BACHELOR OF SCIENCE
in
SPEECH, LANGUAGE, AND HEARING SCIENCES

2014-2015

Student Handbook
“The Cactus Book”

Department of Speech, Language, and Hearing Sciences
The University of Arizona
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INTRODUCTION

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

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

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

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

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

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

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

This program of study is intended for students who desire careers in basic and clinical sciences (speech science, hearing science, language science, speech-language pathology, and audiology) in university, laboratory, medical, rehabilitation, public school, or other settings. Professional certification by the Council on Academic Accreditation (CAA) in Speech-Language Pathology and Audiology, of the American Speech-American Speech-Language-Hearing Association, requires graduate study. For information on general education, major, and minor requirements, the student should consult the University of Arizona catalog on the Internet at: http://catalog.arizona.edu

Advising:
The Department offers advising appointments at least five days a week. Appointments can be made by emailing raini@email.arizona.edu. We strongly encourage students to bring along an up-to-date Academic Requirements Report whenever they see an advisor (see Appendix D).

Students are encouraged to join the National Student Speech-Language-Hearing Association (NSSLHA). Meeting dates and times are posted on the Department website calendar (http://slhs.arizona.edu/) and on bulletin boards in the Speech and Hearing Building. Information will also be sent out via the SLHS listserv.

General Education Requirements:
All degree-seeking, undergraduate students must satisfy the requirements of the UA General Education Curriculum by completing a series of basic college courses:

- **Foundations** – English Composition, Mathematics, and Second Language courses
- **Tier One** – Traditions & Cultures, Individuals & Societies, and Natural Sciences courses
- **Tier Two** – Humanities, Individuals & Societies, and Arts courses
- **Diversity Emphasis** – Gender, Race, Class, Ethnicity, Sexual Orientation, or Non-Western Area Studies (one course)

In addition to the general education requirements listed above an additional requirement for this major includes:

- One Statistics course. Approved courses: MATH 163, MATH 263, PSY 230, SOC 200, SOC 274.
- Two Math Courses. Approved courses: Math 111 and 113
- One Biological Science course including lab. Approved courses: ECOL 182L, ECOL 182R, MCB 181L, MCB 181R, MCB 184, PSIO 201, PSIO 202, Approved Transfer Course
- One Physical Science course including lab. Approved courses: CHEM 105A, CHEM 106A, CHEM 151, CHEM 152, PHYS 102, PHYS 102-CC, PHYS 102-SA, PHYS 181, PHYS 181-SA, Approved Transfer Course
- One Social Science course. Approved courses: PSYC 150A, SOC 150B, ANTH, or CPH
A recommended curriculum for the B.S. degree in Speech, Language, and Hearing Sciences and an advisement check sheet for transfer students are provided on following pages. The minimum total units for graduation is 120, at least 42 of which 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 in the major, minor and cumulative in order to graduate.

The Major:
The undergraduate major in Speech, Language, and Hearing Sciences requires 33 units and a minimum GPA of 2.0. Required courses includes: SLHS 261, SLHS 267, SLHS 340, SLHS 362, SLHS 367, SLHS 380, SLHS 441, SLHS 473, SLHS 477, and SLHS 483R/L.

Students may also have the opportunity to take some of the following elective courses: SLHS 207, 262, 263, 270, 282, 310, 399, 430, 435, 455, 458, 459, 468, 470, 471, 478, 484, 492, 498, or 499.

Note: Students who expect to work in AZ public schools will be required to take Political Science 210 to meet state teacher certification requirements.

The Minor:
If you are not completing pre-health requirements, it is recommended that you choose a supporting minor. The minor consists of at least 18 units, 9 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. A maximum of two courses can be used to simultaneously satisfy general education and minor requirements. No Tier One or Foundations course can apply to a major or minor with the following exceptions:

a. any Math course above Math 124
b. the third and fourth semester of a second language sequence taken to satisfy the second language requirement in general 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, Public Health, and Rehabilitation. These minors are established and approved by the minor department. You can check the catalog for specific minor requirements.
2. A thematic minor that includes work in two or more departments that support the major. For example, 6-9 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. You may print the Thematic Minor form by going to the following URL: http://www.registrar.arizona.edu/forms/thematicMinorForm.pdf
Mid-Career Writing Assessment (MCWA):

Every undergraduate degree program requires satisfaction of the Mid-Career Writing Assessment (MCWA). The MCWA is based on students’ 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 less than a B grade in their second semester composition course must successfully complete the following in order to satisfy the Mid-Career Writing Assessment (MCWA):

- Passing grades in courses of the freshman writing sequence (either English 101-102, 103H-104H, 107-109, or 109H).
- A passing grade in SLHS 362 Neurobiology of Communication (the designated writing intensive class).

Students earning less than a C grade in the above coursework shall meet the department requirement by completing one Writing Skills Improvement Workshop of their choice and providing written documentation that this was completed. Please discuss options with the SLHS academic advisor.

Clinical Observations:

If your goal is to apply for a clinical graduate degree, you should obtain 25 clock hours of clinical observation. This is an American Speech-Language-Hearing Association (ASHA) requirement before you begin clinical practicum in a graduate program.

It is the policy of the Speech, Language, & Hearing Sciences Department at the University of Arizona that in order to observe in our clinics (GBC, CAC, ACE, WOW), students must be registered as SLHS degree-seeking bachelor’s students or as non-degree seeking graduate students completing prerequisites for the graduate clinical program. Others may observe only with permission of a departmental clinical faculty member. Each student will have the opportunity to receive, but not to exceed, 25 hours of observation.

You can sign up to observe clinics in the Grunewald-Blitz Clinic, Room 110. See Appendix A for a copy of the Summary of Observation Experience Form and guidelines for observing in the Clinics. It is recommended that you place a copy of your observational hours form(s) in your student file.

Before you can observe any clinics, you must complete HIPAA training and sign a confidentiality form. To find out how to get the training, inquire in the Department office. Please see Appendix B for a copy of the departmental policy and the actions that will be taken should a policy violation occur.
Practicum Enrollment (SLHS 458 or SLHS 459):
In very rare cases, undergraduate students are allowed to enroll in clinical practicum.

- If you want to take practicum in **Speech-Language Pathology** (SLHS 458), you need to have:
  - a cumulative grade point average of at least 3.0 overall and 3.2 in the major area;
  - completed 25 hours of supervised observation;
  - completed SLHS 471 (Speech Sound Disorders) and SLHS 441 (Lang. Acq.);
  - approval of one of the Speech-Language Pathology Clinical Professors.

- If you want to take practicum in **Audiology** (SLHS 459), you need to have:
  - a cumulative grade point average of at least 3.0 overall and 3.2 in the major area;
  - completed 25 hours of supervised observation;
  - completed SLHS 483R/L (Principles of Audiology);
  - approval of one of the Audiology Clinical Professors.

Upper Division Unit Requirement:
To graduate, you need at least **42 units** of Upper Division coursework (300-400 level). It is your responsibility to keep track of your upper division units. If you find that you are short on upper division credit, talk to a Department Advisor about **independent study or directed research opportunities**. This is a good way to get 1-4 units of upper division credit. The Department has a variety of research projects that offer directed research and many faculty offer independent study opportunities. Independent studies and directed research should be arranged individually with the instructor **before** registering. A list of faculty offering these opportunities can be obtained in the department office (Room 214). See Appendix C for the list of faculty and independent study options.

Senior Capstone:
Seniors with a major GPA of 3.0 or above may register for SLHS 496a during the spring semester. These students should have completed SLHS 473, SLHS 477 and SLHS 483R/L. The course focus will be to analyze and evaluate the professional practice of speech pathology and audiology in a systematic way through guided observations. Students will develop a professional writing style useful for clinical evaluation and treatment reports. Students need instructor permission in order to register.

Degree Check:
Students should begin their degree check **before registering for their last semester**. To start the process, schedule an appointment with an advisor by emailing raini@email.arizona.edu.
BACHELOR OF SCIENCE IN SPEECH, LANGUAGE & HEARING SCIENCES 2014-2015 CATALOG

NAME ________________________________________________________________ SID # __________________________

CATALOG YEAR __________________________ EXPECTED GRADUATION DATE ______________________

GENERAL EDUCATION REQUIREMENTS

English Composition
ENG 101/103H/107 ______ 3
ENG 102/ 104H/108/109H ______ 3
MCWA complete\(^1\) ______ Y

Second Language\(^2\):
2nd semester proficiency required by credit or exam

______________102 (or above) ______ 4

Mathematics: Minimum Required
Trigonometry MATH 111 ______ 2
& Elements of Calculus MATH 113 ______ 3

Tier One Requirements: INDV/TRAD
Individuals and Societies (INDV 150)
(2 courses with different prefix; i.e. 150A and 150B)

______________ ______ 3

Traditions and Cultures (TRAD 160)
(2 courses with different prefix; i.e. 160B and 160D)

______________ ______ 3

Tier Two Requirements
Arts

______________ ______ 3

Humanities

______________ ______ 3

Individuals and Societies

______________ ______ 3

GRCENW (Gender/Race/Class/Ethnicity/Non-Western)\(^3\)

______________ ______ 3

STATISTICS- Choose ONE Course From:
MATH163/263______ 3 SOC 200 ______ 4
PSYC 230 ______ 3 SOC 274 ______ 3

PHYSICAL AND BIOLOGICAL SCIENCE\(^4\)
Chem 151/Physics 102&181 ______ 4
MCB 181R/L, PSIO 201, (other) ______ 4

SOCIAL SCIENCE
PSY150A/SOC150B/ANTH/CPH/(other) ______ 3

SLHS MAJOR REQUIRED COURSES (33 UNITS)\(^5\)

Fall Classes  Spring Classes
SLHS 267* ______ 3 SLHS 261 ______ 4
SLHS 340 ______ 3 SLHS 367 ______ 3
SLHS 362 ______ 3 SLHS 380* ______ 4
SLHS 477 ______ 3 SLHS 441 ______ 3
SLHS 483R/L______4 SLHS 473 ______ 3

(* offered both fall and spring)

Elective Courses: SLHS 207, 255, 263, 270, 296, 420, 430, 435, 454, 471, 495A, 496A

OPTIONAL MINOR: (18 Units Minimum)
MINOR SELECTED: __________________________

<table>
<thead>
<tr>
<th>COURSE</th>
<th># UNITS LOWER</th>
<th># UNITS UPPER</th>
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<tbody>
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</table>

MINOR GPA: /9 /9

UNIVERSITY REQUIREMENTS
☐ 120 Total Units required to graduate
☐ 42 Upper Div. Units (300-400 level) required to graduate
☐ Major GPA (2.0 Minimum Required)
☐ Cum. GPA (2.0 Minimum Required)
☐ Final 18/30 @UA
☐ 30+ units @UA
☐ Degree Check (begin process before you register for your final semester)
### Four Year Academic Plan
#### Bachelor of Science in Speech, Language & Hearing Sciences

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>FRESHMAN YEAR</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>English 101</td>
<td>English 102</td>
</tr>
<tr>
<td>MATH 113 Elements of Calculus</td>
<td>Math 111 Trigonometry</td>
</tr>
<tr>
<td>Tier I INDV</td>
<td>Second Language</td>
</tr>
<tr>
<td>Tier I TRAD</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Elective[^6] (Recommended SLHS 207/255/263)</td>
<td>Tier I TRAD</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
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<tr>
<td>16</td>
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<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
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<tr>
<td>Second Language</td>
<td>Tier II Humanities</td>
</tr>
<tr>
<td>Biological Science</td>
<td>Tier II Art</td>
</tr>
<tr>
<td>Tier I INDV</td>
<td>Minor- Lower Division</td>
</tr>
<tr>
<td>SLHS 267 Acoustics (pre-reqs: math 111 &amp; 112)</td>
<td>SLHS 261 Anat/Physio. of SLHS mech.</td>
</tr>
<tr>
<td>Elective</td>
<td>SLHS 367 Phonetics</td>
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<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
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<td>15-16</td>
<td>16</td>
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<th>JUNIOR YEAR</th>
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<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
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<tr>
<td>Tier II INDV</td>
<td>SLHS 380 Hearing Sci. (pre-req: SLHS 267)</td>
</tr>
<tr>
<td>Minor- Lower or Upper Division</td>
<td>Statistics</td>
</tr>
<tr>
<td>SLHS 340 Language Science</td>
<td>Minor- Lower or Upper Division</td>
</tr>
<tr>
<td>SLHS 362 Neurobiology of Communication</td>
<td>Minor- Upper Division</td>
</tr>
<tr>
<td>Minor- Lower Division</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
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<tr>
<td>15</td>
<td>13-16</td>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>SLHS 477 Communication Disorders I</td>
<td>SLHS 441 Language Acquisition (pre-req: SLHS 340)</td>
</tr>
<tr>
<td>SLHS 483R/L Prin. Of Aud. (pre-reqs: SLHS 267 &amp; 380)</td>
<td>SLHS 473 Comm. Disorders II (pre-req: SLHS 477)</td>
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<tr>
<td>Elective - Upper Division (Recommended SLHS 471)</td>
<td>Elective - Upper Division</td>
</tr>
<tr>
<td>Elective- Upper Division</td>
<td>Minor- Lower or Upper Division</td>
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<tr>
<td>Minor- Upper Division</td>
<td>Minor- Upper Division</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td>14-15</td>
<td>15</td>
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[^6]: MCWA: Mid Careers Writing Assessment; grade of A or B required in English 102; see advisor for other options
[^2]: Grade of C or higher is required to meet the 2nd language requirement starting Fall 2013
[^3]: GRENW can be met with any TRAD 160A, or approved tier II
[^4]: See advisor for approved list of physical and biological sciences
[^5]: Course sequence is subject to change, see advisor for more info
Elective Course Available in SLHS
syllabi for these courses can be found at http://slhsfac.arizona.edu/content/slhs-course-syllabi

207 Human Communication and Its Disorders
The purpose of this course is to introduce students to the scientific study of human communication and its disorders, and to provide an introduction to the professions of Speech-Language Pathology and Audiology

255 Hearing, Health, and Society
The purpose of this course is to introduce students to critical thinking in relation to communication disorders and quality of life issues associated with a disability and aging

263 The World of Sound: Speech, Music, & MP3s
This class is an introduction into all of these aspects of sounds and our perception of them.

270 Scientific Thinking in Speech and Hearing
This course is about scientific thinking and an appreciation of the achievements and constraints of science.

420 Cognitive Neuroscience of Hearing
This course will take a multidisciplinary approach to understand the neural systems that contribute to auditory perception, using music and speech as example domains of inquiry.

430 Cognitive Neuroscience of Language
This course examines the neural and cognitive underpinnings of language from the perspective of cognitive neuroscience, integrating findings from patients with language deficits and experimental methods such as functional neuroimaging.

435 Bilingual, Multiculturalism, & 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.

454 Auditory 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.

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 certificate or graduate study.

495A Colloquium
The purpose of the colloquium series is to provide a forum for SLHS faculty and students, as well as for others in the community, to be exposed to new research and discussion of topics that are of importance to our field.

496A Seminar: Adv Clinical Observ/Anlys/Writing
This course focuses on the students ability to analyze and evaluate the clinical practice of speech pathology and audiology in a systematic way through guided observations. Students will also develop a professional writing style useful for clinical evaluation and treatment reports.
TRANSFER STUDENT SUGGESTED COURSE SEQUENCE

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 UA University credit.

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

<table>
<thead>
<tr>
<th>JUNIOR YEAR FALL SEMESTER</th>
<th>JUNIOR YEAR SPRING SEMESTER</th>
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<tbody>
<tr>
<td>SLHS 340 - Language Science 3</td>
<td>SLHS 261 – Anatomy &amp; Physiology 4</td>
</tr>
<tr>
<td>SLHS 362 – Neurobiology of Comm 3</td>
<td>SLHS 380 – Hearing Science 4</td>
</tr>
<tr>
<td>SLHS 267 Acoustics 3</td>
<td>SLHS 367 - Phonetics 3</td>
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<tr>
<td>Minor/Upper Division 3-6</td>
<td>Minor/Upper Division 3-6</td>
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<tr>
<th>SENIOR YEAR FALL SEMESTER</th>
<th>SENIOR YEAR SPRING SEMESTER</th>
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<tbody>
<tr>
<td>SLHS 477- Com Dis I 3</td>
<td>SLHS 441-Language Acquisition 3</td>
</tr>
<tr>
<td>SLHS 483R/L- Principles of Aud 4</td>
<td>SLHS 473 - Com Dis II 3</td>
</tr>
<tr>
<td>Minor/Upper Division 6-9</td>
<td>Minor/Upper Division 6-12</td>
</tr>
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</table>
Graduate School Applications:

MOST STATES REQUIRE A GRADUATE DEGREE (M.S. or Au.D.) TO PRACTICE SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY. Near the end of your junior year, you should begin thinking about where you might want to attend graduate school. 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 application and deadline information and requirements. A listing of programs accredited by the American Speech-Language-Hearing Association can be found on the ASHA website at: http://www.asha.org/Academic/accreditation/CAA-Accredited-Programs/

• You should apply to several graduate programs to ensure your chances of being accepted into at least one.

• During the summer or fall of your senior year, you should take the GRE. It is a good idea to take the exam early enough so that you will have time to take it again if necessary.

• Meet with faculty you want them to write letters of recommendation when you take their course. They can remember you better that way. Please ask the faculty what information they would like prior to writing a letter of recommendation for you. Common items include: your resume, unofficial transcript, and personal statement.

• Be sure to keep the original Observation Hours form(s). You will need to provide proof of hours to your graduate program.

• ASHA Standards for SLHS coursework at UA can be found in Appendix E.
Minor in Speech, Language, and Hearing Sciences

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

1. The SLHS Minor 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 advisor (Tharini Wijeweera; raini@email.arizona.edu) and plan ahead 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. 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). Consult the Recommended Coursework for Graduate Study in Speech-Language Pathology (www.slhs.arizona.edu) and/or the Recommended Coursework for Graduate Study in Audiology (www.slhs.arizona.edu) to formulate an optimal plan with the advisor (Tharini Wijeweera; raini@email.arizona.edu).

6. 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.
Table 1. Overview of courses available to SLHS Minor students. All courses are 3 units and have prefix SLHS unless otherwise noted. P = course with prerequisites. See catalog for course titles and descriptions.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Fall</td>
<td>207</td>
<td>Survey of Human Communication and its Disorders</td>
</tr>
<tr>
<td>Spring</td>
<td>261 (4)</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism</td>
</tr>
<tr>
<td>Fall</td>
<td>255</td>
<td>Hearing, Health, and Society</td>
</tr>
<tr>
<td>Fall</td>
<td>263</td>
<td>The World of Sound: Speech, Music, and MP3s</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>267 (P: Math 111 or Math 120R)</td>
<td>Acoustics for the Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Spring</td>
<td>270</td>
<td>Scientific Thinking in Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Fall</td>
<td>340</td>
<td>Language Science</td>
</tr>
<tr>
<td>Fall</td>
<td>362 (P: two Tier 1 NATS courses)</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td>Spring</td>
<td>367</td>
<td>Phonetics</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>380 (4) (P: 267)</td>
<td>Hearing Science</td>
</tr>
<tr>
<td>Spring</td>
<td>420</td>
<td>Cognitive Neuroscience of Hearing</td>
</tr>
<tr>
<td>Spring</td>
<td>430</td>
<td>Cognitive Neuroscience of Language</td>
</tr>
<tr>
<td>Spring</td>
<td>435</td>
<td>Bilingualism, Multiculturalism, and Nonmainstream Dialects</td>
</tr>
<tr>
<td>Spring</td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>Fall</td>
<td>471 (P: 367 &amp; major GPA &gt; 3.2)</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>Spring</td>
<td>473 (P: 477)</td>
<td>Communication Disorders II</td>
</tr>
<tr>
<td>Fall</td>
<td>477</td>
<td>Communication Disorders I</td>
</tr>
<tr>
<td>Fall</td>
<td>483R &amp; 483L (4) (P:380)</td>
<td>Principles of Audiology</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>495a</td>
<td>Current Problems in Speech, Language, and Hearing Sciences (Colloquium)</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>392 (1-6), 399 (1-3), 399H (1-3), 492 (1-6), 499 (1-5), 499H</td>
<td>Independent study, Directed Research</td>
</tr>
</tbody>
</table>
Table 2. Suggested SLHS Minor course sequence for students interested in pursuing graduate studies in SLP. Consult *Recommended Coursework for Graduate Study in Speech-Language Pathology*. P = prerequisite course.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Fall &amp; Spring</td>
<td>267 (P: Math 111 or Math 120R)</td>
<td>Acoustics for the Speech and Hearing Sciences</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>340, or³</td>
<td>Language Science, or Neurobiology of Communication</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>362 (P: two Tier 1 NATS courses)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fall &amp; Spring</td>
<td>380 (4) (P: 267)</td>
<td>Hearing Science</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>477</td>
<td>Communication Disorders I</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>261 (4)</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>367</td>
<td>Phonetics</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>471 (P: 367)</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>483R &amp; 483L (4) (P: 380)</td>
<td>Principles of Audiology</td>
</tr>
<tr>
<td>2</td>
<td>Spring</td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>2</td>
<td>Spring</td>
<td>473 (P: 477)</td>
<td>Communication Disorders II</td>
</tr>
</tbody>
</table>

Other courses to choose from

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall &amp; Spring</td>
<td>207</td>
<td>Survey of Human Communication and its Disorders</td>
</tr>
<tr>
<td>Spring</td>
<td>263</td>
<td>The World of Sound: Speech, Music, and MP3s</td>
</tr>
<tr>
<td>Spring</td>
<td>270</td>
<td>Scientific Thinking in Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>495a</td>
<td>Current Problems in Speech, Language, and Hearing Sciences (Colloquium)</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>392 (1-6), 399 (1-3), 399H (1-3), 492 (1-6), 499 (1-5), 499H</td>
<td>Independent study, Directed Research</td>
</tr>
</tbody>
</table>

³ If student has taken LING 341, 362 is recommended; otherwise 340 is recommended.
Table 3. Suggested SLHS Minor course sequence for students interested in pursuing graduate studies in Audiology. Consult *Recommended Coursework for Graduate Study in Audiology*. P = prerequisite course.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Fall &amp; Spring</td>
<td>267 (P: Math 111 or Math 120R)</td>
<td>Acoustics for the Speech and Hearing Sciences</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>362 (P: two Tier 1 NATS courses)</td>
<td>Neurobiology of Communication</td>
</tr>
<tr>
<td>1</td>
<td>Fall &amp; Spring</td>
<td>380 (4) (P: 267)</td>
<td>Hearing Science</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>477</td>
<td>Communication Disorders I</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>261 (4)</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>367</td>
<td>Phonetics</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>471 (P: 367)</td>
<td>Speech Sound Disorders</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>483R &amp; 483L (4)</td>
<td>Principles of Audiology</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>2</td>
<td>Spring</td>
<td>473 (P: 477)</td>
<td>Communication Disorders II</td>
</tr>
</tbody>
</table>

**Other courses to choose from**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall &amp; Spring</td>
<td>207</td>
<td>Survey of Human Communication and its Disorders</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>263</td>
<td>The World of Sound: Speech, Music, and MP3s</td>
</tr>
<tr>
<td>Spring</td>
<td>270</td>
<td>Scientific Thinking in Speech and Hearing Sciences</td>
</tr>
<tr>
<td>Fall</td>
<td>340</td>
<td>Language Science</td>
</tr>
<tr>
<td>Spring</td>
<td>441 (P: 340)</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Fall</td>
<td>454 (P: 483R)</td>
<td>Audiologic Rehabilitation across the Lifespan</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>495a</td>
<td>Current Problems in Speech, Language, and Hearing Sciences (Colloquium)</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>392 (1-6), 399 (1-3), 399H (1-3), 492 (1-6), 499 (1-5), 499H</td>
<td>Independent study, Directed Research</td>
</tr>
</tbody>
</table>
Appendix A

Summary of Observation Experience Form
Quick Reference to Observational Procedures-AuD
Quick Reference to Observational Procedures-SLP
**DEPARTMENT OF SPEECH, LANGUAGE, & HEARING SCIENCES**

**UNIVERSITY OF ARIZONA**

**POLICY**
The Department of Speech, Language, & Hearing Sciences recognizes that observation of clinical sessions can enhance the education of our students. It is the policy of the Speech, Language, & Hearing Sciences Department at the University of Arizona that in order to observe in our clinics (GBC, CAC, ACE, WOW), students must be registered as SLHS degree-seeking bachelor’s students or as non-degree seeking graduate students completing prerequisites for the graduate clinical program. Others may observe only with permission of a departmental clinical faculty member. Each student will have the opportunity to receive, but is not to exceed, 25 hours of observation. HIPAA training must be completed before observations can be scheduled.

**PROCEDURE**
The ASHA certified UA faculty or staff member who is supervising the observation will sign his/her name, indicate type of certification, and enter the appropriate hours for each observation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature of Supervisor</th>
<th>SLP/AuD</th>
<th>Location</th>
<th>Clock Hours</th>
<th>Running Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

I certify that the information provided above is correct and that I have not exceeded 25 hours of observation.

Student’s signature: ________________________________ Date: __________________

**NOTE:** This form is to be signed by University of Arizona Faculty/Staff Only
Quick Reference to Observational Procedures – Hearing Clinics

UNIVERSITY OF ARIZONA HEARING CLINICS
Ground Floor, Speech & Hearing Sciences Building

Reminders when observing in the clinics:

• Sign your initials on posted daily schedule sheet at the time you wish to observed; then sign up on the observation sheet.
• No more than **one** student observing a session
• Maintain a professional attitude and observational etiquette (dress, demeanor) at all times
• DRESS CODE: **No shorts, jeans, or sneakers**
• Plan to arrive **at least 15 minutes** early in order to introduce yourself to the audiologist and have time to review the client file
• Please obtain a copy of the audiogram, fill in your observation form and have it signed **before you leave the clinic**
• See Patricia in the Reception Area with any questions. Also, Clinical Instructors can help in this area, as needed.
Quick Reference to Observational Procedures – SLP Clinics

GRUENEWALD-BLITZ CLINIC FOR CHILDREN WITH COMMUNICATION DISORDERS (GBC)
Ground Floor, Speech & Hearing Sciences Building

CLINIC FOR ADULT COMMUNICATION DISORDERS (CAC)
Fourth Floor, Speech & Hearing Sciences Building

Reminders when observing in the clinics:

- Obtain HIPAA certification prior to observation
- Obtain the form for Observation Verification: Reception Area
- Check Schedules
  - Times and Rooms listed on board at west end of hallway (GBC) or board on east side of 4th floor (CAC)
  - Check with clinical instructor prior to observation
- Generally, no more than one student observing the same session, please. Exceptions as approved by the clinical instructor
- Proceed to observation area adjacent to treatment rooms
- Introduce yourself to the clinical instructor, please
- Avoid discussion with client’s caregivers, parents, or spouse who may by observing the session
- Seek out sessions at which clinical instructors are present
- Obtain signatures from clinical instructors: do not request clinicians’ autographs!
- Maintain a professional attitude and observational etiquette (dress, demeanor) at all times
- See Patricia in the Reception Area with any questions. Also, Clinical Instructors can help in this area, as needed.
- See Janet Hawley regarding observations of the Aphasia Program on Fridays
Appendix B

HIPAA POLICY
Welcome to the Department of Speech, Language, and Hearing Sciences at the University of Arizona. Please familiarize yourself with the following policies and procedures regarding confidentiality of client/patient information that are followed in all of the Speech-Language and Hearing clinics affiliated with the department. These include: Autism Clinic Extension (ACE), Clinic for Adult Communication Disorders (CAC) and Grunewald Blitz Clinic for Children with Communication Disorders (GBC) including the associated hearing clinics, and the Children’s Language Center (CLC)/Wings on Words program (WOW).

**Health Insurance Portability and Accountability Act (HIPAA)**
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 following procedures address topics such as patient access to records, patient education regarding privacy, receiving patient authorization before the release of information, amendments to medical records, and providing recourse if privacy protections are violated.

**HIPAA Personnel:**
Privacy Officer for the University of Arizona: Andrew Mahler – c/o Kathy Lang 626-5515
SLHS department Privacy Compliance Officer: Janet Hawley - 626-6073
janet@email.arizona.edu

Information Security Officer for the University of Arizona: Chris Schreiber – 626-2399
schreiber@email.arizona.edu

SLHS department liaison for Security/IT: contact UITS

**SLHS Privacy Policy:**
It is the policy of the University of Arizona to protect the confidentiality, integrity and availability of protected health information (PHI). Please refer to the University of Arizona policy on Privacy and Security on the UA HIPAA web site. Confidentiality of client/patient information is mandated by federal law and is the practice of the Department of Speech, Language, and Hearing Sciences (SLHS).

Confidentiality of patient information is established by SLHS policies and procedures, training, monitoring and, when necessary, implementation of corrective action plans, including remediation and sanctions.

All SLHS faculty, staff, affiliates, volunteers and students must comply with SLHS policies and procedures. Failure to comply with SLHS HIPAA policies and procedures may result in severe sanctions, up to and including dismissal or termination. Faculty and Staff please refer to the Faculty/Staff Client/Patient Confidentiality Policy and for policies on corrective actions see the Classified Staff Policy and Procedures #403 and the University Handbook for Appointed Personnel Chapter 2.13.09. Students please refer to the SLHS department’s Undergraduate or Graduate Client/Patient Confidentiality Policy and Corrective Action for Breach of Client/Patient Confidentiality Clinical Policy by Undergraduate and Graduate Students. (see attached)

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

- All entering graduate students receive training during the department orientation process.
• New employees (faculty, affiliates, volunteers and staff) receive HIPAA training during their respective orientation programs.
• 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, receive HIPAA training prior to participating in the observation or activity.
• Additional training may be required at the discretion of the Privacy Officer for the University of Arizona or by the SLHS Privacy Officer.

Initial training is provided via a power point presentation. The presentation is available as an email attached so that it may be viewed by anyone throughout the year, as the need arises. Mastery of the concepts conveyed during initial HIPAA training is demonstrated by receiving 80% or higher on a post-training test and signing a confidentiality form on a yearly basis. A Completion of SLHS HIPAA Training certificate is awarded to the trainee after satisfactory completion of the training and test. Short-term observers/visitors to the clinic, including potential donors, are required to read and sign a confidentiality agreement which includes a brief statement regarding our policies on protection of PHI, prior to admission to the clinics.

Breach of Information
A breach is the unauthorized disclosure of electronic PHI. If an actual or potential breach occurs, the individual discovering the breach must report it immediately to the SLHS Privacy Officer, the UA Privacy Officer or the UA Information Security Officer. 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.

Notice of Privacy Practices:
All new patients/clients receive a copy of the Notice of Privacy Practices (NOPP) and sign the Acknowledgement of Notice of Privacy Practices form during the admissions process (see attached). A copy of our NOPP is posted online and other copies are available in clinic waiting areas, Clinical Computer Lab, and student workrooms. Extra copies are available in the clinic office.

Clinic Communication Policy/Protocol:

Public Area Policy:
To ensure confidentiality, client/patient information cannot be discussed in public areas. Public areas include hallways, elevators, restrooms, classrooms, the student library, and any other area open to the public. Acceptable discussion areas include therapy rooms, audiology counseling rooms, test suites, clinical faculty offices, and the Clinical Computer Lab. Information regarding patients/clients may be discussed in the clinic offices by clinic staff and “providers” (defined as graduate clinicians and clinical faculty), as necessary for treatment, payment and health care operations i.e., Treatment, Payment and Operations (TPO), but extreme discretion is required, including the policy of sharing the “minimum necessary information,” when discussing PHI in these clinic areas.

Hard Copy Communication Policy:
Hard copy communication (phone messages, documents, reports, videotapes/DVD’s) regarding client/patient care may only be placed or maintained in clinic mailboxes and client/patient files which are located in the Clinical Computer lab, Workroom (Room 136), Autism Extension Center (ACE) office, Children’s Language Center (CLC) office or the main clinic office. Personal and confidential client/patient information is not allowed in the mailboxes located on the 2nd floor of the SLHS building. In order to safeguard PHI from unauthorized access, tampering, and theft, PHI is protected by office staff (monitoring/denying access to clinical records/documents as appropriate per policy and locking the office at the close of business each day).
Disposal of Hard Copy Records

Patient/client charts are disposed of, with a few noted exceptions, based on the University of Arizona retention policies. These and other hard copy records with PHI, are either shredded or disposed of through a secure process. Audiotapes and videotapes are also disposed of through a secure process. PHI in hardcopy and audio-video form is never disposed of in trashcans.

Oral Communication:

The Privacy Ruling allows covered healthcare providers to share PHI orally (in person or on the phone) for the purpose of facilitating treatment, without client/patient authorization, to other healthcare providers. These communications pertain to clinic faculty and staff using reasonable safeguards and providing only the minimum necessary information. As directed by their clinical instructors, graduate student clinicians are allowed to communicate with individuals on the client/patient’s treatment team such as case managers (e.g., DDD and DVR) and school personnel to facilitate client/patient care.

Accounting of Disclosures:

As noted elsewhere in this document, when a chart (electronic or hardcopy) is accessed to gather information for other than routine treatment purposes, a note is entered with the following information: the entity or person and their address receiving the disclosure, date of disclosure, a description of the PHI disclosed, and the purpose of the disclosure. A copy of the request and authorization to access the chart should also be included in the hardcopy of the chart. Clients/patients have a right to request an accounting of such disclosures of their PHI. See UA HIPAA website for the University of Arizona Request for Accounting of Disclosure form.

Clinic Protocols to ensure HIPAA compliance:

Phone Call Protocol:

As a general rule, when making phone calls to client/patients, the minimum information necessary will be shared (e.g., “Hi, this is Gayle calling to remind you of your appointment tomorrow at 2:00 p.m., if you have any questions, please call me at 621-7070”). More specific information may be left if we have the client/patient’s permission to leave information on a phone message based on our Preference for Contact/Clinic Communication form (i.e., “This is the UA Hearing clinic calling to let you know that your hearing aids arrived”).

Check-in Protocol:

When clients/patients arrive, they are required to complete the following consent forms (see attached):

- Acknowledgement of Notice of Privacy Practices
- Consent to Use Clinic Information for Educational Purposes – (i.e., relating to the potential use of the client/patient’s written, audio and/or video PHI in classroom lectures, written books or articles, other printed materials, and conference or workshop presentations). Note: the client/patient is not required to agree to the potential disclosure of their clinical information for educational purposes prior to being treated in the clinic but they must indicate their decision, for each item listed, and sign the form. They may also restrict or revoke their consent through written means at any time.
- Preference for Contact/Clinic Communication – indicating which mode of communication is preferred when the clinic leaves messages related to TPO.

Upon completion of the three forms, the Clinic Secretary will sign (and witness if a legal representative signs the forms) that to the best of her understanding, the clients/patients understand what they have read and signed.

Greeting Protocol:

Client/Patient confidentiality must be protected in waiting room areas and no personal information discussed.

Example: An appropriate greeting is “Good morning Mr. Smith. My name is Jane Doe and I am a graduate clinician. This is my clinical instructor, Ms. Ima Instructor. Please follow me to the Desert Garden room.” An inappropriate greeting is “Good morning Mr. Smith. I understand that you are here for your child’s stuttering problem.” Should there be a student observer, the instructor should introduce the student to the client/patient and the family, as applicable, and explain the purpose of the observation.
End of Therapy/Evaluation Feedback Sessions:
Test or therapy results should only be discussed with clients/patients and their respective families and guardians in secure areas (i.e., audiology suites, therapy, or evaluation rooms). Although client/patients and family members may ask, on occasion, for detailed clinical information while seated in the waiting rooms it is appropriate to ask the individuals to move into an appropriate treatment area prior to discussing their protected health information. If they insist that they do not have concerns regarding confidentiality, this verbal authorization should be documented in the client/patient’s chart and “minimum necessary” information should only be disclosed.

Clinic Observation:
As a part of our educational mission, we support student observation of clinical activity (evaluation, treatment, and other clinical services in the Speech-Language and Hearing clinics) as a part of class assignments and to accrue the 25 hours suggested by American Speech, Language, and Hearing Association guidelines. Prior to observation in the clinic, students are required to complete the SLHS department HIPAA training guidelines. At the time of signing up for observation in the clinic, the clinic secretary confirms that the HIPAA training has been completed and provides the department’s Clinic Observation form to the student so that the observation activities can be documented by the supervising Speech-Language Pathologist or Audiologist. Students completing observations are not allowed to view client/patient files but they may review therapy lesson plans when observing in the Speech-Language Clinic which are labeled with only client/patient initials. When a student observer is asked to document audiological test data for a class assignment, students are obligated to record the data by hand at the time of the observation experience and again use only patient initials on the form. Undergraduate students are not allowed access to the clinic office or to client files to Xerox clinical test results.

Legal Issues
Client/patient PHI/e-PHI may be released in response to a subpoena, court order, or other lawful process in which a written statement with the appropriate accompanying documentation authorizing such release is received by the covered entity. Based on HIPAA guidelines, PHI/e-PHI may be released without authorization if there is suspected child, adult, or elder abuse or in response to a criminal investigation by the police. In all cases, graduate student clinicians should inform their clinical instructor if they receive such requests and the clinical instructor will take appropriate action. It is the policy of the Speech-Language Hearing Clinics that the legal department of the University be contacted in these cases. Although unlikely to be relevant in the Speech-Language Hearing clinics, confidential clinical records may also be disclosed if the information is judged to be pertinent to national security, contagious diseases that may affect public health, or adverse events related to medication.

Documentation Policy and Procedure:
The clinic maintains a hard copy chart and electronic records (e-PHI) in Lytec on all patients/clients seen in the clinic and at ACE. All pertinent information regarding client/patient care (including phone contacts, status changes, release of client information etc.) is documented in the client/patient record in Lytec. Only students and faculty assigned to a clinical case shall access that client/patient’s e-PHI. Authentication that only appropriate personnel access these records is assured through password- based access to the computers on which Lytec resides as well as individualized password protection to access the Lytec program itself. Initial contact/access to the chart (i.e., chart reviews) by graduate clinicians newly assigned to the client/patient is documented in Lytec. Anyone else, besides appropriate clinic faculty and staff, who enters the client/patient chart (including Lytec) must have authorization to do so and must document this access and authorization in the Lytec (e.g., for graduate training purposes given permission by clinic faculty or for clinical research purposes-see clinical research policy). See also UA Accounting of Disclosures policy and forms. As a rule, unless granted specific permission for research purposes, undergraduates are not allowed access to client/patient charts. Clinical records for children seen in the Wings on Words program (WOW) are maintained at the CLC with the same guidelines regarding access as described above, but in a hard copy chart.
E-mail Policy and Procedure:
Without explicit authorization, use of email to share protected client/patient health information by graduate students is not allowed. However, as a part of clinic daily operations, clinic faculty and staff and graduate student clinicians may send e-mail messages to each other regarding client/patient scheduling, cancellations, and the like to facilitate TPO. In such cases, only the client/patient’s first initial and last name may be used in the body of the email and only the “minimum necessary” information should be shared.

In some cases, patients/clients initiate contact with the clinic via email. Although we will ultimately receive the client/patient’s consent regarding their preferences for contacting them on our ‘Consent for Preferred Contact’ form, it can be inferred if the client/patient uses email to contact the clinic then we can use this medium to communicate regarding routine operational issues with the patient/client as well (per Az Department of Health and Human Services FAQ’s) using appropriate safeguards and disclosing only the minimum necessary information. In the absence of prior receipt of emails from the particular individual, confirmation of the presence of the appropriate signed form in the client chart (or as documented in Lytec) is required. The following disclosure statement is required on all e-mails sent by clinic personnel including clinic faculty, staff, and graduate students in their capacity as a healthcare provider:

‘Confidentiality/Nondisclosure Notice: This e-mail transmission (and any attachments) is confidential. It may also be privileged or otherwise protected by law. If you have received it by mistake, please let the sender know by e-mail reply or you may call sender at the University of Arizona Speech, Language, and Hearing Clinics in Tucson, Arizona at 520 621-7070 and delete it from your system. You may not copy this message or disclose its contents to anyone unless otherwise required by law.’

Acquiring a signed authorization (Release of Information form) from the client/patient prior to disclosing PHI/e-PHI via any mode of communication to any outside party is standard clinic practice. However, the Privacy Rule allows covered health care providers to share e-PHI via e-mail for treatment purposes, without client/patient authorization, to other health care providers. Only clinic faculty and staff, and graduate clinicians (when given specific permission) may send such e-mail transmissions using reasonable safeguards, sharing minimum information necessary and only with the above noted disclosure statement. Email encryption is also available for UAConnect users to add an extra layer of security when sending an email containing important or confidential information (i.e., PHI such as evaluation or progress reports). Email encryption is a secure method of transmitting information in a way that only an intended recipient is able to read the contents of an email. This helps to insure the confidentiality and integrity of the email(s) received by the end-user and protects confidential and identity information from being stolen by unintended recipients. (See UITS for procedure). Unless specifically directed by their clinical instructors, graduate student clinicians are expressly forbidden from sharing client/patient e-PHI via e-mail.

Fax Policy and Procedure:
Although client/patients have the right to request their records via electronic means, mailing or direct pick-up of records (PHI) by an authorized party is preferred over faxing. However, applying reasonable safeguards to protect information from inappropriate use or disclosure, the Security Rule allows healthcare providers to share protected health information for TPO (i.e., to facilitate client/patient care in a timely manner) by fax. It is the policy of our clinic that health care providers, (i.e., clinic faculty and their representatives/clinic staff) share protected health information via fax only when necessary or requested. When faxing clinical information, the HIPAA-specific fax cover sheet must be used which includes the following Confidentiality/Nondisclosure Notice:

‘This cover page and any documents accompanying this facsimile transmission contain confidential information belonging to the sender that is legally privileged. This information is intended only for the use of the individual or entity named above. The authorized recipient of this information is prohibited from disclosing this information to
any other party and is required to destroy the information after its stated need has been fulfilled. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or action taken in reliance on the contents of these documents is strictly prohibited. If you have received this facsimile in error, please notify the University of Arizona Speech, Language, and Hearing Clinics (phone: 520 621-7070, fax: 520-621-9901) immediately to arrange for destruction or return of these documents.’

All incoming and outgoing cover sheets regarding client/patient care (e.g., authorizations, personal communications, clinical records etc.) are placed in the client/patient file. In our clinic, sharing PHI via fax only occurs on an exception basis and it is documented as such (i.e., including a reason for the exception) in the client/patient’s chart or Lytec.

Computer Policy and Procedure:

All faculty, staff and students must abide by the Department of Speech, Language, and Hearing Sciences Acceptable Computer Usage Policies.

Clinical documentation regarding clients/patients’ performance/status (i.e., evaluation and progress reports) is maintained on the SLHS clinical server known as Spongebob. Spongebob is a fire-wall and password protected repository for such documents. As an added security measure, the only computers with Spongebob that graduate clinicians have access to are located in the Clinical Computer lab and do not have Internet access. Clinical faculty and staff in the main clinic office also have access to Spongebob through a mapped network share (accessed via domain password) on their computers. Under no circumstances is e-PHI to be placed on a personal computer hard drive, removable media (including CD, DVD, smart card or other portable electronic media), or Personal Digital Assistant (PDA) device. Computers must not be left unattended prior to logging off from the Spongebob system. To further ensure security, computers time-out if left unattended for 20 minutes.

In order to gain access to this system, an authentication process is required. Faculty, staff, and graduate students who will be working in the SLHS clinic must complete the Request for User Accounts form which is then signed by an authorized faculty member (i.e., privacy compliance officer or clinical faculty). These forms are submitted to the department liaison for Security (IT representative), who then provides a unique password to the Clinical Computer Lab (see below) where graduate clinicians access Spongebob and a password to access the server on which Spongebob resides. Similarly, clinical faculty, staff, and graduate clinicians receive a password to access the electronic clinical documentation and billing system used by SLHS (Lytec), which can then be personalized for confidentiality purposes. The IT department retains administrative access to these password protected accounts. Of note, these passwords are time-limited (one year for domain, and in terms of Spongebob accounts: two years for master’s students, and four years for students in the doctor of audiology program).

Storage and Access to Clinical Records in Spongebob

As noted above, SLHS clinical faculty is able to access the server to work in the Spongebob program to generate clinical documents or access stored documents through their office computers. Permissions have been set so that faculty, staff, and graduate students have access to the records on a “need to know” basis (i.e., relative to their respective clients/patients). As noted previously, the Clinical Computer lab is the only room in which graduate clinicians can access Spongebob and each student has a personal password. In the audiology lab, access to NOAH and Lytec are password protected as well. By policy, once a student is taken off of a case (i.e., no longer involved in the treatment/management of a client/patient), they no longer have permission to access the client/patient’s hard copy PHI or e-PHI (in the client/patient’s chart, Spongebob and/or Lytec) unless given permission by their clinical instructor.

Clinical Computer Laboratory Policy:

Only individuals who have need to be in the Clinical Computer Lab (i.e., are involved in the treatment, payment,
and operation activities of the clinic) will be assigned an access code (i.e., password) to enter the room. All faculty, staff and graduate students must protect their password. Individuals with an access code are responsible for any and all activity that is conducted under their user name and access code. The IT department has the ability to monitor Log-In information should there be a need to analyze access to the room or accounts. The laboratory door remains closed at all times. Allowing entrance to the lab by non-authorized individuals is expressly forbidden.

**Lytec**

The Lytec program is located on a number of computers throughout the department building but in all cases access is password protected both in terms of the domain and Lytec itself. Note: Lytec passwords are updated on an annual basis. Lytec is used to maintain demographic information on all patients/clients seen in the on-campus and ACE clinics. It is also used for billing, scheduling, operations such as client/patient cancellations, and daily documentation of evaluation/treatment activities by clinical providers. Speech-language pathology graduate clinicians may access Lytec in the following rooms: Clinical Computer Lab, Room 442, and the clinic workroom (Room 107). Audiology students also have access to Lytec in the Pediatric Audiology clinic, Adult Audiology clinic rooms, in the “Little” Audiology Clinic and in the hearing aid workroom area on the first floor. Per policy, graduate students should only access the client/patient records assigned to them. Of note, after 20 minutes of inactivity, the Lytec program terminates an electronic session.

**Restriction of Access to Records Upon Termination/Graduation**

Per university policy, on the date that employment ends (termination) or a student graduates, access to University of Arizona accounts, other than email, is disabled. For those who have had access to e-PHI (e.g., Lytec and Spongebob), the IT representative disables access to these servers/accounts as well. Clinic office staff as well as clinical faculty monitor, and restrict access as appropriate, to clinic records (client/patient charts) in the office.

**Physical Safeguards in Case of Disasters**

Should there be a natural disaster or environmental hazard (e.g., flood or fire), clinic staff will secure the clinics in their respective buildings (including access to hardcopy PHI) prior to evacuating the building to deter unauthorized intrusion. Emergency procedures and systems are also in place for electronic records through the University IT department (UITS).

**Emergency Access Procedure**

Should there be a need, clinical faculty and office staff/billing personnel have unrestricted access to client/patient records (hard copy and e-PHI) as is applicable to do their work. The IT representative to SLHS has “administrator” privileges to access all e-PHI as needed to facilitate clinic operations, and in case of emergency.

**Report Writing Protocol for Clients/Patients Treated On Campus:**

As noted above, to ensure confidentiality of narrative clinical documentation (i.e., Evaluation and Treatment Progress Reports), reports are generated/completed by graduate students in the Clinical Computer Lab and in Audiology Computer laboratory areas. Drafts of evaluation reports are edited by the Clinical Instructor (in the Spongebob system), and once approved, the student send the final Speech-Language Evaluation, or Audiological report via Spongebob, to the clinic secretary for formatting and printing. Speech-Language Progress Reports are generated and printed in the Clinical Computer lab. As requested by certain payors (e.g., DES-Division of Developmental Disabilities), clinical records (i.e., reports) may be sent electronically using appropriate security measures (i.e., through DDD’s encrypted system). All other clinical records (i.e., daily progress notes) must be completed in Lytec in a timely manner.

**SLHS policy regarding amendments to clinical documentation:**

When clients/patients believe that information contained in PHI generated in our clinics is inaccurate, they have the right to request amendments to their clinical records. In such cases, we request that the patient/family/patient representative put this information in writing. After consideration of the matter, the clinical faculty writes an
addendum to the original document. This addendum acknowledges receipt of the request and provides modification of the original information as is judged appropriate. In the case of a hard copy report, the addendum is attached to the original report and the addendum is sent out to all parties who originally received the report. In electronic documentation (i.e., Lytec) a current note is entered addressing the issue (i.e., modifying the record as is appropriate). The addendum/note references the original date of the clinical documentation but does not change the original documentation itself.

**Client/Patient File Procedure:**

**No files or any other form of our client/patients' PHI may leave the SLHS or the CLC buildings.** (Exception: only Clinical Instructors and authorized clinic staff may transport client/patient files or other confidential information from ACE and the CLC to SLHS for report writing and other treatment purposes). When graduate students are in Off-campus practicum experiences, the assigned facility’s HIPAA policies and procedures regarding their clients and patients will supersede department policies.

Per policy and training, graduate student clinicians may only view hard copy files, reports, and information in Lytec for their specific client/patients unless directed by their clinical instructor. Other students who have received permission must document in the client/patient file log (Lytec) that they reviewed the file, the name of the approver, and date.

**Undergraduate students are not allowed to view client/patient files.** Some exceptions include:

- Faculty may direct undergraduate students to view a client/patient file as part of a research or development project. In all cases the student name and faculty name must be logged in the client/patient file. Review the Program Development and Research Policy/Protocols.

- Clinical instructors may direct undergraduate student to view files as part of the Clinical Assistant Program (CAP). This also must be documented in the client/patient file.

Undergraduate students who fail to abide by these guidelines will be subjected to corrective action. See the Corrective Action for Breach of Client/Patient Confidentiality Clinical Policy by Undergraduate Students.

**Speech-Language and Audiology**

Client/patient files can be removed from the Clinic Office for 48 hours after seeing the client/patient for report writing in the Clinical Computer Lab. During the end of semester report writing period, speech-language students may have files checked out for a 3-day period. However, client/patient files cannot be left overnight in the Clinical Computer Lab. They must be stored only in the Workroom (Room 136).

**ACE and the Wings-On-Words Program at the CLC**

Students treating clients at ACE will complete their documentation (Lytec and reports) in the SLHS clinic on campus. Students completing their practicum experience in the WOW program will maintain the appropriate treatment documentation and write reports at the CLC. As needed, client/patient files will be transported between ACE, the CLC, and the Speech, Language, and Hearing Sciences building only by clinical instructors. These files can only be stored in the designated file cabinet at the ACE, CLC or the Workroom (Room 136).

**Storage of Media Policy:**

As a part of clinical training and treatment, clients/patients may be audio or videotaped or photographed while receiving services in the clinic. While in a graduate student’s possession, all appropriately labeled (first initial and last name, and date) video/audio tapes, DVD’s and photographs of client/patients are stored in the Clinical Computer Lab, the Workroom (Room 136), or at CLC as appropriate, until returned to the Clinical Instructor. Once the report is completed, all video/audio tapes, DVD’s, and photographs are stored in the clinical instructor’s office or the Clinic Audio-Visual Resource Center, or appropriately erased/destroyed per HIPAA approved methods.
Clinical Research and the HIPAA Privacy Rule

Authorization must be obtained from clients/patients before contact can be made regarding potential candidacy for research projects. The client/patient’s decision whether or not they authorize contact for research purposes is indicated on the Acknowledgement of Notice of Privacy Practices form which is completed at the time of the first visit to the clinic.

Activities Preparatory to Research:
Under the ‘preparatory to research’ provision, covered entities may use and disclose protected health information to researchers to aid in study recruitment (i.e., to determine if a sufficient number or type of records exist to conduct the research). To permit the researcher to conduct a review of records, the covered entity must ensure that this review is sought solely for, and is necessary for, the purposes of research and that no protected health information is removed during the review. (See the National Institutes of Health, ‘Health Services Research and the HIPAA Privacy Rule’ document for detailed information).

Procedure for Accessing Clinic Records:
In order to view clinical records for research purposes, the researcher must complete the ‘Request for Access to Clinical Records for Research’ form and submit it to the Privacy Officer. This form includes information regarding the nature of the research, the need for the chart review, and the names of individuals who will be accessing client/patient records. The Privacy Officer will confirm that all parties who have requested access to files have completed the HIPAA Privacy Training. Once the researcher(s) receive authorization to access clinical records from the Privacy Officer, the requester/researcher must maintain a record (a Research Disclosure Log) of the client/patient charts that were reviewed and, as applicable, list the names of the client/patients who were contacted and the date(s) contacted. A notation must also be entered in each client/patient file including the date reviewed, the name/address of the researcher or entity who reviewed the chart and, as applicable, contacted the client/patient, what was information disclosed, and the purpose for the disclosure. (See UA HIPAA policy for further information). Once the requested information is obtained, the original Request for Access form and the attached Research Disclosure Log will be filed in the clinic office and the researcher will retain a copy. See the University of Arizona policy on Research Activities on the UA HIPAA website for further details.

Risk Analysis
The 2013 Security Ruling guidelines require organizations to implement policies and procedures to prevent, detect, contain, and correct security violations. The University Information Technology department (UIT) conducts an annual assessment of the potential risks and vulnerabilities to the confidentiality, integrity, and availability of e-PHI held by the SLHS department. Further, communication between the Compliance officer and the department IT representative occurs on an ongoing basis to ensure the confidentiality of e-PHI created, received, maintained or transmitted by the clinic.

Use of Clinical Information for Educational Purposes:
As noted above, PHI/e-PHI of clients/patients seen in the clinic, including photographs, video/audio recordings, and written information/data may be used for training purposes in classes if the client/patient provides written consent (see Consent to Use Clinical Information for Educational Purposes form). Undergraduate and graduate students will be held accountable for maintaining the confidentiality of this information per HIPAA guidelines. Should an incident occur (Threaten or Breach of Confidentiality), the Course Instructor is responsible to meet with the student to review the violation and the policy.

Forms Policy:
No new clinical forms can be developed and used without prior approval of the SLHS Privacy Compliance Officer. Copies of all clinical forms can be found in the Clinic Office.

See attached for addenda
Revised 8/14JH
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 acquisition, access, use, or disclosure of protected health information in a manner not permitted...which compromises the security or privacy of protected health information. 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 time line 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 insure 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 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 UA Student Disciplinary Procedures found at the following website address: [http://w3.arizona.edu/~studpubs/policies/studdisc.htm](http://w3.arizona.edu/~studpubs/policies/studdisc.htm).
Appendix C

Independent Study and Directed Research Opportunities

Mary Alt: Receptive language development with a particular emphasis on the learning mechanisms that contribute to Specific Language Impairment.

Pélagie Beeson: Neurogenic communication disorders, with particular emphasis on the nature and treatment of aphasia, acquired alexia and agraphia.

Kate Bunton: Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.

Barbara Cone: Human auditory system development and methods for assessing hearing in infants at risk for hearing loss or neurologic impairment.

Huanping Dai: Basic-science aspects of auditory perception, applied issues related to hearing, including the application of statistical and psychophysical principles and methods to the diagnoses of hearing disorders, and the signal processing for amplification.

James Dean: Audiologic assessment for individuals with developmental disabilities, predictive modeling of audiological treatment benefits and the application of outcome measures to validate treatment efficacy.

Gayle DeDe: Neurogenic communication disorders and cognitive aging; real-time processes underlying sentence comprehension, the role of general cognitive abilities (e.g., working memory) on sentence comprehension, sentence comprehension impairments in aphasia.

Leah Fabiano-Smith: Phonological development and disorders in bilingual Spanish-English speaking children and clinical issues related to culturally and linguistically diverse populations.

Jeannette Hoit: Normal and abnormal speech motor control, aging speech and hearing physiology, motor speech disorders, research ethics and practices.
Barbara Kiernan: The atypical language-learning characteristics of children with specific language impairment.

Andrew Lotto: Auditory cognitive science; the roles of auditory encoding and perceptual learning in the perception of complex sounds, such as speech

Edwin Maas: Speech production, phonological planning and motor planning for speech, disorders of spoken language production in adults and children, effects of conditions of practice and feedback in treatment of motor speech disorders

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 mechanisms underlying birdsong as a model for understanding speech function and dysfunction

Frank Musiek: (Central) auditory processing disorders, Auditory evoked potentials, Neuroanatomy & neurophysiology of the central auditory system, Neuroaudiology

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

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.

David Velenovsky: Tinnitus management, studying inner ear function in lizards as a way to better understand cochlear mechanics and auditory processing in individuals on the autism spectrum.

Stephen Wilson: Neuroimaging of language networks; neurodegenerative and vascular aphasias; syntactic processing; lexical access; single word reading.
Appendix D

ACADEMIC REQUIREMENTS REPORT

An Advisement Requirement Report is an individualized report of a student’s progress towards completing degree requirements. Advisement Requirement Reports can be generated using UACCESS Student.

To access your Advisement Report:

1. Log onto UACCESS Student Center (http://uaccess.arizona.edu/)
2. Under Academics, select Academic Requirements Report from the drop down menu and click the arrow to continue
3. Your Academic Requirements Report will process usually within a few minutes
4. For clarification on requirements meet with your Academic Advisor at least once a semester. You should check your report for accuracy.

ACADEMIC PROGRAMS REQUIREMENTS REPORT (APRR)

An APRR displays a complete statement of the requirements and approved courses for each UA undergraduate degree program. APRR’s are the official record of requirements for degree programs; therefore, students should become familiar with the APRR for their degree program. To find an APRR, go to http://catalog.arizona.edu/2014-15/ and search under major or minor requirements.

IF YOU HAVE QUESTIONS ABOUT ANY POLICIES AND NEED CLARIFICATION, PLEASE CONTACT YOUR ACADEMIC ADVISOR IMMEDIATELY
Appendix E
ASHA Standards for Speech, Language, and Hearing Sciences Coursework
University of Arizona, Tucson, AZ

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SLHS 207 Survey of Human Communication and Its Disorders
SLHS 261 Anatomy and Physiology of the Speech Mechanism (4)
SLHS 263 The World of Sound: Speech, Music, & MP3s
SLHS 267 Acoustics for the Speech and Hearing Sciences
SLHS 270 Scientific Thinking in Speech and Hearing Sciences
SLHS 340 Language Science
SLHS 362 Neurobiology of Communication
SLHS 367 Phonetics
SLHS 380 Hearing Science (4)
SLHS 430 Neurobiology of Language
SLHS 441 Language Acquisition
SLHS 454 Audiologic Rehabilitation-Lifespan
SLHS 471 Speech Sound Disorders
SLHS 473 Communication Disorders II
SLHS 477 Communication Disorders I
SLHS 483R Principles of Audiology (4)
SLHS 496A Seminar: Advanced Clinical Observation, Analysis, & Writing (1)