THE UNIVERSITY OF ARIZONA.

MASTER OF SCIENCE

in

SPEECH, LANGUAGE, AND HEARING SCIENCES

2024-2025

Student Handbook

"The Cactus Book"

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

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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) is designed to develop outstanding independent academics and researchers.

Accreditation

The Master of Science (M.S.) residential education program in Speech-Language Pathology and the Doctor of Audiology (Au.D.) residential education programs 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.

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.

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

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

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

Faculty and Staff

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, Magdelena	M.A.	Assistant Clinical Professor (CCC-SLP)
Guilmette, Karen	M.S.	Associate Clinical Professor (CCC-SLP)
Hafner, Florian	Ph.D.	Assistant Professor of Practice
Hansen, Erica	AuD	Associate Clinical Professor (CCC-A, F-AAA)
Hawley, Janet L.	ClinScD	Associate Clinical Professor (CCC-SLP)
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

Research Professionals

Evans-Reitz, Nora	M.S., CCC-SLP	L4 Lab
Figueroa, Cecilia	M.S., CCC-SLP	L4 Lab
Randall, Austin	B.S.	FUERZA Resource Liaison
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	Administrative Assistant, Front Desk
Weber, Doug	Facilities Management Supervisor

Faculty Research Areas

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

Mary Alt	Word and concept learning; understanding learning mechanisms; applying learning theory to language treatment. Populations studied include bilingual children and children with language disorders/delays.
Genesis Arizmendi	Cognition, language, and learning in bilingual children. Education and health equity.
Kate Bunton	Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.
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 auditory rehabilitation in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation; telepractice; increasing access to healthcare
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.

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

Prior to beginning the first semester:
- Complete Fingerprint application (instructions available from Program Coordinator)
- Participation in orientation

Fall Semester Year 1
- Complete student clinical profile in the electronic tracking system for clinical education (CALIPSO) and enter clinical contact hours as instructed by clinical faculty
- Meet with your academic advisor and complete departmental plan of study form
- Begin discussions of out-of-state summer practicum experiences, if interested
- Earn passing grades on KASA activities
- Complete required coursework with grades of A or B

Spring Semester Year 1
- Meet with your academic advisor
- Update CALIPSO: Enter clinical contact hours as instructed by clinical faculty.
- Interview with clinical faculty for future medical placements, if interested
- Earn passing grades on KASA activities
- Complete required coursework with grades of A or B

Summer Session
- Update CALIPSO: Enter clinical contact hours as instructed by clinical faculty

Fall Semester Year 2
- Participate in returning student orientation activities
- Meet with academic advisor
- Update CALIPSO: enter clinical contact hours as instructed by clinical faculty
- Complete required GradPath forms
- Earn passing grades on KASA activities
- Complete required coursework with grades of A or B

Spring Semester Year 2
- Meet with academic advisor
- Earn passing grades on KASA activities
- Complete required coursework with grades of A or B
- Pass Comprehensive Examination or Thesis Defense
- Take the National Examination (PRAXIS; send scores to ASHA R5031 and UA SLP/AuD RA0002)
- Finalize all information in CALIPSO
- The MS degree requirements form in GradPath will be completed by the department.
- Notify Director of Graduate Studies of employment plans to facilitate needed

documentation for licensing

Graduation
- The Department of Speech, Language, and Hearing Sciences holds a convocation ceremony for all undergraduate and graduate students for the May graduation. In addition, separate convocation ceremonies are held for the College of Science and the University of Arizona Graduate Students.
- Graduate students who participate in the May ceremony are "hooded" as a unique recognition of achievement in earning the graduate degree. In SLHS, this hooding will be performed by SLHS Faculty.

Master of Science in Speech, Language, and Hearing Sciences

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

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

Key Personnel for the Academic Year 2023-2024

These titles are referred to in the text of the document.
Department Head, *DH*: Mary Alt
Associate Department Head, *ADH*: Robin Samlan
Director of Graduate Studies (PhD), *DGS*: Kate Bunton
Director of Graduate Studies (AuD), *DGS*: Nicole Marrone
Director of Graduate Studies (MS), *DGS*: Meghan Darling-White
Director of Clinical Education (MS and AuD), *DCE*: Robin Samlan
SLHS HIPAA Compliance Officer: Janet Hawley
Multicultural Bilingual Certificate Program (*MBCP*) Director: Genesis Arizmendi
Multicultural Bilingual Certificate Program (*MBCP*) Coordinator: Karen Guilmette
Graduate Program Coordinator: Nickole Hayward
Business Manager: Kevin Phelan

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. Students who pursue this degree will not be prepared to practice professionally as Speech Language Pathologists or Audiologists. This may be the terminal degree for a student or the first step toward a PhD. This degree is not applicable to the students who pursue the standard clinical curriculum in Audiology or Speech-Language Pathology.

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

Master of Science in Speech, Language, and Hearing Sciences (with Clinical Training)

Our clinical program is designed to provide the academic and clinical training to fully prepare students for professional practice in the field of Speech-Language Pathology. The program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The required coursework and clinical training address all of the 2020 ASHA Standards (through the August 2022 revisions) to achieve the necessary knowledge and skills for speech-language pathology.

The program is designed as a full-time, residential, five-semester program. Students will have practicum assignments when they are not in class. These assignments will typically be sufficient for students to meet program requirements. However, students with limited availability for clinical placements for any reason often need to enroll for additional semesters to meet clinical requirements and competencies.

Overview of the Leveling Year for the Three -Year Clinical MS in Speech, Language, & Hearing Sciences

Students admitted to the MS Program with background in other fields will need to complete preliminary coursework during their first year. This first year (referred to as the leveling year) will include both undergraduate and graduate level coursework. Students must register for at least 9 units of graduate-level credit each semester. When a course is offered both on the 400- and 500-level, students should register for the 500-level course. The student's academic advisor will review academic records and recommend coursework for the leveling year. Table 1 includes required and recommended courses for the leveling year. After successful completion of the leveling year, three-year students follow the two-year sequence detailed in the next section.

Table 1: Academic Requirements

Fall	SLHS 340	Language Science (3)
	SLHS 477	Communication Disorders I (3)
	SLHS 566	Foundations of Speech Production and Perception (3)
	SLHS 571	Speech Sound Disorders (3)
	SLHS 595a	Colloquium (1)
	SLHS 599	Phonetics independent study (if needed) (2)
	SLHS 599	Clinical Observation independent study (1)
	Elective	Elective or missing coursework (1-4)
Spring	SLHS 473	Communication Disorders II (3)
	SLHS 541	Language Acquisition (3)
	SLHS 583R/L	Principles of Audiology (4)
	SLHS 558	Clinical Studies (2)
	Elective	SLHS 554 Auditory Rehabilitation Across the Lifespan (3)
	Elective	SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3) [now or in year 3]

All missing coursework identified during admission (e.g., ASHA science requirements) should also be taken during the leveling year. Please meet with your advisor early in your first semester to determine which courses need to be completed.

Levelers will be enrolled in 1 unit of clinical observation independent study during the first semester. This will provide the opportunity to complete 25 hours of supervised observation in any of the Departmental Clinics including Grunewald-Blitz Clinic (GBC), Adult Hearing Clinic (AHC), Clinic for Adult Communication Disorders (CAC). Students will be enrolled in 2 units of clinic during the second semester and will be assigned 1 or 2 hours of clinic with a clinical faculty mentor. The experience will begin with observation and co-treatment then progress towards more independent sessions.

Students have the option of participating in clinic the summer after the leveling year. Please discuss this with the Director of Clinical Education if interested.

Overview of the Two-Year Clinical MS in Speech, Language, & Hearing Sciences

The Graduate College requires a minimum of 36 graduate credit hours for a Master's degree. To complete the departmental requirements of the Clinical MS in Speech-Language and Hearing Sciences, a minimum of 40 credits is required. This total does not include academic credit earned for clinical practicum and includes no more than 6 hours of thesis credit for those who choose the thesis option. The academic preparation and clinical training are broadly based, including coursework across a range of communication sciences and disorders. Completion of a thesis is optional but is highly recommended for students planning to pursue studies leading to a PhD degree.

Table 2 provides the suggested course sequence for the MS in Speech-Language Pathology. Students are also expected to have a background that includes the coursework listed below as required for ASHA certification. Students who have not completed the background coursework are encouraged to do so as early as possible and should inform their academic advisor of plans to do so. Upon completion of the requirement(s), an official transcript must be sent to the Graduate Program Coordinator and Director of Graduate Studies. These courses must be documented in the student folder to be eligible for clinical licensure.
  1 course in Physical Science (Physics or Chemistry)
  1 course in Biological Sciences (human or animal emphasis)
  1 course in Behavioral/Social Sciences
  1 course in Statistics (not research methods)

Table 2. Sequence for Courses in Speech-Language Pathology, subject to change with advance notice.

Semester	Full Semester Courses	1st 7-week Courses	2nd 7-week Courses
Fall – 1st year	566 – Foundations of Speech Production and Perception (3 units)	505 – Foundations of Neuroanatomy for SLHS (1 unit)	508 – Inclusive Clinical Services (1 unit)
	571 – Speech Sound Disorders (if needed; 3 units)	506 – Foundations of Language Analysis (1 unit)	515 – Research to Clinical Practice (1 unit)
	558 – Clinical Studies: Speech-Language Pathology (2 units)	507 – Foundations of Cognition (1 unit)	536 – Assessment 1 (1 unit)
	595A – Current Problems in Speech and Hearing Sciences (2 units)	511 – Introduction to Clinic (1 unit)	
Spring – 1st year	552 – School-Age Language Disorders (2 units)	544 – Adult Language 1: Cognitive Communication Disorders (2 units)	537 – Assessment 2 (2 units)
	558 –Clinical Studies: Speech-Language Pathology (2 units)	557 – Dysphagia (2 units)	545 – Adult Language 3: Dementia (1 unit)
		574 – Speech Disorders: Voice (2 units)	516 – Case - Based Speech-Language Pathology 1 (1 unit)
			Elective (1 unit)
			Elective (1 unit)
Summer	558– Clinical Studies: Speech-Language Pathology (2 units)		
Fall – 2nd year	558 – Clinical Studies: Speech-Language Pathology (1 unit)	572 – Speech Disorders: Fluency (1 unit)	501 – Professional Issues for Communication Disorders (1 unit)
	658 – Advanced Clinical Studies: Speech-Language Pathology (2 units)	538 – Assessment 3 (2 units)	Elective (1 unit)
	543 – Adult Language Disorders 2: Aphasia (2 units)	Elective (1 unit)	Elective (1 unit)
	517 – Case-Based Speech-Language Pathology 2 (1 unit)	Elective (1 unit)	
	555 – Language and Communication: Birth to 5 (2 units)		

Spring – 2nd Year	558– Clinical Studies: Speech-Language Pathology (1 unit1)	546 – Augmentative-Alternative Communication (1 unit)	518 – Case-Based Speech-Language Pathology (2 units)
	658 – Advanced Clinical Studies: Speech-Language Pathology (2 units)	554 – Auditory Rehabilitation (if needed; 2 units)	Elective (1 unit)
		573 Speech Disorders: Cleft Palate (1 unit)	Elective (1 unit)
		575 – Motor Speech Disorders (2 units)	Elective (1 unit)
		Elective (1 unit	

Regularly-scheduled electives in the Department of Speech, Language, and Hearing Sciences include:

SLHS 510 – Counseling (Fall, 1 unit)

SLHS 597 – Pediatric Feeding and Swallowing Workshop (Fall, 1 unit)

SLHS 597 – Topics in Service Delivery for Bilingual Populations (Fall, 1 unit)

SLHS 535 – Bilingualism, Multiculturalism, & Nonmainstream Dialects (Spring, 3 units)

COGS 505 – Neuroimaging Theory, Methods and Applications (Spring, 3 units)

SLHS 597 – Medical Speech-Language Pathology (Spring, 1 unit)

SLHS 597 – Advanced Augmentative-Alternative Communication (Spring, 1 unit)

SLHS 597 – Reading UArizona (Literacy) (1 unit)

SLHS 597 – Advanced Dysphagia (1 unit)

SLHS 597 – Neurodiversity (1 unit)

Other electives will be offered and their titles shared with students before it is time to register each semester.

Excellent elective courses are also available outside of the department in relevant areas including neurodevelopmental disorders, child development, neuroanatomy, neural foundations of behavior, and coursework for the MBCP program. Check with your advisor or review course listings in departments such as Psychology, Family and Consumer Sciences, and Linguistics.

Clinical Practicum

Overview of Practicum Requirements

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

A minimum of 400 total clinical hours are required including 375 hours of direct client/patient contact and 25 hours of clinical observation.

ASHA regulates that, of the 375 direct hours:
- Up to 75 may be obtained through alternative clinical education (ACE) methods such as simulation and standard patients
- Up to 50 may be completed during an undergraduate program (meaning that 325 must be completed at the graduate level)
- Up to 125 can be via telepractice (meaning that 250 must be on-site and in-person)

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

Clinical Practicum Sites

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

Assignments are based on students demonstrating satisfactory academic progress, knowledge,

skills, and level of independence demonstrated in previous clinical experiences, CFCC and CAA requirements, and site availability. Some off campus placements have specific requirements regarding student availability, skills, and interests; others include an interview process. While student preference is taken into account, decisions related to practicum are at the discretion of the Director of Clinical Education and Practicum Site and are scheduled to ensure that each student gains balanced experience in the evaluation and treatment of communication and swallowing disorders in children and adults.

Students are expected to be available for clinical assignments Monday through Friday from 8-5:00. When they are not available for their assigned placement, it might not be possible to find a different placement that semester and might delay graduation. See the Speech-Language Clinic Manual, available on the Non-Term Clinic d2L site. Email the Director of Clinical Education if the manual is not visible on the site.

HIPAA Client/Patient Confidentiality Clinical Policy

The Health Insurance Portability and Accountability Act (*HIPAA*) is a federal law regarding confidentiality of client/patient information. All students must complete HIPAA training to participate in any clinical endeavor and are expected to adhere to HIPAA and Department policies at all times.

HIPAA training involves two steps:

1. Students must complete the UA HIPAA training through UAccess Edge Learning. This training can be completed on campus or from an off-campus location using VPN. On UAccess Edge Learning, type "HIPAA Annual Certification" in the search bar. Next, click register. When registered, click to complete the self-paced modules. Detailed instructions are available on the UAccess Edge Learning site. When you have completed the module, print the certificate of completion as a pdf and email to the Graduate Program Coordinator.
2. Students must also review the department-specific HIPAA policies (available on SLHS D2L community site) and sign the department confidentiality form. Annual updates regarding HIPAA and other security issues will be provided.

* Direct questions regarding HIPAA to the SLHS HIPAA Compliance Officer.

Record Keeping for Clinical Education

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

The cost for registering on CALIPSO is $125, payable by credit or bank card, at the beginning of the MS program.

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

The Multicultural Bilingual Certificate offers specialized professional training for students pursuing careers in speech-language pathology and audiology, preparing them to meet the evolving needs of our increasingly diverse communities. As the diversity of the populations we serve continues to grow, professionals in these fields must be equipped to serve clients from a wide range of backgrounds. This certificate program provides students with the skills necessary to accurately assess and treat bilingual and multilingual individuals, ensuring that care is appropriate, effective, and culturally responsive. Importantly, students do not need to be bilingual to enroll in the program.

Students gain practical clinical experience with diverse patient populations, training in working with interpreters, and education on culturally responsive practices, humility, and understanding differences—key components in improving client engagement and outcomes. By reducing the risk of misdiagnosis or inappropriate treatment, clinicians trained in this program play a critical role in addressing systemic inequities in education and healthcare. This specialized certificate not only enhances job market competitiveness—where healthcare settings, schools, and private practices increasingly seek candidates who can meet the needs of diverse communities—but also demonstrates a professional commitment to inclusive, equitable care, and continuous professional development.

The certificate program requires the following graduate coursework (9 units):
1. SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3 Units)
2. SLHS 597 Workshop: Topics in Service Delivery for Bilingual Populations (1 unit).
3. Clinical Practicum in Bilingual Context (2 units)
   - Clinical experiences with bilingual populations will occur during SLHS 558 Clinical Studies in Speech-Language Pathology or SLHS 559 Clinical Studies in Audiology
   - 50 contact hours with bilingual populations, across multiple clinical placements (either on or off-campus) and documented in CALIPSO.
4. At least one additional appropriate elective course (3 units total). Examples include:

AIS 545	A Structures of Non-Western Languages
AIS 582	Hopi Language in Culture
AIS 696J	Topics in Native American Languages and Linguistics
ANTH 530A	Language and Society in the Middle East
ANTH 536	Japanese Sociolinguistics
CPH 520	Racial and Ethnic Health Disparities
HIST 552	American Ethnic History
HPS 533	Global Health
HPS 535	Multicultural Health Beliefs
HPS 581A	Issues in Native American Health: An Introduction to Critical Thinking
HPS 577	Sociocultural & Behavioral Aspects of Public Health
LING 500	Linguistics for Non-majors
LING 502	Gender and Language in Japan
LING 519	Linguistic Structure of Modern Chinese
LING 511	Introduction to Japanese Linguistics
LING 544	Typology and Universals
TLS 504	Language and Culture in Education
TLS 507	Education of Mexican Americans in the United States

TLS 510	Foundations of Bilingual Education and Second Language Learning
TLS 512	Educating Culturally Diverse Students in a Pluralistic Society
TLS 514	Reading and Writing in Bilingual and Second Language Settings
TLS 581	Multicultural Literature and Literacy
TLS 641	Immigration and Education
TLS 643	International Indigenous Culture-Based Education
MAS 505	Traditional Indian Medicine: Health, Healing and Well Being
MAS 508	The Mexican-American: A Cultural Perspective
MAS 510	Socio-cultural determinants of health
MAS 525	Latino Health Disparities
MAS 535	Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures
MAS 575a	Education of Latina/os
SPAN 574A	Language in the Mexican American Experience
SERP 504	Cultural and Linguistic Diversity in Exceptional Learners

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

For more information, talk with the MBCP Program Director or Program Coordinator.

Program Requirements 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.

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, and faculty input. Students should consult with their advisor or the Director of Graduate Studies whenever there are questions or concerns about academic achievement or the individual plan of study.

Program requirements include the following:
1. Maintain adequate academic progress
2. Develop knowledge and skills required for professional practice
3. Participate in academic advising
4. Complete required documentation
5. Pass comprehensive exam
6. Complete master's thesis (optional for clinical masters; required for non-clinical masters)
7. Abide by Departmental and University Code of Conduct Guidelines

1. Maintain Satisfactory Academic Progress

The following criteria relate to maintaining satisfactory academic progress. An asterisk (*) indicates that a particular item does not apply for students completing the non-clinical Master of Science program.

a. 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.
- Following the Graduate College policy, students whose cumulative grade point average falls below 3.0 are placed on academic probation. Details about this policy can be found at the following website: http://catalog.arizona.edu/policy/graduate-academic-standing-progress-and-probation .

b. Satisfactory Performance in Clinical Practicum*

- Satisfactory performance in clinical practicum is defined as grades of A or B. Practicum grades are included in the student's cumulative grade point average.
- Demonstrated growth in all areas of the knowledge & skills as required for professional practice.

   c. <u>Academic and Clinical Grades</u>

- Academic and clinical grades are monitored to affirm that achievement of required knowledge and skills is documented. Students not making adequate academic and/or clinic progress will discuss remediations in a meeting with the Director of Graduate Studies and Director of Clinical Education, along with other faculty as needed.
- If a student receives a final grade of C or below in an <u>academic course</u>, the instructor will create a remediation plan (e.g., repeat the class the following year, which might delay graduation) and the student must successfully complete it. Clinical practicum may be limited or stopped until satisfactory academic performance is achieved. Remediations of final C, D, or E grades must be documented in the student's department record so that eligibility for ASHA certification can be endorsed.
- A final grade of C or lower in <u>clinical practicum</u> will result in a repetition of a similar clinical experience to develop mastery of clinical skills. The clinical hours accrued in the experience where the student earned the C might not be awarded. Demonstration of mastery of the clinical skills must be documented in the student's department record so that eligibility for ASHA certification can be endorsed.
- If a C, D, or E grade is earned in <u>more than one course</u> (academic or clinical), there is serious concern regarding whether a student can continue in the program, regardless of the overall grade point average. Department leadership and other relevant faculty will determine whether performance warrants probationary status or dismissal. The decision will be communicated to the student. The criteria to end probationary status will also be communicated. Failure to achieve overall satisfactory performance in the program will result in dismissal from the program and will prevent department endorsement of academic and clinical competency with ASHA and state licensing agencies.

2. Develop Knowledge and Skills for Professional Practice*

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

These skills are operationalized by ASHA into a set of standards for Knowledge and Skills Assessment (KASA) which are met through both academic and clinical courses. Academic course activities such as quizzes, examinations, assignments, reports, and presentations contribute to acquisition of knowledge and skills in specific areas. To demonstrate that these standards are met, a minimum of a 'B' must be obtained for these activities, unless otherwise noted. That means that it is possible to pass an entire course, but not meet the KASA standards covered in that course if a particular activity is not successfully completed.

Students are allowed to remediate activities that do not meet the criteria and faculty will set the guidelines for what constitutes successful remediation. Course instructors will inform the

Director of Clinical Education whether students have met the KASA standards associated with that course <u>at the end of the course</u> and the Director will enter the information into the KASA form in CALIPSO. Students can access CALIPSO at any time.

If students have not met the KASA standard by the end of the course, the instructor, Director of Graduate Studies, and others, as needed (e.g., Director of Clinical Education) will meet to determine the most appropriate way for the student to demonstrate the knowledge/skill. The need for and plan for remediation will be documented in CALIPSO. When students have successfully remediated the KASA standard, that information will be shared with the Director of Clinical Education and updated in CALIPSO.

Failure to successfully demonstrate a specific KASA standard means that the department will be unable to document the student's ability to meet the standard and they will not be eligible for certification. Because this is a program requirement, failure to successfully demonstrate a specific KASA standard will also delay program completion.

3. Participate in Academic Advising

The third program requirement is participating in the advising process. Each student will be assigned a faculty academic advisor to assist in the planning and successful completion of the program. Students meet with their advisors at regularly scheduled intervals (see schedule below). Additional meetings may be scheduled as needed, by either the student, the advisor, or departmental leadership. Before each meeting, there will be paperwork to complete and students will receive notification after each meeting clearly outlining their performance in the program (e.g., adequate, needs improvement). Failure to participate in these meetings may result in dismissal from the program.

Required Advising Meetings

Semester & Program Year	Meeting time point
Fall year 1:	• First week of classes (group meeting) • Midterm
Spring year 1:	• Second week of classes
Fall year 2:	• Second week of classes
Spring year 2:	• Third or fourth week of classes
Additional semesters	• Second week of classes

Most students remain with their advisor throughout their program, but a student may elect to change to an advisor with better-aligned interests, particularly when doing a thesis. To change advisors, the student should request the change in writing by sending an email to the SLHS Graduate Coordinator. Please include the reason you are requesting a different advisor. The Graduate Coordinator will work with department leadership to determine whether the change can be made. Note that changing advisors to your thesis mentor will be automatically approved.

Students sometimes extend the timeline of their program of study beyond 2 years. That request should be made by the student and the decision approved by the Director of Graduate Studies

and other department leadership, as needed. The extension plan will be agreed upon by the student and Director of Graduate Studies and then reviewed each semester by all involved parties.

4. Complete Required Documentation

a. Graduate Plan of Study

The Plan of Study identifies (a) courses the student intends to transfer from other institutions; (b) courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and (c) additional course work to be completed to fulfill degree requirements. The Plan of Study will be completed in two parts, departmental and graduate college submission. Students will meet with their academic advisor to develop their plan of study. The procedures will be described in the advising meetings and student orientations. An overview is provided below:

Departmental Plan of Study Submission (first semester)
- Access the Plan of Study form from the SLHS community D2L site. Complete the fillable pdf form for the SLHS MS plan of study. Students will work with their advisors to make sure that the courses fulfill all the requirements for the MS degree at the University of Arizona and for ASHA certification.
- Students and advisors will sign the completed plan of study and students will email it to the Graduate Program Coordinator.
- Include all coursework required for ASHA certification that is outside of the SLHS program and must be completed in order for the department to sign the ASHA paperwork after graduation.

Graduate College Plan of Study Submission (Fall semester, second year)
- Students will follow the guidelines for completing the form presented by the Director of Graduate Studies at the Returning Student Orientation.
- Students will log into UA GradPath http://www.uaccess.arizona.edu and complete the following in the Student Center section:
- Responsible Conduct of Research Statement (all students must do this)
- Enter 36 hours of completed and/or planned coursework into the Master's/Specialist Plan of Study.
- The form is due to the UA Graduate College **by October 1 in the second year** of study. Students will need to revise this form if their spring semester schedule changes.

b. Master's Committee Appointment Form
- Once the Plan of Study is approved in GradPath, the Master's Committee Appointment form becomes available for completion.
- Complete the Master's Committee Appointment form by December 1:
  - List your academic advisor as the chair, with the Department Head and Director of Graduate Studies as committee members. If either the Department Head or Director of Graduate Studies are your academic advisor, list the Associate Department Head as a committee member.
  - Students completing a thesis will list their thesis advisor as chair and the two

members serving on the thesis committee.

c. Completion of Degree Requirements Form

This form will be completed by the Graduate Coordinator in the Department of SLHS.

d. Enter Clinical Hours into CALIPSO*

Hours must be entered according to the schedule described in the Speech-Language Pathology Clinic Manual and course syllabi for practicum.

5. Pass Comprehensive Examination

All master's students must pass a comprehensive examination. 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 written exam is scheduled during the last semester during which students take coursework required for graduation (typically, March).

For students who complete a thesis, the written comprehensive exam is typically waived, and the student completes only an oral exam as described in the Thesis section.

Academic Integrity: The expectation is that all work on the comprehensive exam is completed independently by the student. The use of ChatGPT or other AI to prepare your answers will be considered plagiarism and may affect your continued enrollment in the program. As always, you will be held to the Academic Code of Integrity at The University of Arizona. https://deanofstudents.arizona.edu/policies/code-academic-integrity

Format: The written portion of the Master's comprehensive examination is scheduled for a fixed time period with students answering a specific number of questions that cover the breadth of the field. Students will take the exam in person and must work independently. To pass this examination, students must receive a rating of Pass (e.g., High Pass, Pass, or Low Pass) on 80% of the questions. Answers are evaluated in terms of the information content; the organization; quality and clarity of writing, and references cited.

Scoring: Scoring rubric for the exam includes High Pass (HP), Pass (P), Low Pass (LP), Fail (F).

Accommodations: Students eligible for accommodations through the DRC should work with their DRC contact and the Director of Graduate Studies to arrange for appropriate accommodations.

Consequences: An oral examination is given when the written portion is failed. The exam is comprehensive and is administered by the student's major advisor along with two to three additional faculty representing topic areas that the student has failed. The oral examination is scheduled for a minimum of 1 hour and a maximum of 3 hours. At least two-thirds of the examining committee must vote PASS for the student to pass this examination.

If a student passes the oral portion, they 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, they may retake the oral examination, with permission of the Department Head, after a lapse deemed appropriate by the student's major advisor in consultation with the SLHS faculty. To pass the second oral examination, at least two-thirds of the committee members must vote PASS. The results of the second oral examination are final.

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

6. Complete Master's Thesis (optional for clinical masters; required for non-clinical masters)

A Master's thesis is required for those students pursuing the nonclinical degree. A thesis is encouraged (but not required) for students pursuing a clinical emphasis. Students are encouraged to talk with various faculty members who conduct research in potential areas of interest. A tenure-track faculty member must agree to oversee the project. See Appendix A for a detailed description of the process and timeline.

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

Thesis Committee

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

Thesis Defense and Final Comprehensive Examination

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

In the event the student fails one or both parts of the oral examination (thesis defense or curriculum content), they may retake the failed portion of the oral examination, with permission of the Director of Graduate Studies, after a lapse of time deemed appropriate by the student's examination committee. The second examination will be in oral or written format, at

the discretion of the committee. To pass the second examination, at least two-thirds of the committee members must vote PASS. Results of the second examination are final.

<u>Human Subjects Protection Training and Institutional Review Board (IRB) Approval</u>

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

7. Abide by Departmental and University Code of Conduct Guidelines

Our expectation is that all members of the SLHS community will treat others with respect. This includes all people: students, faculty, staff, clients, and members of the community. Students are expected to follow university guidelines relative to academic integrity (https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity). They are also expected to follow departmental guidelines on interpersonal interactions (see community website d2L page). Specifically, we will not tolerate bullying. Please refer to the Anti-Bullying Policy in Appendix B. Students who violated code of conduct guidelines are at risk of not completing the program.

The expectation is that all work related to the first-year exam is completed independently by the student. As always, you will be held to the Academic Code of Integrity at The University of Arizona. https://deanofstudents.arizona.edu/policies/code-academic-integrity

Appealing a Decision about Program Requirements or Action Plan

To appeal either the faculty decision that you are not meeting program requirements or the action plan, send an email to the Department Head explaining:
      a) what you are appealing and
      b) stating your reasons

The Department Head will meet with you and also with the faculty to better understand all components of the situation. They will then render a decision. If the Department Head upholds the faculty decision, they will provide you the steps to appeal to the College if you would like to do so.

National Certification Examination (PRAXIS)

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

Student Concerns and Grievance Procedures

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

University Policies and Resources

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

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

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

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

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

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

Support Services and Resources for Students

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

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

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

Child Care Subsidies and Family Friendly Information: The Graduate College is dedicated to promoting and strengthening family relationships. Many resources have been designed to help graduate students balance and manage family, work, and school. You can find information about the resources listed below at the following website: https://grad.arizona.edu/new-and-current-students.
- Graduate Assistant/Associate Parental Leave
- Temporary Alternative Duty Assignments (TADA) for Teaching Assistants/Associates
- Extension of Time to Degree Policy
- Life & Work Connections - Child and Elder Care Resources

Graduate College Helpful Information: The Graduate College has compiled a list of links that are useful for both new and current graduate students. You can find the list here: https://grad.arizona.edu/new-and-current-students. Topics covered are listed below.
- Academic Services, Policies, and Procedures
- Costs & Funding
- Professional Development
- Health, Wellness, and Safety
- Other UA Resources & Information
- Third-Party Information & Resources
- New and Current Students FAQ

Appendix A: Completing a Thesis

The following steps are recommended for timely completion of a thesis:

Visit the SLHS research website and browse the labs. Contact the faculty member(s) to discuss potential thesis ideas within their scope of research.

When students find a match with a faculty member and research project, they should confirm the plan in writing.

Discuss possible committee members with the thesis advisor.

Refine the topic and invite committee as soon as possible, preferably by the end of the first year.

Formulate methodology to answer the research question and have it approved by all committee members. This includes a meeting/presentation with the committee regarding the proposed research to solicit feedback and confirm the research plan. Students will work with their thesis advisor regarding the timing and plan for this meeting.

If planning to work with human subjects or the data they produce, students must submit an IRB application or be added to the thesis advisor's IRB. It can take several weeks/months to gain approval and no work with human subjects or their data can be accomplished without IRB approval. Ideally, this will be completed by the end of the first year.

If data collection will require time students are typically in practicum, make sure to discuss plans with the Director of Clinical Education in advance. Adjustments are not guaranteed, but are far more likely to be possible if they are anticipated at least one semester in advance.

A departmental presentation should be scheduled to present the findings prior to the official defense with the committee (typically during the Spring of the second year).

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. They will have an August graduation date. Students who defend after the first day of Summer Session I will have to register and pay fees for the summer session.

Submit the thesis to the Graduate College/UA Campus Repository for archiving. Instructions can be found here: https://grad.arizona.edu/gsas/dissertations-theses.

A final electronic copy must also be turned into the thesis advisor and to other committee members.

Appendix B: Anti-Bullying

SLHS Anti-Bullying Policy.

We will not tolerate bullying. Bullying has no place in this community and is counter to our departmental values of integrity, compassion, and inclusion. Students who engage in bullying may be dismissed from the program and faculty and staff who engage in bullying will be referred to HR for appropriate action.

What is bullying? (Adapted from WMU-Anti Bullying Policy)

Bullying is defined as repeated or severe behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally (that is not speech or conduct otherwise protected by the First Amendment). Bullying can take the following forms but is not limited to:

- using obscene or intimidating gestures
- using personal insults, whether in person or via social media
- engaging in public humiliation, either in person or via social media
- Indirectly bullying someone by using other people to engage in the bullying behaviors
- spreading rumors with malicious intent
- intentionally excluding a person from full-cohort activities (e.g., partnering in classes; full-group study sessions)
- demeaning a person's contributions in class (e.g., eye-rolling)

What is NOT bullying? (Adapted from QCC-anti-bullying-policy-2014.pdf)

In both educational and workplace settings, there will be instances where difficult conversations must be had. Feelings that emerge from those necessary difficult conversations are not considered the result of bullying. Specifically, it will **not** be considered bullying in the following circumstances:

- A supervisor or any person with supervisory authority reports or documents an employee's unsatisfactory job performance and the potential consequences for such performance.
- A faculty member or academic program personnel advises a student of unsatisfactory academic or clinical work and the potential for course failure or dismissal from the program.
- A faculty member or academic program personnel advises a student of inappropriate behavior that may result in disciplinary proceedings.
- A target of bullying confronts the bully to let them know there is a problem

Social situations can also be complicated, and feelings can be hurt without bullying being the cause. It will **not** be considered bullying when a SLHS community member is not invited to social events that consist of a subset of the peer group, as long as the exclusion is not wielded as an intentional effort to exclude someone.

How should bullying be reported?

Bullying tends to continue unless it is reported and there are consequences for the report. Therefore, we encourage all SLHS community members who witness or are victims of bullying to report it. If you are the target of a bully or witness bullying, you can first try to directly address the bully to make them aware of their behavior and that it is a problem (see examples at the end of the document.) If this does not work or is not appropriate (e.g., there is physical violence; power imbalance), then engage in the reporting process.

Reporting Process:

- Fill out the Qualtrics 'Bullying Report Form' which will ask you to report who is engaging in bullying, who the target(s) are, and to provide short examples of the observed behaviors. You will be asked for your contact information, although no actions will be taken without conferring with you first.
- The SLHS Advisory Committee will review the form and in conjunction with Departmental Leadership (when appropriate) will appoint a Civility Team to investigate the report. That team may include students, when appropriate. The team will document their meetings and decisions using the SLHS Anti-Bullying Report form. Unambiguous violations of University policy will be immediately reported to the appropriate external offices including: University of Arizona Police Department; Dean of Students; College Faculty Affairs; Office of Institutional Equity, or Human Resources (among others).

What are the consequences of a report?

First, it is important to know that there will be protection for people who report bullying. Any follow-up reports of retaliation will be treated as additional bullying and the perpetrator's consequences will be taken to the next level (e.g., if there was a reprimand, there may be a move to dismissal).

After the Advisory Committee creates a team, that team will meet with the person who made the report. They will conduct a review of the situation, which may include conducting interviews or gather further information from other relevant people. They will determine:

- What supports the people involved in the situation may require
- If bullying has occurred
- Next steps

The team will document their determinations in the SLHS-Anti-Bullying Report, share the results with the relevant people involved (including Departmental Leadership), and act upon their recommendations (e.g., sharing resources, making reports to external offices, documenting reprimands, initiating terminations).

If either the reporter or the accused bully do not agree with the Civility Team's decision, they are welcome to take their case to the next level at the University. For students, this would be the [Dean of Students](). For staff, this would be [HR](). For faculty, this would be [HR]() or Associate Dean of Faculty Affairs, Brad Story bstory@arizona.edu.

How can I actively counter bullying attempts?

The best way to counteract bullying is to stand up to it. While it may be difficult for a target of bullying to do so, one of the most effective tools is for bystanders to speak up. If you think that

someone's behavior is unintentional, speak to them privately, even if that means talking with them later (e.g., "When you roll your eyes when X speaks, they see it, and it is disrespectful and potentially humiliating. That could be considered bullying."). If the behavior is intentional, it is important to stop it when it happens (e.g., "I am not interested in hearing rumors that paint a negative view of my colleagues. Please remember our anti-bullying policies."). This should be done as calmly as possible.