

**SPEECH LANGUAGE HEARING SCIENCES (SLHS)  
UNIVERSITY OF COLORADO - BOULDER**

**GRADUATE STUDENT HANDBOOK**

**APPROVED BY FACULTY**

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**SLHS Graduate Student Handbook  
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Students may choose to follow the rules in place at the time of the start of their graduate program or may choose to follow any version of the rules approved following their entry date.

## **I: GRADUATE SCHOOL RULES**

Students must follow all rules of the Graduate School. In some cases, departmental rules are more stringent than Graduate School rules. You can find the Graduate School rules at <http://www.colorado.edu/GraduateSchool/policies>.

## **II: SLHS ORGANIZATION**

The SLHS By-Laws provides information about the structure and organization of the SLHS department. The following provides information on those aspects of SLHS structure that have the most impact on graduate students and their program.

### **Article II: Section 1: Structure**

The governing body of the Speech, Language and Hearing Sciences department is its faculty and at least one student representative. The student representative will be present at department meetings except during matters that involve students and current or potential faculty or staff. Committee membership is available from Brenda Dowell, Assistant to the Chair.

### **Article II: Section 2: Department Chair**

The department chair is the chief administrative officer of the department and is responsible for the effective and efficient administration of the department in accordance with the Laws of the Regents, the policies of the University, and the rules of the College and the Department; all official business involving the Department must go through this office.

### **Article II: Section 3: SLHS Executive Committee**

The executive committee is comprised of the Chair of the department who will chair this committee, Associate Chair, Coordinator of Graduate Studies, Director of Clinical Education and Services, and two representatives from the faculty elected by faculty members with voting privileges. Elected representatives serve for three years with an option for re-election after a hiatus of one year.

The executive committee serves as an advisory body to the chair of the department regarding a variety of issues as deemed appropriate by the chair and the rest of the governing body including matters related to the budget.

**Article II: Section 4: Coordinator of Graduate Studies**

The Coordinator of Graduate Studies, or COGS, serves as the departmental liaison with the Graduate School. The COGS assures that all academic components of graduate programs are carried out so as to be consistent with Department, Graduate School and Council of Academic Accreditation (CAA) rules, that students are making adequate academic progress in their degree programs, and that appropriate action plans are developed for those students who are not making adequate academic progress.

The COGS works in conjunction with the chairs of the MA-SLP Program Committee, the Au.D. Committee, the PhD and MA Research Program Admissions Committee, individual student Ph.D. committees, and the Director of Clinical Education and Services. The COGS is responsible for maintaining updated printed and web descriptions of all SLHS graduate programs.

**Article II: Section 5: Director of Clinical Education and Services**

The Director of Clinical Education and Services and ASHA Program Director serves as the Director of the Speech Language and Hearing Center and all affiliated sites for clinical education as well as to the SLHS Department and coordinates all clinical education experiences with the Coordinators of Audiology and Coordinator of Speech Language Pathology. The ASHA Program Director works with the Chair of the Department to insure clinical education experiences are completed consistent with CAA accreditation standards and Committee for Clinical Competence certification standards through ASHA and completes all reports and necessary for this purpose. The ASHA Program Director monitors all MA SLP and Au.D. applicants for CCC consistent with CAA standards as well as serves as the primary advisor for CCC compliance for these programs.

**Article II: Section 6: Audiology Committee**

The audiology committee is responsible for the following: 1) evaluate Au.D. applicants and make recommendations to the chair of the department regarding the acceptance or rejection of each; 2) distribution of financial aid to new and continuing Au.D. students, in coordination with the Coordinator of Graduate Study; 3) conduct an annual review of all Au.D. students and work with the Coordinator of Graduate Study and the Coordinator of Audiology to develop action plans for those students who are not making adequate progress in the program; 4) advise the Curriculum Committee on issues regarding the Au.D. curriculum; and 5) organize the formulation, administration and evaluation of the Au.D. preliminary and comprehensive and Au.D. oral final examinations.

**Article II: Section 7: MA-SLP Committee**

The MA SLP committee is responsible for the following: 1) evaluate Master's-level graduate applicants who are seeking ASHA certification in Speech-Language Pathology making recommendations to the chair of the department regarding the acceptance or rejection of each; 2) work in coordination with the Coordinator of Graduate Studies regarding distribution of financial aid to both new and continuing students; 3) evaluate all clinical MA students at the end of each semester and work with the Coordinator of Graduate Study and the Director of Clinical Education and Services and specific individual student's advisor to develop action plans for those students who are not making adequate progress in the program; 4) advise the Curriculum Committee on issues regarding MA-SLP coursework; and 5) organize the formulation, administration and evaluation of the SLP comprehensive examination. The three members of the MA-SLP Committee will serve as the standing MA-SLP Committee for all students in the MA program who are seeking clinical certification in speech-language pathology.

**Article II: Section 8: Research MA and Ph.D. Admissions Committee**

The research MA and PhD admissions committee is responsible for the following: 1) evaluate PhD and non-clinical MA applicants making recommendations to the chair of the department regarding the acceptance or rejection of each; and 2) work in coordination with the Coordinator of Graduate Study regarding distribution of financial aid to both new and continuing students.

**Article II: Section 9: Graduate Faculty**

See Article I: Section 4 of the Graduate School Rules for rules regarding appointment. The Graduate School distinguishes between members who are regular, tenure-track faculty and other graduate faculty in terms of the roles members may assume. The Graduate School rules regarding roles are particularly important for students forming thesis and dissertation committees, in terms of who may serve as official members and Chairs.

<b>Table 2. Graduate School Appointments</b>		<b>AY 14-15</b>						
<b>Faculty Member</b>	<b>Academic Title</b>	<b>Type of Graduate School Appointment</b>	<b>Serve on MA Committees</b>	<b>Chair MA Thesis Committees</b>	<b>Serve on Doctoral Committees</b>	<b>Chair Doctoral Committees</b>	<b>Teach MA Classes</b>	<b>Teach Doctoral Classes</b>
Anderson, Melinda	Instructor	Special			*			*
Arehart, Kathryn	Professor	Regular	*	*	*	*	*	*
Brooke, Judith	Clinical Assistant Professor	Special	*				*	
Coady, Jeffry	Associate Professor	Regular	*	*	*	*	*	*
Fredrickson, Tammy	Clinical Assistant Professor	Special	*		*		*	*
Gilley, Phillip	Assistant Professor	Regular	*	*	*	*	*	*
Hardin, Kathryn	Clinical Assistant Professor	Special	*				*	
Kan, Pui Fong	Assistant Professor	Regular	*	*	*	*	*	*
Moore, Susan	Clinical Professor	Special	*	*			*	
Pollard, Ryan	Instructor	Special	*		*		*	*
Ramig, Loraine	Professor	Regular	*	*	*	*	*	*
Ramig, Peter	Professor Emeritus	Regular	*	*	*	*	*	*
Ramsberger, Gail	Associate Professor	Regular	*	*	*	*	*	*
Sadagopan, Neeraja	Assistant Professor	Regular	*	*	*	*	*	*
Schick, Brenda	Professor	Regular	*	*	*	*	*	*

Sharma, Anu	Professor	Regular	*	*	*	*	*	*
Thrasher, Amy	Clinical Assistant Professor	Special	*				*	
Whitney, Anne	Clinical Professor	Special	*		*		*	
Yoshinaga-Itano, Christine	Professor	Regular	*	*	*	*	*	*



<b>Table 2. Graduate School Appointments</b>		<b>AY 14-15</b>						
<b>Faculty Member</b>	<b>Academic Title</b>	<b>Type of Graduate School Appointment</b>	<b>Serve on MA Committees</b>	<b>Chair MA Thesis Committees</b>	<b>Serve on Doctoral Committees</b>	<b>Chair Doctoral Committees</b>	<b>Teach MA Classes</b>	<b>Teach Doctoral Classes</b>
Anderson, Melinda	Instructor	Special			*			*
Arehart, Kathryn	Professor	Regular	*	*	*	*	*	*
Brooke, Judith	Clinical Assistant Professor	Special	*				*	
Coady, Jeffry	Associate Professor	Regular	*	*	*	*	*	*
Fredrickson, Tammy	Clinical Assistant Professor	Special	*		*		*	*
Gilley, Phillip	Assistant Professor	Regular	*	*	*	*	*	*
Hardin, Kathryn	Clinical Assistant Professor	Special	*				*	
Kan, Pui Fong	Assistant Professor	Regular	*	*	*	*	*	*
Moore, Susan	Clinical Professor	Special	*	*			*	
Pollard, Ryan	Instructor	Special	*		*		*	*
Ramig, Loraine	Professor	Regular	*	*	*	*	*	*
Ramig, Peter	Professor Emeritus	Regular	*	*	*	*	*	*
Ramsberger, Gail	Associate Professor	Regular	*	*	*	*	*	*
Sadagopan, Neeraja	Assistant Professor	Regular	*	*	*	*	*	*
Schick, Brenda	Professor	Regular	*	*	*	*	*	*

Sharma, Anu	Professor	Regular	*	*	*	*	*	*
Thrasher, Amy	Clinical Assistant Professor	Special	*				*	
Whitney, Anne	Clinical Professor	Special	*		*		*	
Yoshinaga-Itano, Christine	Professor	Regular	*	*	*	*	*	*

<b>Table 3. Additional Special Graduate School Appointments AY 14-15</b>									
<b>Faculty Member</b>	<b>Academic Title</b>	<b>Type of Graduate School Appointment</b>	<b>Serve on MA Committees</b>	<b>Chair MA Thesis Committees</b>	<b>Serve on Doctoral Committees</b>	<b>Chair Doctoral Committees</b>	<b>Serve on Capstone Committee</b>	<b>Teach MA Classes</b>	<b>Teach Doctoral Classes</b>
Abaza, Mona	Adjunct Assistant Professor	Special	*		*			*	*
Arciniegas, David	Adjunct Professor	Special	*					*	
Boerger, Karin	Instructor	Special	*					*	
Bouchard-Mott, Jean	Instructor	Special						*	
Croghan, Naomi									
DeConde-Johnson, Cheryl	Lecturer	Special	*		*			*	*
Duerk, Karen	Instructor	Special						*	
Foster, Carol	Adjunct Professor Faculty	Special	*					*	*
Fox, Cynthia	Instructor	Special	*		*			*	
Frisbie, Amy	Instructor	Special	*					*	
Gabbard, Sandra	Adjunct Assistant Professor	Special	*		*			*	*
Gilkerson, Jill	Instructor	Special	*					*	
Grimes, Allison	Adjunct Professor	Special	*		*				
Hayes, Deborah	Adjunct Professor	Special			*			*	*
Jenkins, Herman	Research Associate	Special	*		*			*	*
Kates, James	Title	Special	*						*

Lederberg, Amy			*		*				
<b>Table 3. (Con't) Graduate School Appointments AY 14-15</b>									
<b>Faculty Member</b>	<b>Academic Title</b>	<b>Type of Graduate School Appointment</b>	<b>Serve on MA Committees</b>	<b>Chair MA Thesis Committees</b>	<b>Serve on Doctoral Committees</b>	<b>Chair Doctoral Committees</b>	<b>Teach MA Classes</b>	<b>Serve on Capstone Committee</b>	<b>Teach Doctoral Classes</b>
Rossi-Katz, Jessica	Adjunct Associate Professor	Special	*					*	
Schwartz, Scott	Instructor	Special	*					*	
Sedey, Allison	Research Assistant Professor	Special	*					*	
Sininger, Yvonne	Instructor	Special	*						
Snyder, Lynn	Professor Emeritus	Special	*		*				
Stamm, Allison	Instructor	Special	*						*
Strong, Darcy	Instructor	Special	*					*	
Thompson, Vicki	Adjunct Faculty	Special	*		*		*		*
Tollin, Daniel	Adjunct Assistant Professor	Special	*		*		*		*
Traynor, Robert	Instructor	Special	*		*		*		*
Uhler, Kristin	Adjunct	Special	*		*		*		*

	Faculty								
Xu, Dongxin	Instructor	Special	*		*				*

## **Article II: Section 10: Graduate Program Assistant**

The Graduate Program Assistant works with faculty and students on the following: graduate admissions, registration for classes, graduate examinations (preliminary, comprehensive, thesis/dissertation prospectus and defense, etc.), transcripts and submission of grade sheets, graduation information and completion of necessary forms, FCQs, and faculty appointments to the Graduate Faculty.

## **Article II: Section 11: Assistant to the Chair**

In addition to working with the department chair, this individual works with faculty and students on the following: budgets; setting up student employee appointments and payroll; processing time sheets, processing travel and expense reimbursements; and scheduling of courses and rooms.

## **Article II: Section 12: Speech Language Hearing Center Assistant**

In addition to working with the Director of Clinical Education and Services, the Center Assistant works with students on the following: ordering supplies for Center operations; processing of billing for clients served in the Center; maintaining records of student clinical clock hours; maintaining student clinical practicum and clinical faculty evaluations; and processing student internship applications. This person will also maintain keys, parking, and building proctor responsibilities, photocopier, maintenance, and security issues.

## **ARTICLE III: GRADUATE EDUCATION**

### **Article III: Section 1: Degree Programs and Non-Degree Students**

#### **Article III: Section 1.1: MA-SLP Program leading to ASHA clinical certification**

The master's degree program in Speech-Language Pathology is designed to provide a theoretically and clinically rich path for professionals planning to work as speech-language pathologists in settings such as schools, private practice, outpatient clinics, and early intervention programs, as well as medical settings, such as hospitals and other agencies. Students in the SLP program are provided with a strong foundation of theoretical and clinical knowledge through their course work and clinical education experiences.

Students completing the MA-SLP program obtain a Masters of Arts degree from the University of Colorado and are eligible to receive the Certificate of Clinical Competence in Speech Language Pathology from the American Speech Language Hearing Association upon successful completion of the clinical fellowship year and the national PRAXIS examination. Students are also eligible for Colorado Department of Education (CDE) credentials as SLP to work in public school settings if they complete a public school internship consistent with state regulations and also qualify to apply for Colorado SLP registration through the Colorado Department of Regulatory Agencies (DORA). The SLP program is typically a 7 semesters plus summer

intensive program that culminates in one or two internships as well as the successful passing of the comprehensive exam or completion of a thesis. The program consists of an initial summer intensive session beginning in early August, followed by 4 full semesters and 1 summer session. Students completing a thesis must register for at least 4 and up to 6 credit hours of thesis study and may opt to reduce clinical education requirements by one of two full time internships.

If a student has an undergraduate degree in speech, language and hearing sciences (SLHS), it is likely that the student will have completed the equivalent of the required undergraduate courses in the major. The CAA Program Director must confirm that each student has completed all prerequisite courses.

If a student does not have an undergraduate major in speech, language and hearing sciences and s/he is admitted to the MA-SLP program, the student will devote the first year after admission to completion of undergraduate leveling (prerequisite) courses in SLHS plus, and if possible, a few graduate courses. Generally, it requires three years of graduate study for students without an undergraduate major in SLHS to complete the program. These students typically begin their coursework in the fall semester (late August).

Alternatively, the student may also take these courses at another university prior to being admitted to SLHS, and enter as a first year student.

The master's degree work will culminate in one or two full-time internships in off-campus professional settings. Students completing a master's thesis may complete one internship; all others must complete two internships. Students can expect to exceed the minimum requirements for clinical contact (400 hours) as specified by the Council For Clinical Certification in Audiology and Speech-Language Pathology for its Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Table 4. MA-SLP Two Year Sequence

Summer Intensive	Year 1	Year 2
<ul style="list-style-type: none"><li>• Coursework</li><li>• Develop Plan of Study with input from Director of Clinical Education /ASHA Director &amp; Advisor</li><li>• Initiate KASA &amp; Clock Hour Database</li></ul>	<ul style="list-style-type: none"><li>• Coursework</li><li>• Clinical Practicum ELEs</li><li>• Update Portfolio through Calipso</li><li>• Select thesis or Part II Comprehensive Exam option</li><li>• Summer coursework and practicum</li><li>• Clinical Off Site Rotations</li></ul>	<ul style="list-style-type: none"><li>• Coursework</li><li>• Clinical Off Site Rotations</li><li>• Complete Comprehensive Examination or Thesis</li><li>• Complete Praxis Exam</li><li>• Complete Internships</li><li>• Update and submit all final paperwork and apply for CCC following completion of check by ASHA Program Director</li></ul>

See Article III:Section 5.1 for information regarding coursework requirements

### **Article III: Section 1.2: MA Research Program**

Students can also design their own master's degree in SLHS in any topic related to speech, language, or hearing sciences. This degree will not result in clinical certification. Working with an advisor, students design a plan of study, with coursework within SLHS and from other departments. A master's thesis is required, and the student must register for 6 credit hours of M.A. thesis credit.

The Master's Research Program in SLHS requires 30 credit hours of graduate coursework, with four to six credit hours devoted to the master's thesis. At least 24 hours must be completed at the 5000 level or above. A maximum of 6 credit hours may be completed at the 3000 or 4000 level, which must be approved by the Coordinator of Graduate Studies.

The MA Research Program requires close work with a faculty advisor and the advisory committee.

### **Article III: Section 1.3: Au.D. Program leading to ASHA clinical certification**

The Doctor of Audiology (Au.D.) program focuses on providing students with the knowledge and skills necessary to be independent practitioners. Graduates of this program will have the breadth and depth of knowledge and skills necessary for certification and licensure to be an Audiologist. Each student's program is primarily comprised of general departmental requirements, with some options for students to select focus areas or elective courses that address his or her specific area of interest. The curriculum and goals of our program are shaped by the certification requirements of the American Speech Language Hearing Association and the American Board of Audiology. The Doctor of Audiology program is accredited by the Council of Academic Programs.

As a general rule, Au.D. students should expect that their program will take four years of full time study, including enrollment every summer. This includes coursework, clinical practica, various examinations and the 4th year full time externship. A general overview of the program is shown in the table below. Each student is assigned an advisor and the Coordinator of Audiology Services will serve as advisor for the clinical components of the program. The Au.D. committee is the defacto committee for all Au.D. students.



Table 5. Timeline of the Au.D. Program

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <li>• Coursework</li> <li>• Clinical Observation and Practicum Labs</li> <li>• Start Clinical Portfolio</li> <li>• Develop Plan of Study with input from Au.D. Committee Chair and Coordinator of Audiology</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Preliminary Exams (Fall)</li> <li>• Coursework</li> <li>• Clinical Practicum and off site rotations</li> <li>• Update Clinical Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Coursework</li> <li>• Clinical Off Site Rotations</li> <li>• Complete Comprehensive Examination (Spring)</li> <li>• Complete Capstone Project</li> <li>• Update Clinical Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• 4th Year Externship</li> <li>• Complete National Praxis Examination</li> <li>• Final Examination and Portfolio Review (Spring)</li> </ul>

This timeline is approximate because students enter the program with a wide variety of experiences, knowledge and skills. Be aware that the four-year timeline is applicable to students who are seeking the Au.D. degree only. Students who are pursuing the dual degree Au.D./PhD will have additional time added to their program.

All students begin coursework during the first semester and should be finished with coursework by the end of Year 3. All Au.D. students are expected to participate in clinical practicum each semester, including summers. Initially, students will observe at the University of Colorado Hospital clinic (UCH Boulder Clinic and Anschutz Medical Campus in Aurora). Subsequently, students will be in practicum at the UCH Boulder Clinic for approximately 8 hours per week under the direct supervision of licensed audiologists. Later, off site rotations will involve student assignments to various clinical facilities for an entire semester with a weekly commitment of approximately 16 hours per week. The 4th year externship is a twelve-month full-time clinical education experience spread across up to one to three different locations. All clinical placements are individualized to address the student's needs, while consideration is also given to the availability of appropriate practicum sites. Students will work with the Coordinator of Audiology Education to determine the most appropriate clinical rotation and externship facilities. Students should be aware that out-of-state placements are contingent on faculty approval and affiliation agreements.

Each applicant's academic and clinical experience will be reviewed by the Au.D. committee to determine if the applicant has the equivalent of the required courses required in the three years of coursework. The courses missing from the applicant's previous background will be required for the completion of the Au.D.. In addition, clinical experiences that are a part of the Au.D. training but the applicant has not experienced will be determined and the applicant will be required to carry out this advanced clinical training. That is, advanced clinical experiences that might

include cortical evoked potentials, magnetoencephalograms, vestibular evoked myogenic potentials, prelinguistic infant speech discrimination, cochlear implant candidacy, mapping, and rehabilitation would be required, dependent upon the applicant's previous experience and coursework. No time limit has been set for acceptance of coursework, as it is possible that a student has engaged in continuous continuing education and can demonstrate appropriate knowledge through approved courses. In addition, the student could demonstrate appropriate knowledge through examination.

Thus, the shortest program would require that the candidate have equivalence of the coursework and practicum from the 4-year program, and could hypothetically be completed with a transfer of 30 hours, evaluation of clinical experiences and the minimum required enrollment in courses of 38 semester credit hours (approximately 13 semester-long courses). It is anticipated that each post-masters degree student's program would be individualized but would guarantee that the individual has completed the comparable coursework, knowledge set and both fundamental and advanced clinical training consistent with ASHA credentialing process and CAA standards in Audiology.

### **Article III: Section 1.4: Ph.D. Program**

The doctoral program focuses on training in research with the expectation that students who complete the program will have the knowledge and skills necessary to conduct independent research. For this reason, each student's program is unique and designed to guide the student in his or her specific area of interest. There are some general departmental requirements expected of all students, but much of the coursework will be unique to the student's own goals. Students should have a strong commitment to conducting research but previous experience is not required.

At the beginning of the doctoral program, a student may work on research projects mostly designed by the advisor, however dissertation research should be focused on an individualized area of interest. The doctoral program is designed to help guide the student in this process.

As a general rule, students should expect that their program will take at least four years of full time study, unless they have completed a M.A. thesis on the same topic as their dissertation topic. This includes coursework, research projects, practica (research, teaching) and the final dissertation. A general overview of the program is shown in Figure 5. This timeline is approximate because students enter the program with a wide variety of experiences, knowledge and skills. There are many things that can affect the length of a program and a plan of study should project a completion date.

All students begin coursework during the first semester and should be finished sometime during Year 3. All doctoral trainees are expected to participate in a research project each semester. For the first project, students are allowed and encouraged to work on a project that may be suggested by the advisor. Many advisors have large sets of data that allow further analysis or may have an idea that a student could pursue as a project. Students are expected to complete two research projects prior to their dissertation. A master's thesis may be accepted as one of these projects, if

approved by the committee. It is expected that the student present these projects in peer-reviewed forums (conferences, journals etc).

Table 6. Timeline for Ph.D. Program

<b>Year 1</b>	<ul style="list-style-type: none"><li>• Coursework</li><li>• Choose Committee</li><li>• Develop Plan of Study (Plan of Study Committee)</li><li>• Complete Preliminary Exams</li><li>• Conduct Guided Research Project</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Coursework</li><li>• Complete Guided Research Project</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Complete Coursework</li><li>• Complete Comps: All But Dissertation (Advisory Committee)</li><li>• Prepare dissertation Prospectus</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Complete Dissertation</li></ul>

### **Article III: Section 1.5: Dual Au.D./Ph.D.**

Students may also pursue both clinical audiology (Au.D.) and research (Ph.D.) in a dual degree Au.D./Ph.D. program. Acceptance into the dual Au.D./Ph.D. program requires students to apply for admission into both the Au.D. and Ph.D. programs. The dual Au.D./Ph.D. program is appropriate for students whose academic, clinical and research training includes significant overlap and is within the scope of practice of audiology. This dual program is designed so that students will become well prepared for their research area with the 109 of the required 150 credit hours coming from the Au.D. curriculum. Students whose area of research does not fall within the scope of practice of audiology and would require significant additional training to be well prepared for their Ph.D. research should not pursue the dual Au.D./Ph.D. but rather separate Au.D. and Ph.D. programs.

Students in the Au.D./Ph.D. program may obtain their Au.D. degree first, followed by the Ph.D., as long as the student has continuous registration between receipt of the Au.D. and completing the Ph.D. portion of the dual degree. Students are required to have at least 150 credit hours towards the dual degree. Students will complete the full 109 credits required in the Au.D. curriculum. A minimum of 42 additional credit hours, including dissertation credits, will also be required to receive the dual Au.D./Ph.D.. These 42 credit hours will include one additional minor outside of SLHS, the teaching practicum, the research practicum, additional statistics and research tools courses, and the dissertation.

While the Au.D. portion is highly prescribed, the Ph.D. program varies greatly and is individualized to meet the research interests and career goals of the student. The timeline of the dual Au.D./Ph.D. varies according to the research program pursued, the advisor, the full time status of the student, and other opportunities that arise during the course of the dual program.

### **Article III: Section 1.6: Dual Ph.D. in SLHS & Neuroscience**

SLHS offers a dual degree in Speech, Language, and Hearing Sciences and Neuroscience. The Ph.D. in SLHS/Neuroscience is an inter-departmental program that has a speech, language, and hearing sciences and neuroscience track. A student must be admitted to SLHS in order to participate in the dual degree and must complete the dissertation under the direction of a faculty person who is a member of the Neuroscience program. All students in Neuroscience are required to complete a set of common core courses in neurosciences, with the remaining courses being specific to each track. The details of the course requirements can be found on the Neuroscience Requirements website. This is a dual degree and not a minor in neuroscience.

### **Article III: Section 1.7: Dual Ph.D. in SLHS & Cognitive Psychology**

The Institute of Cognitive Science at CU-Boulder sponsors a graduate certificate program and a joint Ph.D. program that provide exceptional breadth and depth of interdisciplinary training in the cognitive sciences. Graduate students who are interested in either of these institute programs must first be admitted to a participating graduate program that has cognitive science faculty – SLHS is a participating program. A student must be in good academic standing in order to apply to the dual SLHS/Cognitive Psychology program. The student must make a formal application for admission to the certificate or joint Ph.D. program at ICS. Both programs have formal approval from the Graduate School and completion of the programs is acknowledged by a certificate of completion on the student's transcript. See the SLHS website for more information.

### **Article III: Section 1.8: Triple Ph.D. in SLHS, Neuroscience & Cognitive Psychology**

The Institute of Cognitive Science at CU-Boulder sponsors a triple Ph.D. program that provide exceptional breadth and depth of interdisciplinary training in the cognitive neurosciences. Graduate students who are interested in either of these institute programs must first be admitted to a participating graduate program that has cognitive neuroscience faculty – SLHS is a participating program. Students in good academic standing then make a formal application for admission to the triple Ph.D. program at ICS. Details can be found at the program's website. The program has formal approval from the Graduate School.

### **Article III: Section 1.9: Non-Degree Seeking students**

Graduate level courses in SLHS are open only to degree-seeking students enrolled in graduate programs on the CU-Boulder campus. However, occasionally exceptions to this policy may be made by instructor permission on an individual basis in instances where the student is enrolled in a related undergraduate program on the CU-Boulder campus or a graduate program at another

campus of institution, or when the student holds an undergraduate or master's degree and is currently working in a field where the knowledge gained in the course would have applicability. Non-matriculating students may take a maximum of three 3-credit graduate level courses for a grade; subsequent courses may only be taken for no credit. Exceptions to this policy must be approved by both the instructor of the course and Coordinator of Graduate Studies.

Non-Degree Seeking Students enroll through the Access Program in Continuing Education on a space-available basis.

### **Article III: Section 2: Admissions**

See Article II: Section 2 of the Graduate School Rules for general policies and procedures regarding graduate studies.

All information related to graduate applications is on the SLHS website ([slhs.colorado.edu](http://slhs.colorado.edu)). Refer to the website for all application information. All applications must be made through the Graduate School, using their online application procedures. Deadlines are absolute.

Students may be allowed to change programs (e.g., from MA-SLP to MA-Research), but will need to have the change approved by the appropriate admissions committee. The request to change requires a letter from the student requesting the switch that includes the rationale for the switch. The student must have letters from two SLHS faculty members supporting the switch.

Statistics on the last round of admissions are provided as a guideline for potential applicants and are available on the web.

### **Article III: Section 3: Advising and Advisory Committees**

#### **Article III: Section 3.1: MA-SLP Program Advising**

All MA Students meet with the ASHA Program Director to be advised using the Knowledge and Skills Document (KASA) and to complete a Program Plan for sequence of academic coursework, deficiencies, and clinical coursework. Students are assigned an advisor when they begin the program. Generally, assignment of advisors tries to accommodate special interests that are noted in the student's application. The advisor may help determine coursework and sequences of courses. The advisor may advise on many other aspects of the program and the field. All advising regarding clinical assignments and internships is done by the Coordinator of Speech Language Pathology, under the direction of the Director of Clinical Services and Clinical Education.

#### **Article III: Section 3.2: MA Research Program Advising**

**Primary Advisor:** One of the most important steps in the MA Research Program is for a student to determine which faculty member will serve as the primary thesis advisor. Students should talk with faculty members who share an area of interest, and learn about his or her research interests and the types of projects conducted in the lab. A student should be specific

about research interests to determine whether the potential advisor is interested in mentoring a thesis project in his or her area. All advisee – student relationships are by mutual agreement.

The advisor must have a *Regular* Graduate School Faculty appointment (see Article II: Section 8 for a list of SLHS faculty members who have a *Regular* appointment). You must also have two other committee members, who may have clinical appointments or special Graduate School Faculty appointments (see Article II: Section 8).

Students in the MA Research Program must develop a Plan of Study in conjunction with their advisor and advisory committee during the first semester of study. The Plan of Study should detail goals, coursework, and practicum (if applicable) to be completed to meet degree requirements. The form is available from the Coordinator of Graduate Studies. It should also include a proposed schedule for completion of degree requirements. The Plan of Study becomes the blueprint for a student's graduate program. The student's advisory committee must approve the Plan of Study in a formal meeting and signed by all committee members. A copy should be given to the Graduate Program Assistant and placed in the student's file. A student is responsible to obtaining approval and signatures for the Plan of Study, allowing the committee a minimum of two weeks to review the plan. The Plan of Study may be amended or changed later with the committee's approval. A student may petition for alternative requirements, substitutions or waivers to this program, per the SLHS policy on waivers (See below).

It is unusual to change advisors during a program. This may happen if a student's research interests shift and the advisor is no longer the best fit in terms of mentorship. A change in advising may prolong the program.

### **Article III: Section 3.3: Au.D. Program Advising**

In the Au.D. Program, regular mandatory student meetings for all 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year students will be held each semester. These meetings will serve as group advising sessions. Clinical placement advising is done by the Coordinator of Audiology Education.

In addition, each student is assigned to a faculty advisor. Faculty advisors provide general academic and professional advice, but all academic advising recommendations that deviate from the standard program must be approved by the Au.D. committee.

The Au.D. Capstone Mentor must be SLHS faculty member with a graduate faculty appointment. A co-mentor from the field may be added. In selecting a capstone mentor, the Au.D. student should talk with faculty members who share an area of interest, learning about his or her research interests and the types of projects conducted in his or her lab or clinical setting. A student should be specific about clinical research interests to determine whether the potential research mentor is interested in mentoring a project in his or her area. All capstone mentorship relationships are by mutual agreement of the faculty member and the student. All capstone proposals and outcomes will be approved by the Au.D. committee.

### **Article III: Section 3.4: Ph.D. Advisor(s), Plan of Study Committee, and Advisory Committee**

The student's Plan of Study Committee oversees all initial planning and developing a Plan of Study document. The Plan of Study Committee consists of two tenure track faculty members in SLHS and a third member who must hold a graduate faculty appointment. This committee will oversee:

- the Plan of Study (Plan of Study Committee)
- the preliminary examination (Plan of Study Committee)

The student's Advisory Committee will consist of five members with a minimum of three full-time SLHS graduate faculty who hold the doctoral degree, two of whom must be Regular faculty. The student's advisor will chair the committee and must be a Regular Member of the Graduate Faculty (as defined in the Rules of the Graduate School; see Article II: Section 8). The outside committee member must be a Graduate School Faculty member with a outside SLHS appointment. This committee will oversee:

- the comprehensive examination (Advisory Committee)
- the dissertation prospectus (Advisory Committee)
- the dissertation (Advisory Committee)

The chair of the committee will be the student's primary advisor and will:

- oversee doctoral practica in research and teaching
- assure pre-dissertation research experiences
- facilitate and monitor student's progress
- advise the student in all aspects of doctoral study and examinations

### **Ph.D. Plan of Study**

Students in the Ph.D. programs must develop a Plan of Study in conjunction with their advisor and advisory committee during the first year of study. The Plan of Study should detail goals, coursework and practicum to be completed to meet degree requirements. It should also include a proposed schedule for completion of degree requirements. The Plan of Study will become the blueprint for a student's graduate program. The Plan of Study form can be obtained from the Coordinator of Graduate Studies. The student's advisory committee must approve the Plan of Study in a formal meeting, with signatures required on the Plan of Study form. A student is responsible to obtaining approval and signatures for the Plan of Study, allowing the committee a minimum of two weeks to review the plan. The Plan of Study may be amended or changed later with the committee's approval. A student may petition for alternative requirements, substitutions or waivers to this program, per the SLHS policy on waivers (See below). The Plan of Study must be in the student's file in the office of the Graduate Program Assistant and a copy must be given to the Coordinator of Graduate Studies.

### **Ph.D. Review of Progress**

Each Ph.D. student will have an annual review of progress by the Coordinator of Graduate Studies. The process is very similar to the annual review process required in most universities, where faculty must document their accomplishments for that year.

The goal of this Annual Review is not to determine the quality of a student's work. That is managed by the advisor and Advisory Committee. The Coordinator of Graduate Studies oversees all students and wants to ensure that all students are making satisfactory progress towards degree completion. Each April, a student should submit a completed Annual Review Form (available on web) and a current vitae to the Coordinator of Graduate Studies. The report must include a signature from the student's advisor, asserting that all information is correct.

The Coordinator of Graduate Studies will solicit comments concerning a student's progress from his or her advisor and committee members. If there are suggestions or concerns about a student's progress, he or she will be asked to address them.

In order to continue in the program, a grade point average of 3.0 or better on coursework every semester will be required as well as continued recommendation of the SLHS faculty advisory committee. Students who do not achieve a 3.0 cumulative average are placed on academic probation and have one semester to improve their cumulative GPA to 3.0 or better. This standard is more stringent and overrides that of the graduate school.

### **Changing Advisors or Committee Members**

In the rare circumstances that there is a need to change the primary advisor or a member of the thesis or dissertation committee, the student must adhere to the following procedures. The student should always first talk with the individuals that they are requesting be replaced, removed or added. Then the student submits a written request regarding the change to all members of the committee, with a copy to the Coordinator of Graduate Studies. The committee must approve the change. If arbitration is necessary, the Coordinator of Graduate Studies, working with the Executive Committee, will mediate and render the final decision.

### **Article III: Section 3.5: Dual Au.D./Ph.D. Advising**

The Au.D. portion of the degree will be supervised by the student's faculty advisor, working with the Audiology Committee. The Ph.D. portion will be advised by the dissertation advisor, in the same manner as the Ph.D. Program. The Au.D. faculty advisor must be a different individual than the Ph.D. advisor. See Article III: Section 3.4 for details.

### **Article III: Section 3.6: Dual Ph.D. – SLHS & Neuroscience Program Advising**

The dual Ph.D. will be supervised by the student's SLHS advisor working closely with the SLHS Ph.D Committee faculty. See Article III, Section 3.4 for details. Issues related to the Neuroscience portion will be advised by the student's advisor and the SLHS Neuroscience liaison faculty.



**Article III: Section 3.7: Dual Ph.D. – SLHS & Cognitive Science Program Advising**

The dual Ph.D. will be supervised by the student's SLHS advisor working closely with the SLHS Ph.D Committee faculty. Students are encouraged to have their doctoral research co-supervised by two faculty members representing different disciplines. At least one supervisor will be an ICS faculty fellow. See Article III, Section 3.4 for details regarding the Ph.D. program advising. The doctoral committee will include at least two ICS faculty fellows from outside the home department.

**Article III: Section 3.8: Triple Ph.D. – SLHS, Neuroscience & Cognitive Science Program Advising**

The student's thesis advisor must be a participating faculty member of the Cognitive Neuroscience faculty. In addition, the student's thesis committee must include at least 1 additional Neuroscience faculty member and one Cognitive Science faculty member from outside the student's area of specialization. In accordance with the requirements of the Graduate School, the student's committee must be comprised of a minimum of 5 faculty members that have graduate faculty appointments. The committee will be formed by the student's advisor, upon approval of the slate of members by the Academic Directors of the Neuroscience and Cognitive Science combined Ph.D. Programs.

**Article III: Section 4: Transfer of Credit**

**Article III: Section 4.1: MA-SLP Program Transfer of Credit**

See Article II: Section 3 of the Graduate School Rules for transfer of credit. Students may request to transfer up to 9 credit hours of graduate credit towards this degree. Transferred credits may not have been previously used to obtain a degree. Students may make a request using the Request for Transfer or Credit form required by the Graduate School.

**Article III: Section 4.2: MA Research Program Transfer of Credit**

See Article II: Section 3 of the Graduate School Rules for transfer of credit. Students may be able to transfer up to 9 credit hours of graduate credit towards this degree. Transferred credits may not have been previously used to obtain a degree. Students may make a request using the Request for Transfer or Credit form required by the Graduate School.

**Article III: Section 4.3: Au.D. Program Transfer of Credit**

Individuals with master's degrees and clinical certification or professional licensure in audiology may apply for the Au.D. program. The Graduate School has approved that those students may transfer up to 30 credit hours towards the Au.D..

Students may make a request using the Request for Transfer or Credit form required by the Graduate School.

**Article III: Section 4.4: Ph.D. Program Transfer of Credit**

See Article II: Section 3 of the Graduate School Rules for transfer of credit. Students may transfer up to 21 credit hours from another institution. Work already applied toward a graduate degree received from CU-Boulder or another institution cannot be accepted for transfer toward another graduate degree of the same level at CU-Boulder. Students may make a request using the Request for Transfer or Credit form required by the Graduate School.

**Article III: Section 4.5: Dual Au.D./Ph.D. Program Transfer of Credit**

See Article II: Section 4.3 of the SLHS Graduate Program Rules regarding transfer of credit into the Au.D. Program. See Article II: Section 3 of the Graduate School Rules for transfer of credit into the Ph.D. Students may make a request using the Request for Transfer or Credit form required by the Graduate School. Students should talk with the Au.D. Advisor and their Ph.D. advisor regarding transfer of credit.

**Section 4.6: Dual Ph.D. – SLHS & Neuroscience Program Transfer of Credit**

Check with the Director of this program.

**Section 4.7: Dual Ph.D. – SLHS & Cognitive Science Program Transfer of Credit**

Up to six units may be transferred from a different accredited institution. Candidate will submit a proposal of course substitutions based on the approved course list, which will demonstrate comparable course content. A decision to accept substitute coursework is at the discretion of the academic program director and/or curriculum committee based on the available information.

**Section 4.8: Triple Ph.D. – SLHS, Neuroscience, & Cognitive Science Transfer of Credit**

Check with the Director of this program.

**Article III: Section 5: Course Requirements**

See the Graduate School Rules, Article II: Section 4 for Graduate School rules and policies regarding course requirements.

**Article III: Section 5.1 MA-SLP Program Course Requirements**

In addition to meeting the Grad School requirements, students in the MA-SLP Program must meet CAA Requirements ([www.asha.org](http://www.asha.org)), and those seeking licensure to work as a speech-language pathologist in the public schools must meet Colorado Department of Education requirements.

MA-SLP students must complete all undergraduate course prerequisites. Students may complete the prerequisites prior to applying to the graduate program, either as part of their undergraduate degree program, or following completion of the undergraduate degree in any other major. Students may also apply to enter the MA-SLP program and complete the prerequisites during their graduate study. The prerequisites will not count as credits in the MA-SLP program. All prerequisite coursework must be approved by either the ASHA Program Director or by the Coordinator of Graduate Studies.

**MA-SLP General Education Prerequisites:** ASHA/CAA and SLHS undergraduate general education requirements include four general core courses.

Table 7. CAA requirements to meet KASA standards

<b>Biological Sciences:</b> Must emphasize human or animal science (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
<b>Physical Sciences:</b> Must be physics or chemistry
<b>Mathematics:</b> Must be statistics
<b>Social/Behavioral Sciences:</b> Courses in psychology, sociology, anthropology, or public health

### **MA-SLP Program Undergraduate Prerequisites**

The following SLHS courses or their equivalent are required for the MA-SLP Program.

- SLHS 3006: Phonetics (offered fall semester)
- SLHS 3106: Hearing Science (offered fall & spring semester)
- SLHS 3116: Speech Science (offered fall & spring semester)
- SLHS 4560: Language Development (offered fall & spring semester)
- SLHS 4704: Audiological Evaluation (offered fall semester)
- SLHS 4714: Audiological Rehabilitation (offered fall & spring semester)

## MA-SLP Program Coursework Requirements

Table 8. Required MA-SLP Program Courses

Course	Semester Typically Offered
SLHS 5000: 2 Research Methods	Spring
SLHS 5006 (2 credits) Applied Speech Science	Summer Intensive Session
SLHS 5110 (2 credits) Clinical Theory & Practice	Summer Intensive Session
SLHS 5242 (3) Language Disorders – School-Age	Fall
SLHS 5252 (3) Acquired Language Disorder -Adults	Fall
SLHS 5302 (3) Phonological Disorders	Fall
SLHS 5362 (3) Stuttering Treatment & Research	Fall
SLHS 5576 (3) Communication Neuroscience	Fall
SLHS 5602 (3) Communication Challenges 0-6	Fall
SLHS 5262: (3) Dysphagia	Spring
SLHS 5612: (3) Learning Disabilities	Spring
SLHS 5272: (3) Augmentative & Alternative Communication	Summer
SLHS 5282: (3) Acquired Cognitive Disorders	Spring
SLHS 5878: (1) Speech-Language-Learning Appraisal (Terms 2, 3, and 4 )	Every Semester
SLHS 5898: (2) Speech-Language-Learning Intervention Term 1: 1 credit; Terms 2,3,&4: 2 credits	Every Semester
SLHS 6918: 7 Credits :Internship	Spring or Fall Semesters
SLHA 6928: 7 Credits: Internship in Public Schools	Spring or Fall Semesters
SLHS 6950: 4 – 6 credits – Master’s Thesis	Required for students completing a M.A. thesis only

In addition to the required courses in Table 8, students are required to take three of the four following courses in Table 9. In making the decision of which of the following courses to take, students need to consider how they will meet the KASA requirements. Students may choose to take both courses on children with hearing loss, but one course will be an elective overload.

Table 9: Three of the following four courses are required.

SLHS 6640:3 Communication Processes & Hearing Loss: School-Age to Adult <b>OR</b> SLHS 7640:3 Communication. Processes & Hearing Loss: 0 - 6	Fall
SLHS 5292 (3) Motor Speech Disorders	Fall
SLHS 5332 (3) Voice & Cleft	Fall
SLHS 5252 (3) Acquired Language Disorders in Adults	Fall

### **MA-SLP Program Clinical Practice Requirements**

The Clinical Education Program is a critical part of the graduate program. Students are required to have 25 hours of clinical observation and a minimum of 325 hours of clinical practicum, with a total of 400 clock hours in order to graduate. For two-year students, assuming readiness, students will register for one or more clinical practicum courses every semester in attendance. Three-year students begin their clinical education following completion of Clinical Theory and Practice at the beginning of their second year in the program.

A student must obtain prevention, assessment, and intervention experience in the Speech, Language, and Hearing Center in the appropriate areas sufficient to prepare him/her for internship(s) and ASHA certification (Certificate of Clinical Competence). Please see certification section of the MA-SLP Clinical Education Handbook for specific ASHA and/or departmental requirements. Students are expected to familiarize themselves with the ASHA website and download information regarding certification (CCC) as needed. ([www.asha.org](http://www.asha.org)). Practicum assignments will be made based on the needs of the student to develop competency across the SLP scope of practice

Students must follow all policies and procedures that are detailed in the MA-SLP Clinical Education Handbook. Students must notify the Director of Clinical Education and Services immediately if unable to perform their clinical responsibilities for an extended period of time.

### **Insurance Policy**

All students participating in Clinical Education Program (signed up for practica) in SLP must provide proof of individual professional liability insurance (copy of certificate). This must be submitted to the Center Assistant to keep on file in the student's clinical education working file in the Center administrative office. Coverage is necessary as long as a student is enrolled in the program.

Student professional liability insurance can be easily obtained through the ASHA for NSSLHA members as a NSSLHA member benefit for a nominal fee. Coverage is typically available for one year so it will need to be updated each year of the program. This is an absolute requirement for all students participating in clinical education assignments in both on and off campus settings including internships.

### **Article III: Section 5.2 MA Research Program Course Requirements**

Students can also design their own master's degree in SLHS in any topic related to speech, language, or hearing sciences. This degree will not result in clinical certification. Students must work with an advisor and advisory committee to develop a plan of study. The program must include:

- 30 hours of graduate level coursework
- at least 24 hours of coursework, at the 5000 level or above
- a completed Master's thesis
- 6 credit hours of thesis credit

### **Article III: Section 5.3 Au.D. Program Course Requirements**

Au.D. students must have the following prerequisites or their equivalent. Students may apply to the Au.D. program and take these courses during their first year of the program, although it will add time to the program.

#### **Au.D. Program Undergraduate Prerequisites**

SLHS 4502-3: Language Disorders in Adults & Children  
SLHS 4560-3: Language Development  
SLHS 3106-3: Hearing Sciences  
LING 3100-3: Language Sound Structure  
SLHS 3116-3: Speech Science  
SLHS 4512-3: Speech Disorders: Voice, Cleft, Motor, Stuttering  
SLHS 4714-3: Audiological Rehabilitation

All students must meet ASHA's 2012 Audiology Standards for certification. The following courses are required in the Au.D. program.

Table 10. Courses required in the Au.D. Program.

<b>Course #</b>	<b>Course Title</b>	<b>Credit hours</b>
SLHS 5576	Communication Neuroscience	3
SLHS 5674	Signals and Systems in Audiology	3
SLHS 5918	Audiology Clinical Practica: Level 1	7
SLHS 5938	Audiology Clinical Practica: Level 2	12
SLHS 6006	Advanced Hearing Science	3
SLHS 6544	Auditory Processes: Adult Assessment	3
SLHS 6554	Auditory Processes: Child Assessment	3
SLHS 6564	Auditory Processes: Neurodiagnostics	3
SLHS 6614	Fundamentals of Amplification	3
SLHS 6670	Adult Aural Rehabilitation	3

SLHS 6650	Counseling and Professional Ethics	2
SLHS 6660	Multicultural Issues in SLHS and its Disorders	1
SLHS 6938	Audiology Clinical Externship	21
SLHS 7000	Research Designs in Human Communication Sciences and Disorders	3
SLHS 7200	Business, Management and Ethics in Audiology	3
SLHS 7450	Audiology Capstone Project	3
SLHS 7520	Auditory Processes: Medical and Genetic Bases	3
SLHS 7530	Auditory Processes: Theory and Application in the School Environment	3
SLHS 7540	Auditory Processes: Physiology, Assessment, and Management of the Vestibular System	3
SLHS 7550	Management and Prevention of Noise and Noise Induced Hearing Loss	2
SLHS 7614	Implantable Devices: Technology and Clinical Application	3
SLHS 7640	Communication Processes and Hearing Loss: Birth through Six	3
SLHS 7714	Advanced Topics in Amplification	3
SLHS 7554	Instrumentation and Calibration in Audiology	1
	Total Credit Hours	97

### Insurance Policy

All students participating in clinical tracks (signed up for practica) in Au.D. must provide proof of individual professional liability insurance (copy of certificate). This must be submitted to the Center Assistant to keep on file in the student's clinical education working file in the Center administrative office. Coverage is necessary as long as a student is enrolled in the program.

Student professional liability insurance can be easily obtained through the ASHA for NSSLHA members as a NSSLHA member benefit or the American Academy of Audiology for a nominal fee. Coverage is typically available for one year so it will need to be updated each year of the program. This is an absolute requirement for all students participating in clinical education assignments in both on and off campus settings including internships.

### Article III: Section 5.4 Ph.D. Program Course Requirements

Departmental requirements for doctoral students are intended to allow maximum flexibility in developing a Plan of Study. All students take at least three doctoral-level SLHS seminars, two courses in statistics, and two research tools courses. Program course requirements are shown below. Students are encouraged to take courses offered in other disciplines, such as Cognitive Psychology, Linguistics, Bilingual Education, Integrative Physiology, Psychology, Electrical Engineering, and others. Students may also take coursework at other CU campuses. Furthermore, the credit hours given below are the minimum required and, based on individual needs, the student's doctoral committee may require additional coursework.

Table 11. Course Requirements for the Ph.D.

<b>Course Work</b>	<b>Credit Hours</b>
SLHS Doctoral Seminars	9
Major Content Area	15
Teaching Practicum	3
Research Practicum	3
Statistics and Research Tools	12 -15
Dissertation	30

The practicum courses are intended to allow a student to develop teaching and research skills. . The teaching practicum (SLHS 8918) is a mentored teaching experience with a faculty member. Student instructors should work closely with a faculty member and should teach and conduct student evaluations. The course should be a content area directly related to the goals of the doctoral program and it should be listed on the Plan of Study. Students may receive a GPTI for the teaching practicum if they are in a mentored teaching relationship. There should be some evidence of teaching experience for a student to receive credit for a teaching practicum by serving as a GPTI. In some cases, students may also complete supervision of clinical practica (SLHS 7918) or an administrative practicum (SLHS 8928) but these are not a substitute for the teaching practicum.

Students typically take the statistics sequence in Psychology (PSY 5741 & 5742, 8 credit hours) or Education (EDUC 5716 & 7316) to partially complete the statistics and research tools requirement. In addition, students may take Research Methods in Child Language Acquisition (SLHS 7250), Signals and Systems (SLHS 5674), computer programming, instrumentation in speech science, or other similar courses to complete this requirement. Alternatives should be discussed with the advisor and doctoral committee.

### **Article III: Section 5.5 Dual Au.D./Ph.D. Program Course Requirements**

Students completing the dual Au.D./Ph.D. degree program must complete all requirements for the Au.D. as well as all the requirements for the Ph.D. In some cases, these requirements overlap and coursework taken for the Au.D. program may be applied to coursework needed in the Ph.D. Essentially, the Ph.D. portion is a doctoral program that specializes in some aspect within the scope of practice of audiology.



Table 12. Graduate School Requirements for Ph.D. Programs and How Requirements Are Addressed in the Dual Au.D./Ph.D. Program

<b>Graduate School Requirements for the Ph.D. Degree</b>	<b>How Requirement is Completed in Dual Au.D./Ph.D.</b>	<b>Additional Credits Needed Beyond the Au.D. for dual Au.D./Ph.D.</b>
Doctoral Core Seminars (9 credits)	Overlap from required Au.D. seminars	
Major Content Area (6-9 credits)	Overlap from required Au.D. seminars	
Minor Outside SLHS (6 credits)	One additional elective required beyond the Au.D.	3
Teaching Practicum (3 credits)	Required for Ph.D.	3
Research Practicum (3 credits)	Overlap (was the capstone for the Au.D.)	
Statistics and Research Tools (12-15 credits)	6 credits of overlap with Au.D.	6 to 9
Dissertation (30 credits)		30
		42-45+ additional credit hours needed for dual degree

### **Article III: Section 5.6: Dual Ph.D. – SLHS & Neuroscience Program Requirements**

All students in Neuroscience are required to complete a set of common core courses, with the remaining courses being specific to each track. The details of the course requirements as well as the nature of the Comprehensive Examination and Thesis can be found by going to the Neuroscience Requirements page at the website for the Department of Psychology and Neuroscience.

### **Article III: Section 5.7: Dual Ph.D. – SLHS & Cognitive Science Program Requirements**

All students in the dual Ph.D. program must meet the requirements established by the Institute of Cognitive Science page at the website for the Department of Psychology and Neuroscience.

**Article III: Section 5.8: Triple Ph.D. – SLHS, Neuroscience, & Cognitive Science Requirements**

General information on this program can be found at the Institute of Cognitive Sciences website page at the website for the Department of Psychology and Neuroscience. However, SLHS needs to decide what the core SLHS classes will be. If you are interested, please discuss this with the Coordinator of Graduate Studies.

**Article III: Section 5.9 Requesting a Waiver of a Requirement**

All graduate students may request a waiver of a requirement. A Waiver Request Form can be obtained from the Graduate Program Assistant.

**Article III: Section 5.10 Independent Study, Research and Teaching Practicum**

All independent studies must have a formal contract that specifies the work to be completed, the deadline for completion, and the estimated number of work hours involved. The independent study contract must be signed by the student and the person supervising the work. A copy of the contract must be given to the Graduate Program Assistant to be placed in the student's file. A form may be obtained from the Graduate Program Assistant. Studies register for the independent study through the Graduate Program Assistant. Course section numbers reflect the faculty who supervises.

**Article III: Section 6: Grades, Quality of Work and Academic Probation**

**Article III: Section 6.1: Minimum Grades and Academic Probation**

See Article II: Section 5 of the Graduate School Rules (2001) for details regarding minimum grades and probation. However, SLHS rules for minimum grades are more stringent than the Graduate School rules. Any grade below B- cannot count towards graduation requirements for a graduate degree in SLHS. Graduate students taking undergraduate prerequisite classes while enrolled at CU, any grade below B- does not count as completing the prerequisite. Students may retake a course once in order to obtain a B- or better. Appropriate professionalism is essential for continuation in the program

A student may not have more than two incompletes at a time unless a formalized plan has been approved. If a student will have more than two incompletes at a time, a petition must be submitted to the MA-SLP or AUD Committee. The petition must explain the status of the work completed in the classes and what remains to be completed. It must contain a plan for completion and a description of how this will impact future semesters. A contract must be submitted for each incomplete. The petition and supporting documents should be sent to the chair of the MA-SLP committee or AUD committee, the Associate Chair and Coordinator of Graduate Students, and the Director of Clinical SLP or Clinical AUD or the chair of the Ph.D. committee. If the plan is denied, the student may be dismissed.

*CAA accreditation standards require that students in graduate clinical programs acquire specific skills and knowledge. The curriculum for each of the clinical degree programs has been designed to assure that these skills and knowledge areas are addressed in required courses. Students must demonstrate that they have acquired these skills and knowledge by earning a grade of B- or better in all required courses; this requirement also applies to courses taken at other Universities and approved by SLHS to take the place of a required course in our curriculum. If a grade of less than a B- is earned, the class must be repeated and a grade of B- or better must be achieved; courses can be repeated only one time.*

### **Article III: Section 6.2: Clinical Probation in the MA-SLP and Au.D. Programs**

Inadequate/unsatisfactory clinical performance requires clinical probation. Despite adequate academic performance, clinical probation may result from any of the following: Any grade below B- in any enrolled practicum indicating below satisfactory performance.

#### **Clinical probation & remediation plan**

- Under normal circumstances students will be advised of inadequate performance at mid-semester. However, under unusual circumstances, should a student become involved in an incident after mid-semester considered sufficiently grave by supervisors, the student will be placed on clinical probation with no mid-semester warning.
- Termination from the program: Two consecutive semesters of below satisfactory grades lower than a B- will result in termination from the program. A student may petition the departmental MA-SLP or AUD committee for variance.
- If a clinician is on clinical probation, he/she will remain in the clinic for practica rather than go to an internship facility the following semester.

### **Article III: Section 6.3: Language proficiency**

All coursework and examinations are conducted in English. Students must have sufficient English skills to progress in the program. If delivering services in another language, proficiency in that language must be established by clinical faculty

### **Article III: Section 6.4: Auditing (No Credit) Graduate Level Classes**

Students currently enrolled in SLHS and other CU graduate programs may register for SLHS graduate level course as “no credit” only with specific permission by the instructor. However, audited (no-credit) courses do not count toward fulfillment of degree requirements in SLHS.

Students pay tuition fees for a no-credit course, but do not receive a grade. Students must enroll in the Audit Card Program (see <http://www.colorado.edu/bursar/Auditcard.html>) for more information. An NC appears on the student’s transcript in place of a grade. No-credit courses do not count toward full-time enrollment for financial aid purposes.

## **Article III; Section 7: Examinations**

### **Article III: Section 7.1 MA-SLP Program Comprehensive Examination**

The comprehensive examination in the MA-SLP Program consists of Part I and Part II. Part I consists of the Praxis Exam (see below) and Part II consists of either a comprehensive examination paper or a MA thesis.

Students in the MA-SLP Program may choose to complete a [Master's Thesis](#). If a student chooses to do a thesis, s/he is not required to complete Part II of the MA-SLP Comprehensive Examination. See the Article III, Section 7.2 for information regarding the thesis examination.

Completion of Part I and Part II must be done following the timetable specified and announced each year.

Part I: ETS ASHA CCC Praxis Exam Content: All students are expected to successfully complete and pass the PRAXIS Exam (ETS) in SLP during the last year of their program. It must be completed before graduation in order for the department to receive scores for state level certification applications. Scores must be sent directly to SLHS department (code 0037) and to the CU School of Education (4841).

Part II: Students will complete a Case Study Comprehensive Exam, described here. Specific instructions and dates will be provided each year.

The final paper must have the MA-SLP Comprehensive Examination Honor Code signed, dated, and attached.

Please direct any and all questions to the Chair of the MA-SLP Committee.

### **Article III: Section 7.2 MA Research Program Thesis Examination**

A committee composed of three SLHS faculty members with graduate faculty appointments gives the examination/defense. The primary thesis advisor, who serves as chair of the committee, must have a Regular Graduate Faculty appointment. Additional members must have either a regular or special Graduate Faculty appointment that allows them to serve on MA-level committees. Students initiate formation of their thesis committee based on their research interest but the committee is officially appointed by the Department Chair with approval of the Dean of the Graduate School.

### **Article III: Section 7.3 Au.D. Examinations**

Students in the Au.D. program will take the following examinations for their Au.D. degree.

Preliminary Examination (first two weeks of fall semester second year). The preliminary examination involves two half days of in-house responses to questions. Questions require that students provide evidence of integration of academic coursework with clinical experiences.

Students are expected to demonstrate emerging clinical skills and knowledge in a case format, strong written skills as appropriate for a doctoral level practitioner, and clinical decision making that is supported by the literature. Responses will be evaluated on the students' ability to critically analyze, integrate and apply the clinical research described in the literature. Student responses to this examination are evaluated by the Au.D. committee. Students are provided timely feedback as to the results of the examination. Successful completion of this examination is required for continued enrollment in the degree program.

Clinical Comprehensive Examination (first two weeks of spring semester third year). Students must pass a Comprehensive Examination, which is given during the first week of classes of the third year spring semester and evaluated by the Au.D. committee. In order to continue into the Year 4 externship, students must demonstrate integration of prerequisite knowledge, knowledge gained in academic coursework and knowledge gained in clinical experiences. The two days of in-house examination in response to clinically based questions will probe the students abilities in advanced evidence based clinical decision-making, differential diagnosis skills, and appropriate diagnostic and treatment decisions. Students are provided timely feedback as to the results of the examination. Successful completion of this examination is required for continued enrollment in the degree program.

### Capstone Project

#### Step 1: Preparation of Capstone Project proposal:

After meeting with an SLHS faculty member who agrees to mentor the student in the capstone, each student will prepare a brief proposal (no more than 5 pages) for their project that includes a rationale and statement of purpose (proposal outline is available on the SLHS website). The capstone may be a research-based investigation, an evidence-based position paper, a clinical protocol based on peer-reviewed literature, or another format approved by the Au.D. committee. The scope of the capstone project will be clearly stated, along with a description of the end product of the capstone. Timelines should also be included as the capstone is a project that should be reasonably completed in one semester. Students who do not complete the capstone before the 4<sup>th</sup> year externship will need approval from the Au.D. committee to continue with the externship placement despite the academic portion of the degree not being fulfilled. The capstone proposal will be submitted to and approved by the capstone advisor and the Au.D. committee.

#### Step 2: Focused independent study for the Capstone Project:

Students will carry out a focused independent study based on their Capstone Project proposal, which will include regular mentoring from their capstone advisor. The outcome of this portion of the study will be a capstone portfolio and documentation of all meetings with the capstone advisor. It is not expected that the capstone project result in a paper of publication quality, however students are encouraged to share their capstone project with the greater audiology community at a local or state forum. Examples of possible portfolios include an annotation of peer-reviewed literature, a project report, a laboratory data book for a research investigation, a

clinical protocol or description for dissemination to the public of a clinical service, or another appropriate format given the nature of the project.

### Step 3: Final presentation of the Capstone Project:

The final product will also be presented to the Au.D. committee. The final product could take the form of a research poster presentation, a grant proposal, oral presentation, a paper or a publication. Students will prepare and present a final product to their advisor, for the assignment of the final grade.

**Au.D. Final Oral Examination and Portfolio Review:** The final examination and portfolio review is conducted by the Au.D. committee. The date of the examination is announced to students by the start of the spring semester of the 4<sup>th</sup> year. Students who are out of state may complete their final oral examination via distance technology if necessary, given approval of the Au.D. committee.

**National Exam.** Students must pass the PRAXIS examination (ETS) in Audiology to be fully prepared to apply for clinical certification. Scores from the exam must be sent directly to SLHS (you will designate where exam results are sent when you register to take the test). It is recommended that students take this examination during their 4<sup>th</sup> year externship.

**Au.D. Final Oral Examination and Portfolio Review:** The final examination and portfolio review is conducted by the Au.D. committee. Students will complete the final oral examination during the two weeks following spring break of their final semester of the Au.D. program. The student must successfully pass both components of the final examination in order to be recommended for the Au.D. degree.

This oral examination will be based on two components:

(1) Student presentation of clinical case(s) which demonstrate the breadth and depth of the student's clinical skills and knowledge across the scope of practice of audiology. The case(s) will address clinical assessment and management in the context of theoretical foundations and evidence-based practice. The presentation portion of the examination is presented in a "grand-rounds" format that is open to the SLHS department and University of Colorado community. The student will be evaluated based on the presentations as well as the ability to successfully field questions regarding the case.

Under exceptional circumstances, students may complete their final oral examination via distance technology if necessary, given approval of the Au.D. committee.

(2) Review of the Audiology Clinical Portfolio (see Audiology Clinical Handbook for further information about portfolio requirements), which includes completion of the student's individualized ASHA 2011 Audiology Standards, highlights of the benchmarks in learning outcomes by cross-referencing learning outcomes with formative/summative assessments, clinical evaluations and signed clock hours for every semester, the completed plan of study, summary of the capstone project, documentation of additional learning opportunities or areas of

specialization and documentation of major milestones in their program (e.g., passing preliminary examinations, comprehensives etc). The portfolio is submitted to the Au.D. committee at least three weeks prior to the final examination. The Audiology Clinical Portfolio documents specific ways in which each student has met the learning objectives of the Au.D. program. The final portfolio assessment will verify that the student has successfully met the learning objectives of the program through both formal academic coursework and through clinical practica/field experiences.

**Routine Clinical Evaluations:** Each semester a student is enrolled in clinical experiences, they will receive a formal written clinical evaluation and signed clock hours. Original clock hour forms are submitted to the Center Administrative Assistant during finals week of each semester. Original clinical evaluation forms are submitted to the Coordinator of Audiology Clinical Education. Students should also make a copy of these materials to add to their Audiology Clinical. All students will meet with the Coordinator of Audiology Education during finals week of every semester to update their clinical plan and set goals for future growth and learning. The summary of this meeting will become part of the Audiology Clinical Portfolio.

### **Article III: Section 7.4 Ph.D. Examinations**

**Preliminary Examination:** The student should demonstrate competence for doctoral study to the Advisory Committee by the end of the first year of the doctoral program through the Preliminary Examination. Students may propose how they will fulfill the preliminary examination requirement, but it must be completed within 12 months of entering the doctoral program. There are no exceptions to the 12-month rule, other than circumstances that are not within the student's control, such as medical or personal issues.

In most cases, the preliminary examination will consist of a formal written examination, with three questions that cover a broad range of research skills, literature, and data analysis. The questions will require the ability to read research literature, to integrate information across studies, and to critically analyze research design. The examination will be proctored over a three-day period, scheduled during a single week. Students will be given a reading list, focusing on developing a broad foundation for the area of study. Students will receive the reading list at least 5 months prior to the scheduled examination. Students will be notified within four weeks whether they passed, passed with areas of concern, or failed. Student appeals will be reviewed by the faculty.

The requirement for a preliminary examination may be satisfied by alternative means, if agreed upon by the student's committee when the student enters the program. Suitable alternatives should reflect substantial independent work of a scholarly nature. Alternatives may include a Master's thesis, a publication, or major national presentations that were completed prior to entering the program. The student may not use research projects completed at CU for the preliminary examination requirement.

Following submission, the Advisory Committee must reach consensus regarding adequacy of performance. If performance is passing but there are concerns, a written statement detailing areas needing development will be provided for the student by the Advisory Committee. Unsatisfactory performance on the preliminary examination may be grounds for dismissal from the program.

A preliminary examination completion form must be submitted to the Graduate Program Assistant and to the Coordinator of Graduate Studies.

**Comprehensive Examination:** Before admission to candidacy for the Ph.D., the student must pass a comprehensive examination in the field of concentration, the minor area and related fields as shown on the Plan of Study. The examination will be both written and oral and will test the student's integration of disciplinary knowledge, not merely the formal course work that has been completed. The specific nature of the comprehensive exam will be determined by the student and the Advisory Committee. It may consist of pilot work for the dissertation, a theoretical review of the literature related to the student's area of interest, publications, or any other work that demonstrated synthesis and critical thinking. Attendance at the oral part of the Comprehensive Examination is open to all members of the Graduate Faculty. The committee will evaluate responses within four weeks of the start of the examination period. The committee must reach consensus regarding adequacy of performance on the exam.

The student must be registered on the Boulder campus during the semester in which the comprehensive examination is taken. Following the semester in which the comprehensive exam is taken and passed, the student must be registered for dissertation hours each fall and spring semester until graduation. Please check with the SLHS Graduate Program Assistant for the necessary forms that must be completed and deadlines. Refer to the Graduate School regulations regarding continuous registration following successful completion of the comprehensive examination. Students may also register for 10 dissertation credits prior to successful completion of the comprehensive examination.

**Dissertation Prospectus:** A prospectus is a proposal for a dissertation. Students must prepare a prospectus for the dissertation, using APA style. This prospectus will be presented to the Advisory Committee at least two weeks before the prospectus meeting, which should be arranged by the student. The student is expected to present the prospectus at this meeting and provide the committee with an opportunity to discuss the plan. The Advisory Committee must reach consensus for approval of the prospectus. Approval of the prospectus constitutes the Advisory Committee's agreement to the rationale, methods, and design of the research but does not imply approval of the final dissertation.

**Dissertation Defense:** After the completed dissertation has been read by the Advisory Committee, a final oral defense of the dissertation will be conducted. The Committee must reach consensus with regard to approval of the document and defense. More than one dissenting vote disqualifies the candidate in the final examination.

The Graduate School publishes a list of deadlines for each semester. The student is expected to obtain this information from the SLHS Graduate Program Assistant for the semester in which



completion of the program is anticipated. This information is also available on the CU Graduate School website. Students planning to graduate must submit a diploma card to the Graduate School at the beginning of the semester in which they plan to receive the degree. It is wise to keep the SLHS Graduate Program Assistant advised of your degree progress so that he or she can help keep track of important deadlines.

### **Article III: Section 7.5 Dual Au.D./Ph.D. Examinations**

Students in the dual Au.D./Ph.D. program must complete all examinations specified in both the Au.D. Program and in the Ph.D. Program. The Au.D. and Ph.D. committee may work together to coordinate these examinations.

### **Article III: Section 7.6 Dual Ph.D. SLHS & Neuroscience Examinations**

**Preliminary Examination:** Follow procedures outlined in the SLHS Ph.D. Program (Article III: Section 7.4).

**Comprehensive Examination:** In accordance with the graduate school requirements, students will be required to take a comprehensive exam, which they must pass in order to advance to doctoral candidacy status. Successful completion (grade of B- or better) of the Survey and Integration of Neuroscience I and II courses will fulfill the Neuroscience component of the comprehensive exam. In addition, the student must pass a comprehensive exam in their area of specialization. The format of the specialty comprehensive exam will be determined by the student's advisor and will be appropriate for the advisor's department/program of affiliation.

### **Article III: Section 7.7 Dual Ph.D. SLHS & Cognitive Science Examinations**

Students follow all procedures of the Ph.D. program for Preliminary Examinations, Comprehensive Examinations, Dissertation Prospectus, and Dissertation (see Article III: Section 7.4). However, the requirements for the Dissertation Defense specify that:

- The original contributions of the dissertation research should exploit state of the art methods from the perspective of at least two disciplines.
- Students are encouraged to have their doctoral research co-supervised by two faculty members representing different disciplines.
- At least one supervisor will be an ICS faculty fellow.
- The doctoral committee will include at least two ICS faculty fellows from outside the home department.

Students follow all procedures of the Ph.D. program for Preliminary Examinations (see Article III: Section 7.4).

Successful completion (grade of B- or better) of the Survey and Integration of Neuroscience I and II courses will fulfill the Neuroscience component of the comprehensive exam. In addition, the student must pass a comprehensive exam in their area of specialization. The format of this specialty comprehensive exam follows the same policies and procedures of the SLHS Ph.D., but

must also be interdisciplinary in nature to fulfill the Cognitive Science component of the comprehensive exam (see Article III: Section 7.4).

#### Dissertation

All Cognitive Neuroscience PhD students will be required to complete a doctoral dissertation with a primary Cognitive Neuroscience focus. The thesis/dissertation will represent original state-of-the art research of quality suitable for publication in a reputable scientific journal.

#### **Article III: Section 7.8 Triple Ph.D. SLHS, Neuroscience & Cognitive Science Examinations**

This program is currently being developed.

#### **Article III: Section 8: Foreign Language Requirement**

There is no foreign language requirement in the Department of Speech, Language and Hearing Sciences.

#### **Article III: Section 9: Full-time status and Minimum Registration Requirements (From Grad School Rules)**

Students should follow all Graduate School Rules (Article II: Section 8) regarding enrollment requirements. The student is responsible for knowing the rules regarding enrollment. In addition to the Graduate School Rules, the Graduate Program Assistant can guide students in how to meet university requirements.

Students should be aware that not all courses are offered each year. SLHS cannot ensure timely program completion if the student chooses to take time off or does not enroll in courses with their program cohort.

#### **Section 10: Admission to Candidacy**

The Graduate School Rules for admission to candidacy must be followed (Article II: Section 9). There are rigid deadlines regarding the comprehensive and dissertation examination, available on the graduate school website and from the SLHS Graduate Program Assistant. The Graduate Program Assistant must be informed well in advance of any comprehensive examination. There are also Graduate School forms that require signatures from all members of the student's Advisor and Advisory Committee. All forms can be obtained from the Graduate Program Assistant.

#### **Section 11: Thesis and Dissertation Requirements**

All theses and dissertations must be submitted to the Graduate School via electronic submissions. Guidelines regarding the format of theses and dissertations are provided by the Graduate School (see Article II: Section 10 of the Graduate School Rules).

In SLHS, theses and dissertations typically follow the format developed by the American Psychological Association, or [APA guidelines](#).

## **Section 12: Time Limits for Completion of Degrees and Time Out Program**

Each degree program has time limits for degree completion and procedures for taking a Time Out from program enrollment. See the CU Graduate Program Rules, Article II, Section 11 for details regarding time limits and Time Out.

## **Section 13: Independent Study**

Independent studies require a contractual agreement between the faculty and the student. An Independent Study form must be filed with the Graduate Program Assistant. The content, expectations, and number of work hours must be detailed. Independent study classes are a privilege, not a right. Faculty members typically do independent studies in addition to their teaching course load.

## **ARTICLE IV: OTHER INFORMATION AND POLICIES**

### **Article IV: Section 1: Funding Opportunities**

SLHS typically has a variety of funding resources for graduate students. Information on this website pertains only to departmental awards.

Financial aid may be available through the Graduate School and the CU Office of Financial Aid. You must contact each agency or department/agency regarding application procedures. The American Speech-Language-Hearing Foundation and the Colorado Speech Language Hearing Foundation also offers financial awards available to SLHS graduate students. The Scottish Rite Foundation of Colorado has offered Dwight A. Hamilton financial scholarships to highly qualified second year SLHS students who plan to practice with children and families in Colorado.

Teaching assistantships are available for full time graduate students. Graduate Part Time Instructor positions are available for full-time doctoral students.

Typically, departmental funding is awarded in the spring for the following fall and spring. All incoming applicants are considered for financial aid.

Current students should submit a Request for SLHS Funding to the Director of Graduate Programs, [Dr. Brenda Schick](#). Include a statement of why you need funding, details about previous work, teaching, or research experience that you have, and the areas in which you feel you could work as an instructor or research assistant.

### **Qualifications for Departmental Funding**

Determination of departmental funding is made by the Coordinator of Graduate Programs in

coordination with the MA-SLP, Audiology, and Ph.D. Advisory Committees chairs. Award decisions are made in accordance with the funding policy established by the department. All award recipients must meet and sustain the following minimum standards to be eligible for an award:

- Be admitted as a Regular Degree student.
- Have earned a grade point average of 3.00 or higher in all work attempted in the previous semester.
- Enroll for and maintain full-time academic load during the fall and spring semesters.

These standards must be maintained throughout the award period. It is the student's responsibility to notify the department if he/she no longer meets these criteria.

### **Types of SLHS Funding**

- GPTI (Graduate Part-Time Instructor): For doctoral students only. These awards consist of a salary and tuition waiver. Awardees are given specific teaching assignments as determined by the department chair.
- Teaching Assistantships; Graduate Assistants; Research Assistantships: These awards include salary and tuition waivers for varying percentages of time. Students may teach lab sections, assist a particular faculty member with classroom support or participate with faculty in research projects.
- Hourly and Work/Study: Faculty with research grants may pay students at an hourly rate for research assistance. There are also several administrative support jobs in the department typically filled by work-study students.
- Barbara Lynn Bowler Memorial Tuition Assistance Scholarship: A scholarship awarded to a junior, senior or M.A. student in SLP in the early spring. The scholarship is based on financial need and academic success.
- Traineeships: The department may have federal or state funding to provide scholarships to students. Typically, these provide stipend and tuition assistance to students preparing for designated careers paths and often require a commitment to work in a specific area or setting upon completion of the degree.

### **Article IV: Section 2: Accommodations for Students with Disabilities or Observance of Religious Obligations**

The University of Colorado at Boulder has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays. We are careful not to inhibit or penalize students for exercising their rights to religious observance. Visit the university website for more [information regarding religious accommodations](#).

The University of Colorado – Boulder provides students with disabilities the tools, reasonable accommodations and support services to participate fully in the academic environment. If you believe you need accommodations for a disability, please visit the [Disability Services website](#). Faculty cannot provide accommodations without authorization from Disability Services.

### **Article IV: Section 3: Residency and tuition classification**

Tuition classification determines if students should have in-state or out-of-state tuition. Your initial tuition classification is determined from information you supply on your application for admission to the university. You may file a petition if you wish to contest out-of-state classification status or if you become eligible for in-state status. All residency determinations are made by the university, not by SLHS. See the Office of the Register for information regarding how to petition for in-state status.

### **In-state tuition for MA-SLP and Au.D. students**

The MA-SLP and Au.D. programs at the University of Colorado at Boulder are in a new program that will allow in-state tuition if a student is a resident of one of 15 western states. Qualifying students are residents of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, or Wyoming. Students who come from one of these states and are accepted into either the MA-SLP or Au.D. program are eligible for in-state tuition when they begin their studies.

Information about this program – the Western Regional Graduate Program (WRGP) can be found at <http://wrgp.wiche.edu/>

Students should check WICHE/WRGP on their application but they can also be asked to be re-classified when they enter the program, through the Bursar's Office ([http://registrar.colorado.edu/students/tuition\\_classification\\_regulations.html](http://registrar.colorado.edu/students/tuition_classification_regulations.html)). The CU-Boulder MA-SLP and Au.D. programs are the only clinical programs in Speech, Language, and Hearing Sciences that are accepted as WICHE/WRGP programs.

### **Article IV: Section 4: Family Educational Rights & Privacy Act (FERPA)**

FERPA deals specifically with the education records of students, affording them certain rights with respect to those records. For purposes of definition, education records are those records which are directly related to a student and maintained by an institution or a party acting for the institution.

FERPA gives students who reach the age of 18 or who attend a post secondary institution the right to inspect and review their own education records. Furthermore, students have other rights, including the right to request amendment of records and to have some control over the disclosure of personally identifiable information from these records.

Complete information regarding university policies related to FERPA can be found on the University of Colorado website.

### **Article IV: Section 5: E-mail policy link to campus information**

SLHS follows all aspects of university policies regarding email. Students are responsible for understanding and following these policies. SLHS uses your University of Colorado – Boulder

email address for all official communication. SLHS and SLHS faculty and staff have the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely manner. You are responsible for checking that email account on a regular basis and responding to all email requests, even when off-campus. If you have difficulty accessing your CU email account off-campus, contact ITS Services to help you configure your personal computer.

A student may have e-mail electronically redirected to another e-mail address. If a student wishes to have e-mail redirected from his or her official address to another e-mail address (e.g., @aol.com, @hotmail.com, or an address on a departmental server), they may do so, but at his or her own risk.

In general, e-mail is not appropriate for transmitting sensitive or confidential information unless its use for such purposes is matched by an appropriate level of security. Consult with Clinical Faculty for policies regarding email and confidential clinical records.

#### **Article IV: Section 6: Policies and Procedures for Complaints, Appeals and Grievances**

The Department of Speech, Language, & Hearing Sciences adheres to campus policies and procedures in matters of internal and external complaints, appeals, and grievances.

**Options to deal with concerns are as follows:** Try to resolve the issue with the parties involved, if appropriate.

#### **Another avenue is the following resources:**

For information on policies and procedures related to student appeals, complaints and grievances please go to <http://www.colorado.edu/policies/student-appeals-complaints-and-grievances-brief-guide>

For information and guidelines for filing complaints related to discrimination and harassment, please go to <http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures>

For information and guidelines for filing a complaint of sexual assault or sexual harassment, please go to <http://hr.colorado.edu/dh/Documents/Guidelines%20for%20Filing%20a%20Complaint.pdf>

For information on filing a complaint to the Council on Academic Accreditation related to adherence to accreditation standards for graduate programs, please go to <http://www.asha.org/academic/accreditation/accredmanual/section8/>

#### **Article IV: Section 7: Computer and Cell Phone Use in Classroom Policy**

Computer use in the classroom is at the discretion of the instructor. Department policy bans inappropriate use of computers in the classroom for the following purposes: social networking, e-mail, internet (other than that required by instructor), games, and similar inappropriate uses. No cell phone or texting use is allowed during classes.