

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

GRADUATE STUDENT HANDBOOK

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SLHS Graduate Student Handbook TABLE OF CONTENTS

ARTICLE I:	GRADUATE SCHOOL RULES	4
ARTICLE II:	SLHS ORGANIZATION	4
ARTICLE II:	SECTION 1: STRUCTURE	4
ARTICLE II:	SECTION 2: DEPARTMENT CHAIR	4
ARTICLE II:	SECTION 3: SLHS EXECUTIVE COMMITTEE	4
ARTICLE II:	SECTION 4: ASSOCIATE CHAIR & COORDINATOR OF GRADUATE STUDIES	4
ARTICLE II:	SECTION 5: CLINIC DIRECTORS	5
ARTICLE II:	SECTION 6: AUDIOLOGY COMMITTEE	5
ARTICLE II:	SECTION 7: MA-SLP COMMITTEE	5
ARTICLE II:	SECTION 8: RESEARCH MA AND PH.D. ADMISSIONS COMMITTEE.....	5
ARTICLE II:	SECTION 9: GRADUATE FACULTY	6
ARTICLE II:	SECTION 10: GRADUATE PROGRAM MANAGER	10
ARTICLE II:	SECTION 11: SLHS BUSINESS MANAGER	10
ARTICLE II:	SECTION 12: ADMINISTRATIVE ASSISTANT	10
ARTICLE II:	SECTION 13: SPEECH LANGUAGE HEARING CLINIC ASSISTANT	10
ARTICLE II:	SECTION 14: ACCOUNTING & GRANT PROFESSIONAL	10
ARTICLE III:	GRADUATE EDUCATION.....	10
ARTICLE III:	SECTION 1: DEGREE PROGRAMS AND NON-DEGREE STUDENTS	10
Article III:	Section 1.1: MA-SLP Program leading to ASHA clinical certification	10
Article III:	Section 1.2: MA Research Program (no clinical preparation).....	14
Article III:	Section 1.3: AuD Program	14
Article III:	Section 1.4: PhD Program.....	16
Article III:	Section 1.5: Dual AuD/PhD.....	17
Article III:	Section 1.6: Joint PhD - SLHS & Neuroscience Program.....	17
Article III:	Section 1.7: Joint PhD - SLHS & Cognitive Science Program	17
Article III:	Section 1.8: Joint PhD - SLHS, Neuroscience, & Cognitive Science.....	18
Article III:	Section 1.9: SLHS Policy: Non-Degree seeking students enrolling in graduate courses	18
ARTICLE III:	SECTION 2: ADMISSIONS.....	18
ARTICLE III:	SECTION 3: ADVISING AND ADVISORY COMMITTEES	19
Article III:	Section 3.1: MA-SLP Program.....	19
Article III:	Section 3.2: MA Research Program	19
Article III:	Section 3.3: AuD Program	19
Article III:	Section 3.4: PhD Program.....	20
Article III:	Section 3.5: Dual AuD/PhD Program	21
Article III:	Section 3.6: Joint PhD – SLHS & Neuroscience Program.....	21
Article III:	Section 3.7: Joint PhD – SLHS & Cognitive Science Program	21
Article III:	Section 3.8: Joint PhD – SLHS, Neuroscience & Cognitive Science Program	21
ARTICLE III:	SECTION 4: TRANSFER OF CREDIT	22
Article III:	Section 4.1: MA-SLP Program.....	22
Article III:	Section 4.2: MA Research Program	22
Article III:	Section 4.3: AuD Program	22
Article III:	Section 4.4: PhD Program.....	22
Article III:	Section 4.5: Dual AuD/PhD Program.....	22
Article III:	Section 4.6: Joint PhD – SLHS & Neuroscience Program.....	22
Article III:	Section 4.7: Joint PhD – SLHS & Cognitive Science Program	23
Article III:	Section 4.8: Joint PhD – SLHS, Neuroscience, & Cognitive Science	23

ARTICLE III:	SECTION 5: COURSE REQUIREMENTS	23
Article III:	Section 5.1: MA-SLP Program	23
Article III:	Section 5.2: MA Research Program	27
Article III:	Section 5.3: AuD Program	27
Article III:	Section 5.4: PhD Program.....	30
Article III:	Section 5.5: Dual AuD/PhD Program	31
Article III:	Section 5.6: Joint PhD – SLHS & Neuroscience Program.....	32
Article III:	Section 5.7: Joint PhD – SLHS & Cognitive Science Program	32
Article III:	Section 5.8: Joint PhD – SLHS, Neuroscience, & Cognitive Science	32
Article III:	Section 5.9: Waiver of Degree Requirements.....	33
Article III:	Section 5.10: Independent Study, Research Practicum and Teaching Practicum	33
Article III:	Section 5.11: Foreign Language Requirement.....	33
ARTICLE III:	SECTION 6: GRADES, QUALITY OF WORK AND ACADEMIC PROBATION	33
Article III:	Section 6.1: Minimum Grades and Probation	33
Article III:	Section 6.2: Language Proficiency.....	34
Article III:	Section 6.3: Auditing (No Credit) Graduate Level Classes	35
ARTICLE III:	SECTION 7: EXAMINATIONS (FROM GRAD SCHOOL RULES)	35
Article III:	Section 7.1: MA-SLP Program Comprehensive Examination	35
Article III:	Section 7.2: MA Thesis Examination.....	35
Article III:	Section 7.3: AuD Examinations.....	36
Article III:	Section 7.4: PhD Examinations.....	39
Article III:	Section 7.5: Dual AuD/PhD Examinations	41
Article III:	Section 7.6: Joint PhD SLHS & Neuroscience Examinations	41
Article III:	Section 7.7: Joint PhD SLHS & Cognitive Science Examinations.....	41
Article III:	Section 7.8: Joint PhD SLHS, Neuroscience & Cognitive Science Examinations.....	42
ARTICLE III:	SECTION 8: FULL-TIME STATUS AND MINIMUM REGISTRATION REQUIREMENTS (FROM GRAD SCHOOL RULES)	42
ARTICLE III:	SECTION 9: ADMISSION TO CANDIDACY	42
ARTICLE III:	SECTION 10: THESIS AND DISSERTATION REQUIREMENTS	43
ARTICLE III:	SECTION 11: TIME LIMITS FOR COMPLETION OF DEGREES AND STUDENT LEAVE OF ABSENCE	43
ARTICLE III:	SECTION 12: INDEPENDENT STUDY, RESEARCH PRACTICUM AND TEACHING PRACTICUM	43
ARTICLE IV:	MISC. OTHER INFORMATION AND POLICIES.....	43
ARTICLE IV:	SECTION 1: FUNDING OPPORTUNITIES	43
ARTICLE IV:	SECTION 2: ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES OR OBSERVANCE OF RELIGIOUS OBLIGATIONS....	45
ARTICLE IV:	SECTION 3: RESIDENCY AND TUITION CLASSIFICATION	45
ARTICLE IV:	SECTION 4: FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)	45
ARTICLE IV:	SECTION 5: GRADUATE STUDENT PREGNANCY & PARENTING-RELATED POLICY	46
ARTICLE IV:	SECTION 6: E-MAIL POLICY	46
ARTICLE IV:	SECTION 7: MANDATORY TRAININGS	46
ARTICLE IV:	SECTION 8: STANDARDS OF PROFESSIONAL FACULTY CONDUCT	47
ARTICLE IV:	SECTION 9: APPEALS, COMPLAINTS, AND GRIEVANCE POLICY	48
ARTICLE IV:	SECTION 10: COMPUTER AND CELL PHONE USE IN CLASSROOM POLICY.....	53

*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.

ARTICLE 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.

ARTICLE II: SLHS ORGANIZATION

The SLHS By-Laws provide 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. Student representatives will serve in an advisory fashion, as members of the Graduate Student Advisory Board.

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. The Department Chair also serves as the ASHA/CAA Program Director and is responsible for assuring that SLHS graduate clinical programs adhere to accreditation standards. In the case of a chair without the necessary credentials, an alternate ASHA/CAA Program Director will be assigned from the SLHS faculty. For the 2023-2024 academic year, the Director of Clinical Education for Speech-Language Pathology and the Director of Clinical Education for Audiology will serve as ASHA/CAA Program Directors. The Department Chair also serves on the Graduate Student Advisory Board.

Article II: Section 3: SLHS Executive Committee

The executive committee is comprised of the Chair of the Department who will chair this committee, the Associate Chair, and three representatives from the faculty elected by faculty members with voting privileges. The composition of this committee should include representation across disciplines and faculty tracks. Elected representatives serve for one year with an option for re-election for two additional times before 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: Associate Chair & Coordinator of Graduate Studies

The Associate Chair & Coordinator of Graduate Studies, or COGS, assists the Chair in carrying out Departmental administrative duties. This individual also 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 Committee, the AuD Committee, the PhD and MA Research Admissions Committee, and individual students' PhD and MA committees, to maintain updated printed and web descriptions of all SLHS graduate programs and determine financial aid and TA/GPTI awards.

Article II: Section 5: Clinic Directors

The clinical component of the MA-SLP and AuD degree programs is managed by a three-person directorate composed of: Director of Clinical Operations, Director of Audiology Clinical Education and Director of Speech-Language Pathology Clinical Education. These directors work together to assure that clinical education experiences are completed consistent with Council on Academic Accreditation standards and the Clinical Competence Certification Standards of ASHA, and that the services provided in the Clinic meet the highest standards.

Article II: Section 6: Audiology Committee

The audiology committee is responsible for the following: 1) evaluate AuD 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 AuD students, in coordination with the Coordinator of Graduate Study; 3) conduct an annual review of all AuD students and work with the Coordinator of Graduate Study, the Chair of the Audiology Committee and the Director of Clinical Audiology to develop action plans for those students who are not making adequate progress in the program; 4) monitor and address issues regarding the AuD curriculum; and 5) organize the formulation, administration and evaluation of the AuD preliminary and comprehensive and AuD oral final examinations.

Article II: Section 7: MA-SLP Committee

The MA SLP committee is responsible for the following: 1) evaluate applicants to the MA-SLP program 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, the Chair of the MA-SLP Committee and the Director of Clinical Speech-Language Pathology and specific individual student advisors to develop action plans for those students who are not making adequate progress in the program; 4) monitor and address issues regarding MA-SLP curriculum; 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 outline the rules regarding Graduate Faculty 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. *Please refer to Table 1 for information regarding the roles faculty members may assume for theses and doctoral committees.*

Table 1. Graduate Faculty Appointments AY 2023-2024						
Faculty Member	Academic Title	Graduate School Appointment	Serve on MA Thesis Comm.	Chair MA Thesis Comm.	Serve on Doctoral Comm.	Chair Doctoral Comm.
Arehart, Kathryn	Professor	<i>regular</i>	*	*	*	*
Baiduc, Rachael	Assistant Professor	<i>regular</i>	*	*	*	*
Brennan, Christine	Assistant Professor	<i>regular</i>	*	*	*	*
Carrillo, Alexandra	Lecturer	<i>special</i>				
Damico, Jack	Professor	<i>regular</i>	*	*	*	*
Kan, Pui Fong	Associate Professor	<i>regular</i>	*	*	*	*
Hilger, Allison	Assistant Professor	<i>regular</i>	*	*	*	*
Meyers- Denman, Christina	Assistant Professor	<i>regular</i>	*	*	*	*
Sharma, Anu	Professor	<i>regular</i>	*	*	*	*
Bell-Lehmkuhler, Barbara	Lecturer	<i>special</i>				
Biever, Alison	Lecturer	<i>special</i>	*		*	

Fredrickson, Tammy	Clinical Associate Professor	<i>special</i>	*		*	
Greene, Nathaniel	Lecturer	<i>special</i>	*		*	
Haight, Daniel	Lecturer	<i>special</i>	*		*	
Hensley, Brittany	Lecturer	<i>special</i>			*	
Kates, James	Scholar-In-Residence	<i>special</i>	*			
Kleiber, Holly	Clinical Instructor	<i>special</i>	*			
Kelleher, Kim	Lecturer	<i>special</i>				
Lemke, Allison	Clinical Associate Professor	<i>special</i>	*			
Lynch, Karen	Adjunct Assistant Professor	<i>special</i>	*		*	
Miller, Katie	Lecturer	<i>special</i>				
Moore, Susan	Clinical Professor Emeritus	<i>special</i>	*			
Marson- Parker, Jen	Lecturer	<i>special</i>	*			
Pollard, Ryan	Clinical Assistant Professor	<i>special</i>	*		*	
Portnuff, Cory	Lecturer	<i>special</i>	*		*	
Ramig, Peter	Professor Emeritus	<i>special</i>	*		*	

Riseman, Christina	Clinical Instructor	<i>special</i>	*			
Rydell, Patrick	Lecturer	<i>special</i>				
Schick, Brenda	Professor Emeritus	<i>special</i>				
Schwartz, Scott	Instructor	<i>special</i>	*			
Sedey, Allison	Res. Assistant Professor	<i>special</i>	*		*	
Smolky, Brenda	Lecturer	<i>special</i>				
Snyder, Lynn	Professor Emeritus	<i>special</i>				
Steffen, Jeffrey	Lecturer	<i>special</i>	*			
Stith, Joanna	Lecturer	<i>special</i>	*			
Strong, Darcy	Instructor	<i>special</i>	*		*	
Sweetman, Richard	Professor Emeritus	<i>special</i>				
Tennant, Sherri	Clinical Instructor	<i>special</i>	*			
Tucker, Kathryn	Clinical Instructor	<i>special</i>	*			
Yoshinaga- Itano, Christine	Professor Emerita	<i>special</i>				
Walentas Lewon, Jen	Clinical Assistant Professor	<i>special</i>	*			
Walton, Patricia	Clinical Lecturer	<i>special</i>	*			

Werner, LJ	Clinical Scholar in Residence	<i>special</i>	*			
Workman, Cory	Lecturer	<i>special</i>				

*Graduate School Rules also specify that some committees must include members both from within the Department and from outside the Department. Faculty listed above in italics are considered “outside” committee members. All others are considered SLHS committee members. Outside committee members can also be recruited from other units on the Boulder campus.

Article II: Section 10: Graduate Program Manager

The Graduate Program Manager 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.

Article II: Section 11: SLHS Business Manager

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: Administrative Assistant

The administrative assistant provides support to the SLHS Business Manager and Graduate Program Manager. In addition, this individual serves as the building proctor and is responsible for the following: FCQ administration; parking; BuffOne Card access to the building; key authorization; and assignment of student lockers.

Article II: Section 13: Speech Language Hearing Clinic Assistant

In addition to working with the Clinic Directorate, the Clinic Assistant works with students on the following: working closely with students and clinical faculty to schedule clients for their practicums; ordering supplies for Clinic operations; processing of billing for clients served in the Clinic.

Article II: Section 14: Accounting & Grant Professional

The Accounting & Grant Professional works with research and clinical faculty, staff, and students on pre- and post-award activities, in addition to providing general accounting support and financial management. This individual is also the HR liaison for student assistants.

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 MA- 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 Exam. Students are eligible for Colorado Department of Education (CDE) speech-language pathology credential to work in public school settings if they complete a public school internship consistent with Colorado regulations, and also qualify for Colorado speech-language pathology certification through the Colorado Department of Regulatory Agencies (DORA) to work in all other settings.

The SLP program typically takes 7 semesters (summer, fall, spring, summer, fall, spring, and summer) including the initial Summer - August Intensive Program for those who have completed all undergraduate pre-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.

If a student has an undergraduate degree in speech, language and hearing sciences (SLHS) or has completed a post-baccalaureate pre-requisite program, it is likely that the student will have completed all prerequisite courses; however, the CAA Program Director must confirm that each student has completed all prerequisite courses before the application for Certificate of Clinical Competency (CCC) can be authorized. Therefore, upon admission, all students will be sent the MA-SLP Prerequisite Form. This is to be completed and returned as instructed. Upon receipt, the MA-SLP Committee will review and work with the student to develop a plan to complete pre-requisite requirement(s) during the MA program.

If a student does not have an undergraduate major in speech, language and hearing sciences or has not completed a post-baccalaureate pre-requisite program, 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 plus (and if possible) a few graduate courses. Generally, this plan requires 9 semesters to complete. See Table 2 for the three-year sequence.

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). However, at least the minimum requirements for clinical clock hours must be successfully completed before the degree can be awarded.

Table 2. MA-SLP Two Year Sequence		
Summer August Intensive	Year 1	Year 2
<ul style="list-style-type: none"> · Coursework · Verify that all pre-requisite courses have been completed. If there are prerequisite 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"> · Coursework · Clinical Practicum · Update Portfolio through Calipso · Select thesis or Part II Comprehensive Exam option · Summer coursework & practicum and begin written comprehensive examination. 	<ul style="list-style-type: none"> · Coursework · Clinical Practicum · Update Portfolio through Calipso · Complete Comprehensive Examination or Thesis · Complete the PRAXIS Exam · Complete internships in Summer · Submit all final paperwork for August graduation · After completing the Clinical Fellowship Year, complete the application for the Certificate of Clinical Competence for signature by CAA Program Director

Table 3. MA-SLP Three Year Sequence			
Year 1	Summer August Intensive	Year 2	Year 3
<ul style="list-style-type: none"> · Prerequisite coursework · Possible graduate course or two depending on the amount of pre-requisite coursework that needs to be completed 	<ul style="list-style-type: none"> · Coursework · 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"> · Coursework · Clinical Practicum · Update Portfolio through Calipso · Select thesis or Part II Comprehensive Exam option · Summer coursework & practicum and begin written comprehensive examination. 	<ul style="list-style-type: none"> · Coursework · Clinical Practicum · Update Portfolio through Calipso · Complete Comprehensive Examination, or Thesis · Complete the PRAXIS Exam · Complete Internships in Summer · Submit all final paperwork for August graduation · After completing the Clinical Fellowship Year, complete the application for the Certificate of Clinical Competence for signature by CAA Program Director

Article III: Section 1.2: MA Research Program (no clinical preparation)

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 MA thesis credit.

The Master's Research Program in SLHS requires 30 credit hours of graduate coursework, with 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 six credit hours may be completed at the 3000 or 4000 level if approved by the Coordinator of Graduate Studies. 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.

Article III: Section 1.3: AuD Program

The Doctor of Audiology (AuD) 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 ASHA Council of Academic Programs in Communication Sciences.

As a general rule, AuD 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 AuD committee is the Defacto committee for all AuD students. See Table 4 for the four-year sequence.

Table 4. Four Year Sequence of the AuD Program			
Year 1	Year 2	Year 3	Year 4
<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 Chair of AUD 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 the PRAXIS Exam · · Update Clinical Portfolio on Calipso · · Final Examination and Portfolio Review (Spring) · · Submit all final paperwork for May graduation

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 AuD degree only. Students who are pursuing the dual degree AuD/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 AuD 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 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 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 Director of Clinical Audiology 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.

Article III: Section 1.4: PhD Program

The PhD 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 MA 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 Table 6. 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 PhD Program	
Year 1	<ul style="list-style-type: none"> · Choose Committee · Develop Plan of Study (Plan of Study Committee) · Coursework · Complete Preliminary Exams · Conduct Guided Research Project
Year 2	<ul style="list-style-type: none"> · Coursework · Complete Guided Research Project
Year 3	<ul style="list-style-type: none"> · Complete Coursework · Complete Comprehensive Examination · Prepare Dissertation Prospectus

Year 4	Complete Dissertation
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Article III: Section 1.5: Dual AuD/PhD

Students may also pursue both clinical audiology (AuD) and research (PhD) in a dual degree AuD/PhD program. Acceptance into the dual AuD/PhD program requires students to apply for admission into both the AuD and PhD programs. The dual AuD/PhD program is appropriate for students seeking academic, clinical and research training with significant overlap and within the scope of practice of audiology. 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 PhD research should not pursue the dual AuD/PhD but rather separate AuD and PhD programs.

Students in the AuD/PhD program may obtain their AuD degree first, followed by the PhD, as long as the student has continuous registration between receipt of the AuD and completing the PhD portion of the dual degree. Students are required to have at least 131 credit hours towards the dual degree. Students will complete the full 89 credits required in the AuD curriculum. A minimum of 42 additional credit hours, including dissertation credits, will also be required to receive the dual AuD/PhD. 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 AuD portion is highly prescribed, the PhD program varies greatly and is individualized to meet the research interests and career goals of the student. The timeline of the dual AuD/PhD 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: Joint PhD - SLHS & Neuroscience Program

SLHS offers a joint degree in Speech, Language, and Hearing Sciences and Neuroscience. The PhD 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 joint 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 joint degree and not a minor in neuroscience.

Article III: Section 1.7: Joint PhD - SLHS & Cognitive Science Program

The Institute of Cognitive Science at CU-Boulder sponsors a graduate certificate program and a joint PhD 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 joint SLHS/Cognitive Psychology program. The student must make a formal application for admission to the certificate or joint PhD 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: Joint PhD - SLHS, Neuroscience, & Cognitive Science

The [Institute of Cognitive Science](#) at CU Boulder sponsors a [joint PhD program](#) that provides 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 joint PhD 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: SLHS Policy: Non-Degree seeking students enrolling in graduate courses

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). Refer to the website for all application information. SLHS only accepts applications through the CU Boulder Online application. You can check the status of your application in the same portal. The online application system is managed by Graduate Admissions. Deadlines are absolute.

Students may be allowed to change from one of the clinical programs (MA-SLP or AuD) to the MA-Research program, but this requires the change be approved by the appropriate admissions committee. The request to change requires a letter from the student that includes the rationale for the switch. The student must have letters from two SLHS faculty members supporting the student's request to change programs.

Students admitted to one of the clinical programs who wish to pursue the PhD must apply for admission to the PhD program as part of a normal admissions cycle (e.g., January deadline for Fall admission).

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

Article III: Section 3: Advising and Advisory Committees

Article III: Section 3.1: MA-SLP Program

All MA Students meet with the Chair of the MA-SLP Committee to be advised and to complete a Program Plan that addresses any deficiencies in prerequisite courses. All advising regarding clinical assignments and internships is done by the Director of Clinical Speech Language Pathology. Students continue to meet as a group on a regular basis throughout their program with the Chair of the MA-SLP Committee and the Director of Clinical Speech-Language Pathology for ongoing academic and clinical advising.

Article III: Section 3.2: MA Research Program

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 9 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 9).

Students in the MA Research Program must develop a Thesis Proposal in conjunction with their advisor and advisory committee during the first semester of study. The proposal should detail goals, coursework, and practicum (if applicable) to be completed to meet degree requirements. The form is available on the [SLHS website](#). It should also include a proposed schedule for completion of degree requirements. The Thesis Proposal becomes the blueprint for a student's graduate program. The student's advisory committee must approve the Thesis Proposal in a formal meeting and signed by all committee members. A copy should be given to the Graduate Program Manager and placed in the student's file. A student is responsible to obtain approval and signatures for the Thesis Proposal, allowing the committee a minimum of two weeks to review the plan. The Thesis Proposal 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. There is no guarantee that an alternative advisor or committee member can be appointed.

Article III: Section 3.3: AuD Program

In the AuD Program, regular mandatory student meetings for all 1st, 2nd, and 3rd year students will be held each semester. These meetings will serve as group advising sessions. AuD students will have a plan of study that follows the standard AuD curriculum. Changes to this prescribed plan of study need to be approved by the AuD Committee. Clinical placement advising is done by the Director of Clinical Audiology.

Article III: Section 3.4: PhD Program

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 full-time SLHS faculty member holds an appropriate 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 hold Regular Graduate faculty appointments. 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 6). 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)
- 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

PhD Plan of Study

Students in the PhD 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 is available on the SLHS website. 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 obtain 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 Manager.

PhD Review of Progress

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

Each April, each PhD student should submit their academic accomplishments and current vita for the year 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 the student's 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. There is no guarantee that an alternative advisor or committee member can be appointed.

Article III: Section 3.5: Dual AuD/PhD Program

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

Article III: Section 3.6: Joint PhD – SLHS & Neuroscience Program

The joint PhD will be supervised by the student's SLHS advisor working closely with the SLHS PhD 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: Joint PhD – SLHS & Cognitive Science Program

The joint PhD will be supervised by the student's SLHS advisor working closely with the SLHS PhD 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 PhD program advising. The doctoral committee will include at least two ICS faculty fellows from outside the home department.

Article III: Section 3.8: Joint PhD – SLHS, Neuroscience & Cognitive Science Program

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 PhD Programs.

Article III: Section 4: Transfer of Credit

Article III: Section 4.1: MA-SLP Program

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 of Credit form required by the Graduate School.

Article III: Section 4.2: MA Research Program

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 of Credit form required by the Graduate School.

Article III: Section 4.3: AuD Program

See Article II: Section 3 of the Graduate School Rules for transfer of credit. Students may be able to transfer up to 21 credits 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 of Credit form required by the Graduate School.

Article III: Section 4.4: PhD Program

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 AuD/PhD Program

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

Article III: Section 4.6: Joint PhD – SLHS & Neuroscience Program

Check with the Director of this program.

Article III: Section 4.7: Joint PhD – SLHS & Cognitive Science 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.

Article III: Section 4.8: Joint PhD – SLHS, Neuroscience, & Cognitive Science

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

In addition to meeting the Graduate School and SLHS requirements, students in the MA-SLP Program must meet ASHA requirements for clinical certification. 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 (and prerequisite) 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 MA-SLP Committee.

MA-SLP General Education Prerequisites

ASHA and SLHS undergraduate general education requirements include the four general core courses described in Table 7.

Table 7. ASHA general education requirements to meet standards for certification in speech-language pathology.
Biological Sciences: Must emphasize human or animal science (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
Physical Sciences: Must be physics or chemistry

Mathematics: Must be statistics
Social/Behavioral Sciences: Courses in psychology, sociology, anthropology, or public health

MA-SLP Program Undergraduate Prerequisites

The MA-SLP Curriculum has been designed to meet all ASHA certification/accreditation standards for speech-language pathology. However, it requires that certain standards be met via prerequisite coursework. In addition to the general education requirements shown above, students must have completed coursework that addresses the content knowledge and skills described below. Please note, students do not necessarily have to complete a course for each content area; in some cases, one course may have addressed more than one of the following content knowledge areas:

- **Phonetics.** Understanding of the sound structure of language: organization and production of speech sounds, broad transcription of vowels and consonants using the International Phonetic Alphabet (IPA), acoustic properties of speech sounds, transcription of connected speech and suprasegmental features using broad and narrow transcription, transcription of speech sound errors using broad and narrow transcription, and dialectal variation
- **Hearing Science.** Understanding of the three main aspects of the hearing process: sounds in the environment (physical acoustics), sounds encoded within the auditory system (physiological acoustics) and perception of sound (psychological acoustics)
- **Anatomy, Physiology, and Science of Speech.** Understanding of the structural organization (anatomy), function (physiology), and neural controls of the structures used to produce speech, swallowing, respiration, and related behaviors in humans
- **Language Development.** Knowledge of the development of language in childhood and into adult life, emphasizing the role of environment and biological endowment in learning to communicate with words, sentences, and narratives
- **Audiological Evaluation.** Understanding of the basic principles and techniques of hearing evaluation, including pure-tone, speech, immittance, and advanced audiometry; hearing conservation in hospital, school, and industrial settings; and identification and evaluation of auditory pathologies. Experience in screening and pure-tone audiometry
- **Audiological Rehabilitation.** Knowledge of the basic principles and techniques related to the habilitation and rehabilitation of individuals who are deaf or hard of hearing: amplification, speech, language, auditory, speech reading, and educational issues

Once admitted and prior to the beginning of the first year, students will complete the MA-SLP Prerequisite Form specifying institution, year/term, course number, course name, and grade for each of the MA-SLP General Education Prerequisites and the MA-SLP undergraduate prerequisites content knowledge areas. Prerequisites will be evaluated by the MA-SLP Committee. If a student has not completed all prerequisites prior to beginning first year, the student and the Chair of the MA Committee will develop a plan for completion. Because prerequisite coursework provides the foundation for graduate courses, in most cases, prerequisite courses should be completed in the first year prior to enrollment in related graduate courses.

MA-SLP Program Coursework

Table 8. The MA-SLP Program requires 71 credits. Below is the typical curriculum. Please note that specific courses may change as curriculum is updated.		
Course #	Course Title	Credit Hours
Summer First Year - August Intensive		
5112	Clinical Practice I: Intro to Clinical Practice	2
5342	Counseling in Speech-Language Pathology	2
First Year (Fall, Spring, & Summer) Didactic Courses		
5012	Evidenced Based Practice and Research Methods	3
5242	Language Disorders: School-Age	3
5272	Augmentative Alternative Communication	1
5576	Neuroanatomy and Neurophysiology of Communication	3
5602	Communication Challenges in Children: Birth-6	3
5252	Acquired Language Disorders in Adults	3
5332	Voice and Resonance Disorders	3
5302	Speech Sound Disorders in Children	3
5362	Fluency Disorders	3
5282	Acquired Cognitive Disorders in Adults	3

5262	Dysphagia	3
Second Year Didactic Courses		
5292	Neurogenic Speech Disorders in Adults	3
5132	Clinical Practice II: Varied Work Settings	3
5555	Advanced Topics in Social Communication: Autism Spectrum Disorders	3
* Didactic Elective Courses		
6642	Development and Intervention in Childhood Hearing Loss	3
5352	Bilinguals with Communication Disorders	3
Clinical Practicum		
5898	Fall First Year: Clinical Practicum	2
5898	Spring First Year: Clinical Practicum	3
5898	Summer First Year: Clinical Practicum	3
5898	Fall Second Year: Clinical Practicum	3
6928	Spring Second Year: Practicum2: Public School Internship	7
6918	Spring & Summer Second Year: **Practicum 2: Speech Language Learning Internship	7

*A minimum of three credit hours of electives from the MASLP program must be completed to demonstrate an area of more advanced knowledge. Courses may be capped to ensure equal distribution of students into each of the three courses. Students will be allowed to register on a first come, first serve

basis.

**6918 Practicum 2 typically extends into the summer semester. This means that most students will be eligible to graduate in August rather than May.

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 375 hours of clinical practicum, with a total of 400 clock hours in order to graduate. At least the minimum requirements for clinical clock hours must be successfully completed before the degree can be awarded. 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 at the beginning of their second year in the program after completing the Summer - August Intensive.

A student must obtain prevention, assessment, and intervention experience in the Speech, Language, and Hearing Clinic in the appropriate areas sufficient to prepare them for internship(s) and ASHA certification (Certificate of Clinical Competence) and in accordance with Council of Academic Accreditation requirements. Practicum assignments will be made based on the needs of the student to develop competency across the SLP scope of practice. Students are expected to familiarize themselves with the ASHA website and download information regarding certification (CCC) as needed (www.asha.org). Students must follow all policies and procedures that are detailed in the MA-SLP Clinic Handbook. Students must notify the Director of Clinical Speech-Language Pathology immediately if unable to perform their clinical responsibilities for an extended period of time.

Article III: Section 5.2: 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. Students must work with an advisor and advisory committee to develop a plan of study (see Thesis Proposal Meeting Documentation form on the [SLHS website](#)). 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: AuD Program

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

AuD Program Undergraduate Prerequisites

Strongly Recommended

- 1 course in biological science (e.g., zoology, biology)
- 1 course in behavioral sciences (e.g., psychology, sociology)
- 1 course in physical science (physics, chemistry)

Required

- Strong foundation in pre-calculus
- At least 1 course in statistics

Knowledge Equivalent to the following SLHS courses:

- SLHS 3006: Phonetics or LING 3100: Sound Structures. Introduce students to the International Phonetic Alphabet (IPA), acoustic properties of speech sounds, transcription of connected speech and suprasegmental features using broad and narrow transcription, transcription of speech sound errors using broad and narrow transcription, and dialectal variation.
- SLHS 3106: Hearing Science. Focuses on the three main aspects of the hearing process: sounds in the environment (physical acoustics), sounds encoded within the auditory system (physiological acoustics) and perception of sound (psychological acoustics).
- SLHS 3116: Anatomy, Physiology, and Science of Speech. Provides a basic understanding of the structural organization (anatomy), function (physiology), and neural controls of the structures used to produce speech, swallowing, respiration, and related behaviors in humans.
- SLHS 4512: Speech Disorders. Provides students with an introductory understanding of specific speech disorders including voice disorders, neurogenic speech disorders, articulation and phonological disorders and craniofacial disorders in children and adults.
- SLHS 4502: Language Disorders. Language disorders can result from problems with cognitive, linguistic, and/or discourse processing. The theoretical framework of language dysfunction is addressed while drawing upon real clinical examples of language disorders that have been observed in children and adults.
- SLHS 4560: Language Development. Covers the development of language in childhood and into adult life, emphasizing the role of environment and biological endowment in learning to communicate with words, sentences, and narratives.
- SLHS 4704: Audiological Evaluation. Studies basic principles and techniques of hearing evaluation, including pure-tone, speech, immittance, and advanced audiometry; hearing conservation in hospital, school, and industrial settings; and identification and evaluation of auditory pathologies. Required projects in screening and pure-tone audiometry.
- SLHS 4714: Audiological Rehabilitation. Covers basic principles and techniques related to the habilitation and rehabilitation of individuals who are deaf or hard of hearing: amplification, speech, language, auditory, speech reading, and educational issues.

Once admitted and prior to the beginning of the first year, students will complete the AuD Prerequisite Form specifying institution, year/term, course number, course name, and grade for each of the AUD Prerequisites. If a student has not completed all prerequisites prior to beginning first year, the student and the Chair of the AuD Committee will develop a plan for completion. Because prerequisite coursework provides the foundation for graduate courses, in most cases, prerequisite courses should be completed in the first year prior to enrollment in related graduate courses. All set curriculum that, together with prerequisites, has been designed to meet these Standards.

Table 10. The AuD Program requires 89 credits. Below is a typical curriculum. Please note that specific courses may change as curriculum is updated.		
Course #	Course Title	Credit Hours
SLHS 5576	Neuroanatomy and Neurophysiology of Communication	3
SLHS 5674	Signals and Systems in Audiology	2
SLHS 5918	Audiology Clinical Practica: Lab	2
SLHS 5928	Audiology Clinical Practica: Level 1	7
SLHS 5938/48	Audiology Clinical Practica: Level 2	11
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	Aging and Hearing Loss	3
SLHS 6650	Counseling and Multicultural Issues	3
SLHS 6938/48	Audiology Clinical Externship	13
SLHS 5012	Evidence-based Practice and Research Methods	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	Hearing Loss from a Public Health Perspective	3
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 7800	Seminars in Audiology	1
	Total Credit Hours	89

Article III: Section 5.4: PhD Program

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 PhD	
Course Work	Credit Hours
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 Designs in Human Communication Sciences and Disorders (SLHS 7000), Signals and Systems in Audiology (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 AuD/PhD Program

Students completing the dual AuD/PhD degree program must complete all requirements for the AuD as well as all the requirements for the PhD. In some cases, these requirements overlap and coursework taken for the AuD program may be applied to coursework needed in the PhD. See Table 12. Essentially, the PhD portion is a research doctoral program that specializes in some aspect within the scope of practice of audiology.

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

Article III: Section 5.6: Joint PhD – SLHS & Neuroscience Program

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: Joint PhD – SLHS & Cognitive Science Program

All students in the joint 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: Joint PhD – SLHS, Neuroscience, & Cognitive Science

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: Waiver of Degree Requirements

All graduate students may request a waiver of a requirement. A Waiver Request Form must be submitted to the AuD or MA-SLP committee chair (depending on the student's program) for approval. The signed form should be given to the Graduate Program Manager and uploaded into the student's electronic file.

Article III: Section 5.10: Independent Study, Research Practicum 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 faculty member supervising the work. A copy of the contract must be given to the Graduate Program Manager to be placed in the student's file. The Independent Study Contract Form is available on the SLHS website.

Completed forms should be submitted to the Coordinator of Graduate Studies for approval. The Graduate Program Manager assists students with registration for independent study.

Article III: Section 5.11: Foreign Language Requirement

There is no foreign language requirement for SLHS graduate degrees.

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

Article III: Section 6.1: Minimum Grades and Probation

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).

Students earning a grade of B- will need to repeat the course unless the student can demonstrate minimum competency in course content. To this effect, an Academic Performance Improvement Plan with the Coordinator of Graduate Studies and relevant faculty members. This plan will be established in the initial week of the semester following that in which the grade of B- was earned. The Plan will address how the student will demonstrate minimum competence in the course content. Minimum competence then must be achieved within the semester in which the Plan is developed in order to continue in the program. Failure to demonstrate minimum competence via this path will result in the student being required to repeat the course. Because minimum competence in coursework/clinic may be a prerequisite for subsequent coursework/clinic, the student may not be able to proceed with coursework/clinic until the course is repeated and, therefore, may be required to take a Leave of Absence until the course/clinic is offered again.

Students who earn a grade of B- or lower, or who have not met minimal competencies on CAA required clinical performance standards, cannot begin MA-SLP internships or the AUD fourth year clinical externship until they have successfully completed all components of their Academic Performance Improvement Plan.

Probation. Students will be allowed to earn only one grade of B- or lower in an academic class or clinical course during their degree program. Upon earning the first grade of B- or lower, the student will be placed on probation and will remain on probation until their degree is completed. When placed on probation, the student will meet with the instructor for the class in which the grade was earned and the Coordinator of Graduate Studies to develop a Performance Improvement Plan (form available on the SLHS website).

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. The student should contact the Graduate Program Manager for a copy of the Incomplete Form. 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 student’s 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.” An exception to this rule is 2nd year MA-SLP students, most of whom will receive an “incomplete” for the second internship in the spring of year two before graduating in the summer. A contract is not required in this instance. Another exception to this rule is for AuD students completing a capstone that requires more than a semester’s worth of time to complete.

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 the content/components within required courses. Therefore, if a student earns below minimal competencies for CAA required clinical performance standards, or 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 communication with faculty and to take proactive steps if they have concerns about their academic and/or clinical performance.

Article III: Section 6.2: 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 6.3: Auditing (No Credit) Graduate Level Classes

Students currently enrolled in SLHS and other CU graduate programs may register for SLHS graduate level courses 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 the Bursar’s office website) for more information. “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 (from Grad School Rules)

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 and Part II consists of either a comprehensive examination paper and oral examination OR a MA thesis and oral defense.

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 the comprehensive examination paper and oral examination. See the SLHS website for details regarding thesis procedures. See Article III: Section 7.2 for information regarding the thesis examination and oral defense.

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

Part I: ETS PRAXIS Exam in Speech-Language Pathology: All students must successfully complete and pass the PRAXIS Exam (ETS) in SLP during the last year of their program; this is a graduation requirement. Scores must be sent directly to CU Boulder (code 4841), ASHA (5031), and CDE if applicable (code 7040).

Part II: Comprehensive Portfolio Assessment. Students will receive instructions for the written portion during the summer of year 1, and the portfolio is required to complete early fall of year 2. The comprehensive portfolio assessment in Part II involves compiling and submitting a collection of academic and clinical work, known as artifacts, from various SLHS courses and clinic assignments. The portfolio includes 4 Academic Artifacts and 2 Clinic Artifacts, each accompanied by a reflection paragraph. These artifacts showcase a range of student work, underscoring their expertise and development across different academic and clinical domains. Additionally, a Professional Growth Reflection Paper is required, focusing on learning progress, growth areas, future goals, and a learning plan.

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

Article III: Section 7.2: MA Thesis Examination

A committee composed of three SLHS faculty members with graduate faculty appointments guides the thesis student as they are developing and carrying out the thesis research, evaluates the written examination paper, and conducts the oral 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. See the SLHS website for details regarding thesis procedures.

Article III: Section 7.3: AuD Examinations

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

Preliminary Examination

The following change is recommended as a provisional change for the AY 2022-2024.

The AUD program is suspending the normal two-component preliminary exam process and offering the following format instead.

The AUD faculty committee has received student feedback regarding the many competing demands of the program including preparation for the two-part examination process, taking multiple courses, and participating in intensive clinical practica. To create a more manageable workload for second year students, we are going to pilot a change to the AUD preliminary exam format. In particular, we are going to waive the written portion of the exam. The following is a description of the AUD examination that will be implemented in the first portion of fall semester of your second year.

Second year students will each participate individually in a 30-minute oral examination with at least three AUD committee members. This examination will be administered early in the fall semester of the second year. The faculty committee will ask the student questions in the context of the theory and application of hearing science and clinical application. Passing the preliminary exam is contingent upon successful completion of the oral exam.

At least two months prior to the examination, students will be given a list of questions that the committee will draw from. While the oral exam will emphasize the topics enumerated in this list of questions, students should also note that topics not specifically delineated in the list of published questions may also come up during their oral exam. As students navigate the preliminary exam process to solidify and enhance their knowledge, they are encouraged to make use of a variety of resources including academic faculty, clinical faculty, textbooks, peer-reviewed references, seminal research, and guidelines and protocols from professional organizations. Students should use evidence to support their thinking. The committee encourages students to continue to develop critical thinking and analysis regarding evidence-based theory and practice cases. That is, students should seek out the research evidence that supports and guides interpretations and protocols.”

Clinical Comprehensive Examination

The following change is recommended as a provisional change for the AY 2022-2024.

The AUD program is suspending the normal two-component comprehensive exam process and offering the following format instead.

The AUD faculty committee has received student feedback regarding the many competing demands of the program including preparation for the two-part examination process, taking multiple courses, and participating in intensive clinical practica. To create a more manageable workload for third year students,

we are going to pilot a change to the AUD comprehensive exam format. In particular, we are going to waive the written portion of the exam. The following is a description of the AUD examination that will be implemented in the first portion of spring semester for third year AUD students.

Third-year students will each participate individually in a 30-minute oral examination with five faculty members per the graduate school guidelines for comprehensive examinations. This examination will take place early in the spring semester of the third year of the AUD program. The faculty committee will ask the student questions in the context of the theory and application of hearing science and clinical application. Passing the comprehensive exam is contingent upon successful completion of the oral exam.

At least two months prior to the examination, students will be given a list of questions that the committee will draw from. While the oral exam will emphasize the topics enumerated in this list of questions, students should also note that topics not specifically delineated in the list of published questions may also come up during their oral exam. As students navigate the comprehensive exam process to solidify and enhance their knowledge, they are encouraged to make use of a variety of resources including academic faculty, clinical faculty, textbooks, peer-reviewed references, seminal research, and guidelines and protocols from professional organizations. Students should use evidence to support their thinking.

The committee encourages students to continue to develop critical thinking and analysis regarding evidence-based theory and practice. That is, students should seek out the research evidence that supports and guides clinical interpretations and protocols.”

Three Credit Capstone Project or Elective Coursework

Beginning with the 2023-2024 academic year, students have the option to enroll in either the 3-credit SLHS 7450 Audiology Capstone Project or to enroll in three graduate credits outside of the required curriculum. The option for enrollment in graduate coursework outside the regular curriculum allows students to explore another discipline that will contribute to a broad scope of knowledge.

Students will need to enroll for at least 3 graduate credits, and can select from a menu of options.

These options may include but not be limited to the following:

1. Three or more graduate credits obtained by combining one or more of the following:
2. Elective course within SLHS or outside SLHS. Note: the course credits must be graduate credits.
3. Topics in Cognitive Science (see Note #1 below)
4. A graduate statistics course
5. SLHS graduate courses
6. Education graduate courses
7. Business graduate courses
8. Graduate courses in other departments
9. Independent study credits with faculty member (e.g., a research experience in a lab; a journal club led by a faculty member)
10. SLHS 6000 advanced clinical practicum
11. 3-credit capstone (SLHS 7450) (as described below).

Step 1: Preparation of Capstone Project proposal: The AuD Capstone Mentor must be a fulltime SLHS faculty member with an appropriate graduate faculty appointment. A co-mentor from the field may be added. In selecting a capstone mentor, the AuD 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 AuD committee.

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 AuD 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 AuD 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 AuD 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 AuD 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.

National Exam

All students must successfully complete and pass the PRAXIS Exam (ETS) in Audiology during the last year of their program; this is a graduation requirement. Scores must be sent directly to CU Boulder (code 4841), ASHA (5031), and CDE if applicable (code 7040).

AuD Final Oral Examination and Portfolio Review

The final examination and portfolio review is conducted by the AuD 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 complete their final oral examination via distance technology, if necessary, given approval of the AuD committee. The student must successfully pass both components of the final examination in order to be recommended for the AuD 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 AuD committee.

2. Review of the Audiology Clinical Portfolio (see Audiology Clinical Handbook for further information about portfolio requirements), which includes ensuring the student has met ASHA 2020 Audiology Certification 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 to be complete (i.e. all items should be uploaded in Calipso) and ready for review by the Director of Audiology Clinical Education 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 AuD 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

Clinical knowledge and skills are evaluated each semester (with the exception of the 4th year) that a student is enrolled in practicum and working with patients. Calipso, an electronic documentation system, is used for this evaluation and to log clock hours. All students meet with the AuD clinical faculty during finals week of every semester to review clinical progress, update their clinical plan, and set goals for future growth and learning.

Article III: Section 7.4: PhD 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 Manager and to the Coordinator of Graduate Studies.

Comprehensive Examination

Before admission to candidacy for the PhD, 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 Manager 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 regards 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 Manager 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 Manager advised of your degree progress so that he or she can help keep track of important deadlines.

Article III: Section 7.5: Dual AuD/PhD Examinations

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

Article III: Section 7.6: Joint PhD SLHS & Neuroscience Examinations

Preliminary Examination

Follow procedures outlined in the SLHS PhD 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: Joint PhD SLHS & Cognitive Science Examinations

Students follow all procedures of the PhD 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 PhD 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 PhD, 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: Joint PhD SLHS, Neuroscience & Cognitive Science Examinations

Students follow all procedures of the PhD 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 the three disciplines (i.e. SLHS, Cognitive Science, Neuroscience).
- Students are encouraged to have their doctoral research co-supervised by two or three faculty members representing different disciplines.
- At least one supervisor will be an ICS faculty fellow
- The doctoral committee will include at least two faculty in ICS and Center for Neuroscience from outside the home department.

Students follow all procedures of the PhD 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 PhD, but must also be interdisciplinary in nature to fulfill the Cognitive Science and Neuroscience 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 8: 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 Manager 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.

Article III: Section 9: 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 Manager. The Graduate Program Manager 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 Manager.

Article III: Section 10: 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.

Article III: Section 11: Time Limits for Completion of Degrees and Student Leave of Absence

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.

Article III: Section 12: Independent Study, Research Practicum and Teaching Practicum

Independent study, research practicum and teaching practicum require a contractual agreement between the faculty and the student. An Independent Study/Research Practicum/Teaching Practicum Contract form must be filed with the Graduate Program Manager (form is available on the SLHS website). 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: MISC. OTHER INFORMATION AND POLICIES

Article IV: Section 1: Funding Opportunities

There are a variety of internal and external funding resources for SLHS graduate students. 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.

A limited number of appointments as Teaching Assistant and Graduate Part Time Instructor are available for full time graduate students. All continuing and new incoming students will be invited to apply for these positions in late spring-early summer via an email request for applications. See below for more details.

Qualifications for Departmental Funding

Determination of Departmental funding is made by the Coordinator of Graduate Studies in coordination with the MA-SLP, Audiology, and PhD 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.
- 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. Students with a TA appointment should review the Rights and Responsibilities section below.

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. There is no tuition waiver associated with this kind of appointment.

Barbara Lynn Bowler Memorial Tuition Assistance Scholarship: A scholarship awarded to a junior or senior undergraduate student or graduate student in M.A.-SLP or AuD programs in the early spring. The scholarship is based on financial need and academic success.

Marilyn Kay Johnson Scholarship: A scholarship awarded to an incoming M.A. SLP student for one year. The Scholarship is awarded to a student of color and/or one who wishes to work with disadvantaged children after completing the program. The M.A.-SLP committee will vote on the recipient, who is notified through the admissions letter of the financial offer.

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.

Rights and Responsibilities for Students with a TA appointment

Teaching Assistants are expected to master the material presented by the professor in lectures and readings, discussing this material with students in recitations (if applicable), have appropriate interactions with students in recitation, maintain accurate grade records, and holding a certain number of office hours per week (varies depending on the TA appointment and agreement with the instructor of record of the course). A student's TA appointment depends on the ability of the student to fulfil the duties above. If a student needs remediation, they will be provided additional training through FTEP.

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 Policies 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 CU 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 CU [Office of the Register](#) website for information regarding how to petition for in-state status.

In-state tuition for MA-SLP and AuD students

The MA-SLP and AuD 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 AuD programs 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 on the [WRGP website](#).

Students should check WICHE/WRGP on their application, but they can also ask to be reclassified when they enter the program, through the [Registrar's Office](#). The CU-Boulder MA- SLP and AuD 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 [Registrar's Office website](#).

Article IV: Section 5: Graduate Student Pregnancy & Parenting-related Policy

Title IX of the Education Amendments of 1972 states that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” The University of Colorado Boulder is committed to providing its graduate students who may become pregnant, are pregnant, who gave birth, or who are parents with the same access to school programs and educational opportunities that other students have access to.

It is the policy of the University of Colorado Boulder (CU Boulder) to support to the greatest extent possible, and in a manner consistent with the effective and efficient operation of CU Boulder, graduate students with a need for Academic Adjustment and/or Paid Parental Leave for Students on Appointment due to childbirth or adoption.

Complete information regarding university policies related to Pregnancy & Parenting-Related Academic Adjustment (PPRAA) can be found on the [Graduate School’s website](#).

Article IV: Section 6: E-mail Policy

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 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 Office of Information Technology (OIT) Help Desk 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 7: Mandatory Trainings

The university requires training by the Office of Institutional Equity and Compliance (OIEC) for all of the campus community. This includes undergraduate, graduate, and law school students, and staff, faculty, volunteers, and affiliates.

Training covers the policies that OIEC is responsible for to ensure that the campus community is aware of prohibited conduct, options for reporting, the obligation to report policy-related concerns, resolution processes, what resources are available for support, how to offer support, and safe and effective strategies for addressing concerns or intervening as bystanders.

Article IV: Section 8: Standards of Professional Faculty Conduct

SLHS graduate faculty are held to standards of professional conduct. These standards are outlined in the “Teaching & Students” section of Part II of the *Professional Rights and Responsibilities of Faculty Members & Roles and Professional Responsibilities of Academic Leaders* (revised 2022). The following is taken directly from the PPR.

Ethical Principles

As a teacher, the faculty member encourages the free pursuit of learning; upholds the highest scholarly and ethical standards of the discipline; demonstrates respect for each student as an individual; adheres to a proper role as intellectual guide and counselor; makes every reasonable effort, through the faculty member's own example and otherwise, to foster honest academic conduct and to ensure that evaluation of students is merit-based; respects the confidential nature of the relationship between the faculty member and individual students; avoids any harassment or discriminatory treatment of students; avoids exploitation of students for private advantage and acknowledges significant academic or scholarly assistance from them; and protects the academic freedom of students.

1. Expected Conduct

The faculty member is expected to:

- a. maintain competence in their discipline;
- b. maintain currency in pedagogical competence in order to interpret knowledge in a manner and level accessible to students by combining planning, implementation, and evaluation of learning outcomes with the use of various learning tools, information technology, and learning media to maximize student achievement;
- c. treat students with understanding, dignity, and respect; maintain professional classroom decorum; and create a climate that fosters inquiry, learning, and inclusivity in the class;
- d. be able to justify, in terms of curriculum and student learning, all materials introduced into the classroom;
- e. prepare adequately for classes;
- f. establish course requirements and policies, grading standards, and other administrative procedures for classes in accordance with campus policies;
- g. make clear to students the faculty member's expectations on receiving or giving unauthorized aid in examinations and other graded assignments;
- h. evaluate students fairly and equitably in a timely manner appropriate to the course and its objectives, and in any evaluation of a student's complete performance when providing a professional reference;

- i. make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, and through the careful safeguarding of course materials and examinations; and when instances of academic dishonesty are suspected, see that appropriate action is taken in accordance with established university policies and procedures;
- j. recognize when a faculty member is unable or will be perceived to be unable, to be professionally objective in serving in a position in which they have institutional authority over a student with whom the faculty member has formed a close personal relationship or a relationship that is in the faculty member's financial self-interest. For example, when such a student is enrolled in the faculty member's class or when such a student is in a continuing position to require evaluation of work or letters of recommendation from the faculty member. With respect to the concerns relating to amorous relationships or the private employment of student(s) by faculty, there are certain reporting requirements for faculty;
- k. comply with university policies on conflict of interest and nepotism in employment matters concerning any student to whom the faculty member is related;
- l. regularly cooperate in university-mandated student evaluations of teaching, and participate in peer evaluation of teaching in accordance with academic unit policy;
- m. adhere to campus-wide administrative procedures and policies on such matters as final examinations, incompletes, withdrawals, and drop/adds;
- n. meet classes as scheduled, although the faculty member's dean or academic leader may approve occasional exceptions to holding class;
- o. comply with academic unit policy concerning absences during the regular Academic Year (the continuous period of time starting when faculty report or duty at the start of the fall semester and ending with the spring Commencement); and
- p. keep posted office hours, although the faculty member's dean or academic leader may approve occasional exceptions to holding office hours.

Article IV: Section 9: Appeals, Complaints, and Grievance Policy

The purpose of this section is to outline avenues by which students may make appeals or lodge complaints or grievances in the Department of Speech, Language, and Hearing Sciences (SLHS). This document provides some general overview information and addresses the most common categories of student appeals, complaints, and grievances raised in SLHS. The outlined policies apply to both academic courses and clinical practicums. These guidelines are governed by relevant policies of CU Boulder, the College of Arts & Sciences, and The Graduate School which, in case of conflict, will supersede them.

You can find a brief guide to CU Boulder policies [here](#).

It is an express Boulder campus policy that all students at all times have the right to lodge a complaint or grievance which they deem important without fear of retaliation of any sort or any other adverse consequence as a result of doing so.

CU Boulder grievance processes, policies, and procedures indicate that the first approach to dispute resolution is direct personal discussion among the parties involved (PRR IV.A.6.a) If students have issues with classroom teaching, they are encouraged first to approach their instructors through direct personal discussion, e.g., through a face-to-face (in-person or remote) conversation.

Issues wherein the student wishes to remain anonymous with respect to an instructor or staff member or where the student otherwise chooses to avoid directly discussing the problem with that individual.

If, for whatever reason, a student does not want to personally or directly contact an instructor or staff member to discuss a complaint or grievance, the student should begin with the next highest level of responsibility, which would commonly be the department chair. The student can use the Department Feedback forms available on the SLHS website to request an appointment to meet with the SLHS chair and/or can send a written description of the issue or problem and request that their identity be kept confidential. That request will be honored unless there are over-riding reasons to do otherwise. For example, expectations of confidentiality are over-riden if a student alleges sexual or protected-class harassment or discrimination by a faculty member to a department chair. As a mandatory reporter, the chair *must* forward that information, including the identity of the complainant, to the campus Office of Institutional Equity and Compliance. (www.colorado.edu/oiec.)

If, for whatever reason, a student does not want personally or directly to contact the department chair, the student should reach out to the associate chair. The associate chair can be contacted through the Department Feedback forms on the SLHS website.

A student may also utilize the 'Don't Ignore It' website at www.colorado.edu/dontignoreit to learn more about options for reporting concerns or seeking support.

Alternatively, or in addition, students also have the option of getting counsel and advice from the campus Ombuds office (303-492-5077), Center for Community, Rm. N440. The Ombuds office can often suggest strategies and mechanisms for addressing whatever the problem or issue at hand. They do not have authority or responsibility for mandating changes or corrections. The website at www.colorado.edu/ombuds constitutes a rich source of helpful suggestions.

Concerns about grades, exam procedures, excused absences, etc.

Individual faculty members have primary authority and responsibility in establishing course requirements, course policies, exam procedures, and grading standards. They are charged with carrying out those responsibilities in a professional manner. Dean's offices have the authority and responsibility to deal with changes of grades in special cases such as those which might involve faculty who have left the university or unprofessional faculty conduct in assigning the grade. Students should be aware that neither Chairs nor Deans can require an instructor to change a properly assigned course grade. Issues of disagreement about whether, for example, a given essay was worth, say, a B or an A is decided solely by the individual instructor in charge.

When a student believes that a grade has been improperly assigned, and discussions between the instructor and the student have not resolved the problem:

1. The student shall have the option of making a formal written appeal to the SLHS Department Chair. The appeal must specify the remedy desired by the student, and it must be submitted within 45 days of the end of the academic term in which the course was taken.

2. The Chair or designee will meet (together or separately) with the student and with the faculty member who taught the course. If the Chair/designee is unable to broker a solution mutually acceptable to both student and instructor, then the appeal moves forward to step 3.
3. The Chair shall appoint an ad hoc Grade Appeals Committee, which will review the dispute. This Committee shall consist of at least three impartial faculty members competent in the subject matter of the course in question. The Chair will provide the Committee with the student's appeal and a written response from the faculty member.
4. Within 45 days, the Committee will submit a report and recommendation to the Chair, and the Chair will recommend to the instructor either (1) that the originally assigned grade stand; or (2) that a new grade be assigned.
 - 5a. For undergraduate students: In cases where a change of grade is recommended and the instructor does not wish to accept the recommendation of their colleagues, an undergraduate student may appeal to the Dean of the College of Arts and Sciences.
 - 5b. For graduate students: in cases where a change of grade is recommended and the instructor does not wish to accept the recommendation of their colleagues, graduate students may submit a Graduate School grievance form available on the Graduate School Policies and Procedures website [here](#).

The campus has standing policies on faculty accommodation for religious and disability reasons. If a student has a concern in these areas, they first should contact the course instructor and, if the concern is not resolved, should contact the department chair to ask for a resolution. The department chair may ask for relevant information—e.g., email correspondence—from the student and faculty member, and may convene an ad hoc faculty committee to examine the concern and recommend a resolution.

The Dean's office is the final arbiter of academic grievances of these types within our campus structure.

Concerns about course content, teaching methodology, program requirements, etc.

Faculty members have primary authority and responsibility in these areas so students should first attempt to resolve the issue through direct personal discussion with the individual faculty member. If direct personal discussion is not possible or does not resolve the issue, students should contact the department chair. If unable to resolve the issue at the department level, the student may proceed to contact the appropriate Dean's office where a written process of complaint or grievance will be employed. A student may also continue the process to write the Offices of the Provost or Chancellor or President but those offices will typically refer the issue back to the Dean's office.

MA SLP or AuD students concerned about adherence to ASHA accreditation standards should first raise concerns with the CAA Program Director that oversees their program. If the concern is not resolved at this level, the CAA Program Director will convene a committee including the Chair and Associate Chair / Coordinator of Graduate Studies to consider the matter. Students also are able to go to the [Complaints page](#) on the Council of Academic Accreditation in Audiology and Speech-Language Pathology website for information about next steps.

PhD, AuD, or MA SLP students with concerns about their academic programs may address them to their Graduate Student Advisory Board (GSAB) representative who will bring them to the attention of the SLHS chair.

Concerns about academic issues, other than grade appeals or related academic issues,

such as allegations of arbitrary, inconsistent, or capricious actions taken against a graduate student; deviations from the stated grading/exam policies; failure to provide reasons for termination or dismissal; unfair treatment related to Graduate School appointments; unfairness in application of requirements or regulations; or actions to hinder student's ability to make progress in their academic program, are first addressed at the departmental level. The process used to address these concerns is determined by the Graduate School as detailed [here](#) and summarized below.

1. Graduate Student Grievance form submitted to the SLHS Coordinator of Graduate Studies with a copy sent to the Graduate School.
2. DGS notifies Associate Dean of Social Sciences, the Dean of the Graduate School, and the SLHS chair.
3. In consultation with SLHS Chair, the Coordinator of Graduate Studies considers jurisdiction and status of other university investigatory or review. Processes and either officially accepts the grievance or provides the student with information about the appropriate office/committee to which the grievance should be brought.
4. A Graduate Program Grievance Committee is formed composed of 2-4 members (not named in the grievance), who hold regular Graduate Faculty appointment. The Coordinator of Graduate Studies serves as the non-deciding advisory chair of the committee.
5. The committee distributes the Graduate Student Grievance form and materials to faculty named in the grievance.
6. Faculty named in the grievance have an opportunity to respond within 10 days.
7. A copy of the faculty response is shared with the student.
8. All materials are shared with the committee and a hearing is scheduled as soon as possible.
9. Student and faculty members named in the complaint have separate opportunities to be heard by the committee.
10. Students may be accompanied to the hearing by one individual (attorney, advisor, friend, etc.) At the hearing, committee members will ask for summarization, additional information, request clarification, etc.
11. Committee should discuss, understand concerns, and suggest recommendations.
12. In consultation with the SLHS chair, the Coordinator of Graduate Studies will refer personnel recommendations to appropriate appointing authorities.
13. The Coordinator of Graduate Studies prepares a draft report (consulting with University Counsel is encouraged).
14. The Coordinator of Graduate Studies distributes the report to student and faculty members named, generally within 10 days of the Hearing.

If this Departmental level grievance process does not satisfactorily resolve the issue, the student may appeal to the Graduate School within 20 days in accordance with [Graduate Student Grievance Process and Policies](#).

Concerns about unacceptable faculty conduct

If the faculty conduct in question involves allegations of sexual harassment or discrimination, students should contact the Office of Institutional Equity and Compliance at www.colorado.edu/oiec or via telephone at 303-492-2127. If the allegations involve discrimination or other civil rights issues, students may also contact the Office of Equal Opportunity at 303-492- 6706; if the allegations relate to disabilities, students should contact the Office of Disability Services at 303-492-5614.

Concerns about unacceptable faculty conduct are addressed through the CU Boulder policy on the [Professional Rights and Responsibilities of Faculty Members \(PRR\)](#). Under the PRR policy, any SLHS student, staff or faculty member can report such concerns to the department chair by email, through a feedback form on the SLHS department website, or in a face-to-face meeting with the chair. Upon receiving report of a concern about unacceptable faculty conduct, the department chair will:

1. Follow the procedures detailed in PRR, especially IV.C.
2. Copy the associate chair on the reported concern to ensure chair accountability.
3. Within 48 hours of receiving the report, initiate a direct personal discussion with the person who made the report.
4. Determine if the concerning behavior falls within an area in which a special procedure applies and, if so, refer the concerns to the appropriate body or person under that special procedure (IV.C.2.a).
5. Initiate a direct personal discussion with the person(s) who experienced the faculty member's concerning behavior and direct the person who experienced the concerning behavior to appropriate department and campus resources for support.
6. If the reported unprofessional conduct does not require a special procedure, initiate a direct personal discussion with the faculty member about whom concern was expressed in effort to reach an informal resolution (PRR IV.A.6).
7. Assign specific actions for the faculty member to take to resolve the concern through agreement and a timeline for completion of those actions (PRR IV.A.6).
8. Provide the faculty member written notice of the specific actions to be taken and the timeline for taking them.
9. Notify the reporter and the person who experienced the concerning behavior that the chair has met with the faculty member and taken steps to resolve the concern.
10. Follow-up with the faculty member and the person who experienced the concerning behavior to ensure that the assigned actions have been completed in a timely fashion and that they suffice to resolve the concern.

11. If the assigned actions have not been completed, then initiate a formal PRR inquiry which includes the associate chair and the details of which are in PRR IV.C.3 and following.
12. Notify the Divisional Dean and Associate Dean of Faculty Affairs if PRR inquiry reaches a finding of unacceptable conduct.
13. Notify the persons who experienced or reported the concerning faculty behavior of the results of the PRR inquiry, excluding mention of sanctions if sanctions are imposed (PRR IV.C.5.d).
14. Make notes of meetings, share them and official reports/findings with the associate chair, and retain all materials in a confidential department folder on the SLHS shared drive.
15. Notify the next department chair about the PRR inquiry and findings, and ensure that next chair has access to the confidential department folder on the SLHS shared drive.

Article IV: Section 10: 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.