

Section 4: Transfer of Credit..... 22
Section 4.1: MA-SLP Program..... 22
Section 4.2: MA Research Program..... 22
Section 4.3: Au.D. Program..... 22
Section 4.4: Ph.D. Program..... 22
Section 4.5: Dual AudD/Ph.D. Program..... 22
Section 4.6: Dual Ph.D. – SLHS & Neuroscience Program 23
Section 4.7: Dual Ph.D. – SLHS & Cognitive Science Program..... 23
Section 4.8: Triple Ph.D. – SLHS, Neuroscience, & Cognitive Science..... 23

Section 5: Course Requirements.....

.....40

Section 1: Funding Opportunities40

Section 2: Accommodations for Students with Disabilities or
Observance of Religious Obligations41

Section 3: Residency and tuition classification42

Section 4: Family Educational Rights & Privacy Act (FERPA)42

Section 5: E-mail policy43

Section 6: Policies and Procedures for Complaints, Appeals and Grievances43

Section 7: Computer Use in Classroom Policy44

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.

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>.

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.

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.

Approved by SLHS Faculty: Version 8.31.2015

Ramig, Peter

Professor Emeritus

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, maintenance of student records, submission of necessary forms for graduation, and appointments to the Graduate Faculty.

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; scheduling of courses and rooms, FCQ administration; key authorization, assignment of student lockers, and serves as the building proctor.

requisites. The program culminates with two full time internships, as well as, the successful passing of the comprehensive exam or completion of a thesis. Students completing a thesis may opt to reduce clinical education requirements by one of two full time internships. See Table 2 for the two year sequence and Article III: Section 5.1 for coursework 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 lead to 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 if approved by the Coordinator of Graduate Studies. See See Article III: Section 5.2 for coursework requirements.

The MA Research Program requires close work with the student's faculty advisor and advisory committee.

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 in Communication Sciences.

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 Director of Clinical Audiology serves as advisor for the clinical components of the program. The Au.D. committee is the defacto committee for all Au.D. students. See Table 4 for the four year sequence.

Table 4. Four Year Sequence of the Au.D. Program

<ul style="list-style-type: none"> • Coursework • Clinical Observation and Practicum Labs • Verify that all pre-requisite courses have been completed. If there are pre-requisite courses that need to be completed, develop a plan for completion with input from Chair of the MA-SLP Committee • Initiate Calipso database for tracking of clock hours and other program requirements 	<ul style="list-style-type: none"> • Complete Preliminary Exams (Fall) • Coursework • Clinical Practicum and off site rotations • Update Clinical Portfolio on Calipso 	<ul style="list-style-type: none"> • Complete Coursework • Clinical Off Site Rotations • Complete Comprehensive Examination (Spring) • Complete Capstone Project • Update Clinical Portfolio on Calipso 	<ul style="list-style-type: none"> • 4th Year Externship • Complete National Praxis Examination • Update Clinical Portfolio on Calipso • Final Examination and Portfolio Review (Spring)
---	--	--	--

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 gain basic clinical skills and knowledge by participating in clinical labs taught in the SLHS Clinic. Subsequently, students will be in practicum at the University of Colorado Hospital Boulder Clinic for approximately 8 hours per week under the direct supervision of licensed audiologists who hold the ASHA CCC. Later, off site rotations will involve student

Table 6. Timeline for Ph.D. Program

	<ul style="list-style-type: none"> • Coursework • Choose Committee • Develop Plan of Study (Plan of Study Committee) • Complete Preliminary Exams • Conduct Guided Research Project
	<ul style="list-style-type: none"> • Coursework • Complete Guided Research Project
	<ul style="list-style-type: none"> • Complete Coursework • Complete Comps • Prepare Dissertation Prospectus
	<ul style="list-style-type: none"> • Complete Dissertation

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 seeking academic, clinical and research training with significant overlap

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.

Approved by SLHS Faculty: Version 8.31.2015

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

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). Refer to the website for all application information. SLHS only accepts applications through the

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 with appropriate 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 on the SLHS website

Approved by SLHS Faculty: Version 8.31.2015

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 an outside SLHS appointment. This committee will oversee:

the comprehensive examination (Advisory Committee)

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.

required by the Graduate School. Students should talk with the Au.D. Advisor and their Ph.D. advisor regarding transfer of credit.

Check with the Director of this program.

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.

Check with the Director of this program.

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

In addition to meeting the Grad School requirements, students in the MA-SLP Program must meet CAA Requirements (caa.asha.org). Those seeking licensure to work as a speech-language pathologist in the public schools must meet Colorado Department of Education requirements. Those seeking to work as a speech-language pathologist in non-academic settings in Colorado must meet the Department of Regulatory Agencies requirements for certification. The curriculum shown below has been designed to meet all of these 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 the CAA Program Director.

ASHA/CAA and SLHS undergraduate general education requirements include four general core courses.

Table 7. CAA requirements to meet KASA standards

Must emphasize human or animal science (e.g., biology, human
--

anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
Must be physics or chemistry

Must be statistics

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. At least the minimum requirements for clinical
c

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

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

to decide what the core SLHS classes will be. If you are interested, please discuss this with the Coordinator of Graduate Studies.

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

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 faculty member 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. Students register for the independent study through the Graduate Program Assistant. Course section numbers reflect the faculty member who supervises.

There is no foreign language requirement for SLHS graduate degrees.

Minimum Grades. SLHS rules for minimum grades are more stringent than the Graduate School rules (see Article II: Section 5 of the Graduate School Rules). University of Colorado undergraduate and graduate classes and clinic grades of B- or lower will not count towards ASHA Certification or requirements for a graduate degree in SLHS.

Students earning a grade of B- or lower must repeat the course or clinic assignment and earn a grade of B or better.

Students cannot begin MA-SLP internships or the AUD fourth year clinical externship until they have earned

Earning a second grade of B- or lower in an academic class or clinical course will result in immediate dismissal from the degree program.

Pass/Fail Grades. Once enrolled in a SLHS graduate program, students may not take prerequisite undergraduate courses, required graduate courses or clinical courses on a pass/fail basis unless a course is designed to be pass/fail. Prerequisite courses completed before SLHS enrollment and graded as pass/fail will be accepted.

Grades of Incomplete. Graduate students may not have more than two grades of “Incomplete” at any time. A contract must be developed by the instructor and student at the time that a grade of “Incomplete” is entered by the instructor (contract is available on the SLHS website). The contract describes what the student must do to complete the course, a deadline for completion, and a description of how this will impact future semesters. The original signed contract will be kept in the students SLHS file; copies will be given to the student, instructor, and Coordinator of Graduate Studies. Failure to satisfactorily complete the course within the agreed upon timeframe will result in a grade of “F.”

Grades Within a Course. Council of Academic Accreditation (CAA) standards require that students in graduate clinical programs acquire specific skills and knowledge. The graduate curriculum for each of the clinical degree programs has been designed to assure that these skills and knowledge areas are addressed in required courses. However, earning an overall grade of B or better in required classes does not assure that students have demonstrated adequate skills and knowledge for all of the content/components within required courses. Therefore, if a student earns a grade of B- or lower for any area/component within a course or clinical assignment, the instructor and student must develop and implement a Performance Improvement Plan (form is available on the SLHS website) that addresses how the student will demonstrate adequate skills and knowledge for the specific area/component for which adequate skill or knowledge was not demonstrated. Failure to meet the stipulations outlined in the Performance Improvement Plan will result in the grade for the course being changed to “B-”.

Students are strongly encouraged to maintain good commu2 (a) 0.2 (t) 0.2 (i) 0 Q q 0.24 0 0 0.24 71.88 364.2

Students pay tuition fees for a no-credit course, but do not receive a grade. Students must enroll in the Audit Card Program (see the Bursar's office website) 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.

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

(first two weeks of fall semester second year). The preliminary examination involves two components. The first component is two half days of in-house written responses. The second component involves an oral examination a few weeks after the written examination. Questions require that students provide evidence of integration of academic

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 4th 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.

. 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 4th year externship.

: 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 4th year. Students who are out of state may

Approved by SLHS Faculty: Version 8.31.2015

The student will be evaluated based on the presentations as well as the ability to successfully field questions regarding the case.

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.

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.

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.

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.

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.

Follow procedures outlined in the SLHS Ph.D. Program (Article

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.

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.

Approved by SLHS Faculty: Version 8.31.2015

Students follow all

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:

research experience that you have, and the areas in which you feel you could work as an instructor or research assistant.

Determination of Departmental funding is made by the Coordinator of Graduate Studies in coordination with the MA-SLP, Audiology, and Ph.D. Committee 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.

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 CU Disability Services website. Faculty cannot provide accommodations without authorization from Disability Services.

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 CU Office of the Register website for information regarding how to petition for in-state status.

The MA-SLP and Au.D. programs at the University of Colorado at Boulder are part of the Western Interstate Commission for Higher Education (WICHE) 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 WICHE 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 re-classified when they enter the program, through the Bursar's Office (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.

Approved by SLHS Faculty: Version 8.31.2015

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

