

Department of Speech, Language and Hearing Sciences

Ph.D. Student Handbook

2023-2024



COLLEGE OF ARTS AND SCIENCES

**DEPARTMENT OF SPEECH,
LANGUAGE AND HEARING SCIENCES**

Indiana University Bloomington



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Introduction

The Ph.D. program in the IU Department of Speech, Language and Hearing Sciences (SLHS) is a research-based curriculum that prepares students for a wide-range of careers including those in academia, research institutions, industry and clinical settings. Students enter the program with diverse backgrounds and skill-sets. The goal of the Ph.D. program in SLHS is to ensure that all students gain research competence in the speech, language and hearing sciences, as well as fundamental knowledge about the field in general.

This handbook outlines the policies and requirements for the SLHS Ph.D. program. Information in this handbook is consistent with current University Graduate School (UGS) policies; however, university and departmental policies change frequently. As a result, *students should consult both the UGS academic bulletin and the UGS Guide to the Preparation of Theses and Dissertations* for complete details. Although the SLHS faculty strive to maintain consistency between this handbook and UGS regulations, discrepancies may occasionally arise, and are always decided in favor of UGS regulations. UGS materials, along with the relevant forms to be completed at various stages of your academic program, can be obtained electronically from <http://graduate.indiana.edu/>. The UGS office is located in Wells Library room E546.

Contact Information

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List-Servs: BL-SLHS-PHDCOORDINATOR (reach director easily), BL-SLHS-PHDSTUDENTS (reach all students easily)



Handbook acknowledgment

Incoming students must write an email to the PhD program director by October 1 of their first year, indicating that they have read and understood, and agree to abide by, the policies in this handbook and the policies of the IU Graduate School. This can be done in your respective entry class's Canvas page, and counts as an assignment in S683 which is required for passing that course in the first semester.

Student Life Resources

Students should navigate to <https://graduate.indiana.edu/support/index.html> and <https://biology.indiana.edu/graduate/life-assistance/index.html> for a variety of helpful resources, including childcare, food security, conflict resolution, health and wellness, and more.

Departmental Commitment

SLHS commits to:

- provide students with up-to-date information that includes policies, practices, resources, degree requirements, and expectations for progress;
- assist students with selection of their advisors as needed, providing general guidance on expectations for effective mentoring;
- ensure that all students have a faculty member with responsibility for advising them;
- proactively monitor graduate student progress toward their degrees and professional development, including mentoring meetings, committee meetings, exam completions, and other benchmarks toward the degree. Opportunities should be provided to examine the effectiveness of the mentor/mentee relationship and offer advice on addressing issues that arise.
- provide students and faculty with contacts, resources, and a clear process for potential conflict resolution (e.g., ombudsperson, director of graduate studies, or department head);
- assist students who wish to change advisors or research groups in identifying new advisors within the department who are receptive to accepting the student, and advising the student on options should no placement be found;
- provide appropriate infrastructure to allow students to complete their education and research in a timely and productive manner;
- provide opportunities for professional development that will be relevant to students seeking careers outside academia and/or their research discipline (for example: <https://versatilephd.com/>);
- promote an environment that is intellectually stimulating, safe, and free of harassment;
- and provide students with contacts for campus resources that promote health and wellness.

Student Rights and Responsibilities

It is expected that all students, and particularly those in the SLHS Ph.D. program, will adhere to standards of professional behavior, and will conduct themselves in an ethical manner. Specific guidelines are provided by the university and can be found in the Code of Student Rights, Responsibilities, and Conduct (<https://studentcode.iu.edu/index.html>). These rights, responsibilities and conduct should be followed in all your activities during your doctoral studies including coursework, research, and any teaching assignments that you may undertake. It also is expected that doctoral students will maintain professional behavior in their interactions with colleagues, including other students. You should avoid any appearance of improper professional or ethical behavior. The



university and department offer guidance on these topics and you should consult your mentor, the coordinator of the Ph.D. program, or any university official if you have questions about behaviors that may violate expectations. Failure to maintain professional behavior or ethical breaches may lead to dismissal from the program and university.

Graduate Student Association

Members of the departmental graduate student association (<https://beinvolved.indiana.edu/organization/SPHSPHDOrg>) can play a role in peer mentoring and in articulating student concerns. The GSA can be an important conduit to students of information about the department.

Full-Time Student Status

Ph.D. students may need to enroll with ‘full time’ status for a variety of reasons, including previous student loans, health insurance, or other reasons. Only the student can determine the need for full-time enrollment. It is rare in SLHS, however, for a student to be a part-time Ph.D. student. Full-time enrollment is the expectation, especially during the first 3-4 years of the program. As stated by the University Graduate School (UGS <http://bulletins.iu.edu/iu/gradschool/2022-2023/gradschool-pdf.pdf>), full-time enrollment is defined as follows:

- Generally, students must be registered for eight (8) credit hours per semester to be considered full time. Audited courses do not count for full-time enrollment.
- Students who are appointed as Associate Instructors (AI), Graduate Assistant (GA) or Research Assistants (RA) will be considered full-time students with at least six (6) credit hours per semester during the time of these appointments.
- PhD students may not take more than 16 credit hours per semester without written permission of their graduate mentor.
- Students who have completed 90 credit hours and are working on a dissertation will have full-time status if they registered for at least one (1) credit. Those students who meet this requirement and have passed qualifying exams can register for G901: *Advanced Research* for 1 credit hour per semester for a maximum of six (6) semesters. Those students who have completed the six semester G901 allowance but not completed the dissertation must register for at least one credit of S880 each semester until degree completion. Students who have completed the G901 allowance and who hold research, AI or GA appointments of 15 hours/week or more (0.375 FTE) must register for at least six (6) credit hours per semester during the duration of the appointment.
- If students are admitted to candidacy before they have completed 90 credit hours, they can register for S880 for up to 6 credit hours per semester until they reach 90 credit hours.
- For more information about maintaining full-time status, see the following webpages:
 - <https://bulletins.iu.edu/iu/gradschool/2022-2023/policies/full-time.shtml>
 - <https://studentcentral.indiana.edu/register/full-time.html>



Student Academic Appointees and English Proficiency

Students who receive funding as a Student Academic Appointees (SAA) should consult the *Graduate Student Academic Appointees Guide* (<https://vpfaa.indiana.edu/doc/graduate-student-academic-appointees-guide.pdf>) for information about the responsibilities and policies associated with these appointments. SAA categories include Associate Instructor (AI), Graduate Assistant (GA), and Research Assistant (RA). Student academic appointments are part-time positions that usually require 15–20 hours of work per week. Student academic appointments at 37.5 percent FTE (15 hours per week) or higher include graduate student health insurance and a College fee remission. College fee remissions can be used only for coursework related to your College degree; they cannot be applied toward second degrees outside of the College or to recreational coursework. College fee remissions typically cover more than 90 percent of the cost of tuition and fees, but they do not cover mandatory or special course fees.

The Office of the Vice Provost for Faculty and Academic Affairs oversees policies regarding student academic appointments, which are detailed in the [Handbook for Student Academic Appointees](https://vpfaa.indiana.edu/files/policy-pdfs/bl-aca-a1-academic-appointments.pdf) (<https://vpfaa.indiana.edu/files/policy-pdfs/bl-aca-a1-academic-appointments.pdf>). All SAAs should be familiar with the contents of this Handbook prior to beginning their appointment.

When beginning a role as an SAA, it is ideal to lay out the expectations and responsibilities with your supervisor at the beginning of the semester. For example, if you are serving as an AI, meet with the faculty member teaching the course to discuss and clarify who will grade, timelines for grading, how often to meet during the semester, and how multiple AIs on the same course might work together. Because Indiana University does not provide paid sick leave to SAAs, a plan should be in place to make reasonable accommodations for illness and/or injury. Take the initiative to meet with the faculty member to clarify these.

If you are unsure if any of the duties/tasks given to you by the faculty member fall within the scope of the position, or are otherwise concerned about your role, please see the PhD Program Director. Faculty supervisors are expected to respect student employees' need to allocate time among competing demands and maintain timely progress toward their degree.

All students who are citizens of non-English speaking countries and who receive AI appointments must take and pass the *Test of English Proficiency for International Associate Instructor Candidates* (TEPAIC). International students who speak English as a second language will not receive AI funding if they don't take and receive at least a C2 Certification (Satisfactory certification) on the TEPAIC. Information about the exam, administered by the Department of Second Language Studies (SLS), can be found at <https://dsls.indiana.edu/programs/tepaic.html>. Briefly, incoming international students must meet stated minimum scores on the TOEFL (Scores are listed at <https://dsls.indiana.edu/programs/tepaic.html>). Test dates are listed at the TEPAIC site so be sure to register and take the TEPAIC before your AI appointment begins. Students who do not pass the TEPAIC may appeal or enroll in one of the SLS courses designed to improve English skills needed in class instruction.



Academic Program

The Ph.D. program in SLHS has been designed to be flexible to meet the individual goals of each student. Some students choose to complete the requirement to allow for certification in Speech-Language Pathology in parallel with their Ph.D. studies, or to complete the combined Au.D./Ph.D. program. Information about these clinical-research tracks is below. All Ph.D. students must complete a minor area of study, or students can double major in SLHS and a related field wherein ‘related field’ is broadly defined. The requirements for minors and second majors are described below. Much of the information detailed in this handbook can be found in abbreviated form in the checklist in Appendix A.

Orientation to IU and the Department of Speech, Language and Hearing Sciences

Orientation typically takes place the week before the Fall semester. Orientation typically introduces PhD students to the Department, clarifies Fall roles (e.g., SAA appointment), encourages new students to meet with their primary mentor and establish contract of responsibilities, and more broadly, introduces PhD students to Indiana University and Bloomington.

PhD students are governed by the Indiana University Graduate School (<https://graduate.indiana.edu/index.html>), who has many helpful resources for successfully completing the degree and living well in Bloomington. The Graduate Bulletin is your comprehensive guide to graduate school at IU, providing details on policies and procedures, degree requirements, financial aid, special academic opportunities, and programs and courses (<https://graduate.indiana.edu/academics-research/bulletin.html>).

The Department is organized as follows:

- Tenure-track faculty: conduct research in shared labs, teach courses, and serve as advisors of PhD students;
- Non-tenure-track faculty: provide clinical and didactic instruction, and may serve as mentors of PhD students;
- Staff: support the Department, including fiscal administration (e.g., providing travel awards to your bursaries), room booking, and other critical activities.

Many faculty have appointments or membership to other academic programs, such as the Program in Neuroscience, Linguistics Department, and Cognitive Science Program.

General Credit and Residency Requirements

A minimum of 90 graduate credits with a grade of ‘B’ or better must be completed for award of the PhD in SLHS. In general, all courses listed in the UGS Bulletin will count for credit towards the Ph.D.; however, “courses counted toward the requirements for one advanced degree may not be counted toward requirements for another degree at the same level” (UGS Bulletin; <http://bulletins.iu.edu/iu/gradschool/2022-2023/gradschool-pdf.pdf>). As this applies to SLHS, students enrolled in the combined Au.D./Ph.D. program can transfer up to 30 credits from the Au.D. to the Ph.D., with the approval of their advisory committee. Similarly, the SLHS-S56X courses on “Clinical Methods and Practices” do not count toward the research-based PhD degree (e.g. for students enrolled in the PhD Program with Eligibility for Certification in Speech-Language Pathology).



At least 30 graduate credit hours must be completed in Speech, Language and Hearing Sciences or cross-listed courses. Students who have completed this coursework elsewhere must provide documentation that the content of the class is consistent with the material in SLHS required classes.

Students must enroll each semester, except summers during candidacy (see section IV on Qualifying Exams), until the degree is granted. Students with university appointments (i.e., RA, GA or AI) may be provided with funding for up to six (6) credits during the summer, although additional student-funded credits can be taken. All students must complete at least 30 credit hours on the Bloomington (IUB) campus and meet the residency requirement of 2 consecutive semesters on the Bloomington campus if IUB is to award the Ph.D. Students must be enrolled in the semester during which the degree is granted even if it is a summer semester.

Required Courses

- **SLHS-S 681** *First Year Research Project* (may be taken for 1-3 credits per semester but must complete 3 cr.) This requirement is met upon successful presentation in a departmental research colloquium and the writing of a manuscript based on the project. The success of the colloquium presentation will be determined by the student's advisory committee with input from all academic faculty attending the presentation. The departmental colloquium should be of sufficient quality for presentation at a broader venue such as a local, state, or national conference or a colloquium in another department. Students are strongly encouraged to present their research at such venues. Although not a requirement, conference presentations allow the graduate student to receive valuable feedback from colleagues, meet researchers with common interests who may serve as contacts for future employment or postdoctoral placements, and practice their presentation skills to a range of individuals who may or may not be familiar with their work. Students, in addition, are strongly encouraged to submit their research to a peer-reviewed journal, as advised by their mentor(s). While also not a requirement, preparing their research for rigorous external peer review is likely to improve the quality of the work, add to the extant knowledge base in their field, and increase their visibility in the scientific community.
- **SLHS-S 682** *Second Year Research Project* (may be taken for 1-3 credits per semester but must complete 3 cr.) This requirement is met upon successful presentation in a departmental research colloquium and the writing of a manuscript based on the project. The success of the colloquium presentation will be determined by the student's advisory committee with input from all academic faculty attending the presentation. The departmental colloquium should be of sufficient quality for presentation at a broader venue such as a local, state, or national conference or a colloquium in another department. Students are strongly encouraged to present their projects at such venues but are not required to do so. Successful completion of the second-year project does not require submission to a peer-reviewed journal, but students are strongly encouraged to submit their manuscript, as advised by their mentor(s). The project and manuscript should be of sufficient quality to submit for publication.
- **SLHS-S 683** *Research Forum in Speech, Language and Hearing Sciences*: Students must enroll a minimum of four semesters, two semesters at 1 credit and at least two semesters at 0 credits. Students are expected to attend and participate in S683 throughout their Ph.D. program, unless they are not in residence.



- **SLHS-S 685** *Research and Ethics in Speech Language and Hearing Sciences* (3 cr.). Course is offered bi-annually so plan accordingly.
- **SLHS-S 674** *Speech, Language and Hearing Science Seminar* (9 cr.): These courses are offered on a rotating basis and they have different course content depending on the faculty responsible for the course. Each S674 course is 3 credits. Students must complete three different S674 courses (one in speech, one in language, and one in hearing) for a total of 9 credits.
- **SLHS-S 702** *Instrumentation in Speech, Language and Hearing Sciences* (3 cr). Course is offered as needed and students are advised to take this course as early as possible in their Ph.D. program.
- **Six (6) graduate credit hours [500-level or above] of research skills** to include experimental design and/or statistics. There are many courses across the university that will meet this requirement. Discuss your options with your mentor. No more than 12 credit hours of coursework in experimental design or statistics may count towards the required total of 90 credit hours for the degree.
- **Coursework in minor area of study or second major** The minor department or second major department determines the number of credits and specific requirements needed to meet the minor or second major requirements

Note, also, that to be considered a double major, admission to each program does not suffice. You must also fill out an application form (see “Application to change from a single to a double major for the PhD” here: <https://college.indiana.edu/student-portal/graduate-students/academic-procedures/index.html>).

Transfer of Credits

Some students enter the Ph.D. program with an M.A. or Au.D. degree from IU or another institution. A maximum of 30 graduate credit hours may be approved for transfer of graduate coursework completed prior to enrolling in the Ph.D. program. The advisory committee will decide, with the student’s input, on the courses to be transferred for doctoral credit. In general, the transferred courses should be relevant to your Ph.D. curriculum. Only courses completed with a grade ‘B’ or better can be transferred. Typically, transferred courses must be completed no more than 7 years before you take the qualifying exam; however, the advisory committee can recommend revalidation of course work taken more than 7 years before the qualifying exam. For more information, [click here](#).

The College of Arts and Sciences makes the strong recommendation to *not* pursue transfer credits early in the degree process. The Graduate Office suggests that credits are transferred in pierces (e.g., some credits earlier, some additional credits if needed later). The Graduate Office generally recommends that transfer credits not be applied for during the first year of study.

The Associate Dean for Graduate Studies of the College decides on revalidation, but your mentor and advisory committee must make a strong case for such a recommendation. The recommendation for revalidation is based on the student’s “currency of knowledge” in the area. The demonstration of



"currency of knowledge" could include: (1) Pass an exam on the material from the course. (2) more advanced coursework in that area (e.g., successful completion of a doctoral seminar on the subject); (3) successful completion of a qualifying exam that included coverage of the course to be transferred; (4) teaching a class or section of a class with that content; or (5) research publications in that content area. Ultimately, the decision of whether to revalidate course work rests with the Graduate School. The mentor must provide documentation for each course completed more than 7 years prior to qualifying exams if credit for that course is to be transferred. (See Graduate Bulletin for more information.) Keep in mind that a recommendation and documentation from your advisory committee does not guarantee that the revalidation will be approved.

Graduate Student Code of Conduct

According to the Indiana University Graduate School, and its adaptation by the Biology Faculty in 2022, SLHS graduate students should:

- recognize that they bear the primary responsibility for the successful completion of their degree; hence, students should ask for meetings with their primary mentor (as needed, regularly, weekly, etc.) and committee members (as needed);
- students also are responsible for contents of the PhD Handbook and must read all emails concerning program requirements, e.g., from the SLHS PhD Program Director, the Grad Office/Advisor, and complete all tasks assigned by the department, including teaching, grading, and other assistantship responsibilities;
- know the policies governing graduate studies in the department and the graduate school and take responsibility for meeting departmental and graduate school deadlines;
- be proactive in communicating with the primary mentor and research committee about progress and challenges associated with research and program trajectory;
- recognize that in addition to their role as a student, they have rights and responsibilities as employees of the university, and expect that these are clearly conveyed to them;
- clearly communicate with their advisor(s) regarding their career preferences and any changes to them during the course of their program;
- be proactive about improving research skills, including written and oral presentation;
- be proactive about teaching professionalization and preparation through exploring workshops and training opportunities;
- seek out appropriate professional service opportunities and take advantage of career planning support in the Walter Center for Career Achievement;
- participate actively in departmental activities such as colloquia, brown-bags, reading groups, journal clubs, etc.;
- seek mentoring and support resources beyond their faculty advisor(s), including other faculty members and peers as well as individuals external to the university;
- inform faculty advisors of potential and/or existing conflicts and work toward their resolution, following departmental guidelines;
- obtain outside help from ombudsmen, graduate chairs, or other faculty if conflicts arise with their advisor;
- be aware that if they feel compelled to change advisors or research direction, they have options and should consult with their advisor, other mentors, or department officers, recognizing that such options may include changing programs.

If you are having conflict with another student, there are conflict resolution services available: <https://studentaffairs.indiana.edu/student-conduct/conflict-mediation.html>.



Professionalism Expectations

PhD students in Speech, Language and Hearing Sciences are required to enroll in SLHS-S 683 (Research Forum) for a minimum of four semesters, and they are expected to participate each semester they are in residence. This course offers professional development opportunities in addition to providing a forum for learning about new research.

In addition, the research progression in the Department of Speech, Language and Hearing Sciences PhD program emphasizes professionalization. Students begin working on research projects in their mentors' labs from the first semester. These research experiences, which include academic writing and presentation requirements, lead into the Qualifying Exam, which requires students to develop an NIH predoctoral training grant (F31) proposal. (SLHS-S 685 also emphasizes grant-writing and research ethics.) These research projects, presentations, manuscripts, and grant proposals provide multiple opportunities for students to develop professionally critical skills throughout their time in the PhD program.

Doctoral Student Advising and Mentoring

All students must have a primary mentor, typically someone in the student's chosen area of study, at the time of matriculation into the Ph.D. program. Typically, this primary mentor functions simultaneously as mentor and advisor. Advisors are people who are willing to share their knowledge and give specific feedback on one's performance; they also take a role in helping students understand and adhere to the protocols of completing their degree. See below, in this section, for more on the Advisory Committee. The primary mentor has a strong role in the Ph.D. program in that s/he serves as the chair of the advisory committee, helps decide on coursework, and typically will provide research, academic, and professional mentorship. It is important that students consult with their mentor(s) on a regular basis and particularly before engaging in professional activities (e.g., additional work, research projects) outside of the primary mentor's lab. Success in achieving a PhD depends upon a close and effective working relationship with one's advisors and mentors.

The Department of Speech, Language and Hearing Sciences faculty members assume a collective obligation for promoting an intellectually stimulating environment that is free of harassment, and in which all students receive adequate advising and mentoring. First year PhD students are typically paired with returning PhD students, which is spearheaded by the SPHS PhD Organization (see "Graduate Student Association" in Introduction). This peer mentorship is ideal for fostering connections within the Department and navigating life as a new PhD student. It is highly encouraged to be proactive with this mentorship, seeking additional peer mentors throughout your degree experience.

Advisory Committee

An advisory committee of two SLHS faculty (in addition to the mentor) is appointed by the Ph.D. program director, in consultation with the student, the student's mentor, and the SLHS academic faculty, by the end of orientation week of the student's first year in the program. During the first year in the SLHS Ph.D. program the student (1) may make adjustments to the advisory committee's membership, (2) must identify a minor or second major, (3) must add representatives from the minor or second major to the advisory committee, and (4) must formally appoint the advisory committee by filing an eDoc with the Graduate School. Information and links for appointing or changing the advisory committee can be found at the following website:

<https://college.indiana.edu/student-portal/graduate-students/academic-procedures/index.html>. The



advisory committee will guide the student's Ph.D. program and typically conducts the qualifying exam in the student's research area.

For students with an outside minor, the University Graduate School requires that the advisory committee be composed of at least two (2) faculty members from the student's major and one faculty member from the minor. In SLHS, the advisory committee typically is composed of two (3) faculty members from the student's major department (not including the primary mentor) with expertise within the student's area of interest and one (1) representative from the student's minor. For students with a double major in SLHS and another program, the advisory committee must include at least two members from each major. No minor area of study is needed for double majors. Whether pursuing a minor or a double major, at least two (2) advisory committee members must be members of the graduate faculty. A list of graduate faculty can be found on the University Graduate School (UGS) website (<https://graduate.indiana.edu/faculty-staff/membership.shtml>).

The Advisory Committee should be set up in the student's first year, and holding their first meeting in the first year (this must be submitted: <https://college.indiana.edu/student-portal/graduate-students/academic-procedures/index.html>).

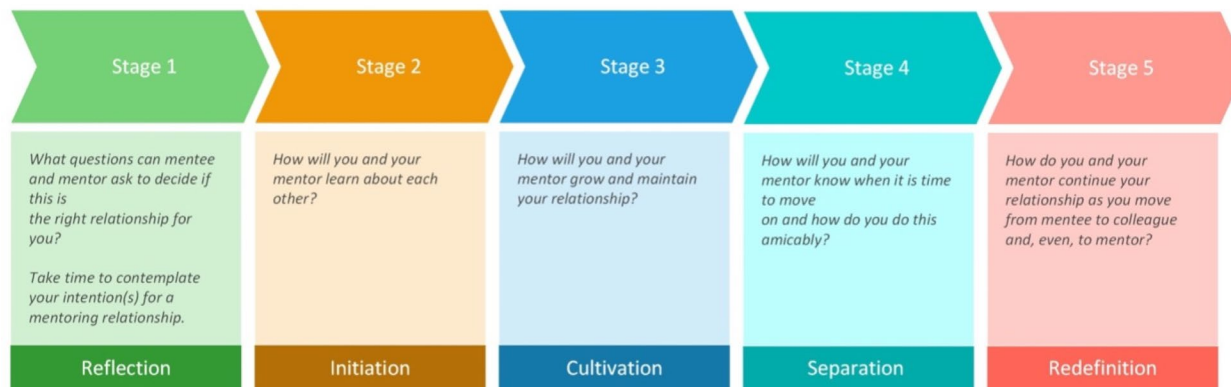
During the first advisory committee, a plan of study should be reviewed. This plan of study should consist of two components:

1. Brief statements of the student's relevant previous experiences (including coursework, laboratory experiences, and research projects), longer-term goals, strengths, and weaknesses
2. A list of the courses and other training experiences to be completed each term, addressing the student's goals, strengths, and weaknesses, and an approximate timetable for completion of coursework and program milestones.

Meetings with the Advisory Committee should occur at least once per year until the student reaches candidacy, where the list of courses and other training experiences should be updated. The Annual Evaluation of Progress (see below) should be discussed at each advisory committee.

Stages of Mentoring

Indiana University College's Mentoring Committee, and other sources, delineate several stages to mentoring (<https://iu.pressbooks.pub/contemplativementoring/chapter/the-mentoring-stages-through-the-gmc-practices/>):



Please refer to the above link for more information about each stage.



Faculty Mentor / Mentee Code of Conduct

SLHS faculty mentors/advisors should:

- promote an environment that is intellectually stimulating and free of harassment;
- be supportive, equitable, accessible, encouraging, and respectful;
recognize and respect the cultural backgrounds of students;
be sensitive to the power imbalance in the mentor/mentee relationship while in the office, lab or data collection site, especially if there are different social, cultural, economic, or geographic differences involved;
- set clear expectations and goals for students regarding their academic performance, research activities and progress;
- discuss policies and expectations for work, either as teaching assistants or research assistants, including work hours, vacation time, and health contingencies;
- establish mutually agreed upon expectations for frequency and format of communication that will provide students with regular, clear feedback on research activities, performance, and progress;
- promote and manage productive and collaborative relationships for students working in large research groups and collaborations;
- provide students with training and oversight in all relevant aspects of research, including the design of research projects, the development of necessary skills, ethical research practices, and the use of rigorous research techniques or procedures;
- provide and discuss clear criteria for authorship at the beginning of all collaborative projects and revisit authorship throughout project development as contributions may change;
- encourage participation in professional meetings and appropriate service activities;
- support students in identifying and applying for funding mechanisms;
- ensure students receive training in the skills needed for a successful career in their discipline, including oral and written communication and grant preparation as appropriate;
- recognize that some students will pursue careers outside of academia and/or outside their research discipline and assist them in achieving their chosen career goals;
- be a role model by acting in an ethical, professional, and courteous manner toward other students, staff, and faculty.

Faculty advisors are recommended to access the extensive resources provided by the Graduate Mentoring Center (<https://graduatementoringcenter.iu.edu/mentorship/>).

The Graduate Mentoring Center at the University Graduate School also offers a variety of programs to assist students in developing effective mentoring relationships (<https://graduatementoringcenter.iu.edu>). Career mentors, such as the Graduate Career Coach in the Walter Center, are another valuable resource for students as they explore their career options. The Center for Women & Technology also has a mentorship program, pairing students with a variety of professional mentors (<https://womenandtech.indiana.edu/programs/ementor-program.html>).

Mentoring is an active experience, rather than a passive one. Take the lead on getting the mentoring that you want. You are a unique person with unique goals, skills and needs. Student differences in cultural background and field, or discipline, may result in differing perceptions of effective mentoring. For some students, the mentoring that is valued most may be guidance on dissertation research; for others, it may be advice about how to navigate a career path after



completing the degree; and for others, it may mean providing support and counsel when students are experiencing tough times, including such common obstacles as writer's block, complications in the relationship with one's primary mentor or committee, or discouraging experiences on an academic job market. To make sure the mentorship experience lines up with this, an active approach is necessary. This sets up all parties (student, advisor(s), mentor(s)) for success. A great resource on this, here: <http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>.

General guidelines for good mentors from the American Psychological Association suggest that mentors:

- Provide mentorship only in their areas of expertise and suggest other mentors as resources outside your expertise or when the mentoring relationship is not working;
- Indicate openness to being a mentor and are accessible to the mentee;
- Maintain clear, distinct boundaries with the mentee, and set clear expectations;
- Treat the mentee professionally and in an ethical fashion;
- Are thoughtful and sensitive about the mentee's feelings and time;
- Model professional behavior.

General guidelines regarding being a good mentee from the American Psychological Association suggest:

- Set specific goals and expectations for the mentoring relationship;
- Clearly communicate what you want from the relationship;
- Maintain distinct boundaries and understand what the mentor expects;
- Learn to resolve problems and issues independently of the mentor;
- Be proactive. It is the mentee's responsibility to maintain contact with the mentor and schedule future interactions;
- Respect the mentor's time and help;
- Treat the mentor professionally and in an ethical fashion;
- Be thoughtful and sensitive about the mentor's feelings and time;
- Don't take rejection of a mentoring request personally.

Primary Mentor and Graduate Student Contract

Despite adhering to the Graduate Student and the Advisor/Mentor codes of conduct detailed above, there are times when a mentor/mentee relationship must be ended (see "Separation" stage, above). This may be for multiple reasons: change in interests; graduation; life changes; mentee and mentor have grown apart; or perhaps the relationship was not successful. Whatever the reason, how you transition from the relationship is as important as how you initiated it. Clear communication about why separation is needed will assist the mentee and mentor in being able to acknowledge the growth or failure that has occurred and define the reasons why separation at this time would benefit both. Separation could be as simple as it is time for the mentee to graduate or to begin his/her own professional career. Or, it could be as complicated as an unsuccessful mentoring relationship.

The Graduate Mentoring Center has succinct and helpful procedures in place for approaching a potential separation:

<https://graduatementoringcenter.iu.edu/mentorship/Mentoring%20Guidelines/Separation.html>

See Appendix H for a sample contract.



Any change of primary mentor must be agreed on by the student and the primary mentor in discussion with the PhD Program Director and, preferably, the advisory committee. This change of primary mentor must be reported using the Change of Advisory Committee form (<https://college.indiana.edu/student-portal/graduate-students/academic-procedures/index.html>).

Teaching Preparation

As part of the funding package, as well as general training associated with the doctoral program, students are typically expected to serve in a teaching role. These roles may include Associate Instructor (AI) or Instructor of Record. To be successful in these roles, students are expected to undergo the following:

- **Annual Associate Instructor Orientation** (<https://citl.indiana.edu/programs/ai-support/orientation/index.html>). *Typically occurs before fall term begins.* Graduate students who will have instructional roles in the upcoming academic year are invited to attend the following events as part of the Center for Innovative Teaching and Learning's Associate Instructor Orientation. Both new and experienced AIs are welcome to participate.
- **Associate Instructor Classroom Climate Workshop** (<https://citl.indiana.edu/programs/ai-support/classroom-climate-workshop.html>). *Typically occurs in the fall.* This program satisfies the requirements established by the Bloomington Faculty Council that all new Associate Instructors receive training in enhanced understanding of cultural diversity. In CCW, we orient graduate student instructors on compliance with federal laws and IU policies regarding classroom inclusion and equity, and provide opportunities to learn about and apply key concepts related to equitable and inclusive teaching.
- Mentored teaching experience. The actual form of this experience is to be decided by advisory committee. Mentored teaching experiences may include (but are not limited to): short "modules" within a specific class, teaching one's own class, or leading discussion groups for lecture classes as an associate instructor. Get approval from your advisory committee and coordinator of the Ph.D. program if other options are chosen to meet this requirement.
- For students teaching independent courses:
 - The department's "Independent teaching policy" is included below as Appendix D.
 - Ph.D. students will participate in workshops to be decided by the Ph.D. program director, either as a part of SLHS-S 683 or as offered by the Center for Innovative Teaching and Learning (CITL).
 - A final semester evaluation of the experience will be provided by the Ph.D. student and included in the annual report.
 - Course evaluations must be shared as part of the annual report and evaluation process.

Students should note that all courses listed above are required. Waivers will not be given and substitutions will rarely be permitted. If a student wants to request a course substitution, the student must contact the Ph.D. Coordinator. The Ph.D. Coordinator will solicit input from three academic faculty in the relevant area (i.e., speech, hearing, or language) or the student's advisory or research committee to determine whether the substitution request will be granted.

In addition to the required courses, graduate students may be interested in pursuing a teaching certificate or additional teaching training, which may be beneficial for post-PhD career:

- **G700 Excellence in Teaching** (3 cr) and advanced 600- or 700-level seminars or independent studies (e.g. SLHS-S 680) in a topic related to teaching skills. Some teaching pedagogy courses



can be found: <https://citl.indiana.edu/programs/ai-support/pedagogy/index.html>.

- **Graduate Teaching Apprenticeship Program** (<https://citl.indiana.edu/programs/ai-support/grad-apprentice-program/index.html>) through the Center for Innovative Teaching and Learning. Graduate students will sequentially achieve levels of pedagogical scholarship: Associate, Practitioner, and Specialist. The program is designed so that graduate students can complete each level within one academic year; however, students have a maximum of five years to complete each level. Each level is estimated to take approximately 25 hours.
- **Graduate Student Learning Communities** (<https://citl.indiana.edu/programs/ai-support/graduate-learning-communities/index.html>). Cohorts of graduate students regularly gather to discuss a teaching and learning topic of interest while forming a supportive community. GSLCs are part of the Center for Innovative Teaching and Learning's (CITL) mission to promote transformative learning experiences for IUB instructors.
- **Future Faculty Teaching Fellowship** (<https://graduate.indiana.edu/admissions/financial-support/fellowships-awards/future-faculty-teaching-fellowship1.html>). The Future Faculty Teaching Fellowship (FFTF) program at Indiana University provides advanced Ph.D. and M.F.A. students opportunities to observe and experience faculty responsibilities and faculty life at a variety of academic institutions. Fellows teach a full academic year at campuses throughout Indiana.
- **Center for the Integration of Research, Teaching, and Learning (CIRTL;** <https://graduate.indiana.edu/support/cirtl/index.html>). Acts as a virtual and in-person hub to connect graduate students and postdocs to online workshops, courses, and communities facilitated through the Center for the Integration of Research, Teaching, and Learning; offers local programming aligned with CIRTL Program Outcomes; and provides digital badges through our self-enrolling CIRTL@IUB Canvas course acknowledging achievement of Associate, Practitioner, and Scholar CIRTL learning outcomes by completing local and cross-network programming requirements

More internal and external teaching-oriented programs and resources can be found here: <https://citl.indiana.edu/programs/ai-support/resources/index.html>.

You may also consider notifying a faculty member to put you up for an award for teaching, such as the **Lieber Memorial Associate Instructor Award** (<https://honorsandawards.iu.edu/awards/teaching/lieber-memorial-teaching.html>).

Mentoring Preparation

Whilst didactic teaching is crucial, informal mentoring is also a skillset that many graduate students find themselves developing, be it mentoring undergraduates, MA or AuD students in the lab, or serving as a peer mentor for other PhD students.

The **Graduate Mentoring Center** of IU (<https://graduate.indiana.edu/support/graduate-mentoring-center.html>) was founded in 2014 under the auspices of The University Graduate School and through the generous funding of the President's Diversity Initiatives. We are part of the Indiana University community of scholars who are committed to helping graduate students succeed during and after their graduate school journey. Their mission is to provide graduate students mentorship through various programs and events that support their successful degree completion and entry into the professoriate and/or other professions. This program provides a variety of programs designed to create success through community-based and culturally responsive approaches.



The **I Can Persist STEM Initiative Program** (<https://www.icpstem.com/>) is a mentorship-based STEM initiative for women and girls of color to promote STEM awareness and academic and career persistence. Another aim of this initiative is to foster relationships and support systems among women of color (WOC). The program works with WOC across multi-disciplinary STEM fields to engage in professional development and scientific communication skills.

Emissaries for Graduate School Diversity program

(<https://graduate.indiana.edu/about/diversity/Emissaries%20for%20Graduate%20Student%20Diversity.html>) connects trained IUB graduate students to assist in the various stages of the graduate application and admission process, and provide information and referrals to on campus resources and services.

You may also consider serving as a mentor for a variety of excellent summer and year-long programs that IU supports, such as:

- **Groups Scholars Summer Research Experience Program** prepares high-achieving incoming freshmen in scientific research by helping them develop necessary skills in formulating questions, using field-specific tools, gathering and analyzing data, and communicating findings (<https://groupsscholars.indiana.edu/resources/stem/summer-research.html>).
- **Emerging Scholars Research Experience for Undergraduate Women** (<https://womenandtech.indiana.edu/programs/reuw/index.html>). The program begins October and runs through May. Students receive 5 hours of research course credit for the entire program (2 credits in the fall and 3 credits in the spring, which includes an undergraduate research methods class).
- The **Summer Scholars Institute**, an eight-week program held at the IU Bloomington and IUPUI campuses, enrolls select Minority Serving Institutions and IU students from our partner institutions. These STEM Scholars engage in continuous, substantive research at the Summer Scholars Institute and their universities. (<https://stem.indiana.edu/infoforstudents/index.html>).
- **Training for Research and Academic Careers in Communication Sciences (TRACCS)** is a six-week intensive research program for students with a strong interest in pursuing a research and/or academic career in communication sciences and disorders. (<https://sphs.indiana.edu/research/research-opportunities/traccs-program/index.html>)

Annual Evaluation of Progress

The SLHS graduate faculty will evaluate student progress annually. The annual review includes input from the Ph.D. student, their mentor, and all graduate faculty. Ph.D. students will be notified in December about the upcoming review and asked to complete the annual review form, which will be due on January 15th. The annual review form (see Appendix) is forwarded to your departmental mentor for comment about your progress in coursework and research. A formal review by all graduate faculty will be undertaken in the spring of each year. Written feedback about the review will accompany information about funding for the following academic year, and therefore, may not be available until late April. You can request the feedback from your annual review from the Ph.D. Coordinator at any time after the faculty have met but funding decisions are unlikely to be finalized before late April.



Students who are judged to be making inadequate progress on the basis of poor grades, incomplete coursework, failure of qualifying exams, or insufficient progress towards research requirements may be recommended to be put on academic probation with the Graduate School for the subsequent semester. If the probation is approved, (1) the PhD program director will work with the College to develop the probationary terms (e.g., a remediation plan); (2) notify the student in writing that they will be placed on probation for the subsequent semester and they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options, if recommended by the College (e.g., leave of absence, withdrawal from the program). If the student on probation fails to meet probationary terms, the PhD director will recommend that they be dismissed from the program, pending approval by the Dean.

The annual review also is a time for Ph.D. students to provide feedback to the faculty about the success of their program. Constructive information about positive or negative aspects of the program should be mentioned in the students' comments or may be submitted anonymously. Suggestions for changes to enhance the Ph.D. program, in general, are welcomed. As with any professional review, comments should be expressed in language that will facilitate improvements.

We also encourage you to develop your own Individual Development Plan (<https://myidp.sciencecareers.org/>). An IDP is a structured planning tool designed to help you identify long-term career goals that fit with your unique skills, interests, and values; make a plan for improving your skills; set goals for the coming year to improve efficiency and productivity; and structure productive conversations with your mentor(s) about your career plans and development. The Science Careers IDP will lead you through a self-assessment, career exploration, goal setting and plan implementation.

PhD Curriculum Map with Core Competencies

The Department expects students to have three core competencies upon graduation from the PhD program: (1) comprehensive depth and breadth of knowledge in speech, language and hearing sciences; (2) conducting and communicating scholarly research; and (3) professional preparation and career development.

Competency	Coursework	Milestones	Informal Activities
Comprehensive depth and breadth of knowledge in speech, language and hearing sciences			
Specialized training	Required coursework within SPHS	Early Research Project (or, S681/S682 as it currently stands), qualifying exam	Experiences inside home/advisor's lab
Interdisciplinary breadth	Required coursework for minor or double major; supplementary coursework	None	Lab, teaching or mentoring experiences outside home lab
Theoretical grounding	S683, S674	Qualifying exam, Dissertation Prospectus	Lab experiences; advisory and research committee meetings
Conducting and communicating scholarly research			



Analytical methods	Research methodology and statistical coursework requirements; S704	Early Research Project (or, S681/S682 as it currently stands); Dissertation Prospectus; Dissertation	Lab experiences; literature reviews; coding / software expertise building
Research conduct	S685	Early Research Project (or, S681/S682 as it currently stands); Dissertation	Lab experiences; IU Bioethics Workshops (https://research.iu.edu/training/required/misconduct.html)
Scientific Communication	S683	Qualifying exam and defense; Prospectus and defense; Dissertation and defense; Article submissions; Conference abstract submissions	Lab meetings; conference attendance and participation. Prior to graduation, it is recommended that students submit at least one co-authored manuscript and one first authored manuscript
Professional and development			
Teaching	Required courses within SPHS and from CITL	None	SAA appointment; obtaining training and/or certificates in teaching
Mentoring	See the Graduate Mentoring Center	None	Engaging in mentoring activities
Grantsmanship	S685	Qualifying exam	It is recommended that students plan to submit at least one grant during their time in the program
Ethical conduct	S685	Qualifying exam; dissertation prospectus	Lab and other research-oriented experiences
Professional (research) practice	S683 Research Forum	None	None
Professionalism and service	None	None	Service within Department (e.g., organizing DKP lecture; serving on SPHS PhD Organization); service within University or external organizations
Management and leadership	None	Management of early research project (or S681/682), dissertation project	Achieved through lab work and mentoring experiences, self study



Career development	Center for Career Development at IU	None	Achieved via professional service opportunities and lab work
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Clinical-Track PhD Programs

Ph.D. Program with Eligibility for Certification in Speech-Language Pathology

SLHS offers the PhD program wherein students can complete requirements so that they are eligible to apply for ASHA certification in Speech-Language Pathology. If students are interested in this track, they must indicate their interest on their application to the Ph.D. program. This track of the Ph.D. program is designed to offer students the educational opportunities to develop clinical and research competence within a more limited timeframe than might be required by independent enrollment in the MA and Ph.D. programs separately.

Applicants wishing to pursue clinical certification must meet the criteria for admission to both the MA and Ph.D. programs. Please see the MA Handbook or the SLHS website for information about MA admissions. Requirements for admission to the Ph.D. program, as noted earlier, include the need for a Ph.D. mentor; therefore, potential applicants must have an area of research interest that aligns with one or more SLHS faculty member. Further, the applicant must identify a potential mentor in his/her personal statement.

In consultation with their academic faculty mentor, students will select a clinical faculty member to serve on an academic-clinical committee. Students should convene a meeting of their academic-clinical committee once per semester at a minimum. At these semester academic-clinical committee meetings, the academic faculty mentor and clinical faculty member will discuss the student's plans for course work, clinical placements, and research schedule for the upcoming semester. Because completing all course work, clinical, and research requirements in a timely manner will take careful planning, it is essential to schedule these planning meetings every semester until all clinical requirements are completed. These meetings are in addition to regular advisory committee meetings (i.e., at least yearly). Furthermore, each new student, when possible, will be assigned a student mentor in their clinic placements, who is also in the PhD with eligibility for certification track.

Externship requirements for students in this track are based on student objectives. Students who have enough academic and clinical hours as well as the required distribution of sites to meet ASHA certification requirements may choose to limit the time spent on externship. This decision should be made with input from the academic faculty mentor, clinic director, MA coordinator, Ph.D. coordinator, externship coordinator, and student.

The award of ASHA's Certificate of Clinical Competence (CCC) in SLP requires the completion of a Clinical Fellowship (CF). SLHS faculty will work with students in this track to obtain a CF site at a placement close to IU so that Ph.D. coursework or lab research can be conducted during the CF.

It is expected that students participating in this track will have diverse objectives and, therefore, the exact curriculum undertaken will be individualized to the students' needs. A general outline of the



Ph.D. with eligibility for SLP certification is provided below. Note that M.A. courses are taken alongside PhD courses throughout this track. Should a student wish to pursue a consecutive degree path (complete all M.A. SLP requirements and Clinical Fellowship year then return for PhD), this is possible. This will require meeting with the PhD Director and primary mentor to ensure successful planning and completion. The consecutive track will likely take at least an additional year, compared to the clinical-track schedule example, below.

Fall I	
<i>Course work</i>	Credit hours
S532: Language disorders in children	3
S501: Neural and Physiological Foundations of SLP	3
S683: Research forum	1
S681: First year project	2
S674, S685, S702, research skills, or minor class	3
Total	12
<i>Clinical hours: none</i>	
<i>Research: first year project</i>	
Spring I	
<i>Course work</i>	
2 of S537: Aphasia, S540: Voice disorders, or S555: Stuttering	6
S683: Research forum	1
S681: First year project	1
S674, S685, S702, research skills, or minor class	3
S680: Independent study	1
Total	12
<i>Clinical hours: none</i>	
<i>Research: first year project</i>	
Summer I	
<i>Course work</i>	
S515 Autism or S506 Counseling	2
S680: Independent study	4
Total	6
<i>Clinic hours: none</i>	
<i>Research: Finish first year project</i>	
Fall II	
<i>Course work</i>	
S520: Phonological disorders	3
S56X: Clinical Methods and Practices I	1
S683: Research forum	0
Two of S674, S685, S702, research skills, or minor class	6
S680: Independent study	2
Total	12



<i>Clinic hours:</i> 0.5 – 1 hour / week	
<i>Research:</i> present first year project	
Spring II	
<i>Course work</i>	
S537: Aphasia, S540: Voice disorders, or S555: Stuttering	3
S56X: Clinical Methods and Practices II	1
S674, S685, S702, research skills, or minor class	3
S683: Research forum	0
M563: Methods in speech and hearing therapy (required if completing a school externship)	3
S682: Second year project	2
Total	12
<i>Clinic hours:</i> 6 – 8 hours / week	
<i>Research:</i> Begin second year project	
Summer II	
<i>Course work</i>	
S544: Dysphagia	3
S56X: Clinical Methods and Practices III	1
S682: Second year project	1
S680: Independent study	1
Total	6
<i>Clinic hours:</i> 6 – 8 hours / week	
<i>Research:</i> Continue second year project	
Fall III	
<i>Course work</i>	
S56X: Clinical Methods and Practices IV	1
S531: Cognitive-Communication Disorders	3
S555: Motor Speech Disorders	3
S674, S685, S702, research skills, or minor class	3
S680: Independent study	2
Total	12
<i>Clinic hours:</i> 7 – 10 hours / week	
<i>Research:</i> Second year project	
Spring III and Years IV - V	
From this semester on, students will complete either the medical externship only or both the medical and school externships, the Clinical Fellowship Year, remaining course work, qualifying exams and dissertation. The precise timing and sequencing of these requirements will vary depending on students' interests and number of transfer credits. If students do not have transfer credits, they will need to complete an additional 18-21 credit hours of course work (depending on whether they opt to take M563).	



Combined Au.D./Ph.D. Program

Our department offers the opportunity for students to pursue a combined Au.D./Ph.D. degree. You must complete all of the requirements for both degrees, but there is some overlap in degree requirements so that the total credit hours required may be less than the simple sum of 180 credits required for both degrees. A maximum of 30 credit hours obtained in the Au.D. program can be applied toward the 90 credit hours required for the Ph.D. Ultimately, the decision regarding which credits in the Au.D. program will count toward the Ph.D. will be made by your Ph.D. advisory committee. Because the 90 credit hours in the Au.D. program are all required, so as to comply with national clinical certification requirements, Ph.D. courses cannot be substituted for required Au.D. courses. See the department's Au.D. Student Handbook for more information about the Au.D. program.

Au.D. students wishing to pursue the combined Au.D./Ph.D. degree must declare this interest and be admitted into the Ph.D. program no later than the end of the second academic year in the Au.D. program. Likewise, Ph.D. students wishing to pursue this combined degree are recommended to do so no later than the end of the second academic year in the Ph.D. program. Preferably, interested students will make this decision sooner in the second year of their respective programs. Should you decide to pursue a combined Au.D./Ph.D. after the end of the second academic year, a maximum of only 15 credits from the Au.D. can be counted toward Ph.D.—equivalent to the amount required to fulfill the “outside minor” for the Ph.D. degree. The foregoing guidelines regarding the combined (concurrent) Au.D./Ph.D. and sequential Au.D./Ph.D. programs are consistent with University Graduate School guidelines regarding such degrees.

Sample schedule not yet available

Qualifying Exam

The goal of the PhD qualifying exam is to provide students with a formative experience in: (a) exploring a research literature of their choosing in depth, (b) synthesizing that literature, and (c) identifying open and important theoretical and empirical questions. The deliverable emerging from the qualifying process should inform the student's dissertation prospectus and may also serve as the basis of grant submissions (such as F31 or other dissertation fellowships) and/or journal submissions. It is not expected that the written deliverable will be immediately able to be submitted as a fundable grant.

Prerequisites

The qualifying exam is given upon completion of all required graduate course work at IU, including the completion of the first- and second-year projects. Students may not advance to candidacy until all required coursework including S681 and S682 is completed.

Timeline

Students are generally expected to take the qualifying exams before the end of their third year of the Ph.D. program, or before the end of the fourth year if the student is pursuing clinical certification in speech-language pathology or audiology. Qualifying exams and submission of forms indicating successful completion of the exam must be completed at least eight (8) months prior to graduation.



Qualifying Exam Committee

The advisory committee typically also serves as the qualifying committee, but it is not necessary to maintain the same faculty members on both committees. The qualifying exam committee should represent the student's areas of research interest as well as areas of knowledge. Students with a major in SLHS and a minor in another department should plan to have two SLHS faculty and one faculty from the minor department on the qualifying exam committee. Double majors in SLHS and another department should have two faculty members from each department on the exam committee. The committee composition cannot change once the qualifying exam process, as described below, has begun. For double majors, the qualifying committee must come to an agreement about the specific additional requirements for the qualifying exam (from SLHS and from other Department/Program, if necessary).

Written Deliverable

Students must develop a grant proposal in the format of an NIH F31 predoctoral fellowship, (<https://grants.nih.gov/grants/how-to-apply-application-guide/forms-h/fellowship-forms-h.pdf>) including:

Required Sections

The following are required sections for the written qualifying examination.

Section	Contents	Pages
Applicants Background and Goals for Fellowship Training	<p>This section must discuss the following sections, in this order:</p> <ul style="list-style-type: none">• <u>Doctoral Dissertation and Research Experience</u>: Briefly summarize your past research experience, results, and conclusions, and describe how that experience relates to the proposed fellowship. In some cases, a proposed fellowship may build directly on previous research experiences, results, and conclusions. In other situations, past research experiences may lead a candidate to apply for a fellowship in a new or different area of research. Do not list academic courses in this section.• <u>Training Goals and Objectives</u>: Describe your overall training goals for the duration of the fellowship and how the proposed fellowship will enable the attainment of these goals. Identify the skills, theories, conceptual approaches, etc., to be learned or enhanced during the award, including, as applicable, expertise in rigorous research design, experimental methods, quantitative approaches, and data analysis and interpretation, as applicable. Discuss how the proposed research will facilitate your transition to the next career stage.<ul style="list-style-type: none">○ <u>For double majors</u>: This section must include broad overview of how the proposed project merges knowledge/theory, methodology, statistical methods, etc, between your two majors. A description of coursework across the majors and how the coursework is applicable to the project proposal is appropriate.○ <u>For minors</u>: The department of the student's minor area of study determines whether an examination in the minor is given. If it is, please complete the above requirement described 'for double majors.'	6



	<ul style="list-style-type: none"> <u>Activities Planned Under this Award</u>: The activities planned under this award should be individually tailored and well-integrated with your research project. Describe, by year, the activities (research, coursework, professional development, clinical activities, etc.) you will be involved in during the proposed award. Estimate the percentage of time devoted to each activity. The percentage should total 100 for each year. Describe the research skills and techniques that you intend to learn during the award period. Provide a timeline detailing the proposed research training, professional development, and clinical activities for the duration of the fellowship award. Detailed timelines of research activities involving animals, human subjects, or clinical trials are requested in other sections of the fellowship application and should not be included here. 	
Specific Aims	State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will have on the research field(s) involved. List succinctly the specific objectives of the research proposed (e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology).	1
Research Strategy	Your research strategy must contain a Significance and Approach section. Page 59 of the fellowship instructions (link under this table) lists requirements of each section in more detail. Broadly, for most types of research, the plan should include: a specific hypothesis, a list of the specific aims and objectives that will be used to examine the hypothesis, a description of the methods/approaches/techniques to be used in each aim, a discussion of possible problems and how they will be managed, and alternative approaches that might be tried if the initial approaches do not work. You may use numbered in-text citations, but make sure that your Reference page (below) lists them using APA format.	6
Recruitment and Retention	Describe how you will recruit and retain participants in your study. You should address both planned recruitment activities as well as proposed engagement strategies for retention.	0.5-1
Protection of Human Subjects	<p>As required by federal regulations (45 CFR 46) and NIH policy, applications that propose to involve human subjects must address:</p> <ol style="list-style-type: none"> 1. the risk to subjects 2. the adequacy of protections against risk 3. potential benefits of the research to subjects and others 4. the importance of the knowledge to be gained 5. address plans for the recruitment and inclusion of women and minorities and, where applicable, of persons across the lifespan. <p>Applications that propose to involve animal subjects must address:</p> <ol style="list-style-type: none"> 1. The risks and how they will be mitigated, in regards to animal welfare 2. Importance of knowledge to be gained 3. Trainings that the PI will undergo to ensure animal welfare 	Up to 5
Project Summary/ Abstract	State the application's broad, long-term objectives and specific aims, referring to the health relatedness of the project (i.e., relevance to the mission of the agency). Describe the research design and methods for achieving the stated	30 lines of text



	goals. Be sure that the project summary reflects the key focus of the proposed project so that the application can be appropriately categorized.	
Project Narrative	Describe the relevance of this research to public health in, at most, three sentences. For example, NIH applicants can describe how, in the short or long term, the research would contribute to fundamental knowledge about the nature and behavior of living systems and/or the application of that knowledge to enhance health, lengthen life, and reduce illness and disability. Use of hyperlinks and URLs in this section is not allowed unless specified in the funding opportunity announcement. If the application is funded, this public health relevance statement will be combined with the project summary (above) and will become public information.	Three sentences
Bibliography/References	Use the most updated APA format for listing references.	No limit
Training in the Responsible Conduct of Research	<p>The plan must address the five required instructional components outlined in the NIH Policy on Instruction in the Responsible Conduct of Research (RCR), as more fully described in the NIH Grants Policy Statement, Section 11.2.3.4: Responsible Conduct of Research:</p> <ul style="list-style-type: none">• <i>Format</i>: Describe the required format of instruction (i.e., face-to-face lectures, coursework, and/or real-time discussion groups). A plan with only on-line instruction is not acceptable.• <i>Subject Matter</i>: Describe the breadth of subject matter (e.g., conflict of interest, authorship, data management, human subjects and animal use, laboratory safety, research misconduct, and research ethics).• <i>Faculty Participation</i>: Describe the role of the sponsor/mentor(s) and other faculty involvement in the instruction.• <i>Duration of Instruction</i>: Describe the total number of contact hours of instruction, taking into consideration the duration of the program.• <i>Frequency of Instruction</i>: Instruction must occur during each career stage and at least once every four years. Document any prior instruction during the applicant's current career stage, including the inclusive dates instruction was last completed. <p>Guidelines: https://oir.nih.gov/sourcebook/ethical-conduct/responsible-conduct-research-training</p>	1
Biographical Sketch	<p>This is like a CV, and summarizes your research and career goals, highlights awards and education, summarizes research focus area, and demonstrates academic success.</p> <p>Follow the guidelines for creating a Fellowship Biosketch: https://grants.nih.gov/grants/forms/biosketch.htm</p>	5

Detailed instructions for each application part can be found: <https://grants.nih.gov/grants/how-to-apply-application-guide.html>.



The written deliverable must be conceptualized and written independently by the student. The student is encouraged to discuss theoretical and methodological considerations with their primary mentor and, if appropriate, advisory committee. Primary mentors and the advisory committee may offer **broad advice** but **will not substantially participate** in research or writing related to the written deliverable. The primary mentor and advisory committee should not see the written deliverable prior to its submission, described below.

Using data collected during a student's time in the program

Because the expectation is that the grant writing/written qualifying part is driven by the student, with limited input from mentor, **the written deliverable should represent a considerable advance or deviation from the student's other completed projects in the Department** (e.g., first year, second year project). The written deliverable may align with the dissertation prospectus, given this is expected to be the student-driven project. Any data the student has accumulated during their time as a student can be used as pilot data for the written deliverable. The written deliverable is meant to lead to a tractionable F31 grant, which benefits greatly from pilot data and any prior work that the student has done.

Students will take S685, the research/grant writing class, in either their first or second year dependent on the course puzzle. During this course, several pieces of a grant are designated assignments, i.e., turning in a Specific Aims page. Only the Instructor of Record for that class should give feedback on the student's writing. It is allowable for students to workshop their idea with peers during this class. It is acceptable (expected, even) that the ideas cultivated in S685, and some of the writing, be a part of the written deliverable of the qualifying exam. This is especially true if students take the course in their second, rather than first year. It is not expected, however, that deliverables from S685 will be of sufficient quality to be submitted, without substantial improvement and editing, as the written deliverable for the qualifying exam.

Submission of Specific Aims to Advisory Committee

Students should submit their Specific Aims to the qualifying exam committee at least two months prior to their goal of submitting the written deliverable. The rationale for doing this is so that the quality and content of the Specific Aims, and eventually the other pieces of the written deliverable, are deemed to be of sufficient quality for the student to elaborate upon. This is meant to be a check-in for the student to ensure high quality of the written deliverable. The advisory committee meets with the student to deliver feedback on the Specific Aims and next steps are decided upon (e.g., a list of things to consider or address). If Specific Aims are not deemed acceptable after a first submission, students can resubmit a reworked Specific Aims within one month. The advisory committee once again meets with the student to provide feedback. After this, the time clock of submitting the written deliverable within two months begins. Students may only receive feedback on Specific Aims twice (i.e., Specific Aims → feedback; reworked Specific Aims → feedback).

Layout

The written deliverable should be formatted according to NIH guidelines: <https://www.nih.gov/nih-style-guide>. Text should be arial, font size 11, with 0.5" (narrow) margins.

Submission

Students submit their written deliverable, which is then made available to all faculty in SLHS and the qualifying exam committee.



Assessment of written deliverable

Upon receipt of the written deliverable, the qualifying exam committee (and any additional SLHS faculty or double major faculty willing to participate) will conduct an NIH-style study section review of the F31, with the primary mentor serving as the study section chair.

- Overview of scoring: https://grants.nih.gov/grants/peer/guidelines_general/scoring_guidance_training.pdf
- Scoring system and procedure: https://grants.nih.gov/grants/peer/guidelines_general/scoring_system_and_procedure.pdf
- What reviewers look for: <https://grants.nih.gov/grants/how-to-apply-application-guide/format-and-write/write-your-application.htm#What%20Peer%20Reviewers%20Look%20For>

Overall Impact or Criterion Strength	Score	Descriptor from NIH	More details related to SLHS expectations
High	1	Exceptional	Exceptionally strong with essentially no weaknesses
	2	Outstanding	Extremely strong with negligible weaknesses
	3	Excellent	Very strong with only some minor weaknesses
Medium	4	Very Good	Strong but with numerous minor weaknesses
	5	Good	Strong but with at least one moderate weakness
	6	Satisfactory	Some strengths but also some moderate weaknesses
Low	7	Fair	Some strengths but with at least one major weakness
	8	Marginal	A few strengths and a few major weaknesses
	9	Poor	Very few strengths and numerous major weaknesses

Minor: easily addressable weakness that does not substantially lessen the impact of the project.

Moderate: weakness that lessens the impact of the project.

Major: weakness that severely limits the impact of the project.

The primary mentor summarizes the discussion and delivers the feedback and scores to the student. Students must receive an overall score of 5 or lower to pass the written deliverable of the qualifying exam and proceed to the oral defense. All pieces of the application will be weighted to come to a final score, with most weight given to feasibility and science of Specific Aims / Strategy.

The student should then schedule an oral defense within three weeks of receiving satisfactory feedback on the written deliverable. The student will not proceed to the oral defense if a score of 6 or higher is received. Instead, they will proceed to remediation, described below.

Note that academic misconduct (defined here:

<https://studentcode.iu.edu/procedures/bloomington/discipline/academic-misconduct/index.html>) may result in immediate dismissal from the program.

Remediation

If a score of 6 or higher is received on the written deliverable, the student will be recommended to be put on academic probation with the Graduate School for the subsequent semester. If the probation is approved, (1) the PhD program director will work with the College to develop the



probationary terms (e.g., a remediation plan for written deliverable); (2) notify the student in writing that they will be placed on probation for the subsequent semester and they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options, if recommended by the College (e.g., leave of absence, withdrawal from the program). If the student on probation fails to meet probationary terms (e.g., written deliverable once again scores too low to pass), the PhD director will recommend that they be dismissed from the program, pending approval by the Dean.

Oral Defense

The student must identify a planned oral exam date during the term they are working on the written deliverable. The oral defense must be scheduled no later than the day that grades are due for that term. The oral defense should include all members of the qualifying exam committee, and all faculty in SLHS should be invited (they may choose not to attend). While the format is up to the qualifying exam committee, typical oral defenses have the qualifying exam committee ask questions about the written deliverable as well as other questions to probe breadth and depth of knowledge.

Below is a recommended format for the oral deliverable, which should be decided upon in a meeting between the student and qualifying exam committee ahead of time so that all parties are clear about expectations:

- 20-25 minute presentation summarizing the written deliverable, specifically highlighting core components of the Strategy;
- 30 minute round of questions from the advisory committee and other faculty in attendance, which could include: probing the depth and breadth of knowledge on the topic; probing the methodology and design choices; validating and expounding upon the statistical analyses; clarifying potential limitations and ways to address these; and identifying future directions and clinical implications (if applicable).

Assessment of oral defense

Immediately following the oral deliverable, the advisory committee should meet without other tenure-track faculty and without student to discuss the oral deliverable. A decision of Pass vs. Fail should be implemented based on the advisory committee's recommendation. Following this, the student will be invited back into the room. The advisory committee will inform the student of their decision as well as offer qualitative feedback on both written and oral deliverable, and next steps.

Remediation

If the student does not pass the oral defense, a second oral defense should be scheduled within the same or following semester of the first oral defense. If the student does not pass the oral defense, the student will be recommended to be put on academic probation with the Graduate School for the subsequent semester. If the probation is approved, (1) the PhD program director will work with the College to develop the probationary terms (e.g., a second oral defense); (2) notify the student in writing that they will be placed on probation for the subsequent semester and they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options, if recommended by the College (e.g., leave of absence, withdrawal from the program). If the student on probation fails to meet probationary terms (e.g., written deliverable once again scores too low to pass), the PhD director will recommend that they be dismissed from the program, pending approval by the Dean.



Outcomes

Upon passing the Qualifying Exam, students are encouraged to use the F31 as a launch pad toward the dissertation prospectus, and to refine and submit the F31 as a potential source of funding for their dissertation work.

Advancement to Candidacy

If the student passes the written and oral qualifying deliverables, they are considered to have reached Candidacy status. The student must file the ‘Nomination to Candidacy’ form. This form is accessed through <http://graduate.indiana.edu/academics-research/graduation.shtml>.

Doctoral candidates (i.e., those who have passed the qualifying exams) must enroll for at least one credit hour per semester during the academic year even if they have completed the 90 credit hours required for the Ph.D. As noted previously, candidates who have appointments as AIs, GAs, or RAs must register for at least 6 credit hours per semester. The UGS Bulletin warns that “failure to meet this requirement will automatically terminate the student’s enrollment in the degree program.”

Doctoral candidates who have completed 90 credit hours and all pre- dissertation requirements for the PhD are eligible to enroll in G901: *Advanced Research* (6 cr.), for a flat fee (\$150 per semester as of Fall, 2021) for up to six (6) semesters. G901 cannot count toward the 90 credits needed for the doctorate. Enrollment in G901 requires authorization from the Ph.D. program director.

If you have not defended your degree by the end of your sixth semester of G901, you must register for S880: *Dissertation Research* for at least one credit per semester if you do not receive university funding until you submit your final dissertation to UGS and pay the applicable graduate-credit fee. Again, those receiving university funding must register for at least six (6) credits of S880 after they have completed six semesters of G901. Doctoral candidates have seven (7) years from the date of passing the qualifying exam to Advancement to Candidacy.

Upon successful completion of the qualifying exams, the student must file the ‘Nomination to Candidacy’ form. This form is accessed through <http://graduate.indiana.edu/academics-research/graduation.shtml>.

Doctoral candidates (i.e., those who have passed the qualifying exams) must enroll for at least one credit hour per semester during the academic year even if they have completed the 90 credit hours required for the Ph.D. As noted previously, candidates who have appointments as Ais, GAs, or RAs must register for at least 6 credit hours per semester. The UGS Bulletin warns that “failure to meet this requirement will automatically terminate the student’s enrollment in the degree program.”

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Dissertation

The dissertation is the highlight of your pre-doctoral education in that it provides an opportunity to synthesize what you have learned and apply it to new research questions. Although the dissertation is undertaken with the supervision of your Research Committee, it represents your contribution of important, well-documented information to the discipline. The dissertation in SLHS is characterized by being original research that is presented in a scholarly format.

Research Committee and Prospectus

Each student chooses their Research Committee to be composed of the dissertation chairperson (typically the person with whom you have been working or in whose lab you plan to complete the research), at least two (2) additional SLHS graduate faculty members, and a graduate faculty member from your minor area of study. If you are a double major, two graduate faculty members from SLHS and two from the second major must be included as members of your research committee. In addition to membership on the graduate faculty, the Research Committee Chair must have the “endorsement to direct PhD dissertations.” At least half of the Research Committee also must have this endorsement (generally those at or above the rank of Associate Professor have this endorsement, but some at the rank of Assistant Professor also have this endorsement). Given the composition of the Research Committee described above, two (2) of the four (4) members of the committee must have the endorsement to direct dissertations. Students should complete the appropriate form to officially convene their Research Committee.

A written prospectus for the dissertation research is required and it must be defended prior to the initiation of the research project. The dissertation prospectus is a document intended to outline the research activities you expect to undertake. The prospectus that is provided to your research committee is a document in which you summarize your research motivation through literature review and the identification of a gap in knowledge, research questions and hypotheses, proposed experiments, proposed analyses, and expected results. The prospectus must contain sufficient detail to allow members of your committee to determine the suitability of your research plan.

This prospectus must be given to your Research Committee Chair **at least four weeks** before the defense date. After receiving approval from the Research Committee Chair, the prospectus should be given to the other members of the Research Committee **at least two weeks** before the prospectus defense date.

The prospectus presentation constitutes a short oral presentation of the prospectus (20-30 minutes) and a discussion with the committee about potential changes and suggestions. Upon approval of the prospectus, a brief 1- 2 page prospectus should be uploaded to the “Nomination of Research Committee” form, available through <http://graduate.indiana.edu/academics-research/graduation.shtml>. It should be noted that the dissertation cannot be defended sooner than six months after filing the Nomination of Research Committee form with your attached prospectus.

Dissertation Defense

The student is responsible for providing a copy of the finished dissertation to each member of the Research Committee. You should consult with the committee members about the preferred format of the copy – either electronic or on paper. Students should provide their Research Committee Chair



with a complete copy of the dissertation at least six weeks prior to the planned defense date. After the Research Committee Chair has given his/her approval, the student can submit an announcement of the defense to the University Graduate School (see below) and circulate the dissertation to the other members of their Research Committee. Both the announcement and the circulation of the dissertation to the full committee must occur 30 days prior to the defense date. A shortening of this timeline will only be granted if the student completes a formal request document, which is approved and signed by all members of the Research Committee. According to the *Academic Bulletin*, “It is the responsibility of the student to give faculty members sufficient time to read the dissertation without making unreasonable requests of them based upon University Graduate School time limitations, immediate job possibilities, contract renewal, or some other reason”

(<http://www.indiana.edu/~bulletin/iu/gradschool/2022-2023/requirements/phd/dissert.shtml>)

There are certain regulations about formatting the dissertation. These can be found on the UGS website. Please consult the “Preparing Theses and Dissertation” section of the UGS site.

A dissertation defense is scheduled in consultation between the doctoral candidate and the Research Committee. In general, the student and Research Committee decide on whether the dissertation is ready for a defense. The committee can indicate that a dissertation is not ready for a defense and students may want to consider this recommendation carefully. A student has the right to override the committee’s advice, however, and then will work with the committee to schedule the defense.

Students must submit an announcement of the defense to the University Graduate School, including the time, place and date as well as a summary of the dissertation, at least 30 days prior to the defense date. The announcement must follow the format outlined by UGS so please consult their website. The announced time and date of the defense are binding and cannot be changed without the approval of the UGS Dean. Please see University Graduate School’s Preparing Theses and Dissertations link for information about this announcement. Students should also notify the departmental secretary who will announce the defense within the department.

The dissertation defense includes a colloquium presentation by the doctoral candidate. This colloquium is open to the public and announced to all SLHS faculty, students, and interested professionals from other departments. The colloquium typically lasts 30-60 minutes and includes the candidate’s presentation and time for audience questions. At the conclusion of the colloquium and question period, the audience is asked to leave and the Research Committee meets for more specific questions related to their reading of the dissertation. Although Committee members and PhD candidate typically are the only people in attendance during this part of the defense, any member of graduate faculty and any graduate student may attend the entire defense, but not the committee’s discussion about the outcome of the defense, with the approval of the Research Committee and the candidate. Only committee members may pose questions to the candidate so others in attendance serve only as observers.

Dissertation defenses typically are scheduled to take 2 hours. The Research Committee will vote on the acceptability of the dissertation, with the student and other non-committee members absent from the room, at the end of the defense. Most students who pass the defense still will be asked to revise their dissertation before it is submitted to UGS. Once revisions are made, the Research Committee members will sign the acceptance page and the dissertation can be submitted to UGS.



Completing Your Degree and Graduating

What an accomplishment to reach this point! Congratulations!

The University Graduate School provides this timeline, copied below from <http://graduate.indiana.edu/academics-research/graduation.shtml> for you to follow as you prepare to defend your dissertation. Their deadlines are rather inflexible so please be sure to follow these guidelines.

Submit your defense announcement at least 30 days before you plan to defend. The 30-day deadline applies to the date the University Graduate School receives your announcement, not necessarily when you send it. If possible, try to allow 40 days to give your department extra time to process the announcement. Your announcement will go to your department or program for approval, and then to the department or program research chair for approval, and finally to the University Graduate School for processing. Submit your defense announcement e-doc through the [University Graduate School One.IU task page](#).

1. Track your announcement e-doc to ensure timely approval. Click on the small, information icon located on the "PhD Defense Announcement" button on our One.IU task page. Then, click on the "Student Reference" link, listed on the right, for more information. Track your announcement e-doc following the instructions in the Student Reference guide on the [University Graduate School One.IU task page](#).
2. Defend your dissertation in front of your research committee. At your defense, have your committee sign your acceptance page and abstract. [Learn more about formatting requirements](#)
3. Remind your research chair to remove any "R"s from your dissertation, research, or G901 hours.
4. Submit your dissertation for review by the 15th of the month you wish to graduate. Degrees are granted monthly. Deadlines for May and December graduation will vary each year. [Check the deadlines](#)
5. Submit a signed acceptance page and abstract, as well as a finalized thesis (including any formatting changes required after initial review by the doctoral recorder) by the 27th of the month you wish to graduate. Deadlines for May and December graduation will vary each year.
6. If you wish to participate in the graduation ceremony, complete the Ph.D. Commencement Participation Application by September 25 for December Commencement and by February 25 for May Commencement. This is necessary to be listed in the Commencement program, participate in the graduation ceremony, and receive mail from the IU Alumni Association. You may be required to obtain approval from your department or program chairperson. Submit your Ph.D. Commencement Participation Application through the [University Graduate School One.IU task page](#)
7. Verify that the Office of the Registrar has the correct spelling of your name and your correct diploma mailing address by visiting Student Central on Union. The registrar mails the diploma to your student home address. You will receive the diploma for your degree within about three months of your award date. [Confirm your address at Student Central on Union](#)
8. Complete the Survey of Earned Doctorates (SED). You can either submit this electronically, or you can print out the purpose and use survey, the questionnaire, and the confidentiality guidelines survey and turn them in to Wells Library Room E546 with the rest of your materials. [Complete the earned doctorates survey](#) Note that the online version of the SED remains confidential and is reported only in aggregate form or in a manner that does not identify



information about an individual.

9. Complete the University Graduate School exit survey. [Take the exit survey.](#)

Typical Timelines To Graduation

Students typically complete required coursework in the first 2 or 3 years. Students in either the AuD/PhD or the PhD program leading to clinical certification in speech-language pathology can typically expect to spend an additional 1 to 2 years fulfilling coursework and clinic requirements. Clinical education and training is typically interleaved with the PhD curriculum.

When the student has completed their required coursework, they may move on to completing the Qualifying Exam and advancing to candidacy, typically in years 3 or 4. Students typically spend 2 or 3 years completing their dissertations after advancing to candidacy, with a total time to degree between 5 and 7 years. Students entering the PhD program with a master's degree or an AuD may be able to graduate 1 or 2 years earlier.

Throughout their years in the PhD program, students are encouraged to explore career options and to discuss career plans with their mentors and advisory committee. Opportunities for professional development, including career exploration, are afforded through SLHS-S 683 (Research Forum) and many programming offerings in the College of Arts and Sciences and the University Graduate School.

The Department of Speech, Language and Hearing Sciences is committed to funding our PhD students to the maximum extent possible. Admissions offers are made with 4 years of guaranteed funding for students entering without a prior graduate degree, and 3 years of guaranteed funding for students entering with a prior graduate degree. The department has an excellent track record of fully funding our PhD students even beyond the initial 3 or 4 year guarantee.

INCLUDE SOME FLOWCHARTS HERE OF DIFFERENT TIMELINES

**Appendix A: Annual Report of Academic Progress (January 1 – December 31)****Annual Report of Academic Progress (January 1 -****December 31)****NAME:** _____**MENTOR:** _____**DATE OF MATRICULATION TO THE DOCTORAL PROGRAM:**

Semester _____ Year _____

I. Coursework Completed

	Course number	Course title	Year	Semester	Credits
General SPHS course work	SPHS S681	First Year Research Project			
	SPHS S682	Second Year Research Project			
	SPHS S683	Research Forum in Speech, Language and Hearing Sciences			
	SPHS S683	Research Forum in Speech, Language and Hearing Science			
	SPHS S685	Research and Ethics in Speech Language and Hearing Sciences			
	SPHS S674	Speech Science Seminar			
	SPHS S674	Hearing Science Seminar			
	SPHS S674	Language Science Seminar			
	SPHS S702	Instrumentation in Speech, Language and Hearing Sciences			
Research Skills					



Minor course work					

	Course number	Course title	Year	Semester	Credits
Other major course work or course work for double major					
Total transfer credit hours					
Total credits					

II. Candidacy

1. Has the advisory committee been approved? ☐

Yes: Date of approval

☒ No

2. Has the research committee been approved?



☐ Yes: Date of approval No



3. Have the qualifying exams been completed successfully?

☒ Yes: Date of completion

☐ No: Planned timeline _____

4. Has the dissertation prospectus been completed?

☒ Yes: Date of completion

☐ No: Planned timeline _____

5. Progress on dissertation:

III. Research Progress Report

1. Year 1 Project

A. Date of department presentation

B. Title: _____

C. Abstract:

D. Notes on progress:

2. Year 2 Project

A. Date of department presentation

B. Title: _____

C. Abstract:

D. Notes on progress:

3. List of grants submitted/awarded:

4. List of papers submitted/accepted/published:

5. List of conference presentations/posters:

6. List of conferences attended:

IV. Teaching Progress Report

List of instructional training or experiences:

Course teaching:

Course number	Course title	Year	Semester	Contribution
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V. Honors and Awards

VI. Professional Service (e.g., editorial)

VII. Goals - List a minimum of 2 research goals and 1 teaching or mentoring goal and timelines for completion in the next academic year

VIII. Supplementary information



Appendix B: 1st and 2nd Year Projects – Presentation Evaluation Rubric

This is a Qualtrics form now: https://iu.co1.qualtrics.com/jfe/form/SV_d6Gmkk1Q8Sko8yG

Criteria	Exceeds expectations (2)	Needs improvement (0)	Score*	Unable to evaluate	Notes
*Score along a 0 - 2 scale. The descriptions for scores of "0" and "2" are described above. If performance meets expectations, the category should be scored as a "1".					
Section specific					
Introduction / Literature review	Literature review is clear and logically presented.	Literature review is difficult to follow or disorganized.			
Contextualization	Describes why the research is important for theory or practice in a way that non-specialists can understand.	Does not provide a description of why the research is important for non-specialists.			
Research question and/or hypothesis	Clearly presents a research question and/or hypothesis.	Research question or hypothesis is missing or not clearly presented.			
Method	Clearly describes the method.	Description of method is hard to follow.			
Results	Central results are clearly explained.	Presentation of results is too detailed or unclear.			
Figures	Most figures clear and well explained. Orients the audience to the figures and how to interpret them.	Figures hard to read or lacking explanation.			
Discussion	Discusses some of the implications of the results and ties the results to prior literature.	Does not discuss implications of the results or simply re-states the results.			
Limitation / future directions (optional)	Includes a clear, logical description of the limitations of	Unclearly describes the limitations of the			



	the study and/or future directions.	study and future directions.			
Conclusion	Summarizes presentation's main points and draws conclusions based upon these points.	Missing or poor conclusion; is not tied to analysis; does not summarize points that support the conclusion.			
Quality of responses to questions	Shows ease in answering questions but may not elaborate.	Demonstrates little grasp of information; has undeveloped or unclear answers to questions.			
Overall					
Organization	Mostly organized; provides adequate "road map".	Presentation is disorganized or illogical.			
Delivery	Has appropriate pace; has no distracting mannerisms; is easily understood.	Is often hard to understand; has voice that is too soft or too loud; has a pace that is too quick or too slow; demonstrates one or more distracting mannerisms.			
Audience	Majority of presentation can be understood by audience members outside of the specific research area.	Majority of presentation only accessible to those in the specific research area.			
Slides	Slides are clear including adequate font size, appropriate amount of information per slide, and all acronyms defined.	Slides are hard to read or interpret (e.g., overcrowded, small font size, undefined acronyms).			

Overall rating: ☐ Superior ☐ Acceptable ☐ Unacceptable ☐ Unable to evaluate

General notes:



Appendix C: Independent Teaching Policy

The intent of this policy is to provide mentorship and guidance to PhD students who have the responsibility of serving as the instructor of record of any course within SLHS. The department has a responsibility to the PhD student and its undergraduates to ensure effective teaching. As such, all students-in-training (i.e., the PhD student) assigned to teach class will also be assigned a teaching mentor. The teaching mentor is typically the research mentor, but in some cases, the teaching mentor may be another faculty advisor.

First time teachers

The first time a student is assigned to teach a class, the chair of the department will secure a syllabus from a previous instructor of that course. When available, the student will be given access to a repository that contains other class materials that may be used by the student. If no repository is available the student will work with their teaching mentor to either a) use materials available from a publisher, or b) develop their own materials for the course.

For students teaching undergraduate (UG) courses, students must submit their syllabus to the UG coordinator **three weeks** before the beginning of the class. The UG coordinator will review the syllabus, the learning outcomes, and the course description to ensure that the course meets the necessary requirements. The UG coordinator will share feedback with the student and their teaching mentor, with the expectation that students will incorporate that feedback into their syllabus. The final syllabus must be approved by the UG coordinator at least **two days** prior to class starting. The UG coordinator will keep the syllabus on file in the departmental repository. At this time, if the student will be overseeing a Teaching Assistant or Associate Instructor (AI), the student should present a plan to their teaching mentor to use their AI effectively. Around this time, Marcia will add the teaching mentor as an instructor to the Canvas course website.

Prior to the first class, The student must schedule at least two observations of classroom teaching (by the teaching mentor or an agreed-upon delegate) and at least two meetings per semester with their teaching mentor/s to discuss the course progression. The student will send this schedule to the PhD coordinator who will keep the schedules on file. The first observation must be completed within the **first five weeks** of class.

Classroom observations will use the SLHS course evaluation rubric to evaluate the planned class materials. These observations will be added to the student's file.

Students must conduct mid-term course evaluations **seven or eight weeks** into the semester. The evaluation forms will be in the form of a Qualtrics questionnaire, with the same questions used in the OCQ. The results of the mid-term course evaluations will be shared with the teaching mentor, the student, the PhD coordinator and the chair, so that strengths may be identified and problems or difficulties may be addressed.



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Upon the completion of the course, the chair will send the course evaluations to the teaching mentor, the PhD coordinator, and the UG coordinator. The teaching mentor will discuss those evaluations with the student and will review course grades assigned for the past semester with the student.

If teaching a General Education Course, the instructor is also required to fill out the learning outcomes repository (LOR). The instructor will receive notice of this from the University, and the UG program coordinator can provide assistance in completing this university-wide requirement for accreditation.

Second-time teachers

The above requirements apply with the following exceptions:

After the first semester of teaching, the student's teaching mentor, the PhD coordinator, and the UG coordinator may recommend a reduction in the number of classroom observations and meetings required in subsequent semesters. The teaching mentor should send an email to the PhD coordinator informing them of this change. Note that the syllabus review by the UG coordinator and midterm evaluations are still required. Unless significant changes are made to the syllabus, students may submit it to the UG coordinator **2 weeks** prior to the beginning of the semester.

Experienced teachers (>2 classes)

Experienced teachers do not need the same level of oversight as beginning teachers. However, they are expected to submit their syllabus for departmental files and have at least one teaching observation per year. If teaching General Education courses, the Learning Outcome Repository is still a requirement. Mid-term evaluations and meetings with the teaching mentor are no longer required.

Final notes:

Students are expected to meet the deadlines listed in this policy and also to do an effective job of teaching their courses. Students are expected to be prepared for class, to show up on time, to provide feedback in a timely manner, and to provide a supportive learning environment for undergraduates. While failure to meet these benchmarks may result in a student losing their teaching assignment and subsequently their financial support from the department, the faculty is here as a source of support. Students who are struggling to meet all of these expectations with no more than 20 hours per week should consult with their teaching mentor at the very least, so that the faculty can provide support as needed.



Appendix D: Classroom Observation Rubric

Note that “**successful**” is the goal, and “area of strength” should be used to exemplify an instructor’s strengths.

DIMENSIONS	Area of strength	Successful	Area of improvement	Provide Examples to Support Ratings
Goals, content, and alignment				
The day’s learning goals were communicated clearly				
The day’s learning goals were appropriately challenging / appropriate to student status				
The day’s learning goals aligned with the syllabus				
Teaching practices				
In-class activities aligned with learning goals				
Instructor employed a variety of engaging practices. (e.g., lecture, discussion, group problem solving)				
Achievement of learning outcomes				
Class objectives were achieved (Describe informal indicators and formative assessments that provide evidence for this)				
Instructor showed awareness of students’ level of understanding				
Instructor created opportunities to gauge student understanding				
Classroom climate				
Instructor provided a respectful, open, and inclusive environment				
Instructor promoted opportunities for both student-student and student-teacher dialogue				
Instructor modeled inclusive language and behavior				
Instructor sought out and was responsive to student feedback				



Appendix E: Judith Gierut Award

The Judith Gierut Award recognizes PhD students in the Department of Speech, Language and Hearing Sciences for outstanding presentations of their 1st and 2nd Year Projects in the department colloquium series. The winner receives a cash prize of \$500, and the runner-up receives honorable mention.

Deadline

Determination of the winner and runner-up of the Judith Gierut Award is made in mid-April each year.

Eligibility

PhD students in good standing who have given either a 1st Year Project presentation or a 2nd Year Project presentation in the department colloquium series during the academic year are eligible to be the winner or the runner-up of the Judith Gierut Award.

Submission process

Students who give a 1st Year Project presentation or a 2nd Year Project presentation are automatically considered for the Judith Gierut Award, provided that their presentations occur before the winner and runner-up are determined in mid-April. Before the end of each semester, students enrolled in S683 (Research Forum) vote to determine the best presentation from that semester. Up to two names are thus generated each year. In mid-April, the PhD Coordinator makes a recommendation to the academic faculty, who then vote to make a final determination of the winner. The runner-up receives honorable mention.



Appendix F: Larry and Marty Humes Student Research Travel Fund

The Larry and Marty Humes Student Research Travel Fund award is intended to assist PhD students and/or postdoctoral scholars in the Department of Speech, Language and Hearing Sciences traveling to and presenting at major national and/or international conferences. Travel awards are not intended for travel expenses associated with conducting research.

Deadline

Applications are due at least 30 days before the beginning of the proposed travel.

Eligibility

You are not eligible for a Larry and Marty Humes award if you are on academic probation or on leave at the time of the deadline. Applicants who have not previously received a Larry and Marty Humes award will be given priority.

Submission process

Please submit the following information to apply for a Larry and Marty Humes award. Contact the Ph.D. Coordinator with questions about the award or the application process. Each year, two students will be selected to receive this award in the amount of up to \$600 each. One award will be granted for the period July 1 – December 31, and one award will be granted for the period January 1 – June 30.

Applicant information

Name:

IU email:

Have you previously received a Larry Humes Travel Award?

Date:

Project details

Name and location of conference:

Conference website (if applicable):

Title of presentation:

Presentation status (planned, pending or accepted):

Presentation type (poster, talk, other – please specify):

Dates of travel:

Co-presenters:



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Budget

Registration	\$
Transportation	\$
Shuttle	\$
Hotel	\$
Per diem / Food	\$
Other	\$
Total	\$

Additional information

Has other funding been received/requested for this travel?

If yes, please list amount and source:



Appendix G: Research Support Grant

To apply, all fields on the first page must be completed. If you have previously received an award, you must complete the fields on page 2. Applications are due by 5 PM each Fall semester on the first Friday of November, and each Spring semester on the first Friday of April. Applications submitted after this time will automatically be rejected. Applications should be submitted to the Ph.D. coordinator by e-mail. Applicants should apply for funds needed for the following semester. E.g. funds needed for the Spring semester should be applied for in the Fall semester, and vice versa. Previous awardees may apply, but preference will be given to those who have not previously received funding.

Name:

Year in the program:

Faculty advisor(s):

Title of project:

Description of project (approximately 200 words):

Detailed, itemized list of expenditures (maximum \$500):

Description of item	Amount
Total amount requested	



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If you have previously received a SLHS Research Support Grant, complete the following sections:

List the semester(s) you received the award(s): _____

Describe how you spent the funds awarded:

Describe progress on the project including major findings and dissemination efforts (e.g., conference presentations or publications).



Appendix H: Example Mentor/Mentee Contract

This is an EXAMPLE. This is meant to serve as a stepping stone. Mentor/mentees are expected to substantially revise this to fit their labs.

Welcome to the Lab!

Mission Statement

My lab has three central goals:

- To do quality science
- To develop each lab member to become a successful scientist
- To maintain a collegial and intellectually-stimulating environment

As your Ph.D. advisor/mentor, I will provide the mentorship and training needed to help you develop into an independent scientist. To accomplish this goal, it is important that we establish effective communication and align expectations with each other. This document provides a framework for communicating the culture of my lab, and how you and I will work together to further your scientific productivity and intellectual development. I believe in mentoring each individual in a manner that best meets their needs, and I look forward to having open discussions about these expectations and revisiting them as necessary to enable your successful professional development. **Please note that this document is not a substitute for university rules and regulations. Those policies and any legal requirements supersede anything in this document.**

What you can expect from me

- **I will set the scientific direction for the lab and provide the means to pursue those directions.** This will include helping you to find a research topic, writing grants to fund the research, and maintaining the necessary university protocols for us to utilize the laboratory. Additionally, I will seek out collaborators for our work to further your opportunities.
- **I am committed to mentoring you now and in the future.** I am committed to your education and training while in my lab, and to advising and guiding your career development. I will work to promote you and your work.
- **I will encourage you to attend scientific meetings and make an effort to fund these activities.** These meetings are important to showcase your work and for the networking opportunities as you pursue positions after your time in my lab ends.
- **I will be available for regular meetings and will provide timely review of research.** In addition, I will do my best to provide an open door policy and respond quickly to e-mails. Please be aware that there will be times when I will be unavailable due to other obligations. For abstracts and small data questions, I will generally be able to review in 1-2 days, for papers and thesis, I will need 1-2 weeks. In the event of a lab emergency, I may be contacted on my cell phone.
- **I will provide a work environment that is intellectually stimulating, supportive, safe, and free from harassment.** I take seriously any difficulties you experience in relationship to this statement – if there are conflicts with another lab member, please inform me and I will work with you and the other lab member to find a resolution. I will strive to understand your unique situation and am open to your suggestions on how to improve your experience in the lab.



What I expect from you

You will take ownership of your educational experience

- You will need to **determine the requirements for your individual graduate program and are responsible for ensuring that you are in compliance**. As you progress, I will work with you to select courses, qualifying exams, and committee members.
- You will **keep me updated on your research progress and challenges**.
- To earn your degree, **you must transition towards independence**. We will work together to track this process, but ultimately when you earn a degree will be up to the work you produce, not simply the time you put in.
- **Seek out professional development opportunities** – You must communicate well (presentations, papers, grants), develop personal skills (lab management, mentoring), maintain high ethical standards, and for a faculty career, teach. However, these opportunities must be balanced with the most important element of your career development – research progress towards your thesis.

You will develop your personal research skills

- Begin **reading the scientific literature** - read the papers I suggest, run a literature search and read papers suggested by this search. Spend some time each week updating your literature and just browsing. Subscribe to relevant eTOCs.
- Learn how to **design your experiments** so that they help you progress on the overall goal of your project, i.e., with testable hypotheses. Make sure your experiments address the question of interest correctly – this includes learning how to do the appropriate controls, etc. You will also need to learn how to effectively plan and multi-task to prevent down times. Develop plans with short/medium/long-term goals.
- Keep **detailed notes** – these are essential to turn your hard work into a finished paper or thesis. Your notes should allow your work to be reproduced (meaning they must be understandable by people other than yourself) and will help to assign credit for authorship. They are required by funding agencies and for any potential patents.
- Develop your **writing and presentation skills**. As you start to make progress, begin outlining a paper's figures and drafting the text. Be prepared to go through rounds of revisions before submitting an abstract or paper. Although the availability of travel funds will vary, I encourage you to submit your work for presentation at one conference per year. **Attend relevant seminars** – I suggest 1-2/month to learn both science and how to give a good talk.
- Develop your **mentoring and management skills**. Mentoring undergraduate researchers not only helps you achieve your experimental goals, but also provides an opportunity to further your professional development as a supervisor. As the direct supervisor of an undergraduate student, you will be expected to train them appropriately, provide them with experimental guidance, and ensure that they operate in a safe and respectful manner in the lab.
- Consider **applying for fellowships, traineeships, and travel grants**. Not only will an award help your career and the overall lab funding situation, the experience of writing the proposal will help you think about what you are doing more deeply.
- Learn how to **accept and utilize constructive criticism**. The feedback from me, colleagues, committee members, and course instructors is intended to improve your work.



You will contribute to the lab and be a good lab citizen

- Senior graduate students are responsible for helping to train new students in the ways of the world (*i.e.* lab procedures, how individual/group meetings work, literature searching, etc.). **Science is a community** - many people will help you along the way and you should return the favor. Share your insider knowledge of techniques with others.
- **You will work ethically and respectfully in the lab.** Before beginning in the lab you must complete HIPAA and human subject training, and any other training appropriate to our lab. You will be expected to renew that training as needed. You will follow all procedures defined in our lab protocols and immediately communicate any concerns to me.
- You will **keep lab protocols up-to-date** on the main lab computer.
- **Be respectful, tolerant of, and work collegially with laboratory colleagues: respect individual differences in values, personalities, and work styles.**

Nuts and Bolts

Hours and Vacation

I do not believe in tracking hours – instead, I am interested to see that you are productive. However, if I sense that this is being taken advantage of, the situation will be addressed. I ask that you discuss with me at least X weeks before a planned absence - this way we can determine if it is an appropriate time for a vacation and if there are grant or other deadlines during that period we have ample time to prepare. I expect you to satisfactorily complete all assigned research duties prior to your planned departure.

Meetings

Come prepared to discuss/present your recent research and next steps. A written agenda including what you have done and what you propose to do in the next week must be e-mailed to me by 3 pm the day before the meeting. You must bring your lab notebook to each meeting.

Annual Evaluations

Each year we will have a meeting to help us to determine things that are going well or are areas for improvement. This will take place around when the Annual Report for the PhD program is due, so that we can be on the same page about your goal's for the next year. I will tell you if I am satisfied with your progress and help identify steps you can take to fix any concerns. This is also an opportunity for you to communicate to me what I can do to help you succeed. Tell me if you feel that you need more guidance, more independence, to meet more often, etc.

Authorship

One of the most important tasks in science is disseminating your research through publications and presentations; therefore, authorship on these items is an important indicator to the outside world of your role. Authorship implies a significant contribution to a paper such as intellectual ideas that change the research or experimental contributions (just following instructions and not actively participating in the experimental design/interpretation will be acknowledged, but likely would not result in an authorship). It is ideal to lay out author expectations prior to beginning to write the paper. Our lab uses XYZ (for example, American Psychological Association Guidelines) to guide us and you should familiarize yourself with these guidelines and take the initiative on discussing authorship order with your mentor and labmates.

Conflict Resolution



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If a conflict arises with another lab member during your time in my lab, I will work with you to find a resolution. If the conflict fails to be resolved or you do not feel comfortable involving me, I encourage you to consult with the Department Chair, Ph.D. program director, or the university Ombuds office to attempt to settle the disagreement.

MENTOR SIGNATURE:

DATE:

MENTEE SIGNATURE:

DATE: