Department of Speech, Language and Hearing Sciences

PhD Handbook

2022-2023
**Introduction**

The PhD 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 PhD program in SLHS is to assure that all students gain research competence in speech, language and hearing science, as well as fundamental knowledge about the field in general.

This handbook outlines the policies and requirements for the SLHS PhD 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* (http://bulletins.iu.edu/ius/gradschool/2022-2023/gradschool-pdf.pdf) and the *UGS Guide to the Preparation of Theses and Dissertations* (http://graduate.indiana.edu/thesis-dissertation/index.shtml) for full details about the requirements. Although efforts were made to make this handbook consistent with UGS regulations, information provided by and regulations stated by UGS must be considered correct if there are any discrepancies. Please contact the coordinator of the PhD program or department chairperson if you have questions or note discrepancies. 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.

The curriculum, as described below, includes: (1) core courses and seminars in speech, language and hearing; (2) coursework in research writing and ethics; (3) instruction in the development of research tools and methodology; (4) electives in related disciplines outside of SLHS that can include courses in your PhD minor or double major; and (5) research experiences that progress in independence from a first-year research project to a dissertation. Typically, students have chosen their area of interest and their doctoral mentor(s) at the time of admission to the PhD program.

*Student rights and responsibilities*

It is expected that all students, and particularly those in the SLHS PhD 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 PhD 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.

Full-time student status

PhD 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 PhD 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://studentcentral.indiana.edu/register/full-time.html](https://studentcentral.indiana.edu/register/full-time.html)

Students who receive funding also should consult the *Graduate Student Academic Appointees Guide* ([https://vpfaa.indiana.edu/doc/graduate-student-academic-appointees-guide.pdf](https://vpfaa.indiana.edu/doc/graduate-student-academic-appointees-guide.pdf)) for information about the responsibilities and policies associated with these appointments.

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](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](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.

**II. SLHS PhD program**

The PhD 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 PhD studies. Information about a combined clinical-research track is below. All PhD 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. To date, SLHS PhD students have graduated with a second major in Cognitive Sciences, Linguistics, or Neurosciences. In addition to those disciplines, minor areas of study also have been in Second Language Acquisition, Kinesiology, Psychological and Brain Sciences, among many other possibilities. 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.

*Doctoral Student Advising*

All students must have a mentor, typically someone in the student’s chosen area of study, at the time of matriculation into the PhD program. The mentor has a strong role in the PhD 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 mentors on a regular basis and particularly before engaging in
professional activities (e.g., additional work, research projects) outside of the mentor’s lab.

An advisory committee of two SLHS faculty (in addition to the mentor) is appointed by the PhD coordinator, 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 PhD program the student (1) may make adjustments to the advisory committee’s membership, (2) must identify a minor or second major, and (3) must add a representative from the minor or second major to the advisory committee. The advisory committee will guide the student’s PhD program and typically conducts the qualifying exam in the student's research area. 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 three (3) faculty members from the student’s major department with expertise within the student’s area of interest and one (1) representative from the student’s minor. At least two committee members must be members of the graduate faculty, a designation held by all academic faculty on the IUB campus.

The student is responsible for forwarding the names of the advisory committee members to the University Graduate School online. The form can be accessed at http://college.indiana.edu/graduate/office/record.shtml. A PhD student may change the mentor and/or any member of the advisory committee with approval of the student’s advisory committee. If such changes are made, the student should inform the PhD Program Coordinator of this change.

The composition of the advisory committee varies depending on whether the student is pursuing a major and minor or is undertaking a double major. In either case, at least two committee members must be members of the graduate faculty.

SLHS major with outside minor: The advisory committee must include at least two members from SLHS and at least one member from the student’s minor area. The exact number and composition of the committee will be decided by the student and her/his mentor.

Double major in SLHS and other department: The advisory committee must include at least two members from each major. No minor area of study is needed for double majors.

Doctoral Student Mentoring

While advising focuses primarily on the student’s academic goals, mentoring is a broader activity encompassing, as well, life and career goals, well-being, and work-life balance. In the SLHS PhD program, the research mentor is a primary resource for each student. In addition, there is a wealth of resources available to students. First and foremost is IU’s Graduate Mentoring Center, whose resources page has many useful links to local and national resources. An additional helpful
resource is the University of Michigan’s Rackham Graduate School mentoring guide for students.

Transfer of Credits

Many students enter the PhD program with an MA or AuD degree from another institution. A maximum of 30 graduate credit hours may be approved for transfer of graduate coursework completed elsewhere. 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 PhD 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 (see Section IV, below, for details about qualifying exam); however, the advisory committee can recommend revalidation of course work taken more than 7 years before the qualifying. 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.

III. Curriculum

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 PhD; 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 AuD and PhD programs can transfer only 30 credits from the AuD to the PhD, with the approval of their advisory committee.

Students must enroll in all semesters, 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 PhD. Students must be enrolled in the semester during which the degree is granted even if it is a summer semester.
The following coursework is required of all SLHS PhD students who matriculate in or after the Fall, 2022. 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.

Courses:

- **S681 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 (12 – 15 minutes) 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.

- **S682 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 (15 – 30 minutes) 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.

- **S683 Research Forum in Speech, Language and Hearing Sciences**: Students must enroll a minimum of four semesters, two semesters at 1 credit and two semesters at 0 credits. Students are expected to attend and participate in S683 throughout their PhD program, unless they are not in residence.

- **S685 Research and Ethics in Speech Language and Hearing Sciences** (3 cr.). Course is offered bi-annually so plan accordingly.

- **Twelve (12) credits (i.e., 4 courses) from the following doctoral course options.** These
courses are offered on a rotating basis and they have different course content depending on the faculty responsible for the course. Students must enroll in three different S674, one in speech, one in language, and one in hearing (Students can enroll in S674 multiple times given the variation in content.)

- **S674: Speech, Language and Hearing Science Seminar (3 cr)**; must complete one seminar in each area (i.e., 1 in speech, 1 seminar in hearing, and 1 in language) for a total of 9 credits.

- **S702: Instrumentation in Speech, Language and Hearing Sciences (3 cr)**.

- **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.

**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

**Teaching** preparation. Students have a number of options to fulfill the teaching preparation requirement including:

- **G700 Excellence in Teaching (3 cr)**.

- Advanced 600- or 700-level seminars or independent studies (S680) in a topic related to teaching skills.

- **Mentored teaching experience. Actual form of this experience is to be decided by advisory committee.** These 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 PhD 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.
  - PhD students will participate in workshops to be decided by the PhD coordinator, either as a part of S683 or as offered by the CITL.
  - A final semester evaluation of the experience will be provided by the PhD student and included in the annual report.
  - Course evaluations must be shared as part of the annual report and evaluation process (see below).

Students should note that all courses listed above are required unless they are not offered during the semesters that the student is completing his/her coursework. 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 PhD Coordinator. The PhD Coordinator will solicit input from three academic faculty in the relevant area (i.e., speech, hearing, or language) to determine whether the substitution
request will be granted.

Annual Evaluation of Progress

The SLHS graduate faculty will evaluate student progress annually. The annual review includes input from the PhD student, their mentor, and all graduate faculty. PhD 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 (see Appendix B for information required; a fillable pdf version will be made available). This form 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 PhD 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 placed on academic probation. Students on academic probation will be expected to meet with their advisory committee to discuss how to improve performance, including the criteria to be met, to be removed from academic probation. If deficiencies are not corrected according to the advisory committee’s recommendations, the student is likely to be dismissed from the program.

The annual review also is a time for PhD 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 PhD program, in general, are welcomed. As with any professional review, comments should be expressed in language that will facilitate improvements.

IV. Qualifying exams

Qualifying exams are given upon completion of at least 60 credit hours of graduate coursework at IU and completion of the first- and second-year projects. Students may not advance to candidacy until all required coursework including S681 and S682 is completed. Normally, the qualifying examination is taken after the student has completed all course work for the Ph.D. Students are generally expected to take the qualifying exams before the end of their third year of the PhD program. Qualifying exams and submission of forms indicating successful completion of the exam (link provided in section on Assessment, below) must be completed at least eight (8) months prior to graduation. Qualifying exams will test students’ knowledge of three areas (one question per area). Students may choose among the following formats, with at least one question answered using the traditional format.
Qualifying exam committee

The advisory committee typically also serves as your 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. Although students are not required to take courses from all members of the qualifying exam committee, the committee members should be capable of evaluating the student in at least one examination area. Students with a major in SLHS and a minor in another department should plan to have three 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.

Traditional format

Students will discuss with their qualifying exam committee a list of potential exam topics at least 4 weeks prior to the exam. The qualifying exam committee and student will also decide on the dates for the exam and the order of assignment of questions across the 2-3 day, traditional exam-period. Students may discuss the topic of the exam and reading lists with the committee administering the exam but sample questions, copies of previous questions, or bibliographies selected by the Advisory committee will not be given to the student ahead of time.

Students will receive the questions for the traditional exam format at the time the exam is administered. Unless approved by the student’s Qualifying Examination Committee, the student is not permitted to use books, notes, the Internet, or any other study materials during the exam. A member of the Qualifying Examination Committee is to be responsible for proctoring this exam.

The student will write their answers using a computer that has been disconnected from the Internet. The proctor must also verify that the computer does not contain any materials that may be of benefit to the student. The student will be given 4 hours to complete the answer to each question. The answer should be of sufficient length to address the issues satisfactorily.

Students must be tested on at least one area using this format. Students may choose (with the qualifying committee’s input) to be tested on up to three areas using this format.

Outside paper format

Students may complete up to two exam questions with paper(s) written independently. As noted previously, at least one question must be answered in the traditional exam format. For questions answered in the ‘outside paper format’ the qualifying exam committee will generate up to two theoretically challenging questions, depending on the number of questions being tested in this format. The objective is to provide the student with the opportunity to demonstrate breadth of
knowledge in developing an integrated and compelling set of arguments to support his/her response.

The student is given one month per question to write each paper. If two papers are being written, the papers will be written sequentially, with one month (four weeks) provided for the writing of each paper (i.e. a total of eight weeks to answer both questions but student is provided with only one question per month). The body of each paper must be a minimum of 25 pages in length, double-spaced in 12-point font, with references and supporting materials to follow.

**Minor area exam**

The department of the student’s minor area of study determines whether an examination in the minor is given. If it is, one of the three questions will be from the minor.

**Double majors**

The qualifying exam of a double major is to be determined by both departments (i.e., SLHS and other major). Students completing a double major typically answer two questions per major. The SLHS exam is to be shortened to two areas, one of which must be taken in the traditional format.

**Assessment**

Each question will be prepared by at least two faculty members who will also evaluate the response to that question. The faculty writing each question must be identified for the student at least 4 weeks prior to the exam. The faculty members need not be members of the Advisory Committee though this committee typically also serves as your qualifying exam committee.

Faculty from your qualifying exam committee will be given no more than three weeks to read your responses to qualifying exam questions. During this time frame, students also will be given copies of their written responses. A single meeting for oral defense of the student’s written responses to qualifying exam questions will take place no more three weeks after the written exam is completed, regardless of the format of the written exam (i.e., all questions in traditional format or some traditional and some outside papers). Students are advised to write their answers to the traditional exam questions after writing the outside paper(s), if they choose this format.

At least two faculty members from the qualifying exam committee evaluate the student’s responses to each exam question. Questions that arise from this evaluation will be posed to the student during the oral defense. If the two readers cannot agree on whether a student’s response is adequate and acceptable, a third reader will be named by the Qualifying Exam Committee to break the deadlock. Copies of the student’s answers to the qualifying exam questions along with the readers’ evaluations will become a part of the student’s file.
Possible outcomes of each exam answer (area) are: Pass, Low-Pass, or Fail. Students who receive a Pass in all areas of the exam may apply for advancement to candidacy. A Low-Pass in any area of the exam will require further work, the form of which is to be determined by the Qualifying Exam Committee (e.g., a formal paper, taking additional coursework, independent study). The student may not advance to candidacy until the Low-Pass has been converted to a Pass. This change is made when the student successfully completes the remediation plan developed by the qualifying exam committee. Failure of any portion of the exam requires rewriting the qualifying exam and will result in the student being placed on academic probation by the College. Any student who fails all or part of the qualifying exam should meet with the PhD coordinator to discuss the results and how to proceed. Procedures for rewriting a part or all of the qualifying examinations are left to the discretion of the Qualifying Exam Committee, with the caveat that qualifying exams may be rewritten one time only. Failure of the rewrite will result in dismissal from the doctoral program. For these reasons, it is recommended that students take adequate time to rewrite the qualifying exam.

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 PhD. 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 PhD coordinator.

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 complete the PhD.

V. 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.

VI. 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

School of Language and Human Services (SLHS) Handbook 2022-2023

PhD 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 PhD program. This track of the PhD 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 PhD programs separately.

Applicants wishing to pursue clinical certification must meet the criteria for admission to both the MA and PhD programs. Please see the MA Handbook or the SLHS website for information about MA admissions. Requirements for admission to the PhD program, as noted earlier, include the need for a PhD 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, PhD 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 PhD 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 PhD with eligibility for SLP certification is provided below.

<table>
<thead>
<tr>
<th>Fall I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course work</strong></td>
<td></td>
</tr>
<tr>
<td>S532: Language disorders in children</td>
<td>3</td>
</tr>
<tr>
<td>S501: Neural and Physiological Foundations of SLP</td>
<td>3</td>
</tr>
<tr>
<td>S683: Research forum</td>
<td>1</td>
</tr>
<tr>
<td>S681: First year project</td>
<td>2</td>
</tr>
<tr>
<td>S674, S685, S702, research skills, or minor class</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Clinical hours:</strong></td>
<td>none</td>
</tr>
<tr>
<td><strong>Research:</strong></td>
<td>first year project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course work</strong></td>
<td></td>
</tr>
<tr>
<td>2 of S537: Aphasia, S540: Voice disorders, or S555: Stuttering</td>
<td>6</td>
</tr>
<tr>
<td>S683: Research forum</td>
<td>1</td>
</tr>
<tr>
<td>S681: First year project</td>
<td>1</td>
</tr>
<tr>
<td>S674, S685, S702, research skills, or minor class</td>
<td>3</td>
</tr>
<tr>
<td>S680: Independent study</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Clinical hours:</strong></td>
<td>none</td>
</tr>
<tr>
<td><strong>Research:</strong></td>
<td>first year project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course work</strong></td>
<td></td>
</tr>
<tr>
<td>S515 Autism or S506 Counseling</td>
<td>2</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>S680: Independent study</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Clinic hours:** none  
**Research:** Finish first year project

### Fall II

#### Course work
- S520: Phonological disorders | 3  
- S56X: Clinical Methods and Practices I (PhD version) | 1  
- S683: Research forum | 0  
- Two of S674, S685, S702, research skills, or minor class | 6  
- S680: Independent study | 2  

**Total** | **12**

**Clinic hours:** 0.5 – 1 hour / week  
**Research:** present first year project

### Spring II

#### Course work
- S537: Aphasia, S540: Voice disorders, or S555: Stuttering | 3  
- S56X: Clinical Methods and Practices II (PhD version) | 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**

**Clinic hours:** 6 – 8 hours / week  
**Research:** Begin second year project

### Summer II

#### Course work
- S544: Dysphagia | 3  
- S56X: Clinical Methods and Practices III (PhD version) | 1  
- S682: Second year project | 1  
- S680: Independent study | 1  

**Total** | **6**

**Clinic hours:** 6 – 8 hours / week  
**Research:** Continue second year project

### Fall III

#### Course work
- S56X: Clinical Methods and Practices IV (PhD version) | 1  
- S531: Cognitive-Communication Disorders | 3  
- S555: Motor Speech Disorders | 3  
- S674, S685, S702, research skills, or minor class | 3  

**Total** | **6**
### S680: Independent study

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Clinic hours:** 7 – 10 hours / week

**Research:** 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).
Appendix A

Speech, Language and Hearing Sciences Ph.D. Checklist

This checklist summarizes the requirements for completion of the Ph.D. degree in Speech, Language and Hearing Sciences, in accordance with the regulations of the University Graduate School (UGS). The checklist is arranged essentially in the sequence for completion of the degree. It is in abbreviated format, and students should consult both the UGS academic bulletin and the UGS Guide to the Preparation of Theses and Dissertations for full details about the requirements. These materials, along with the relevant forms to be completed on this checklist, may be obtained electronically from https://sphs.indiana.edu/ or http://graduate.indiana.edu/. The UGS Office is located in Kirkwood Hall 111.

General time line:

<table>
<thead>
<tr>
<th>Pre-candidacy phase</th>
<th>Candidacy phase (2 - 3 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify primary mentor</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>Present 1st year project</td>
<td>Complete course work for major, minor, and research skills</td>
</tr>
<tr>
<td><strong>Form advisory committee and plan program of study (meet with advisory committee by end of year 1)</strong></td>
<td>Begin 2nd year project (S682)</td>
</tr>
<tr>
<td><strong>Begin first year project (S681)</strong></td>
<td>Meet with qualifying exam committee to determine areas for quals</td>
</tr>
<tr>
<td>Register for 2 semesters of S683</td>
<td>Participate in mentored teaching experience</td>
</tr>
<tr>
<td><strong>Begin course work for major, minor, and research skills</strong></td>
<td>Continue course work for major, minor, and research skills</td>
</tr>
<tr>
<td></td>
<td>Participate in mentored teaching experience, if not yet completed</td>
</tr>
<tr>
<td></td>
<td>Convene pre-proposal dissertation meeting</td>
</tr>
</tbody>
</table>
Checklist:

**Areas of Study**
- Identify your major and minor areas of study.

**Advisory Committee**
- In the first year of study, you must set up an advisory committee and a program of study.
- The advisory committee consists of your mentor as chair, at least one additional faculty member from SLHS, and 1 representative from your minor area of study. The majority of the committee must be on the Graduate Faculty. If you plan to double major, the advisory committee should include 2 faculty members from SLHS and two from the other major.
- Meet with your advisory committee to plan and approve a program of study.
- Submit the approved program of study using the form found [https://college.indiana.edu/student-portal/graduate-students/academic-procedures/index.html](https://college.indiana.edu/student-portal/graduate-students/academic-procedures/index.html).
- If applicable, complete the Request for Transfer of Graduate Credit form. A maximum of 30 graduate credit hours may be approved for transfer for coursework that was completed at another institution. Return the form to the department’s graduate mentor for signature and final approval of the dean. A copy will be retained in your file.

**Coursework**
- You must complete at least 90 credit hours of approved graduate coursework, with a grade of ‘B’ or better in each course.
- A full-time student must take 8 hours of graduate credit (fall and spring terms). A full-time student with funding must take 6 hours of graduate credit during each term. International students must take at least 8 hours of graduate credit each term to meet visa requirements.
- You must complete the residency requirement of 2 consecutive semesters on the IUB campus.
- Complete S685 Research in Speech Language and Hearing Sciences (3 cr).
- Complete two semesters of S683 Research Forum in Speech, Language and Hearing Sciences (1 cr. per semester).
- Complete two additional semesters of S683 Research Forum in Speech, Language and Hearing Sciences (0 cr. per semester).
Complete 12 hours of SLHS doctoral seminars:
  - S674: Seminar in Speech, Language and Hearing Sciences (take one seminar in each area to total 9 credits)
  - S702 Instrumentation in Speech, Language and Hearing Sciences (3 cr).

Complete the research-skills requirement of 6 graduate credit hours [500-level or above] in experimental design and statistics.

Complete required courses in your minor area of study (typically 12 credit hours but note that requirements vary across departments offering minors).

Complete all coursework within 7 years of passing the qualifying exams to avoid revalidation of credits.

**Teaching Requirement**

Complete a mentored teaching experience. Actual form of this component is to be decided by advisory committee. These may include (but are not limited to): short “modules” within a specified class, a mentored S680, G700 Excellence in Teaching (3 cr), teaching one’s own class, leading discussion groups for lecture classes as an associate instructor, etc.

**Revalidation of Credit**

There is a 7-year limit on the currency of coursework, which is monitored counting back from the date of passing the qualifying exam. This includes graduate credit hours that may have been transferred. If your coursework becomes outdated, you must apply for revalidation of credits by demonstrating currency of knowledge. There are 5 ways to revalidate credits:

- Pass an exam on the material from the course.
- Pass a more advanced course in the same subject area.
- Pass a comprehensive exam, which demonstrates substantial knowledge of content from the course.
- Teach a comparable course.
- Publish an article demonstrating substantial knowledge of the content of the course.

Prepare a separate justification for revalidation of each course that exceeds the 7-year limit. This should be prepared in consultation with the chair of your advisory committee. Submit these materials to the dean of UGS for consideration and approval. Give a copy of the revalidation application to the SLHS graduate secretary to retain on file.
Research Experience

- You must:
  - pass the CITI Behavioral and Social Sciences test.
  - submit relevant documentation to the IUB IRB for the protection of human subjects/animals for all research projects.
  - complete a first-year research project to be presented to the department during your second year.
  - present the results of the first-year research project at a departmental colloquium.
  - complete a second-year research project.
  - present the results of the second-year research project at a departmental colloquium.

Qualifying Exams

- You may begin to prepare for the qualifying exams after the majority of coursework is completed in the major, and both the minor and research-skills requirements are completed. Three topical questions will be developed by your advisory committee in your major area of study. Additional guidelines for the exam are provided in the document “SLHS Qualifying Exam Guidelines”
  - At least 1 of 3 questions must be written in traditional proctored test format during a sequestered block of 4 hours.
  - You and your advisory committee determine whether the remaining 2 questions are also administered in traditional format or whether they are to be developed as in-depth research papers.
    - If the traditional proctored format is followed, the exam continues across a consecutive 2- to 3-day period.
    - If the research paper format is followed, you will have 4 weeks to complete each topical paper. The body of each paper must minimally be 25 pages in length, double-spaced in 12-point font, with references and supporting materials to follow.
- The qualifying exam in the minor area is determined by the minor department.
o An oral exam is scheduled within 3 weeks after all papers are handed in. Prior to the oral exam, you will be given a copy of your qualifying papers to allow you to best prepare for the orals. Two readers from your advisory committee evaluate each question during the oral exam. The committee as a whole determines whether each question of the exam is passing or not.

o If you fail one or more of the questions, you are afforded one opportunity to retake the qualifying exam. Each failed question may be rewritten one time only. Failure on the rewrite will result in dismissal from the doctoral program. A ‘low pass’ on any question will result in further remediation.

o Copies of your qualifying exams, and any written comments provided by the readers, are to be turned in to the SLHS graduate secretary to be retained on file.

**Advancement to Candidacy**

o After you have successfully completed the written and oral qualifying exams, fill out the *Nomination to Candidacy for the Ph.D. Degree* form. Note that this can now be done online. The date of admission to candidacy is the date of the passing of the qualifying exam, or in the case of multi-part exams, the passing of the final portion (for example, the oral exam).

**Continuing Enrollment**

o After you have been advanced to candidacy and have completed the 90-credit hour requirement, you must enroll in G901 for 1 credit each semester of the academic year at a flat fee of $150. If you have not yet completed 90 credit hours, you should register for S880 until reaching 90 credit hours.

o Do not exceed 6 semesters of G901 credit. If you have not finished your dissertation in 6 semesters, you must resume enrollment in S880 and pay the corresponding graduate credit fees. Enrollment includes the summer sessions and applies to off-campus research activities.

o Enroll in a minimum of 1 credit hour per semester after admission to candidacy (e.g., G901 or S880) until your degree is completed. Failure to register for classes will automatically terminate your enrollment in the PhD program.

o If you plan to graduate in June, July, or August, you must enroll in a minimum of 1 credit hour (usually S880) in either the current or preceding summer sessions.

**Research Committee**

o Constitute a research committee to oversee your dissertation research after you have been advanced to candidacy. *The committee must be in place at least 6 months before your dissertation defense.*
The committee consists of your mentor as chair, 2 or more members of SLHS, and a representative from the minor, even if the minor area of study is not central to your dissertation research. It is possible to petition a minor replacement, but only at the written approval of the minor department.

Make sure that all committee members belong to the Graduate Faculty. The chair plus 1 other member of the committee must have the endorsement to direct doctoral dissertations.

Prepare a dissertation proposal in consultation with your mentor. You should send your proposal to your mentor at least four weeks before you plan to defend. Your mentor should give you approval to distribute your prospectus to your research committee. The other members of your research committee must receive the prospectus at least two weeks before the defense.

Plan a prospectus meeting with your research committee to discuss the suitability of your dissertation proposal.

Once your proposal is approved, have the members of the research committee and department chair sign the Nomination of Research Committee for the Ph.D. form. Submit a 1-to 2-page prospectus of your dissertation research with the nomination form, following the prescribed format of the UGS Guide to the Preparation of Theses and Dissertations. Return these materials to the SLHS graduate secretary, who will send the materials to UGS for final approval of the dean. Your prospectus must be approved by UGS at least 6 months prior to the dissertation defense.

Dissertation Research

Submit relevant documentation to the IUB IRB for the protection of human subjects/animals before you begin your dissertation research.

Read the UGS Guide to the Preparation of Theses and Dissertations. Requirements about writing style, format, front material, and procedures for conferral of the degree are outlined in this document.

Finish your dissertation within 7 years of passing your qualifying exams. Failure to do so results in termination of candidacy and enrollment in the degree program; see Reinstatement to Candidacy.

Reinstatement to Candidacy

If your candidacy expires because you do not finish the dissertation within 7 years or because you did not enroll in a minimum of 1 credit hour per semester after admission to candidacy, you are required to apply to UGS for reinstatement before any further work may be done on
a formal basis. You must:

- Obtain permission of the department chairperson to continue.
- Fulfill the SLHS requirements for the doctoral degree that are in place at the time of your application for reinstatement.
- Pass a current qualifying exam, which must first be prepared by the department and then approved by the dean.
- Request reinstatement to candidacy from the dean.

If reinstatement is granted, you will be allowed a maximum of 3 years to complete the dissertation. During this terminal extension, you must enroll in 1 credit hour of G901 every semester (or S880 if you have exceeded the 6 credit cap on G901).

**Dissertation Defense**

- Send a complete copy of your dissertation to your Research Committee Chair at least six weeks prior to the desired defense date.
- After receiving approval from your Committee Chair and at least 30 days prior to the planned defense date, distribute your dissertation to each member of your research committee so they may determine if the product is ready for defense.
- Schedule an oral defense after the committee has agreed that the dissertation is ready to go forward, providing the committee a minimum of 30 days to read and process the materials.
- Submit a 1-page announcement to UGS 30 days prior to the scheduled defense. The announcement must follow the prescribed format, with an abstract of at least 150 words that is signed by your dissertation chair; see *UGS Guide to the Preparation of Theses and Dissertations*. At this time, give a copy of the announcement to the SLHS graduate secretary for your file and for announcement to the faculty.
- Your defense is announced to the university community, and therefore, the date, time and location of the defense cannot be changed without approval of the dean. At the defense, you should plan to present your research in the format of a 30-60 minute colloquium. Visitors to the defense will be afforded the first opportunity to raise questions. Following this, the research committee will address the candidate directly. Visitors may choose to observe the proceedings, but questions will be reserved for the research committee.
- After the defense, your research committee convenes privately and votes on the outcome of the oral exam, recommending pass, conditional pass, deferred decision, or
failure. If the decision to pass is unanimous, all members of your research committee must sign the acceptance page of your dissertation. Follow the prescribed format and use the required paper for bound dissertations when you prepare this page; see *UGS Guide to the Preparation of Theses and Dissertations*.

- At the time of your defense, also prepare an abstract of 350 words or less for your research committee to sign. Again, follow the prescribed format and use the required paper for bound dissertations; see *UGS Guide to the Preparation of Theses and Dissertations*.

**Submission of the Dissertation**

- Submit your completed dissertation to UGS. The format of the submission should be checked on the UGS website as this procedure changes with technology.

- Application for Graduation. To be acknowledged at graduation, you must have approval by October 1 for the December commencement, and March 1 for the May commencement. Be sure to file early to allow for sufficient time to process approvals.
  - Pay the required fees to Bursar’s Office.
  - Bring the paid receipts with you when you file your dissertation with UGS.
  - Check with your mentor that all grades of ‘R’ are removed from your record.
  - Go to the Office of the Registrar and verify the correct spelling of your name and current mailing address to receive your diploma.
  - The faculty members on your committee usually like a final version of your dissertation, so provide them an electronic or a bound copy (need not be expensive binding or meet margin requirements).
Appendix B

Annual Report of Academic Progress
(January 1 - December 31)

NAME: _______________________________________

MENTOR(S): _______________________________________

DATE OF MATRICULATION TO THE DOCTORAL PROGRAM:
Semester ___________ Year _______

I. Coursework Completed

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Year</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>S681</td>
<td>First Year Research Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S682</td>
<td>Second Year Research Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S683</td>
<td>Research Forum in Speech, Language and Hearing Sciences (1 cr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S683</td>
<td>Research Forum in Speech, Language and Hearing Sciences (1 cr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S683</td>
<td>Research Forum in Speech, Language and Hearing Sciences (1 cr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S685</td>
<td>Research and Ethics in Speech Language and Hearing Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S674</td>
<td>Speech Science Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S674</td>
<td>Hearing Science Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S674</td>
<td>Language Science Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S702</td>
<td>Instrumentation in Speech, Language and Hearing Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Skills

Minor coursework
II. Candidacy

1. Has the advisory committee been approved?
   
   Yes: Date of approval

   No

   Date of most recent meeting:

2. Has the research committee been approved?

   Yes: Date of approval

   No

   Date of most recent meeting:

3. Have the qualifying exams been completed successfully?
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
Note: If teaching independently, attach a separate reflection on your teaching experience as well as your OCQ report.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Year</th>
<th>Semester</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Honors and Awards

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

VII. Supplementary Information

Note that the fillable pdf version of this form should be used for submitting the annual report.
# Appendix C

## First and Second Year Projects - Presentation Evaluation Rubric

Name of student: _________________________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds expectations (2)</th>
<th>Needs improvement (0)</th>
<th>Score*</th>
<th>Unable to evaluate</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section specific</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction / Literature review</td>
<td>Literature review is clear and logically presented.</td>
<td>Literature review is difficult to follow or disorganized.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contextualization</td>
<td>Describes why the research is important for theory or practice in a way that non-</td>
<td>Does not provide a description of why the research is important for non-specialists.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>specialists can understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research question and/or hypothesis</td>
<td>Clearly presents a research question and/or hypothesis.</td>
<td>Research question or hypothesis is missing or not clearly presented.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Clearly describes the method.</td>
<td>Description of method is hard to follow.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Central results are clearly explained.</td>
<td>Presentation of results is too detailed or unclear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figures</td>
<td>Most figures clear and well explained. Orients the audience to the figures and how to</td>
<td>Figures hard to read or lacking explanation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>interpret them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Discusses some of the implications of the results and ties the results to prior</td>
<td>Does not discuss implications of the results or simply re-states the results.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>literature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limitation / future directions (optional)</td>
<td>Includes a clear, logical description of the limitations of the study and/or future</td>
<td>Unclearly describes the limitations of the study and future directions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>directions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Summarizes presentation’s main points and draws conclusions based upon these points.</td>
<td>Missing or poor conclusion; is not tied to analysis; does not summarize points that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>support the conclusion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of responses to</td>
<td>Shows ease in answering questions</td>
<td>Demonstrates little grasp of information;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questions</td>
<td>but may not elaborate.</td>
<td>has undeveloped or unclear answers to questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Mostly organized; provides adequate “road map”.</td>
<td>Presentation is disorganized or illogical.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Has appropriate pace; has no distracting mannerisms; is easily understood.</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Majority of presentation can be understood by audience members outside of the specific research area.</td>
<td>Majority of presentation only accessible to those in the specific research area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Slides</strong></td>
<td>Slides are clear including adequate font size, appropriate amount of information per slide, and all acronyms defined.</td>
<td>Slides are hard to read or interpret (e.g., overcrowded, small font size, undefined acronyms).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

General notes:

* Score along a 0 - 2 scale. The descriptions for scores of "0" and "2" are described. If performance meets expectations, the category should be scored as a "1".
Appendix D

Independent teaching policy – PhD students 4/1/22

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.

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.