

**University of Washington Department of Speech & Hearing Sciences
Master of Science (MS) Degree Program Policy:
Satisfactory Academic Progress for Continuation & Graduation**

All Master of Science (MS) students in the Department of Speech and Hearing Sciences (SPHSC) are required to review, understand and adhere to academic progress and performance standards across the following three areas. This policy amplifies the requirements found in the [University of Washington Student Conduct Code](#). Any questions regarding the information contained in this policy can be directed to the department's Graduate Program Coordinator (GPC) or MS Program Director.

1. **The University of Washington Graduate School Policy 3.7: Academic Performance and Progress (Appendix A).** This policy outlines the academic performance and progress requirements for all UW graduate students and includes guidance on the appropriate process for instances where student academic performance does not meet program expectations.
2. **The University of Washington Department of Speech and Hearing Sciences MS Satisfactory Progress Policy (Appendix B).** This policy outlines the academic performance and progress requirements for all SPHSC Master of Science students and includes guidance on the appropriate process for instances where student academic performance does not meet expectations.
3. **The University of Washington Department of Speech and Hearing Sciences Technical Standards for Graduate Clinical Education in Speech-Language Pathology: Admission, Retention, Promotion and Graduation (Appendix C).** This policy outlines the six technical standard areas that all SPHSC Master of Sciences students must demonstrate in order to acquire the knowledge and skills requisite to the graduate degree program and successful entry into clinical speech-language pathology practice.

Reasonable Accommodations for Disabilities

This policy and its requirements and standards are not intended to deter any candidate for whom reasonable accommodation will allow fulfillment of the complete curriculum. The University of Washington and the Department of Speech and Hearing Sciences are committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment. Within the context of the graduate program's rigorous theoretical and clinical curriculum, SPHSC works closely with the UW Disability Resources for Students (DRS) office on the Seattle campus in the process of investigating reasonable accommodation requests. All academic accommodations are determined on an individual basis and the University has policies regarding the type of documentation required in order to verify different disabilities and a process for requesting accommodations.

While SPHSC will make every effort to work with students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested

accommodations that would fundamentally alter the technical standards or core requirements of the program, create an undue burden for the University, or provide new programming for students with disabilities that is not available to all MS students. Whether or not a requested accommodation is reasonable will be determined on a case-by-case basis in tandem with DRS.

Students with known disabilities, or those who believe they have a disability for which they wish to request reasonable accommodations, should contact DRS to start the process for documenting their disability and determining eligibility for services. This communication should be initiated by students as soon as possible and preferably prior to the start of their academic program where feasible. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so the timeliness in requesting accommodations is very important. For questions or to learn more about the process for establishing services through these offices, please contact the DRS office as follows:

Disability Resources for Students (DRS)
011 Mary Gates – Box 352808
Seattle, WA 98195-5839
206- 543-8924 (Voice) | 206- 543-8925 (TTY) | 206- 616-8379 (FAX)
uwdrs@uw.edu (email)
drstest@uw.edu (testing center email)
<http://depts.washington.edu/uwdrs/> (website)



APPENDIX A

UW Graduate School [Policy 3.7: Academic Progress & Performance](#)

3.7.1 Communicating Performance and Progress Requirements

A student admitted to the Graduate School may continue graduate study and research at the University of Washington as long as the student maintains satisfactory performance and progress toward completion of the student's graduate degree. The definition of satisfactory academic and professional performance and progress may differ among graduate programs and includes, but is not limited to, required coursework, research, scholarship, professional behavior, fieldwork, practicum requirements, and length of time allowed for the completion of the program. Each graduate program is required to document and distribute performance and progress requirements to each of its graduate faculty and graduate students upon student enrollment. See the full [3.7.1 policy](#).

3.7.2 Reviewing Performance and Progress

Faculty should assess student progress using a variety of professional behavior and academic metrics to determine if a student has completed sufficient work at reasonable performance levels. It is acceptable to compare a student's performance and progress relative to that of other students in the program or to individually negotiated schedules if consistently used. Program faculty, the GPC, Graduate Program Advisor (GPA), or an advisory/supervisory committee designated by the graduate program, are responsible for regular student performance reviews (at least annually). Student performance and progress in fulfilling degree program requirements and maintenance of a minimum cumulative and quarterly 3.0 grade point average (GPA) are considered. See the full [3.7.2 policy](#).

3.7.3 Unsatisfactory Performance and Progress

Three status levels are used to indicate unsatisfactory performance in the graduate program, to communicate clear expectations to the student, to communicate a path to return to satisfactory progress, and to outline the consequences should those expectations not be met in the time indicated. They are:

- Academic Notification: An early status normally used for a student who is failing to meet expectations for performance or progress but where the program is confident the student will be able to resolve the problem once notified. Notifications are handled internally in Departments with the goal of resolving issues before escalating to academic alert.
- Academic Alert: This status is normally used for a student who has failed to meet student performance or progress expectations that have been documented in program handbooks or previously communicated to the student as an Academic Notification and/or for students whose performance will likely risk their ability to complete their degree. Normally, at least one quarter of Academic Alert must be issued prior to Final Academic Alert, except in clearly documented situations described in 3.7.5 below.
- Final Academic Alert: This status is normally used for a student who has failed to resolve the documented problems in the student's Academic Alert status as submitted to the Graduate School. The Graduate School will review/approve this status and send an additional letter from the Dean of the Graduate School.



Additional considerations (see 3.7.5 Expedited Status Change) may result in an immediate recommendation for either Final Academic Alert or Academic Drop from the program without progressing through Academic Alert and/or Final Academic Alert. See the full [3.7.3 policy](#).

3.7.4 Drop

An Academic Drop is an official action that terminates a student's enrollment from a graduate program because either the student has failed to resolve documented problems in the student's Final Academic Alert status, or in circumstances outlined in 3.7.5. When dropped, a student is not eligible to complete the program or return later to complete the degree. If dropped from one graduate program, a student may apply to and enroll in a different program if accepted. See the full [3.7.4 policy](#).

3.7.5 Expedited Status Change

Graduate programs may describe in their policy and handbook the circumstances in which students will move directly into Final Academic Alert status, or in rare circumstances, immediate Academic Drop without having previously been in a prior Academic Alert or Final Academic Alert status. See Appendix B for a summary of these circumstances for the SPSHC Master of Science program. In circumstances where a program has previously sent multiple Notifications or Alerts to a student, or where continued failure in laboratory, clinical or practicum settings puts community members or partnerships at risk, the program may request to bypass statuses and move students into Final Academic Alert or, rarely, Academic Drop. See the full [3.7.5 policy](#).

3.7.6 Academic Status and Leave or Reinstatement

Programs may recommend (but not require) students to consider applying for On-Leave status in their Alert recommendations, when appropriate. The student must apply for leave status each quarter which is then approved by the department (see [Policy 3.5](#)). Programs can recommend students be placed on Academic Alert or Final Academic Alert at the beginning of a quarter in which the student is on leave only if the Alert is based on performance during quarters in which they were enrolled on a full or part-time basis (including approaching or passing degree or certificate time limits). A student's alert status cannot be further changed until they return from leave. A student in an Academic Alert status who failed to maintain enrollment and is not on an approved On-Leave status may submit a request for reinstatement. If reinstated, the department will determine if the student will be reinstated with whichever Academic Alert status was in place when the student left the university based on the program's academic performance and progress policy. See the full [3.7.6 policy](#).

3.7.7 Appeals

Appeals must follow the process outlined in [Policy 3.8](#) for the Academic Grievance Procedure.

APPENDIX B

UW Speech & Hearing Sciences Policy: M.S. Satisfactory Progress

I. Expected Performance

All graduate students are expected to maintain satisfactory progress during the completion of their approved program of study in order to be recommended for a degree and/or for the ASHA Certificate of Clinical Competence. Any student failing to maintain satisfactory progress in any of the areas outlined below will be automatically reviewed by the faculty on the Student Progress Committee, the GPC and the MS Program Director, and may have a change-in-status action by the Graduate School (see Appendix A). The three primary criteria for maintaining satisfactory academic progress while enrolled in any track of the MS degree program are listed and summarized below:

1. Satisfactory Scholarship

Maintenance of a minimum cumulative and quarterly grade point average of B (3.0) for all courses numbered 400 and above. Note that grades below 1.7 are recorded as 0.0 and that **a 2.7 or better is required** in all 500 -level or above for courses counted towards degree requirements.

A cumulative GPA of 3.0 or above is required to receive a degree from the Graduate School. A graduate student's GPA is calculated entirely on the basis of numeric grades in 400- and 500-level courses. The grades of S, NS, CR, NC, and N are excluded, as are all grades in courses numbered 600, 601, 700, 750, 800, and 801 and in courses at the 100, 200, and 300 levels. See [Grading Practices for Graduate Students](#).

Failure to maintain a 3.0 GPA, either cumulative or for a given quarter, is considered unsatisfactory performance and may lead to a change-in-status action by the Graduate School. Please refer to the Graduate School [Policy 3.7: Academic Performance and Progress](#) for additional information.

- i. During the first quarter in which a student's cumulative or quarterly GPA falls below a 3.0 the student will be placed on Academic Notification or Academic Alert. In subsequent quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.
- ii. During the second quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be placed on Academic Alert or Final Academic Alert. In subsequent quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.
- iii. After the third quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be dropped from the program.

2. Satisfactory Progress Toward Degree Completion

Maintenance of performance and progress which is satisfactory to the faculty in terms of:

- Attendance and participation in coursework – Students will consistently attend classes and participate in course activities, including collaborative efforts as applicable.
- Academic performance – Students will demonstrate in their written, oral and clinical work the ability to analyze and conceptualize clear and concise ideas, and synthesize, organize, apply and evaluate information.
- Clinical independence – Students will demonstrate expected clinical growth by incrementally building toward independence in the planning and implementation of evaluation and treatment services. Students will demonstrate independence not only in mastering and autonomously performing requisite skills and competencies, but in managing a full-time caseload by the conclusion of the program.
- Upholding professional standards – Students will demonstrate academic and professional conduct and integrity at all times.

Satisfactory performance and progress encompass didactic and clinical coursework and seminars, progress and achievement for students involved in research, and demonstration of other skills and behavior typically expected of students working toward academic and training goals in the speech and hearing sciences.

The following items exemplify the meaning of "satisfactory" performance with respect to registration in didactic, clinical practicum and research courses at the graduate level. Failure to maintain satisfactory performance and progress toward a degree may result in a change-in-status action by the Graduate School:

a. Didactic Coursework

- i. Grading. Required didactic courses are graded numerically on a 4.0 scale. A grade below a 2.7 in any didactic course is a failed course and considered unsatisfactory performance.
- ii. Earning the master's degree. Students must receive a passing grade for all didactic courses required by the Department (whether offered inside or outside the Department) to earn the master's degree.
- iii. Progressing in Didactic Courses
 1. In general, students must receive a passing grade of 2.7 or higher in any didactic course to be eligible to enroll in further didactic or clinical practicum courses, for which that course is a prerequisite.
 - a. Students must receive a passing grade of 2.7 or higher in all required first-year didactic courses to be eligible to register for second-year didactic (or relevant clinical practicum) courses.



- b. Students must receive a passing grade of 2.7 or higher in all required second-year didactic courses to be eligible to register for their culminating, full-time internship.

iv. Failing a Didactic Course

1. Students who fail any required didactic course (i.e. receive a grade below 2.7), **must retake that course**, regardless of whether it is offered in the SPHSC department or outside, the quarter in which the course is failed, or when previous courses were failed. The only exception is for students who fail an elective didactic course. In this instance, students can either re-take the same elective course or take an entirely new elective.
2. Any failed course must be taken the next quarter it is offered, unless it is an elective course, which can be taken in any quarter determined most appropriate. Most didactic courses are offered only once annually and alternative arrangements to fulfill course requirements are rare, and at the discretion of the instructor/faculty member. Thus, failure of one or more didactic courses may result in an **extension** of the student's program and a **delay of graduation**.
3. In instances where it is not possible for a failed course to be immediately retaken, students may submit a petition for **voluntary leave** from the program until the failed course is offered again. This decision should be made in consultation with the SPHSC Student Progress Committee and the GPC. Students should familiarize themselves with [Policy 3.5: On-Leave Policy to Maintain Graduate Student Status](#) which outlines the graduate policy for "on-leave status" eligibility. International students should consult with the [International Student Services](#) office regarding immigration status and other possible implications.
4. Upon receipt of a student's non-passing grade in a didactic course (below 2.7), the GPC will recommend to the Graduate School that the student be **placed on either Academic Alert or Final Academic Alert status** for the following quarter. The progress status decision will be based on the student's overall performance and progress trajectory and the status will stay in effect until the course is successfully completed.
 - a. For example, failure of one didactic course, combined with academic misconduct violations, indications of unprofessional behavior, and/or a low overall GPA may lead to changing a student's status to Final Academic Alert given the level of concern.
5. Students will have **only one opportunity** to retake any failed didactic course. Students who do not receive a passing grade of 2.7 or higher after the second enrollment in the course will not be provided with an opportunity to retake the course for a third time and will be

recommended for **Academic Drop** to the Graduate School for reasons of unsatisfactory progress and dismissed from the program.

6. Students cannot **fail more than one didactic course** while enrolled in the program. Upon receipt of a second non-passing didactic course grade (whether a retake of a failed course or a new course failure), the student will not be provided with an opportunity to retake it and will be recommended for **Academic Drop**. This is regardless of whether the required course is offered inside or outside the SPHSC department, the quarter in which the course is failed, or when previous courses were failed.

- a. An exception may only be made to this policy for a student who fails two (2) didactic courses in the same quarter. In this case, the student will be given **only one opportunity** to retake the failed didactic courses. Students who do not receive a passing grade of 2.7 or higher after the second enrollment **in either course** will not be provided with an opportunity to retake the course for a third time and will be recommended for **Academic Drop**.

b. Clinical Practicum Coursework

- i. Grading. Required clinical practicum courses are graded on a credit/no credit basis. A grade of "no credit" (reflecting a numeric grade below 2.7) in any clinical practicum is considered a failed practicum and unsatisfactory performance.
- ii. Earning the master's degree. Students must receive a passing grade of "credit" for all practicum courses required by the Department (whether offered inside UW or in the community) to be eligible for the master's degree.
- iii. Progressing in Clinical Practicum Courses
 1. In general, students must receive a passing grade of "credit" in any clinical practicum course to be eligible to enroll in other clinical practicum courses, for which it is a prerequisite.
 - a. Students must receive a grade of "credit" for all required first-year practicum courses to be eligible to register for second-year practicum courses.
 - b. Students must receive a grade of "credit" for all required second-year practicum courses to be eligible to register for their full-time internship.
 - c. Any practica experiences required by a specific internship setting must be satisfactorily completed before that assignment can begin.
- iv. Required Competencies & Clock Hours



1. To earn a passing clinical practicum course grade of “credit” in any given quarter, students must demonstrate satisfactory progress as follows:
 - a. Students must demonstrate achievement of specific **clinical competencies** required by ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) for clinical certification in speech-language pathology. Achievement of these clinical competencies is tracked for all students during each clinic rotation through completion of Student Clinical Evaluation (SCE) forms in Typhon at both midterm and end of quarter. Students are rated on various areas of clinical competency using a 5-point Likert scale which represents the student’s level of independence with each competency area (1 = completely dependent on the supervisor to demonstrate the competency; 5 = completely independent demonstration of the competency). Expectations for competency scores vary based on the student’s current year and quarter of their program, but students are expected to increase their independence across all competency areas as their program progresses.
 - b. Students must be present (i.e. in person) and available to earn a **minimum number of clock hours** for each clinical practicum course, including clock hours obtained through simulations. Students must also earn a **minimum of 375 total clock hours** across all clinical practicum courses to earn their degree.
 - i. A minimum of 10 clock hours for each of their first- year clinical courses (in the UW Speech and Hearing Clinic)
 - ii. A minimum of 40 clock hours for each of their second-year clinical courses (in community placements).
 - iii. Being present to obtain the minimum number of clock hours is only one component of progress and will not be viewed alone as sufficient evidence of successful completion of a practicum.
 - iv. Students must receive a passing grade of “credit” for clinical clock hours associated with each practicum course to count toward ASHA certification.
- v. Failing a Clinical Practicum Course
 1. Students who fail any required clinical practicum course (i.e. receive a grade of "no credit"), regardless of whether the practicum is offered in the SPHSC clinic or a community placement site, **must retake that course**. In cases where a clinical practicum course is failed at a community offsite location, students will either be required to retake the practicum at the same offsite location or at a new location that meets similar educational goals of the original practicum site.



2. Any failed clinical practicum course must be taken the next time SPHSC faculty can reasonably arrange for it. Due to scheduling constraints, it might not be possible for the practicum to be immediately retaken the following quarter. As such, the failure of a clinical practicum may result in an **extension** of the student's program and a **delay of graduation**.
3. Students who receive a practicum course grade of "no credit" may also be **ineligible for enrollment** in any further clinical practicum courses within an academic year if the instructor determines that the failed practicum or clinical skills associated with the failed practicum are a prerequisite. This is regardless of the student's original practica tracking and regardless of the disorder areas addressed in the subsequent practica.
4. In instances where it won't be possible for a failed clinical practicum course to be immediately retaken, students may submit a petition for **voluntary leave** from the program until the failed course is offered again. This decision should be made in consultation with the SPHSC Student Progress Committee and the GPC. Students should familiarize themselves with [Policy 3.5: On-Leave Policy to Maintain Graduate Student Status](#) which outlines the graduate policy for "on-leave status" eligibility. International students should consult with the [International Student Services](#) office regarding immigration status and other possible implications.
5. Upon receipt of a non-passing grade in any clinical practicum course, the GPC will recommend to the Graduate School that the student be **placed on either Academic Alert or Final Academic Alert status** during the following quarter. The progress status decision will be based on the student's overall performance and progress trajectory and the status will stay in effect until the practicum course is successfully completed.
 - a. For example, failure of one clinical practicum course, combined with academic misconduct violations, indications of unprofessional behavior, and/or a low overall GPA may lead to changing a student's status to Final Academic Alert given the level of concern.
6. Students will have **only one opportunity** to retake a failed clinical practicum course. Students who do not receive a passing grade of "credit" during the second enrollment in the course will not be provided with an opportunity to retake the course for a third time and will be recommended for **Academic Drop** to the Graduate School for reasons of unsatisfactory progress.
7. Students cannot receive **more than one failing grade** in required clinical practicum courses. Any student who fails a second clinical practicum course (whether a retake of failed course or a different practicum course)

will not be provided with an opportunity to retake it and will be recommended for **Academic Drop** regardless of the practicum location (SPHSC clinic or community) or quarter failed.

- c. Any student who receives **two non-passing grades of any type in the program (didactic, clinical practicum, research or a combination) will be recommended for Academic Drop to the Graduate School**. No opportunity to retake a third course will be given.
 - i. An **exception** may only be made to this policy if a student fails two courses within the same quarter (any combination of didactic, clinical or research). In this case, the student will be given **only one opportunity** to retake the failed courses. Students who do not receive a passing grade after the second enrollment in **either course** will not be provided with an opportunity to retake the course for a third time and will be recommended for **Academic Drop**.

II. Review and Evaluation of Student Progress

While enrolled in the MS program, each student's progress will be reviewed quarterly by the faculty on the SPHSC Student Progress Committee as well as the department's GPC and MS Program Director. The review of MS students is designed to allow faculty the opportunity to discuss how individual students are progressing through the program and is meant to go beyond a discussion of grades. The intent is to provide an early notification to any students who may be having difficulty completing the program, to clearly outline the steps that need to be taken to address the concern(s), and to identify resources and support available to students. In no sense should the review be construed as punitive nor is it intended as a reward mechanism.

Additionally, each member of the faculty who supervises a student's work is responsible for evaluating the student at appropriate times throughout the program, in a manner dependent on the nature of the experience: (1) by formal grading for registered courses, (2) by written, narrative descriptions of strengths and weaknesses, which are shown to the student and then transmitted to the student's academic advisor for review and filing, and (3) by informal, oral communication between student and faculty member at various times. Through this evaluation process, faculty may identify any students whose progress is of concern.

If concerns are raised about a student's progress by faculty, the nature of the concern will be shared with the student as well as the Student Progress Committee, MS Program Director and GPC. Students who earn non-passing grades in their coursework OR whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed by the Student Progress Committee, MS Program Director and GPC. Students who fail to demonstrate the technical standards for the master's degree (see Appendix C) will also be reviewed upon faculty request.

Students who are identified as not maintaining satisfactory progress will be notified in writing by the GPC on behalf of the faculty. As applicable, faculty will develop a plan of improvement that outlines the performance expectations, timeline for the student to remediate the concern(s), and consequences should the expectations not be met in the time indicated. Any students who receive an unsatisfactory evaluation should work closely with the MS faculty to remediate identified issues

in a timely manner. Action will be taken on an individual basis and a change in Graduate School status (e.g. notification, academic alert) may or may not be recommended.

Students should refer to the UW Graduate School [Policy 3.7: Academic Performance and Progress](#) for a complete outline of Graduate School policies on academic performance, including guidance on appropriate processes for cases in which student academic performance does not meet program expectations.

Examples of student progress concerns include but are not limited to:

- Violations of the student code of conduct (e.g., cheating, plagiarism, inappropriate use of AI, harassment, etc.)
- Low or non-passing grade in didactic or clinical courses
- Repeated failure to turn in work/assignments in a timely manner
- Difficulties synthesizing information, problem solving, or writing clearly
- Unprofessional behaviors in the clinical setting (e.g., untimely communication with supervisors, missing or cancelling clinical sessions without approval, demonstrating lack of cultural competency with clients, etc.)
- Failing exams
- Failing to meet research objectives in the designated timeframe (thesis students)
- Consistently missing classes or supervisor meetings
- Demonstrating disruptive, concerning, or disrespectful behavior
- Demonstrating concerns around mental health or self-care that are impacting academic performance

III. Changes in Graduate School Status

When a determination has been made that academic performance or progress has been unsatisfactory, written recommendations are communicated to the student by the GPC by the 10th business day of the subsequent quarter. The Department may recommend one of five actions in such cases, using criteria adopted by the Graduate School in [Policy 3.7: Academic Performance and Progress](#). Recommendations for academic alert/final academic alert/drop are communicated to the Graduate School (see Appendix A).

1. No Action

Recommended for those students whose cumulative GPA is above 3.0 but whose most recent quarter's work is below 3.0, if the review has determined that the situation is not cause for immediate concern.

2. Academic Notification

This status is initiated and documented internally by the master of science graduate program, but is not reported to the Graduate School. The graduate program will notify each student in writing and place any documentation in the student's file.

1. Recommended for students whose cumulative GPA is at or has dropped slightly below 3.0 (i.e. 2.99-2.95).

2. Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

3. Academic Alert

A graduate program may recommend numerous quarters of Academic Alert for a student, in those circumstances where the program determines the student will be unable to meet the deadlines within the quarter of the Alert. The Graduate School recommends no more than three consecutive quarters (each quarter must be recommended separately).

1. Recommended for students who have not remediated the concern which caused the Academic Notification within the time limit specified by the graduate program.
2. Recommended for students who depart suddenly and substantially from scholarly achievement (e.g., failure of a course or practicum) as defined by the graduate program. A previous Academic Notification recommendation is not necessary.
3. Consecutive quarters of probationary status may occur if failed coursework cannot be retaken the following quarter and students must wait for the next course offering.

4. Final Academic Alert

A graduate program may recommend Final Academic Alert for students with significant progress concerns (e.g., failing more than one course in a quarter). Final Academic Alert may be recommended for up to three quarters in extenuating circumstances. A graduate program must typically recommend one quarter of Final Academic Alert before recommending a student be dropped from the program, however there are exceptions to this policy (see Graduate School [Policy 3.7.5](#), Expedited Status Change).

1. Recommended for students who have not addressed the issue(s) that caused the Academic Alert within the time limit specified by the graduate program.
2. Recommended for students who may have resolved issues from previous Academic Alert(s) but failed additional performance requirements and did not progress toward completion of the graduate program.

5. Drop

A graduate program may recommend a student be dropped from their program after one quarter of Final Academic Alert. Exceptions to this policy will be considered by the Graduate School in exceptional circumstances (policy 3.7.5), as noted above. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School and the student is immediately dismissed from the graduate program.

Appeals

Students may appeal these recommendations directly to the department's GPC and Chair. Appeals beyond this point must follow the process outlined in the Graduate School [Policy 3.8: Academic Grievance Procedure](#).

IV. Degree Completion & Graduation

All students are also required to familiarize themselves with the Master of Science Program Plan which outlines student requirements and procedures for degree completion and graduation. In general, students must complete the following in order to be eligible for graduation:

- Successfully complete all undergraduate coursework requirements as outlined by ASHA
- Successfully complete all graduate (MS) level didactic and clinical coursework in order to fulfill the ASHA Knowledge and Skills Acquisition requirements
- Complete a minimum of 400 clinical clock hours: 25 guided observation hours and 375 hours of supervised clinical experience in the practice of speech-language pathology. Students must have documentation for all hours.
- As applicable, successfully complete the required enrollments in SPHSC 700 Master's Thesis and submit a final Master's thesis (written document, public presentation and defense)
- During the quarter students wish to graduate
 - Go to the Graduate School website (www.grad.washington.edu) and submit a Master's Degree Request by the specified deadline*.
 - Meet with the MS Program Academic Advisor to review your graduate program, ensure all requirements have been met, and sign off on final academic paperwork.
 - Complete the required student exit surveys.

IMPORTANT: If you neglect to submit your Master's Degree Request by the Graduate School deadline you will not be able to graduate.** Any student who misses the deadline is not eligible for graduation until the end of the next academic quarter. ***Because the Graduate School requires all students to be registered in the quarter in which they wish to graduate, you will also need to pay additional fees if you miss the deadline. In this situation, the Graduate School provides the option of paying a registration waiver fee in lieu of registering for classes. You must pay this fee within 2 weeks following the quarter in which all graduate program degree requirements are met, and if you do not, you will need to register at least part-time in order to apply for your Master's Degree and graduate. Please review the Graduate School [Policy 3.6: Graduate Registration Waiver](#).

APPENDIX C

UW SPHSC Department Technical Standards for Graduate Clinical Education in Speech-Language Pathology: Admission, Retention, Promotion and Graduation

INTRODUCTION

The graduate degree in speech-language pathology is recognized as a broad degree requiring the acquisition of general knowledge and basic skills in all applicable domains of speech, language, hearing and swallowing sciences. The education of speech-language pathologists requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experience in preparation for independent and appropriate decisions required in professional clinical practice. The current practices of speech-language pathology emphasize collaboration among speech language pathologists, other health care and education professionals, the patient/client, and the patient/client's family.

The University of Washington (UW) Department of Speech and Hearing Sciences (SPHSC) endeavors to select applicants who have the ability to become highly competent speech-language pathologists. As an accredited speech and hearing sciences program, the UW's Master of Science (MS) curriculum in speech-language pathology adheres to the standards and guidelines of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Within these guidelines, the UW SPHSC department has the responsibility for selecting and evaluating its graduate students; designing, implementing, and evaluating the curriculum; and determining if requirements for degree attainment have been met. Admission, retention, promotion and graduation decisions are based not only on satisfactory academic achievement but also on other factors which serve to ensure that candidates can complete the core functions of the program required for graduation.

The UW SPHSC department also has a responsibility to the public that its graduates can become fully competent and caring speech-language pathologists, capable of doing benefit and not harm. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to succeed in the graduate program and in speech-language pathology clinical practice.

TECHNICAL STANDARDS

In order to acquire the knowledge and skills requisite to the graduate degree program and successful entry into clinical speech-language pathology practice, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must demonstrate and meet technical standards in six areas:

- 1) Communication
- 2) Motor
- 3) Sensory
- 4) Intellectual / Cognitive
- 5) Interpersonal
- 6) Cultural responsiveness



These core functions enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can and will be further developed during the course of the graduate program through coursework and clinical experience. Any compromise to these technical standards may fundamentally jeopardize a client/patient's safety and well-being, the University's educational mission, or the profession's social contract. **The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow fulfillment of the complete curriculum.** It should be noted, that except in rare circumstances, the use by the student of a third party (e.g., an intermediary or surrogate) to perform any of the essential functions described herein will constitute a fundamental alteration to the technical standards and requirements of the program.

1. COMMUNICATION

Speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

Students must possess foundational communication skills at entry of the graduate program and are expected to gain and demonstrate higher levels of competence as they progress through the curriculum. With appropriate training, competence in this technical standard includes, but is not limited to, the ability to do the following:

- Employ oral, written, reading, and auditory communication in American English, as well as non-verbal communication, at a level of proficiency sufficient to meet academic and clinical competencies and demands.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

2. MOTOR

Clinical practice by speech-language pathologists involves a variety of tasks that require physical manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs. Competence in this technical standard includes, but is not limited to, the ability to do the following:

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities for the defined workday (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process.



- Respond in a manner that ensures the safety of clients and others in emergency and non-emergency situations.
- Engage in physical activities at a level required to access transportation to clinical and academic placements.

3. SENSORY

Speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and/or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants. Competence in this technical standard includes, but is not limited to, the ability to:

- Access sensory information to identify, discriminate and differentiate functional and disordered auditory, oral, written, and visual communication and accurately identify the need for alternative modalities of communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings.
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

4. INTELLECTUAL / COGNITIVE

Speech-language pathologists must engage in critical thinking, reasoning, comprehension and retention of information required in clinical practice. As such, students must have the ability to learn information presented in course work through lectures, written material, projected images, and other forms of media, web-based presentations, and simulations. Students must also have the cognitive abilities necessary to learn relevant content in basic science and clinical courses at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. It is recognized that such skills may be fostered through a variety of means, including assistive technology and/or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

Students are expected to have core abilities in information acquisition, integration and problem solving at entry into the graduate program and are expected to gain and demonstrate higher levels of competence as they progress through the curriculum. Competence in this technical standard includes, but is not limited to, the ability to:

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information, and process evaluative feedback in a timely manner and at a level sufficient to meet curricular and clinical competencies.
- Employ timely and informed critical thinking, problem solving and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills and be able to identify and utilize resources in order to increase knowledge.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.



5. INTERPERSONAL

Speech-language pathologists must interact effectively with a diverse community of individuals in a manner that is safe, ethical, collaborative, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation. Students are expected to have core interpersonal abilities at entry into the graduate program and are expected to gain and demonstrate higher levels of competence as they progress through the curriculum. Competence in this technical standard includes, but is not limited to, the ability to:

- Display compassion, respect, and concern for others during all academic and clinical interactions.
- Demonstrate integrity and adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

6. CULTURAL RESPONSIVENESS

Speech-language pathologists have an obligation to practice in a manner responsive and inclusive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences. Students are expected to have core abilities in cultural responsiveness at entry into the graduate program and are expected to gain and demonstrate higher levels of competence as they progress through the curriculum. Competence in this technical standard includes, but is not limited to, the ability to:

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

Reference: Adapted from the Council of Academic Programs in Communication Sciences and Disorders, A Guide for Future Practitioners in Audiology and Speech-Language Pathology: [Core Functions](#) (2023).



Student Acknowledgment

By signing this policy, I certify:

1. I have read in its entirety the UW SPHSC MS Degree Program Policy: Satisfactory Academic Progress for Continuation and Graduation, including the components below, and understand the expectations for successful completion of the MS degree program in speech-language pathology.
 - a. Appendix A: UW Graduate School Policy 3.7: Academic Performance & Progress
 - b. Appendix B: UW SPHSC Department Policy: MS Satisfactory Progress
 - c. Appendix C: UW SPHSC Department Technical Standards for Graduate Clinical Education in Speech-Language Pathology: Admission, Retention, Promotion and Graduation
2. I am aware of how to seek academic accommodations for disability, should they be required, through the office of Disability Resources for Students (DRS) at the University of Washington.
3. I understand that should I fail to meet and/or maintain any aspect of this policy, I may be subject to a change in status by the Graduate School, including but not limited to dismissal from the program.

Before signing this acknowledgment, please contact the Speech and Hearing Sciences Department (shgradv@uw.edu) or Disability Resources for Students (DRS) if you have any questions about these requirements and/or the process for requesting accommodations.

Signature of Applicant

Date

Return this signed document to Graduate Student Services at shgradv@uw.edu