

## **Master of Science Degree Programs**

### **Satisfactory Academic Progress for Continuation, Promotion & Graduation**

All Master of Science (MS) students in the Department of Speech and Hearing Sciences (SPHSC) are required to review and understand the University of Washington Graduate School [Policy 3.7: Academic Performance and Progress](#), which outlines the academic performance and progress requirements for all graduate students and includes guidance on the appropriate process for instances where student academic performance does not meet program expectations. In addition, students are required to review and understand this degree-specific policy as well as section “IV. Academic Progress” in their MS Program Plan. Any questions regarding this information can be directed to the department’s Graduate Program Coordinator (GPC) or MS Program Director.

#### **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 on the Student Progress Committee, the GPC and the MS Program Director, and may have a change-in-status action taken by the Graduate School Dean. The three primary criteria for maintaining satisfactory academic progress while enrolled in any track of the MS degree program are listed and summarized below:

##### **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 [Grading Practices 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 [Policy 3.7: Academic 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. Attendance and participation in coursework – Students will consistently attend classes and participate in course activities, including collaborative efforts as applicable.
- ii. 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.
- iii. Clinical independence – Students will demonstrate expected clinical growth by incrementally building toward independence in the planning and implementation of evaluation and treatment services. Students will demonstrate independence not only in mastering and autonomously performing requisite skills and competencies, but in managing a full-time caseload by the conclusion of the program.
- iv. Upholding professional standards – students will demonstrate academic and professional integrity at all times.

Satisfactory performance and progress encompasses coursework and seminars, clinical practice, progress and achievement for students involved in research, and demonstration of other skills and behavior typically 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 didactic, clinical practicum and research 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 [Policy 3.5: 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 elective (inside or outside of the department) are not required to retake the same failed 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 credit/no credit basis. Credit is obtained if performance is satisfactory (which would reflect a grade of 2.7 or better). Students must also obtain a minimum of 10 clock hours for first year clinical courses (UW Speech and Hearing Clinic) and 40 clock hours for second year clinical courses (Community Fieldwork), during any given quarter in order 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 first-year practicum courses attempted prior to registration for their second-year practicum courses. Likewise, students must satisfactorily complete all second-year 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, research or a combination) can be automatically dropped from the program. No opportunity to retake a third course or practicum will be given.

### **3. Satisfactory Demonstration of Technical Standards**

All students admitted to the master of science graduate program are required to read and sign the document entitled "Technical Standards for Graduate Clinical Education in Speech-Language Pathology: Admission, Retention, Promotion and Graduation" indicating their ability to demonstrate foundational competence in the technical standards for the degree program with or without accommodations. These technical standards or core functions amplify the requirements found in the [University of Washington student Conduct Code](#) and the SPHSC MS program plan.

Once admitted and enrolled, students must continue to meet and abide by these technical standards for continuation, promotion and graduation in their respective graduate program tracks. Satisfactory progress and retention decisions are based not only on satisfactory scholarship and academic achievement but on these critical core functions that students must demonstrate in order to complete the graduate program requirements and make a successful entry into the speech-language pathology profession. The technical standards encompass the following six areas:

- i. Communication
- ii. Motor
- iii. Sensory

- iv. Intellectual / Cognitive
- v. Interpersonal
- vi. Cultural Responsiveness

The technical standards required in these areas cannot be compromised without fundamentally jeopardizing a client/patient's safety and well-being, the University's educational mission, or the profession's social contract. Failure to meet or maintain the technical standards, may result in action against the student, including, but not limited to dismissal from the program.

#### Reasonable Accommodation for Disabilities

The Department of Speech and Hearing Sciences 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. Within the context of the graduate program's rigorous theoretical and clinical curriculum, SPHSC works closely with Disability Resources for Students (DRS) office on the Seattle Campus in the process of investigating reasonable accommodation requests.

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. 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. All academic accommodations are determined for students on an individual basis and the University has policies regarding the type of documentation required in order to verify different disabilities and a process for requesting accommodations.

Students with disabilities are expected to perform all the technical standards of the program with or without reasonable accommodations, and SPHSC will work with the student and DRS in this process. While SPHSC will make every effort to work with 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 technical standards or core functions of the program, create an undue burden for the University, or provide new programming for students with disabilities that is not available to all MS students. Whether or not a requested accommodation is reasonable will be determined on a case by case basis.

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

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

## **B. Review and Evaluation of Student Progress**

While enrolled in the MS program, each student's progress will be reviewed quarterly by the faculty on the SPHSC Student Progress Committee as well as the department's GPC and MS Program Director. The review of MS students is designed to allow faculty the opportunity to discuss how individual students are progressing through the program and is meant to go beyond a discussion of grades. The intent is to provide an early warning to any students who may be having difficulty completing the program, to clearly outline the areas requiring remediation and the associate timeline for remediation, and to identify resources and support available to students. In no sense should the review be construed as punitive nor is it intended as a reward mechanism.

Additionally, each member of the faculty who supervises a student's work is responsible for evaluating the student at appropriate times throughout the program, 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. Through this evaluation process, faculty may identify any students whose progress is of concern.

If concerns are raised about a student's progress by faculty, the nature of the concern will be shared with the student as well as the Student Progress Committee, MS Program Director and GPC. Students who earn non-passing grades in their coursework OR whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed by the Student Progress Committee, MS Program Director and GPC. Students who fail to demonstrate the technical standards for the master's degree will also be reviewed upon faculty request.

Students who are identified as not maintaining satisfactory progress will be notified in writing by the GPC on behalf of the faculty. As applicable, faculty will develop a plan of improvement that outlines the performance expectations, timeline for the student to remediate the concern(s), and consequences should the expectations not be met in the time indicated. Any students who receive an unsatisfactory evaluation will work closely with the MS faculty to remediate identified issues in a timely manner. Action will be taken on an individual basis and a change in Graduate School status may or may not be recommended.

Students should refer to the UW Graduate School [Policy 3.7: Academic Performance and Progress](#) for a complete outline of Graduate School policies on academic performance, including guidance on

appropriate processes for cases in which student academic performance does not meet program expectations.

### **C. Changes in Graduate School Status**

When a determination has been made that academic 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 [Policy 3.7: Academic 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 internally by the master of science 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 is at or 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.
3. Consecutive quarters of probationary status may occur if failed coursework cannot be retaken the following quarter and students must wait for the next course offering.

#### **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 [Policy 3.8: Academic Grievance Procedure](#).

## D. Degree Completion & Graduation

All students are also required to familiarize themselves with the Master of Science Program Plan which outlines student requirements and procedures for degree completion and graduation. 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 (MS) 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 guided observation hours and 375 hours of supervised clinical experience in the practice of speech-language pathology. Students must have documentation for all hours.
- As applicable, successfully complete the required enrollments in SPHSC 700 Master's Thesis and submit a final Master's thesis (written document, public presentation and defense)
- During the quarter students wish to graduate
  - Go to the Graduate School website ([www.grad.washington.edu](http://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 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 [Policy 3.6: Graduate Registration Waiver](#).