



Speech and Hearing Science, PhD

Student Handbook
2024-2025 Catalog

ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Inclusive Excellence at the College of Health Solutions

The College of Health Solutions has a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The college is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support inclusive excellence in everything we do, including teaching, research, service, and clinical practice.

Commitments to Inclusive Excellence

We create leaders who advance the principles of justice, diversity, equity and inclusion, shaping a future in which all community members can fully realize their potential.

We embed diversity, equity and inclusion as a transformational force in every aspect of our teaching, research and service as we work to address the challenges facing people and communities to stay healthy, improve their health and manage chronic disease.

We believe that diversity and inclusion are essential for excellence and innovation, and thus it is stated in our college values: We maximize opportunities for people of diverse backgrounds, abilities and perspectives.

We support underrepresented and historically marginalized groups and will not tolerate discriminatory or harmful actions.

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Introduction

Welcome

A warm welcome to the PhD program in Speech and Hearing Science at Arizona State University (ASU)! You have chosen an outstanding institution, program, and environment. This program is administered through the College of Health Solutions. Our faculty are excited to work with you and help you gain the skills and knowledge necessary to be innovative, impactful scientists in our field.

This handbook provides the foundation for your success in Speech and Hearing Science. It sets shared expectations for both faculty and students. Please keep this handbook as a reference as you navigate through the degree program. Let us know if any policies seem unclear. As a graduate student it is your responsibility to make sure you are following it in letter and in spirit.

As program director, I speak for the graduate faculty in reiterating our commitment to an innovative and rewarding educational journey. I look forward to working with you to achieve your PhD in Speech and Hearing Science, and beyond.

B. Blair Braden, PhD
Program Director

Vision and mission

To train graduate students to conduct independent research in the fields of speech, language and hearing, and to train future educators in the fields of speech, language, and hearing, thereby training our students to contribute to the community by generating research of public value.

Program overview

The PhD in Speech and Hearing Science is an academic research degree designed to prepare scholars for careers in basic and applied research. This program is highly customizable to each student's interests, and is guided by individual mentorship from each student's faculty mentor. Our faculty mentors are exceptionally strong in terms of research productivity, grant funding, and teaching/mentoring. As such, our students are rigorously trained in theories and applications of speech and hearing science, as well as professional skills such as grant writing, scientific presentations, and course development. Faculty research spans the range from basic research to applied research in the areas of speech production and perception, hearing science, language development in monolingual and bilingual populations, professional and curriculum development, assessment and intervention of English language learners, memory and attention in clinical populations, discourse production in adults, early literacy development, cochlear implants, speech signal-analysis, the genetics of speech-language disorders, autism spectrum disorders, neuroscience of aphasia, and neural correlates of speech and hearing processing. Depending on a student's research interests, they may pursue the PhD in Speech and Hearing Science, or the PhD in Speech and Hearing Science with one of two concentrations (described below). All of our PhD students are well-prepared for tenure-track positions in academia, and leadership positions in industry.

- Auditory and Language Neuroscience concentration: Provides integrated, intensive training in neuroscience approaches to the investigation of human communication disorders. Future treatments for many communication disorders rely heavily upon neuroscience, including biological interventions, neural prosthetics, and pharmacological interventions in addition to

individualized behavioral therapies. This concentration is based on an integrated approach in which speech, language, and hearing are all viewed as critical areas in students' academic and research training. Students will have the opportunity to conduct research projects and gain expertise through coursework and research experiences in neuropsychology, neurophysiology, neuroimaging, biological signal processing and/or psychoacoustic approaches to the field of speech, language and hearing science. Our college is in a unique position to provide this interdisciplinary training experience. Our faculty's backgrounds include engineering, neuroscience, and psychology, in addition to world-class expertise in speech-language pathology and auditory neural prosthetics.

- Translational Genetics of Communication Abilities concentration: Provides pioneering dual training in genetics and communication behaviors. Expertise in molecular genetics and bioinformatics equips students to investigate genetic etiologies and their downstream effects on cognitive and behavioral phenotypes inclusive of all levels of functioning from typical to disordered. Knowledge of genotype-phenotype associations provides the foundation for the translational components of this program: early identification and intervention, individualized management, and inter-professional approaches. This concentration leverages our strong research and clinical expertise across biosciences and translational clinical sciences. It closely interfaces with the Auditory and Language Neuroscience concentration by studying genetic effects on brain structures and functions to enhance our understanding of biological substrates. Program graduates will have the skills to understand and use techniques to build a network of genotype-phenotype associations and contribute to more effective clinical management of communication disorders using preventative, targeted, and inter-professional methods.

Program contacts

Program director: B. Blair Braden, bbbraden@asu.edu

Graduate support coordinator: Aaron Falvey, chsgrad@asu.edu

Program faculty: see [Appendix A](#)

Admission

Admission to the Speech and Hearing Science, PhD is available for Fall terms. Deadlines to apply can be found here: [SHS PhD](#), [SHS PhD - ALN concentration](#), [SHS PhD - TGCA concentration](#). Applications will be reviewed by the admissions committee only once all materials have been received. Applications received after the deadline will be reviewed; however, applicants are advised that funding availability is limited and typically awarded to applicants who submit their completed application by the deadline. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

Quick Facts:

- Location: Tempe campus
- Start terms: Fall
- Time to completion: 4 years

Graduate admission requirements

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. For more information, visit the admissions [website](#).

Academic program requirements

In addition to the graduate admission requirements, the program requires the following as part of the application:

Undergraduate or graduate degrees – bachelor's degree in a related field and do not wish to earn a clinical master's degree; or a master's degree or equivalent in speech and hearing science, psychology, linguistics, or a related discipline from a regionally accredited institution. Note that typically applicants will have completed a master's or AuD degree or equivalent in speech and hearing science, speech language pathology, auditory and language neuroscience, psychology, linguistics, or a related discipline.

Personal statement – approximately 1-2 pages (double spaced); include motivation to pursue a PhD with a specific faculty mentor in our program, evidence of applicant's potential to succeed in a research-intensive doctoral program, and goals for the future; examples of evidence of potential to succeed include technical skills, clinical experiences, and research achievements and interest.

References – Contact information of three references is required. References will be contacted via email to submit a letter of recommendation and respond to a series of questions about the applicant.

References should be individuals who can speak to one or more of the following: academic performance, clinical performance or potential to succeed in a research-intensive doctoral program. These are typically

faculty, clinical or research supervisors. If the applicant has spent some time away from research or academia, it is still recommended to have references from those experiences, in addition to a more recent clinical or research supervisor.

Resume or curriculum vitae – include educational history, employment history, presentations and publications, and the name, mailing address, phone number, and email address for three academic references.

Writing sample (optional) – 6-10 pages; include publications, research manuscripts, or a sample of academic writing.

Mentor approach

Students work with a mentor from the beginning to the end of the doctoral program. The mentor is selected by mutual agreement between student and faculty based upon shared research interests of the student and research expertise of the faculty. *Prior to admission, the faculty member must state their willingness to mentor the student.* Therefore, you are encouraged to identify potential mentors *prior* to submitting your application materials and to visit with potential mentors virtually or in person to discuss your mutual research interests. This will allow you to consider important factors that may affect your decision to continue with your application. All mentors must be approved by the Graduate College to serve on a student's committee as a chair. See [Appendix A](#) for a list of program faculty who may serve as faculty mentors.

Review and selection process

Applications are first reviewed by Graduate Admission. Complete applications are reviewed by the PhD admission committee and the Speech and Hearing Science graduate faculty. Criteria for admission include:

- Evidence of excellence in scholarship and research potential based on previous academic record and research and/or clinical experiences.
- Professional goals compatible with a PhD degree
- Scholarly interests compatible with one or more Speech and Hearing Science graduate faculty
- Agreement by at least one member of the graduate faculty to serve as the primary mentor.

The SHS PhD Executive Committee selects students for admission and prioritizes funding based on the quality of materials presented in the program application. To be eligible for federal grants, scholarships, and fellowship opportunities, applicants should complete a Federal Student Aid (FAFSA) application. The FAFSA application should be submitted at the same time as the program application. Ensure FAFSA results are sent to ASU (ID number: 001081).

Provisional acceptance guidelines

In some instances, a student may be admitted provisionally and/or with a deficiency. Students should refer to the official admission letter sent by the Graduate College via MyASU to determine if they have been admitted with a provision and/or deficiency.

A provisional admission requires a student to maintain a 3.0 or higher GPA within a specified timeframe. If the 3.0 is not achieved by the end of the timeframe specified on the official admission letter, the student will be automatically dismissed from the degree program.

A deficiency requires a student to fulfill a competency area within a given timeframe. The academic program will monitor students with deficiencies. If a deficiency is not completed within the timeframe indicated on the official admission letter, the student may be recommended for dismissal from the academic program.

Pre-admission credit policy

Credit hours completed at ASU or at another regionally accredited U.S. institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the academic unit and the Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used toward a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree or certificate program to be accepted. Certain types of graduate credits cannot be transferred to ASU (see the [Graduate College Policy Manual](#)). Official transcripts must be sent to Graduate Admission Services from the records office of the institution where the credits were earned.

The Speech and Hearing Science, PhD program limits prior graduate credit transferred from other institutions to 6 credits.

Tuition and assistance

Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general [Tuition and Fees Schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Information on residency requirements can be found at [Residency for Tuition Purposes](#).

The Speech and Hearing Science, PhD does not have a program fee.

Financial assistance

Financial assistance is available through a variety of sources, including:

- College of Health Solutions [scholarships](#)
- Graduate College [fellowships](#)
- Traditional financial aid ([loans](#) and [grants](#)).

For more information and assistance, visit the [Financial Aid website](#).

Travel assistance

Financial assistance for travel related to conferences, workshops, or training related to a student's graduate program is available through several resources.

- Graduate College [travel awards](#)
- Graduate and Professional Student Association [travel grants](#)
- College of Health Solutions [student conference support](#)

Assistantships

Depending on available funding, doctoral students may be employed as funded teaching assistants (TA) or research assistants (RA). **Applicants are considered for these positions during the admissions process.** Students employed as a TA or RA at 25 percent time (10 hours/week) or more are considered to be residents for tuition purposes. Moreover, those employed between 25-49 percent time receive a 50% reduction in resident tuition. Students employed as a TA or RA at 50 percent time receive a full waiver of resident tuition and health insurance benefits. The specific duties of GAs will vary depending on faculty and academic program needs each semester. Students employed in TA or RA positions will be evaluated each term by the faculty contact (see [Appendix I](#)). TA and RA positions are typically assigned during Fall and Spring terms, but not Summer.

In some cases, students may be employed as a Graduate Student Assistant (GSA), which is an hourly position that does **not** include tuition or health insurance benefits. GSA positions may be used for research or for assisting faculty with teaching duties. To be eligible for a GSA position in a Summer term, students must be enrolled in at least one credit for Summer or the subsequent Fall term.

International students are strongly encouraged to verify any type of employment with the International Students and Scholars Center ([ISSC](#)). International students must demonstrate English proficiency before they can begin a TA appointment. Refer to the [Graduate College TA/RA Policies and Procedures Handbook](#) for more information.

If you have special skills, you should inform the program director accordingly. Faculty ultimately request students to assist them in teaching and research. Examples of duties performed by teaching and research assistants, are listed below, but may include additional duties as needed.

Teaching Assistants – College Funded:

- Preparation of materials for classroom presentations.
- Giving, monitoring, and grading examinations.
- Classroom demonstrations and presentations.
- Teaching laboratory sections.
- Library research.
- Holding office hours for students.
- Review sessions for course material and exams.

Research Assistants – College or Faculty Grant Funded:

- Setting up and maintaining equipment and instruments used in experiments.
- Running subjects and collecting data.
- Statistical treatment of data.
- Preparation of materials for presentations, manuscripts, and grant proposals.
- Library research.
- Transcription and data coding.

Graduate Student Assistants – College or Faculty Grant Hourly:

- May be for research or for assisting a faculty member in teaching a course

Curriculum and graduation requirements

Program requirements

The Speech and Hearing Science, PhD is comprised of 84 credits, including a written comprehensive exam, an oral comprehensive exam, and a dissertation.

Required Core (2 credits)

- SHS 701 Scientific Writing and Presentation in Communication Sciences and Disorders I (1)
- SHS 702 Scientific Writing and Presentation in Communication Sciences and Disorders II (1)

Concentration or Focused Electives (12 credits)

Research (21 credits)

- SHS 792 Research (12)
- research methods and statistics (9)

Electives or Additional Research (28 credits)

Other Requirements (9 credits)

- professional seminars (9)
- preliminary exam (0)
- comprehensive exams (0)

Culminating Experience (12 credits)

- SHS 799 Dissertation (12)

Note: Grades of B or better are required in the research methods and statistics courses.

Up to 28 credits from a completed master's degree may be used to fulfill the elective area, with program approval.

No 400-level coursework may be used toward the requirements of this program.

Committees

In addition to their faculty mentor, students will work with various faculty committees throughout the program. Each committee must have a chair, which is typically the faculty mentor, or two co-chairs. Additionally, each committee must have at least two other members, typically from the Speech and Hearing graduate faculty. Students can expect to interact with the following committees throughout their program:

- Preliminary examination committee – The purpose of this committee is to guide the student through course selection in their first two year, the initiation of programmatic research, and to guide and assess the preliminary examination. Faculty from other units and schools may be approved to serve as faculty on Speech and Hearing student committees. The composition of the preliminary examination committee should reflect both the range and depth of the student's current research focus areas and will often include members from other academic disciplines.

- Comprehensive examination committee – Faculty on the preliminary examination committee may continue and serve as the comprehensive examination committee or different faculty may be selected to serve on the comprehensive examination committee. This committee formulates and administers the written and oral comprehensive examinations.
- Dissertation committee – Upon advancement to doctoral candidacy and completion of the comprehensive examinations, the faculty mentor, in consultation with the student, selects a dissertation committee. The dissertation committee includes at least three members of the Speech and Hearing graduate faculty. This committee is often the same as the comprehensive examination committee, although this is not a requirement. Any changes to the committee must be submitted to the Graduate College via the iPOS.

Annual review

Students are expected to finish their doctoral training in four years. This is important for funding and for professional reasons.

By *September 1st* during the first year of study the student and their mentor should complete an Individual Development Plan (a google form for the plan will be emailed by the program director to all students by early August). This plan is tailored to each student's individual interests and must be updated by September 1st each year in conjunction with the mentor to best meet the student's educational goals. The coursework portion of the plan should include (1) classes in one or more areas of concentration; (2) classes to meet the research methods and statistics requirement; (3) enrollment in professional seminars; and (4) fulfillment of the research credit requirements. The Individual Development Plan also includes a list of milestones and their anticipated completion dates as well as planned research, teaching, and service activities.

By *April 1st* each year of study the student and their mentor should complete the PhD Student Progress Report and submit this to the SHS PhD Executive Committee (a google form for the plan will be emailed by the program director to all students by early February). Funding decisions for the following year will be based, in part, on the student's progress in the program.

Teaching requirement

Students must complete successful teaching activities, typically during the third year of the program. These may take a number of forms including guest lecturing in courses or assuming responsibility for teaching or developing a section of a course or an entire course (unpaid). The extent and nature of the teaching activities will be determined by the student and the student's mentor, documented on an agreement form, and reported on the Annual PhD Student Individual Development Plan and Progress Report.

Concentration or focused electives area

All students must complete 12 credits of coursework that focus on issues related to human communication and its disorders (e.g., child language disorders; neurogenic communication disorders; language development; motor control; human biology; linguistics; auditory processing). These units may be completed in regular graduate-level (500+) courses or in special topic seminars and independent studies. A maximum of six of these credits can be earned in independent studies. Students in the traditional program must work with their committee to select appropriate courses that align with the student's interests and goals.

Students in the Auditory and Language Neuroscience (ALN) concentration must complete 12 units of coursework related to auditory and/or language neuroscience, with approval of their committee. Courses for the ALN concentration include, but are not limited to:

- APM 531 Mathematical Neuroscience I (3)
- BME 521 Advanced Motor Neuroscience for Engineers (3)
- BME 566 Medical Imaging Instrumentation (3)
- NEU 556 Human Systems Neuroscience (3)
- PSY 528 Sensation and Perception (3)
- PSY 535 Cognitive Processes (3)
- SHS 513 Auditory Neuroscience (3)
- SHS 543 Functional Neuroimaging of Language and Related Processes (3)
- SHS 598 Topic: Electroencephalography Design & Analysis (3)
- SHS 598 Topic: Health Neuroscience (3)
- SHS 598 Topic: Speech and Audio Processing and Perception (3)

Students in the Translational Genetics of Communication Abilities (TGCA) concentration must complete 12 units of related coursework, with approval of their committee. Courses for the TGCA concentration include, but are not limited to:

- BIO 543 Molecular Genetics and Genomics (3)
- BMI 502 Foundations of Biomedical Informatics Methods I (3)
- BMI 505 Foundations of Biomedical Informatics Methods II (3)
- BMI 540 Problem Solving in Biomedical Informatics (3)
- BMI 550 Translational Bioinformatics (3)
- BMI 555 Statistical Learning for Data Mining (3)
- BMI 608 Project Management for Interdisciplinary Teams (3)
- CDE 531 Theoretical Issues in Child Development (3)
- CDE 533 Research Issues in Child Development (3)
- GCO 530 Genetic Counseling Fundamentals (3)
- GCO 540 Foundations of Medical Genetics (3)
- GCO 570 Clinical Genetics (3)
- GCO 625 Cultural, Ethical & Legal Aspects of Genetics (3)
- GCO 650 Cancer, Cardiac Genomics and Precision Medicine (3)
- GCO 659 Embryology and Genetics (3)
- GCO 691 Journal Club I - IV (1)
- HCD 501 Population Health Data Management and Analysis (3)
- HCD 510 Patient-Centered Care and Analysis (3)
- HCI 554 Outcomes Evaluation (3)
- LAW 617 Genetics and the Law (3)
- MCB 555 Advanced Molecular and Cellular Sciences (3)
- MCB 556 Advanced Molecular and Cellular Biology II (3)
- PSY 555 Experimental and Quasi-Experimental Designs for Research (3)
- SHS 544 Introduction to Genetics: Implications for Health, Disease and Society (3)

Research area

Methods and statistics: Students are required to demonstrate proficiency in research methods (e.g. research design, statistics) by successfully completing three *graduate-level* courses in research design and/or statistics during enrollment in the program. A data management course does not qualify as a research methods or statistics course. While only 9 credits are required, program faculty highly recommend completion of 12 units of research methods and statistics. **The particular research methods and statistics courses to be taken should be agreed upon with the faculty mentor, as course selection is dependent upon student's previous knowledge and current research area.** A minimum grade of B is required in the research methods and statistics courses.

Sample research methods courses include:

- EXW 700 Research Methods (3)
- SHS 542 Applied Research Methods in Auditory and Language Neuroscience (3)

Sample statistics courses include:

- BMI 515 Applied Biostatistics in Medicine and Informatics (3)
- FAS 505 Applied Regression Analysis (3)
- FAS 508 Structural Equation Analysis for the Social Sciences (3)
- FAS 510/ SOC 510 Bayesian Analyses in the Social Sciences (3)
- FAS 521 Latent Growth and Longitudinal Mixture Models (3)
- FAS 598 Topic: Advance Regression Techniques (3)
- GIS 598 Topic: Multivariate Statistics for Social Sciences (3)
- PSY 530 Intermed Statistics (4)
- PSY 531 Multiple Regression in Psychological Research (4)
- PSY 532 Analysis of Multivariate Data (3)
- PSY 533 Structural Equation Modeling (3)
- PSY 537 Longitudinal Growth Modeling (3)
- PSY 591 Topic: Archival Methods & Big Data for Social Psychology (3)
- STP 505 Bayesian Statistics (3)
- STP 530 Applied Regression Analysis (3)
- STP 531 Applied Analysis of Variance (3)
- STP 598 Topic: Analysis of Longitudinal Data (3)
- STP 598 Topic: Causal Inference (3)
- STP 598 Topic: Machine Learning and Deep Learning (3)
- STP 598 Topic: Spatiotemporal Analysis (3)

The student in collaboration with their faculty mentor will select a sequence that is most appropriate for the type of research the student intends to conduct. It is the responsibility of the student's mentor and committee members to ensure that the student has attained a level of mastery necessary for embarking on an independent research career. Should the mentor recommend that a student be exempt from this requirement due to achievements in previous educational or professional capacities, the student should connect with the program director and graduate support coordinator for guidance.

SHS 792: Students must complete 12 credits of SHS 792 Research in preparation for the dissertation. Typically, students enroll for 3 credits each semester for the first two years of the program. During this time, the student is expected to conduct on-going research under the direction of their faculty mentor or with a faculty member who will serve on the student's dissertation committee. This research program

should lead to increasing research independence. Research conducted during the first three semesters of study is part of the preliminary examination.

Electives or additional research area

Students who enter the program with a prior master's or AuD degree may apply, with program approval, up to 28 credits toward the SHS PhD degree, generally applied to the Electives or Additional Research area. Students accepted into the program without an approved prior graduate degree are required to take additional courses in order to meet the 84 total credit requirement. Students should consult their faculty mentor and the program director regarding appropriate courses. Other doctoral professional seminars tailored to a student's specific interests could be taken to complete the remaining required credits.

Some examples include:

- Any seminars listed earlier in the handbook that are not already being used to fulfill a competency
- BMD 562 Bioethical Issues in Applied Biomedicine (3)
- BME 591 Topic: Bioengineering Sem (1)
- PSY 502 Professional Issues in Psychology (3)
- PSY 591 Topic: Communication for Scientists (3)
- PSY 591 Topic: Ethics (3)
- PSY 591 Topic: Neuroscience of Attention (3)
- PSY 591 Topic: Theories of Development (3)
- PSY 598 Topic: Cognition, Action, and Perception Seminar (1)
- PSY 598 Topic: SAMBA: Science of Art Music & Brain Activity (2)
- SHS 790 Reading and Conference (1-12)

Professional seminars

The program faculty are committed to producing graduates who are well-trained in all aspects of their future careers in the field. To this end, students are required to complete at least 9 credits of doctoral professional seminars and fulfill the competencies of *presentation*, *teaching*, *grant writing*, and *career development*. Seminar courses should be chosen in consultation with the faculty mentor.

Example courses that can be used to fulfill each competency are included below.

Presentation: All students will enroll in the 1-credit SHS 791 Topic: SHS Colloquium each Fall semester for a minimum of 4 credits total over four years, and are strongly encouraged to also attend in Spring semesters. Students must present at colloquium once per year. These presentations can include a journal article discussion (typically for first year students), preliminary exam defense (Spring term for second year students), other research presentations such as conference poster, conference talk, data blitz, and grant idea (typically third- or fourth-year students), or dissertation defense (for fourth year students and beyond). Students will be required to provide structured feedback to each presenter. Specific requirements are at the discretion of the instructor. If a student is going to miss the colloquium meeting, they must email the colloquium coordinator, program director, their mentor, and the presenter (if SHS student or faculty) ahead of time. Failure to do so on multiple occasions may affect the student's grade.

Teaching:

- SHS 790 Topic: Teaching Preceptorship (3) (see [Appendix J](#))

- EXW 784 Internship (2)
- Other courses may be approved by the program director to fulfill the teaching competency.

Note: Students must consult with and receive approval from their faculty mentor in order to participate in a teaching preceptorship or paid teaching position (e.g. Faculty Associate or Academic Associate).

Grant writing:

- SHS 790 Topic: Grant Writing Practicum (1-3), independent study with the student's faculty mentor resulting in a complete grant application, can be repeatedly taken in multiple semesters for additional grant applications. Students should work with their faculty mentor to determine the appropriate credit amount to enroll in. One credit is equivalent to 45 hours of effort.
- EXW 701 Scientific Grant Writing (3), typically offered in Spring
- Other courses may be approved to fulfill this grant writing competency. To be considered for approval, the course must include the student producing at least one major component of a grant proposal, if not a full grant proposal.

Career development:

- SHS 790 Topic: Preparing for Your Post Doc or Faculty Position (1), typically offered every other Spring
- CHS 791 Topic: Early Career Professional Development (1), offered once per year
- GRD 791 Topic: Preparing Future Faculty & Scholars (2), often 1 credit in Fall session A, 1 credit in Fall session B
- Other approved courses focused on preparing students for entering academic and industry careers

Note: During the term in which the comprehensive exam takes place, a 1-credit professional seminar is permissible with mentor and course instructor approval.

Sample schedules for completing the professional seminar requirements are included below:

Sample Schedule 1

Fall 1	Spring 1	Fall 2	Spring 2
<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) [Fulfill responsible conduct of research requirement]	[none]	<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) 	<ul style="list-style-type: none"> • EXW 701 Scientific Grant Writing (3)
Fall 3	Spring 3	Fall 4	Spring 4
<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) 	<ul style="list-style-type: none"> • EXW 784 Internship (2) 	<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) • SHS 790 Topic: Preparing for Your Post Doc or Faculty Position (1) 	[none]

Sample Schedule 2

Fall 1	Spring 1	Fall 2	Spring 2
<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) [Fulfill responsible conduct of research requirement]	[none]	<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) 	<ul style="list-style-type: none"> • SHS 790 Topic: Grant Writing Practicum (3)
Fall 3	Spring 3	Fall 4	Spring 4
<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) 	<ul style="list-style-type: none"> • SHS 790 Topic: Teaching Preceptorship (3) 	<ul style="list-style-type: none"> • SHS 791 Topic: SHS Colloquium (1) • CHS 791 Topic: Early Professional Career Development (1) 	[none]

Preliminary examination

Students are required to complete an initial research project in their first two years of the program. This is referred to as the preliminary examination. The student's preliminary examination committee should be formed by the beginning of the second term of the program (Spring, year 1). A project proposal must be developed and defended by the end of the second term (Spring, year 1). The project must be completed by the end of the student's third term (Fall, year 2).

Preliminary examination proposal/prospectus

- The prospectus for the preliminary exam research project must be completed by the end of the second semester of enrollment.
- For the Auditory & Language Neuroscience (ALN) concentration, the preliminary exam research project must be within the field of auditory and/or language neuroscience, as determined by the student's committee.
- For the Translational Genetics of Communication Abilities (TGCA) concentration, the preliminary exam research project must be within the field of genetics as it relates to communication phenotypes, whether normal or disordered. The student's committee will advise on the appropriate scope of the topic.
- A copy of the completed title page, abstract, introduction, methods, and proposed analyses sections of the manuscript, along with a complete reference list, must be provided to all members of the student's preliminary examination committee at least one week prior to the oral presentation. A late submission may result in a grade of 'fail' for that portion of the preliminary exam.

- The oral presentation is scheduled at the end of the second semester of study. Each student will give a formal presentation of their prospectus to their preliminary examination committee after which they will answer questions about their proposed study, including questions about their written prospectus and oral presentation.
- Based on the quality of the prospectus, the written document, and the oral presentation, the preliminary examination committee will issue a grade of "pass," or "fail." A form documenting the student's performance will be submitted to the chair of the SHS PhD Executive Committee and to the program director by the preliminary examination committee chair (see [Appendix C](#)).
 - A grade of "*pass*" indicates the student successfully completed and presented the preliminary exam prospectus. This indicates that this portion of the preliminary examination requirement for continued enrollment in the PhD program has been fulfilled and the student is permitted to proceed with coursework and research advancing toward the second portion of the preliminary exam. The preliminary examination committee may require the student to make changes to the oral presentation or written document before issuing a grade of "pass."
 - A grade of "*fail*" indicates that the student's performance on the prospectus portion of the preliminary examination was unsatisfactory. This grade is issued when the preliminary examination committee determines that the scope and/or nature of the deficits evidenced in the prospectus portion of the preliminary examination will likely preclude successful completion of the PhD program. The student will be recommended for dismissal from the program. Dismissal and appeal procedures will be outlined in the dismissal notification.

Preliminary examination defense

- The defense for the preliminary exam research project must be completed by the end of the third semester of enrollment. To request an exception to this timeline, a student must email the program director stating the reason for the request, providing supporting documentation, and provide evidence that the student's preliminary examination committee chair recommends an exception. All requests will be reviewed and evaluated by the SHS PhD Executive Committee.
- A copy of the completed title page, abstract, introduction, methods, results, and discussion sections of the manuscript, along with a complete reference list, must be provided to all members of the student's preliminary examination committee at least one week prior to the oral presentation. A late submission may result in a grade of "fail."
- The oral presentation is required to be completed at the end of the third semester of enrollment. Each student gives a formal presentation of their project to an open audience of students, faculty and staff. The presentation will be scheduled by the program director and the SHS PhD Executive Committee. After their presentation, the student will answer questions from their preliminary examination committee and from other audience members.
- Based on the quality of the defense, the written document, and the oral presentation, the preliminary examination committee issues a grade of "pass" or "fail." A form documenting the student's performance will be submitted to the chair of the SHS PhD Executive Committee and to program director by the preliminary examination committee chair (see [Appendix D](#)).
 - A grade of "*pass*" indicates the student successfully completed, presented, and defended the preliminary exam project. This indicates that this portion of the preliminary examination requirement for continued enrollment in the PhD program has been fulfilled and the student is permitted to proceed with coursework and research. The preliminary examination committee may require the student to make changes to the oral presentation or written document before issuing a grade of "pass."

- A grade of “*fail*” indicates that the student’s performance on the defense portion of the preliminary examination was unsatisfactory. This grade is issued when the preliminary examination committee determines that the scope and/or nature of the deficits evidenced in the defense portion of the preliminary examination will likely preclude successful completion of the PhD program. The student will be recommended for dismissal from the program. The dismissal notification will include appeal procedures.

Comprehensive examinations

Near the completion of course work and *prior to* commencing dissertation research the student must pass both a written comprehensive examination and an oral comprehensive examination covering their field of study. **Students are not permitted to participate in a teaching preceptorship or paid teaching position for the term in which the comprehensive examination is done.** As this comprehensive examination occurs prior to dissertation research it serves two important purposes. First, it provides an opportunity for the student to demonstrate an appropriate depth and breadth of knowledge in their primary area(s) of interest. Demonstration of an appropriate level of expertise is prerequisite to the development of a doctoral dissertation. Second, the exam provides an opportunity to identify any remaining area(s) of weakness that may be remediated through additional coursework or educational activities. If the weaknesses reflect fundamental problems with a student’s knowledge base or their aptitude for interpreting and synthesizing research the student may be dismissed from the program.

The comprehensive examination is administered and evaluated by the comprehensive examination committee, which includes at least three faculty members who have been endorsed to serve as members on Speech and Hearing Science PhD student committees. Committee members can be faculty within the College of Health Solutions, in other units at ASU, or outside of ASU. If a potential committee member is not yet endorsed, please contact the graduate support coordinator to initiate the review process. The potential committee member will need to be approved by the SHS PhD Executive Committee. Typically, students will have taken one or more classes or independent studies with each of the comprehensive examination committee members, will have been involved in research in their labs, or had other extensive interactions.

Students are encouraged to meet with each member of the committee in the semester preceding the exam to determine the most appropriate preparation procedures. This usually involves identifying an area or topic that will be the focus of the examiner’s questions; the expected format of the written exam; and the most efficient and effective strategies for preparing for the exam. The examiner may provide as much or as little information about the exam and preparation as they believe is appropriate. Typically, in the term preceding the written examination (or earlier), the student will create a reading list for each committee member’s topic(s) and each committee member will provide feedback and edits to the reading list to help the student prepare for the exam. The chair of the comprehensive examination committee (typically the student’s faculty mentor) will communicate to the other committee members the procedures and schedule of the written and oral comprehensive exam components.

Prior to the start of the term in which the student will take the comprehensive examination, the *Plan of Doctoral Comprehensive Examinations Form* ([Appendix E](#)) must be completed and submitted to the graduate support coordinator.

The comprehensive examinations should take place during the Spring term of the student’s second year or Fall term of the student’s third year at the latest, unless other arrangements have been approved by the comprehensive examination committee. If the comprehensive exams are completed during the

summer term, students must be enrolled in at least 1 credit hour of graduate level coursework during the summer term. This could be research credit (SHS 792) or continuing registration credit (CHS 595).

During the semester in which the student is completing the comprehensive examinations, it is expected that the student is enrolled in research credits but not in required courses or electives. This is necessary to provide the student with adequate continuous writing periods to successfully complete the written examination. It is expected that the comprehensive exam is the main focus of the student for that semester. A 1 credit professional seminar (e.g. SHS 790) may be taken during the comprehensive exam semester if necessary, pending approval by the student's mentor and course instructor.

It is the student's responsibility to adequately meet all the terms of employment for any Graduate Teaching Assistant or Research Assistant positions in which they may be employed during the comprehensive exam. Students must collaborate with their teaching and/or research supervisors prior to the start of the semester of their comprehensive exam to ensure these obligations can be met, and decide upon any accommodations that can be made to expectations, scheduling, and deadlines. These teaching and research obligations should also be considered when deciding upon the format of the written examination (described in the section below).

Written examination

The written examination typically will be in one of the formats below. A significant deviation from one of these formats requires approval from the SHS PhD Executive Committee. Expectations regarding formatting, approximate page length, and the like should be specified in the Plan of Doctoral Comprehensive Examinations form (see [Appendix E](#)).

- Option 1: The written examination is composed of one question set from each of the three/four committee members. These question sets are answered across two consecutive days, with three hours dedicated to each set. Questions may be answered via computer and/or hand-written diagrams. The types of questions and whether the examination is open or closed book is up to each committee member; students could get a mixture of each format. At the end of each exam session, the student should print out or email their answers to the primary mentor, who will then distribute them to all committee members. In the next several days, the students should meet with each committee member to obtain feedback on written performance, in order to help prepare for the oral examination.
- Option 2: The student is given a set of questions developed by their committee, for which they are given multiple weeks to write answers to all questions. It is expected that during those weeks, students are devoting most of their working hours each day to the exam. Typically, each committee member provides one or two exam 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. The questions may be developed independently by each committee member or collaboratively. Regardless of the number of questions provided to the student, the expectations should be the same. That is, for example, if only three questions were provided, they should be sufficiently comprehensive such that the expectations of content and length are like an exam with five, somewhat less comprehensive, questions. Questions may take many forms, including but not limited to: literature reviews and critiques, analysis of sample datasets, research proposals, and critical thinking exercises. There are no minimum or maximum page length requirements; answers should be of adequate length to fully address the question given the time provided.
- Option 3: The goal of this approach is that at the end of the comprehensive exam, the student will move toward becoming an expert in the topic of their interest by (1) conducting systematic

literature reviews, (2) critically evaluating the literature and writing mini-review papers, and (3) identifying gaps in the literature in the proposed topics. First, the student and their chair develop a set of general topics that the student is interested in. These topics may later be used by the student to develop the dissertation prospectus. Second, the student and their chair select committee members with expertise in the general topics of interest. Third, each committee member will generate questions that the student should be able to answer successfully in order to move toward becoming an expert in the proposed topics. The chair will select a few of the committee's questions that are most aligned with the student's interests. The chair also develops a tentative timeline for the student to answer the questions (e.g., 1-2 months per question). Fourth, the student is encouraged to review the questions and meet with the committee members to ask for clarifications about the questions. The student is also encouraged to ask for potential papers, books, and authors that should be considered to answer the questions. Fifth, the student conducts a "systematic literature review" by reading as many papers and books as needed to answer the questions. The student will also write their answer to each question as a "mini-review" paper. The student is expected to identify gaps in the proposed research topics. There are no minimum or maximum page length requirements, and the length of answers should be adequate to address the question fully, given the time provided. The additional benefits of this option are that the student can potentially use these mini-review papers to develop their dissertation prospectus or even be able to publish the review papers.

For the Auditory and Language Neuroscience (ALN) concentration, at least two of the three questions posed by the committee members must be focused within the area of auditory and/or language neuroscience. Similarly, for the Translational Genetics of Communication Abilities (TGCA) concentration, at least two of the three questions must be focused on genetics aspects of communication abilities or disabilities.

The student will be notified of their grades on the written portion of the comprehensive exam by the committee chair within two weeks of completing the final papers or exam. One grade will be submitted to the comprehensive examination committee chair from each committee member. Each committee member will complete the *Scoring Rubric for Written Comprehensive Exam Form* ([Appendix F](#)). The completed grading rubric forms must be given to the graduate support coordinator for the exam result to be recorded. Students may "pass" or "fail."

- A grade of "pass" indicates that the student addressed the questions at a level of quality commensurate with the examiners' expectations. A "pass" would be obtained by a minimum average score of "3" (i.e. "competent") or better from a majority of the committee on the written exam rubric, which no score in any category by any committee member being "unacceptable." Any member of the committee may require the student to make minor changes to the written document before issuing a grade of "pass." The required changes must be provided to the student in writing and copied to the chair of the comprehensive examination committee. The student may not advance to the oral exam until they have received a grade of "pass" from each comprehensive exam committee member. Students who receive a grade of "pass" from each committee member will advance to the oral defense within two weeks of receiving their grades. If revisions are requested by one or more committee members to clarify portions of the written responses, before a pass or fail decision is made on the written exam, the committee and student will determine and document via email the due date and specific revisions requested. Revisions should typically be completed within 2 weeks of the initial grading of the written exam. Committee member(s) who requested the revision will indicate whether the student has successfully

completed the revision by indicating a grade of “pass” or “fail” on the comprehensive exam form and completing the written exam rubric.

- A grade of “*fail*” is given when the majority of responses are inaccurate, insufficient, or unacceptable. A “fail” would be obtained if at least one score of “unacceptable” is indicated by any committee member on the written exam rubric, or a minimum average score of “3” (i.e. “competent”) or better is not obtained from a majority of the committee. A failing grade from any committee member is a failing grade for the entire written examination. Failing the written comprehensive examination is considered final unless the exam committee and the head of the academic unit recommend, and the dean of the Graduate College approves, a re-examination. Only one re-examination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the students’ examination committee and the head of the academic unit, must be approved by the dean of the Graduate College before students can take the examination a second time. Re-examination may be administered no sooner than three months and no later than one year from the date of the original examination. Results of the written examination are recorded on the *Report of Doctoral Comprehensive Examinations Form* ([Appendix G](#)) and given to the graduate support coordinator who will submit them via the iPOS to the Graduate College.

Oral examination

The oral examination will be given within two weeks of notification of a passing grade on the written examination. The comprehensive examination committee will conduct a closed meeting with the student lasting approximately two hours. The purpose of this meeting is to allow committee members to assess the student’s level of understanding and expertise in any area they consider appropriate and relevant to the knowledge base of the student.

Typically, the content of the written examination serves as a springboard for the oral comprehensive examination wherein students are asked to extend, defend, and clarify their responses to written examination questions or papers. The discussion may also include questions in areas of expertise that were not covered in the written examination. The meeting is adjourned when the comprehensive examination committee agrees that they have sufficient information upon which to render a final grade. The student is asked to leave the room while the committee deliberates and is invited back into the room to hear the committee’s decision. Students may pass, fail, or be granted a retest.

- A grade of “*pass*” indicates that the student is advanced to doctoral candidacy and may embark on development of a dissertation proposal (prospectus).
- A grade of “*re-test*” is rendered when the comprehensive examination committee believes the student has the capability to successfully complete the comprehensive examination at a later date. If a “re-test” is the grade rendered, the examination committee and the program director recommend a re-examination. A re-examination will be permitted with approval of the dean of the Graduate College. Only one re-examination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the student’s examination committee and the program director, must be approved by the dean of the Graduate College before students can take the examination a second time. Re-examination may be administered no sooner than three months and no later than one year from the date of the original examination.
- A grade of “*fail*” indicates that the student did not demonstrate the appropriate level of knowledge and expertise required for dissertation work and that it is unlikely that additional time and study will result in success. In this situation, the student will be recommended for dismissal from the program. The dismissal notification will include appeal procedures.

Results of the oral examination are recorded on the *Report of Doctoral Comprehensive Examinations Form* ([Appendix G](#)) and given to the graduate support coordinator who will submit them via the iPOS to the Graduate College.

Dissertation

The dissertation will consist of a fully documented written product of mature and original scholarship. It must be a significant contribution to knowledge that reflects the student's creativity and competence in independent research. For the Auditory and Language Neuroscience concentration, the dissertation research must be on a topic within the area of auditory and/or language neuroscience. For the Translational Genetics of Communication Abilities (TGCA) concentration, the dissertation research must be on a topic that links genetics aspects with communication abilities/disabilities. Failure to follow required procedures or to meet required deadlines will delay graduation.

The dissertation may be in one of two formats based on approval of the dissertation committee:

1. A traditional dissertation, or\
2. Appropriate introductory and concluding sections that bookend the introduction, methods, measures, and data analysis for publishable manuscripts (number to be determined by the committee) that are ready for submission to peer-reviewed journals.

Prospectus: Prior to conducting dissertation research, each student must submit a written dissertation prospectus that is defended orally and approved by the dissertation committee. The written prospectus may be in one of two formats based on approval of the dissertation committee:

1. The introduction and methods sections of a traditional dissertation or
2. The introduction of a traditional dissertation and the introduction, methods, measures, and data analysis for a publishable manuscript.

Dissertation research may not proceed until all committee members approve the research at or following the prospectus meeting. In addition, if human subjects will be included in the research, IRB approval must be received before research begins. Dissertation committee approval indicates that the committee finds the project to be of suitable scope and depth for dissertation work and that the design, as outlined in the prospectus, is sound and feasible. After successfully completing the prospectus meeting the student must have all committee members sign the *Results of the Doctoral Dissertation Proposal/Prospectus Form* ([Appendix H](#)) and submit it to the graduate support coordinator who will submit the results via the iPOS to the Graduate College.

If the prospectus defense is completed during the summer term, students must be enrolled in at least 1 credit hour of graduate level coursework during the summer term. This could be research credit (SHS 792) or continuing registration credit (CHS 595).

Academic credit: Research conducted after successfully passing the dissertation prospectus is considered dissertation research (SHS 799). Typically, students enroll in 3-6 units each semester. Once students begin registering for dissertation credits they must do so continuously each semester until the dissertation has been successfully defended. Students may complete more than 12 units of SHS 792 and more than 12 units of SHS 799; however, only 12 units of SHS 799 may be counted on the student's program of study (iPOS).

Scheduling the defense: Once the student's committee has approved scheduling of the dissertation defense, the student will:

- Work with chsreception@asu.edu to book a room for their defense. Students must know the location of their defense before they can schedule their defense through the Graduate College.
- Student enters their defense date for approval by the Graduate College through the iPOS. The oral defense must be scheduled at least 10 business days before the anticipated defense date. Please see the available [resources](#) to help prepare for your defense, which includes the 10-Working Day Calendar.
- Email chsgrad@asu.edu and chsreception@asu.edu the defense template to announce the defense to faculty and students.
- Once the request has been submitted, the request must be approved by the program. Note: the defense is not officially scheduled until approved by the program and the Graduate College.

Dissertation submission: Once the defense has been scheduled, the student must upload their complete, defense-ready document for format review to the Graduate College 10 calendar days prior to the defense.

1. Students must submit documents through their iPOS by clicking on the Format tab and uploading a Word or PDF document as an attachment. If you are attaching multiple files, the documents must be submitted as a compressed zip file.
2. Documents should only be submitted after consultation with the student's committee/chair and must be a complete, defense-ready document (i.e. meets standards set by the [ASU Graduate College Format Manual](#), complete content).
3. The Graduate Format team will not review incomplete documents or those that have not been formatted according to the format manual. If a partial or incomplete document is submitted, the document will be returned without evaluation and revisions will be requested before further review.
4. Students must be enrolled in at least (1) credit hour during the semester they plan to defend their thesis/dissertation and while working on format revisions.

Oral dissertation defense: All students are required to hold a **public** defense of their dissertation on an ASU campus. The dissertation committee should be provided an electronic copy of the “final” dissertation no fewer than 10 business days prior to the oral defense. Students should plan for 3 hours for their dissertation defense. In addition, an abstract of the dissertation and information about the defense time and location should be sent to chsgrad@asu.edu and chsreception@asu.edu no fewer than 10 business days in advance of the oral dissertation defense (This allows the program to invite the public to attend the dissertation). The defense typically includes an oral presentation by the student, time for questions from the dissertation committee and attendees, and a closed-door committee meeting to discuss the outcome of the defense.

Committee presence at defense: The student, committee chair (or one co-chair), and at least 50% of the committee must be physically present at the defense. If the chair or 50% of the committee cannot be physically present, then the oral defense must be rescheduled to another date. If a member(s) cannot be physically present at the defense, that committee member may participate in the defense in one of three ways. These options are listed in the order of preference:

- The absent committee member videoconferences into the defense location.
- The absent committee member teleconferences into the defense location.
- The absent committee member provides a substitute to be physically present (approved by the committee chair, the head of the academic unit & graduate college) for the defense only. The substitute must be someone who is approved to serve on graduate dissertation committees for

that program. The absent committee member should provide the substitute questions, in writing, to be asked at the defense. The substitute, although respecting the opinions expressed by the regular committee, must be free to use his/her judgment in voting on whether the student passes or fails the defense.

An email needs to be sent to grad-gps@asu.edu with the student's ID number and the name of the tele/videoconferencing member. If a committee member will be absent from the defense, the committee chair/co-chair or graduate support coordinator must notify the Graduate College as quickly as possible via phone at (480) 965-3521 before the defense takes place. In order to assign a substitute, be prepared to provide the Graduate College with the full name and email address of the faculty member who will serve as the substitute. This information must be submitted before the defense.

Dissertation grading: Immediately upon completion of the oral presentation and dissertation defense, the dissertation committee meets privately to render a grade of either *pass* or *fail*.

- A *passing grade* is rendered upon successful completion of the written document, oral presentation, and dissertation defense. The student must revise the document as specified by their dissertation committee. The document must then be submitted to the Graduate College for final format approval. It is the student's responsibility to follow Graduate College procedures for dissertation submission and to meet required deadlines found [here](#).
- A *failing grade* indicates that the student has failed the final requirement for attaining a PhD in Speech and Hearing Science and the student is dismissed from the program without receiving the degree.

The dissertation committee will receive instructions regarding defense reporting procedures via email from the Graduate College 7 days prior to the defense. Faculty serving on the dissertation committee may access iPOS through their MyASU in order to report results. Reported results can be viewed in iPOS under the Defense Results tab.

Degree completion/ final revisions: The student is to make any final corrections to the dissertation as recommended by the dissertation committee and then the final version of their document (that has been approved by the mentor and dissertation committee) is evaluated by a format reviewer in the Graduate College and submitted to UMI/ProQuest for printing.

Keep in contact with the format advisors (gradformat@asu.edu) as well to complete all format changes. To avoid jeopardizing your graduation, be sure to submit your final revisions by the posted semester deadline. If the deadline is not met, the student will be required to register (and pay) for one (1) graduate-level credit hour the following semester to be able to graduate.

Revision process: After making the required corrections outlined in the email and reviewed the entire document, then upload the document to the Graduate College via your iPOS. (Note: A format advisor checks your work against the Format Manual requirements. They also spot-check for misspellings, inconsistencies, typographical errors, and grammatical problems, but a thorough review of the entire document for these errors is the responsibility of the student and his/her chair.). Turnaround time for review fluctuates depending upon the volume of documents, and increases as the semester deadlines approach, students should expect a response within 3-5 business days. This process will continue until your document is ready for electronic submission through UMI/ProQuest.

Final submission to ProQuest: Student will receive an email from the format advisor notifying you that your document is ready for electronic submission through UMI/ProQuest. Read the email carefully as you may receive instructions before final submission to UMI/ProQuest. You must have received format

approval from the Graduate College and ensure your defense results have been reported to the Graduate College through iPOS in order to be eligible to complete the final step of submitting to ProQuest.

Master in passing

The Speech and Hearing Science, PhD does not offer a master's degree in passing. Students who wish to earn a clinical master's degree in addition to a PhD must apply to and be accepted into the [Communication Disorders, MS](#) program first. Upon nearing completion of the master's degree, students can apply to the PhD program.

Application to graduate

Students should [apply for graduation](#) during the semester of planned graduation and must apply no later than the [deadline specified](#) for that term. Students must have an approved iPOS on file before applying for graduation.

Note: Students completing a doctoral program may only participate in graduation ceremonies if all degree requirements are met prior to the ceremony. Students who need an extra semester to complete coursework must defer their graduation to the next term and participate in the next available ceremony.

Plan of study

To graduate in a timely manner, students should follow a recommended plan of study. Deviation from a plan of study should be discussed with the graduate support coordinator and program director. Failure to follow a plan of study may result in delayed graduation.

Sample Plan of Study, Fall Start

Term/ Session	Course	Credits
Year 1 - Fall 10	SHS 792 Research	3
	SHS 791 Topic: SHS Colloquium	1
	Research Methods or Statistics course	3
	Concentration or Focused Elective	3
Year 1 - Spring 10	SHS 701 Scientific Writing and Presentation in Communication Sciences and Disorders I	1
	SHS 792 Research	3
	Research Methods or Statistics course	3
	Concentration or Focused Elective	3
	Preliminary Examination Prospectus	0
Year 2 - Fall 11	SHS 702 Scientific Writing and Presentation in Communication Sciences and Disorders II	1
	SHS 791 Topic: SHS Colloquium	1
	SHS 792 Research	3
	Research Methods or Statistics course	3
	Concentration or Focused Elective	3
	Preliminary Examination Defense	0
Year 2 - Spring	SHS 792 Research	3-9
	Professional Seminar	1-3
	Comprehensive Examinations	0
Year 3 - Fall	SHS 791 Topic: SHS Colloquium	1

	Concentration or Focused Elective	3
	Optional elective	3
Year 3 - Spring	Professional Seminar	1-3
	Optional electives	6
	Dissertation Prospectus	0
Year 4 - Fall	SHS 799 Dissertation	6
	SHS 791 Topic: SHS Colloquium	1
	Professional Seminar	1-3
Year 4 - Spring	SHS 799 Dissertation	6
	Dissertation Defense	0

Note: This sample plan assumes application of credits from a previous master's or AuD degree toward the SHS program elective or additional research area. Students should consult with their faculty mentor, the program director, and the graduate support coordinator for an individualized study plan.

Part-time status

Students are expected to enroll in 9 to 12 credits per semester (full-time status) until passing the written and oral comprehensive exams. In rare circumstances, students who wish to take fewer than 9 credits per semester may be admitted to the program with written approval by their faculty mentor and the SHS PhD Executive Committee. In this case, a program of study, including a *detailed timeline*, must be formulated by the student's mentor and submitted to the SHS PhD Executive Committee for approval during the student's first semester. Students enrolled on a part-time basis must complete their preliminary exam project proposal by the end of their second semester of study and their preliminary exam project defense by the end of their third semester of study, regardless of part-time status.

Interactive plan of study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The student must submit their iPOS in the first semester of the program. Students are encouraged to review the iPOS at the end of each semester to ensure the courses listed on the iPOS match the student's transcript and that the courses meet the plan of study course requirements. More information on iPOS can be found [here](#).

Faculty advisor/chair: faculty mentor

Change of coursework: If a change of coursework is needed, the student must update the courses listed in the iPOS and submit a course change for review. This process is required if you projected a course you did not complete, or if you need to change courses listed. The iPOS will be routed electronically to the graduate support coordinator for review and approval, and then for auditing by the Graduate College.

Specializations and certifications

The College of Health Solutions prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state to state, we recommend that you visit the [ASU licensure website](#) to determine if your program meets the requirements of individual state licensures or national certifications, as applicable. If you have specific questions, please contact your program director or degree coordinator.

Satisfactory academic progress

All graduate students are expected to make systematic progress toward completion of their graduate program. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual graduate programs as well as the Graduate College. If a student fails to satisfy the requirements of their program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to the Graduate College at which time the dean of the Graduate College makes the final determination.

Satisfactory academic progress includes:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the graduate program.
3. Satisfy the maximum time limit for graduation for the student's graduate program (six years for masters and certificates, ten years for doctoral)
4. Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.
5. Successfully complete the culminating experience.
6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

GPA and grades

Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPAs (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA):

1. The iPOS GPA is calculated on all courses that appear on the student's approved iPOS
2. Cumulative GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Transfer credits and some courses taken in the Sandra Day O'Connor College of Law are not calculated in the iPOS GPA or the Graduate GPA. Courses lower than a "C" cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an "I" grade (incomplete) or "X" grade (audit) cannot appear on the iPOS.

University grade definitions and policies can be found [here](#).

The Speech and Hearing Science, PhD programs require grades of B or better in the research methods and statistics courses.

Incomplete grade requests

An incomplete grade request may be considered by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded. Once the work is completed, faculty must request a change on the grade roster to post the grade. If a student does not complete the missing coursework by the date that is agreed upon on the incomplete request form, the

instructor may change the grade to what was earned based on the work completed in the class. If the coursework is not completed after a calendar year, the incomplete becomes permanent. Repeating a class in which an incomplete is awarded will not replace the "I" on the student's transcript. Students must complete the [incomplete request form](#) and submit it to their instructor for review and processing.

Academic probation and dismissal

Failure to maintain a minimum 3.0 GPA or failure to satisfactorily progress in the program as referenced in this handbook will result in the student being placed on academic probation. Students will be notified of probationary status and expectations for improvement by the program director or graduate support coordinator. Time limits for probationary status may vary. Typically, students have 9 credit hours or one year, whichever comes first, to raise their GPA.

Students who fail to meet requirements or timeline needed to demonstrate satisfactory improvement will be recommended for dismissal from the program. Notice will be provided by the program and will include procedures for appeal.

Time to completion limit

Doctoral students must complete all program requirements within a ten-year period. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of the semester and year of admission to the program (previously awarded master's degrees used on the Interactive Plan of Study are exempt). The ten-year period begins with the term of admission to the doctoral program OR the earliest term of applied pre-admission credit.

Any exception to the time limit policy must be approved by the program director, the College of Health Solutions, and the dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

Appeal and grievance processes

Grade appeal

For grade disputes during a class, students must first contact the instructor of the course. Concerns that are not able to be resolved with the instructor should be brought to the program director.

The process to appeal a final course grade may only be initiated by a student once the course has concluded and a final course grade has been posted to the student's transcript. Per university policy, grade appeals must be processed in the regular semester immediately following the issuance of the final grade in dispute (by commencement for fall or spring) regardless of whether the student is enrolled at the university.

The process begins with a discussion about the matter between the student and the course instructor. If the matter is unresolved, the student should submit a Grade Appeal Form for further review. If this review does not adequately settle the matter, the student should begin the formal procedure of appealing to the College of Health Solutions Academic Standards and Grievance Committee. More information on all steps of this process can be found [here](#).

Student grievance

Students who wish to file a grievance about a non-grade-related matter may use the established procedure (more information can be found [here](#)). Non-grade-related grievances may include dissatisfaction with an instructor, problems with a classmate or other unresolved situations.

Appealing recommendation for dismissal

1. Students may appeal a decision for dismissal from the program by submitting a letter to the program director.
 - a. The appeal letter must be received within 10 business days of the date of the letter of dismissal. The letter should state the reasons justifying a reversal of the original decision and provide substantive evidence in support of the request.
 - b. Letters received after the 10 business-day interval will not be reviewed, and the dismissal will be final.
 - c. The program committee will review all letters of appeal that are received within the 10 business-day time frame. The committee will submit their decision to the program director within 10 business days of receipt of the student's letter.
2. The program director will then notify the Student Success Hub of the decision. The Student Success Hub will inform the student of the decision.
3. If the appeal is denied, the student may appeal to the CHS Academic Standards and Grievances Committee within 10 business days of receiving the denial of the appeal. The CHS Academic Standards and Grievances Committee will review the dismissal and appeal materials and make a recommendation to the dean of the College of Health Solutions. The dean will have 20 calendar days to make a final decision.
4. If at any stage, a timely appeal is not submitted by the student, the program director will recommend dismissal to the Graduate College via the Student Success Hub. The Graduate College will then inform the student of the dismissal by letter.

Student code of conduct and academic integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [ASU Student Code of Conduct](#), the [ABOR Code of Conduct](#), the [Computer, Internet, and Electronic Communications Policy](#), the [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Violations of a Graduate College, College of Health Solutions, or Arizona State University policy will result in academic review and may consequently result in student disciplinary procedures.

Academic integrity

The [ASU Student Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Information on the Academic Integrity procedure within the College of Health Solutions can be found at <https://catalog.asu.edu/policies/chs>.

Newly admitted graduate students will receive a "priority task" on their MyASU directing them to complete a canvas module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

Student code of conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Professional conduct

ASU is a community and a professional work environment. Graduate students are expected to treat their peers, teachers, students, staff, and members of the ASU community with respect and work with them in a professional manner. Graduate students are representatives of their program, the College of Health Solutions, and ASU. Students must demonstrate the requisite qualifications for successful professional performance, including interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

Graduate students who demonstrate behaviors or characteristics which make success in their related fields questionable will be reviewed by the program committee. The committee's review may result in a recommendation for dismissal from the program or implementation of probational conditions for continued participation. Students may appeal a recommendation for dismissal by following [established procedures](#).

Responsible conduct of research and academic integrity

During the first semester of enrollment, students must successfully complete the responsible conduct of research and academic integrity training. Information on options of how to complete this training will be provided during new student orientation. Training typically includes online or in-person workshop(s) and completion of ASU's Internal Review Board's [Human Subjects Training](#) online course.

All research activities involving the use of human or animal subjects must be reviewed and approved by ASU's Internal Review Board (IRB) before data collection can begin. Students may not solicit subject participation or begin data collection until they have received approval from their faculty mentor and written approval from the IRB. Click [here](#) for IRB submission guidelines.

College and university procedures and policies

All policies and procedures outlined in this handbook are in accordance with policy set by the [Graduate College](#) and [Office of the University Provost](#). In some cases, program policies may be more restrictive than those set by Graduate College and Provost.

Continuous enrollment policy

Students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way using university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program. More information on this policy can be found [here](#).

Requesting a leave of absence

Graduate students planning to discontinue registration for a semester or more must submit a leave of absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved **before** the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Students with a Graduate College-approved leave of absence are not required to pay tuition or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. More information on this policy can be found [here](#).

Registration policies

Students are strongly encouraged to enroll in courses well in advance of the start of the term. Enrollment must be complete by the Add/Drop deadline for the session in which the class is offered. Courses that are dropped by the Add/Drop deadline will not appear on a student's transcript. If a course is removed from a student's schedule after this deadline, it will be considered a withdrawal and a grade of "W" will be recorded. Term dates and deadlines, including the Add/Drop, Tuition Refund, Course Withdrawal, and Session Withdrawal deadlines, can be found on the [Academic Calendar](#).

Discrimination, harassment, and retaliation

Title IX of the Education Amendments of 1972 is a federal law which provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy [ACD 401](#) make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information on resources, visit the sexual violence awareness, prevention, and response [website](#).

Student support resources

Academic program support

Students in the Speech and Hearing Science, PhD programs will have access to a Canvas site that houses program resources and serves as an avenue for announcements.

The following student organizations are recommended for students in this program:

- Student Academy of Audiology, Advisors [Erica Williams](#) and [Mollie Harding](#)
- National Student Speech-Language-Hearing Association, Advisors [Victoria Clark](#) and [Indigo Young](#)

Graduate students in the College of Health solutions may access the [CHS website](#) for information on [college policies and resources](#) and [advising information](#).

University resources

- [Graduate College](#)
- [Office of the University Provost](#)

Academic and career support

- [ASU Libraries](#)
- [Graduate Writing Center](#)
- [Career and Professional Development Services](#)
- [Graduate and Professional Student Association](#)
- [Student Clubs and Organizations](#)

Business and finance services

- [Financial Aid and Scholarship Services](#) (financial aid)
- [Billing and Student Finances](#) (tuition, fees, and payments)
- [Parking and Transit Services](#) (permits, shuttles, public transit)
- [Sun Devil Card Services](#) (ID cards)
- [Enterprise Technology](#) (technology assistance)
- [Sun Devil Dining](#) (meal plans, M&G, hours)

Counseling services

ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services, Student Services Building 234 Tempe, AZ 85287

480-965-6146

After-hours/weekends

Call EMPACT's 24-hour ASU-dedicated crisis hotline:

480-921-1006

For life threatening emergencies

Call 911

Disability accommodations

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability ([SSM 701-02](#)). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.

- Email: Student.Accessibility@asu.edu
- Phone: (480) 965-1234
- FAX: (480) 965-0441

Pregnancy: Students requesting services due to pregnancy ([SSM 701-10](#)) should be prepared to submit documentation regarding the pregnancy, any complications and clearance to return to school related activities. Student Accessibility can work with students to foster continued participation in a program, whether that be with academic accommodations such as absences or assistance requesting a leave, or through other requested accommodations.

Health and fitness

All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: <https://fitness.asu.edu>

For information about health insurance and appointments with care providers, please see the ASU Health Services website: <https://eoss.asu.edu/health>

International students

ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: <https://issc.asu.edu/>

Veterans and military

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: <https://veterans.asu.edu/>

Appendix

A: Program faculty

Note: Faculty who can mentor students within a concentration are noted as such in the last column. "ALN" indicates the faculty member can mentor for the Auditory and Language Neuroscience concentration. "TGCA" indicates the faculty member can mentor for the Translational Genetics of Communication Abilities concentration.

Name	Title	Area(s) of Specialization	Concentration	Lab Site
Speech and Hearing Science				
<i>may serve as faculty mentor/chair or committee members</i>				
Tamiko Azuma	Associate Professor	Neuropsychology of language, learning & memory, traumatic brain injury	ALN, TGCA	Website
Visar Berisha	Associate Professor	Biological signal processing	ALN, TGCA	Website
Blair B. Braden	Assistant Professor	Neuroimaging, autism, aging, cognition, sex differences, mindfulness	ALN, TGCA	Website
Ayoub Daliri	Assistant Professor	Cortical electrophysiology, speech fluency	ALN, TGCA	Website
Shelley Gray	Professor	Language, learning & memory, developmental language & reading disorders	ALN, TGCA	Website
Julie Liss	Associate Dean and Professor	Motor speech processes and disorders	ALN, TGCA	Website
Xin Luo	Assistant Professor	Cochlear implants	ALN, TGCA	Website
Beate Peter	Associate Professor	Genetics, Bioinformatics, Neural bases of developmental speech and language disorders, Cortical electrophysiology	ALN, TGCA	Website
Corianne Rogalsky	Associate Professor	Neuroimaging, Aphasia, Neurobiology of language, music & cognition	ALN, TGCA	Website
Nancy Scherer	Professor	Genetic speech & craniofacial disorders, Genetics, Early intervention	ALN, TGCA	Website
Yi-Yuan Tang	Professor	Aging, cognition, addiction, neuroimaging, neuromodulation, psychophysiology	ALN	Website
Neelima Wagley	Assistant Professor	Neuroimaging, bilingualism, language and reading, development	ALN, TGCA	Website
William Yost	Research Professor	Auditory perception, Psychophysics	ALN	Website
Yi Zhou	Associate Professor	Auditory Neurophysiology, Psychoacoustics	ALN, TGCA	Website
Other Departments				
<i>may serve as committee members</i>				
Valentin Dinu	Associate Professor, Biomedical Informatics	Bioinformatic analysis of genomic data	TGCA	
Kathryn Lemery-Chalfant	Professor, Psychology	Genetics and epigenetics of behavioral traits	TGCA	
Candace Lewis	Assistant Professor, School of Life Sciences, Psychology	Genetics, epigenetics	ALN, TGCA	

Li Liu	Assistant Professor, Biomedical Informatics	Evolutionary bioinformatic analysis of genomic data	TGCA
Jason Newbern	Associate Professor, School of Life Sciences	Genetics, developmental neuroscience, neurons, glia	TGCA
Melissa Wilson	Associate Professor, School of Life Sciences	Computational evolutionary biology, sex-based biology	TGCA

B: Checklist for completing degree

Year one

Prior to first semester

- A mentor will be assigned during the admission process; no student will be admitted without a faculty member who is willing to act as the mentor. The mentor will function as the chair of the program committee.

During year one

- Prepare Annual PhD Student Individual Development Plan with mentor by September 1 and the Progress Report section by March 1; select two additional faculty members to serve on the supervisor committee (who will also evaluate the first-year project prospectus).
- Enroll in 9-12 credit hours per semester, including 3 research credits (SHS 792) each semester;
- By the end of the fall semester, fulfill the Responsible Conduct of Research and Academic Integrity requirement
- In the spring semester, enroll in SHS 701 Scientific Process I: Research Review & Development
- Complete research methods and statistics course requirements.
- Work on preliminary exam research project prospectus.

Near end of year one

- Written (journal-style) manuscript for introduction and methods of preliminary exam project submitted to committee members.
- Oral presentation and defense of preliminary exam prospectus.
- After successful completion of preliminary exam prospectus mentor and student, in conjunction with the program committee, outlines course of study for (minimally) the second year.

Year two

During year two

- Update Annual PhD Student Individual Development Plan with mentor by September 1 and the Progress Report section by March 1.
- Continue course work, including SHS 702 in the fall.
- Continue non-dissertation research activities (6 credits of 792).
- Defend preliminary exam project end of fall semester.

Near end of year two

- Assemble comprehensive examination committee.
- Begin preparations for comprehensive examination.
- Take comprehensive exam end of Spring or Fall semester.
- File Program of Study (iPOS) with graduate support coordinator, which will be routed to the Graduate College.

Year three

During year three

- Prepare Annual PhD Student Individual Development Plan with mentor by September 1 and the Progress Report section by March 1.
- Continue with any additional course work and enroll in professional seminars as needed/appropriate.
- Arrange for teaching experience if not already completed.
- After passing comprehensive exam assemble dissertation committee.
- Begin preparation of dissertation proposal including pilot work.
- Submit dissertation proposal (prospectus) to dissertation committee and hold prospectus meeting.
- After approval of the proposal *by all members of the dissertation committee* begin dissertation research.

Year four

During year four

- Prepare Annual PhD Student Individual Development Plan with mentor by September 1 and the Progress Report section by March 1
- Continue with any additional course work and enroll in professional seminars as needed/appropriate.
- Complete dissertation research.
- Write and properly format the dissertation.
- Apply for graduation by deadline indicated by the Graduate College.
- Submit dissertation document to the Graduate College for Format Evaluation and schedule dissertation oral defense (note: defense cannot be officially scheduled until Format Approval is obtained).
- Submit dissertation document to committee at least 10 days in advance of the defense.
- Hold dissertation oral defense; pass oral defense.
- Make any changes to the dissertation document required by the committee.
- Submit final document to the Graduate College; get all required signatures.
- Submit at least two copies of dissertation document to the bookstore for binding.
- Graduate!

C: Preliminary examination prospectus form

Preliminary Examination Prospectus Record Form

Speech and Hearing Science, PhD

To be completed by the examination committee chair and submitted to chair of the SHS PhD Executive Committee and the program director.

Student's Name: _____

Title of Preliminary Exam Project: _____

Date of Prospectus: _____

Members of the examination committee:

_____ Pass The student successfully completed and presented the preliminary exam prospectus. The preliminary examination prospectus requirement for continued enrollment in the PhD Program has been fulfilled.

_____ Fail The student's performance on the preliminary exam prospectus was unsatisfactory. The committee has determined that the scope and/or nature of the deficits will likely preclude successful completion of the PhD Program, and therefore renders a grade of "fail" on the preliminary examination prospectus. A letter from the committee chair summarizing the committee's evaluation must be signed by the student and attached to this form. The committee recommends dismissal from the PhD Program.

Signature of Examination Committee Chair

Date

Signature of Program Director

Date

D: Preliminary examination defense record form

Preliminary Examination Defense Record Form Speech and Hearing Science, PhD

To be completed by the examination committee chair and submitted to chair of the SHS PhD Executive Committee and the program director.

Student's Name: _____

Title of Preliminary Exam Project: _____

Date of Prospectus: _____

Members of the examination committee:

_____ Pass The student successfully completed and presented the preliminary exam defense. The preliminary examination defense requirement for continued enrollment in the PhD Program has been fulfilled.

_____ Fail The student's performance on the preliminary exam defense was unsatisfactory. The committee has determined that the scope and/or nature of the deficits will likely preclude successful completion of the PhD Program, and therefore renders a grade of "fail" on the preliminary examination prospectus. A letter from the committee chair summarizing the committee's evaluation must be signed by the student and attached to this form. The committee recommends dismissal from the PhD Program.

Signature of Examination Committee Chair

Date

Signature of Program Director

Date

E: Plan of doctoral comprehensive examinations

Plan of Doctoral Comprehensive Examinations Form Speech and Hearing Science, PhD

This form is internal to Speech and Hearing Science in the College of Health Solutions. To be submitted to graduate support coordinator **prior** to the start of the term in which the comprehensive exam will be completed.

Form Instructions:

1. The student discussed with the chair and committee members the expectations of both the written and oral components of the comprehensive examination.
2. The student completes Part I and Part II.
3. The comprehensive exam committee chair, in consultation with the committee and the student, completes Part III and Part IV.
4. The chair and student sign Part V to acknowledge the plan for examination.
5. The student submits the completed form to graduate support coordinator at chsgrad@asu.edu **prior** to the start of the term in which the comprehensive exam will be completed.

Part I: Student Information

Student Name (Last, first, middle)	ASU ID Number:
Program: <i>Speech and Hearing Science, PhD</i>	Concentration, if applicable:

Part II: Committee Membership

Type the names of committee members	Topic areas on which the member will focus their question(s)
Chair or co-chair:	
Member or co-chair:	
Member:	
Member:	
Member:	

Part III: Written Examination (select one option)

Option 1:

Total number of questions:	
Date by which the student will receive the questions:	
Dates of two consecutive days for responses:	
Day 1:	Day 2:
Written exam format and expectations:	

--

Option 2:

Written exam format and expectations:

Part IV: Oral Examination

Date of oral exam:
Oral exam format and expectations:

Part V: Acknowledgment of Plan

The chair and the student acknowledge that the plan for the doctoral comprehensive examinations has been discussed fully and that all questions have been resolved by signing below.

Committee Chair Signature:	Student Signature:

F: Scoring rubric for written comprehensive exam

Scoring Rubric for Written Comprehensive Exam

This form is internal to Speech and Hearing Science in the College of Health Solutions. The student's performance will be scored in five categories: Understanding of Questions, Response to Questions, Support, Organization, and Language. A committee member's ranking will be based upon a five-point scale (5 = Exemplary, 4 = Strong, 3 = Competent, 2 = Marginal, 1 = Unacceptable).

To pass, the minimum score will be "3" (i.e. "Competent") or better from a majority of the Committee for each category, with no committee member scoring "Unacceptable" for any category.

Form Instructions/ Information:

1. One form is required for **each** committee member. The committee member will fill out Part I, Part II, and Part III.
2. A completed rubric for each committee member must be emailed to the graduate support coordinator at chsgrad@asu.edu, in addition to the *Report of Doctoral Comprehensive Examinations Form*, for completion of the comprehensive exam to be recorded.

Part I: Student and Committee Member Information

Student Name (Last, first, middle)		Program: <i>Speech and Hearing Science, PhD</i>
Committee Member Name:	Committee Member Signature:	Date:

Part II: Scoring Rubric

Circle the appropriate box for each category

	Understanding of Questions	Response to Questions	Support	Organization	Language
5 – Exemplary	Responds directly to the questions asked.	Responses to questions are specific, defensible, and complex.	Provides substantial, well-chosen evidence (research or textual citations) used strategically.	Responses contain clear and adequate transitions between sentences and paragraphs.	Apt and precise diction, syntactic variety, clear command of Standard English.
4 – Strong	Most responses are direct and relevant to the questions asked.	Responses to questions are more general but still accurate; analyses go beyond the obvious.	Provides sufficient evidence and makes an effort to contextualize it.	Responses contain distinct units of thought in paragraphs that are coherently arranged; there is occasional weakness in transitions between sentences, paragraphs, or thoughts.	Some mechanical difficulties; occasional problematic word choices or awkward syntax errors; occasional grammar errors; some wordiness.

3 – Competent	Responds adequately to the questions asked; occasionally responds with unrelated information.	Responses to questions are overly general and have some factual, interpretive, or conceptual errors.	Provides some evidence but is not sufficiently integrated into the response.	Responses are uneven; paragraphs are sometimes effective, but others are brief, weakly unified, or undeveloped; some awkward or missing transitions between thoughts.	Occasional major grammar errors (e.g., agreement, tense); frequent minor grammar errors (e.g., prepositions, articles); occasional imprecise diction; awkward syntax; wordiness.
2 – Marginal	Confuses some significant concepts in the questions asked.	Responses to questions are vague or irrelevant.	Evidence is usually only narrative or anecdotal, inaccurately or incorrectly incorporated.	Repetitive, wanders.	Frequent major and minor grammar problems; frequent imprecise diction; wordiness; awkward syntax; repetitive sentence patterns; problems impede meaning.
1 – Unacceptable	Does not understand questions and/or concepts.	No discernable response to most questions given.	Little or no evidence is cited to support responses.	Responses are arbitrary or not structured, illogical or not coherent.	Numerous grammatical errors and stylistic problems; English overwhelmingly non-standard; errors in every sentence

G: Report of doctoral comprehensive examinations

Report of Doctoral Comprehensive Examinations Form Speech and Hearing Science, PhD

This form is internal to Speech and Hearing Science in the College of Health Solutions. Examination results are reported to the Graduate College via the iPOS.

Note: The Plan of Study (iPOS) must be approved by the Graduate College before a student is eligible to take the doctoral comprehensive examinations. Any required foreign language examinations must be passed and on file with the Graduate College before submitting the comprehensive examination results.

Form Instructions:

1. The student completes Part I and gives the form to their examination committee chair.
2. After the examination, the examining committee completes Part II and III by signing the form and indicating pass, re-test, or fail.
3. The examination committee chair gives the form to the graduate support coordinator at chsgrad@asu.edu who has the program director complete and sign Part IV.
4. The graduate support coordinator enters the results online via the iPOS per Graduate College requirements and sends the student a copy of the form.

Part I: Student Information

Student Name (Last, first, middle)	ASU ID Number:
Program: <i>Speech and Hearing Science, PhD</i>	Concentration, if applicable:

Part II: Examination Dates (MM/DD/YY)

Date Written Comprehensive Exam Taken:	Date Oral Comprehensive Exam Taken:
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Part III: Examination Result

Please type names of examination committee members	Signatures	Passed Written Exam	Failed Written Exam	Passed Oral Exam	Re-test Oral Exam	Failed Oral Exam
Chair or co-chair:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member or co-chair:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV: Final Result

PASSED <input type="checkbox"/>	FAILED <input type="checkbox"/>	Program Director Signature:	Date:
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All comprehensive examination results, including failure in any one of the required examinations, must be reported to the Graduate College. Failure of the comprehensive examinations is final unless the student petitions for a re-attempt, the comprehensive examination committee and the program director recommend, and the Graduate College dean approves the re-attempt.

H: Results of doctoral dissertation proposal/prospectus

Results of Doctoral Dissertation Proposal/Prospectus Form Speech and Hearing Science, PhD

This form is internal to Speech and Hearing Science in the College of Health Solutions. Prospectus defense results are reported to the Graduate College via the iPOS.

Note: The Plan of Study (iPOS) must be approved by the Graduate College before a student is eligible to take the doctoral comprehensive examinations. Any required foreign language examinations must be passed and on file with the Graduate College before submitting the comprehensive examination results.

Form Instructions:

1. The student completes Part I and gives the form to their dissertation committee chair.
2. The dissertation committee chair should write in the date (MM/DD/YY) of the proposal/prospectus defense; then the dissertation committee completes Part III by signing the form and indicating their votes of Passed or Failed.
3. The dissertation committee chair submits the form to the graduate support coordinator.
4. The graduate support coordinator provides the form to the program director for signature.
5. The program director completes Part IV by signing the form, confirming the majority vote of the committee, and signifying that the proper procedures have been followed for the proposal/prospectus defense.
6. The graduate support coordinator enters the results online via the iPOS per Graduate College requirements and sends the student a copy of the completed form.

Part I: Student Information

Student Name (Last, first, middle)	ASU ID Number:
Program: <i>Speech and Hearing Science, PhD</i>	Concentration, if applicable:

Part II: Prospectus Date (MM/DD/YY)

Date Dissertation Prospectus Complete:
--

Part III: Proposal/Prospectus Information

Please type names of committee members	Signatures	PASSED	FAILED
Chair or co-chair:		<input type="checkbox"/>	<input type="checkbox"/>
Member or co-chair:		<input type="checkbox"/>	<input type="checkbox"/>
Member:		<input type="checkbox"/>	<input type="checkbox"/>
Member:		<input type="checkbox"/>	<input type="checkbox"/>
Member:		<input type="checkbox"/>	<input type="checkbox"/>

Part IV: Final Result

PASSED	FAILED	Program Director Signature:	Date:
--------	--------	-----------------------------	-------

All results, including failure of the proposal/prospectus, must be reported to the Graduate College. Failure of the proposal/prospectus is final unless the dissertation committee and the head of the academic unit recommend, and the Graduate College dean approve a second proposal/prospectus defense.

I: Evaluation of teaching/ research assistants and associates

**Evaluation of Teaching/ Research Assistants and Associates Form
Speech and Hearing Science, PhD**

Name: _____ TA/RA _____

Faculty Supervisor(s) _____

Semester/ Year _____ Evaluation Date: _____

(After completing and signing this form, faculty should provide a copy to the TA/RA at the time of the evaluation. Additional pages may be attached as needed.)

EVALUATION:

Indicate performance by entering one of the following ratings and providing comments as relevant.

1=Unacceptable 2=Needs improvement 3=Adequate 4=Very Good 5=Excellent

NA=Not applicable

General	Rating	Comments
On-time attendance		
Meets deadlines		
Organization		
Initiative		
Appropriate appearance		
Communication with supervisor		
Knowledge and skills		
Maintained at least 3.0 GPA		Grade point average is:
Maintained at least 6 credit hours		
TA		
Preparation for class		
Accuracy of information provided		
Timely delivery of class materials		
Quality of explanations		

Following directions		
Work quality and efficiency		
Cooperative ability with other TAs		
Respectful treatment of students		
Professional behavior & interactions		
Other:		
RA		
Literature searches		
Manuscripts/writing		
Study-design tasks		
Interaction with study participants		
Laboratory skills		
Data organization/analysis		
Attention to protocol detail		
Timely delivery of required material		
Professional behavior & interactions		
Other:		
Overall performance		

Additional Comments:

Problems identified (if applicable):

Follow-up actions to be taken (if applicable):

Faculty Signature _____ **Date** _____

TA/RA Signature _____ **Date** _____

Fall evaluation: *Completed Faculty Evaluation Form to TA/RA* **Date:** _____

Spring evaluation: *Completed Faculty Evaluation Form to TA/RA* **Date:** _____

Copy of evaluation is to be forwarded to student's faculty mentor, the program director, and the graduate support coordinator for placement in the student's official file.

J: Course agreement for teaching preceptorship

Course Agreement for Teaching Preceptorship Speech and Hearing Science, PhD

Instructions/Submission:

- The student and supervising faculty collaborate to complete the student, course, and instructor information section and the course objectives section.
- The student completes and signs the student responsibilities section.
- The instructor completes and signs the instructor responsibilities section.
- The student makes two copies of the completed form – one for their records and one for the instructor's records.
- The student submits the original completed form to the graduate support coordinator at chsgrad@asu.edu for review by the program director and processing of an enrollment override.
- **The student is responsible for enrolling in SHS 790 Topic: Teaching Preceptorship following processing of the form.**

This portion is for administrative use only.

Course (Prefix, Number)	Course Title
Term, Year and Session	Section Line Number (SLN)
Advisor Completing Override	Date

STUDENT, COURSE, AND INSTRUCTOR INFORMATION

This portion is to be completed by the student and faculty member.

Student Name (Last, First)	ASU ID #
Course (Prefix, Number)	Course Title
Term, Year and Session	Credit Amount
Name of Supervising Faculty/ Instructor	
Course that Student will be Teaching as a Teaching Preceptor:	

COURSE OBJECTIVES

Clearly list the measurable learning objectives or products to be completed by the end of this course. Describe the specific action steps necessary to meet those objectives. The student will complete these fields first, with the instructor adding any edits or comments necessary. The final grade for this course will be determined by the extent to which the student meets these objectives and requirements.

Objective #1
Action Steps:
Objective #2
Action Steps:
Objective #3
Action Steps:
Objective #4
Action Steps:
Objective #5
Action Steps:
Additional Course Requirements:

STUDENT RESPONSIBILITIES

- I affirm that I am not in a milestone semester (comprehensive exams, prospectus, or dissertation).
- I will not be teaching more than one course this semester.
- I will maintain consistent contact with the instructor for the SHS 790 Topic: Teaching Preceptorship course.
- I will notify the instructor immediately if an issue arises that will affect my ability to complete my duties.
- I will be prompt for all scheduled course times and prompt in replies to students in the course I will be teaching.
- I will enroll myself in the SHS 790 Topic: Teaching Preceptorship once I receive the confirmation email.

Student Signature	Date
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INSTRUCTOR RESPONSIBILITIES

- I will maintain consistent contact with the student.
- I will ensure that the student responsibilities do not exceed the maximum hours per week (3 credits = 9 hours/week).
- I will be a resource for the student for pedagogical questions.
- I will help frame the teaching preceptorship course as a taught experience by me for this student.
- I will promptly notify the student if they are not sufficiently completing their duties as a teaching preceptor.
- There is a complete Canvas shell prepared for the course the student will be teaching that includes necessary materials such as a syllabus and course plan.

Please select one:

- I require my own section of SHS 790 Topic: Teaching Preceptorship in order to build a Canvas shell tailored to the student(s) I will be supervising.
- I will not be using Canvas for this supervised teaching preceptorship.

Instructor Signature	Date
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PROGRAM DIRECTOR APPROVAL

Program Director Signature	Date
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