



Doctor of Philosophy

in

SPEECH, LANGUAGE, and HEARING SCIENCES

2022-2023

Student Handbook

The PhD “Cactus Book”



The Department of Speech, Language, and Hearing Sciences
The University of Arizona
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TABLE OF CONTENTS

Mission Statement	3
Academic Programs	3
Teaching Mission Statement	4
Faculty & Staff	5
Faculty Research Areas	7
Doctor of Philosophy in Speech, Language, and Hearing Sciences	9
List of key personnel titles and names referenced in the cactus book	9
Academic Program	10
Major	10
Minor	11
Transfer credit	12
Input on planned coursework	12
Policy on major advisor	12
Annual Report	13
Examinations and Committees	13
Policy on committees	13
Formative exam and program development committee	14
Formative exam procedures	14
Comprehensive exam committee	15
Comprehensive exam format	15
Dissertation committee	17
Prospectus	18
Dissertation	19
Departmental forms	21
GradPath forms	21
Timeline for academic progress	22
Teaching Preparation	23
Recommended Laboratory Competencies	23
Strategies for addressing challenges in the program of study	24
Financial support	24
Leave of absence	24
Support services for students	25
Quick guide to doctoral requirements	26
Dual Degree Program: AuD/PhD	28
University Policies and Resources	29

The Department of Speech, Language, and Hearing Sciences



Mission Statement

The mission of the Department is to contribute to the scientific study of human communication and its disorders, to educate students regarding the relevant knowledge and skills necessary for clinical and research endeavors in the field, and to provide service to the university, community, state, and beyond.

Academic Programs

The Department of Speech, Language, and Hearing Sciences offers coursework leading to the Bachelor of Science (BS), Master of Science (MS), Doctor of Audiology (AuD), and Doctor of Philosophy (PhD) degrees.

The Bachelor of Science degree includes coursework to develop understanding of basic principles of biological sciences, physical sciences, mathematics, and the social and behavioral sciences. The SLHS major provides a broad education regarding human communication and communication disorders across the lifespan. This degree is preparatory for clinical degrees in speech-language pathology or audiology, as well as for advanced degrees in speech, language, and hearing sciences or related fields of study. The degree also provides a foundation in writing, effective communication, and critical thinking to position graduates as attractive for many careers.

The Master of Science degree includes the two-year academic and clinical training to prepare students for a career in speech-language pathology. A nonclinical Master of Science degree is also available.

The Doctor of Audiology (AuD) program is a four-year course of study for a professional degree with a clinical emphasis in audiology.

The Doctor of Philosophy (PhD) program prepares students for academic and research careers through coursework and participation in research projects.

Accreditation

The Master of Science (M.S.) residential education program in Speech-Language Pathology and the Doctor of Audiology (Au.D.) residential education program at the University of Arizona are accredited by Council on Academic Accreditation in Audiology and Speech-Language Pathology of the [American Speech-Language-Hearing Association](http://www.asha.org), 2200 Research Boulevard, #310, Rockville, Maryland 20850, [800-498-2071](tel:8004982071) or [301-296-5700](tel:3012965700).

Department of Speech, Language, and Hearing Sciences

Teaching Mission Statement

The teaching mission of the Department of Speech, Language, and Hearing Sciences at the University of Arizona is to provide excellent foundational and advanced education to students in human communication and its disorders.

- For undergraduate students, our goals are
 - To promote critical thinking, writing skills, and problem-solving abilities
 - To provide high quality education in speech, language, and hearing sciences
 - To prepare students to continue their education with advanced degrees in audiology; speech-language pathology; speech, language, and hearing sciences; or related areas.
 - To prepare students to succeed in a variety of careers through the application of critical thinking and communication skills
 - To prepare students to interact respectfully with people with disabilities/disabled people and treat those with communication disorders with empathy
- For graduate students, our goals are
 - To train highly qualified professionals in audiology and speech-language pathology who are well-grounded in principles of evidence-based practice
 - To train the next generation of scientists in our professions

Coursework in the clinical degree programs is designed to support students to achieve the following knowledge outcomes and skills:

- Ability to demonstrate speech and language skills necessary for effective communication with clients/patients and their relevant others, and for composing well-written and substantive diagnostic and treatment reports, treatment plans, professional correspondence, and scientific and technical reports.
- Ability to analyze, synthesize and evaluate biological, acoustic, psychological, developmental, linguistic, and cultural correlates of basic human communication processes and disorders including speech, receptive and expressive language in oral, written, and manual modalities, hearing, swallowing, and cognitive/social aspects of communication.
- Ability to analyze and evaluate information about prevention, assessment, and intervention over the range of communication disorders specified in the current ASHA scope of practice for audiology and speech-language pathology.
- Ability to analyze and synthesize relevant information regarding professional ethics and to interpret the principles of the ASHA Code of Ethics as they apply to the professional practice of audiology and speech-language pathology.
- Ability to comprehend the common principles of research and research design, both basic and applied, used in human communication sciences and disorders and to know sources of research information and how to access them.
- Demonstrate an understanding of issues currently having an impact on audiology or speech-language pathology as professions.

FACULTY

Alt, Mary	Ph.D.	Professor, Department Head (CCC-SLP)
Beeson, P�lagie M.	Ph.D.	Professor (CCC-SLP)
Bunton, Kate	Ph.D.	Associate Professor, Associate Department Head (CCC-SLP)
Casteix, Jennifer	M.S.	Associate Clinical Professor (CCC-SLP)
Cazzato, Kathleen	M.A.	Associate Clinical Professor (CCC-SLP, BCS-S)
Cone, Barbara	Ph.D.	Professor (CCC-A)
Dai, Huanping	Ph.D.	Associate Professor
Darling-White, Meghan	PhD	Assistant Professor (CCC-SLP)
Guilmette, Karen	M.S.	Associate Clinical Professor (CCC-SLP)
Guyette, Elizabeth	M.A.	Assistant Clinical Professor (CCC-SLP)
Hansen, Erica	AuD	Assistant Clinical Professor (CCC-A, F-AAA)
Hawley, Janet L.	ClinScD	Associate Clinical Professor (CCC-SLP)
Hoit, Jeannette D.	Ph.D.	Professor (CCC-SLP), Director of Postdoctoral Affairs
Jensen, Carole	M.S.	Assistant Clinical Professor (CCC-SLP)
Kapa, Leah	Ph.D.	Assistant Professor
Kielar, Aneta	Ph.D.	Assistant Professor
Marrone, Nicole	Ph.D.	Associate Professor (CCC-A)
Martinez, Jake	M.S.	Assistant Clinical Professor (CCC-SLP)
Miller, Julie	Ph.D.	Associate Professor
Monahan, Natalie	M.S.	Assistant Clinical Professor (CCC-SLP)
Muller, Thomas	AuD	Clinical Professor (CCC-A, F-AAA)
Norrix, Linda	Ph.D.	Associate Clinical Professor (AUD)
Plante, Elena	Ph.D.	Professor (CCC-SLP)
Reeb, Kristin	M.S.	Clinical Instructor (CCC-SLP)
Samlan, Robin	Ph.D.	Associate Professor, Associate Dept Head (CCC-SLP)
Smith, Dori	DMA, M.S.	Assistant Clinical Professor (CCC-SLP)
Smith, Diane	AuD	Clinical Instructor (CCC-A)
Story, Brad	Ph.D.	Professor, Associate Dean College of Science
Velenovsky, David	Ph.D.	Senior Lecturer (CCC-A)
Wheeler, Amy	AuD	Assistant Clinical Professor (CCC-A)
Wong, Aileen	AuD	Assistant Clinical Professor (CCC-A)

Adjunct Lecturers

Charles, Sherman	Ph.D.	Adjunct Lecturer
LaCross, Amy	Ph.D.	Adjunct Lecturer
Madsen, Caroline	M.S.	Adjunct Lecturer

Research Professionals

Nora Evans-Reitz	M.S., CCC-SLP	L4 Lab
Figueroa, Cecilia	M.S., CCC-SLP	L4 Lab
Rising, Kindle Rising,	M.S., CCC-SLP	Aphasia Research Project
Vance, Rebecca	M.S. CCC-SLP	Plante Lab
Wong, Aileen	AuD, CCC-A	Audiologic Rehabilitation Lab

STAFF

Acuna, Alma	Facilities Management
Barakat, Feday	Coordinator, Insurance & Billing
Castano, Bertha	Facilities Management
Colan, Brandon	IT
Hamilton, Cathy	Facilities Management Project Manager
Hayward, Nickole	Graduate Coordinator
Lavine, Debra	Office Specialist
Phelan, Kevin	Business Manager
Radosevic, Denise	Office Specialist
Reichenbacher, Richard	IT
Sasser, Kim	Administrative Assistant, Front Desk
Sinteral, Brisa	Administrative Support Professional
Weber, Doug	Facilities Management Supervisor
Wijeweera, Tharini (Raini)	Interim undergraduate advisor

Student Workers

Torres, Alyssa	Front Office
Heisler, Leah	Clinic Office
Nathan, Mira	Clinic Office

FACULTY RESEARCH AREAS

Consistent with our mission to advance the science that provides foundational understanding of human communication and communication disorders, our department houses research laboratories that complement our on-campus clinical facilities. Students have the opportunity to enroll in independent studies, participate in ongoing investigations, and to conduct directed research in the context of thesis and dissertation projects. A wide range of research interests are represented by the faculty as highlighted below.

Mary Alt	Word and concept learning; understanding learning mechanisms; applying learning theory to language treatment. Populations studied include: bilingual children and children with language disorders/delays.
Pélagie Beeson	Neurogenic communication disorders, with particular emphasis on the nature and treatment of aphasia, acquired alexia and agraphia.
Kate Bunton	Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.
Barbara Cone	Human auditory system development and methods for assessing hearing in infants at risk for hearing loss or neurologic impairment.
Huanping Dai	Basic science aspects of auditory perception, applied issues related to hearing, including the application of statistical and psychophysical principles and methods to the diagnoses of hearing disorders, and signal processing for amplification.
Meghan Darling-White	Develop and validate interventions that have an impact on functional speech production skills in individuals with motor speech disorders.
Jeannette Hoit	Normal and abnormal speech motor control, aging speech and hearing physiology, motor speech disorders, research ethics and practices.
Leah Kapa	Typical and disordered language development in childhood and the interaction between language and cognition in children and adults.
Aneta Kielar	Integration of behavioral and neuroimaging measures of brain function with goal of understand changes in cognitive functioning associated with brain damage and recovery.
Nicole Marrone	Hearing loss and treatment in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation
Julie Miller	Neurogenetic and circuitry mechanisms underlying human vocal function and dysfunction using birdsong as a model

Elena Plante	Brain-language relations in developmental language disorders and language assessment and treatment.
Robin Samlan	Production, perception, and measurement of the human voice
Brad Story	Speech acoustics/analysis/signal processing, synthesis/simulation of speech and voice, relation between articulation and acoustics, speech-to-speech transformation, perception of natural and synthetic speech.
David Velenovsky	Tinnitus management; study of cochlear mechanics and auditory processing; animal audiology.

Doctor of Philosophy in Speech, Language, and Hearing Sciences

The Doctor of Philosophy (PhD) program prepares students for academic and research careers through coursework and research training. Our goal is to support the development of outstanding independent researchers and educators. Graduates from the program have a broad base of knowledge about human communication sciences and disorders and significant in-depth preparation in their special areas of concentration within the discipline. The University of Arizona provides an excellent context for multidisciplinary experiences and skill development to enhance research career preparation.

The Department encourages diversity among applicants to the program and individualized plans of study are developed in consultation with each student's major advisor and program committee. Doctoral students experience a rigorous mentoring process involving the major professor selected by the student. They also engage in a range of research experiences with members of the faculty within the Department, and from other departments on campus. It is expected that students will engage in scholarly, publishable research endeavors throughout their course of study at the University of Arizona.

The following information is intended to supplement that which is provided in the Graduate Catalog which can be found online at: <http://grad.arizona.edu/Catalog/>. In general, the Graduate College requirements focus on admission formalities; formal examinations and the dissertation; the makeup of committees that conduct the examination; and the sequencing of events leading up to completion of the degree requirements. The department requirements address admission to the program, coursework, research internships, teaching preceptorships, the format of written portions of examination, and the development of the dissertation prospectus.

The information that follows is subject to change. The Departmental requirements and practices summarized herein are subordinate to those described in the University's General and Graduate Catalogs. In case of conflict, the appropriate University-level catalog prevails. Students are held to Departmental requirements in effect at the time they are admitted to the program unless they formally choose to meet new requirements implemented in a subsequent year.

Key personnel for the academic year 2022-2023.

These titles are referred to in the text of the document.

Department Head: Mary Alt

Associate Department Head for Clinical Education: Robin Samlan

Associate Department Head & Director of Graduate Studies (MS, PhD): Kate Bunton

Director of Graduate Studies (AuD): Barbara Cone

Graduate Program Coordinator: Nickole Hayward

Business Manager: Kevin Phelan

All departmental forms referenced in the document can be found on the D2L SLHS community site.

ACADEMIC PROGRAM

The Doctor of Philosophy is a research degree. In addition to academic coursework, ongoing involvement in laboratory-based research during each semester of the doctoral program is an important component of the program. This may be in the form of a laboratory rotation, project assignment by a mentor, independent study, or dissertation research.

Below is a detailed description of program requirements, followed by a presentation of a timeline for degree completion. Note that individual student background, research focus, and mentor expectations may affect the timeline.

Most courses at the University of Arizona use the D2L (Desire 2 Learn) platform for sharing course materials and resources. Help pages to familiarize yourself with D2L are found here: <https://help.d2l.arizona.edu/student/student-home>

Foundational Research Work

- Individuals who did not complete a master's thesis prior to enrolling in the doctoral program are required to **complete a thesis-equivalent research project and present this research in a public forum** (e.g., department colloquium, seminar, conference).
- The topic and extent of this project, as well as the presentation venue, will be determined by mentor and student.
- This project must be completed prior to taking the comprehensive exam.

Preparing for Research Rotations

- Every student must complete **HIPAA training** to participate in any clinical endeavor, including research with human subjects.
- Every student is required to complete the **Human Subjects Protection Training Program** approved by the University of Arizona (<https://research.arizona.edu/research-compliance/training>).
- Students must obtain or be covered by **IRB approval** for research projects involving human subjects prior to the start of the project. This includes any work with data previously collected from human subjects. Students should consult their mentors, research supervisors, and the chair of the departmental Human Subjects Review committee for clarification on when and how IRB should be obtained.

Coursework in the Major

- Students are required to complete a minimum of **36 graduate credit hours** for their major related to their area of study. This coursework may be within the Department of Speech, Language and Hearing Sciences or may be taken across campus to build expertise in an area broadly related to human communication.
- **18 units of dissertation enrollment** (SLHS 920) are also required for the major.
- Doctoral students must maintain a **3.0 minimum GPA** during the doctoral program.

- **22 graduate credit hours must be graded (A,B,C).** Coursework to meet this requirement includes both major and minor coursework (details on the minor listed below).
- Four-course registrations are **required** of all PhD students, accounting for 15 of the 36 credit hours required for the major:
 - **SLHS 649** Survival Skills & Ethics (one 3-unit registration) [spring semester]
 - **SLHS 696a** Grant Writing (one 3-unit registration) [typically, fall semester even years]
 - **SLHS 696a Seminar or SLHS 599, 699, 799 Independent Study** (3 units minimum). Students must complete at least two registrations that total to a minimum of 3 units (this is in addition to 696a Grant Writing). If the requirement is filled with independent study registrations, it should be with *different* faculty members (one can be the primary mentor). Each registration should include reading, reviewing, and discussing seminal articles in a particular area of SLHS. These registrations may be convened with one or more Ph.D. students. Independent study enrollments (x99) are S/P/F; SLHS 696 can be taken as graded or pass-fail option. Offerings of 696a do not follow a regular schedule, please talk with your advisor or committee to determine upcoming offerings. For independent study registrations (x99) students/faculty should prepare a list of readings to be completed during the semester and submit to the Director of Graduate studies for approval prior to the semester.
 - **SLHS 900** Research rotations (two registrations for 3 units each). Students are **required** to complete a minimum of two research rotations for course credit prior to beginning dissertation research. These rotations are to be selected and designed to expose the student to various facets of the research enterprise and to lead the student to increasing independence. Ideally, a research rotation will provide the student with the opportunity to make a substantive contribution that allows for authorship on a paper or poster. The student and faculty mentor should discuss this option at the start of the rotation. One of the rotations must be completed with a faculty member who does not serve as the student's major advisor. This faculty member may be within SLHS or across campus.
- Doctoral students must complete or show coursework in research methods that is equivalent to the SLHS 597 Workshop: Research Methods (2 units).

Coursework in the Minor

- The Graduate College **requires** that a student complete a formal minor course of study. The minor is to reflect a student's research interest with specific coursework determined by the minor department.
- The Graduate College requires a minor of at least 9 units of graduate-level coursework chosen from the list of Graduate Programs found at this link: <http://grad.arizona.edu/programs/>. You can use the word 'minor' or a keyword "health" (note double quotes) related to your area of interest as a search term.

- A multidisciplinary minor is available and should include 9 units of graduate-level coursework built around a theme. A minor advisor from one of the courses taken as part of the program is required. The minor advisor will approve the coursework taken to meet the requirements of a multidisciplinary minor.
- It is solely the responsibility of students and their advisers to know and understand the requirements for a minor from any specific department.
- Although the Graduate College requires a minimum of 9 units for a minor, many departments require more than 9 units.
- Graded coursework (i.e., A, B, C) for the minor counts toward the requirement of 22 graded units as required by the Graduate College on the student Plan of Study.

Transfer credit

Graduate credit that was earned within the last ten years may be applied toward the PhD degree with approval of the student's Formative Exam/Program Planning committee. Requirements and procedures for requesting approval of transfer credit can be found here: <https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#credit-requirements>.

Input on planned coursework

Recommended coursework for your program of study will be identified by your major advisor as well as your Formative Exam/Program Planning committee. During the formative exam, you will discuss with your committee areas of interest and identify opportunities on campus to enhance your skill set. Tips for searching for courses are found in Appendix A.

In the area of specialization, any chosen course should meet the following conceptual criteria:

1. Provides core information related to your proposed line of research.
2. Provides tools for the conduct of research (e.g., statistics, programming, measurement, technologies employed in research)
3. Contributes to the development of a conceptual theme underlying your training program.

If the student is lacking a background in speech, language, or hearing, they may register for graduate classes or independent studies that are designed to cover core information. Independent studies require the student and instructor to develop a plan of study that may include attending lectures, readings, and/or a project that allows the student to demonstrate knowledge in the core area. Note that independent study registration cannot be used as a replacement for existing coursework.

Policy on Major Advisor

Every student is required to have a primary **doctoral mentor/advisor** who is a member of the tenure-track SLHS faculty. Although the major advisor is selected prior to admission into the program, circumstances may develop that necessitate a change of major advisor. The first step in changing primary mentors is to discuss a possible change with your current major advisor and a potential advisor. If changing advisors is amicable for all involved, the student will notify

the Director of Graduate Studies and Department Head via email. However, if the change of advisors becomes challenging, the student should reach out to the Director of Graduate Studies and/or the Department Head to discuss options or to serve as an arbitrator/liaison to help issues related to the advisor. Under only *unusual and exceptional* circumstances may a student be allowed to have a non-SLHS faculty member serve as their doctoral mentor/advisor for the dissertation phase of the program. Such a situation must be formally proposed to the Director of Graduate Studies for approval by the Advisory Committee and Department Head. While the department will make every effort to facilitate a match, if a student is unable to find a primary doctoral mentor/advisor to agree to work with them, they may not continue in the program.

Annual Report

- Students are required to submit their most current curriculum vitae to the Director of Graduate Studies by April 1 of each year to maintain satisfactory progress toward the degree. This will be placed in your student file. The DGS will email with this request.
- The timeline for making for academic progress (page 21) should be used to gauge progress toward benchmarks for program completion.
- Each student should document at least one research presentation per year. This could consist of a presentation at a lab meeting, colloquium, conference, or other venue. Student should work toward 1 peer-reviewed publication/year during the latter part of their program to build a strong CV. Students are not expected to be first authors; the goal is to build a CV by demonstrating regular involvement in research and skills in disseminating research findings.
- The faculty reviews student progress annually and any recommendations from this meeting will be provided to you by your major advisor and/or formative committee.
- In addition, your major advisor will evaluate your progress annually and provide feedback each year (oral and/or written). This evaluation will include feedback on strengths and areas of concern.
- If changes in your program are recommended by your major advisor or the faculty, the consequences of not making the changes will be identified. Your advisor will discuss the recommendations with you, and you will be asked to summarize your understanding of them. In this case, the advisor's evaluation and recommendations will be placed in your student file.

EXAMINATIONS AND COMMITTEES

Policy on Committees

- Doctoral students will have three committees during their training: *the Formative Exam and Program Planning Committee, the Comprehensive Exam Committee, and the Prospectus/Dissertation Committee.*
- Details on committee membership are described below for each of the committees.
- The student's major advisor typically chairs each committee.
- Other committee members are chosen and recruited by the student. Committee members need to be part of the Graduate Faculty and are listed as "members" on the

GradPath form. In special circumstances, “special members” may be allowed. “Special members” include faculty who do not hold a PhD. The eligibility of these members should be discussed with the Director of Graduate Studies.

- Be aware that there is no automatic carryover of members from one committee to another and it may be advantageous to have different committee members throughout the program. The responsibility of a faculty member serving on a particular committee ends when that committee has finished its designated task.
- If the need arises for a student to change committee members for a specific committee, the student is responsible for discussing the change with the major advisor and the affected committee members. If there are conflicts associated with the change, the Director of Graduate Studies (DGS) can arbitrate; otherwise, the DGS will not be involved.

Formative Examination and Program Development Committee

- All students must take a **Formative Exam** and conduct a **Program Planning** meeting. These should both be completed within the first semester of the doctoral program or at the start of the second semester but is flexible depending on the specific circumstances of the student’s program.
- The Formative examination committee consists of a minimum of three tenure-track members of the faculty of the Department of Speech, Language, and Hearing Sciences.
- The purpose of the examination is to assess a student’s research potential, identify strengths and weaknesses, and areas for growth, as they relate to the student’s goals and department requirements for a PhD in Speech, Language and Hearing Sciences. The program committee can assist in identifying necessary/recommended coursework in both the area of specialization and in any areas of speech, language, or hearing.
- Prior to the exam and meeting, each student will complete the ***Plan for Conducting the Formative Examination***. This form should be submitted to the Director of Graduate Studies prior to the start of the written portion of the exam.
- When the Formative Exam is finished, the student’s major advisor should complete and have the committee members sign the ***Result of the Formative Exam*** form. This form should be submitted to the Director of Graduate Studies and filed in the student’s department file.

The formative examination consists of three parts:

Part 1: Students will be given 2-3 readings (e.g., journal articles, book chapters) selected by their major advisor. The advisor will also give the student 3-5 questions based on the reading material to answer in essay form. Some questions will relate to data analysis and methodology. This part of the written exam can be completed at a location of the student’s choice. One week will be allowed for completion. Written answers are typically less than 20 pages.

Part 2: Students will be given a specific question by their committee to be completed in the Department within a 2-hour time frame (i.e., closed book). The purpose of part 2 is for the student to demonstrate unedited writing and thinking skills.

Part 3: Students will be given an oral examination by their committee. The oral examination will include questions related to the written exam, specific knowledge of the field, as well as other directed discussion related to program planning.

- The formative exam committee and student should meet 1 year after the completion of the exam to discuss academic progress and timeline for upcoming milestones (comprehensive exam). Note that although the members of the formative exam committee and comprehensive exam committee might not be the same, it is important that the formative exam committee support the student during their early studies.

Documentation Related to Formative Exam

Departmental: Plan for Conducting the Formative Exam [submitted by student 2 weeks prior to exam]

Departmental: Results of the Formative Exam [submitted by advisor following exam]

**Students should maintain a copy of formal documentation for their records*

Comprehensive Exam Committee

- All students must take a **Comprehensive Exam** that includes representation from both the major and minor departments.
- The comprehensive exam may be taken when the student has completed the majority of their major/minor coursework listed on their plan of study. The student should discuss the timing of the exam with their committee.
- Students will only officially advance to candidacy after completion of ALL coursework listed on their plan of study (excluding dissertation units). Candidates may continue to take additional coursework, if it enhances their training program.
- According to the Graduate College, the examining committee must consist of a minimum of **four members**. The major advisor, faculty member from the student's minor department, and two additional members who are members of the Graduate Faculty and are tenured or tenure track. Any members beyond the fourth can be current tenured or tenure-track faculty members or approved special members. Questions about member eligibility or committee composition should be directed to the Director of Graduate Studies.
- Depending on the minor department's requirements, their participation in the comprehensive exam may be waived, but they will need to be listed on the appropriate GradPath form.
- The examination committee members are the student's choice and should be based on their training experience.
- Each student, in collaboration with their committee chair (major advisor), will complete the ***Plan for Conducting the Comprehensive Examination***. This form should be submitted to the Director of Graduate Studies prior to the start of written exam portion and will be filed in the student's department file.

The comprehensive examination consists of two parts, written and oral.

Written Examination

The written portion of the examination must be completed and passed before the oral portion may be scheduled. The requirement of a written comprehensive examination in the major area can be satisfied in **one of two ways**:

1. a traditional "**closed-book**" **written examination**. Under the closed-book option, the student completes one three-hour examination in *each* of the areas of study represented by the examination committee members. All examination blocks must be completed within a 2-week period.
 2. an "**open-book**" **written examination**. Under the open-book option, the student is given a set of questions developed by their committee, for which they are given two weeks to write answers to all questions. Because of the time allowed and open access to resources, the questions in this second option typically requires more in-depth answers than the first. In this option, each question is not necessarily written by one committee member, but rather may be a collaboration among the entire committee or a subset of the committee.
- With either option, the committee will develop a maximum of four separate questions as the examination. If the minor department opts to participate in the written portion, then one question will be written independently by the committee member representing the minor, and the other questions will be developed by the major committee members; these questions may be independently written by each committee member or collaboratively. In a case where the minor department opts out of the written portion, the major committee members may decide to develop up to four questions. Regardless of the number of questions provided to the student, the expectations should be the same. That is, for example, if only two questions were provided, they should be sufficiently comprehensive that the expectations of content and length are like an exam with four, somewhat less comprehensive, questions.
 - There is no specified length for student answers in either format. For the open-book version, a rough guideline for a lower limit of 5 pages and an upper limit of 40 pages single spaced per question.
 - The written responses from the exam are submitted to the Chair of the student's Comprehensive Exam Committee; the Chair will then distribute the material to the committee.
 - The committee members will inform the Chair if the written responses are adequate to proceed to the oral examination.
 - Written feedback on answers should not be provided to the student until after the oral examination.
 - The minor department may prefer other formats for the written comprehensive examination in the minor area. The student must comply with the minor department requirements.
 - Questions about the format or conduct of the examination should be directed to the Director of Graduate Studies.

Oral Examination

- Upon successful completion of the written examinations in the major and minor(s), the Oral Comprehensive Examination is conducted with the examining committee. The student will be informed that they have passed the written portion of the exam and may proceed to the oral portion.
- The formal oral examination is administered by the examination committee.
- The oral examination is usually structured based on the written portion of the examination, but it may cover any aspect of the student's preparation. The duration of the exam must be a minimum of one hour and no more than three hours. This examination must be completed within 6 months of the submission of the written portion of the exam.
- The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague.
- Discussion of proposed dissertation research may be included in the oral examination.
- The date of the oral examination needs to be filed with the graduate college using GradPath.
- The chair submits the outcome of the comprehensive examination to the Graduate College via GradPath.

Following a successful written and oral examination, committee members may provide the student with written feedback. Successful comprehensive exams should not be remediated.

If a student fails the written examination, they are required to meet with each committee member to discuss the negative result. The exam committee will also meet to decide whether the student will be allowed to retake the exam, and if so, the conditions for the retake (e.g., how soon the exam can be retaken, plans for preparation). A failure on the written exam should be reported to the Director of Graduate Studies. If approved by the committee, written exams taken a maximum of two times. If a student fails the oral exam, the procedure is the same; the committee will decide whether to allow a retake, and if so, the conditions of the retake. If approved by the committee, an oral exam may be taken a maximum of two times. If the oral examination is failed, the Graduate College must be informed of the failing evaluation on the oral examination via GradPath Results of Examination form.

Graduate College requirements regarding the Comprehensive Examination can be found in the Graduate Catalog online at: <https://grad.arizona.edu/gsas/degree-requirements>

Documentation Related to the Comprehensive Exam

- GradPath: Responsible Conduct of Research Form [submitted by the student]
- GradPath: Plan of Study Form [submitted by the student]
- Departmental: Plan for Conducting the Comprehensive Exam [submitted by the student 2 weeks prior to the exam]
- GradPath: Comprehensive Exam Committee Form [submitted by the student]
- GradPath: Announcement of Comprehensive Exam (date reflects oral exam) [submitted by the student]

**It is recommended that students submit GradPath forms related to the comprehensive exam two months prior to the exam. Approvals are required for each form, and forms are released sequentially based on the approval of an earlier form.*

Dissertation Committee

- The dissertation committee requires a minimum of three members, all of whom must be members of the Graduate Faculty and tenured or tenure-track. Questions about committee composition should be directed to the Director of Graduate Studies.
- The dissertation committee chair is the student's major advisor (or co-chair).
- The dissertation committee may comprise those individuals who have served on previous committees for the student, or the composition may be adjusted to reflect the direction of the dissertation research. The members of the committee will be chosen and recruited by the student. The inclusion of a representative from the minor is optional.
- If a committee has only three members, all must approve the dissertation for it to pass. If a committee includes four or more members, there may be one dissenting vote. Members in addition to required three may be tenured or tenure-track, or a special approved member. Special members must be pre-approved. Contact the DGS for information.
- It is possible to modify the dissertation committee (or chair) after the prospectus has been approved, these changes should be discussed with the student's major advisor and Director of Graduate Studies.

Documentation Related to the Dissertation Committee:

GradPath: Doctoral Dissertation Committee Appointment Form [submitted by the student]

Prospectus

- The first step toward the dissertation is preparation of a prospectus document.
- The prospectus should include a review of the relevant literature, statement of hypotheses and specific aims, description of the research method, and report of pilot data and data analyses if available.
- The expected format and extent of the document should be discussed and negotiated between the student and advisor. For example, a prospectus might be written in the form of a grant application, as a first draft of the dissertation document, or some other format. These agreed-upon expectations should be made clear to the other members of the dissertation committee.
- All students are required to present their dissertation proposal in a public forum (e.g., department colloquium). It is advantageous to do this prior to the formal prospectus meeting so that feedback from a wide audience might be received.
- A formal prospectus meeting must be scheduled in which the student presents the proposal to the dissertation committee.
- Note, that during the development of a prospectus, it may be advantageous for the student to schedule one or more "pre-prospectus" meetings with the committee to obtain input concerning the dissertation topic, hypotheses, possible methods to be used, etc. The committee serves to advise the student on the quality of the dissertation proposal and may suggest modifications and/or additions to any aspect of the proposal.

- The committee should receive the written prospectus at least one week prior to the scheduled prospectus meeting.
- A copy of the prospectus document must be put into the student's file in the departmental office before the corresponding GradPath form is approved.
- In addition, the dissertation director should submit an email to the Director of Graduate Studies indicating that the prospectus meeting was completed. This will be placed in the student's file.

Documentation Related to the Prospectus:

Submission of prospectus document to the department office, Graduate Coordinator will approve GradPath: Verification of Prospectus/Proposal Approval

The student may need to submit an updated version of the prospectus document following a committee meeting so that it reflects all changes.

GradPath: Doctoral Dissertation Committee Appointment Form [submitted by the student]

Dissertation

- Dissertators should meet regularly with their committees (individually or as a group) to discuss writing and research strategies, organization, content, and a timeline for completion.
- Significant changes in the dissertation proposal (prospectus) require approval by the dissertation committee. These include changes in the research question(s) or planned principal methodology. Changes should be documented in writing and a copy of the changes added to the students file along with a copy of the original prospectus.
- Dissertators should consult their advisors and other committee members about how much time they require for evaluation of the document and to provide feedback. For example, some committee members may prefer to receive drafts of dissertation chapters as they become available during the writing process, whereas others may prefer to receive the entire dissertation in penultimate form before initiating an evaluation. In any case, it is up to the student and Major Advisor to clarify with the committee members how and when the dissertation document will be distributed to them. Both students and advisors should keep Graduate College deadlines in mind when determining a timeline for writing and feedback. Faculty should typically provide feedback on drafts and the final version.
- Prior to the dissertation defense, a student must submit an "Announcement of Final Oral Examination" via GradPath. The Graduate College will post an official announcement based on this form.
- At least two weeks prior to the dissertation defense, the student should notify the SLHS front desk staff to create an advertisement of the public portion of the defense to the SLHS. This will be distributed to faculty and students within the department, the School of Mind, Brain, and Behavior, and to other potentially interested parties outside the department.
- The dissertation defense must be held publicly and scheduled such that it does not conflict with the departmental colloquium. In some cases, the defense may be held as the departmental colloquium with mutual agreement by the student and advisor. The priority

of any scheduled defense is to accommodate the dissertation committee. The defense should be scheduled in a classroom in the SLHS department.

- The dissertation committee chair presides over the public presentation of the dissertation.
- Due dates related to defending and submitting your dissertation can be found here: <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>
- The procedures for archiving the dissertation document are here: <https://grad.arizona.edu/gsas/dissertaions-theses/submitting-your-dissertation>

Documentation Related to the Dissertation:

GradPath: Announcement of Final Defense (due 3 weeks prior to presentation)

Departmental Forms

There are several internal forms used by the department to document progress in the program, and completion of degree requirements. These are internal forms and are separate from the Graduate College forms. They are referenced in sections related to the program milestones and are available on the SLHS Community D2L page under PhD students. All forms are fillable pdfs and can be found on the SLHS community D2L site under PhD students.

1. Plan for Conducting the Formative Examination
2. Results of the Formative Examination (filed by major advisor)
3. Plan for Comprehensive Examination

GradPath forms

To document program progress and activity, the Graduate College requires students to complete the following forms. Forms are referenced above related to the program milestones but are listed here with further explanation. All forms are online can be found in your UAccess student center or linked here <https://grad.arizona.edu/gsas/gradpath>. After completion, each form is routed for approval from by the department graduate coordinator, student advisor, DGS, and Graduate College. It is the student's responsibility to ensure all forms are approved.

1. Responsible Conduct of Research Form (acknowledgement statement, completed by student)
2. Evaluation of Transfer Credit (only if using external transfer courses, submitted by student)
3. Plan of Study (submitted by student and approved during year 2 and prior to comprehensive exam)
 - The plan of study will list your major advisor, your 36+ credit hours taken as part of your major area of study as well as 18 units of SLHS 921 (dissertation).
 - The plan of study also lists your minor advisor and the 9+ credit hours taken to fulfill the minor requirements.
4. Comprehensive Exam Committee Appointment Form (submitted by student, must be approved prior to scheduling written and oral comprehensive exam)
5. Announcement of Doctoral Comprehensive Examination (submitted by student, this is the date of your oral comprehensive examination)
6. Results of the Oral Comprehensive Examination for Doctoral Candidacy (submitted by committee chair) (*Candidacy fees charged to student upon advancement to doctoral candidacy. Doctoral candidacy is obtained when you have completed all coursework listed on your Plan of Study*).
7. Verification of Prospectus/Proposal Approval (submitted by department Graduate Coordinator following receipt of a prospectus document)
8. Doctoral Dissertation Committee Appointment Form (submitted by student, must be approved prior to prospectus presentation)
9. Announcement of Final Defense (submitted by student, must be submitted and approved at least three weeks before the date of defense)
10. Results of Final Defense (submitted by committee chair)

Timeline for Academic Progress

The PhD degree is commonly completed in four years but may be longer based on your background and area of interest. Although each student's doctoral program is unique, the following example is a timeline that would assure progress toward a degree in 4 years:

Year 1

Establish formative/planning exam committee	Fall semester
Take formative examination	Fall semester
Choose minor area of study	Fall semester
Prepare Plan of Study	Fall or spring semester
Complete a full load of coursework	Fall and spring semesters
Complete an independent study in mentor's lab	Fall or spring semester

Year 2

Submit Plan of Study (GradPath)	Fall semester
Continue with a full load of coursework	Fall and spring semesters
Complete a research rotation in a second lab	Fall or spring semester
Identify a Comprehensive Examination Committee	Spring semester
Complete the written and oral comprehensive exam	Summer or Fall year 3

Year 3

Identify a Dissertation Committee	Fall semester
Prepare prospectus for dissertation	Fall or spring semester
Public presentation of prospectus	Fall or spring semester

Year 4

Complete dissertation research	Fall or spring semester
Prepare dissertation document	Spring semester
Schedule final Oral Defense Examination	Spring semester
Successfully defend dissertation	Spring semester*

*Deadlines for defense and filing of dissertation can be found here:

<https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

Teaching Preparation

Students interested in gaining experience in college-level teaching, have two options which are not mutually exclusive. It is **strongly** recommended that students pursuing an academic career gain some experience related to teaching:

- Option A: The University of Arizona offers a 10-credit Certificate in College Teaching. Information on this certification can be found at <https://cct.oia.arizona.edu/>
- Option B: Preceptor in a course or a selected unit or units within a course. Be observed and discuss feedback with supervising professor. If a student is teaching an entire course, they should consult with the DGS regarding compensation.

Recommended Competencies to be obtained through Laboratory Experiences and Coursework

Procedural competencies:

1. Knowledge of research instrumentation and hardware.
2. Knowledge of general use software programs (e.g., Excel, Adobe, Powerpoint), and lab specific software (e.g., Matlab, SPM, EPrime, Direct RT).
3. The ability to search the literature, including searching electronic databases and being able to pursue a theme through the literature.
4. Knowledge and application of statistics and other mathematical models for understanding data.
5. How to keep lab records.
6. In some cases, knowledge of specific techniques (e.g., ERP, dissection) that are necessary or beneficial for a specific area of research.
7. Leadership skills related to laboratory management.

Writing competencies:

1. The ability to abstract and summarize information.
2. The ability to write in the publication style of the field.
3. The ability to present information in poster format.
4. The ability to write and manage human subjects-related documents.

Scientific competencies:

1. The ability to discuss lab projects in terms of the scientific method and aspects of validity.
2. The ability to design a project that measures/manipulates a target effect and controls extraneous effects.
3. The ability to manage the day-to-day aspects of completing a research project from conceptualization through data collection and manuscript production.

Strategies for Addressing Challenges in Program of Study

While we hope that your program will proceed without significant challenges, we have resources in place to support you, should challenge occur. It is important for the student to be proactive in addressing challenges they feel are hindering their success as a doctoral student. These could include a perceived lack of support, vague or unreasonable expectations, poor communication, or abuse and may involve an advisor, committee member, instructor, or other member of the department. If you encounter difficulty, you are encouraged to talk to your major advisor. In some cases, that may not be feasible, and the student should reach out to the Director of Graduate Studies or the Department Head with any concerns related to their program. If a student feels concerns are not being adequately addressed within the department, they should reach out to the Associate Dean of the Graduate College to develop strategies to address the concerns. The faculty recognize that there are times when a student may need to switch advisors or change their program of study. The department will work with the Graduate College in these cases to support the student following established university procedures.

Financial Support

The Department of Speech, Language, and Hearing Sciences works to provide the equivalent of a 0.5 FTE stipend and tuition waiver for all PhD students for 4 years. Additional years of support may be available. This support may include a graduate fellowship (teaching or research), scholarships, fellowships, and tuition waivers. This funding comes with a work obligation of up to 20 hours per week. Expectations will be made clear in the letter documenting your funding package. Assuming that the department budget has been approved, returning students will be notified in April of funding for the following academic year. All offers are dependent on the availability of funds and documentation of adequate student progress. Any questions about financial support can be directed to the Director of Graduate Studies. Specific questions about payroll should be sent to the Business Manager.

Leave of Absence

If a student would like to take a leave of absence (LOA) for a semester or a year, they should discuss the plan with their major advisor and the Director of Graduate Studies. An LOA may be requested for academic, medical, or personal reasons. For students in SLHS, completing a full-time clinical fellowship (CF) is a common reason to take an LOA. The student will need to submit a GradPath form for approval from the Graduate College. The official policy is found here: <https://grad.arizona.edu/policies/enrollment-policies/leave-absence>. Note that taking a full LOA will suspend access to UArizona and departmental resources such as library access.

Students may choose to complete a CF on a part-time basis (not requiring an LOA), and in this case should work with their committee to make sure their workload is manageable and they are making adequate academic progress.

Support Services and Resources for Students

We want to ensure that all doctoral students have the support and resources they require to successfully complete their programs. Below is a list of resources. Students can always ask faculty for support, and the SLHS HUB is available to connect students to resources.

Support Services: Student Assistance serves as a central support resource for all students. Help is available to support students and their families manage crises, life traumas, and other barriers that impede success. The staff works to address the needs of students who struggle in such areas as psychological health, physical health, victimization, relationship issues, social adjustment, and academics through a variety of interventions, referrals, and follow up services. We strive for a culture of caring on campus. Resources are available here:

<https://deanofstudents.arizona.edu/support/student-assistance>

Disability Resources Center: The Disability Resource Center (DRC) leads the University in a progressive and proactive approach to campus accessibility. Our goal is to ensure that disabled students, employees and visitors, have a similar, if not identical, experience to that of their non-disabled counterparts. In addition to facilitating individual accommodations, DRC works proactively to impact the systemic design of our campus environments to be seamlessly accessible, reducing or eliminating the need for any individual accommodations or modifications. <https://drc.arizona.edu/about>

Child Care Subsidies and Family Friendly Information: The Graduate College is dedicated to promoting and strengthening family relationships. Many resources have been designed to help graduate students balance and manage family, work, and school. You can find information about the resources listed below at the following website: <https://grad.arizona.edu/new-and-current-students>.

- Graduate Assistant/Associate Parental Leave
- Temporary Alternative Duty Assignments (TADA) for Teaching Assistants/Associates
- Extension of Time to Degree Policy
- Life & Work Connections - Child and Elder Care Resources

Note that subsidies require care is provided by a licensed provider,

<https://www.azdhs.gov/licensing/childcare-facilities/index.php>

Graduate College Helpful Information: The Graduate College has compiled a list of links that are useful for both new and current graduate students. You can find the list here:

<https://grad.arizona.edu/new-and-current-students>. Topics covered are listed below.

- Academic Services, Policies, and Procedures
- Costs & Funding
- Professional Development
- Health, Wellness, and Safety
- Other UA Resources & Information
- Third-Party Information & Resources
- New and Current Students FAQ

Guide to Doctoral Program Requirements

What follows is a list of procedural requirements to complete the doctoral degree. Earlier sections of the cactus book contain more detail, but this should serve as a quick reference for mentors and students.

Note: Each requirement is followed by either SLHS, GC, or UA. These refer to whether the requirement is departmental (**SLHS**), Graduate College (**GC**), or University policy (**UA**). In general, any **GC**-based requirement involves student and/or faculty action in **GradPath**.

General Requirements

- Every student is required to have a **doctoral mentor/advisor** who is a tenure-track member of the SLHS faculty. (SLHS)
- Every student must receive **HIPAA training** to participate in any clinical endeavor. (UA)
- Every student is required to complete the **Human Subjects Protection Training Program** approved by the University of Arizona. (UA)
- Students must obtain or be covered by **IRB approval** for research projects involving human subjects. Students should consult their mentors, research supervisors, and the chair of the departmental Human Subjects Review committee for clarification on when and how IRB should be **obtained**. (UA)
- Students are required to be involved in **laboratory-based research during each semester** of their doctoral program. This may be in the form of a laboratory rotation, project assignment by a mentor, independent study, or dissertation research. (SLHS)
- Students must complete a **minimum of 36 graduate semester credits** according to the plan of study approved by the student's mentor and Formative/Program Planning committee. (GC)
- Students must complete 18 credits of dissertation. (GC)
- The Graduate College requires that a student complete a formal **minor** course of study. The minor must consist of at least **9 credits** of graduate-level coursework. (GC)
- The Graduate College requires **22 credits be graded** from the major and minor coursework (GC).
- Students are required to provide an **updated CV** at the end of each spring (due April 1) and student progress will be reviewed annually by the faculty. (SLHS)

Program Milestones and Associated Forms

- *Foundational Research:* Individuals who did not complete a master's thesis prior to enrolling in the doctoral program are required to **complete a thesis-equivalent research project and present this research in a public forum**. The topic and extent of this project, as well as the presentation venue, will be determined by mentor and student. This project must be completed prior to taking the comprehensive exam. (SLHS)
- *Formative Exam:* All students must take a **Formative Exam** and conduct a **Program Planning** meeting. The department forms for "**Plan for Conducting the Formative Exam**" and "**Results of the Formative Exam**" must be filed with the Director of Graduate Study. (SLHS)
- A "**Doctoral Plan of Study**" must be submitted to the Graduate College. This is generally completed early in the second year of the doctoral program through *GradPath*. (GC)
- *Comprehensive Exam:* All students must take a **Comprehensive Exam** that includes both written and oral portions.

- The first step is for the student to file the **“Comprehensive Exam Committee Appointment Form”** in *GradPath*.
- The student should submit the **Plan for the Comprehensive Exam** form to the Director of Graduate Studies prior the exam.
- The **“Announcement of Doctoral Comprehensive Examination”** is scheduled by the student in *GradPath* and reflects the date of the oral examination. This will initiate an email sent to the committee chair that will contain a link for reporting the **“Results of the Oral Comprehensive Examination for Doctoral Candidacy”** to the Graduate College. (GC)
- *Dissertation Committee*: Following successful completion of the Comprehensive Exam, and appointment of a dissertation committee, a student must submit a **“Dissertation Committee Appointment” form** to the Graduate College via *GradPath*. (GC)
- *Prospectus*: All students are required to **prepare a prospectus document and hold a prospectus meeting** with their chosen dissertation committee. A copy of the prospectus document should be put into the student’s file in the departmental office. When the document is received, the Graduate Coordinator will complete the **“Verification of Prospectus/Proposal”** form via *GradPath* (GC).
 - All students are required to **present a dissertation proposal (prospectus)** at a departmental colloquium. **(SLHS)**
- *Dissertation*: Prior to the dissertation defense, student must file the **“Announcement of Final Defense”** form in *GradPath*. This will initiate an email to the committee chair with a link to the **“Results of Final Defense”** form. (GC)
 - At least one week prior to the dissertation defense, the student must **submit an advertisement of the defense to the departmental secretary**. **(SLHS)**
 - The dissertation defense must be held publicly and scheduled such that it does not conflict or coincide with the departmental colloquium. The defense should be scheduled in a classroom in the SLHS department. **(SLHS/GC)**.

For a list that summarizes the official Graduate College forms that will be filed in *GradPath* over the course of your PhD program see: <http://grad.arizona.edu/gsas/degree-requirements>

Dual Degree Program: AuD/PhD

Students must formally apply to both the AuD and PhD programs, separately, to be enrolled in the dual degree program. Students must complete all requirements for each program to complete their degrees. Details regarding the dual program are outlined below.

1. 28 credit hours may be shared between the two programs. This includes both coursework in SLHS and minor coursework. The list shows the degree requirements that can overlap:

Courses	Units
1) Minor requirements	9
2) SLHS 597 Research Methods	2
3) SLHS 588[a, b or c] plus lab	4
5) SLHS 596G	3
6) SLHS 565	3
7) SLHS 900 in lieu of SLHS 912	6
TOTAL:	28

2. Both degrees require a 9-unit minor. The minor can be counted toward both degrees. If an AuD-only student chooses a minor in Speech, Language, and Hearing Sciences, they will be required to pursue a minor outside the department to satisfy requirements for the PhD.
3. Up to 6 units of 900 (research registration) required for the PhD can be used for 6 units of SLHS 912 (audiology doctoral project (ADP)) for the AuD. This should be a mentored experimental research effort, resulting in a written document, that is also presented publicly and defended as required for an ADP in the AuD program. The additional 3 units of SLHS 912 required for the AuD (9 required) will be waived for those dually enrolled in AuD and PhD programs. Please be aware that any units of SLHS 912 earned prior to admission to the dual program cannot be used to fulfill the PhD requirements of SLHS 900 research.
4. The product resulting from the 6 units of 900 research rotation will be presented and defended at a colloquium. This will take place as soon as the 6 units have been successfully completed, not at the end of AuD program as it is for the Audiology Doctoral Project requirement.
5. Those in the PhD program will complete at least one additional research rotation in addition to these 6 units of research registration shared between the programs.
6. AuD-PhD students will complete both the comprehensive exam for the AuD (given at the end of the 2nd year of the program), **and** the comprehensive exam for the PhD (normally given after coursework and research rotations have been completed).
7. AuD-PhD students will complete both a final oral defense of the dissertation for the PhD and a final exam (oral) for the AuD. The exams will be scheduled independent of one another.

University Policies and Resources

The University of Arizona seeks to promote a safe environment where students and employees can participate in the educational process without compromising health, safety, or welfare. To that end, policies and guidelines are provided for student and faculty conduct, and excellent resources are available to support all members of the university community. We encourage students to seek guidance and assistance from SLHS faculty and staff as needed, including direct contact with the department head or associate heads. Anyone who experiences or is aware of discriminatory conduct or threatening behavior is urged to report the concern without delay. Concerns or needs can be communicated directly to the appropriate university offices, including the Dean of Students, Human Resources, and the Office of Institutional Equity.

Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

UA Office of Institutional Equity: <http://equity.arizona.edu/>

University of Arizona Graduate College Grievance Policy:
<https://grad.arizona.edu/policies/academic-policies/grievance-policy>

Code of Academic Integrity: All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the UA Code of Academic Integrity. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <https://grad.arizona.edu/policies/academic-policies/code-academic-integrity>