Welcome to CSD

We welcome you to the Department of Communication Sciences and Disorders. Our faculty and staff are committed to helping you to achieve your educational and professional goals in a positive, supportive atmosphere. The Graduate Office is designed to facilitate that effort; we can answer questions and help solve problems related to your graduate school experience. Please don’t hesitate to call on us for assistance! It won’t be an imposition - we are here for YOU.

This guide is intended to help you in planning and completing your degree. The Guide summarizes information from several sources, including The Graduate School Catalogue, The Graduate Guide (published by the Council of Graduate Students), and established policies and procedures of the Department of Communication Sciences and Disorders. While we are, of course, happy to help out, ultimately YOU ARE RESPONSIBLE FOR KNOWING DEGREE REQUIREMENTS AND ENROLLING IN COURSES THAT FIT YOUR DEGREE PROGRAM.

You are also responsible for knowing University regulations concerning the standard of work required for continuance in the Graduate School and for employment as a Teaching Assistant or Assistant Instructor. All information is available at www.utexas.edu

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# The Graduate Office

The Graduate Office serves as a liaison between the graduate students, the GSC, and the Graduate School of the University. The Graduate Adviser is a member of the GSC who is appointed by the Department Chair and the Dean for Graduate Studies. The Graduate Adviser and Graduate Program Coordinator collaborate in their roles.

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<th>Graduate Program Coordinator</th>
<th>Graduate Advisor</th>
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<tr>
<td>Assist with graduate students’ registration for courses and acts on adds and drops</td>
<td>Represent the Graduate School of the University and the department's Graduate Studies Committee in all matters pertaining to the advising of graduate students taking major work in CSD.</td>
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<tr>
<td>Maintain a record of each student’s work for previous degrees and copies of registration and grades in work at the University of Texas at Austin</td>
<td>Chair the Graduate Studies Committee of the Program in CSD and maintains the records of that committee.</td>
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<tr>
<td>Refer students to the Dean of the Graduate School for matters requiring his/her action</td>
<td>Assist the GSC in selecting students for admission.</td>
</tr>
<tr>
<td>Inform students and prospective students about graduate work and refers students in appropriate instances to faculty members for advice</td>
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</tr>
<tr>
<td>Act as the representative of the Dean of the Graduate School in all matters that may be assigned.</td>
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</tr>
<tr>
<td>Provide information to those who inquire about graduate programs in CSD</td>
<td>Counsel students who are having academic problems.</td>
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<tr>
<td>Assist students in applying for admission.</td>
<td>Assist the GSC in its evaluation of student progress after each semester.</td>
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<tr>
<td>Assist students in applying for Funding (fellowships, research and professional development awards, etc.).</td>
<td></td>
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<tr>
<td>Assist the orientation of new graduate students</td>
<td>Assist the orientation of new graduate students</td>
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<tr>
<td>Maintain files of candidacy examination questions and answers, copies of thesis and dissertation, proposals, employment record of Ph.D. graduates, and other such documents.</td>
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Report periodically to the Graduate Dean and to the GSC of the Department about graduate programs, their size, the academic characteristics of students, and other data as needed.

Provide students and faculty with information about the policies and procedures of the University, Graduate School, and Department that govern graduate programs.

**Advising**

MA-SLP and AuD students are advised by the graduate advisor and clinical coordinator of their area. Ph.D. students start out working with a single faculty advisor in their area of interest. Academic/clinical advisers should be your primary point of contact for matters such as course selection and practicum.

**Thesis Committee**

Thesis committees are composed of a supervising professor and at least one other member ("reader"); these are not necessarily the same individuals who have been providing routine academic and clinical advising (much depends on the specific topic of the project). Supervisors must be members of the CSD GSC, while readers or co-supervisors may be from the clinical faculty, or members of other departments or, with advance permission, non-university-affiliated. The Graduate Adviser and Graduate Program Coordinator will be happy to provide more information on the process of working with these committees.

**The Graduate Studies Committee**

The Graduate Studies Committee (GSC) includes all tenure-track assistant, associate, and full professors who are active in the program. Committee members review applicants' credentials and make admission recommendations, and serve on Master's thesis and Ph.D. dissertation committees. In addition, doctoral students' progress is reviewed annually by the GSC, and students' work programs and thesis/dissertation proposals are subject to the GSC's approval. MA and AuD students' progress is reviewed by academic and clinical faculty.

Although membership on the Graduate Studies Committee is limited to the tenure track assistant, associate, and full professors who are active participants in the graduate program, clinical faculty are active in partners in graduate education for the MA and AUD programs. In addition lecturers, visiting faculty members, or scholars who hold non-faculty positions such as research scientist/engineer may participate in the graduate program. They may teach graduate courses and serve on thesis or dissertation committees. With the approval of the Dean for Graduate Studies, they may serve as a co-chair of a doctoral dissertation committee. The GSC also may invite such persons to attend its meetings, but without vote.
MASTER OF ARTS

It is important for you to be familiar with the University rules governing graduate study. In fact, the Graduate School expects that you will be knowledgeable of the many policies, rules, and regulations you are subject to; ignorance of the rules is not considered a satisfactory excuse should difficulties arise. This material is contained in the Graduate Catalogue at https://registrar.utexas.edu/catalogs/graduate. The Graduate Adviser for your program and Graduate Program Coordinator are your best sources of assistance in these matters, of course, and you should never hesitate to call on us to learn more about how the rules work in some situation or other. If in doubt it is better to ask than to guess. Later in this document, we provide summaries of some key regulations. To get you started, though, let us turn to the rules governing degree plans.

Master of Arts Degree Plan

It is useful to distinguish the three sets of requirements involved in CSD Master’s students’ degree plans:

- the CSD Department’s academic requirements;
- the University’s Graduate School minimum requirements for the M.A.;
- ASHA certification requirements

Graduate students seeking the M.A. and certification by ASHA will be subject to all three sets of requirements. Of these, the ASHA requirements are the most comprehensive, in that they encompass both the Department’s academic course work requirements and clinical practica. By contrast, the Graduate School sets only the minimum standards for major and elective course work for any Master’s degree awarded by the University, regardless of field. Your CSD Department degree plan specifies the full set of academic courses you must take for your M.A. degree in CSD; it is designed to meet the ASHA course work requirements, and is also structured to conform to the Graduate School’s mandate. Please note that these requirements are subject to change for each academic catalog (published every two years). However, the requirements in effect at the time of a student’s initial enrollment in the Graduate School will comprise the official degree program for that student, regardless of any subsequent changes in the Master’s program.

To earn a Master’s degree, you must complete ALL academic course work specified in your departmental degree plan (including thesis if selected). By design, this will include all major area course work taken to satisfy ASHA certification requirements, and will also include electives taken to satisfy the Graduate School structure for M.A. programs (see below). In order to become eligible for ASHA certification, students must enroll in clinical practicum training each semester for a total of 10 to 20 credits hours. You will not be signed off for ASHA certification until you have completed all academic and clinical competencies, and you should expect that this will require five full semesters (including one summer session).

Each year the program will admit up to 5 students into the 3-year combined MA-SLP program who have fewer than 24 of the 31 hours of prerequisite coursework. This 3-year option may be a good fit for students from related fields (e.g. psychology, linguistics, special education, anthropology, human development) AND who have had clinical, teaching, or research experience with adults or children who have communication impairment. Students admitted to the program will extend their period of study two to three semesters beyond the usual five semesters.
**Graduate School degree requirements: Master’s Degree Plan**

The following general requirements for the master’s degree set a minimum standard (excerpted from the Graduate School Catalogue). With the approval of the graduate dean, specific programs may impose additional requirements.

The Master of Arts is offered with a thesis or no-thesis option. All students must complete at least twenty semester hours in core courses, six hours of electives (including courses taken either within the department or outside the department), and either a thesis (six hours) or complete another six hours of electives (for the no-thesis option) for a total of thirty-two hours of academic coursework. Students enrolled in the M.A./Ph.D. program would be required to select the thesis option, as their thesis work will serve as the qualifying project to continue into the Ph.D. program. In addition, students must enroll in clinical practicum training in order to be eligible for clinical certification through the American Speech-Language-Hearing Association.

**Master’s degree with thesis.** The Graduate School requires that each student’s Program of Work must include at least 21 semester hours of graduate courses, including the thesis course. The thesis is prepared under the direction of a supervisor, who is chair of the supervising committee. It is subject to the approval of the committee and ultimately of the graduate dean. Six semester hours of credit are granted for researching and writing the thesis. Course 698A (research project) must precede course 698B (writing period); 698A may not be repeated for credit. Both 698A and 698B must be taken on the credit/no credit basis. The student must register for 698B the semester he or she intends to graduate. In the event that a student completes and submits their Master’s thesis while enrolled in 698A, the student will be allowed to add 698B in the same semester in order to graduate. The thesis cannot be accepted before the semester in which the student applies for graduation.

The thesis is normally written in English. Requests for permission to write in another language pertinent to the research will be granted when there are circumstances warranting an exception. An insufficient command of English is not justification for an exception. The 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 thesis 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 thesis.

The student must submit the thesis in approved electronic format to the Office of Graduate Studies. The thesis will be retained by the University Libraries and will be made available to the public through the Texas Digital Library. Information about format requirements is available in the Office of Graduate Studies.

**Master’s degree without thesis or report.** Each student’s Program of Work must include at least twenty-four semester hours of graduate courses. Students must be registered the semester they apply to graduate.

**So what does all this really mean? The M.A degree in CSD**

The Graduate School regulations represent the minimum requirements established for all Master’s degrees awarded by the University. As noted above, though, our programs are designed to meet standards for ASHA certification, and as a result they actually exceed the University's requirements. Credit hours earned for clinical practicum are separate and do not count towards the Master's degree.

**Advanced Electives.** Advanced electives are intended to provide additional depth and dimension to your degree program, and thus must be related to your area of study. Advanced electives
must be graduate or upper-division undergraduate courses in CSD or departments other than CSD. CSD coursework must be taken with a letter grade – ONLY outside electives, and no more than 3 credits may be taken as Credit/No Credit.

No-Thesis option: student will select 9 credits of advanced electives
Thesis option: student will select 3 credits of advanced electives
All advanced electives must be approved and cleared through the CSD Graduate Office.

**M.A. Specializations**

The Master of Arts provides graduate training in the following specializations.

**SPEECH/LANGUAGE PATHOLOGY.** Students in speech/language pathology complete a set of core courses and clinical practicum experiences. Students may also choose from a set of electives based upon their specific interests.

- **The Master of Arts with thesis:** Students selecting this option must complete at least twenty semester hours in core courses, three hours of electives (including courses taken either within the department or outside the department), three hours of research, and thesis (six hours) for a total of thirty-two hours of academic coursework. In addition, students must enroll in clinical practicum training for an average of seventeen semester hours in order to be eligible for certification through the American Speech-Language-Hearing Association. Additional clinical or academic hours may be required by the program in order to meet ASHA guidelines. Students can select this option as part of their M.A./Ph.D. program.

- **The Master of Arts without thesis:** Students selecting this option must complete at least twenty semester hours in core courses, twelve hours of electives (including courses taken either within the department or outside the department), and thesis (six hours) for a total of thirty-two hours of academic coursework. Students may choose from a set of electives based upon their specific interests. Students can select this option as part of their M.A./Ph.D. program.

**AUDIOLOGY.** All students in audiology complete the same set of core courses and basic clinical practicum. Students may choose from a set of electives based upon their specific interests. The program of study is not designed to lead to professional certification. Students who are interested in professional certification in audiology should consider the Doctor of Audiology degree described below.

- **The Master of Arts with thesis:** Students selecting this option must complete at least 20 semester hours in core courses, six hours of electives (including courses taken either within the department or outside the department), and thesis (six hours) for a total of thirty hours of academic coursework. Students may choose from a set of electives based upon their specific interests. Students can select this option as part of their M.A./Ph.D. program. The program of study is not designed to lead to professional certification. Students who are interested in professional certification in audiology should consider the Doctor of Audiology degree described below.

**DEAFNESS STUDIES/EDUCATION OF THE DEAF.** The specialization in deafness studies/education of the deaf is inactive. Current information about its status is available from the graduate adviser.

**SPEECH AND HEARING SCIENCE.** Students in speech and hearing science follow a broad, research-oriented program of study that is not designed to lead to professional certification. **The Master of Arts with thesis:** Students selecting this option must complete at least 20 semester hours in core courses, six hours of electives (including courses taken either within the department or outside the department), and thesis (six hours) for a total of thirty hours of academic coursework. Students may choose from a set of electives based upon their specific
interests. Students can select this option as part of their M.A./Ph.D. program. The program of study is not designed to lead to professional certification.

**M.A. Requisites**

**Catalog 2017-2019**

- Total Academic coursework: 32 credits
- Options: Thesis/NoThesis
- Clinical coursework: 20+ credits. Additional credit hours may be required by the program in order to satisfy ASHA guidelines.
- Optional specialization: Bilingual and Multicultural certificate

**No-Thesis option**

- Core courses (20 credit hours)
- Advanced Electives (9 credit hours)
- Research (3 credit hours)

**Thesis option**

- Core courses (20 credit hours)
- Advanced Electives (3 credit hours)
- Research (3 credit hours)
- Thesis (6)

Both options result in a total of 32 hours of academic course work over the course of five to six semesters. Clinical practicum requires enrollment for additional credit hours each semester and summer for a total 20+ credit hours (additional hours may be required by the program to meet ASHA guidelines).

Please note that these requirements are subject to change for each academic catalog (published every two years). However, the requirements in effect at the time of a student’s initial enrollment in the Graduate School will comprise the official degree program for that student, regardless of any subsequent changes in the Master's program.

**Core Courses**

CSD 393.D.2 Developmental Speech Disorders
CSD 393.D.5 Developmental Language Disorders
CSD 393.D.3 Fluency
CSD 393.F.2 Acquired Speech Disorders
CSD 393.E.3 Acquired Cognitive Communication Disorders
CSD 293.D.1 Voice Disorders
CSD 393.E.1 Dysphagia

**Advanced Electives**

CSD 175.N Deaf Education Seminar
CSD 360.M Communication in Deaf People
CSD 378.D Leadership & Mentorship in CSD
CSD 383.N Seminar in Human Communication
CSD 391.E Language Theory and Bilingualism
CSD 392.P Speech Perception Theory & Clinical Aspect
CSD 393.E.4 Collaborative Models Assess/Intervention Bilingual Child
CSD 393.J Acquired Cognitive Communication 2
CSD 393.K Child Language Disorders
CSD 395.N Neurobiological Perspectives on Spch & Lng
CSD 395.P Problems in Deafness
Elective outside CSD
**Research**
CSD 386N Research in CSD
CSD 383N Seminar in Human Communication

**Thesis**
CSD 698A Thesis A
CSD 698B Thesis B

**NOTE:** Students in the M.A. thesis track who want to complete the Bilingual/Multicultural certificate might have to take an additional three credits to satisfy the certificate requirements, depending on rotation of course offerings. The second course may come from out the department.

**M.A. Clinical Practicum**

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<td>CSD 393D Knowledge/Skills in Clinical Science</td>
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<tr>
<td>CSD 385C/D Clinical Practicum</td>
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<td>CSD 393D Knowledge/Skills in Clinical Science</td>
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<td>CSD 385C/D Clinical Practicum</td>
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**Advanced Clinical Rotations**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>CSD 387E, 687E, 987E Externship in Speech Language Pathology</td>
<td>9-15 credits during Summer, Fall 2 &amp; Spring 2</td>
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Bilingual/Multicultural Certificate

CSD offers a Bilingual/Multicultural certificate (with an emphasis on Spanish/English bilingual populations) to students at the M.A. level in Speech Language Pathology to foster the development of the competencies required to serve bilingual individuals with communication disorders. Anyone accepted into the M.A. program can elect the Bilingual/Multicultural certificate option. The level of involvement in provision of services in other languages is provided at a level that is appropriate to the trainee’s language proficiency. Academic support to acquire knowledge of bilingual language development, manifestation of disorders in bilingual and multicultural populations, and culturally and linguistically appropriate service provision is provided through staffings as well as specialized coursework. The specialization requirements are:

1. Declare your interest (during New Graduate Student Orientation)

2. Six credits of specialized coursework selected from the following
   a. Language Theory and Bilingualism
   b. Collaborative Models of Assessment and Intervention for Bilingual Children
   c. Outside upper division or graduate elective in Bilingualism

3. 125 hours of bilingual clinical experience (on campus + off campus practicum sites). Bilingual experiences will include clinically based experiences, clinical research rotations, and off campus practica and will be supported with bilingual clinical supervisory experiences and team meetings.

4. Passing score on an oral proficiency test (at the advanced mid-level) Students desiring the Multicultural certificate need not take the oral proficiency test. Students who do not achieve a passing score at the advanced professional level but completing all other requirements are eligible for the Multicultural certificate.

For more information, contact Dr. Mirza Lugo Neri
SLP Practicum at External Sites

PURPOSE

Off-site clinical practicum is designed to continue the fulfillment of speech pathology competencies and clinical hours that began in the on-site practicum course. Students should review the Off Campus Power Point, available on Canvas for detailed information related to off campus practicum.

The off-campus practicum provides students with an opportunity to gain a variety of experiences in a professional environment. The number and type of clinical hours accrued will vary and achieving clinical competencies should be considered an important component of the experience.

Students will enroll in two semesters of off-campus practicum or “externship”. Typically, one semester is an adult medical setting and one semester is a pediatric setting.

OFF-CAMPUS CLINIC PLACEMENT PROCEDURES

All off-campus practicum (externship) sites are required to have a full-executed “Educational Experience Affiliation Agreement” and “Program Agreement”. Copies of these agreements are maintained in a UT Box folder. The externship course instructors (UT Clinic Liaison) are responsible for managing site contracts and ensuring that contracts are up to date for all sites. Each semester, the instructors will provide students enrolling in the externship courses with a list of current options for sites.

Students are eligible for off-campus placements once they have accrued 100 clinical hours on campus and have achieved a minimum grade of B for all clinical courses. Eligible students request their top three choices of sites through the application survey process held each semester during advising. Students review the site books on UT Box to get more information about the sites and discuss their interests with the instructors. Information for each site is available on Typhon regarding the populations served, types of experiences, and hours accrued by students. The final decision regarding placement is made by the course instructor. Every attempt is made to balance the student request with the student’s clinical needs; a student may be placed at an unrequested site if such a placement is needed to help fulfill a series of competencies or if the requested site(s) are not available.

Once the students have specified their top three choices, the course instructor contacts the externship site to set up the placements. The externship sites typically reviews the resumes of the interested students and will often interview the students before making a recommendation for a student that would fit the placement. Once potential placement is finalized, the students are notified of placements and requirements by their assigned UT Instructor prior to or during the first two weeks of each semester.

Once notified, students should contact the off-site supervisor to set up a 3-way conference. The conference can be in person or over the phone, but both the instructor and the off-campus supervisor must attend. The student should facilitate the scheduling of the meeting. During the 3-way conference, students should complete a “student-supervisor agreement form” that details expectations such as practicum times, expected participation, and dress code. Students should return the completed form (with supervisor signature and ASHA number) to the campus instructor immediately following the conference. The instructor will verify the ASHA credentials and file the agreement form in the student’s chart. The instructor will provide the student and supervisor with a copy of the agreement. Students cannot begin acquiring hours until the form is turned into the UT clinic office.
Some sites require additional paperwork such as background checks, proof of liability insurance, proof of vaccinations, TB testing, etc. **It is the student’s obligation to fulfill these requirements at their expense.**

Students are expected to be at their off-campus placement on Monday/Wednesday/Friday as assigned and specified on the Off-Campus Student-Supervisor Agreement form. **Exact times will be determined during the 3-way conference** at the beginning of the semester. If any changes need to be made after the initial 3-way conference the student, on campus instructor and off campus supervisor should schedule an additional meeting and record the specific changes in writing.

**OFF-CAMPUS CLINIC MONITORING PROCEDURES**

Open and consistent communication among the student, off-site supervisor and instructor helps ensure a successful off-site experience. **The student is expected to post weekly on the course Canvas Discussion Board.**

The instructor will contact the off-site supervisor regularly during the term to obtain input regarding the student’s performance. Off-campus supervisors will make two formal assessments of the student’s clinical progress, one at midterm the other at the end of the term. The end of term evaluation will be used to determine the final course grade. If the student does not receive written feedback at midterm, s/he should notify the instructor within one week of midterm. At the end of the semester, the **final evaluation form must be turned into the instructor** during a scheduled meeting.

Students are expected to attend all scheduled dates at the off campus placement. Discussion regarding procedures to deal with illnesses or other absences will be site specific and discussed during the three way conference. All absences of partial or full days should be reported to the instructor by phone or email as stated at the conference. Unexcused absences (any absence other than illness) are not permitted and may result in the lowering of the student’s grade.

The student should maintain a daily record of clinical hours earned and hours supervised, and enter into Typhon at least weekly. The record should be divided into the usual categories (i.e. a separate page for each type of hours). **Be sure to list the correct site and supervisor (not the UT instructor). If the supervisor is new, he or she may need to be added to the list on Typhon. Please request this with your liaison or through Typhon.** The off-campus supervisor can either approve the hours in Typhon or sign a printed version. If she or he signs a printed version, the signed hours logs should be given to the instructor who will approve the hours in Typhon. The student should ensure that the supervisor’s ASHA number is appended with the signature.

At the end of each semester, clinical hours and the off-campus supervisor’s evaluation of the student are reviewed and approved by the instructor during a scheduled meeting. A signed original of the evaluation form is placed in the student file; an additional copy is given to the student for her/his personal records.

Off-campus site information is periodically updated to determine changes to the clinical population served. The site-book is updated to reflect changes in population served or services offered. This information is matched with the material provided by the student on Typhon to ensure consistency. In addition, off-campus sites and supervisors are also be evaluated by the students at the end of the semester. Students complete their evaluations on the “Off-Campus Experience Feedback Form”. This information is used by course instructors to determine appropriateness for future placements. Student feedback will be communicated to the off-campus supervisors by the UT liaisons after completion of the course. 

**Off-Campus Experience Feedback Form**
DOCTOR OF AUDIOLOGY

It is important for you to be familiar with the University rules governing graduate study. In fact, the Graduate School expects that you will be knowledgeable of the many policies, rules, and regulations you are subject to; ignorance of the rules is not considered a satisfactory excuse should difficulties arise. This material is contained in the Graduate Catalogue at https://registrar.utexas.edu/catalogs/graduate. The Graduate Adviser for your program and Graduate Program Coordinator are your best sources of assistance in these matters, of course, and you should never hesitate to call on us to learn more about how the rules work in some situation or other. If in doubt it is better to ask than to guess. Later in this document, we provide summaries of some key regulations. To get you started, though, let us turn to the rules governing degree plans.

Doctor of Audiology Degree Plan

It is useful to distinguish the three sets of requirements involved in Au.D. students’ degree plans:

- the CSD Department’s academic requirements;
- the University’s Graduate School minimum requirements for the Au.D.;
- ASHA certification requirements;

The University of Texas at Austin offers an interdisciplinary Doctor of Audiology (AuD). The degree program focuses on academic and clinical education for those entering the profession of audiology. It will prepare graduates to practice audiology in a rapidly changing, technologically advanced era. The program includes state-of-the-art teaching and clinical experiences covering the scientific, clinical, and professional bases of hearing and disorders of the auditory system. Graduates of the program will be highly competitive at the state and national levels and will be competent to provide audiology services across the life span in medical, educational and industrial environments that include both diagnosis and treatment of hearing disorders.

Students seeking the ASHA Certificate of Clinical Competence (CCC-A) engage in supervised practicum in Audiology as part of the requirements for the AuD. Clinical practicum is arranged so students can learn and practice skills needed to meet the competencies required both for ASHA and for Texas licensure. Opportunities on and off-campus involve work with all ages performing audiometric assessment, hearing aid selection and fitting, aural rehabilitation groups, electrophysiological, vestibular and central auditory processing assessment. Interactions with area ENT physicians, hospitals and schools provide a broad-based exposure to the varied facets of Audiology today.

Practicum is offered each semester, and is performed first at the UT Speech and Hearing Center, then at various off-site locations. Completion of the Knowledge and Skill Acquisition (KASA) is expected by the end of the AuD program. Prerequisites for enrollment in clinical practicum include the successful completion of 25 hours of observation, CSD 378 and passing of the clinic handbook test and the acquisition of liability insurance.

Graduate School degree requirements: Doctor of Audiology Plan

The Doctor of Audiology provides academic and clinical training for those who plan to enter the profession of audiology. The degree program involves preparation for the diagnosis and nonmedical treatment of hearing and balance disorders; it is designed to prepare audiologists to meet the standards for Texas state licensure in audiology.
The program requires a minimum of eighty-two semester hours of coursework and is designed to be completed in four years. All preprofessional students in audiology complete the same set of core courses and basic clinical practicum. Students may choose from a set of electives based on their specific interests. Research experiences are part of the curriculum, but a dissertation is not required.
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<td>Amplifying Systems</td>
<td>CSD 391Q</td>
<td>Anatomy &amp; Physiology of Auditory System</td>
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<td>Instrumentation in CSD</td>
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<td>Research in CSD</td>
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<td>CSD 394K.3</td>
<td>Readings in Audiology (odd years)</td>
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<td>Auditory Electrophysiology</td>
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<td>CSD 392Q</td>
<td>Counseling in Audiology</td>
<td>CSD 390Q</td>
<td>Business Applications</td>
<td>SDS 380C</td>
<td>Statistics in Health Care</td>
<td>CSD 387P*</td>
<td>Clinical Practicum</td>
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<td>CSD 383P</td>
<td>Surgically Implanted Auditory Prostheses</td>
<td>CSD 398Q</td>
<td>Research Project in Audiology</td>
<td>CSD 381P</td>
<td>Auditory Processing Disorders</td>
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<td>CSD w697*</td>
<td>Clinical Externship (both sessions)</td>
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DOCTOR OF PHILOSOPHY

It is important for you to be familiar with the University rules governing graduate study. In fact, the Graduate School expects that you will be knowledgeable of the many policies, rules, and regulations you are subject to; ignorance of the rules is not considered a satisfactory excuse should difficulties arise. This material is contained in the Graduate Catalogue at https://registrar.utexas.edu/catalogs/graduate. The Graduate Adviser for your program and Graduate Program Coordinator are your best sources of assistance in these matters, of course, and you should never hesitate to call on us to learn more about how the rules work in some situation or other. If in doubt it is better to ask than to guess. Later in this document, we provide summaries of some key regulations. To get you started, though, let us turn to the rules governing degree plans.

Ph.D. Degree Plan

Ph.D. degree programs are highly individualized. Doctoral students prepare a Ph.D. portfolio work program document in collaboration with their individual advising committees.

Course requirements:
1. Program specialization (a minimum of 12 semester hours of organized courses and seminars)
2. Research Tools (a minimum of 12 semester hours in research design and data analysis)
3. Related area (a minimum of 9 semester hours of graduate credit in a field of study outside program specialization)
4. Required Teaching Course (successful completion of CSD 398T or its equivalent in any other department at UT Austin)
5. Attendance in Scholarly Talks (Attendance in CSD seminars, colloquia, outside department seminars)

For more in depth information about the curriculum, please see our Ph.D. Program Guide

Graduate school degree requirements: Doctor of Philosophy

The Doctor of Philosophy is a research degree designed to prepare students to discover, integrate, and apply knowledge as well as to communicate and disseminate it. The degree emphasizes development of the capacity to make significant original contributions to knowledge within the context of free inquiry and expression. The student pursuing this degree is expected to develop the ability to understand and to evaluate the literature of his or her field and to apply appropriate principles and procedures to the recognition, evaluation, interpretation, and understanding of issues at the frontiers of knowledge.

The Program of Work for the Doctor of Philosophy degree must have a minimum of thirty semester hours of advanced coursework, including dissertation hours. All the completed coursework that is included in a degree program at the time of admission to candidacy for a doctoral degree must have been taken within the preceding six years (exclusive of a maximum of three years of United States military service). All doctoral work is subject to review by the graduate dean.

In addition to courses and research in a field of specialization, additional work is taken to broaden or supplement the field. This supporting work may consist of coursework in one area or several; it may be in conference, laboratory, or problems courses; or it may be a supervised activity off campus relevant to the major interest. Normally, some or all of the supporting work is outside the major area, unless that area covers more than one department; at least three courses or the equivalent from outside the major area are generally proposed.
PROCEDURES

Registration

Registration for each semester takes place mid-way through the preceding semester, and is accomplished online through the Registrar's Web page. You cannot register unless you have your “advising bar” cleared by the CSD Graduate Office. To obtain clearance you must see your academic adviser and discuss your upcoming semester and current semester progress.

Steps for registration:

1. **ATTEND** the group advising meeting or meet with your academic advisor and clinical advisor. (Visit the Registrar's Web page and check the course schedule, noting "unique numbers" (5-digit code) for courses you wish to take.

2. **UPDATE** your degree plan on your UTBOX folder so the Graduate Adviser can approve your selection of classes for the upcoming semester.

3. If you are signing up for **INDIVIDUAL INSTRUCTION** – fill out the form (also available on the CSD website) & forward it to the Graduate Coordinator together with an approval email from the faculty member who will supervise you for the individual instruction. Restriction to register for the course will be lifted once documents are received by the CSD Graduate Office. The following courses are considered individual instruction: CSD -80E (Conference Course in CSD), CSD -97 (Clinical Externship in Audiology), CSD -81L (Clinical Practicum), CSD 698A-B (Thesis), CSD -99R-W (Dissertation).

4. **ACCESS** your Registration Information Sheet which will list your access times, advising information, financial and non-financial bars. You can also access this at MyUT.

5. **REGISTER**: https://registrar.utexas.edu/students/registration

6. **PAY** your tuition bill.
   If you have a zero balance: you must still confirm your registration! You must see **Your registration is complete and your courses are secured.**
   If you do not see that, your courses will be zapped when tuition and fees are due.

Inform the CSD Graduate Office of any changes in your registration after submission of the advising card.

Register on time! You are subject to substantial late fees (as much as $25-200!) for LATE registration.

Please call or stop by the CSD Graduate Office for registration assistance at any time!
**Graduate School Graduation Application**

During your last semester as a graduate student, you must apply to graduate, in addition to completing other required steps. You must file for graduation by submitting a *Master’s or Doctoral Graduation Application Form* with the Office of Graduate Studies of The University. 

**This is important, because failure to file for graduation properly can lead to your removal from the graduation list.** The Graduate program coordinator will inform you of deadlines ahead of time during the semester you are planning to graduate. More information about [Deadlines and Submission Instructions](#).
As a graduate student at The University of Texas at Austin, it is important that you conduct yourself and your studies in a manner that aligns with the University's Honor Code and its standard of academic integrity.

In addition, you must comply with university policy as defined here and in the Graduate and General Information catalogs, the Handbook of Operating Procedures, and elsewhere.

**Academic Integrity**

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- Acknowledge the contributions of other sources to your scholastic efforts;
- Complete your assignments independently unless expressly authorized to seek or obtain Assistance in preparing them;
- Follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- Avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

**Why is Academic Integrity so important**

One significant reason concerns the University's educational mission. Quite simply, educational objectives cannot be meaningfully fulfilled without strict adherence to the standard of academic integrity. Acts of academic dishonesty not only undermine the learning process and disadvantage students who earn credit honestly, but also subvert key responsibilities of the academic enterprise, such as the assessment and certification of students' scholastic progress and claimed educational achievements. Too costly to ignore, these and other consequences of academic dishonesty clearly underscore the importance of academic integrity.

Academic integrity is just too valuable for academic dishonesty to be tolerated at the University! Upholding this standard of conduct is also a minimal requirement for "a university of the first class," the honored distinction envisioned for our institution by the authors of the Texas Constitution of 1876. Many impressive accomplishments have earned that status over time and continue to do so, such as the University's distinguished efforts in developing and advancing knowledge. All participants - including students - must rigorously and consistently observe an exemplary standard of academic integrity in their contributions to this complex, interdependent process that cannot function effectively in the absence of honesty.

So, as vital members of the University community, you and other students share a vested interest in striving to achieve and maintain a prevailing norm of academic integrity on this campus.
Consequences of Academic Dishonesty can be severe
You may see or hear of other students engaging in some form of academic dishonesty. If so, do not assume that this misconduct is tolerated. Such violations are, in fact, regarded very seriously, often resulting in severe consequences. Consequences for engaging in Academic Dishonesty include:

- A Grade Related Sanction
- A Punitive Sanction (Academic Integrity Probation, Deferred Suspension, Suspension etc.)
- An Educational Sanction (Complete reflective assignment, attend a workshop, mentoring opportunity etc.)
- Engaging in dishonest behavior is simply not worth the risks of jeopardizing your academic career and gambling with your future!

The value of a University of Texas degree is also inherently connected to the prestige of this institution and its academic units - colleges and schools, departments and individual degree programs. So the accrued costs of any damage to their earned reputations can adversely affect you and other students who someday will compete for jobs and/or admission into graduate programs or professional schools.

Altogether, these and other concerns reinforce and assure the University's serious interest in confronting academic dishonesty and holding students accountable for any such violations.

Avoiding Academic Dishonesty
This section provides important general tips to assist you in avoiding scholastic dishonesty. Seek clarification from your instructors regarding class policies; do not rely on other students for such information.

Carefully read your course syllabus and follow instructions for completing assignments and ask your instructors to clarify the guidelines. For example, to what extent is working together on an assignment allowed, if at all? Know exactly where the line is and do not cross over it.

Always assume that you are expected to complete assignments independently unless your instructors indicate otherwise.

Plan ahead so that you will be more adequately prepared. If you think that you may need tutoring in a particular course, arrange for that assistance early in the semester. Several helpful academic assistance programs on campus include the Sanger Learning and Career Center, the Graduate Student Writing Service, and the Undergraduate Writing Center (UWC). Because desperation clouds judgment and often leads to poor decision making, avoid waiting until the last minute to study for exams or complete assignments.

Allow sufficient time to review your drafted assignments before completing and submitting them, and be sure to credit the sources of any borrowed material properly, using the types of citations specified by your instructors.

Remember, perceived "shortcuts" can actually be forms of scholastic dishonesty!

More info on the [website of the Office of the Dean of Students](#)

Full-Time Student Status & Course Load

Nine semester hours of work constitute the minimum requirement for full-time status in long-session semesters; during the twelve-week summer session (or in any combination of six- or nine-week terms) three semester hours of work constitute the minimum requirement.

The maximum course load for a graduate student is fifteen semester hours in a long-session semester, twelve semester hours in a twelve-week summer session, or six semester hours in a first or second term of the summer session. A heavier course load must have the recommendation of the Graduate Adviser and approval of the Graduate Dean.
Registration Procedures

Through the fourth class day of long sessions—the fall and spring semesters—or the second class day of summer sessions, graduate students at The University of Texas at Austin register online. Learn how to register here.

Continuous registration

All graduate students must be “continuously registered” for all long semesters (Fall and Spring) until completion of the degree. You must obtain advance authorization from the Graduate Adviser for a leave of absence. In addition, Ph.D. students in candidacy must also obtain authorization from the Graduate Dean.

Failure to secure a leave of absence in advance of the semester for which you will be on leave means that you: (1) Will not be guaranteed readmission, and (2) will be subject to a $40 application for readmission fee.

If a new student registers and withdraws before the 12th class day of the first semester, she or he must reapply for admission to the Graduate School or have her/his original admission extended by petition from the Graduate Adviser to the Dean of the Graduate School.

GPA Requirement

Students must maintain a grade point average of 3.0 or higher (B or higher). Only courses in which a student earns a grade of C or better may be included in the program of work for a graduate degree at The University of Texas at Austin.

Please note that a grade of B- compares to a 2.67 GPA

Residency requirement for graduate degrees

Please refer to the Office of Graduate Admissions website for details regarding residency at: http://www.utexas.edu/student/admissions/residency/

Credit/No Credit Courses

No more than 20% of the courses counted towards the degree may be taken on a credit/no credit basis; This requirement applies to outside electives only. All CSD courses must be taken for a letter grade, with the following exceptions:

a) Courses offered on a CR/NC basis only, and
b) With permission of the faculty adviser and Graduate Adviser, you may take one CSD course on a credit/no credit basis, provided the course is “elective” in nature; that is, the course is not required for ASHA certification, the area of study, or for the Master’s degree itself.

A student who wishes to take a course or courses for Credit/No Credit may elect this option at the time of registration. Between the first and fourth class day in a long term, or the first and second day in a summer term, students may change the grade status of a course online. Between the fifth and 12th class day in a long term, or the third and fourth day in a summer term, students may change the grade status of a course in the department offering the course. Changes in grade status between the 13th class day and the published deadline in a long term, or the fifth day and the published deadline in a summer term, require a completed Graduate Add/Drop form signed by the graduate adviser.

See Graduate Adviser for more details.
Transfer of Graduate Credit

A maximum of 6 graduate hours of work from other institutions may be approved for use on the program of work. A master’s student seeking to use coursework completed at another institution must provide the Graduate Studies Committee with an official transcript, the official explanation of the institution’s course numbering system and grading system, and the course description from the catalog of the institution. Upper division coursework from UT Austin is permitted on the program of work (maximum of 6 hours). Upper division coursework from another institution is not. Along with these documents, the Petition to Transfer a Graduate Course From Another Institution form should be submitted by the graduate adviser for approval by the Dean of

Auditing Graduate Courses

Auditing may be done only with the written consent of the instructor of the course.

Adding & Dropping Courses

Procedures for dropping and adding courses are outlined in the Course Schedule. You may not drop a course after the final examination period has begun. See the Graduate Adviser or Graduate Program Coordinator if you have questions about dropping and adding courses. For more information: https://gradschool.utexas.edu/academics/policies/adding-and-dropping-courses

Incomplete, or X grades

If a student does not complete all the assignments in a course before the end of the course, the instructor may report work incomplete (X) to the Office of the Registrar in place of a grade. The student must then complete the course requirements by the last class day in his or her next long-session semester of enrollment.

The instructor must report a final grade by the end of the grade-reporting period in that semester. If these deadlines are not met, the X is converted to an I—permanent incomplete. If the student is not enrolled during a long-session semester for 24 months following the end of the semester in which the X is reported and the instructor does not report a final grade, then the symbol X is converted to the symbol I.

The symbol I cannot be converted to a grade. When the symbol I is recorded, the symbol X also remains on the student’s record.

The period for completion of course requirements may be extended only under unusual circumstances beyond the student’s control and only upon the recommendation of the instructor and the approval of the Dean of Graduate Studies. Requests for an extension of X must be made to the Dean of Graduate Studies through submission by the instructor of record of a completed Update to Student Academic Record form. This request must provide reasons the student was unable to complete the coursework by the last class day in his or her next long-session semester of enrollment after receiving the X.

An X may properly be assigned for students who must miss the final due to illness or other imperative nonacademic reasons. You may require a medical excuse if the reason for the request for a postponed final is illness. If you would prefer to not deal with non-academic issues, you may refer the student to an academic advisor in the Dean's Office.
An X may also be given when the student has not been able to complete all the required assignments for reasons other than lack of diligence but only if the student has a passing grade on the work completed.

Finally, an X may be assigned if the student qualifies for a reexamination and the instructor chooses to give a reexamination.

In addition, an X should be assigned only if the student has been informed and the exact procedures by which the student will make up the work are agreed upon. The assignment of an X constitutes a contract between the student and the instructor. It is often helpful to have the arrangement in writing, specifying what the student is expected to do to complete the course, including due dates.

**Leaves of Absence**

Graduate students at The University of Texas at Austin may apply for a leave of absence of no more than two semesters.

A student on leave may not use any university facilities nor is the student entitled to receive advice from any member of the faculty. A leave of absence does not alter the time limits for degrees or course work. More information [here](#).

**Withdrawals**

To withdraw from the Graduate School, the student must file a Withdrawal and Refund Request form, which may be obtained from the Graduate School in Main 101, with the Dean of Graduate Studies. The form explains refund policies.

When a student is unable to complete a withdrawal on campus, a signed request to withdraw may be faxed to the Graduate School at 512-475-8851. All requests for withdrawal must be accompanied by an acknowledgement from the student’s graduate advisor.

A student may withdraw through the last class day of the semester, but academic appointments may not extend beyond the effective date of a student’s withdrawal. More information [here](#).

**Evaluation of student progress**

**Grades** In the Graduate School, graduate faculty may use the plus/minus grading system, but are not required. To remain in good standing and to graduate, you must maintain a 3.0 GPA. To receive credit for a course taken on a credit/no credit basis, you must do C or better level work in the course.

**Procedure for Evaluation** The Graduate Studies Committee reviews the progress of all students twice each year, shortly after the end of each long semester. You are informed of the evaluation of progress in writing by the Graduate Adviser, and a copy of the letter is placed in your file in the Graduate Office.

**Types of Recommendations** The types of recommendations made are that you:

1) be continued in your program
2) be placed on probationary status (The procedure for being removed from probation is set forth in the evaluation letter)
3) be terminated from the program. Clinical performance is considered in all evaluations where applicable.

More information on Warning Status & Academic Dismissal

Remediation
An array of remediation options may be recommended for students placed on academic probation. Options for remediation as determined by the Graduate Studies Committee in consultation with appropriate faculty, may include but are not limited to:

- Individual tutoring with a program faculty member
- Auditing Courses
- Repeating Courses or clinical experience
- Preparing a research paper or project
- Completing reading assignments pertinent to areas needing remediation
- Participating in faculty-directed group or individual study

All meetings with the students regarding remediation must be documented, to include the student’s understanding of the problem and willingness to comply with the plan. Routine follow-up counseling with the student is scheduled to assess and document the student’s progress and the outcome of the remediation plan. The student should be aware that some remediation plans can delay projected graduation.

Warning Status and Academic Dismissal
As per the UT Graduate School (https://gradschool.utexas.edu/academics/policies/warning-status-academic-dismissal) “a student whose graduate grade-point average falls below 3.0 at the end of any semester or summer session will be warned by the Graduate School that his or her continuance in the Graduate School is in jeopardy. During the next semester or summer session for which the student is registered, he or she must attain a grade-point average of at least 3.0 or be subject to dismissal. During this period, the student may not drop any course or withdraw from the university without the approval of the graduate adviser and the graduate dean”.

Knowledge and Skills Acquisition/Learning Outcomes
In addition to satisfactory completion of coursework and clinical practica, students must demonstrate knowledge and skills necessary for entry-level independent practice of speech-language pathology as specified in the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Learning outcomes are addressed in every didactic course and clinical practicum, and the instructor determines how those learning outcomes are measured. It is possible for a student to earn a grade of A or B in a course, yet not demonstrate one or more learning outcomes at a satisfactory level.

The program will not develop affiliation agreements for students who are not in good academic standing. If/when the student returns to good academic standing, her/his externship placement will be at a facility with an existing affiliation agreement.

Remediation of learning outcomes
If a student does not meet one or more learning outcomes of a course, the instructor will work with the student to develop a plan outlining the steps for acquiring the lacking knowledge and skills. The plan must include requirements to receive credit for the learning outcome (s), along with a date of completion. The program director will provide students with regular feedback regarding progress toward the degree and toward acquisition of the required knowledge and skills through Plan of Study meetings and individual counseling as needed.
Key Dates

Key dates for graduate students can be found here. Defer to the AcademicCalendar and Course Schedule produced by the Office of the Registrar for official registration and payment deadline information.

Grievances

Graduate students at The University of Texas at Austin have the right to seek redress of any grievance related to academic or nonacademic matters.

Every effort should be made to resolve grievances informally between the student and the faculty member involved or with the assistance of the graduate adviser, Graduate Studies Committee chair or department chair. If the grievance cannot be resolved informally, students have recourse to formal grievance procedures. More information here.
TIME LIMITS

**M.A. and Au.D. Degree** All requirements for a master's degree must be completed within one six-year period. Work over six years old can be reinstated only by special permission of the Graduate Dean, upon recommendation of the Graduate Studies Committee. The Au.D. program is designed to be completed within one four-year period.

**Graduation Under a Particular Catalog** General and specific requirements for degrees in the Graduate School are sometimes altered in successive catalogs. You are bound by the requirements of the catalog in force at the time of your first registration; you may choose, however, to fulfill the requirements of a subsequent catalog. If you do not fulfill your requirements within six years of your first enrollment in the Graduate School, you are then bound by the requirements of a subsequent catalog. You may choose the catalogue in effect in any year in which you are enrolled in the Graduate School, within the six-year limit.

**Doctoral Degree** No official time limit has been imposed on earning the doctoral degree; however, all completed course work that is included in your degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum of three years of military service). In addition, all work is subject to review by the Dean of Graduate Studies. One year after your admission to candidacy, you should have completed a proposal for the dissertation. Three years after admission to candidacy you should have completed the final defense of the dissertation. If you have not completed the dissertation and final defense in that time frame, you may be required to take a departmental recertification of candidacy exam on the state of the field.
STUDENT EMPLOYMENT & FUNDING

Student Employment

Financial assistance through the Department of Communication Sciences and Disorders is available in the form of teaching assistantships, assistant instructorships and research assistantships. Assistantships are available on a competitive basis and are awarded for one academic year, with the caveat that reappointment for the Spring semester is contingent upon satisfactory performance in the Fall. Reappointment for a second year is not guaranteed, although successful performance in a first assistantship year leads to priority status for a second appointment. You will be provided information on the application process for next year.

Appointment as a teaching assistant or assistant instructor may involve assisting in academic or laboratory class preparation, in grading and lecture presentation, or in clinical supervision. 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 your background and level of expertise. These assignments will partially meet the Ph.D. requirements for participation in teaching and research.

To be employed as a teaching assistant, assistant instructor, graduate research assistant, tutor, academic assistant or assistant, graduate students at The University of Texas at Austin must:

- Be making satisfactory progress toward a graduate degree without existing conditional admission requirements;
- Remain registered for at least nine semester hours of coursework in long semesters. (Enrollment in three semester hours of coursework is required for students holding summer appointments);
- Maintain at least a 3.0 grade-point average; and
- Must not have more than two grades of X, I, NC, D, or F in any combination.

Students seeking an appointment as an assistant instructor must also meet the following requirements:

- Possess a master's degree or an equivalent level of achievement in professional accomplishment and graduate study (30 hours, including 18 hours of credit in the subject to be taught); and
- Have credit for 398T plus one semester of employment as a teaching assistant; or
- Have one year of teaching experience at an accredited college or school. (A letter of verification from the former employer must be submitted to the Graduate School.)
- Assistant instructors are employed to meet instructional needs at the undergraduate level, primarily in lower-division areas. Approval for an assistant to teach an upper-division course may be requested by petition to the Associate Dean of the Graduate School and must be approved before the assistant is assigned to the upper-division course.

20/30 Hour Limit

Assignments in a student job title at the university, including academic as well as non-academic positions, may not exceed 20 hours per week during the first two long semesters (fall/spring) of graduate study at UT Austin, and no more than 30 hours per week during the subsequent semesters, including summer.

The following exceptions apply: up to 40 hours per week during:

- Spring Break (5 weekdays, plus the Saturday and Sunday before and after);
- Summer (day after May graduation through day before August classes start, but no more than an average of 30 hours per week between 6/1 and 8/31; and
• Winter Break (day after December graduation through day before January classes start).

**CSD 398T**

University regulations provide that all **Assistant Instructors** shall, in the course of their first academic year of appointment (normally in the first semester of that appointment), enroll in a regularly scheduled course on college teaching methodology and practices under the number 398T. With the approval of the Graduate Studies Committee, doctoral candidates may list in their official work program a 398T course which they have taken.

CSD 398T *must* be taken on a credit/no credit basis and does not count toward the nine hour minimum course load requirement for employment as an Assistant Instructor or Teaching Assistant.

If a student can establish that she or he has met the objectives of CSD 398T, either at an educational institution or through experience in recent full-time teaching, she or he may petition to have the requirement waived, using the following procedure:

1. **a.** If the student believes that she or he has met the objectives of 398T in a similar course, she or he submits to the Graduate Adviser the syllabus for that course.

   **b.** If the student believes that she or he has met the objectives of 398T through experience in recent full-time teaching, she or he describes that experience in a written statement and submits it to the Graduate Adviser. The description should include: 1) course(s) taught; 2) duration of appointment; 3) peer and student evaluation of teaching; 4) any other information thought to be relevant in establishing teaching competence.

2. A special committee consisting of the Graduate Adviser and Chair of the Department considers each request. The Graduate Adviser notifies the student in writing of the committee's decision. If the decision is to deny the request, the notification contains reasons for the denial.

**Financial Assistance**

Information on sources of financial assistance, can be find by visiting the [Graduate School Website](#).

**Resident Tuition Entitlement – Eligibility on the Basis of Student Employment**

Students who work for a publicly supported Texas institution of higher education are eligible for the waiver under certain conditions:

- The student must be employed at least one-half time (20 hours per week); and
- The beginning employment date must be on or before the 12th class day of a long semester or the fourth class day of a summer term and the ending employment date must be no earlier than the last official class day; and
- The job must be related to the student’s degree program.
- **Must be an eligible payroll job title**

Only students appointed to positions requiring student status will be eligible to be certified as satisfying the requirements for resident tuition entitlement.

For more info, please visit the [Graduate School Website](#).
**Resident Tuition Entitlement – Eligibility on the Basis of a Competitive Scholarship**

Nonresidents may be eligible for the waiver if they have been awarded competitive academic scholarships of $1,000 or more for the academic year or the summer session of enrollment. They must have competed with other students (including Texas residents) for the academic scholarship, and the scholarship must have been awarded by an officially recognized scholarship committee of The University of Texas at Austin. Since the number of nonresident tuition exemptions allotted to each college and school was strictly limited by 1989 legislation, award of a competitive academic scholarship does not automatically include such a waiver.

For more info, please visit the [Graduate School Website](#).

**Tuition Reduction Benefit**

Students employed as teaching assistants (TAs), assistant instructors (AIs), and graduate research assistants (GRAs) are eligible for a tax-exempt Tuition Reduction Benefit related to their student academic employment. The assistance amount varies based on the number of hours of the appointment and the availability of funding, and the benefit is not always available to GRAs. Check with your department for more information.

For more info on rates, [click here](#).

**Fellowships**

**Recruitment Fellowships** Recruitment fellowships are prestigious awards funded by the Graduate School to attract top-quality graduate students to The University of Texas at Austin. Graduate advisers have the vital role of identifying and nominating eligible applicants. To be eligible, students may not be currently or previously enrolled in the Graduate School, and must rank within the top 10 percent of all students in their discipline. More Info [here](#).

**Continuing Fellowships** Graduate School continuing fellowships are intended to support students who are currently enrolled in a graduate program at The University of Texas at Austin. For a student to be considered for one of these fellowships, their graduate adviser must submit a nomination to the Graduate School. Faculty review committees evaluate the applications based on major accomplishments since entering Graduate School, a well-defined program of research, a strong personal statement and letters of recommendation. Dates of each competition are posted. More info [here](#).

**Dean’s Prestigious Fellowship Supplement** These awards are for students who will hold large (typically $12,000 or more), competitive, prestigious external fellowships that recognize the student's academic achievements. The award is $1,000 and may entitle the student to pay tuition at in-state rates during the coming academic year. More info [here](#).

**Decentralized Fellowships** Decentralized fellowships are administered by the Graduate School, but are defined—and awardees are selected—by the program. Graduate advisers have the vital role of identifying and nominating eligible students. Decentralized fellowships come as recruitment and continuing fellowships. Both types of fellowships consist out of a stipend, tuition payment and a one-time payment (to be used for health insurance). Other available decentralized fellowships:

- **Jesse H. Jones Fellowships** The College of Communication annually awards a Fellowship to one graduate student in each of the College Departments. The fellowships are awarded to graduate students who possess exceptional ability. The fellowships are open to masters or doctoral students and are awarded each Spring for...
the following academic year. Dates of each competition are posted. Preference is given to candidates with a strong interdisciplinary track record.

- **Moody Doctoral and Provost Fellowships** the Provost Fellowships are awarded to incoming doctoral students in the amount of $5,000 for their first year only. This one-year fellowship would be followed with a Moody Doctoral Fellowship for the student's second, third and fourth year in the amount of $5,000 per year.

### Professional Development Awards

Professional Development Awards provide support for students to attend major professional meetings at which they present an original paper based on their research. The Graduate School allocates travel funds to each program at the beginning of each academic year. The Graduate adviser and graduate coordinator can nominate students for these awards, which are approved and administered by the Graduate School. Amounts can vary, but the recommended range is $250-1,000, with it suggested that students be limited to one award per academic year. Students must be registered during the semester the funds are to be used. (Summer registration will be waived if the student was registered for the prior spring semester.) More info [here](#).

### Campus Visit Awards

Students offered a fellowship who are still deciding whether to attend the university may be eligible to receive a campus visit award to help offset the cost of visiting the Forty Acres. To apply for an award, complete the appropriate form—and your visit—no later than April 15, and prior to making a decision about whether to accept your fellowship offer. More info [here](#).
STUDENT RESOURCES

https://My.utexas.edu: all of UT, all in one place

Student Resources offers details and information about:
• Academic Tools and Support
• Course Registration and Grades
• Costs and Financial Aid
• Technology Tools
• Health and Safety
• Student Services
• Campus Resources
• Getting Involved
• Student Jobs

Emergency Information
www.Emergency.utexas.edu serves as a resource for communications about The University of Texas at Austin in the event that there is an emergency. It is part of the university's overall communications infrastructure for ensuring important information is available to the university community and the public in the event of a technical outage or emergency situation.

The website provides information on emergency preparedness at the university as well as additional resources for communications and information during a technical outage or university emergency. When the university's main website is unavailable, updated information will be provided here.

UT Counseling and Mental Health Center
Your CARE Counselor in the Moody College of Communication is Abby Simpson, LCSW. The CARE counselor is available to help with a variety of issues, such as stress, test anxiety, racing thoughts, feeling unmotivated and anything else that might be getting in your way. Abby is also available for consultation about student issues that arise in your role as a TA.
Contact info:
Abby Simpson, LCSW
Office: CMA 4.134
Phone: 512-471-7642

More info about CMHC, click here.

Services for Students with Disabilities
SSD ensures students with disabilities have equal access to their academic experiences at the University of Texas at Austin by determining eligibility and approving reasonable accommodations. They also engage in outreach across campus in order to make campus a more inclusive, accessible and welcoming environment for people with disabilities.

SSD is part of the Division of Diversity and Community Engagement and their office is located on the fourth floor of the Student Services Building. Take some time to browse through our website to find information on how to register with SSD, guidelines for documentation, and information about their accommodations and services. General resources for the UT community may be found on UT's Disability Resource page.
Student Emergency Services
The Student Emergency Services office helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. Please note that this office does not provide counseling services.

Emergency situations include but are not limited to:
- Missing Student
- Family Emergency
- Fire or Natural Disaster
- Student Death (current or former)
- Medical or Mental Health Concern
- Academic difficulties due to crisis or emergency situations
- Interpersonal Violence (stalking, harassment, physical and/or sexual assault)

512-471-5017 (Mon.-Fri., 8-4:30)
512-232-5050 (24/7) – Behavior Concerns Advice Line

University Ombuds Office
The University Ombuds Office is available to students, faculty and staff to listen to your concerns in a safe setting about life at the university and confidentially discuss interpersonal difficulties, university policies, university bureaucracy, and conflict resolution techniques. They help you identify options so you can seek resolution.

The Office of the Student Ombuds is always available as a resource.

University Health Services
University Health Services is committed to providing high-quality care to patients of all ages, races, ethnicities, physical abilities or attributes, religions, sexual orientations, or gender identities/expression.

Title IX
The Title IX Office is committed to supporting the University’s mission to create and maintain an educational and work environment free from all forms of sexual harassment, sexual discrimination, exploitation and intimidation in which all students, faculty and staff can learn, work and thrive.

Behavior Concerns Advice Line (512-232-5050)
Are you worried about a student in your class, bothered that your roommate has been acting differently, or concerned about the behavior of a co-worker? If so, contact the Behavior Concerns Advice Line (BCAL) at 512-232-5050 or submit your concerns using the online form.

BE SAFE
Be Safe website lists many resources and services available at your fingertips. These include but are not limited to SURE Ride, SURE Walk, Campus Text Alerts, Voices Against Violence (512-471-3515), and UTPD Resources.