



The University of Texas at Austin

Speech, Language, and
Hearing Sciences

Moody College of Communication

PhD. SLHS Guide

2020-2021

Specializations:

Audiology

Speech, Language, and Hearing Sciences

Speech Language Pathology

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The Ph.D. degree in SLHS: Introduction

The doctoral program in Speech, Language and Hearing Sciences (SLHS) is an individualized, mentored, and interdisciplinary research degree aimed at developing leaders in research, teaching, and professional service. The Department of SLHS strives to provide a comprehensive program of scholarship and education that will advance the understanding of normal processes in human communication sciences and related disorders across the life span. The aim of the program is to prepare Ph.D. students for responsible and productive careers as teacher-scholars by enabling them to gain the necessary knowledge and skills of in the primary disciplines of Speech, Language and Hearing Sciences. Faculty in the department as well as in other departments of the University make the program particularly appealing for students interested in Speech, Language and Hearing Sciences. The program of study is guided by the major advisor and an advisory committee prior to candidacy. Post-candidacy, the dissertation is guided by the major advisor and a dissertation committee.

[Degree requirements of the Doctor of Philosophy](#)

Doctoral Program Objectives

The student is required to demonstrate knowledge and/or proficiency in the following core competencies before the doctoral degree is awarded:

Comprehensive depth and breadth of knowledge in program specialization

- Develop core knowledge of critical concepts, methodologies, and theoretical frameworks in a specialized area within Speech, Language and Hearing Sciences (SLHS)
- Develop an interdisciplinary perspective, and ability to assess how related fields merge and intersect with selected specialized area.
- Develop critical thinking and analytical skills in a selected specialized area within SLHS

Ability to conduct and communicate scholarly research

- Demonstrate an understanding and application of statistical theory and experimental design required for conducting novel research in SLHS
- Demonstrate the ability to conduct independent research projects within selected specialized area within SLHS
- Develop the ability to communicate critical scientific information effectively in oral and written modalities

Professional skills in Speech, Language and Hearing Sciences

- Develop excellence in teaching
- Develop ability to procure funding for research and other scholarly pursuits
- Develop understanding of research ethics and incorporate ethical standards in own research
- Develop ability to evaluate disciplinary research and contribute to the scientific review process

Candidacy requirements

Completion of Master of Sciences (MS)/ Doctor of Audiology (AuD) requirements for MS/Ph.D. and AuD/Ph.D. degrees

Students admitted to the MSSLHS /Ph.D. must fulfil the requirements of the MSSLHS program. Students admitted to the AuD/Ph.D. program must fulfil the requirements of the AuD program. Courses completed in fulfilment of the MSSLHS or AuD degree program do not count toward the fulfilment of the Ph.D. degree program. Those entering the Ph.D. program without a master's degree must complete an MSSLHS or AuD. The requirements for the M.S. or AuD depend on the program selected. Minimally, the MSSLHS degree requires 30 credits of coursework. Of these 18 must be SLHS courses and thesis (6 credits). The graduate school requires 6 elective credits typically taken outside SLHS. But, there are designated courses in the program that can count toward these elective credits. Students in the MSSLHS/Ph.D. or the AuD/Ph.D. programs can take coursework or complete requirements toward both of the degrees simultaneously provided each course is designated toward one or the other degree.

Advisory committee, doctoral studies committee, and work program

The doctoral student should form an advisory committee in the first year (post MSSLHS/AuD) comprised of at least three faculty members (the major advisor and two additional faculty). For students who intend to pursue a clinical degree during the course of the doctoral program, it is recommended that the advisory committee include clinical faculty in SLHS. The doctoral student should develop a proposed program of study during the first year (post completion of the MSSLHS or AuD, see below). This plan should be presented to their advisory committee for input at the advisory committee meeting. The specific list of courses and seminars to fulfil these requirements constitute the student's *work program*, which must be approved by the student's advisory committee on a yearly basis. The advisory committee will continue to meet on a yearly basis (strongly recommended at the end of each academic year, e.g., June-July) to review progress and updates. The work program information is submitted as one part of the *annual student activity report* (SAR) (due September 15th). The Doctoral Studies Committee (DSC) provides oversight and evaluates the progress of all doctoral students in SLHS. The DSC must review and approve each work program at the end of each academic year.

Course requirements

The Ph.D. work program must include the following course requirements:

1. *Program Specialization*: A minimum of 12 semester hours of organized courses and seminars that provide in-depth knowledge of the student's chosen area of specialization. The doctoral student must complete at least one doctoral-level seminar course organized within SLHS as a part of the program specialization. If the doctoral student does not have a background in Speech, Language and Hearing Sciences, they must complete at least one SLHS graduate-level course (from the MSSLHS/AuD program). Independent study courses contributing to research experiences (e.g. Qualifying research project) can count towards the program specialization requirement. No more than two independent study courses can be counted towards the program specialization (e.g., one for QRP and one for RR).
2. *Research Tools*: A minimum of 12 semester hours in research design and data analysis. The doctoral student must complete at least two courses involving statistics/statistical methods/research design (to be completed outside SLHS). Doctoral-level seminar coursework focusing on grant-writing can count under the research tool requirement. Independent study contributing to research experiences can count towards the research tool if the study involves experimental design, statistical analyses or data science. No more than one independent study course can be counted towards the research tools. No independent study can count toward two categories, e.g., if one independent study counts as the Program Specialization requirement, it cannot count as the Research Tool requirement.

3. *Related Area*: A related area is defined as the development of a content area as opposed to the development of research techniques. A minimum of 9 semester hours of graduate credit in a field of study outside program specialization. The doctoral student must complete at least one organized course outside SLHS as a part of the related area requirement.
4. *Required Teaching Course*: Students are required to successfully complete SLHS 398T or its equivalent in any other department at UT-Austin, or receive a waiver on the basis of a similar course or prior college teaching experience at another institution. It is highly recommended that students complete this requirement within first two years post MA/AuD in order to qualify for assistant instructor positions in SLHS.
5. *Attendance in Scholarly Talks*: Attendance in SLHS seminars, colloquia, outside department seminars (see Attendance at scientific lectures documentation form). All doctoral students are encouraged to regularly attend seminars and talks organized within and outside SLHS as a part of doctoral training. Attendance is required in at least two interdisciplinary seminars (organized outside SLHS) and two SLHS colloquia/seminars per year. A form documenting attendance (signed by the major advisor) must be submitted along with the annual student activity report (on Aug 31st of each year).

Regarding coursework, please note the following:

- All Speech, Language and Hearing Sciences courses in graduate work programs should be completed at the graduate level. No more than 20 percent of the courses on a work program may be taken on a credit/non-credit basis. At the discretion of the instructor, independent study courses such as SLHS 380E and internship courses such as SLHS 380F may be included in the 20 percent taken for credit/non-credit. No other SLHS course may be taken credit/non-credit by graduate students. An incomplete is not permitted in graduate courses except under unusual circumstances. Auditing may be done only with the consent of the instructor of the course. It is recommended that the required coursework be completed by the end of the second academic year.

Research experiences

The doctoral program in SLHS is a research degree and research experiences are a critical element in the student's doctoral program. Doctoral students are expected to be actively involved in research each semester they are enrolled in the university. In accordance with UT policy, the student may need to receive IRB approval before initiating any research project that involves human or animal subjects.

Qualifying research project (QRP)

The *qualifying research project (QRP)* should begin in year 1 with the major advisor. It is recommended that the QRP will involve elements of literature review, development of a research design, data collection, analysis, and interpretation. The QRP does not require primary data collection. The doctoral student can sign up for independent study with the advisor during the period of the QRP to ensure continued progress.

QRP Timeline:

- In year 1, the doctoral student initiates a QRP plan with the advisor. The advisory committee evaluates a draft proposal of the QRP during the work program meeting.
- In year 1, the QRP proposal is presented to the department during an end-of-the-year student talk series.
- In year 2, a final written product (reported in journal article format) should be submitted to the advisory committee at least one week before the year 2 advisory committee meeting.
- The QRP will terminate with an oral defense to the advisory committee by the end of year 2.

Research rotation (RR)

The research rotation (RR) should begin in year 2 with a second mentor (not the primary advisor). The second mentor could be outside SLHS. The doctoral student can register for independent study with the second mentor throughout the period of the RR to ensure continued progress.

RR Timeline:

- In year 2, the doctoral student initiates research rotation with the second mentor. Advisory committee evaluates proposal (year 2).
- In year 2, the RR is presented to the department for feedback during an end-of-the-year student talk series.
- A final written product from the RR (reported in journal article format in APA style) should be submitted to the advisory committee at least one week before the candidacy meeting.

Research proposal (RP)

The research proposal is written in National Research Service Award (NRSA) predoctoral training fellowships (F31) format (examples provided here: <http://www.nigms.nih.gov/training/indivpredoc/pages/predoc-f31-sample-applications.aspx>). The RP can be completed anytime between years 1-3 under the discretion of the major advisor. It is highly recommended that the student enrolls in a doctoral-level grant-writing seminar *prior* to beginning the RP. Pilot data from QRP or RR can be used in the research proposal. It is recommended that the F31 be submitted for external review. For international students, the RP can be reformatted for submission to other grant opportunities (e.g. NSF Dissertation improvement grant (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453)). The final written product must be included as a part of the portfolio during the candidacy meeting.

RP Timeline

- Can be initiated anytime between years 1-3.
- A final written product from the RP should be submitted to the advisory committee at least one week before the candidacy meeting.

Teaching experiences

The teaching experiences will enable students to: (1) plan and present lectures, (2) participate in the evaluation of student performance. One or more teaching experiences is required of all students regardless of whether they receive funding as a teaching assistant. To assist students with the development of their teaching skills, they are required to take the course offered by the Center for Teaching Effectiveness (398T). Students are expected to present a teaching portfolio to the advisory committee for review and approval during candidacy meeting. The material shall include a detailed syllabus, reading list, assignments, and handouts/overheads/slides if applicable. At the discretion of the committee, the course may be an adaptation of an existing course, or it may be a course in a topic area in which the student has not previously taught. Implementation of this requirement is left to the student and his/her advisory committee, but the teaching must be mentored by a faculty member. However, the following guidelines are recommended to develop teaching excellence: (1) prepare and present five (preferably consecutive) lectures (2) include a plan for the evaluation and grading of material presented in the lectures.

Admission to candidacy

To summarize the requirements described above, students must complete the requirements for (1) Coursework (2) Research experiences and (3) Teaching experiences to be considered for candidacy. The advisory committee will review the candidacy portfolio. The year 3 advisory committee meeting may be combined with the candidacy meeting if the student has met all candidacy requirements by the end of year 3.

The following components of the candidacy portfolio will be evaluated by the committee to assess admission to candidacy:

1. Satisfactory completion of coursework (program specialization, research tools, related area, required teaching, attendance in scholarly talks)

2. Satisfactory completion and defense of QRP, RR, and RP. Written products from the two research projects (QRP, RR) and the RP should be submitted to the committee for review. Additionally, it is expected that the student submits either the QRP or the RR to a peer-reviewed publication outlet as the first author. Evidence demonstrating manuscript submission is expected to be included in the portfolio.
3. Teaching portfolio: teaching statement, syllabus, reading list, assignments, and handouts/overheads/slides for the five lectures.
4. Annual student activity reports from all previous years
5. A brief (60 lines) description of dissertation or proposal

The portfolio is to be presented to the Advisory Committee at least one week prior to the scheduled meeting, defended orally, with special attention to the way the body of work relates to the existing work in the relevant field(s) of study. Approval of the portfolio will be the last step leading to candidacy. The outcome of the defense will be decided by majority vote of the committee. The four possible outcomes are:

1. *Unconditional Pass*--The student is recommended to continue to the prospectus and dissertation stage.
2. *Conditional Pass*--The committee does not see a need for a second examination but there are changes to be made in the portfolio, which must be completed before the student may continue to the dissertation stage.
3. *Conditional Fail*--The student is required to review some specific aspects of his/her work and to eliminate serious weaknesses. There will be a second oral examination. Failure in this second examination constitutes failure in the program and the student will not be allowed to continue.
4. *Unconditional Fail*--It is the judgment of the committee that the student has insufficient ability to continue to the dissertation stage of doctoral study. The student may not pursue the degree further.

Prospectus and Dissertation

The dissertation is a major research investigation of an original idea. The student first works closely with his/her major professor in order to prepare a concise and understandable prospectus. The major professor, who also serves as the student's adviser, consults with the student in the selection of a dissertation committee and recommends these members to the Graduate Adviser of the SLHS Department for approval by the Graduate School. The dissertation committee consists of at least four faculty members. The three of the four committee members must be from the SLHS department (GSC) and one must be a faculty member from outside the department (outside GSC). You can choose to have more than four committee members and the fifth committee member could be either from the department or outside the department's GSC. The chair of the committee must be from the SLHS department and member of the GSC.

Prospectus meeting

After the prospectus has been circulated to the student's dissertation committee (at least one week prior to the prospectus meeting), a formal meeting is held and the committee approves or rejects the proposed dissertation project following an oral defense.

Dissertation

The student must register for at least six hours of dissertation courses in order to graduate. A dissertation is required of every candidate.

The dissertation is normally written in English. Requests for permission to write in another language pertinent to the research are granted when there are circumstances warranting an exception. An insufficient command of English is not justification for an exception. The formal petition from the graduate adviser should include assurance that faculty members competent both in the language and in the field are available and willing to serve on the Dissertation Committee. The request must be approved by the graduate dean when the student is admitted to candidacy. The abstract and a substantial summary and conclusions section in English must be submitted with the dissertation.

The dissertation includes a detailed literature review and critique, design of an experiment, data collection, presentation and analysis of the results, and a discussion of the implications or significance of the findings. The format of the references should be in keeping with that used in the scholarly journal most appropriate for the subject matter of the study.

The completed manuscript is submitted to members of the dissertation committee at least four weeks before the date of the scheduled oral defense. The outcome of the defense will be decided by majority vote of the committee. The four possible outcomes are:

1. *Unconditional Pass*--The student is recommended to the Graduate School as having completed the requirements for the Ph.D. degree.
2. *Conditional Pass*--The committee does not see a need for a second examination but there are changes to be made in the dissertation, which must be completed before the student may graduate.
3. *Conditional Fail*--The student is required to review some specific aspects of his/her work and to eliminate serious weaknesses. There will be a second oral examination. Failure in this second examination constitutes failure in the program and the student will not be allowed to continue.
4. *Unconditional Fail*--It is the judgment of the committee that the student has insufficient ability to complete this final and vital portion of doctoral study. The student may not pursue the degree further.

Dissertation Defense attendance options

The student and the advisor, in negotiation with the dissertation committee members, will have one of two options or a combination of both for the defense: the traditional option of meeting in a room or the virtual (electronic) option of meeting using technology; i.e., teleconferencing or videoconferencing. The intent is that all committee members will participate in the defense either in person or electronically; however, if one committee member that is not the supervisor/co-supervisor is unable to attend the defense, then the member's absence must be explained, together with an assurance that the dissertation will be read, and if approved, signed.

Evaluation of Student Progress

The Doctoral Studies Committee of the Department of Speech, Language and Hearing Sciences reviews the student activity reports (submitted in the fall semester) and evaluates the progress of doctoral students each year. Students are informed of the evaluation of progress in writing by the Graduate Adviser at the end of fall semester. A copy of the letter is sent to the major advisor and a copy is also placed in the students' graduate student file on UTBox. After receiving the report, students are strongly encouraged to discuss the evaluation with their major advisor. The types of recommendations made are that the student: (1) continue in his/her program; (2) be placed on probationary status; or (3) be terminated. If a student is placed on probation, the procedure for being removed from probation is specified in the evaluation letter. When necessary, termination from the doctoral program may be recommended by the GSC through procedures established by the Graduate School. Termination is subject to approval by the Dean of the Graduate School. The Chair of the Department confers with the student if the recommendation includes termination of a teaching assistantship. The Chair and the Graduate Adviser confer with the student if the recommendation involves termination of a fellowship.

Student's Responsibility

Students are responsible for insuring that all relevant documentation is present in his/her adviser's file. Each student will provide his/her faculty adviser with copies of all papers written for courses (including those completed for courses outside the Department) in order to help the advisory committee, monitor the student's development of academic writing skills.

General regulations

Residency Requirements for Graduate Degrees

A major portion of a graduate student's degree program must be completed under the supervision of the Graduate Faculty at The University of Texas at Austin. Each degree candidate must spend a minimum of three long semesters in residence at The University of Texas at Austin.

Re-entry after an Inactive Period

If a student plans not to be enrolled in a long semester, he or she must apply for a leave of absence. To re-enter, she/he must apply to the University for permission. The re-entry form is available from the Graduate Advisor. The application should be submitted as soon as possible after the student has made a decision to re-enter, especially if he/she has taken courses at another school in the interim.

If a student registers and withdraws before the 12th class day, he/she must reapply for admission to Graduate School or have his/her original admission extended by petition from the Graduate Adviser to the Dean of the Graduate School. If a student withdraws after the 12th class day of the first semester of graduate work and does not enrol for the following semester, he/she must see the Dean of Graduate Studies before registering again.

Course Grades

Credit is given for the grades of A, B, and C. Within the overall grade point average, a B average in all upper division and graduate courses is required. No course with a grade of C or lower may be included on a work program.

Time Limits

No official time limit has been imposed for finishing the doctoral degree. However, all completed course work that is included on a student's degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum three years of military service). The dissertation defense must take place within three years of the student's admission to candidacy. If the student has not completed the dissertation within that time frame, the GSC and the Graduate School will conduct a review of the student's status at the three-year point and yearly thereafter to ensure that progress toward completion of the degree is being made.

Graduation Under a Particular Catalogue

General and specific requirements for degrees in the Graduate School are sometimes altered in successive catalogues. The student is bound by the requirements of the catalogue in force at the time of admission. However, the student may choose to fulfil the requirements of a subsequent catalogue in effect in any year in which he/she is enrolled in the Graduate School, within the six-year limit for courses included on the work program.

(NOTE: For Graduate School degree regulations, please see The Graduate Guide published by the Council of Graduate Students, or The Graduate School Catalogue.)

Financial assistance

Financial assistance through the Department of Speech, Language and Hearing Sciences is available in the form of teaching assistantships (TA), assistant instructorships (AI), research assistantships and fellowships/scholarships. For the Ph.D., TAs and AIs may be provided for a maximum of three academic years (or six semesters); for the combined MS and Ph.D., for a maximum of four academic years (or eight semesters). Appointment as a TA involves assisting in academic or laboratory class preparation, in grading and lecture presentation, or in clinical supervision. Appointment as an AI involves independently teaching a course under the supervision of a faculty member. Appointment as a graduate research assistant may involve research design, data collection and analysis, and manuscript preparation. The specific duties will be determined by the supervising faculty member based on the student's level of expertise. These assignments will partially meet the requirements for participation in teaching and research.

To be eligible for a TA or AI assignment, international Ph.D. students who are non-native speakers of English are required to receive the International TA English certificate. More details on the certificate are available at <https://world.utexas.edu/esl/students/intl-teaching-assistants>. Ph.D. students who serve as Teaching Assistants receive two types of evaluations after each semester is completed: one from students (through CIS electronic survey) and one from the primary instructor. Students are highly recommended to discuss the evaluations with the primary instructor for the course. The CIS survey results are accessible by the student and Doctoral Studies Committee only.

The following description outlines the distinction between a TA and an AI and includes regulations and procedures for appointment:

1. **Qualifications (Satisfactory Progress):** Both TAs and AIs must be certified by the Graduate School to be in good academic standing and making satisfactory progress towards an advanced degree. Satisfactory progress is interpreted by the Graduate School to mean having a grade point average of "B" or better, and having a record of completed course work. For appointments beginning in the fall, students with acceptable averages will be considered to be making satisfactory progress if they have no incompletes for the semester of the prior long session. At the start of the spring semester, TAs and AIs with suitable averages will be considered to be making satisfactory progress if they do not have more than one incomplete for the fall term. TAs and AIs shall, at the start of the summer session, not have more than one incomplete for the preceding spring term.
2. **Qualifications for appointment as AI:** Required to hold a Master's degree or to have attained an equivalent level of achievement in graduate study and professional accomplishment. This equivalence is interpreted by the Graduate School to mean 30 hours of course work beyond the baccalaureate degree, with no more than 9 of those hours in upper-division undergraduate work. An additional requirement is that an AI shall have completed one semester of a course in Teaching Methodology (398T), shall have had a least one semester of service as a TA, or shall have had at least one year of teaching experience in an accredited school or college. A peer observation for assessment of teaching in SLHS form must be submitted by the primary advisor for each semester that the AI is appointed. Students who have had at least one year of classroom teaching in an accredited college or secondary school will not be required to take 398T.

Research Awards

Awards for research from the Office of Graduate Studies and the Department are to cover unusual expenses in connection with dissertation research. Awards may cover the cost of supplies, special equipment, or travel if the travel is essential to the research. There is no limit on the amount of support that may be requested, but students should not expect awards to cover all the costs of a research project.

Travel Awards

Limited support for travel to professional meetings for the purpose of presenting research papers is available through the Department of Speech, Language and Hearing Sciences. Requests should be made through the Graduate Advisor's office. See the Graduate Adviser for details.

Travel awards from the Office of Graduate Studies are made for travel to meetings of professional societies. Since these awards are made mainly to help students locate positions after graduation, priority is given to doctoral candidates who are registered in their last year of study and/or who are presenting research results to a major national professional meeting.

Requests for the Office of Graduate Studies awards must be submitted to the departmental Graduate Adviser after they have been endorsed by the supervising professor of the project. The Committee on Graduate Studies ranks all requests for a given competition and forwards its recommendations to the Dean of the Graduate School. Dates of each competition are posted.

Waiver of Out-of-State Tuition

Half-time appointment (20hrs) as a TA, AI, or Research Assistant qualifies out-of-state residents and their spouses for resident tuition as long as their appointment is current. Under this provision, the tuition is the same as for a Texas resident.

Tuition Assistance/Health Insurance

Students appointed as teaching assistants or assistant instructors for 10 hours or more per week are eligible for substantial tuition assistance in addition to their stipend. Health insurance and premium sharing are also awarded to students employed in teaching roles 20 hours or more per week. See Graduate Adviser for details.

For other sources of financial assistance, please see The Graduate Guide (published by the Council of Graduate Students).

FORMS

ANNUAL STUDENT ACTIVITY REPORT

Submitted annually by September 15. Review with advisor before submission to SLHS Graduate Office.

Student Name _____

Signature: _____

UT EID: _____

Date Entered Program (Semester/YY): _____

Doctoral Advisor _____

Year in program (beyond MS/AuD, 2nd, etc.): _____

1. COMPOSITION OF THE ADVISORY OR DISSERTATION COMMITTEE

Please fill one of the two tables below (Advisory or Dissertation) based on your status of the past academic year. If you are in transition, please fill out both tables.

Advisory Committee (Pre-PhD candidacy)

Faculty Role	Faculty Name	Faculty signature
Advisor		
Member		
Member		
Member		
Annual Committee Meeting Date _____		
Committee comments (if any): 		

Dissertation Committee (Post-PhD candidacy)

Faculty Role	Faculty Name	Faculty signature
Advisor		
Member		
Member		
Member		
Annual Committee Meeting Date _____		
Committee comments (if any): 		

2. OVERALL PROGRAM PROGRESS

WORK PROGRAM PROGRESS	PLEASE ENTER SEMESTER/DATE
Form Advising Committee	Completed_____
Annual Work Program Meeting	Completed_____ (Date)
Completion of Program Specialization Coursework	_____ of 4 completed to date
Completion of Related Area Coursework	_____ of 3 completed to date
Completion of Research Tools Coursework	_____ of 4 completed to date
Completion of Teaching Coursework	_____ of 1 completed to date
Teaching Experience	Completed_____
Development of Teaching Portfolio	Completed_____
Qualifying research project	Completed_____
End-of-the year doctoral student presentation	Completed_____
Research Rotation	Completed_____
End-of-the year doctoral student presentation	Completed_____
Research Proposal	Completed_____
Qualifying Exams/Portfolio Review/ Advancement to Candidacy	Completed_____
Form Dissertation Committee	Completed_____
Prospectus Meeting	Completed_____
Final Oral Examination	Projected _____

3. COURSEWORK

ORGANIZED AND CONFERENCE COURSES – Report the organized and conference courses you have taken in the last year including Grades (Fall, Spring, and Summer as appropriate).

FALL	SPRING	SUMMER

4. TEACHING AND SUPERVISING ACTIVITIES

A. ORGANIZED COURSES – Report on your participation as a Teaching Assistant or Assistant Instructor in the last year. Attach a copy of your teaching evaluation if available.

B. OTHER TEACHING ACTIVITIES – Please indicate if you have participated in other teaching activities (e.g., given guest lectures, assisted in the development of teaching activities).

C. UNDERGRADUATE RESEARCH SUPERVISION

How many undergraduate students have participated in research with you directly or indirectly?

Briefly, describe the nature and outcome of their participation (e.g., worked on your research project, supervised their work on lab projects; presentation at local/national conferences).

D. OTHER ACADEMIC ACTIVITIES

Please list (1) significant committee and administrative assignments, on and off the campus; (2) academic related business, professional, and government service; (3) new honors and awards, such as teaching awards, awards for scholarship and creative work, membership in learned societies, election to offices in learned societies, etc.; (4) additional academic training and any degrees, licensures, and certificates received.

5. RESEARCH

A. CURRENT RESEARCH PROJECTS - Please describe briefly your current research projects, including the title and your role.

B. PUBLICATIONS AND OTHER CREATIVE ACTIVITIES - List significant publications and other creative activities where these are appropriate. Precede with an asterisk (*) for publications in a refereed journal. List Patents or Software Copyrights (Review and attach *Report of Patents or Software Copyrights Issued* for the current academic year as appropriate).

C. MANUSCRIPTS SUBMITTED, UNDER REVIEW OR IN REVISION – Please do NOT include the works in preparation.

D. PRESENTATIONS AND LECTURES - List papers/posters presented before learned societies, invited papers, and lectures of a scholarly nature – this can be local/state-wide/nationwide/international.

E. AWARDED GRANTS/CONTRACTS - Please provide (1) sponsor name, (2) current project period, (3) amount, (4) title, and (5) whether through the Office of Sponsored Projects.

F. SUBMITTED GRANTS – List grants and awards that have been submitted and currently under review or not funded.

6. STATEMENTS OF PAST-YEAR AND FUTURE GOALS

A. Progress Statement - Reflect on the progress you made this academic year in light of last year's goals. Please list the goals you pursued as you began the academic year. Did you meet your goals to your satisfaction? If not, what prevented you from meeting those that you did not meet?

Last-year Goals	Comments

B. Goals for the upcoming academic year. Write a narrative outlining your main goals for next year and how you plan to achieve them. Also explain potential impediments you foresee that may stand in the way of you meeting these goals.



QUALIFYING RESEARCH PROJECT FORM

STUDENT NAME: _____

DATE OF MEETING: _____

YEAR IN PROGRAM: _____

Title of Project _____

The advisory committee evaluation is:

PASS ☐

NO PASS ☐

Detailed comments:

SIGNED (DOCTORAL PROGRAM AND QUALIFYING COMMITTEE MEMBERS)

Name	Signature	Supervisor	Date: _____
------	-----------	------------	-------------

_____	_____	_____	Date: _____
	Committee member		

_____	_____	_____	Date: _____
	Committee member		

_____	_____	_____	Date: _____
	Committee member		

_____	_____	_____	Date: _____
	Committee member		

STUDENT SIGNATURE: _____

Date: _____



RESEARCH ROTATION FORM

STUDENT NAME: _____

DATE OF MEETING: _____

YEAR IN PROGRAM: _____

Title of Project _____

The advisory committee evaluation is:

PASS ☐

NO PASS ☐

Detailed comments:

SIGNED (DOCTORAL PROGRAM AND QUALIFYING COMMITTEE MEMBERS)

_____	_____	_____	Date: _____
Name	Signature	Supervisor	

_____	_____	_____	Date: _____
	Committee member		

_____	_____	_____	Date: _____
	Committee member		

_____	_____	_____	Date: _____
	Committee member		

_____	_____	_____	Date: _____
	Committee member		

STUDENT SIGNATURE: _____

Date: _____

CANDIDACY FORM

STUDENT NAME: _____

DATE OF MEETING: _____

YEAR IN PROGRAM: _____

Portfolio evaluation:

- ☐ *Unconditional Pass*--The student is recommended to continue to the prospectus and dissertation stage.
- ☐ *Conditional Pass*--The committee does not see a need for a second examination but there are changes to be made in the portfolio, which must be completed before the student may continue to the dissertation stage.
- ☐ *Conditional Fail*--The student is required to review some specific aspects of his/her work and to eliminate serious weaknesses. There will be a second oral examination. Failure in this second examination constitutes failure in the program and the student will not be allowed to continue.
- ☐ *Unconditional Fail*--It is the judgment of the committee that the student has insufficient ability to continue to the dissertation stage of doctoral study. The student may not pursue the degree further.

Comments:

SIGNED (ADVISORY COMMITTEE MEMBERS)

Name	Signature	Supervisor	Date: _____
			Date: _____
	Committee member		
			Date: _____
	Committee member		
			Date: _____
	Committee member		
			Date: _____
	Committee member		

STUDENT SIGNATURE: _____

Date: _____



PROSPECTUS DEFENSE FORM

STUDENT NAME: _____

DATE OF MEETING: _____

YEAR IN PROGRAM: _____

Title of Prospectus _____

Evaluation:

PASS ☐

NO PASS ☐

Comments:

SIGNED (DISSERTATION COMMITTEE MEMBERS)

_____	_____	_____	Date: _____
Name	Signature	Supervisor	

_____	_____	_____	Date: _____
		Committee member	

_____	_____	_____	Date: _____
		Committee member	

_____	_____	_____	Date: _____
		Committee member	

_____	_____	_____	Date: _____
		Committee member	

STUDENT SIGNATURE: _____

Date: _____



DOCTORAL STUDENT REVIEW FORM

To be completed by doctoral studies committee

STUDENT NAME: _____ EID: _____

YEAR IN PROGRAM: _____

Academic course work

Outstanding	Exceeding Expectations	Satisfactory	Barely Satisfactory	Unsatisfactory

Comments:

Progress on research

Outstanding	Exceeding Expectations	Satisfactory	Barely Satisfactory	Unsatisfactory

Comments:

Teaching and service

Outstanding	Exceeding Expectations	Satisfactory	Barely Satisfactory	Unsatisfactory

Comments:

DOCTORAL STUDENT REVIEW FORM (continued)

[Page 2 of 2]

Assessment of goals for next year

Outstanding	Exceeding Expectations	Satisfactory	Barely Satisfactory	Unsatisfactory

Comments:

Funding status and plan/Potential fellowship application opportunities

Comments:

SPECIFIC RECOMMENDATIONS TO STUDENT (attach letter if needed):

SIGNED (DOCTORAL STUDIES COMMITTEE)

Printed Name Signature (Advisor)

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____



ATTENDANCE AT SCIENTIFIC LECTURES DOCUMENTATION FORM

STUDENT NAME: _____ EID: _____

YEAR IN PROGRAM (POST MA/AuD): _____

INVITED SPEAKERS RESEARCH TALKS

*List interdisciplinary seminars (at least 2 outside of SLHS) and SLHS talks (at least 2) attended during the year.
Use a separate sheet if necessary*

<i>DATE</i>	<i>SPEAKER and TITLE</i>
1. _____	_____ _____
2. _____	_____ _____
3. _____	_____ _____
4. _____	_____ _____

SLHS FRIDAYS SEMINARS

List presentations attended. Doctoral students are required to attend all.

<i>DATE</i>	<i>SPEAKER and TITLE</i>
1. _____	_____ _____
2. _____	_____ _____
3. _____	_____ _____
4. _____	_____ _____
5. _____	_____ _____

ADVISOR SIGNATURE: _____

DATE: _____