate program, you should obtain 25 clock hours of clinical observation. Graduate programs requires that these hours be completed before beginning clinical practicum in a graduate program.

To observe in the University of Arizona Speech, Language, or Hearing Clinics (including any UofA affiliated off- campus sites), students must be registered as degree- seeking students in SLHS or as non-degree seeking graduate students completing prerequisites for the graduate clinical program. Others may observe only with permission of a department clinical faculty member. Each student will have the opportunity to receive, but not to exceed, 25 hours of observation. Appendix I outlines the procedures for obtaining your observation hours.

You should retain the original signed observation log, and file a copy with the Department upon graduation with SLHS Student Services Coordinator (Nickole Hayward).

### 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. An overview of the confidentiality guidelines is in Appendix J along with procedures for potential breaches of confidentiality in Appendix K.

HIPAA training involves two steps:

1. Students must complete the University of Arizona HIPAA training through UAccess Edge Learning. This training can be completed on campus or from an off-campus location using VPN. On UAccess Edge Learning, in the search bar type HIPAA Annual Certification. Next, click register. When registered click to complete the self-paced modules. Detailed instructions are available on the UAccess EdgeLearning site. When you have completed the module, print the certificate as a pdf. You will be asked to provide proof of training prior to participating in clinical activities.
2. Students must review the department HIPAA policies and sign the department Observation/Visitation Client/Patient confidentiality form ([available on the Community D2I page](#)). 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 Edge Learning and a signed confidentiality form on file. Direct questions regarding HIPAA to Dr. Janet Hawley, SLHS HIPAA Compliance Officer ([janet@arizona.edu](mailto:janet@arizona.edu)).

## Student Groups

For more information about our student groups visit: <https://slhs.arizona.edu/student-groups>

### National Student Speech-Language-Hearing Association (NSSLHA)

Our local chapter of the [National Student Speech-Language-Hearing Association's](#) mission is to create meaningful and engaging campus and community experiences for future professionals in the fields of speech-language pathology and audiology. It works to promote advocacy within local and statewide systems to increase awareness of communication difficulties in our communities. NSSLHA meets these objectives through educational, philanthropic, and social activities. Mentoring opportunities, as well as group learning activities, are available throughout the academic year.

### Speech, Language, and Hearing Cats of Color (SHCC)

SHCC is a student-led organization that aims to provide students interested in careers related to SLHS with academic support and career development resources in order to encourage student engagement and success. SHCC also aims to create solidarity between underrepresented students in the Speech, Language, and Hearing Sciences department, offering social support and representation for the cultural groups within the major as well as fostering a space of security, networking, and connecting these students to one another.

### Student Academy of Audiology

The Student Academy of Audiology (SAA) is the national student organization of the [American Academy of Audiology](#) that serves as a collective voice, and advances the rights, interests, and welfare of students pursuing careers in audiology. SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology, and provides services, information, education, representation and advocacy for the profession and the public we serve.

### The SLHS Student Success, Innovation, and Community Outreach HUB

The HUB is dedicated to collaboration centered on student success initiatives, leadership, community partnership, and development. Our purpose is to further student success, innovation, and community outreach initiatives through collaboration and partnership. Our initiatives and programming are grounded in inclusive excellence, supported by the core values of Humility, Understanding, and Belonging. To find out more information on the latest initiatives, please reach out to Ms. Karen Guilmette, [slhshub@arizona.edu](mailto:slhshub@arizona.edu).  
<https://slhs.arizona.edu/slhs-hub>

## University Policies and Resources

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

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

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

**UA Office of Institutional Equity:** <https://equity.arizona.edu/>

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

### Support Services and Resources for Students

**Basic Needs Overview:** The University provides information about resources for basic needs at a central site available here: <https://asuatoday.arizona.edu/basic-needs/overview>

**Borrow Technology from U of A Library:** If you need technology (e.g., laptops, hotspots, cameras) the library can support you for free: <https://lib.arizona.edu/borrow/tech>

**Free or discounted software:** As a student, you have access to Microsoft 365 and the Adobe Creative Cloud, among other options: <https://it.arizona.edu/student-resources>

**Support Services:** Student Assistance serves as a central support resource for all students. Help is available to support students and their families manage crises, life traumas, and other barriers that impede success. The staff works to address the needs of students who struggle in such areas as psychological health, physical health, victimization, relationship issues, social adjustment, and academics through a variety of interventions, referrals, and follow up services.



We strive for a culture of caring on campus. Resources are available here:

<https://deanofstudents.arizona.edu/support/campus-resources>

**Disability Resources Center:** The Disability Resource Center (DRC) leads the University in a progressive and proactive approach to campus accessibility. Our goal is to ensure that disabled students, employees and visitors, have a similar, if not identical, experience to that of their non-disabled counterparts. In addition to facilitating individual accommodations, DRC works proactively to impact the systemic design of our campus environments to be seamlessly accessible, reducing or eliminating the need for any individual accommodations or modifications. <https://drc.arizona.edu/about>

**Child Care Subsidies:** This program offers up to \$2,000 in childcare subsidies for qualifying child care. Check the [webpage](#) for details. The [Family Resource Map](#) also lets you know about resources (e.g., changing stations, lactation spaces, family restrooms) across campus.

## Graduate School Application Process

States require a graduate degree (M.S. or Au.D.) to practice in speech-language pathology or audiology, respectively. Near the end of your junior year, you should begin thinking about where you might want to attend graduate school, if you plan to practice as a clinician. Below are some considerations and resources to help you in the process of applying to graduate schools:

- You will want to research the different programs, their requirements, application, and deadline information. A listing of programs accredited by the American Speech- Language-Hearing Association can be found on the ASHA website at: <https://caa.asha.org/programs/>
- ASHA provides a website called “EdFind” that allows users to apply custom search filters for academic program, such as location <https://find.asha.org/ed/#sort=relevancy>
- You should apply to several graduate programs to ensure your chances of being accepted into at least one; the admissions process is competitive.
- During the summer or fall of your senior year, you will want take the GRE if you are applying to schools that require it. It is a good idea to take the exam early enough so that you will have time to take it again if necessary.
- Consider which faculty members you would like to approach to write letters of recommendation for you. When you request a letter, be sure to provide information about the schools you are applying to and deadlines, your academic experience (including unofficial transcript), your personal statement, and whatever else the faculty member may request.
- Be sure to keep the original Observation Hours form(s). You will need to provide proof of observation hours to your graduate program. An electronic (scanned) copy of Observation Hours should on file in the department (SLHS Student Services Coordinator Nickole Hayward) as they may be asked to verify the requirement is complete.
- Note that some of your undergraduate coursework serves to meet the knowledge and skill requirements of the American Speech-Language-Hearing Association Standards. The standards are posted on the ASHA website and are updated every few years.
  - For speech-language pathology, see <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>
  - For audiology, see <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>

You can get individual support in strategizing for graduate school through the SLHS HUB: [slhshub@arizona.edu](mailto:slhshub@arizona.edu)

Students seeking information on the mechanics of applying to graduate school at the University of Arizona (e.g., how to navigate CSDCAS or GradApp) should contact Graduate Coordinate, Ms. Nickole Hayward [nhayward@arizona.edu](mailto:nhayward@arizona.edu)

Appendix L is a guide regarding what SLHS coursework at University of Arizona is associated with ASHA standards.

**Speech Language Pathology Assistant (SLPA) :** Our program currently does not provide training opportunities for students pursuing an SLPA. However, Appendix M has information that will help students who are interested in this career path determine which courses meet the requirements for certification as an SLPA. Further information can be found on the ASHA website: <https://www.asha.org/certification/apply-for-slp-assistants-certification/>.

## **APPENDICES**

### **SLHS Major**

- A. BS in Speech, Language, and Hearing Sciences – Advising Guide and Checklist and Four-Year Academic Plan for Bachelor of Science in SLHS
- B. Suggested Course Sequence for Transfer Student
- C. Required Courses for the Major
- D. Elective Courses for the Major

### **SLHS Minor**

- E. Overview of the Minor in SLHS
- F. Suggested Course Sequence for SLHS Minor for students interested in SLP
- G. Suggested Course Sequence for SLHS Minor for students interested in AuD
- H. Course options for the Minor in SLHS

### **Clinical Observation and Confidentiality**

- I. Clinical Observation at the University of Arizona SLH Clinics
- J. Overview of Confidentiality Guidelines
- K. Corrective Action for Breach of Client/Patient Confidentiality

### **Coursework Relative to Future Careers**

- L. Undergraduate SLHS Coursework Meeting ASHA Standards
- M. ASHA Speech-Language Pathology Assistant Equivalent Courses

## **OTHER RESOURCES**

Many resources for students are available on the SLHS website: <http://slhs.arizona.edu>

# BACHELOR OF SCIENCE IN SPEECH, LANGUAGE & HEARING SCIENCES 2024-2025 CHECKLIST

NAME \_\_\_\_\_ SID # \_\_\_\_\_ EXPECTED GRADUATION DATE \_\_\_\_\_

## GENERAL EDUCATION REQUIREMENTS

### ENGLISH COMPOSITION <sup>1</sup> (choose **ONE** option)

- ENG 101 **AND** ENG 102     3     3  
ENG 107 **AND** ENG 108     3     3  
ENG 109H                     3

### SECOND LANGUAGE <sup>2</sup>

102 (or above)     4

### MATHEMATICS: Minimum Required <sup>3</sup>

MATH 113 - *Elements of Calculus*     3  
Other

## GENERAL EDUCATION CURRICULUM

### Introduction to General Education

UNIV 101     1

### Exploring Perspectives (4 courses; 12 units)

Artist	<input type="text"/>	<input type="checkbox"/> 3
Humanist	<input type="text"/>	<input type="checkbox"/> 3
Natural Scientist	<input type="text"/>	<input type="checkbox"/> 3
Social Scientist	<input type="text"/>	<input type="checkbox"/> 3

### Building Connections (3 courses; 9 units)

Course 1	<input type="text"/>	<input type="checkbox"/> 3
Course 2	<input type="text"/>	<input type="checkbox"/> 3
Course 3	<input type="text"/>	<input type="checkbox"/> 3

### Capstone

UNIV 301     1

<sup>1</sup> Grade of B or higher required in ENGL 102, 108, or 109H to satisfy Mid-Career Writing

- 120 Total Units
- 42 Upper Division Units (300-400 level)
- Minimum of 2.0 **CUMMULATIVE** GPA
- Minimum of 2.0 **MAJOR** GPA
- Minimum of 2.0 **MINOR** GPA
- 30 Units @UA
- 18/30 Upper Division Units at University of Arizona
- MCWA or Satisfactory Grade in Writing Emphasis Course
- Degree Audit Worksheet (meet w/ Advisor before registering for final semester)

Assessment (MCWA)

<sup>2</sup> Grade of C or higher required to meet second language requirement

<sup>3</sup> Students who do not place into MATH 113 will be required to take prerequisite courses

<sup>4</sup> Social Science course may not double dip with gen-ed requirement. Refer to advisement report for list of classes available

<sup>5</sup> Course sequence subject to change

<sup>6</sup> Experiential & engagement opportunities are strongly encouraged, but NOT required to graduate – speak to advisor for more information

## MAJOR-SPECIFIC REQUIREMENTS

### STATISTICS (choose **ONE** option)    3-4

- MATH 163 **OR** MATH 236  
 SBS 200  
 PSY 230 (previous SLHS students recommend this course)  
 SOC 375

### PHYSICAL SCIENCE (choose **ONE** option)    4-6

- CHEM 130 **AND** 130L  
 CHEM 151  
 CHEM 141 **AND** 143  
 PHYS 102 **AND** 181

### BIOLOGICAL SCIENCE (choose **ONE** option)    4

- ECOL 182 R/L  
 PSIO 201  
 MCB 181 R/L

### SOCIAL SCIENCE <sup>4</sup> (PSY 101, SOC 101, etc.)    3

Course

## SLHS MAJOR REQUIRED COURSES (33 UNITS) <sup>5</sup>

### FALL

- SLHS 261     3  
SLHS 340\*     3  
SLHS 362     3  
SLHS 380\*     4  
SLHS 477     3

### SPRING

- SLHS 267     3  
SLHS 367     3  
SLHS 441     3  
SLHS 483\*     4  
SLHS 473     3

\* = may be offered during the summer (varies yearly)

## SLHS ELECTIVE COURSEWORK

### FALL

- SLHS 207     3  
**SLHS 471**     3

Other Courses:

see next page for elective descriptions

### SPRING

- SLHS 255     3  
SLHS 263     3  
SLHS X97     1  
SLHS 435     3  
**SLHS 454**     3

## EXPERIENTIAL & ENGAGEMENT OPPORTUNITIES <sup>6</sup>

- |   |   |
|---|---|
| <input type="checkbox"/> Clinical Observation       | <input type="checkbox"/> SLHS Clubs         |
| <input type="checkbox"/> Independent Study          | <input type="checkbox"/> Workshops          |
| <input type="checkbox"/> Directed Research          | <input type="checkbox"/> Internship         |
| <input type="checkbox"/> Preceptorship              | <input type="checkbox"/> Student leadership |
| <input type="checkbox"/> Professional organizations |   |

**NOTE:** When selecting courses outside the major, consider those taught by our faculty: FALL: NSCS 200 Fundamentals of Neuroscience and Cognitive Science; CGSC 305 Bilingual Language and Learning; SPRING: COGS 505 (with instructor permission)

# Sample Four Year Academic Plan

## Bachelor of Science in Speech, Language & Hearing Sciences

### FALL SEMESTER

### SPRING SEMESTER

FRESHMAN

<ul style="list-style-type: none"> <li>○ <b>SLHS 207: Survey of Human Communication &amp; Its Disorders</b> <b>3</b></li> <li>○ SCI 197A: Student Success Strategies for SLHS Students <b>1</b></li> <li>○ ENGL 101: First-year composition (1<sup>st</sup> semester) <b>3</b></li> <li>○ MATH 112: College Algebra Concepts and Applications <b>3</b> <b>OR</b> math course you tested into</li> <li>○ UNIV 101: Introduction to General Education Experience <b>1</b></li> <li>○ GEN-ED (GE): Exploring Perspectives <b>OR</b> Building Connections <b>3</b></li> </ul> <p style="text-align: right;"><b>Total Units: 12-14</b></p>	<ul style="list-style-type: none"> <li>○ <b>SLHS 255: Hearing, Health, &amp; Society (counts for GE: Social Scientist)</b> <b>3</b></li> <li>○ SCIENCE: Physical Science <b>OR</b> Biological Science <b>4</b></li> <li>○ ENG 102: First-year composition (2<sup>nd</sup> semester) <b>3</b></li> <li>○ MATH 113: Elements of Calculus <b>3</b></li> <li>○ GEN-ED: Exploring Perspectives <b>OR</b> Building Connections <b>3</b></li> </ul> <p><i>Become acquainted with our SLHS homepage to learn about student clubs, scholarships, and the undergraduate experience! <a href="https://slhs.arizona.edu/">https://slhs.arizona.edu/</a></i></p> <p style="text-align: right;"><b>Total Units: 13-16</b></p>
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SOPHOMORE

<b>SUMMER AFTER FRESHMAN YEAR</b>	
If needed, use summer to catch up on units, or in math if behind on sequencing based on placement results prior to freshmen year.	
<ul style="list-style-type: none"> <li>○ <b>SLHS 261: Anatomy &amp; Physiology of the Speech Mechanism</b> <b>4</b></li> <li>○ <b>SLHS 340: Language Science</b> <b>3</b></li> <li>○ 2<sup>ND</sup> LANGUAGE <b>4</b></li> <li>○ STATISTICS <b>3</b></li> <li>○ GEN-ED: Exploring Perspectives <b>OR</b> Building Connections <b>3</b></li> </ul> <p style="text-align: right;"><b>Total Units: 14-17</b></p>	<ul style="list-style-type: none"> <li>○ <b>SLHS 267: Acoustics</b> <b>3</b></li> <li>○ <b>SLHS 367: Phonetics for Clinical Practice</b> <b>3</b></li> <li>○ 2<sup>ND</sup> LANGUAGE <b>4</b></li> <li>○ SCIENCE: Physical Science <b>OR</b> Biological Science <b>4</b></li> <li>○ GEN-ED: Exploring Perspectives <b>OR</b> Building Connections <b>3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>1-3</b></li> </ul> <p style="text-align: right;"><b>Total Units: 14-17</b></p>

JUNIOR

<b>SUMMER AFTER SOPHOMORE YEAR</b>	
Use summer to gain career-related experience through internships, study abroad, or volunteering. Begin thinking about experiential and engagement opportunities such as: research, clinical observation, preceptorships, student leadership, etc.	
<ul style="list-style-type: none"> <li>○ <b>SLHS 380: Hearing Science</b> (pre-requisite: SLHS 267) <b>4</b></li> <li>○ <b>SLHS 362: Neurobiology of Communication</b> <b>3</b></li> <li>○ GEN-ED: Exploring Perspectives <b>OR</b> Building Connections <b>3</b></li> <li>○ GEN-ED: Exploring Perspectives <b>OR</b> Building Connections <b>3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/Preceptorship <b>1-3</b></li> </ul> <p style="text-align: right;"><b>Total Units: 13-16</b></p>	<ul style="list-style-type: none"> <li>○ <b>SLHS 483 R/L: Principles of Audiology</b> (pre-reqs: SLHS 267 &amp; 380) <b>4</b></li> <li>○ <b>SLHS 441: Language Acquisition</b> (pre-req: SLHS 340) <b>3</b></li> <li>○ SOCIAL SCIENCE <b>3</b></li> <li>○ GEN-ED: Exploring Perspectives <b>OR</b> Building Connections <b>3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>1-3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>1-3</b></li> </ul> <p style="text-align: right;"><b>Total Units: 13-17</b></p>

SENIOR

<b>SUMMER AFTER JUNIOR YEAR</b>	
Your final year! Start to prepare for graduation, e.g., applying to graduate school, take the GRE, look at job opportunities, etc. If you are planning to apply to an SLP/AuD graduate program, create a CSDCAS account and write down all program due dates.	
<ul style="list-style-type: none"> <li>○ <b>SLHS 477: Communication Disorders I</b> <b>3</b></li> <li>○ ELECTIVE: <b>Recommended SLHS 471</b> <b>3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>1-3</b></li> </ul> <p><i>SLP/AuD graduate program application semester</i></p> <p style="text-align: right;"><b>Total Units: 12-15</b></p>	<ul style="list-style-type: none"> <li>○ <b>SLHS 473: Communication Disorders II</b> <b>3</b></li> <li>○ ELECTIVE: <b>Recommended SLHS 454</b> <b>3</b></li> <li>○ ELECTIVE: <b>Recommended SLHS 435</b> <b>3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>1-3</b></li> <li>○ Minor/Elective/GE/Research/Independent Study/ Preceptorship <b>1-3</b></li> </ul> <p><i>Meet with advisor to fill out degree audit worksheet (for graduation)</i></p> <p style="text-align: right;"><b>Total Units: 12-15</b></p>

### AVAILABLE SLHS ELECTIVES:

**SLHS 207: Survey of Communication and Its Disorders** – Students are introduced to the scientific study of human communication and its disorders, with an overview of the biological systems of speech, language, and hearing, and a basic understanding of the nature and treatment of communication disorders across the lifespan.

**SLHS 255: Hearing, Health, and Society** – This course introduces students to critical thinking in relation to quality of life associated with hearing loss across the lifespan. **Counts for GEN ED: Social Scientist, Diversity & Equity US Context**

**SLHS 263: World of Sound** – An introduction to sound – its production, perception, and use in speech, music, and animal communications. The course is divided into basics of sound; music and speech production; the hearing system; and speech perception. **Counts for GEN ED: Natural Scientist, Quantitative Reasoning**

**SLHS 397/497: Revolving Electives** - Each year, the department will offer 1-credit electives. In Spring 2024-2025 these will include: Communicating Science (focused on how to communicate research about communication disorders to the public); Serious Play (which explores the role of play in learning); and Spanish for SLPs and AuDs (which is exactly what it sounds like).

**SLHS 435: Bilingualism, Multiculturalism, and Nonmainstream Dialects** – This course provides students with an overall understanding of child socialization practices, typical language development, and communication disorders across cultural-linguistic groups and issues related to the assessment of and intervention with individuals from culturally and linguistically diverse populations.

**SLHS 454: Audiologic Rehabilitation Across the Lifespan** – This course provides an introduction to interventions aimed at minimizing the communication difficulties associated with hearing loss in people of all ages. **Recommended for those pursuing AuD & SLP graduate studies.**

**SLHS 471: Speech Sound Disorders** – The purpose of this course is to introduce students to the major constructs currently framing the study of speech sound disorders as well as cover topics on assessment and treatment of these disorders. This course is highly recommended for students interested in pursuing an SLPA (Speech-Language Pathology Assistant) certificate or graduate study. **Recommended for those pursuing SLP graduate studies**

## APPENDIX B

### Suggested Course Sequence for TRANSFER STUDENTS in Speech, Language, and Hearing Sciences

Transfer students should meet with their major advisor on a semester-by-semester basis. A maximum of 64 units of community college course work may apply toward degree requirements. Coursework completed at community colleges are considered lower division. Students must complete 42 units or more of upper division coursework (300 and above) in order to graduate. Also, a minimum of 18 of the final 30 units taken toward degree requirements must be University of Arizona credits.

The course sequence below includes elective minor and upper division coursework.

#### **JUNIOR YEAR** **FALL SEMESTER**

SLHS 340 - Language Science*	3
SLHS 362 – Neurobiology of Comm	3
SLHS 261 – Anatomy & Physiology	4
Minor/Upper Division	3-6

#### **SENIOR YEAR** **FALL SEMESTER**

SLHS 477- Com Disorders I	3
SLHS 380 – Hearing Science*	3
Minor/Upper Division	6-9
SLHS 471 Speech Sound Disorders+	3

#### **JUNIOR YEAR** **SPRING SEMESTER**

SLHS 267 – Acoustics	3
SLHS 367 – Phonetics for Clinical Practice	3
SLHS 441-Language Acquisition	3
Minor/Upper Division	3-6

#### **SENIOR YEAR** **SPRING SEMESTER**

SLHS 483R/L- Principles of Aud*	4
SLHS 473 - Com Disorders II	3
Minor/Upper Division	6-12
SLHS 454 Auditory Rehab+	3

\*These courses are sometimes offered during summer session. See your academic advisor for updated summer offerings.

+recommended for those planning to pursue graduate training for both SLP and AuD

Be advised that transfer students are required to meet with their major advisor (SLHS advisor) to build an individualized plan of study based on transfer coursework.

Timeline for completion of degree requirements will also depend on transfer coursework with special attention to math and science proficiency and course history

## APPENDIX C

### Required SLHS courses

Syllabi for all courses can be found at the [Syllabus Repository](#) on the d21 SLHS Community page.

**261 Anatomy of the Speech Mechanism (lecture + discussion)**

This course is focused on the basic anatomy and physiology of the respiratory, laryngeal, and supraglottal airway subsystems as they pertain to speech production for human communication.

**267 Acoustics for the Speech and Hearing Sciences**

Basic principles of acoustics in speech and hearing are covered in this course.

**340 Language Science**

Core features of language are identified and integrated into a model of language that is applicable to language disorders and language development. Topics include: phonology, morphology, syntax, semantics, and pragmatics.

**362 Neurobiology of Communication**

This course focuses on the role of the central nervous system in human communication. The study of brain anatomy and physiology is approached from the perspective of how neurological systems support speech, language, and hearing and how breakdowns in these systems disrupt aspects of communication. *Writing Emphasis Course.*

**367 Phonetics for Clinical Practice**

This course overviews the scientific study of speech sounds with a focus on transcription of different types of speech, including adult and child speech, and typical and disordered speech. The focus of the class will be primarily on English (including its dialectal variants), but other languages will also be discussed.

**380 Hearing Science (lecture + discussion)**

This course introduces the scientific foundation for the sense of hearing and is organized around lectures and laboratory demonstrations that address (a) the anatomy and physiology of the ear and related structures, and (b) the basics about auditory perception.

Prerequisite: SLHS 267.

**441 Language Acquisition**

Principles and processes of first language acquisition described in relation to children's social and cognitive development; first language acquisition processes compared and contrasted to child and adult second language acquisition and language disorders.

Prerequisite: SLHS 340.

**473 Communication Disorders II**

This course focuses on disorders affecting communication across the lifespan. Consideration is given to signs and symptoms, etiology, clinical course, and vocational-social impact of these disorders. Principles of assessment and intervention are highlighted.

Prerequisite: SLHS 477.

**477 Communication Disorders I**

This course focuses on disorders affecting communication across the lifespan. Consideration is given to signs and symptoms, etiology, clinical course, and vocational-social impact of these disorders. Principles of assessment and intervention are highlighted.

Prerequisite: SLHS 261

**483R/L Principles of Audiology (lecture + lab)**

Basic principles and techniques of audiological testing, etiologies of hearing impairment, and intervention strategies are taught in this course. The laboratory provides hands-on experience in support of the content taught in the lecture. Concurrent enrollment is required.

Prerequisites: SLHS 267 and 380.

## APPENDIX D

### Elective Courses Available in SLHS

Syllabi for many of these courses can be found at the SLHS Community d2l page, under the [Syllabus Repository](#).

- 207 Human Communication and Its Disorders (3 credits)**  
The purpose of this course is to introduce students to the scientific study of human communication and its disorders, and to introduce the professions of Speech-Language Pathology and Audiology
- 255 Hearing, Health, and Society (3 credits)**  
The purpose of this course is to introduce students to critical thinking in relation to communication disorders and quality of life issues associated with hearing loss and aging GEN ED: Social Scientist, Diversity & Equity US Context
- 263 The World of Sound (3 credits)**  
This class is an introduction into all these aspects of sounds and our perception of them. GEN ED: Natural Scientist, Quantitative Reasoning
- 397\* Workshop: Serious Play (1 credit)**  
This course is an overview of play, how it factors into development, and how it is used clinically.
- 397\* Workshop: Communicating Science (1 credit)**  
This course teaches learners to communicate the science of speech, language, and hearing sciences to different audiences including scientists, practitioners, patients, and laypeople.
- 435 Bilingual, Multiculturalism, & Nonmainstream Dialects (3 credits)**  
This course provides students with an overall understanding of child socialization practices, typical language development, and communication disorders across cultural-linguistic groups and issues related to the assessment of and intervention with individuals from culturally and linguistically diverse populations.
- 454 Auditory Rehabilitation across the Lifespan (3 credits)**  
This course introduces interventions aimed at minimizing the communication difficulties associated with hearing loss in people of all ages.
- 458/459 Clinical Assistant Program (1-2 credits)**  
Opportunity to work with a clinical educator and graduate students in the clinic setting
- 471 Speech Sound Disorders (3 credits)**  
This course is to introduce students to the major constructs currently framing the study of speech sound disorders as well as cover topics on assessment and treatment of these disorders. This course is highly recommended for students interested in pursuing an SLPA (speech-language pathology assistant) certificate or graduate study.
- 497\* Spanish for Speech Language Pathologists and Audiologists (1 credit)**  
This course will give students an overview of the Spanish that is needed to communicate well during routine interactions associated with speech language pathology and audiology visits.

\*These electives may change from year to year. These are the planned offerings for Spring 2025.



## APPENDIX E

### Overview of the MINOR in Speech, Language, and Hearing Sciences

Students wishing to complete a Minor in SLHS are advised of the following:

1. A minor in SLHS requires a minimum of 18 units, at least 12 of which must involve coursework. University policy requires 9 units to be upper division to meet the requirements of a minor. See Table 1 below for available courses. For students who intend to pursue graduate school in Speech-Language Pathology or Audiology, a recommended course sequence is provided below (Tables 2 and 3).
2. At least 12 units of the SLHS Minor must be taken at the University of Arizona.
3. A minimum GPA of 2.00 is required in the SLHS Minor.
4. Some courses may have prerequisites. Students are strongly encouraged to meet with the SLHS advisor and plan to facilitate completing the course sequences in a timely manner.
5. For students interested in pursuing graduate studies in Speech-Language Pathology or Audiology: Completing a Minor in SLHS does NOT guarantee that all prerequisites for graduate school have been met. See Appendix F (SLP) and G (AuD) for recommended coursework. Although SLHS Minor students are strongly encouraged to take courses that will satisfy prerequisites for graduate school, there may be situations in which this is not possible (for example, see point 6 below). Coursework for Graduate Study in Speech-Language Pathology (<https://slhs.arizona.edu/SLP-prerequisites>) and/or the Recommended Coursework for Graduate Study in Audiology (<https://slhs.arizona.edu/students/doctor-audiology-aud>) to formulate an optimal plan with the SLHS advisor.

Students who are pursuing a Major in SLHS receive priority over SLHS Minor students in class registration. This means that in some cases, SLHS Minor students may not be able to take a course (including required or prerequisite courses) because of limited enrollment capacity.

## APPENDIX F

### Recommended course sequence for SLHS minor for students interested in pursuing graduate studies in Speech-Language Pathology.

Consult *Recommended Coursework for Graduate Study in Speech- Language Pathology.*

P = prerequisite course.

Term	Course number	Title
Fall	261 (4)*	Anatomy & Physiology of the Speech Mechanism
Fall & Summer**	340	Language Science
Fall	362*	Neurobiology of Communication
Spring	367*	Phonetics for Clinical Practice
Spring	441 (P: 340)*	Language Acquisition
Spring	454	Auditory Rehabilitation across Lifespan
Fall	471	Speech Sound Disorders
Fall	477*	Communication Disorders I
Spring	473*	Communication Disorders II
Spring & Summer**	483R* & 483L *(4) (P: 380)	Principles of Audiology

\* = Courses **required** to apply to 2-year MS Program (need either SLHS 473 or 477, both recommended)

\*\* Summer offerings vary each year, please check with SLHS academic advisor

- Be advised that the courses indicated above do not include additional basic science requirements as indicated by ASHA (American Speech Hearing Association)
- For additional guidance, please visit: <https://slhs.arizona.edu/SLP-prerequisites>

## APPENDIX G

### Recommended course sequence for SLHS minor for students interested in pursuing graduate studies in Audiology.

Consult *Recommended Coursework for Graduate Study in Audiology.*

P = prerequisite course.

Term	Course number	Title
Fall	261 (4)	Anatomy & Physiology of the Speech Mechanism
Spring	267	Acoustics for the Speech and Hearing Sciences
Fall	362	Neurobiology of Communication
Spring	367	Phonetics for Clinical Practice
Fall & Summer**	380 (4) (P: 267) *	Hearing Science
Spring	454*	Auditory Rehabilitation across Lifespan
Fall	471 <sup>+</sup>	Speech Sound Disorders
Fall	477 <sup>+</sup>	Communication Disorders I
Spring	473 <sup>+</sup>	Communication Disorders II
Spring & Summer**	483R & 483L (4) *	Principles of Audiology

<sup>+</sup>=at least one of the three courses listed is required

\*\* Summer offerings vary each year, please check with SLHS academic advisor

## APPENDIX H

### Available Courses for the Minor in SLHS

All courses are 3 units and have prefix SLHS unless otherwise noted. P = course with prerequisites. See catalog for course titles and descriptions.

Term	Course number	Title
Fall	207	Survey of Human Communication and Its Disorders
Fall	261 (4)	Anatomy & Physiology of the Speech Mechanism
Spring	255	Hearing, Health, and Society
Spring	263	The World of Sound: Speech, Music, and MP3s
Spring	267	Acoustics for the Speech and Hearing Sciences
Fall & Summer*	340	Language Science
Fall	362	Neurobiology of Communication
Spring	367	Phonetics for Clinical Practice
Fall & Summer*	380 (4) (P: 267)	Hearing Science
Spring	435	Bilingualism, Multiculturalism, and Nonmainstream Dialects
Spring	441 (P: 340)	Language Acquisition
Spring	454 (P: 483R)	Audiologic Rehabilitation across the Lifespan
Fall	471 (P:367 & major GPA>3.2)	Speech Sound Disorders
Fall	477	Communication Disorders I
Spring	473	Communication Disorders II
Spring & Summer*	483R & 483L (4) (P:380)	Principles of Audiology

\* Summer offerings vary each year, please check with SLHS academic advisor

## APPENDIX I

### Clinical Observation at the University of Arizona SLHS Clinics

Undergraduate students enrolled in SLHS can observe up to 25 hours of clinical activities in the University of Arizona Speech-Language and Hearing Clinics. To assure that patient/client confidentiality, students must complete HIPAA training before observations can be scheduled.

#### Clinic Locations

- Audiology Clinics: 1st Floor of SLHS
- Speech-Language Pathology Clinics
  - 1st floor - Grunewald Blitz Clinic for Children
  - 4th Floor - Clinic for Adult Communication Disorders

#### Signing up to Observe

After the semester is underway, observation procedures and sign up will be available on:

<https://slhs.arizona.edu/clinical-observations>

Ensure that you keep track of your hours and get them signed using the Guided Observation Summary Form (or the Observation Reflection Documentation Form, if appropriate). Both forms are available at the website above.

Clinic Dress and Demeanor:

<https://slhs.arizona.edu/sites/default/files/2022-10/Clinic%20Dress%20Code%20May%202022%201p.pdf>

## APPENDIX J

### **Overview of Confidentiality Guidelines From HIPAA Privacy and Security Policies and Procedures**

Confidentiality of client/patient information is mandated by federal law and is the practice of the Department of Speech, Language, and Hearing Sciences (SLHS). The Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Health Information Technology for Economic and Clinical Health (HITECH) Act of 2010 created national standards regarding the privacy and security of health care information. The University of Arizona and the Department of Speech, Language, and Hearing Sciences have procedures in place to protect the confidentiality, integrity and availability of protected health information (PHI). All SLHS faculty, staff, affiliates, volunteers and students must comply with SLHS policies and procedures regarding the privacy and security of PHI.

#### HIPAA Training Policy

All students majoring in SLHS, students involved in activities that bring them in contact with patients/clients in the clinic, and all faculty and staff must complete HIPAA training with annual updates, as needed.

- Undergraduate students who, as a part of their undergraduate programs, observe patients/clients in the clinic or who are involved in other activities which bring them into the clinics, are required to complete HIPAA training prior to participating in the observation or activity.
- Prior to observation in the clinic, students are required to provide evidence of completion of HIPAA training.

#### Medical Records Policy

Only students and faculty assigned to a clinical case shall access that client/patient's personal health information (PHI).

- Undergraduate students completing observations are not allowed to view client/patient files (hard copy or electronic).
- Exceptions can be approved by a supervising faculty member when a student is involved in a research or educational project that requires clinical information. In such cases the student's name and faculty name must be logged in the client/patient file. Students involved in the Clinical Assistant Program may be granted access to records specifically relevant to their clinical activities.
- Students ARE permitted to review therapy lesson plans when observing in the Speech-Language Clinic. The lesson plans are typically available in the observation room and are labeled with only client/patient initials.

#### Confidentiality

- Students should not discuss information regarding clients/patients that are observed in the clinic. The exception to this rule relates to educational discussions with SLHS faculty. Such discussions should only be conducted in private areas. On occasions where it is appropriate to discuss observations in class (as indicated by your instructor), the identity of the individuals should always be protected.
- It is allowable for some protected health information to be shared for educational purposes, such as case presentations in class that may include photographs, video/audio recordings, and written information/data ONLY IF the client/patient provides written consent to Use Clinical Information for Educational Purposes form. Students are expected to maintain the confidentiality of such information presented in the classroom.

#### Breach of Client/Patient Confidentiality Policy by Undergraduate Students

Undergraduate students who fail to abide by these guidelines will be subjected to corrective action (see Appendix K). A breach is the unauthorized disclosure of any form of PHI. If an actual or potential breach occurs, the individual discovering the breach must report it immediately to the Course instructor (if it occurred relative to information shared in a class), the SLHS Privacy Officer (Janet Hawley). These individuals will coordinate a response to the breach in accordance with procedures established by the Office for the Responsible Conduct of Research and the University of Arizona Information Technology Systems Department.

## APPENDIX K

### Corrective Action for Breach of Client/Patient Confidentiality Clinical Policy by Undergraduate Students

**Purpose:** This policy sets forth guidelines for corrective action when undergraduate students fail to comply with the confidentiality policy of the University of Arizona Department of Speech, Language, and Hearing Sciences and associated clinics both on and off campus.

**Policy:** Corrective action will be taken to correct inappropriate behaviors that could compromise the confidentiality of client/patient information. A *breach* is defined as the unlawful or inappropriate acquisition, access, use, or disclosure of protected health information (PHI) in a manner not permitted which compromises the security or privacy of PHI. The Course Instructor, Privacy Officer, and Clinical Instructors are responsible for addressing these behaviors in a timely manner and for documenting corrective actions.

It is the responsibility of the Privacy Officer (via HIPAA training), the Course Instructor and, as applicable, the Clinical Faculty to inform students of:

- the federal law governing confidentiality of clinical information
- departmental rules for protecting confidentiality of client/patient information
- the steps that will be taken to correct violations of the rules for protecting confidentiality of clinical information
- the timeline for correcting inappropriate behavior(s)
- the consequences of failure to abide by departmental rules for protecting confidentiality of client/patient information

Any academic or clinical faculty member or member of the staff who observes a student, or group of students, engaged in a behavior that appears to *threaten* or *breach* the confidentiality of client/patient information is required to immediately advise the student of their concern and file an incident report with the Course Instructor or Privacy Officer.

#### Corrective Action Steps

**Step 1: Conference with Course Instructor/Privacy Officer:** Depending on where the confidential clinical information was presented/observed (i.e., in class vs. in the clinic), the Course Instructor (or Privacy Officer) is required to confer with the student or students named in the incident report. The goal of the conference is to ensure that there is both understanding of and commitment to protecting confidentiality of client/patient information.

**Step 2: Written warning and conference:** When a student has been named in a second incident that could potentially *breach* confidentiality, s/he will be given a written warning from the Course Instructor, or Privacy Officer, as appropriate. The reason for the written warning will be discussed with the student. Thereafter the written warning will be placed in the student's record in the department. The goal of the conference is to explain the seriousness of maintaining confidentiality of client/patient information and the consequences of another instance of inappropriate behavior that can include a grade of failure in the associated class.

**Step 3: Suspension from class participation and a grade of failure:** Students who have received a written warning and thereafter are judged to have behaved in such a way as to *breach* the confidentiality of client/patient information will be suspended from class participation and receive a grade of failure.

Students have the right of appeal of actions and decisions of suspension from class and receipt of a failing grade. The appeal must be filed with the department head within 5 days of receiving the decision. For appeal procedures see University of Arizona Student Disciplinary Procedures found at the following website <https://deanofstudents.arizona.edu/student-rights-responsibilities>

**APPENDIX L: Undergraduate SLHS Coursework meeting ASHA Standards (required courses)**

Standards can be found at: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>, for audiology, see <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>

Course Number	Standard IV MS								Standard V MS		Standard II AuD					
	A*	B	C	D	E	F	G	H	A	B	A	B	C	D	E	F
SLHS 261		●				●										
SLHS 267		●									●					
SLHS 340		●				●										
SLHS 362		●				●										
SLHS 367		●														
SLHS 380		●									●					
SLHS 441		●	●	●	●	●								●		
SLHS 473		●	●	●	●	●	●		●	●						
SLHS 477		●	●	●	●	●	●	●	●	●		●				
SLHS 483R/L		●	●	●	●		●	●		●	●	●	●	●	●	●

\*Column A refers to the four ASHA prerequisite courses (statistics, biological science, physical science, & social/behavioral science)

- SLHS 261 Anatomy and Physiology of the Speech Mechanism (4)
- SLHS 267 Acoustics for the Speech and Hearing Sciences
- SLHS 340 Language Science
- SLHS 362 Neurobiology of Communication
- SLHS 367 Phonetics for Clinical Practice
- SLHS 380 Hearing Science (4)
- SLHS 441 Language Acquisition
- SLHS 473 Communication Disorders II
- SLHS 477 Communication Disorders I
- SLHS 483R/L Principles of Audiology (4)



## Appendix M

### SPEECH-LANGUAGE PATHOLOGY ASSISTANT (SLPA) INFORMATION

For up-to date information about SLPAs, please visit:

<https://www.asha.org/certification/education-pathways-to-speech-language-pathology-assistants-certification/>

**ASHA SLPA Certification Handbook:**

[asha.org/siteassets/uploadedfiles/asha/associates/asha-slpa-certification-handbook.pdf](http://asha.org/siteassets/uploadedfiles/asha/associates/asha-slpa-certification-handbook.pdf)

**ASHA SLPA “Education Option 3” on website linked above**

**University of Arizona SLHS Course Equivalents**

<b>ASHA Education Option 3 Listed Courses</b>	<b>University of Arizona Course Equivalent</b>
Overview Course in Communication Disorders (Fall language focus, Spring speech focus)	<b>SLHS 477</b> Communication Disorders I –Fall <b>SLHS 473</b> Communication Disorders II– Spring
Phonetics Course	<b>SLHS 367</b> Phonetics for Clinical Practice – Spring
Speech Sound Disorders Course	<b>SLHS 471</b> Speech Sound Disorders – Fall
Language Development Course	<b>SLHS 441</b> Language Acquisition – Spring
Anatomy and Physiology of the Speech and Hearing Mechanism Course	<b>SLHS 261</b> Anatomy and Physiology of the Speech Mechanism – Fall