



SPEECH & HEARING SCIENCES

UNIVERSITY *of* WASHINGTON

**DOCTOR OF PHILOSOPHY IN
SPEECH & HEARING SCIENCES**

***Ph.D. Degree Program Plan
2022-2023***

The UW Department of Speech & Hearing Sciences (SPHSC) is committed to building and sustaining a multicultural community that fosters equity, diversity and inclusion. We believe that this is achieved by intentionally creating opportunities for involvement, participation and growth for each individual and by nurturing a positive institutional climate through professional development, education, policy and practice. Our objective is to create a community that encourages participation and connection, and that values each individual's unique contribution, regardless of socioeconomic status, race, ethnicity, language, nationality, sex, sexual orientation, gender identity and expression, spiritual practice, geography, mental and physical status, and age.



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I. GENERAL INFORMATION

Welcome to the Doctoral degree program in the Department of Speech and Hearing Sciences (SPHSC). This program plan is designed to provide students with a summary of the requirements and procedures within the Department and the University, which pertain to graduate study and degree candidacy. This guide is supplementary to the following documents, with which all Doctoral students should familiarize themselves upon entry into the program:

- [Current Students](#) and [Intranet](#) sections of the Speech and Hearing Sciences department website
- [University of Washington General Catalog for Graduate and Professional Study](#)
- [UW Student Code of Conduct](#)
- [UW Graduate School website](#)
- [UW Graduate School Memoranda](#)
- [UW Doctoral Degree Policies](#)

A. Doctoral Program Philosophy & Objectives

The doctoral program in Speech and Hearing Sciences is designed for students interested in research in the discipline of communication sciences and disorders, to be implemented in university, clinical or industrial settings. The major objective of doctoral training is to give students the background and skills necessary to advance and disseminate knowledge. Specifically, students should acquire an understanding of, and appreciation for, the content of the field as well as skills in critical thinking, problem solving, and communication. They should develop the technical expertise necessary to support their research and teaching endeavors, and they should develop a sense of membership in and contribution to the discipline. The means by which these objectives can be met are varied. They include supervised research and teaching, engaging with a mentor and other colleagues, didactic coursework, seminars, directed readings, examinations, and colloquia.

B. Key Faculty & Staff

During the graduate program, students will communicate and interact with the following key staff and faculty members regarding their degree program.

- ❖ **Doctor of Philosophy Program Director (PD)** – Dr. Andrew Brown
- ❖ **Graduate Program Coordinator (GPC)** – Dr. Kristie Spencer
- ❖ **Director of Academic Affairs / Student Progress Chair** – Julie Dalessio
- ❖ **Graduate Program Advisor (GPA) / Student Services** – Stanley Choi & Chrissie Chang
- ❖ **Professorial Faculty Mentor/Doctoral Advisory Committee** – Identified at time of admission
- ❖ **Initial/PDP Supervisory Committee**– Identified at time of Pre-Dissertation Project
- ❖ **Formal Supervisory Committee** – Identified during General Exam period

In the SPHSC Department, the Associate Chair also serves as the Graduate Program Coordinator (GPC). The GPC is the SPHSC Department's official representative and liaison to the UW Graduate School, which offers graduate degree programs at the University. The GPC is a senior, tenured member of the Graduate Faculty and his/her responsibilities are outlined in the University of Washington Graduate School [Memorandum #4](#). The Graduate Program Advisors (GPA) work with the GPC, DSS, and PD to assist graduate students as needed and to serve as a resource for information about the degree programs and University and Department requirements, policies, and procedures.

C. Faculty Mentor & Committee Assignments

The doctoral program is organized around an apprenticeship model with close, individualized mentor/mentee relationships. Students are only admitted if there is an identified mentor within the Department of Speech and Hearing Sciences who is willing to direct a student's program, and help her/him find success and fulfillment in academic and professional pursuits. In some cases, a student's research can be supervised by a faculty member whose primary appointment is in another department; however, the student must still have an advisor with a primary appointment in the SPHSC Department.

For all new Ph.D. students, a member of the professorial faculty will have been designated as the student's primary **mentor/advisor** during the admission's process. In addition, the Graduate Program Coordinator will appoint one other professorial faculty member from the Speech and Hearing Sciences Department as a committee member. This second individual is typically a more senior faculty member with mentoring experience and is not necessarily an expert in the student's content area. Together, these two individuals form the student's **Advisory Committee** and their role is to help the student plan an initial program of study and provide general guidance and suggestions. If the Advisory Committee members are both content experts, they may also help the student prepare for their pre-dissertation research project (PDP) and will comprise the **Initial/PDP Supervisory Committee**. If content expertise is needed, though, membership changes may be made to the Advisory Committee in order to form a new **Initial/PDP Supervisory Committee**.

For students entering the program with a degree in a field other than SPHSC, the Advisory Committee (in conjunction with the GPC and Ph.D. Program Director) may recommend students complete additional undergraduate coursework to ensure knowledge of foundational content in the areas of speech science, language science, hearing science, and communication disorders. The student's Advisory Committee must also approve any proposed changes or waivers to the Ph.D. degree program requirements, in conjunction with the GPC and Ph.D. Program Director.

At least four months prior to the General Exam, a **Formal Supervisory Committee** is typically appointed in accordance with regulations found in Graduate School [Memo 13: Supervisory Committee for Graduate Students](#). The supervisory committee consists of a minimum of four members and the student's mentor is the chair of this committee. The committee has the responsibility of approving the proposed program of study, administering the General Examination, supervising dissertation research, administering the oral defense of the dissertation, and recommending the degree. Doctoral students and their mentor can make modifications to this committee at any point before or after the General Examination. The GPC and GPAs must be notified of the committee composition (including any subsequent changes) and they will inform the Graduate School.

If at any point during the Ph.D. program a student wishes to change mentors or one or both parties wishes to terminate the mentor/mentee relationship, it is the student's responsibility to identify a new mentor/doctoral advisor within the Department. **A mentor/advisor is a requirement of the Ph.D. degree program within the UW Speech and Hearing Sciences Department. Without a professorial mentor and identified research lab, students are unable to complete the Ph.D. program in Speech and Hearing Sciences.** Reasons for changing mentors can be multifaceted, but it is fairly uncommon and often difficult to change mentors in the Department of Speech and Hearing Sciences given our doctoral apprenticeship model and the size of our faculty. Should a student be unsuccessful in finding a new mentor/advisor, the Department will support the student in attempting to transfer to a new department or University. Students should review the [Mentoring](#) information and resources on the UW Graduate School website.

D. Degree Progress & Continuous Enrollment

Completion of doctoral study typically requires approximately 4 years for students who enter the program with a Master's degree in Speech and Hearing Sciences. The time required to complete the doctorate will vary with the student's background and interests, but should not exceed 10 years including any time spent on leave. Students should always consult their GPA with any degree program questions or inquiries.

The Ph.D. graduate program and its completion is the sole responsibility of the student. From the time of their first enrollment, students must be registered each quarter until the completion of all degree requirements or apply for graduate "on leave" status. Graduate students in good standing who plan to be away from the University and out of contact with the University faculty and facilities for a period of time, usually not to exceed four successive quarters, must apply for "on leave" status after they have had their request **approved by their mentor/advisor and the Graduate Program Coordinator (GPC)**.

It is Departmental policy for "on leave" approvals to be limited to a maximum of three successive quarters (not including Summer Quarter). Students who wish to request a leave from the graduate program officially apply for "on leave" status through MyGrad, and pay a non-refundable fee (except for Summer Quarter). This fee must be paid each quarter the student intends to be "on leave." If a student is neither enrolled nor officially granted "on leave" status, they will no longer have graduate status. Failure to maintain either continuous enrollment or on-leave status constitutes evidence that a student has resigned from the Graduate School. In order to return to a degree program, the student is required to apply for program reinstatement and must pay the reinstatement fee. All students should familiarize themselves with the Graduate School continuous enrollment and leave policies as outlined in [Memo #9: On Leave Policy to Maintain Graduate Student Status](#).

E. Residency Requirements

Once enrolled in the Ph.D. degree program, students are required to complete "a minimum of three years (nine full-time quarters) of resident study, two of them being at the UW with at least one year in continuous full-time residence" (See the [UW General Catalog - Graduate and Professional Study](#) for further information.). Dissertations may be written in absentia, with the approval of the student's Supervisory Committee, only if all course and residence requirements have been completed. In certain circumstances, approval may be required from the Dean of the Graduate School.

II. DEGREE PLANNING, REGISTRATION & TRACKING

A. Individual Development Plans (IDPs)

Because the Ph.D. program operates under an apprenticeship model, the student's Advisory Committee will work with the student to develop specific academic goals and will assist with the overall development and coherence of the student's program of study. The Ph.D. degree is not conferred merely as a certificate to a prescribed course of study and research, no matter how long or how faithfully pursued, and as such, no precise number of credits can or should be prescribed. The total number of graduate credits to be taken by any student will be determined by the Supervisory Committee and will meet the UW Graduate School's minimum requirement of 90 credits.

In the SPSHC Department, each Ph.D. student is required to create an [Individual Development Plan \(IDP\)](#) with his/her mentor and submit it to the GPC and Ph.D. Program Director for review, using the Department's specific template. For new Ph.D. students, the IDP plan must be created during the first quarter of enrollment. This plan will be placed in the student's academic record, and be used to guide student advising, enrollment, and degree audits. Updates to the IDP must be submitted to the GPC and Ph.D. Program Director on a yearly basis, at a minimum.

B. MyPlan

MyPlan is a University tool used for degree and course planning. The Department requires all students to use MyPlan, in conjunction with their IDP, while enrolled in the program. At a minimum, each quarter students will enter their required and elective coursework into MyPlan. MyPlan allows students to plan future quarters, so we strongly recommend that students plan and enter as many of their courses as possible in advance. The GPAs/Student Services, GPC, and PhD Program Director will be able to see the student's MyPlan, and students can also correspond directly with GPAs from this platform with questions. Importantly, after course schedules are built, students can register directly from the MyPlan platform.

C. Registration Information

The UW's online [Time Schedule](#) provides the official list of course offerings each quarter. Course offerings and descriptions for the Department of Speech and Hearing Sciences Department can also be found in the [SPHSC section of the UW's course catalogue](#).

Ten credits constitute a normal full-time study load for graduate students across all 4 quarters (including Summer), and 16-18 credits are generally considered a maximum load for students who are devoted full-time to graduate study. The Ph.D. program does not require enrollment during Summer quarter and students are considered "continuously enrolled" as long as they register during Autumn, Winter and Spring quarters. For any quarter other than Summer, students must petition to take a leave of absence and pay the associated fee if they do not register.

To be considered in full-time residence and eligible to hold an **Academic Student Employee (ASE)** position (e.g., TA/RA/SA or fellowship), students must be registered for 10 credits during Autumn, Winter and Spring quarters and 2 credits during Summer quarter. Said another way, while summer quarter enrollment is not mandated for Ph.D. students, a student receiving assistantship or fellowship funding during Summer quarter must register for a minimum of 2 credits.

All students must be registered (part- or full-time) for the quarter in which they receive a degree. They must also be registered for research or dissertation credits during any quarter in which they are receiving active direction of such work.

D. Degree Audit Reporting System (DARS)

The UW uses a central DARS system of record for tracking and documenting graduate degree program completion. The system pulls data from student academic records and provides on-demand reports of student progress against requirements in two areas:

- 1) UW Graduate School Degree Requirements
- 2) Department Specific Degree Requirements

Through their MyPlan page, students can access their degree audit report which will show progress against the UW's degree requirements (see [Graduate School Degree Requirements](#)), as well as the SPHSC Department's degree requirements (didactic courses, research, teaching, etc.). As part of the DARS system, the GPAs can make changes to reflect approved course waivers, course substitutions, and any type of exception granted by the student's Advisory/Supervisory Committee and GPC. Students have access to DARS at any time, so should take advantage of real time monitoring and communication if there are any questions or issues.

GPAs will conduct a final DARS audit at the beginning of the quarter in which the student is scheduled to graduate. Students will also automatically see their audit after submitting a Final Exam Request to the UW Graduate School for graduation.

E. Requests for Degree Program Changes

If students wish to request any type of degree program modification, substitution, or waiver, they must follow a two-tiered approval process:

1. Changes must first be discussed and approved by the student's **mentor**
2. Changes must then be submitted in writing and approved by the **Graduate Program Coordinator** and **Ph.D. Program Director**.

If approved, the GPA will make modifications to the MyGrad/DARS system and the student will be required to update their advisory/supervisory committee and submit an updated IDP to the GPC and Ph.D. Program Director reflecting the change(s).

III. DEGREE PROGRAM REQUIREMENTS

To obtain a Ph.D. in Speech and Hearing Sciences, students must fulfill requirements set by both the University of Washington Graduate School, and the Department of Speech and Hearing Sciences. Students should always consult their GPAs with questions or inquiries regarding UW- or Department-level program requirements or program modifications. Any requested degree program changes or waivers of requirements must be submitted in writing by the student and his/her mentor, and undergo an approval process involving the Graduate Program Coordinator (GPC) and the Department's Ph.D. Program Director.

A. The UW Graduate School

The Graduate School has established minimum requirements for the doctoral degree and it is each student's responsibility to ensure they are met. **Please note that according to Graduate School policy ([Memorandum #46](#)), all students must satisfy the minimum Graduate School requirements that are in force at the time the degree is to be awarded.** Below is a summary of these requirements, with further details available on the [Graduate School website](#).

Summary of Graduate School Requirements

1. Completion of a program of study and research as planned by the Graduate Program Coordinator in the student's major department or college and the Supervisory Committee, with a minimum cumulative GPA of 3.00 and a minimum of 2.7 or CR in each course that is counted toward graduate degree requirements.
2. Presentation of 90 credits, 60 of which must be taken at the University of Washington. With the approval of the degree-granting unit, an appropriate master's degree from an accredited institution may substitute for 30 credits of enrollment.
3. Creditable passage of the General Examination. Registration as a graduate student is required during the quarter the exam is taken and candidacy is conferred.
 - Numerical grades must be received in at least 18 quarter credits of course work taken at the UW prior to scheduling the General Examination. The Graduate School accepts numerical grades in approved 400-level courses accepted as part of the major, and in all 500-level courses.
4. Preparation of and acceptance by the Dean of the Graduate School of a dissertation that is a significant contribution to knowledge and clearly indicates training in research.
 - Credit for the dissertation (SPHSC 800) should be at least one-third of the total credit.
 - The Candidate must register for a minimum of 27 credits of dissertation over a period of at least three quarters.
 - At least one quarter must come after the student passes the General Examination. With the exception of summer quarter, students are limited to a maximum of 10 credits per quarter of dissertation (SPHSC 800).
5. Creditable passage of a Final Examination, which is usually devoted to the defense of the dissertation and the field with which it is concerned. The General and Final Examinations cannot be scheduled during the same quarter. Registration as a graduate student is required the quarter in which the Final Examination is taken and the degree is conferred.

6. Work for the doctoral degree should be completed within ten years. This includes quarters spent On-Leave or out of status as well as applicable work from the master's degree from the UW or a master's degree from another institution, if applied toward one year of resident study.
7. Registration maintained as a full- or part-time graduate student at the University for the quarter in which the degree is conferred (see detailed information under [Final Quarter Registration](#)).

B. Speech and Hearing Sciences Department

The Department has established minimum requirements that must be met by all students for the doctoral degree, across the areas of coursework, research, and teaching. **Per Graduate School policy ([Memorandum #46](#)), all students must satisfy the minimum Department requirements that are in force at the time the degree is to be awarded.** However, if degree programs have undergone significant changes, department are allowed to make exceptions to this policy with Graduate School approval. The Department will communicate directly with students about any exceptions, grandfathering, or transition plans for currently enrolled students, should this situation arise.

i. Coursework Requirements

1. Undergraduate Coursework in Speech and Hearing Sciences (*recommended as needed*)

Students entering the program with a degree in a field other than Speech and Hearing Sciences are expected to have a basic foundation in the discipline. As needed, Advisory/Supervisory Committees may direct students to complete undergraduate coursework to enhance foundational understanding of speech science, language science, hearing science, and communication disorder content.

The following UW undergraduate courses may be recommended by the Advisory/Supervisory Committee:

- SPHSC 261 Nature of Sound (3 cr)
- SPHSC 305 Developmental Communication & Swallowing Disorders (3 cr)
- SPHSC 306 Acquired Communication & Swallowing Disorders (3 cr)
- SPHSC 371 Hearing Disorders (3 cr)
- SPHSC 320 Anatomy and Physiology of Speech & Swallowing (5 cr)
- SPHSC 303 Language Science (3 cr)
- SPHSC 425 Speech, Language, Hearing & The Brain (5 cr)
- SPHSC 461 Hearing Science (5 cr)

2. SPHSC Doctoral Course Sequence

All students must take the following three-quarter, doctoral-level course sequence, offered every other year.

- SPHSC 560 Studies in Speech Science and Disorders (3 cr)
- SPHSC 561 Studies in Hearing Science and Disorders (3 cr)
- SPHSC 562 Studies in Language Science and Disorders (3 cr)

Students should take the sequence in either their first or second year of doctoral study. The sequence is designed to acquaint students with current theories and issues in the areas of hearing, language, and speech. The intent is to give students a broad exposure to the discipline at the doctoral level. In addition, the sequence provides students an opportunity to interact with faculty members and students from different interest areas. Such interactions not only promote collegiality, but also expose students to a variety of philosophies and teaching styles.

Each course in the sequence will cover current topics, and provide an overview of the background material needed to appreciate those topics. Each course is organized and taught by one faculty member in the appropriate area on a rotating basis. Faculty in the appropriate area will develop a broad outline of the content of each core seminar to ensure continuity from year to year.

3. Research Methods Coursework

All students must take one research methods course for a minimum of 3 credits. To meet this requirement students should take **SPHSC 506 Research Methods in Speech-Language Pathology (3 cr)** or an **approved alternative** in Research Methods.

4. Statistics

All students are required to take a minimum of **4 statistics courses**. Foundational courses are offered in the departments of Educational Psychology, Psychology, or Biostatistics every year. Popular courses / series include **EDPSY 490, 591, 592, 593, 594, BIOST 511, 512, 513, 540, and PSYCH 522/523, 524, 525, 526**. Students will select a series of advanced courses based on their interests and needs, in consultation with their Mentor. Students must complete a minimum of 14 credits of statistics coursework.

5. Grant Writing

All students must take **SPHSC 568 Grant Writing in Hearing, Language and Speech Sciences (3 cr)**. Prerequisites are statistics, SPHSC 504/506 or equivalent, completion of the PDP, and permission of instructor. Students registering for this course should be prepared to write a grant proposal based on dissertation research interests/aims; the course is thus typically taken in Year 3 or 4. This course is offered most years.

6. Doctoral Research Forum (DRF)

For the duration of enrollment within the PhD Program, students are expected to register each quarter of the standard academic year (Autumn, Winter, Spring) for 1 credit of **SPHSC 567 Research Seminar in Speech and Hearing Sciences**, also known as Doctoral Research Forum, (DRF). For graduation eligibility purposes, students must complete a minimum total of 9 total credits during their program, **but this a minimum requirement only**. Students who have accumulated 9 credits are still expected to register on a quarterly basis for SPHSC 567, which will typically result in a total credit registration that exceeds the minimum requirement of 9. Indeed, senior PhD students with a few years of DRF experience make invaluable contributions to the rigor and collegial climate of DRF sessions. **In any given quarter, students with unavoidable schedule conflicts (including those with 9 or more completed credits) must request permission to waive SPHSC 567 registration.** There are two levels of permission students must obtain to receive a waiver of this requirement; first, obtain their Mentor's permission and second, obtain formal approval from the GPC and PhD Program Director. Please note that waiver requests must be submitted, and will be considered, on a quarter-by-quarter basis.

7. Instructional Development Forum (IDF)

All students will register for two quarters of **SPHSC 563 Instructional Development Forum (IDF, 1 cr)**. Students must complete a minimum of 2 total credits of SPHSC 563. Typically, students register for and complete this requirement during the first or second year of their program. This course, offered every other year, is designed to focus on teaching issues as they relate to instructors of courses in speech and hearing sciences. The course content emphasizes development of personal teaching philosophy, instructional techniques, and the relationship between research and teaching in speech, language and hearing sciences.

8. Independent Study / Research Credits

Prior to beginning their dissertation work, students are expected to register **every** quarter for a minimum of 1 credit of **SPHSC 600 -- Independent Study or Research**. Students must complete a minimum of 16 total credits during their program.

9. Current Issues in Rehabilitation Health Disparities: A systems perspective

SPHSC 559 (2 cr) is a course listing reserved for 'Special Topics,' presently including this course. In this course, students will engage with concepts regarding how internalized, interpersonal, institutional and structural spheres of systemic racism impact health outcomes. Course content will include: health disparities, social determinants of health, and the impact of education disparities on health. *Note: This course is not yet a formal programmatic requirement, but all SPHSC PhD students are strongly encouraged to register.*

10. Other Coursework

The remainder of the student's coursework will be planned in consultation with the Mentor and Advisory or Supervisory Committee. Students should develop a course plan, present it to their Advisory Committee, and have it approved during the first year of their program. Students must complete a **minimum of 7 credits** of additional graduate-level coursework during their program.

SPHSC Courses Typically Offered at the Doctoral Level

SPHSC 503 Current Issues in Speech and Hearing Sciences

SPHSC 506 Research Methods in Speech & Hearing Sciences (**required**)

SPHSC 510 Physiological Acoustics

SPHSC 511 Psychoacoustics

SPHSC 514 Speech Physiology

SPHSC 518 Seminar in Speech and Hearing Sciences

SPHSC 519 Seminar in Speech Science

SPHSC 525 Speech Signal Processing

SPHSC 559 Special Topics in Speech, Language & Hearing

SPHSC 560 Studies in Speech Science and Disorders (**required**)

SPHSC 561 Studies in Hearing Science and Disorders (**required**)

SPHSC 562 Studies in Language Science and Disorders (**required**)

SPHSC 563 Instructional Development Forum (**required**)

SPHSC 564 Teaching Practicum

SPHSC 567 Research Seminar in Speech and Hearing Sciences (**required**)

SPHSC 568 Grant Writing in Hearing, Language and Speech Science (**required**)

SPHSC 594 Capturing Brain Dynamics: A Combined Neuroscience & Engineering Approach

SPHSC 599 Research Practicum

SPHSC 600 Independent Study or Research (**required**)

SPHSC 800 Doctoral Dissertation (**required**)

ii. Research Requirements

Each Ph.D. student will move through the following research milestones, in this order, while enrolled in the program. **As they progress, students will communicate and work directly with the GPA/Student Services to convey committee members to the Graduate School, schedule exams, and report exam and research outcomes.**

1. **Supervised Research** - Each student must be involved in supervised research by the end of the first year in the program. It is expected that this involvement will be reflected in registration for research hours. SPHSC 600 Independent Study or Research is the course for which students should register to receive credit for all supervised, non-dissertation research. *Please note that SPHSC 600 may be graded on the numerical scale or on a CR/NC basis. Grading may also be delayed until the completion of the project by assigning an “N” grade, which indicates that the student is making satisfactory progress. An “N” grade carries with it no credit until a regular grade is assigned in the quarter the work is completed.*
2. **Pre-Dissertation Project (PDP)** – The PDP is intended to provide a mentored experience in the research process prior to undertaking dissertation-level work, from literature review and theoretical development to methodological development to data collection, analysis, and interpretation. The PDP is planned, approved, and executed under the guidance of the primary mentor, with additional input from 1-2 additional faculty members comprising the Initial Supervisory Committee. Initial Supervisory Committee members may contribute content area-specific expertise, but may also provide input on the scope and prospective learning outcomes of the planned PDP. It is understood that the form of the PDP and level of independence may vary depending on student background (e.g., level of prior formal research experience); examples could include an experiment already proposed under a grant awarded to the primary mentor, or a study developed anew by the student in collaboration with members of the Initial Supervisory Committee. The intent is that the PDP will result in a publishable paper, but publication is not required for successful PDP completion. The PDP will be considered complete when a paper (e.g., a manuscript draft) describing the work is reviewed and approved by the primary mentor, with concurrence of the Initial Supervisory Committee. *The PDP is a SPHSC-specific Department requirement and is not subject to additional Graduate School requirements or timelines. Most typically, students have completed the PDP around the end of their second year of study within the program, but this timeline naturally varies with subfield-specific considerations, time commitments to other programmatic activities (e.g. coursework and teaching), and other circumstantial factors (e.g., recently unavoidable impacts of the COVID-19 pandemic).*
3. **Creation of Formal Supervisory Committee** – This committee is typically identified in the second or third year of study when the student’s doctoral research interests have taken shape. The Formal Supervisory Committee has content knowledge relevant to the student’s area of research and is often formed during the PDP process but, at the latest, should be identified at least 4 months prior to a student’s General Exam (see below). The appointment of a doctoral Supervisory Committee indicates that the Graduate Faculty in the student’s field finds his/her background and achievement a sufficient basis for advancing the research phase of the program.

The role of the Formal Supervisory Committee is to guide and oversee the student’s academic work and ensure the quality of any doctoral degree granted from the UW. This committee serves an evaluative and mentoring function and is required by the Graduate School to:

1. Conduct the student’s General Exam
2. Approve the Candidate’s Dissertation proposal/prospectus
3. Conduct the Candidate’s Final Exam

The Formal Supervisory Committee must have a minimum of 4 members and 3 of the members must have Graduate Faculty Status at the University ([see Memorandum #12](#)). Each member must also be a productive scholar in the student’s major field or sub-field, with the exception of the GSR (see below). An emeritus faculty member can be a student’s committee member, with or without Graduate Faculty status

as long as at least 3 other members have Graduate Faculty Status. Emeritus faculty cannot, however, assume the role of chair.

NOTE: To confirm a faculty member's Graduate Faculty status, students should use [the Graduate Faculty Locator](#) located on the UW Graduate School website.

The formal supervisory committee has the following structure and characteristics:

- a. **Chair** – the chair must be the student's SPHSC mentor and a member of the Graduate Faculty with an endorsement to chair doctoral committees. The chair assumes primary responsibility for student guidance, and must attend the student's General and Final examinations and committee meetings.
- b. **Graduate School Representative (GSR)** - the GSR is responsible for representing the broad interests of the University with respect to standards of scholarly performance. The GSR evaluates the student's work quality and assures that all procedures are carried out fairly during the General Exam and Dissertation Final Exam. The GSR must be a member of the Graduate Faculty from outside of the SPHSC department, be a productive scholar in his/her own research area, and have no conflicts of interest in serving in this role (e.g., budgetary relationships, personal relationships, or research and/or publication relationships).
- c. **Additional Members** – there must be a minimum of two additional members of the committee. One of these members must be a member of the Graduate Faculty. These members must be productive scholars in the student's major field or sub-field.

Once a Formal Supervisory Committee has been established, students should contact the GPA/Student Services with member's names so the committee can be communicated to the Graduate School via the MyGrad system. A description of the supervisory committee is available on the Graduate School website: [Memo 13: Supervisory Committee for Graduate Students](#). Students should also read the Graduate School's policy on [Doctoral Supervisory Committee Roles and Responsibilities](#).

4. **General Exam** – Near the end of the major portion of academic training and pre-dissertation research experience (typically in ~Year 3), the student will take a [General Examination](#). Per the Graduate School, the General Exam may be scheduled if the student has completed 60 credits (some of these credits may be completed during the quarter in which the exam is scheduled) and all members of the formal supervisory committee agree that the student's background of study and preparation is sufficient.

The Exam has a written and oral component. Within the SPHSC PhD Program, emphasis is placed on engagement in the scholarly process during completion of the written component. Most typically, a student and their mentor collaborate on the development of two to four "questions" spanning major and minor topics within the chosen area of concentration. The student, in consultation with the mentor, then prepares a proposed initial reading list sufficient to support an in-depth response to each question. The proposed questions and reading list are presented to the Formal Supervisory Committee for discussion/modification and approval; expectations regarding the detailed format and timing of the written document should be delineated at this time.

While there are no Programmatic formatting or length requirements for the written document, students typically engage in the writing process for 7-10 weeks, culminating in the completion of a substantial literature review and synthesis addressing each question. *In this context, materials prepared for other purposes (e.g., fellowship/grant proposals, PDP document) may overlap with, but are not an acceptable substitute for, the written component of the General Examination.*

The oral portion of the General Examination follows the written portion and is conducted by the same Formal Supervisory Committee. The oral examination is expected to focus on the subject matter of the written document. Students are evaluated on their depth of understanding of the subject matter and ability to convey their knowledge in a scholarly manner.

Successful performance on the General Examination is judged by the Formal Supervisory Committee based on both the written and oral components. Passing both of these components will result in the awarding of "[candidacy](#)" to the student (Ph.C.). The candidacy designation means students can officially move forward in pursuing their doctoral degree and dissertation research. Students receive a candidate certificate from the UW. If the written and/or oral component of the General Exam are deemed unsatisfactory, supervisory committee members (if there is majority support) may submit a request to the Dean of the Graduate School for up to two reexaminations after a period of additional study.

5. **Doctoral Dissertation Proposal** – After passing their General Exam, students are eligible to submit a Doctoral Dissertation proposal (otherwise known as a prospectus) to their Formal Supervisory Committee. The prospectus is a formal document containing the literature review, research questions and hypotheses, proposed methods, and planned analyses. Once approved, students can move forward in carrying out their dissertation research.
6. **Creation of Doctoral Reading Committee (subgroup of Formal Supervisory Committee)** – Once a student has successfully passed the General Examination and has an approved dissertation proposal, a minimum of 3 members of the Formal Supervisory Committee must be identified to serve on the student's Reading Committee for the dissertation portion of their program. One of the three members must be the Chair of the Formal Supervisory Committee/mentor. This committee is appointed to read and approve the final dissertation draft prior to sending it to the full committee and scheduling the Final Exam. Students will report these names to the GPA/Student Services.
7. **Doctoral Dissertation Research** – All students must complete a [Doctoral Dissertation](#) demonstrating original and independent investigation and achievement. **SPHSC 800 Doctoral Dissertation is the course for which students should register to receive credit for all supervised, dissertation research.** Students must submit their final dissertation to the [Doctoral Reading Committee](#) for approval before distribution to the full committee and the defense. Once the Reading Committee has read the student's dissertation, and both the Reading Committee and Supervisory Committee agrees that the student is ready to proceed, then a Final Exam can be scheduled (see below). A dissertation must meet the [format requirements](#) established by the Graduate School before it will be accepted. Students are required to electronically submit and disseminate their final dissertation according to [Graduate School policy](#). The Graduate School requires that all dissertations be deposited electronically and made available through the ProQuest Dissertations and Theses Database, and through the University of Washington Libraries' ResearchWorks repository service, which makes them available to other UW researchers and the general public. This Graduate School requirement is in addition to previous or planned publication of a dissertation in part or in its entirety. It is expected that this will usually take place upon degree conferral, although students may choose to delay full public access via ResearchWorks for up to five (5) years.
8. **Final Exam** – The student's Dissertation is evaluated at the Final Exam, which consists of a public presentation and a private oral defense of the student's research. The student needs approval from all members of the Formal Supervisory Committee to schedule their Final Exam. Students will work with their GPA/Student Services to schedule both the exam and the public presentation. Prior to the oral defense,

the student will give a public presentation on their dissertation research. The date and time of this presentation must be disseminated to the Department faculty and students as soon as it is established. At least four members of the Formal Supervisory committee (including the Chair, GSR, and one additional Graduate Faculty member) must be present at the examination. If the Final Exam is passed, a warrant (documentation of the outcome) will be signed by the student's Supervisory Committee. The student will turn in this warrant to the GPA for reporting to the Graduate School. *Please note: students must be registered the quarter in which they intend to graduate and defend their dissertation.*

9. **Technical expertise in instrumentation and computing** - Students are required to demonstrate appropriate technical expertise to their area of interest, as evaluated by their Supervisory Committee.
10. **Department colloquia** - All doctoral students are expected to attend department colloquia in which faculty, students, and visiting colleagues present their research.
11. **Student participation in research should be evaluated at least once a year** - Students may obtain from the Graduate Program Adviser a form titled "Evaluation of Student Research Participation." This form should be completed in duplicate by the student's research mentor: one copy to the student, one copy for the student file.

iii. Teaching Requirements

1. All students will register for **SPHSC 563 Instructional Development Forum** (IDF, 1 cr) for two quarters, generally within the first 2 years of their program (see Coursework Requirement B.i.7. for details).
2. All students, in consultation with their mentor, will **develop and carry out a plan to obtain teaching experience** appropriate to planned future employment. This plan will be approved by the Advisory/Supervisory Committee. Appropriate teaching experiences may include co-teaching a course (see Teaching Practicum information below), working as a teaching assistant, holding office hours, and giving guest lectures.
3. **Students intending to pursue an academic career will co-teach a class with a faculty member for at least one quarter.** To facilitate this, the student will register for **SPHSC 564 Teaching Practicum** (variable credit) for this activity. "Co-teaching" means that the student gives a minimum of two lectures in the course, and contributes to other aspects of teaching, such as holding office hours or review sessions for students, being involved in the evaluation (i.e., testing and grading) of students, or being involved in the course planning and syllabus development. The student's teaching must be observed and evaluated by the faculty member with whom the student is co-teaching (or the TA liaison, if needed). The student is responsible for finding a course to co-teach in consultation with their mentor.
4. **Students will have all substantive teaching experiences evaluated by the appropriate faculty.** Students may obtain an "Evaluation of Doctoral Student Teaching Participation" form from the Graduate Program Adviser. The student should keep a copy of the completed form for his/her files and give a copy of the form to the mentor. Students co-teaching a class should also contact the Graduate Program Adviser for assistance in obtaining course and teacher evaluations independent of the teaching supervisor. The Department's Teaching Assistant (TA) Liaison and the University's Center for Teaching and Learning (CTL) are also available to graduate students for consultation regarding teaching.



IV. ACADEMIC PROGRESS

A. Satisfactory Progress Policy

Students are required to maintain **satisfactory academic progress** throughout their time in the doctoral program in order to be recommended for a degree. To this end, students are required to review and understand the Graduate School's [Memo #16 entitled "Unsatisfactory Performance and Progress"](#) as well as the information below, which comprehensively outlines the satisfactory performance requirements for this program. Major performance criteria are as follows:

1. Maintenance of a minimum cumulative grade point average of B (3.0) for 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.
2. Maintenance of performance and progress which is satisfactory to the faculty in:
 - (a) coursework and seminars
 - (b) teaching practica, whether graded or ungraded
 - (c) research capability, progress and achievement
 - (d) demonstration of other skills and professional behaviors typically expected of students working toward academic and training goals in the speech and hearing sciences doctoral program.
3. Completion of the degree within 10 years of the start date. The 10 years is defined by the calendar, not official enrollment. The rationale for this limit is based on the decline in relevance and accuracy of material after a 10-year period. Note: If a student is completing his/her dissertation as the 10-year clock runs out, the student may petition for an extension. If an extension is granted, the student may be asked to retake courses or other program requirements; the student's supervisory committee in consultation with the Graduate Program Coordinator will decide this action.

Students whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed by the Graduate Program Coordinator, the Ph.D. Program Director, and the student's mentor/advisor and committee. If action is recommended because of unsatisfactory grades or performance, the student will receive from the GPC a written explanation of performance expectations, clear descriptions of performance benchmarks and outcomes that would demonstrate improvements, and a timetable for demonstrating progress or achievement of these benchmarks.

B. Annual Review

Per University of Washington Graduate School policy, SPHSC doctoral students are evaluated annually by the full professorial faculty, typically during Autumn quarter. This important annual review includes two parts:

- 1) **An holistic evaluation of the student's progress in the doctoral program, through the lens of the student's Individual Development Plan (IDP), as well as the standard metrics of:**
 - performance in required courses
 - timely completion of research requirements, including contributions to the doctoral research forum (SPHSC 567), technological and computing skills, engagement in research community, etc.
 - development as an instructor (as applicable)
 - skills and professional behaviors

This review provides faculty the opportunity to discuss how individual students are progressing and goes beyond a discussion of grades. During this review, milestone achievements and any plan deviations or concerns are discussed. The intent is to provide an early warning to students who may be having difficulty completing the program for any reason, and to subsequently implement a plan for improvement.

Students receive a “satisfactory” or “unsatisfactory” progress evaluation during this review. If there are any concerns and/or a student’s progress is deemed unsatisfactory warranting a change in graduate status, he/she will be notified by the mentor and the Graduate Program Coordinator (GPC). Students who are not making satisfactory progress must consult with their mentor to determine the appropriate course of action, with guidance, if warranted, from the Advisory/Supervisory committee and/or PhD Program Director. Additionally, all students of concern will be reviewed quarterly by the Student Progress Committee and the GPC.

- 2) **A discussion of annual funding assignments and, when appropriate, opportunities for change in appointments.** Students are notified by their mentor and the GPC about upcoming funding assignments, either on a quarterly or annual basis depending on funding source. Please note that the intent of the SPHSC Department is to fund doctoral students throughout their program of study, as long as progress is satisfactory and the budget allows. To remain eligible for funding, doctoral students must make satisfactory progress in the program.

In addition to this annual review, each member of the faculty who supervises a student's work is responsible for evaluating the student periodically 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.

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 probation, final probation and drop action based on low grade point average or unsatisfactory progress require written documentation. With unsatisfactory progress, the Department may recommend one of five actions, 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 performance 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 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 concerns 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 multiple courses, no progress on research over an extended period of time) 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 issue(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 issue(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](#).



V. FUNDING OVERVIEW

A. Funding Eligibility

Funding doctoral students is a top priority in the Department and is implemented during the standard academic year, which is comprised of Autumn, Winter, and Spring quarters. Summer quarter enrollment is optional for doctoral students. Should a student choose to enroll, Summer funding is often available, although it cannot be guaranteed.

To be eligible for financial support, doctoral students are required to:

- Make satisfactory progress in the program. All funding is subject to the annual review of doctoral student progress conducted by the faculty in Autumn quarter.
- Register for at least 10 credit hours during the standard academic year, or a minimum of 2 credit hours during Summer quarter (Note: some funding sources require half time enrollment or 5 credits during the Summer quarter, so students should always check with financial aid if unsure).
- Spend an average of 20 hours per week teaching or conducting research, assuming a 0.5 FTE appointment (considered full-time for Academic Student Employees; see below)

B. Funding Support

Student funding can originate from an array of sources including:

University of Washington Academic Student Employee (ASE) Appointments

- Teaching Assistantships (TA) for didactic or clinical courses
- Research Assistantships (RA) through individual faculty grants

Independent Funding Sources (external to the SPHSC Department)

- Traineeships
- Fellowships

State/UW Financial Aid

- Grants
- University of Washington awards

Academic Student Employees (ASEs)

Students are most typically funded in ASE positions as in either TAs or RAs during the academic year. General guidelines for ASE funding are as follows:

Teaching Assistantships (TA): The University of Washington funds TA positions and TAs are assigned to courses within the Department of Speech and Hearing Sciences. This assignment may include primary responsibility for teaching a course (for example, teaching SPHSC 100 -Voice and Articulation Improvement), or secondary responsibility (for example, teaching a lab, teaching portions of a course, holding study sessions, or conducting office hours). TAs also participate in course grading. While TA assignments are typically for didactic teaching, they may include graduate student supervision in the UW Speech and Hearing Clinic. Students are selected for this assignment based upon their areas of interest/expertise, their need and desire for teaching experience, and Departmental need.

Research Assistantship (RA): RA positions are typically funded by outside agencies (e.g., National Institutes of Health, Department of Education, Centers for Disease Control, etc.) as part of a research grant awarded to a specific SPHSC faculty member. As such, RAs are assigned to work with a particular faculty mentor on a

specific research project they are implementing. The research project will be in the student's area of interest; it may or may not be the student's own research project (i.e., the student's pre-dissertation project or dissertation). Typically the faculty member responsible for the grant approaches a student for such a position, although a student may also inquire with the faculty member about such opportunities. Students are selected for this assignment based upon their areas of interest, as they match the needs of the grant.

At the University of Washington, UAW Local 4121 Union represents all Academic Student Employees (ASEs) on campus. The most current collective bargaining agreement between the UW and UAW Local 4121 is located on the [UAW Website](#). All students funded through Academic Student Employee (ASE) appointments (TA/RA) are covered by the UAW/UW union contract. This contract governs policies and procedures for appointments, salary, job definitions, and leave time. We encourage all students to familiarize themselves with this [contract](#). The union holds an orientation for all ASEs each Autumn quarter within the SPHSC department and individual orientations can also be arranged with the Union on an as-needed basis.

Full-time funding in TA/RA ASE positions equates to 20 hours per week or a 0.5 FTE (50%) appointment and includes the following:

1. Full tuition coverage/Tuition Waiver. The Department assumes all tuition-related costs and fees for doctoral students, with the exception of the UW Building Fee and UW Services and Activities Fees (which are explained in more details on the [Office of Planning and Budgeting website](#)).
2. A monthly stipend. The amount of the stipend will vary across students and depends on each student's degree level upon entry into the program (e.g., bachelor's or master's), and their type of appointment. The UW's most current [salary schedules](#) are located on the Graduate School website.
3. Health insurance coverage. Students receive health care coverage through [Graduate Appointee Insurance Program \(GAIP\)](#). This insurance also covers half the cost of insuring an appointee's dependents.

Traineeships and Fellowships

As students progress through the doctoral program they may also have the opportunity to pursue independent funding mechanisms, such as traineeships and fellowships. We encourage students to pursue this type of independent funding as a means of providing new research and training opportunities. Receipt of such awards is a significant accomplishment that brings distinction to the student, the mentor, and the Department. Students are encouraged to communicate with their mentor(s) and with the PhD Program Director concerning opportunities to apply for such funding. Please note that SPHSC 568: Grant Writing, provides doctoral students with focused training in the preparation of independent funding applications.

Traineeships or independent fellowships may come from various funding sources, including but not limited to the National Institutes of Health (NIH), Maternal and Child Health, Department of Education, and National Science Foundation. The most common sources of external support for SPHSC doctoral students have been Institutional (T32) and individual (F31/F32) National Research Service Awards (NRSA) from NIH. Institutional Training Grant (T32) funding may support students at all stages of training (including pre-dissertation), while F31 (or, for students entering the program with AuD degrees, F32) awards are generally reserved for students entering the dissertation phase of study. Either mechanism generally provides 2 to a maximum of 3 years of support. An exception is the F31 to Promote Diversity, which may provide up to 5 years of support spanning the pre-dissertation and dissertation phases.

Requirements and opportunities for other independent funding opportunities vary by research area. For example, a traineeship funded by Maternal and Child Health is housed at the Center for Human Development and Disability (CHDD). This traineeship focuses on creating leaders in the area of clinical work. Students selected for this experience must have an interest in the assessment of children with disabilities, and will generally also supervise students working on clinical Master's degrees. For students focused on basic research, the National Science Foundation offers graduate research fellowships that provide support for up to 3 years. A variety of private foundations also offer fellowships. Notably, the level of support offered (including stipend and tuition support) varies by mechanism and generally differs from that of University TA/RA positions; please see the addendum to this document regarding Department policy on stipend/tuition coverages.

Policy Regarding Traineeship/Fellowship Funding Gaps

Most often, SPHSC students receive NIH traineeships or fellowships (T32 or F31), but other sources (e.g. NSF or private foundation fellowships) are possible. **Stipend levels and tuition coverages vary by mechanism.** While not every outside mechanism can be anticipated by a blanket policy, in the interest of fairness and parity – and in support of students' pursuit of independent funding – the below policy is intended to address 'gaps' in the compensation of SPHSC PhD students who have obtained independent trainee/fellowship funding that is less than standard UW Academic Student Employee (ASE) funding. The policy is modeled after rules and regulations surrounding NIH T32/F31 stipend supplementation, but can be extended to other trainee/fellowships that result in comparable shortfalls. *This policy does not apply to smaller awards that are not intended to provide full-time PhD student stipend and tuition support, nor does it apply to certain awards that provide compensation above ASE levels.*

Policy

A trainee/fellow receiving less stipend and/or less tuition support than standard full-time ASE compensation will be offered two primary options to cover the gap in compensation:

Option 1 (preferred): The trainee/fellow will work with the Department to identify suitable TA opportunity/opportunities, serving to provide the trainee/fellow the opportunity to continue to gain teaching experience, while remaining engaged in full-time research activities. In accordance with the excess effort required, annual compensation to the trainee/fellow pursuing Option 1 is expected to modestly exceed standard annual UW ASE compensation levels (for example: in FY21, a pre-Master student with a T32 appointment would have earned, including the additional TA compensation herein described, \$33,144; a PhD Candidate with an F31 would earn \$34,278 - roughly \$1-4k above 'standard' TA/RA compensation). Details of the TA position(s) are expected to vary depending on student interests, department needs, etc. and could entail, e.g., a one-quarter 0.5 FTE appointment or two 0.25 FTE appointments.

Option 2: In instances that the trainee/fellow is unable or uninterested to serve as a TA and research funds are available, the trainee/fellow may pursue a supplemental RA position. In alignment with NIH policy, if supported by a grant, the research performed must be different from that performed under the traineeship/fellowship. Option 2 serves to add breadth in research training. Such an arrangement could include, e.g., working on a mentor's NIH R01 with a focus different from the trainee/fellowship, or working (with RA support) in an external lab for a cross-training 'rotation'. Effort in Option 2 can also be split across quarters (e.g., two quarters of 0.25 FTE) if feasible, with total compensation similar to Option 1.

It is anticipated that Options 1 or 2 will be tenable for the vast majority of affected students. In the event that both options are untenable, the student and mentor may submit a request to the Department Chair explaining the circumstances and seeking funds to cover the funding gap directly. Requests that support

the Department's mission to increase diversity, equity, and inclusion will be prioritized, but all requests are subject to the availability of funds, which cannot be guaranteed.

Grants & University Support

Lastly, some graduate students may also receive financial aid through **grants and University support** (as funds are available). These grants are designed to aid full-time students who maintain evidence of high scholarship, and exceptional proficiency in clinical, teaching or research activities. Students receiving this type of financial support accept a special responsibility to meet the requirements designated by their award along with the requirements stipulated by the Department and the University. More detail about graduate student funding is available on the [Graduate School website](#) and through the UW library system's [Graduate Funding Information Service](#).

VI. DIVERSITY, EQUAL OPPORTUNITY & ACCOMMODATIONS

A. **Nondiscrimination and Affirmative Action (Executive Order 31)**

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation. We invite faculty, staff and students to carefully review the [full text of this policy](#) for complete information.

B. **Social Justice, Diversity & Inclusion**

The UW Department of Speech & Hearing Sciences (SPHSC) is committed to building and sustaining a multicultural community that fosters equity, diversity and inclusion. We believe that this is achieved by intentionally creating opportunities for involvement, participation and growth for each individual and by nurturing a positive institutional climate through professional development, education, policy and practice. Our objective is to create a community that encourages participation and connection, and that values each individual's unique contribution, regardless of socioeconomic status, race, ethnicity, language, nationality, sex, sexual orientation, gender identity and expression, spiritual practice, geography, mental and physical status, and age.

The SPHSC Department supports diversity through the following initiatives:

- Maintaining a [Social Justice Task Force](#) comprised of faculty, staff, and students to enhance awareness, provide training, and increase diversity and inclusion opportunities in the department
- Utilizing departmental diversity metrics to make our programs more inclusive
- Creating a solid, holistic admissions process for student selection
- Working with the UW Graduate School to provide GSEE diversity fellowships to our students
- Providing ways to engage with the community in diversity efforts that improve health outcomes for all

Students may seek additional information and resources through the [Office of Minority Affairs & Diversity \(OMAD\)](#) on campus (320 Mary Gates Hall; phone 206-685-0518; email: cpromad@uw.edu). Personnel in this office are available to provide information concerning financial assistance, tutorial help, and counseling. Students may also wish to contact the [Graduate Student Equity & Excellence \(GSEE\)](#) program (G-1 Communications, phone: 206.543.9016, email: uwgsee@uw.edu).

C. **Equal Opportunity**

The University of Washington and Department of Speech and Hearing Sciences affirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a protected veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Any discriminatory action can be a cause for disciplinary action. Discrimination is prohibited by Presidential Executive Order 11246 as amended, Washington State Gubernatorial Executive Orders 89-01 and 93-07, Titles VI and VII of the Civil Rights Act of 1964, Washington State Law Against Discrimination RCW 49.60, Title IX of the Education Amendments of 1972, State of Washington Gender Equity in Higher Education Act of 1989, Sections 503 and 504 of the

Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Age Discrimination in Employment Act of 1967 as amended, Age Discrimination Act of 1975, Vietnam Era Veterans' Readjustment Assistance Act of 1972 as amended, other federal and state statutes, regulations, and University policy.

Equal Opportunity and Affirmative Action compliance efforts at the University of Washington are coordinated by the **Office of Equal Opportunity and Affirmative Action**, University of Washington, 442A Gerberding Hall, Box 351240, Seattle, Washington, 98195-1240, telephone 206.543.1830 or email eoaa@u.washington.edu.

D. 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.**

DRS is the contact point for students with permanent or temporary physical, health, learning, sensory, or psychological 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. The University has policies regarding the type of documentation required in order to verify 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 (<http://www.disability.uw.edu>)
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)

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.

VII. STUDENT CONCERNS & GRIEVANCES

The SPHSC Department is committed to promoting respect for all members of our campus community. The University encourages the prompt resolution of issues of concern or complaints. Systems are in place to protect students, faculty, and staff from discriminatory or inappropriate situations. Federal and state laws prohibit discrimination on the basis of age, disability, national origin, race, religion, and/or sexual orientation. It is also a violation of University policy to display behavior that creates an offensive working or educational environment due to unwelcome comments, touching, or conduct. If, at any time, a student is made to feel uncomfortable in their relationship with another member of our department, they have a number of options for action.

1. We ask students to first seek out **department leadership** for departmental resolution of the problem. Appropriate safeguards are set up to resolve conflicts; there is an open door for all concerns. Students are encouraged to see the Associate Chair/GPC, M.S. Program Director, Director of Academic Affairs, or Director of Student Services at any time if concerns arise about any aspect of the program. These individuals are here to assist students in any way possible. This includes concerns students may have about coursework, work environment, mentorships, etc.
 - *NOTE: If specific concerns about **grades** occur, students are required to first communicate with the relevant instructor. If a satisfactory resolution cannot be achieved, the student should follow the [grade appeal process](#). A written appeal must be submitted within 10 days to the Department Chair or his/her/their designee.*
2. Students can also follow our **SPHSC Pathways for reporting bias incidents**. We are committed to actively promoting diversity, equity, and inclusion in all arenas of department life and strives to become a more active anti-racist community. Toward this objective, we share a responsibility to document bias incidents in our community so that we can identify patterns, learn from mistakes, enact change, and increase equal opportunities for all members of the department. Information regarding how to report bias incidents as students is available on our department intranet (<https://sphsc.washington.edu/intranet/pathways-reporting-bias-incidents-sphsc>).
3. Students may also seek support from the **UW Office of the Ombud**. The Ombud is a neutral third party, working within existing University policies and procedures to address and resolve disagreements informally. The goal is to achieve a fair and reasonable resolution of the complaint that is satisfactory to all parties involved. The person raising the complaint is actively involved in the process. The Ombud may facilitate mediation or conciliation between the parties.
4. When no resolution occurs with the Ombud, students may contact the **University Complaint Investigation and Resolution Office (UCIRO)**. Their goal is to conduct a full and fair, factual investigation concerning the allegations of the complaint and, where possible, to facilitate the resolution within 60 days.

See the following links for additional information about:

- [SPHSC Concerns & Grievances](#)
- [UW Graduate School Grievance Procedures \(Memo #33\)](#)
- [University Community Standards & Student Conduct Office](#)
- [University Office of the Ombud](#)
- [University Complaint Investigation and Resolution Office \(UCIRO\)](#)

VIII. APPENDIX

- A. Individual Degree Program (IDP) Template
- B. Graduate Student Mentoring Guide (see link)
<https://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/mentoring-guides-for-students/>
- C. Doctoral Student Progress & Funding Policy
- D. Academic Student Employee Appointments (TA/RA/SA) Policies & Procedures
- E. Doctoral Student Teaching Evaluation Form
- F. Doctoral Student Research Evaluation Form
- G. Policies & Procedures for Conducting Research in the UW Speech and Hearing Clinic