

Master of Science Programs Satisfactory Progress for Continuation & Graduation

The three primary criteria for maintaining satisfactory progress while enrolled in the Master of Science degree program are summarized below: 1) Satisfactory Scholarship, 2) Satisfactory Progress Toward Degree Completion, and 3) Satisfactory Demonstration of Essential Behaviors.

Students are reviewed quarterly by the speech-language pathology faculty on the SPHSC Student Progress Committee. Anyone not maintaining satisfactory progress will be contacted by the department's Graduate Program Coordinator and representatives of the speech-language pathology faculty.

Students are required to review and understand the Graduate School's [Memo #16 entitled "Unsatisfactory Performance and Progress"](#). In addition, students should refer to section "IV. Academic Progress" in their M.S. Program Plan.

VI. Scholarship: Review of Student Progress

A. Expected Performance

All graduate students are expected to maintain satisfactory progress during the completion of their approved program of study in order to be recommended for a degree and/or for the ASHA Certificate of Clinical Competence. Any student failing to maintain satisfactory progress in any of the areas outlined below will be automatically reviewed by the faculty in the student's interest area and may have a change-in-status action taken by the Graduate School Dean.

The three major criteria for maintaining satisfactory progress are as follows:

1. **SATISFACTORY SCHOLARSHIP:** Maintenance of a minimum cumulative grade point average of B (3.0) in all courses numbered 400 and above. Note that grades below 1.7 are recorded as 0.0 and that a 2.7 or better is required in all 500-level or above for courses counted towards degree requirements.

A cumulative GPA of 3.00 or above is required to receive a degree from the Graduate School. A graduate student's GPA is calculated entirely on the basis of numeric grades in 400- and 500-level courses. The grades of S, NS, CR, NC, and N are excluded, as are all grades in courses numbered 600, 601, 700, 750, 800, and 801 and in courses at the 100, 200, and 300 levels. See [Memorandum #19, Grading System for Graduate Students](#).

Failure to maintain a 3.00 GPA, either cumulative or for a given quarter, is considered unsatisfactory performance or "low scholarship" and may lead to a change-in-status action by the Graduate School. Please refer to the Graduate School [scholarship web page](#) and [Memorandum #16, Unsatisfactory Performance and Progress](#) for additional information.

- i. During the first quarter in which a student's cumulative or quarterly GPA falls below a 3.0 the student will be placed on warn or probation. In subsequent

quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.

- ii. During the second quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be placed on probation or final probation. In subsequent quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.
- iii. After the third quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be dropped from the program.

2. **SATISFACTORY PROGRESS TOWARD DEGREE COMPLETION**: Maintenance of performance and progress which is satisfactory to the faculty in terms of:

- i. Academic performance – students will demonstrate in their written, oral and clinical work the ability to analyze and conceptualize clear and concise ideas and synthesize, organize, apply and evaluate information.
- ii. Attendance and participation in coursework – students will consistently attend classes and participate in course activities, including collaborative efforts as applicable.
- iii. Upholding professional standards – students will demonstrate academic and professional integrity at all times.

Satisfactory performance and progress encompasses coursework and seminars, clinical and teaching practica (whether graded or ungraded), progress and achievement for students involved in research, and demonstration of other skills and behavior normally expected of students working toward academic and training goals in the speech and hearing sciences.

The following items amplify the meaning of "satisfactory" performance with respect to registration in both didactic and clinical practicum courses at the graduate level. Failure to maintain satisfactory performance and progress toward a degree may result in a change-in-status action by the Graduate School:

- a. A grade below a 2.7 in any **didactic course** is considered unsatisfactory performance.
 - i. Students who receive a grade below a 2.7 in any didactic course that is offered in the SPHSC department (regardless of whether it is a required or elective course) must retake that course. A required course must be taken the next quarter it is offered. Alternative arrangements to fulfill course requirements are at the discretion of the instructor/faculty member. See item "ii" below for more information on retaking elective courses.

Students must receive a passing grade for all didactic courses required by the Department for the advanced degree.

Students will have only one opportunity to retake the same course. Students who do not receive a passing grade of 2.7 or higher on the retake of the course may be recommended for dismissal by the Graduate School for reasons of unsatisfactory progress and may be dropped from the program.

Upon receipt of a non-passing grade (below 2.7), the faculty will recommend to the Graduate Program Coordinator and Graduate School that the student be placed on “probation” during the next quarter in which the student enrolls.

The student will not be allowed to enroll in any further didactic courses or clinical practica for which the failed course is a prerequisite. Note that failure of one or more didactic courses may result in a delay of graduation.

Because most graduate courses are offered only once a year, in some circumstances the student may wish to take a voluntary leave until the failed course is offered again if alternative arrangements are not possible. This decision should be made in consultation with the SLP Graduate Student Progress Committee and the SPHSC department’s Graduate Program Coordinator. Students should familiarize themselves with [Memorandum #9, On Leave Policy to Maintain Graduate Student Status](#) which outlines the graduate policy for “on-leave status” eligibility.

- ii. Students who receive a grade below a 2.7 in any didactic course that is taken as an out-of-department elective are not required to retake the same failed course. The student can meet the out-of-departmental elective requirements by satisfactorily completing a different course. The student can re-take or take a new elective in any quarter they determine is most appropriate.

As outlined in section “a.i.” above, the faculty will recommend the student be placed on probation upon receipt of a non-passing grade.

- iii. Students who receive a non-passing grade (below 2.7) in a second didactic course, regardless of whether the course is offered in the SPHSC department or outside, which quarter the course is failed, or when previous courses were failed, must retake that course (or a substitute course in the instance of a failed elective) and receive a passing grade as per the guidelines described in point “a.i.” above.
- iv. Students who receive a non-passing grade (below 2.7) in a third didactic course, regardless of whether the course is offered in the SPHSC department or outside, which quarter the course is failed, or when previous courses were failed, will be automatically dropped from the program. No opportunity to retake a third course will be given.

- b. A grade of "no credit" in any **clinical practicum** is considered unsatisfactory performance. Practicum courses are graded on a CR/NC basis. Credit is obtained if performance is satisfactory (which would reflect a grade of 2.7 or better). Students must also have a minimum of 10 clock hours during a quarter to receive credit for a practicum

experience. However, the attainment of the minimum number of hours will not be viewed as sufficient evidence of successful completion of a practicum.

- i. Students who receive a grade of "no credit" in any clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, must retake that practicum the next time SPHSC faculty can reasonably arrange for the practicum.

Students must receive a passing grade for all practicum courses required by the Department for the advanced degree.

Students must satisfactorily complete all practicum courses attempted prior to registration for their full-time internship. In addition, any practica required by a specific internship setting (including student teaching) must be satisfactorily completed before that assignment is begun.

Students will have only one opportunity to retake a failed/unsatisfactory practicum and will be scheduled on a "space available" basis. Due to scheduling constraints it might not be possible for the practicum to be immediately retaken the following quarter.

In cases where an offsite practicum is failed, students may be required to retake the practicum at the same offsite location or at a new location that meets the same educational goals as the original location.

Students must receive a passing grade/credit for practicum courses in order for the clinical clock hours to count toward ASHA certification.

Students who fail the same practicum twice (i.e., do not receive a passing grade of "credit" on the retake of the practicum) may be recommended for dismissal by the Graduate School for reasons of unsatisfactory progress and may be automatically dropped from the program.

As with didactic courses, upon receipt of a non-passing/no-credit grade for clinical practicum the faculty will recommend to the Graduate Program Coordinator and Graduate School that the student be placed on "probation" during the next quarter in which the student enrolls.

Students will not be allowed to enroll in any further clinical practica for which the failed practicum is a prerequisite. Note that because instructor approval is required for enrollment in all clinical practica, a grade of "no credit" may result in a student not receiving approval to enroll in additional practica, regardless of the student's original practica tracking and regardless of the disorder areas addressed in the additional practica.

Note that failure of one or more clinical practica may result in a delay of graduation of up to one year or more.

- ii. Students who receive a grade of "no credit" in a second clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, which quarter the practicum is failed or when previous practica were failed must retake that practicum and receive a passing grade of "credit" as per the guidelines described in point 2a above.
 - iii. Students who receive a grade of "no credit" in a third clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, which quarter the practicum is failed or when previous practica were failed, will be dropped from the program. No opportunity to retake a third clinical practicum will be given.
- c. Any student who receives three non-passing grades of any type (didactic, clinical practicum or a combination of both) can be automatically dropped from the program. No opportunity to retake a third course or practicum will be given.
3. **SATISFACTORY DEMONSTRATION OF ESSENTIAL BEHAVIORS:** All students admitted to a Speech and Hearing Sciences graduate program are required to read and sign the document entitled "[Essential Requirements of Speech and Hearing Science Education](#)" indicating his/her ability to meet the standards of our program, with or without accommodations. These essential behaviors amplify the requirements found in the [University of Washington student Conduct Code](#).

Once enrolled, students must abide by these Speech and Hearing Sciences specifications for essential behaviors and abilities for continuation and graduation in their respective graduate programs. Satisfactory progress and retention decisions are based not only on satisfactory scholarship and academic achievement but on these other behaviors and abilities that students must demonstrate in order to complete the essential functions of the program. The behaviors and skills encompass the following areas:

- i. Communication Skills
- ii. Motor Skills
- iii. Intellectual / Cognitive Skills
- iv. Sensory / Observational Skills
- v. Behavioral / Social Skills

Reasonable Accommodation for Disabilities

The Department of Speech and Hearing Sciences (SPHSC) is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment. SPHSC works closely with Disability Resources for Students-DRS (Seattle campus) in this process.

The Disability Resources for Students Office (DRS) is the contact point for students with permanent or temporary disabilities interested in requesting reasonable accommodations due to the effects of a disability. DRS establishes a student's eligibility for disability accommodations and works collaboratively with faculty and staff to coordinate and implement these accommodations. DRS is a resource for students, faculty, and staff regarding the provision of equal access for students with disabilities in all aspects of campus

life. DRS provides knowledgeable guidance and consultation and is a resource for publications on disability-related subject matter.

Students who believe they have a disability, for which they wish to request reasonable accommodations, should contact DRS to start the process for documenting their disability and determining eligibility for services **prior to the start of their academic program** where possible. Students should also notify the **Director of Academic & Student Services** of disability accommodations. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so the timeliness in requesting accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations.

For questions or to learn more about the process for establishing services through these offices please contact the DRS office:

Disability Resources for Students (Seattle)
011 Mary Gates – Box 352808
Seattle, WA 98195-5839
206- 543-8924 (Voice)
206- 543-8925 (TTY)
206- 616-8379 (FAX)
uwdrs@u.washington.edu (email)
drstest@uw.edu (testing center email)
<http://www.disability.uw.edu> (website)

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodations. SPHSC will work with the student and DRS to provide reasonable and appropriate accommodations. While SPHSC will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

B. Review and Evaluation of Student Progress

Each member of the faculty who supervises a student's work is responsible for evaluating the student at appropriate times in a manner dependent on the nature of the experience: (1) by formal grading for registered courses, (2) by written, narrative descriptions of strengths and weaknesses, which are shown to the student and then transmitted to the student's academic advisor for review and filing, and (3) by informal, oral communication between student and faculty member at various times.

Students whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed quarterly by the Graduate Program Coordinator (GPC) and the speech-language pathology Interest Area. If action is recommended because of unsatisfactory grades or performance, the student will be informed by the GPC of faculty expectations and the timetable for correction of deficiencies.

Master's level students are also reviewed quarterly by the speech-language pathology faculty. The review of students allows faculty to evaluate student progress. This review is meant to go beyond a discussion of grades. The intent is to provide an early appraisal of student performance.

Each student will be assigned, by default, one progress value point during the review. A '1' progress point represents satisfactory progress and is an expression of no concern by the faculty; a '0' progress point represents unsatisfactory progress and is an expression of concern by the faculty.

What should constitute a concern? Graduate School [Memorandum #16, Unsatisfactory Performance and Progress](#) suggests any instance in which a “graduate student’s performance, progress, or promise of completing his/her graduate program is unsatisfactory...” The memo acknowledges the importance of grades in judging the potential for successful completion of the graduate program; however, it urges a wider view by indicating that “...performance and progress in all other significant ways should be appraised.” If concerns are raised about a student's progress ('0' progress point assigned), the nature of the concern will be shared with the student by the GPC, the SLP Graduate Student Program Committee and the student's advisor. Action will be taken on an individual basis. A change in Graduate School status may or may not be recommended.

C. Changes in Graduate School Status:

When a determination has been made that performance or progress has been unsatisfactory, recommendations regarding changes in student status are forwarded to the Dean of the Graduate School, together with written documentation by the GPC. Recommendations for final probation and drop action based on low grade point average or unsatisfactory progress require written documentation. The Department may recommend one of five actions in such cases, using criteria adopted by the Graduate School in [Memorandum #16, Unsatisfactory Performance and Progress](#):

1. No Action

Recommended for those students whose cumulative GPA is above 3.0 but whose most recent quarter's work is below 3.0, if the review has determined that this condition is not cause for immediate concern.

2. Warn

This status is initiated and documented by the graduate program, but is not reported to the Graduate School and does not appear on the student's transcript. The graduate program is expected to notify each student in writing and place any documentation in the student's file.

1. Recommended for students whose cumulative GPA has dropped slightly below 3.0 (i.e. 2.99-2.95).
2. Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

3. Probation

A graduate program may recommend numerous quarters of probation for a student, but the Graduate School recommends no more than three consecutive quarters (each quarter must be recommended separately). All students must be informed of the graduate program's policy regarding the length of probationary periods.

1. Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.
2. Recommended for students who depart suddenly and substantially from scholarly achievement (e.g., failure of a course or practicum) as defined by the graduate program. A previous warn recommendation is not necessary.

4. Final Probation

After at least one quarter of probation, a graduate program may recommend final probation. Final probation may only be recommended for one quarter, though the Graduate School will consider one additional quarter in extenuating circumstances. A graduate program must recommend one quarter of final probation before recommending a student be dropped from the program. Exceptions to this policy will be considered by the Graduate School in extenuating circumstances.

1. Recommended for students who have not corrected the condition(s) that caused the probation recommendation within the time limit specified by the graduate program.
2. Recommended for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program.

5. Drop

A graduate program may recommend a student be dropped from their program after one quarter of final probation. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program.

1. This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.

Appeals

Students may appeal these recommendations directly to the department's Graduate Program Coordinator and Chair. Appeals beyond this point must follow the process outlined in the Graduate School [Memorandum #33, Academic Grievance Procedure](#).

Degree Completion / Graduation

All students are also required to familiarize themselves with the “**Speech-Language Pathology Master’s Guide to Graduation**” which outlines student requirements and procedures. In general, students must complete the following in order to be eligible for graduation:

- Successfully complete all undergraduate coursework requirements as outlined by ASHA
- Successfully complete all graduate (M.S.) level didactic and clinical coursework in order to fulfill the ASHA Knowledge and Skills Acquisition requirements
- Complete a minimum of 400 clinical clock hours, 25 observation and 375 of supervised clinical experience in the practice of speech-language pathology. Students must have documentation for all hours.
- As applicable, successfully complete and submit a Master’s thesis (written document, public presentation and defense)
- During the quarter you wish to graduate
 - Go to the Graduate School website (www.grad.washington.edu) and submit a Master’s Degree Request by the specified deadline*.
 - Meet with the speech-language pathology Academic Advisor to review your graduate program, ensure all requirements have been met and sign off on final academic paperwork.
 - Complete the required student exit surveys

***IMPORTANT:** If you neglect to submit your Master's Degree Request by the Graduate School deadline you will not be able to graduate. Any student who misses the deadline is not eligible for graduation until the end of the next academic quarter. Because the Graduate School requires all students to be registered in the quarter in which they wish to graduate, you will also need to pay additional fees if you miss the deadline. In this situation, the Graduate School provides the option of paying a "[Graduate Registration Waiver Fee](#)" in lieu of registering for classes. You must pay this fee within 2 weeks following the quarter in which all graduate program degree requirements are met, and if you do not, you will need to register at least part-time in order to apply for your Master's Degree and graduate. Please review the Graduate School website carefully.