



Doctor of Philosophy
in
SPEECH, LANGUAGE, and HEARING SCIENCES

2026-2027

Student Handbook
The PhD “Cactus Book”



The Department of Speech, Language, and Hearing Sciences
The University of Arizona
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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) is designed to develop outstanding independent academics and researchers.

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](#), 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.

- Undergraduate education
 - To provide high quality education in speech, language, and hearing sciences
 - To prepare students to succeed in a variety of careers through the application of critical thinking and written and oral communication skills
 - To prepare students to interact respectfully with people with disabilities/disabled people and treat those with communication disorders with empathy
- Graduate education
 - To train highly qualified audiologists and speech-language pathologists who are well-grounded in principles of evidence-based practice
 - To instill professionalism in our students, so they demonstrate integrity, compassion, inclusion, excellence, and strong communication skills in their practices
 - To train students to become leaders within their professional communities
 - To prepare the next generation of ethical scientists in our professions

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

- Competency and mastery of concepts related to their area of study.
- The ability to critically analyze research related to their area of study.
- The ability to conduct original research related to their area of study.
- Skills in oral and written communication (or other forms of communication) to effectively disseminate information to peers and broader audiences.

Faculty and Staff

Alt, Mary	Ph.D.	Professor, Department Head (CCC-SLP)
Arizmendi, Genesis	Ph.D.	Assistant Professor (CCC-SLP)
Bunton, Kate	Ph.D.	Professor (CCC-SLP)
Cardinal, Holly	M.S.	Assistant Clinical Professor (CCC-SLP)
Casteix, Jennifer	M.S.	Clinical Professor (CCC-SLP)
Cazzato, Kathleen	M.A.	Associate Clinical Professor (CCC-SLP, BCS-S)
Darling-White, Meghan	Ph.D.	Associate Professor (CCC-SLP)
Hafner, Florian	Ph.D.	Assistant Professor of Practice
Hansen, Erica	AuD	Associate Clinical Professor (CCC-A, F-AAA)
Hawley, Janet	ClinScD	Associate Clinical Professor (CCC-SLP)
Jeon, Julie	AuD, Ph.D.	Associate Clinical Professor (CCC-A)
Kapa, Leah	Ph.D.	Associate Professor
Kielar, Aneta	Ph.D.	Associate Professor
Kobel, Megan	AuD, Ph.D.	Assistant Professor (CCC-A)
Kotlarek, Katelyn	Ph.D.	Associate Professor (CCC-SLP)
Maltman, Nell	Ph.D.	Assistant Professor
Marrone, Nicole	Ph.D.	Associate Professor (CCC-A)
Martinez, Amanda	M.A.	Assistant Clinical Professor (CCC-SLP)
Martinez, Jake	M.A.	Assistant Clinical Professor (CCC-SLP)
Miller, Julie	Ph.D.	Associate Professor
Monahan, Natalie	M.S.	Assistant Clinical Professor (CCC-SLP)
Plante, Elena	Ph.D.	Professor (CCC-SLP)
Reeb, Kristin	M.S.	Assistant Clinical Professor (CCC-SLP)
Sachs, Alyssa	Ph.D.	Assistant Clinical Professor (CCC-SLP)
Samlan, Robin	Ph.D.	Associate Professor, Associate Dept Head (CCC-SLP)
Shehorn, James	AuD, Ph.D.	Assistant Professor of Practice (CCC-A)
Story, Brad	Ph.D.	Professor, Associate Dean College of Science
Wheeler, Amy	AuD	Assistant Clinical Professor (CCC-A)
White, Carmen	Ph.D.	Assistant Clinical Professor (CCC-SLP)
Wong, Bryan	AuD, Ph.D.	Assistant Professor of Practice (CCC-A)

Research and Clinical Professionals

Arzbecker, Lian	Ph.D.	Kotlarek Lab
Evans-Reitz, Nora	M.S., CCC-SLP	L4 (Alt) Lab
Pyaralal, Jessie	Ph.D., CCC-SLP	L4 (Alt) Lab
Figueroa, Cecilia	M.S., CCC-SLP	L4 (Alt) Lab
Girard, Danielle	M.S., CCC-SLP	Speech Pathologist
Kreidler, Kate	Ph.D., CCC-SLP	Darling-White Lab
Nickels, Katlyn	Ph.D., CCC-SLP	Kielar Lab
Oglivie, Trianna	Ph.D., CCC-SLP	Arizmendi Lab
Smith, Alyssa	MS, OTR/L, NBC-HWC	Prelock Lab
Vance, Rebecca	M.S., CCC-SLP	Plante Lab

Staff

Acuna, Alma	Facilities Management
Alderete, Socorro	Administrative Assistant, Clinic
Barakat, Feday	Coordinator, Insurance & Billing
Chino-Plum, Lupita	Facilities Management
Franco, Silvia	Administrative Assistant
Galyen, Joshua	Information Technology Support Analyst
Hamilton, Cathy	Facilities Management Project Manager
Hayward, Nickole	Graduate Coordinator
Lavine, Debra	Office Specialist
Miranda, Elvia	Administrative Assistant, Clinic
Phelan, Kevin	Business Manager
Radosevic, Denise	Office Specialist
Reichenbacher, Richard	Coordinator, IT/Systems Administration
Sasser, Kim	Executive Assistant, Front Desk
Weber, Doug	Facilities Management Supervisor

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.
Genesis Arizmendi	Dual language learners and the intersection of cognition and language development on academic outcomes; learning disabilities; culturally responsive practices; interprofessional collaboration.
Kate Bunton	Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.
Meghan Darling-White	Develop and validate interventions that have an impact on functional speech production skills in individuals with motor speech disorders.
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 understanding changes in cognitive functioning associated with brain damage and recovery.
Megan Kobel	Normal and abnormal vestibular function, vestibular diagnostic techniques, motion perception, and aging and cognitive factors in balance, gait, and falls.
Katelyn Kotlarek	Integration of magnetic resonance imaging and measures of speech production to characterize speech and surgical outcomes for individuals with craniofacial differences; provider training and practice patterns for feeding and speech services for individuals with cleft palate.
Nell Maltman	Language, cognition, and genetics across the lifespan in individuals affected by autism spectrum disorder and fragile X syndrome, and their family members.
Nicole Marrone	Hearing loss and rehabilitation 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	Research related to understanding the nature of Developmental Language Disorder in children and adults and to improving assessment and treatment methods for this population.
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.

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: <https://grad.arizona.edu/admissions-guides/>. 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 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 2026-2027.

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

Department Head: Mary Alt

Associate Department Head and Director of Clinical Education: Robin Samlan

Director of Graduate Studies (PhD): Kate Bunton

Director of Graduate Studies (AuD): Kate Bunton (interim)

Director of Graduate Studies (MS): Leah Kapa

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 (PhD) is a research degree. In addition to academic coursework, students participate in laboratory-based research throughout each semester of the program. This involvement may take the form of laboratory rotations, mentor-assigned projects, independent study, or dissertation research.

The sections below outline program requirements and provide a timeline for degree completion. Individual student backgrounds, research focus, and mentor expectations may influence this timeline.

Most courses at the University of Arizona use the Brightspace 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 formal master's thesis or Audiology Doctoral Project 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 primary mentor and student.
- This project must be completed prior to taking the comprehensive exam.

Preparing for Research Rotations

- 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>).
- To participate in a clinical endeavor, including research with human subjects, every student must complete **HIPAA training** ([available via UAccess EDGE learning](#)). If you are collecting data through the SLHS clinics, you must contact the Clinic Director before beginning and you may also need to complete departmental HIPAA training.

Students must obtain Institutional Review Board (IRB) approval or be formally covered under an existing approved IRB protocol, before initiating any research involving human subjects. This requirement also applies to projects using previously collected data from human participants. Students should consult their mentors, research supervisors, and the chair of the departmental Human Subjects Review Committee to determine when IRB approval is required and how to obtain it. Additional information and resources are available through the [eIRB website](#).

Coursework in the Major

Graduate College Requirements

- Students are required to complete a minimum of **36 graduate credit hours** (at UA defined as course numbers >500) 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 credit hours of dissertation enrollment** (SLHS 920) are also required for the major.
- **This means students will need a minimum of 54 credit hours (36 graduate credit hours+18 dissertation credits) to complete the requirements 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).

Speech, Language, and Hearing Sciences Major Requirements

- Five-course registrations are **required** of all PhD students; this accounts for a minimum of 10 credit hours required for the major:
 - **SLHS 696a Grant Writing** (one (1) registration) [graded]
 - **SLHS 696a Seminars** (two (2) registrations). Students must complete at least two registrations (this is in addition to the 696a Grant Writing registration). These seminars will involve reading, reviewing, and discussing seminal articles in a specific area of SLHS. Unlike traditional coursework that often relies on a textbook to provide a broad overview, these seminars focus on in-depth engagement with original research literature, encouraging critical thinking and scholarly discussion. Offerings of 696a do not follow a regular schedule; please inquire with your advisor, committee, or Director of Graduate Studies regarding upcoming offerings. SLHS 696 may be offered as graded or pass-fail.
 - **Depending on the student's area of study, the 696a seminar requirement may also be fulfilled using SLHS 599, 699, 799 Independent Study registrations.** If the requirement is filled with independent study registrations, each registration should be with different faculty members (one can be the primary mentor). These registrations may be convened with one or more Ph.D. students. For independent study registrations (x99) students/faculty should prepare a list of seminal readings to be completed during the semester and submit to the Director of Graduate studies for approval prior to the semester.
 - Independent study enrollments (x99) are S/P/F

- **SLHS 900 Research** rotations (two (2) registrations). Students are **required** to complete a minimum of two research rotations in different laboratories for course credit prior to beginning dissertation research. One rotation must be with your major advisor and one rotation 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.
- These rotations should be selected and designed to expose students to multiple aspects of the research enterprise while supporting the development of increasing independence. Rotations should provide structured opportunities to develop core research skills appropriate to the student's stage of training, including study design, data collection, data management, statistical analysis, and interpretation of results. They should also facilitate exposure to a range of methodological approaches and research paradigms within the field, reflecting both basic and applied research relevant to students' interests and career goals. Ideally, each rotation will provide opportunities for students to make a substantive contribution that could lead to authorship on a paper or poster, and students and faculty mentors should discuss authorship expectations at the outset of the rotation.
- In addition, rotations should provide opportunities for professional development through participation in lab meetings, research presentations, manuscript preparation, and, when appropriate, conference submissions. Finally, rotations should help students clarify long-term research interests and potential dissertation directions, strengthen alignment with faculty mentorship, and promote responsible conduct of research, including attention to ethical standards, data integrity, and compliance with institutional and regulatory requirements.

Coursework in the Minor

- The Graduate College **requires** that every 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 minor advisor will approve the coursework taken to meet the requirements of a minor and serve on the student's comprehensive examination committee.
- The Graduate College requires a minor of at least 9 credit hours of graduate-level coursework chosen from the list of Graduate Programs found at this link: <https://grad.arizona.edu/admissions-guides/> . You can use the word 'minor', or a keyword (e.g., "health" (note double quotes)) related to your area of interest as a search term.
- A multidisciplinary minor is available and includes 9 credit hours of graduate-level coursework built around a theme. A minor advisor from one of the courses taken as part of the program is required.
- It is solely the responsibility of students and their advisors to know and understand the requirements for a minor from any specific department.

- Although the Graduate College requires a minimum of 9 credit hours for a minor, many departments require more than 9 credit hours. Students must meet expectations for the minor they elect to pursue.
- Graded coursework (i.e., A, B, C) for the minor counts toward the requirement of 22 graded credit hours as required by the Graduate College on the student's Plan of Study.

Minor in SLHS

Graduate students from departments outside of Speech, Language, and Hearing Sciences (SLHS) who wish to pursue a minor in SLHS must complete a minimum of 9 credit hours of SLHS graduate-level coursework. Of these, at least 5 credit hours must be earned through classroom-based courses, including seminars. The remaining 4 credit hours may be fulfilled through any SLHS graduate-level registration, such as independent study or research rotations.

The SLHS minor advisor is required to participate in the student's written and/or oral comprehensive examination. This participation cannot be entirely waived. The specific requirement to participate in one or both components may be determined by the policies of the student's major program.

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 and the Director of Graduate Studies. 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/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. See the following section recommended training competencies to be obtained through research and coursework.

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.

Recommended Competencies to be obtained through Research Experiences and Coursework

Research Design and Methodology

- Knowledge of research instrumentation, hardware, and relevant laboratory techniques.
- Ability to design rigorous projects to adequately address research questions.
- Competence in quantitative and/or qualitative research design (as appropriate to the field).
- Knowledge and application of statistics, computational modeling, and other analytic approaches.
- Familiarity with preregistration of methods and transparent reporting practices.
- Ability to manage the day-to-day aspects of a research project from conceptualization through data collection and analysis.
- Knowledge of Human Subject Protection, Responsible Conduct of Research and IRB (Institutional Review Board) application procedures and requirements as relevant to a specific area of research.

Data Management and Open Science

- Competence in data organization, documentation, and reproducible record-keeping.
- Knowledge of data sharing practices, repositories, and standards.
- Understanding of open science practices, including preregistration and replication.
- Awareness of ethical and appropriate use of AI tools in research.

Scholarly Communication

- Ability to abstract and summarize scientific information clearly.
- Ability to write in the publication style of the field.
- Knowledge of the cultural and logistical aspects of scientific publishing, including peer review and open access considerations.
- Familiarity with author contribution standards (e.g., CRediT taxonomy).
- Ability to prepare and present research in multiple formats (e.g., posters, talks, infographics).
- Ability to communicate research effectively to both professional and public audiences.
- Understanding of ethics in scientific communication and dissemination.

Professional and Collaborative Skills

- Leadership and management skills related to laboratory environments.
- Ability to collaborate effectively across disciplines and research teams.
- Understanding of credit, roles, and responsibilities in team science.
- Integration of diversity, equity, and inclusion considerations in research contexts.
- Ability to engage in clear and professional communication with team members and study participants.

Research Infrastructure and Funding

- Knowledge of general-use and field-specific software programs (e.g., statistical, computational, and presentation tools).
- Ability to search and synthesize literature using electronic databases.
- Understanding of research ethics, human and/or animal subjects protections (as applicable), and institutional compliance.
- Knowledge of research funding organizations, mechanisms, and priorities relevant to the field.
- Ability to prepare competitive grant and fellowship applications, including budget development and justification.

Note: Several of these competencies (e.g., scientific communication, grantspersonship, ethical considerations, and career development) are addressed in **HSD 649**, a cross-disciplinary graduate seminar. This course is designed to support students' success during graduate training and beyond, with topics including effective speaking and writing, grant preparation, mentoring, career planning, and integrated discussions of ethics and resources. The course syllabus found on the SLHS community website-PhD section.

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 typically selected prior to admission into the program, circumstances may arise that necessitate a change of major advisor during the course of study.

If a change is needed, the first step is for the student to discuss the situation with their current major advisor and the potential new advisor. If the change is agreed upon by all parties, the student must notify the Director of Graduate Studies (DGS) and the Department Head via email.

If difficulties arise during this process, the student should contact the DGS and/or Department Head, who may serve as an arbitrator or liaison to help resolve concerns and facilitate a solution.

Under only unusual and exceptional circumstances, a non-SLHS faculty member may serve as a doctoral mentor/advisor for the dissertation phase of the program. Such arrangements must be formally proposed to the DGS and are subject to approval by the Advisory Committee and Department Head.

The department will make every effort to support students in securing an appropriate primary doctoral mentor/advisor. However, because continuation in the program requires an approved major advisor, students who are unable to identify and secure a faculty member willing to serve in this role may not be able to continue in the program.

Failure to maintain a primary doctoral mentor/advisor may result in dismissal from the program and inability to continue doctoral study.

Annual Report

- Students are required to submit their most current curriculum vitae (CV) to the Director of Graduate Studies by March 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 31) should be used to gauge progress toward benchmarks for program completion.
- Our goal is for 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.
- Students also 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 you have not received feedback from your advisor, please schedule a meeting with them for this purpose.
- 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, are not tenure-track, are faculty members at a different institution, and/or are emeritus. The eligibility of these members to serve on a committee 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 **two Program Planning** meetings.
 - The Formative exam and initial program planning meeting should 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 second program planning committee should occur 1 year after the initial exam/committee meeting.
- The Formative exam/Program planning committee consists of a minimum of three tenure-track members of the faculty from the Department of Speech, Language, and Hearing Sciences.

- The purpose of the examination is to evaluate the student's research potential and to identify strengths, weaknesses, and areas for growth in relation to the student's goals and the department's requirements for the PhD in Speech, Language, and Hearing Sciences. The program committee may recommend or require additional coursework or training, either within the student's area of specialization or in other areas of speech, language, and hearing sciences. Depending on the nature and severity of identified concerns, outcomes may include remediation requirements and/or dismissal from the program.
- Prior to the exam and meeting, each student will complete departmental form ***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.

Formative Exam Procedures

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 3-4 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 (7 calendar days) will be allowed for completion. Written answers are typically less than 20 pages.

Part 2: Students will be given a specific question related to their goals for the doctoral program. This question will guide discussion related to program planning. This part of the written exam overlaps with part 1 (same 1 week/7 calendar days).

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.

- Scheduling: The student is responsible for scheduling Part 3 (oral examination). The examination should be scheduled for a 2-hour time slot with all committee members present throughout the exam period. Participation may be in-person or remote. The oral examination must last a minimum of 1 hour and not exceed 2 hours.

Program Planning Committee Meeting (1 year after formative exam)

- 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.

- Scheduling: The student is responsible for scheduling the second program planning committee meeting. The examination should be scheduled for a 1-hour time slot with all committee members present. Participation may be in-person or remote.

Documentation Related to Formative Exam

Departmental (found on D2L): Plan for Conducting the Formative Exam [submitted by student 2 weeks prior to exam]

Departmental (found on D2L): Results of the Formative Exam [submitted by advisor following exam]

Departmental (found on D2L): Documentation of second Program Planning Committee meeting.

**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 most of their major/minor coursework listed on their plan of study. The student should discuss the timing of the exam with their full committee.
- Students will only officially advance to candidacy after completion of ALL coursework listed on their plan of study (excluding dissertation credit hours). 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 who are all members of the Graduate Faculty and tenure track**. The chair of the committee is the student's major advisor. Members of the committee include (1) faculty member from the student's minor area of study, and (2) two additional faculty members who are tenure track in Speech, Language, and Hearing Sciences. Any members beyond the fourth can be tenure track faculty members from anywhere on campus 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 written comprehensive exam may be waived, but they will need to be listed on the appropriate GradPath form and will participate in the oral portion of the comprehensive exam. If this occurs, the remaining members of the committee will write an additional question for the examination. See below for details.
- The comprehensive 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 department form ***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 Comprehensive Examination Format

The written portion of the examination must be completed and approved by the committee 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 published resources, the questions in this second option typically require 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 four (4) 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 written independently by each committee member or collaboratively. In a case where the minor department opts out of the written portion, the major committee members will develop an additional question so there are four (4) questions given to the student.
 - The minor department may prefer other formats for the written comprehensive examination in the minor area (e.g., a performance for a voice minor). The student must comply with the minor department requirements. If this occurs, the Director of Graduate Studies should be informed.
 - There is no specified length for student answers in either format. For the open-book version, a rough guideline is a lower limit of 5 pages and an upper limit of 40 pages, single spaced, per question.
 - The expectation is that all work is completed independently by the student. The use of AI to prepare your answers will be considered plagiarism and may affect your continued enrollment in the program. As always, you will be held to the Academic Code of Integrity at The University of Arizona. <https://deanofstudents.arizona.edu/policies/code-academic-integrity>. If you are in doubt as to whether you are misusing AI tools or want to discuss AI usage for this exam, please contact the Director of Graduate Studies.

- If the student has questions during the period of the written examination, they should email both that committee member and the chair of the examination.
- Students may not reach out to other faculty, students, or off-campus resources regarding questions related to the comprehensive exam during the period of the written examination. This includes people in SLHS, on campus, or at other institutions.
- The Chair of the student's comprehensive exam committee will distribute the exam to the student via email and carbon copy all members of the committee as well as the Director of Graduate Studies. The email will clearly list the start and stop times for the examination.
- 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 members of the committee.
- The committee members will inform the Chair if the written responses are adequate to proceed to the oral examination. The Chair will inform the student.
- Written feedback on answers should not be provided to the student until after the oral examination.
- Questions about the format or conduct of the examination should be directed to the Director of Graduate Studies.

Oral Comprehensive 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 by the Chair that they have passed the written portion of the exam and may proceed to the oral portion. The student is responsible for scheduling the oral examination.
- The formal oral examination is administered by the examination committee and must be scheduled for a three (3) hour block. The Graduate College requires that the duration of the oral examination last a minimum of one (1) hour and a maximum of three (3) hours. This examination must be completed within 6 months of the submission of the written portion of the exam.
- 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 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 but should not be the focus of the comprehensive examination.
- The date of the oral examination needs to be filed by the student with the graduate college using GradPath.
- The chair submits the outcome of the comprehensive examination to the Graduate College via GradPath (including vote count).

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

Failure of the written examination: If a student fails the written examination, the committee will discuss without the student present and 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 must be reported to the Director of Graduate Studies. If approved by the committee, written exams may be taken a maximum of two times.

Failure of the oral examination: If a student fails the oral exam, the procedure is the same; the committee will meet without the student to 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.

Failure of the comprehensive exam will result in dismissal from the program following Graduate College policy.

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 (found on D2L): 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 begin 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. The Announcement of Comprehensive exam must be approved 2 weeks prior to the date of the examination.*

Dissertation Committee

- The dissertation committee requires a minimum of three members, all of whom must be members of the Graduate Faculty and tenure track.
- The dissertation committee chair (or co-chair) is the student's major advisor.
- The chair plus one member must be in Speech, Language, and Hearing Sciences. Questions about committee composition should be directed to the Director of Graduate Studies.
- Committee members beyond three must be faculty who are members of the Graduate Faculty or have been submitted for special approval. Students should discuss special members with the Director of Graduate Studies.
- 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 tenure-track, or a special approved member. Special members must be pre-approved by the DGS and Graduate College.
- 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 prospectus 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 when they are invited to serve on the committee.

- 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.
- All students are required to present their dissertation proposal in a public forum (e.g., department colloquium or independently scheduled time). It is advantageous to do this prior to the formal prospectus meeting so that feedback from a wide audience might be received and integrated into the proposal. The student is responsible for scheduling the time for the public presentation. Public presentations are limited to one (1) hour.
- The public presentation should be announced two weeks in advance via the department listserv (contact Kim Sasser for help preparing the announcement).
- A formal prospectus meeting must be scheduled in which the student presents the proposal to the dissertation committee. Scheduling for this is also the responsibility of the student. The committee meeting should be scheduled for a minimum of one (1) hour and a maximum of two (2) hours. Scheduling is at the discretion of the committee. The public presentation and committee meeting may occur on separate dates/times.
- The committee should receive the written prospectus document at least one week prior to the scheduled prospectus meeting to allow them appropriate time to read and reflect on the work.
- The prospectus document is a “contract” between the student and committee related to details of the dissertation project. If the proposed study changes after the prospectus meeting, all committee members should be notified in writing, and a second prospectus meeting may be recommended by the student, advisor, or committee members to review changes and make sure the revised project meets the scope of a dissertation project.
- A copy of the prospectus document must be put into the student’s file in the departmental office (i.e., email a copy to Graduate Coordinator, Nickole Hayward) before the corresponding GradPath form will be approved.
- Following the committee meeting, the dissertation chair 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:

- (1) Student will submit the prospectus document to the department office
- (2) Dissertation director will email the Director of Graduate Studies indicating the prospectus meeting was completed.
- (3) After receiving verification from the DGS, the Graduate Coordinator will approve via GradPath: Verification of Prospectus/Proposal Approval
- (4) Student will submit the Doctoral Dissertation Committee Appointment Form via GradPath

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

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, and approval for those changes, should be documented in writing and a copy of the changes added to the student's 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.
- The student is responsible for scheduling both portions of the dissertation defense.
- 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.
- The public presentation should be announced two weeks in advance via the department listserv (contact Kim Sasser for help preparing the announcement). This will be distributed to faculty and students within the department, the School of Mind, Brain, and Behavior, and 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, whenever possible.
- The public portion of the dissertation defense will last no longer than one (1) hour.
- The dissertation committee chair presides over the public presentation of the dissertation.
- The dissertation committee must hold all questions until the closed portion of the defense.
- The committee portion of the defense of the dissertation will be scheduled for two (2) hours. The meeting has no minimum length but may not exceed a total of (2) hours. This aligns with the Graduate College policy stating the dissertation defense may last no longer than a total of three (3) hours (public + committee portions).
- If members of the dissertation committee will be attending any portion of the dissertation defense (public or committee portions) remotely, the DGS must be notified so that information can be sent for approval by the Graduate College.
- Failure to successfully defend the doctoral dissertation may result in required revisions and a second defense, probationary status, or dismissal from the doctoral program, depending on the nature of the concerns.
- 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/dissertations-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, 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 credit hours of SLHS 921 (dissertation).
 - The plan of study also lists your minor advisor and the 9+ credit hours taken to fulfill the minor requirements.
 - 22 credit hours must be graded (e.g., A, B, C).
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 dissertation 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 or early semester
Choose minor area of study	Fall or early semester
Prepare Plan of Study	Fall or spring semester
Complete a full load of coursework	Fall and spring semester
Complete a research rotation 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 semester
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://ucatt.arizona.edu/teaching/college-teaching-program>
- 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.
- Option C: Teach the lab/discussion section of a current SLHS course.

Strategies for Addressing Challenges in Program of Study

While we expect 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 or the University. 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 up to 4 years of study. Additional years of support may be available. This support may include a graduate fellowship (teaching or research), scholarships, fellowships, and tuition waivers. This funding typically 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 UA and departmental resources such as library access.

Students may choose to complete a Clinical Fellowship (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>

CAPS (Counseling & Psych Services): Your mental health care is important. Resources are available to all College of Science faculty, staff, and students. For information on financial assistance for CAPS, please contact your advisor.

Basic Needs: <https://basicneeds.arizona.edu/>

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

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** <https://grad.arizona.edu/degree-services/gradpath>

General Requirements

- Every student is required to have a **doctoral mentor/advisor** who is a tenure-track member of the SLHS faculty. (SLHS)
- All committee members should be tenure-track faculty at the University of Arizona. Special members are considered, please discuss with Director of Graduate Studies.
- 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**)
- Courses with numbers greater than 500 are considered graduate courses.
- 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** each spring (due March 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 or Audiology Doctoral Project 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. (SLHS and GC)
 - The student should submit the **Plan for the Comprehensive Exam** form to the Director of Graduate Studies prior the exam. (SLHS)
 - The student should complete the **"Comprehensive Exam Committee Appointment Form"** in *GradPath*. (GC)
 - 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 or Director of Graduate Studies 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)
 - **Your prospectus is contract of work expected, if there are changes to the work that should be discussed with your entire committee.**

- *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 (1) week prior to the dissertation defense, the student must **submit an advertisement of the defense to the departmental staff**. (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: <https://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 each of the individual degree programs. This is not a joint degree program, and students may complete each degree independent of the other. Students must complete all requirements for each program to complete each individual degree. Details regarding the dual program are outlined below.

1. Up to 24 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	Credits
1) Minor requirements	9
3) SLHS 588[a, b or c] plus lab	4
5) SLHS 596G	2
6) SLHS 565	3
7) SLHS 900 in lieu of SLHS 912	6
TOTAL:	24

2. Both degrees require a 9-credit minor. The minor can be counted toward both degrees. If an AuD-only student chooses a minor in Audiology or 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 credit hours of SLHS 900 (research registration) required for the PhD can be used in place of 6 credit hours of SLHS 912 (audiology doctoral project (ADP)) for the AuD. These shared credits must meet the following criteria (1) The work should be a mentored **experimental research effort**, (2) The work should be led by a faculty member eligible to serve on a doctoral committee, and (3) The sharing of credits must be approved by the PhD mentor. If all of these conditions are met, the additional 3 credit hours of SLHS 912 required for the AuD (9 total required) will be waived for those dually enrolled in AuD and PhD programs. Please be aware that any credit hours of SLHS 912 earned prior to admission to the dual program cannot be used to fulfill the PhD requirement of SLHS 900 research.
4. The product resulting from the 6 credit hours of 900 research rotation must include a written document, that is also presented publicly and defended as required for an ADP in the AuD program. The presentation and defense will take place when the 6 credit hours have been successfully completed, not necessarily at the end of the 3rd year of the AuD program as it is typical 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 credit hours of research registration shared between the programs. Additional

research rotations to meet the requirements for a PhD are at the discretion of the student's PhD advisor.

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://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>