

HANDBOOK FOR Ph.D. STUDENTS

**Department of Speech, Language
and Hearing Sciences
University of Florida**

**Audiology
Speech-Language Pathology
Communication Sciences**

Revised August 21, 2017

College of Public Health and Health Professions
Department of Speech, Language & Hearing Sciences

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Dear Student,

Thank you for your interest in our doctoral programs in Speech-Language Pathology and Audiology. These programs are exciting disciplines with multi-faceted and diverse opportunities for career development and scholarly activity. In all likelihood you are reading this handbook because you have decided to begin a Ph.D. degree program in one of these disciplines, or you are seriously considering doing so. We recognize that you are in the process of making important life decisions, and we are pleased that you are considering the University of Florida. This handbook is designed as a resource to introduce you to our various doctoral programs and to individual members of our faculty.

The primary goal of our Ph.D. program is to educate students as researchers with a focus on interdisciplinary studies. Our course work is designed to facilitate development of expertise in various aspects of research so that students become capable of conducting independent and original research programs that add to the body of knowledge in basic and applied communication sciences. Our mission is to provide doctoral students with quality research and academic education in audiology, speech-language pathology, or communication sciences for the purpose of advancing these widely recognized and highly respected fields. We are committed to recruiting, admitting, supporting, retaining, graduating, and helping to place students with the highest ethical and academic qualities.

Please [e-mail](#) me or set up a time to come talk with me in the Health Professions, Nursing, and Pharmacy Building (HPNP, room 2142) to ask questions, to talk about our programs, research and career opportunities, and to discuss financial assistance possibilities. We look forward to the opportunity to talk with you.

Sincerely,

Lori Altmann, Ph.D.
Associate Professor
Ph.D. Program Director

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ADMISSIONS POLICIES

Ph.D. PROGRAMS IN SPEECH, LANGUAGE AND HEARING SCIENCES

For information and links to application forms please go to our [departmental website](#).

You may also write, e-mail, or telephone me at:

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The Doctor of Philosophy is a research degree. The aim of the Ph.D. program is to prepare individuals for the generation of new knowledge in the basic and applied aspects of communication and its disorders. A further aim is the transmission of accumulated knowledge within the discipline. Thus, many graduates will locate themselves in university settings where they will teach, perform research, and/or contribute service to the profession and to their institutions. Others will perform research and scholarly functions in teaching hospitals and other medical environments. Still others will conduct research in laboratory settings, both public and private. Criteria for admission to the doctoral program, as well as to candidacy, have been set accordingly. While the great majority of the applicants to our program have already received a professional degree (e.g., M.A. in Speech Pathology, or Au.D. in Audiology), we occasionally accept individuals with only an earned Bachelor's degree directly into the doctoral program if they are extraordinarily well prepared, research-oriented, and highly motivated.

The success of the Ph.D. experience hinges on the relationship between the student/candidate and the faculty mentor. Thus, a required early step for someone considering entering into a Ph.D. program is identifying potential faculty mentors who pursue research in the area you wish to pursue. We expect that potential applicants will consider what specific area of research they expect to undertake, and seek out and contact an appropriate potential mentor from our faculty. The Doctoral Student Advisor will assist potential applicants in this process.

Minimum Requirements for Admission to Doctoral Study at UF

- A. A Graduate Record Exam (GRE) score: While preference will be given to students with scores above the 50th percentile, scores from the GRE will be used in the context of a holistic credential review process. (GRE scores are not required from people who already have a graduate degree like an MA or Au.D.)
- B. A satisfactory previous *academic record*: an upper division undergraduate GPA of not less than 3.6 and/or a graduate GPA of not less than 3.5
- C. At least *three letters of recommendation* indicating high potential for success in the doctoral program from individuals qualified to assess such abilities (Follow-up calls to these individuals may be made by the Graduate Committee or concerned faculty).
- D. An *application portfolio* prepared by the applicant to indicate potential success in research, writing, teaching, etc. The packet should include as many as possible of the following:
 - A well-written essay on career goals and objectives (required of all applicants),
 - Reports of research projects in which applicant has participated,
 - Copy of master's thesis or project if completed,
 - Copies of reprints, convention papers, etc. if any have been completed,
 - Other supporting material that the applicant wishes to submit for consideration.
- E. An interview with the applicant if deemed necessary by the Ph.D. Admissions committee or the particular faculty member who would be the mentor.
- F. International students must submit a satisfactory score on the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), MELAB (Michigan English Language Assessment Battery) or successful completion of the University of Florida English Language Institute program. Please see below and the graduate catalog for exemptions to this requirement.
- G. The consent of an appropriate mentor in the area of research interest.
- H. Application deadline for the 2017 – 2018 Academic Year is **January 15, 2018.**

The Application Process

Admissions Deadline

To receive consideration for admission to any Fall semester, all of your application materials should be received by the preceding **January 15th**. However, certain scholarship programs require application and acceptance by the department and university by an earlier date. If you are applying for a scholarship requiring an earlier application date than January 15th, please alert your proposed mentor and the doctoral student advisor, Dr. Altmann, when you submit your application.

Application Checklist

To have a complete application on file, you must do the following:

- Contact a potential mentor or [Dr. Altmann](#).
- Review [UF Graduate School Catalog](#) and [admission requirements](#). Submit an online [application](#).
- Have official copies of *transcripts* of ALL previous undergraduate and graduate work sent to the Admissions Office at the Registrar.
- Arrange to have an official copy of your scores from the *Graduate Record Examination* sent (UF code is 5812, dept code is 0620).
- As well as sending the above materials to the Office of the Registrar, you must also submit your **application portfolio**, directly to the Department of Speech, Language and Hearing Sciences, 1225 Center Drive, box 100174, University of Florida, Gainesville, FL 32610-0174.
- If you are an International Student, please note the following [UF requirements \(from the graduate catalog\)](#):
 - International students must submit a satisfactory score on the TOEFL (Test of English as a Foreign Language: computer=213, paper=550, web=80), IELTS (International English Language Testing System: 6), MELAB (Michigan English Language Assessment Battery: 77) or successful completion of the University of Florida English Language Institute program.
 - Students who meet the following conditions may be exempt from the English language test requirements:
 - International students whose native language is English
 - International students who have spent at least 1 academic year in a degree-seeking program at a college or university in a country where English is the official language, if their attendance was in the year immediately prior to UF admission
 - International students with unsatisfactory scores on the TOEFL, IELTS, or MELAB; unsuccessful completion of the University of Florida English Language Institute program; or an unacceptable score on the verbal part of

the GRE must achieve an acceptable score on an essay administered by the Academic Written English program at UF.

- If English skills are not acceptable, then performance on the essay will be used to place students in appropriate courses that will not count toward a graduate degree.

Admissions Decisions

Admission to the Ph.D. program requires approval by the majority of the departmental graduate faculty. Once the application is complete, the potential faculty mentor presents the applicant's materials to the full faculty for their consideration. Applicants must be approved by program faculty and the College, before the file is sent on to the Graduate School. The final decision regarding admission to the doctoral program is made by the Graduate School, upon recommendation of the Graduate Admissions Committee. The process usually takes four to six weeks. Our goal is to finalize admission decisions by March 1.

Doctoral Study

Typical Timeline

Fall before Application

- September - November: Investigate UF Speech, Language and Hearing Sciences website (<http://SLHS.PHHP.UFL.EDU>). Compare doctoral programs.
- October - November: Contact potential mentors. Attend Doctoral Student Open House in December. Email Dr. [Lori Altmann](#) for more information
- December: Attend Prospective Doctoral Student Open House
- January: Submit application (due **January 15**)
- February-March: Notification of Acceptance

Summer before Admission:

- Locate housing in Gainesville (Land lords start advertising in April for leases beginning August 1 or August 15).
- Discuss fall classes with mentor and Dr. Altmann

Year 1

- August: Enroll in fall classes. Meet with Ms. Sharla Alexander to sign contract and employment documents. Attend Graduate Orientation.
- April: Fill out [Program Plan form](#) and IDP form (online) and meet with [Academic Advisory Committee](#) to plan future coursework, your supervised teaching and your lab rotation. Register the committee with Program Assistant.

Year 2

- Plan and prepare for [supervised teaching](#).
- Finish most of your course work
- Do your [lab rotation](#)
- March: Update Program Plan and IDP. Meet with Academic Advisory Committee to discuss progress

Year 3

- Fall
 - Do [Supervised Teaching](#) (May be done in Year 2)
 - Complete any remaining required course work
- Spring
 - Write and defend your [qualifying exam](#)
 - [Dissertation supervisory committee](#) formed. Register committee with Program Assistant.
- Summer: Write and defend dissertation proposal
 - Include literature review and methods for dissertation

Year 4

- Complete dissertation data collection, complete Results and Discussion sections of dissertation; defend dissertation

The Doctoral Program

Student Learning Outcomes

The Ph.D. program in Communication Sciences and Disorders at UF has six primary Student Learning Outcomes.

1. Students will maintain satisfactory academic standing and timely Progression toward the degree.
 - This is tracked through grades, GPAs, and the timely attainment of milestones as monitored by the students primary advisor and the program director.
2. Students communicate theoretical understanding and the evidence for theories to audiences which may include members with varying degrees of experience and/or expertise.
 - Students in their second year and above are expected to make at least one research presentation a year at local, state, national, or international venues. This monitored by the mentor and program director using the student's reported activities on the Individual Development Plans.
3. Students critically evaluate research design and discuss the impact of research findings on relevant theory.
 - Students demonstrate this learning outcome when they achieve passing grades on written and oral qualifying exams administered by the student's supervisory committee.
4. Students take full responsibility for teaching an undergraduate class.
 - This learning outcome is fulfilled when students receive a mean score >3.5 on the Supervised Teaching Evaluation form in the final assessment of their Supervised Teaching (as assessed by their teaching mentor), and student evaluations are within 1 SD of the college mean.
5. Students understand the grant mechanisms available to our field and how to write proposals to secure grant funding.
 - Students receive a passing grade on a grant proposal in a grant writing class, as assessed by faculty assigned to teach the course.
6. Students produce original data-based researchpapers suitable for publication in top-tier, peer-reviewed journals.
 - Students will submit at least two articles for publication in peer reviewed journals during their graduate program. Progress toward this goal is monitored annually at the student's IDP meeting. Compliance with this outcome is assessed in the year of graduation.

The program detailed below is designed to allow students to fulfill these outcomes.

Initial Advising

Upon your acceptance of the offer of admission to the doctoral program, the department will assign your potential faculty mentor as your initial advisor. This advisor will review your transcript and make recommendations for the first year of course work. Selection of course work will be guided by the program requirements as well as the student's interests and needs. In most cases, the primary advisor assigned at admission program remains the primary advisor throughout the doctoral program.

Changing Primary Advisors

If a student wishes to change mentors and they are in good academic and research standing:

- Every effort should be made to make it an amicable change. The student should not be penalized for changing interests.
- The student must discuss the change with both the original and new mentor before submitting a letter of intent to change mentorship. The letter should be signed by both mentors as well as the student, and will be kept in their permanent file.
- The student may be requested to complete any in-progress research projects for which they hold primary responsibility with the original mentor, before making a complete change of lab. This should be worked out between the student, the original mentor, and the new mentor before the change is finalized.
- Work with the original mentor may count as a lab rotation.
- The Academic Advisement Committee should be informed of the change, and may need to be altered to reflect the change in interests of the student.
- Additional coursework in the new area of research may be required.

If the student wishes to change mentors and they have previously failed to meet the criteria/goals set by an Advisory meeting:

- They will need to present the case to the new mentor and the Doctoral Student Advisor regarding how and why their performance will improve under different mentorship.
- The student and new mentor will compile a set of explicit expectations and goals for performance over the next semester which will be reviewed by the Doctoral Student Advisor and Associate Chair for Academic Affairs.
- The first semester under new mentorship will be considered a probationary period, and can be discontinued by the new mentor if goals and expectations are not met or new problems arise.

Individual Development Plans

Beginning in the first semester of enrollment, The student and mentor will work together to fill out the [Individual Development Plan](#) (IDP) form approved by the College of Public Health and Health Professions (PHHP). Note that IDP is found on a secure PHHP and is only accessible to the student, the mentor, and the Ph.D. Program Director. The IDP focuses on perceived competence in professional skills, such as speaking to large groups, writing, and time management, rather than scholastic attainment. Thus, the student also records all their conference attendance, poster presentations, and submitted/accepted manuscripts in the IDP.

It is recommended, although not required, that the IDP be first completed on paper, and then entered into the online form after the student and mentor have discussed it. As part of the process, the student and mentor will discuss the student's strengths and weaknesses and identify two specific skills to focus on in the coming year. They are expected then to work together to create a plan to address those skills in the coming year, which will be documented in the IDP form. The IDP is completed in addition to the [Program Plan](#) (see Appendix) which focuses on academic progress.

Doctoral Supervisory Committee Policy

All doctoral students will form two supervisory committees during the course of their doctoral program, the *Academic Advisory Committee*, which provides advising from the second year of study through the Qualifying exam, and the *Dissertation Supervisory Committee*, which supervises the design, implementation, and final form of the dissertation project.

Academic Advisory Committee

The *Academic Advisory Committee* must be selected by the end of the second semester of equivalent full time study in the doctoral program. The committee will consist of at least four faculty members with Graduate Faculty status. At least two members will be from the Department of Speech, Language and Hearing Sciences, one of whom must be a full time member of the department and have a direct interest in the area of specialty of the student. At least one member will be drawn from a different discipline.

- The academic supervisory committee shall meet during the second semester, to review the qualifications of the student and to discuss and approve a program of study (see THE PROGRAM PLAN, below).
- The approved program of study must be filed with the Doctoral Student Advisor by the end of the second semester.
- The academic supervisory committee will conduct the written and oral qualifying examinations. Passage of the qualifying examinations qualifies the doctoral student for admission to doctoral candidacy. See more about [Qualifying Examinations](#) on page 9.

- This committee is officially dissolved after the Qualifying Examination has been passed.

The Program Plan

With assistance from the chairperson of your academic supervisory committee, you will prepare a proposed Program Plan. By the end of your second semester of study, you should meet with your academic supervisory committee to discuss the proposed plan.

The [Program Plan](#) guides your program of study and keeps a continuing record of your coursework and accomplishments. The Program Plan form requires:

- The names of your committee chairperson and other members of your academic supervisory committee, with spaces for these individuals to sign their approval of your plan,
- Previous degree programs and degree(s) earned,
- A list of completed, current, and projected graduate coursework, organized by area of specialty, cognate area(s), and tool courses. You should provide the course title, credits, date of completion or projected completion, and grade.
- The course you will be teaching for your Supervised Teaching requirement and the timing of the Supervised Teaching.
- Who you will do your lab rotation with and the timing of the lab rotation.
- A list of professional presentations and publications,
- A general statement about possible dissertation areas.

After your Program Plan has been reviewed, discussed and approved by the academic supervisory committee at the end of each year, submit it to the PhD Program Director for review, and once approved, file it with your committee chairperson and with the Graduate Secretary, who will place a copy in your official file in the Department office. The Program Plan also gets attached to the IDP each year.

After the Program Plan has been approved and filed, changes can only be made with signature approval by your committee chairperson. If you want to make substantial changes, you will need the approval of your Academic Advisement Committee. A copy of a blank [Program Plan form](#) is included in the Appendix

QUALIFYING EXAMINATIONS

Through the qualifying examination, the Academic Advisement Committee determines

the breadth and depth of the student's competency in her/his areas of study, and ascertains the adequacy of preparation for the completion of a dissertation. Students may take the qualifying examinations as early as the middle of the third semester in the Ph.D. program, subject to approval by the academic supervisory committee. The student must be registered in the term in which the qualifying examination is given.

The [examination](#) is both written and oral, and covers the major and minor subjects that have been chosen by the supervisory committee. All members of the supervisory committee must be present with the student at the oral portion. For the written qualifying examination, the student shall answer questions from each member of his/her academic supervisory committee, and each member of the committee shall be provided with a copy of the student's responses to all questions. There are several options that can be considered for the written qualifying examinations, some of which are listed below. However, the format of the qualifying examination can be varied and is under the purview of the supervisory committee members. It is the student's responsibility to discuss the manner of the qualifying examinations with their mentor.

Options for the Written Qualifying Examinations

- A first-authored manuscript that has been submitted for publication.
- A grant application. This may be an actual grant application (e.g., an F-31 that has been submitted to NIH) or a sham application, proposing a research project in the form of an NIH grant application. The most common forms requested by mentors are R21s or R01s.
- A topical or critical paper. With this option the student is given a specific topic or question to research independently. The student then writes a paper (length to be specified by the committee member) on the topic or question. Typically, the topic relates to the student's dissertation topic. Usually the topic or question is assigned several months before the due date.
- A research proposal. With this option the student is given a research problem and asked to design a study that might answer a specific question related to it. If this option is selected, the committee member should specify whether the student is to assume that conditions are ideal or is to work with practical conditions as they now exist in the department. A specific time allowance should be assigned, e.g., one month before exams.
- A traditional sit-down exam. With this option the student usually is given a series of readings, or a very specific topic to study in preparation. Then, on the scheduled exam day, the student writes a response to one, two, or three questions on the specified material. The committee member may give the student a set of sample questions in advance or may give five or six questions on the exam day, from which the student answers the agreed upon number.

- Course design. With this option the student is asked to design a course, undergraduate or graduate, on a specific topic that he/she would be likely to teach. It usually includes the collection of reading materials, course objectives, homework assignments to meet objectives, and a procedure for evaluating student progress. Additionally, slides for the course lectures may be required. A specific time allowance should be assigned.

The Oral Qualifying Examination

The Oral Qualifying examinations will follow the last written examination by a period of between 2 and 8 weeks. The full academic Supervisory Committee shall meet with the student for the oral exam. When necessary, a member of the committee may participate in the meeting via teleconferencing. A copy of the scoring rubric for the Qualifying Examination is found in the Appendix.

If a student fails the qualifying examination, the Graduate School must be notified. A reexamination may be requested, but it must be recommended by the Supervisory Committee and approved by the Graduate School. At least one semester of additional preparation is considered essential before re-examination.

Time Lapse - There must be a minimum of two semesters between the successful completion of the oral portion of the qualifying examination and the date of the degree. The semester in which the Qualifying examination is passed is counted, provided that the examination occurs before the midpoint of the term.

THE DISSERTATION

Dissertation Supervisory Committee

Upon passing the qualifying examination, a *Dissertation Supervisory Committee* will be formed. The dissertation committee will consist of at least four members. The members of the Dissertation Supervisory Committee must include four faculty members with Graduate Faculty status, two from within the department and at least one from outside the department. The *Dissertation Supervisory Committee* can include all or none of the members of the *Academic Supervisory Committee*. All members of the Dissertation Supervisory Committee must be present at the oral defense of the dissertation.

The dissertation supervisory committee will:

- Oversee the prospectus process and review and approve the proposed dissertation project with its supporting review of the relevant literature.
- Meet at least once with the candidate to review and approve the planned methods and the supporting review of the literature.

- Evaluate the written dissertation. The dissertation must be approved unanimously by the official dissertation supervisory committee.
- Conduct the Final Defense of the dissertation. The committee will evaluate the student's defense of the dissertation and must unanimously approve.

The Dissertation Proposal

Before beginning to collect data for their dissertation, the student must write and defend their Dissertation Proposal. This document usually contains at least 75% of the literature review for the dissertation, research questions or specific aims with predictions, a complete methods section for the planned study, and a complete Statistical Design section which details the exact analyses that will be performed to address each research question or aim. All members of the dissertation committee should receive a copy of the proposal and a copy of the [Proposal Evaluation Rubric](#) at least 2 weekends before the defense.

The goal of the proposal defense is to ensure that the dissertation project has the best chance of success and will result in publishable findings. Thus, proposal defenses have been known to lead to both minor and major changes to Aims, Methods, Materials, and/or Analyses. Students should go into the Dissertation Defense knowing that their project will be different in minor or perhaps major ways, from how it was originally conceived. This is to their benefit. These changes may necessitate a change in the student's IRB for the project if that is already in place.

The Dissertation Document

Each doctoral candidate must prepare and present a dissertation that shows independent investigation and that is acceptable in form and content to the supervisory committee and to the Graduate School. Dissertations must be written in English. Since all dissertations are published electronically, the work be of publishable quality and must be in a form suitable for publication.

The [Graduate School Editorial Office](#) has extremely strict requirements for the [format](#) of Theses and Dissertations. It is highly recommended that students download the template they provide and compose their paper directly in this template, rather than trying to import an existing document into their template. The Graduate School also maintains an [Electronic Thesis and Dissertation Lab \(ETD Lab\)](#) that provides workshops for students as well as individual appointments for checking format details. Note that the deadline for first submission of dissertations for May graduation is February 15, 2013, with final submission April 15, 2013. The first submission deadline for August 2013 graduation is June, 21, 2013, with final submission July 26, 2013.

From the 2011-2012 [Graduate Student Handbook](#):

The Editorial Office provides a detailed website with information on formatting and

checklists to assist graduate students in the preparation of the manuscript. These guidelines offer suggestions and advice on the preparation and reproduction of illustrative materials, the use of copyrighted materials, and the securing of a copyright for a dissertation. The editorial staff examines a limited portion of the final draft and makes recommendations concerning the format of the manuscript before the final submission. The Editorial Office maintains a file of experienced typists and editors whom students may consult. The responsibility for acceptable English in a thesis or dissertation, as well as the originality and quality of the content, lies with the student and the supervisory committee. Students are required to submit their final theses or dissertations electronically. Workshops are offered by the Application Support Center. Information is available online at <http://etd.helpdesk.ufl.edu/workshops.php>

Guidelines for format, checklists for preparing theses and dissertations to meet deadlines, critical dates, and the graduate catalog are available on the Web at <http://gradschool.ufl.edu> and available for download and printing.

Dissertation first submission: In the case of a dissertation, students may or may not have defended prior to first submission. Students should be completely familiar with the format requirements and should work with the ETD Lab to troubleshoot their files before their first submission for the [Graduate School Editorial Office](#) (see Deadlines on the menu on the left of this page).

Format requirements: <http://helpdesk.ufl.edu/application-support-center/graduate-editorial-office/format-requirements/>

Format examples: <http://helpdesk.ufl.edu/application-support-center/graduate-editorial-office/format-requirements/examples/>

Application Support Center (technical support): <http://helpdesk.ufl.edu/application-support-center/etd-technical-support/>

Dissertation students will be billed approximately \$12.80 for a library processing fee and \$25 for a publishing fee which is automatically to their ISIS accounts after initial submission. By UF requirement, students must maintain access to their GatorLink email: the Editorial Office e-mails the student when the thesis or dissertation has been reviewed. The student is responsible for retrieving the marked document, review comments, and resolving any deficits related to the format requirements. Students should promptly make all needed changes.

Uploading and submitting the final pdf: After changes have been made to the satisfaction of the supervisory committee, the ETD Signature Page is given to the Graduate School Editorial Office, and the student may then upload and submit the final pdf of the electronic thesis or dissertation, through the Editorial Document Management (EDM) system. The Editorial Office checks format and working hyperlinks, and emails the student regarding the status of the ETD (electronic thesis or dissertation). If accepted, no further changes are allowed. Editorial final clearance: the final PDF and all other required

documents must be accepted (not just submitted) by 5:00 pm of this deadline. Students MUST receive an email from the Editorial Office stating that their ETD has been accepted in order to achieve final clearance. Most students complete all requirements well in advance.

Copyright: The student is automatically the copyright holder, by virtue of having written the thesis or dissertation. A copyright page should be included immediately after the title page to indicate this.

Thesis or dissertation language: Theses or dissertations must be written in English, except for students pursuing degrees in Romance or Germanic languages and literatures. Students in these 28 disciplines, with the approval of their supervisory committees, may write in the topic language. A foreign language thesis or dissertation should have the Acknowledgments, Abstract, and Biographical Sketch written in English. All page titles before Chapter 1 should also be in English.

Journal articles: A thesis or dissertation may include a journal article/s as a chapter/s, if all copyright considerations are addressed appropriately. In such cases, Chapter 1 should be a general introduction, tying everything together as a unified whole. The last chapter should be general conclusions, again tying everything together into a unified whole. Any chapter representing a journal article needs a footnote at the bottom of the first page of the chapter: "Reprinted with permission from" giving the source, just as it appears in the list of references.

Publication of thesis or dissertation: All theses and dissertations are placed in the University archives, as well as in circulation through the UF library system. All dissertation abstracts are also microfilmed by UMI and distributed through Dissertations Abstracts International. All dissertation students must pay a \$65 microfilm fee. All students must sign the UF Publishing Agreement form. In addition, dissertation students must complete the UMI Publishing Agreement, using the correct forms found on the Editorial checklist.

Guidelines for Restriction on Release of Dissertations

Research performed at the University can effectively contribute to the education of our students and to the body of knowledge that is our heritage only if the results of the research are published freely and openly. Conflicts can develop when it is in the interests of sponsors of university research to restrict such publication. When such conflicts arise, the University must decide what compromises it is willing to accept, taking into account the relevant circumstances. The AAU guidelines contained herein were adopted by the University of Florida Graduate Council on January 19, 1989.

1. The recommendations of sponsors, which result from prepublication reviews of research results and which affect subsequent publication of these results, should be considered advisory rather than mandatory.

2. The maximum delay in publication allowed for pre-reviews should not exceed three months.
3. There should be no additional delays in publication beyond the pre-review. Timely submission of any patent or copyright applications should be the result of effective communication between investigators and sponsors throughout the course of the project.
4. There should be no restriction on participation in non-classified sponsored research programs on the basis of citizenship.
5. Students should not be delayed in the final defense of their dissertations by agreements involving publication delays.

Oral Dissertation Defense/Final Examination

After submitting the dissertation and completing all other work prescribed for the degree (but no earlier than the term before the degree is awarded) the candidate is given a [final oral examination](#) by the supervisory committee on campus. All members must be present with the candidate at the oral examination. The candidate and the entire supervisory committee must be present at the defense. Customarily, at least the first 20-30 minutes of a dissertation defense are open to the interested public.

The defense should be no more than 6 months before the degree is awarded. All forms should be signed at the defense: the candidate and the supervisory chair sign the ETD Right and Permission form; and the entire supervisory committee should sign the ETD Signature Page and the Final Examination Report. If dissertation changes are requested, the supervisory chair may hold the Final Examination report until satisfied with the dissertation.

Satisfactory performance on the examination and adherence to all Graduate School regulations outlined above complete the requirements for the degree. A rubric for assessment of the dissertation and defense is found in the Appendix.

Time Limitation: All work for the doctorate must be completed within five calendar years after the qualifying examination, or this examination must be repeated.

CERTIFICATION

Doctoral candidates, who have completed all requirements for the degree, including satisfactory defense and final acceptance of the dissertation, may request certification to that effect prior to receipt of the degree. Certification request forms, available in the Graduate School Editorial Office, should be filled out by the candidate, signed by the supervisory chair and college dean, and returned to the Graduate School for verification and processing.

III. Ph.D. CURRICULAR REQUIREMENTS

90 doctoral credit hours (post Bachelors Degree) are required. The majority of our Ph.D. students enter holding a previously earned graduate degree. Up to 30 graduate credit hours from a previous Master's graduate degree from an accredited US institution may be counted in the 90-hour minimum, provided the Master's degree was earned within the last seven years. Students may petition for credit from Master's degrees completed earlier. See the Academic Coordinator for information on this process. Students holding an earned Au.D. degree may complete the Ph.D. with a minimum of 30 additional graduate credit hours ([see below](#)), although they may take more at the request of their committee.

Specific Curricular Requirements:

1. Minimum 15 hours in the Department of Speech, Language and Hearing Sciences*

- A. excluding dissertation credits (SPA 7980) and supervised teaching credits SPA 6940
- B. maximum of 12 hours of independent study (SPA 6905) plus Supervised Research (SPA 6910). Supervised Research is limited to 6 credit overall.

* Students may petition the Graduate Committee to reduce the number if an insufficient number of suitable courses are offered by the department.

2. Minimum 15 hours in related course work outside the Department of Speech, Language and Hearing Sciences.

At least 9 credit hours must be courses other than independent study (6905). Credit hours for research rotations outside the CD department may be counted toward this requirement, as can courses within a minor. (see [Optional Graduate Minor](#) below).
Strongly Recommended: 1 course in teaching at the college/university level (may count this as a Tool) Highly Recommended: GMS 6705 Functional Human Neuroanatomy (4 credits, only offered Summer B)

3. Minimum 15 hours of Research Tools

A minimum of 6 credits of statistics are required, which may be taken in any department on campus. Usually students take the series offered through Clinical and Health Psychology (CLP 6526/7), or Education, but other options are available. One course on Grant writing is required. An additional course on Research Design, such as PHC6700, is also recommended. Supervised Research (SPA6910) may count as up to 3 credits in this category. Additional Possibilities include:

Research Tools Classes

ALS 6046 (3) Grant Writing

PET 5936 (3) Professional Skills & Grant Writing (Spring)

PSY 6930 (3) Grant Writing (Spring)

ALS 5934 (2) Graduate Professional Development

PHC 6700 (2) Social & Behavioral Research Methods

RSD 6900 (3) The College Classroom: Teaching Process and Practice

EDF 6471 (3) Survey Design and Analysis for Educational Research

GMC 7093 (3) Introduction to Clinical Translational Research

PSB 7118 (3) Current Research Methods in Physiological Psychology

RSD 6930 (3) Qualitative Analysis

HSC 5956 (3) Writing for Professional Publication

4. Additional Required Courses:

- SPA 6930 Proseminar (1 credit), taken during the first fall semester of the Ph.D. Program. An additional section (1 credit) of SPA 6930 is offered for students in their last year to prepare for the job search.
- SPA 6940 Supervised Teaching. See below.
- Public Health for Health Professions, an online course required of all Health Professions graduate students in the College of Public Health and Health Professions. May be taken for credit or no credit. A copy of the Certificate of Completion should be given to the Program Assistant and the Ph.D. Student Advisor, Dr. Altmann.
- PHC 6001, Principles of Epidemiology in Public Health, a 3 credit course offered in the spring and summer.

5. SPA 6940 Supervised Teaching (3-5 credits)

The purpose of the Supervised Teaching requirement is to allow doctoral students to develop their teaching skills in a supportive, supervised environment. During the Supervised Teaching semester, the student will have full responsibility for the class and receive student evaluations like any other instructor. Therefore, the student should not plan to teach a class in which they have no prior experience. Instead, they should plan to observe the class they will teach a semester in advance and take on partial responsibility for the class for at least one semester in advance of teaching it.

This course is required for all doctoral students including those holding a research assistant position, Alumni fellows, international students and those students fully funded externally, and must be completed before qualifying examinations.

A. Responsibilities of the Supervisor

Two Semesters before the Supervised Teaching Semester:

- The Doctoral Student Advisor will remind faculty who have 2nd year doctoral students that the doctoral student needs to begin preparing for the Supervised teaching.
 - It is recommended that doctoral students sit through the class one semester as a grader, and take on partial teaching responsibilities for it in a second semester.
 - The partial teaching responsibilities should include test design and grading, holding office hours, and preparing and presenting guest lectures.
 - The intent is for the supervisor to offer the student constructive criticism, suggestions and additional support with content as needed throughout the semester.
 - The student may sign up for 1 or 2 credits to cover the partial teaching responsibilities.
 - A template for Supervised Teaching assessment is found in the Appendix.

During the Supervision Semester:

- The supervisor should attend at least half the classes, spread throughout the semester (i.e., not just in the first month of the semester) and keep a log of their supervisory visits.
- The supervisor should provide ongoing feedback to the student throughout the semester. Feedback should include discussions of strengths and weaknesses, suggestions for improvement, and strategies for handling problem behavior.
- A template for Supervised Teaching feedback is found in the Appendix.
- The supervisor should periodically check to see if there are particular lectures that the student would like the supervisor to be there for—e.g., if it is material they are not 100% confident of.

B. Responsibilities of the Student

- The Doctoral Student Advisor will remind the student before their first Academic Advisement meeting that they need to plan their Supervised Teaching at that meeting.
 - First, students and their mentors must identify the class they will be teaching, clear it with the faculty member who generally teaches that class, and arrange to sit in on the class for at least one semester.
 - For at least one semester before their Supervised teaching, they should take on partial teaching responsibilities for the class. The partial teaching responsibilities should include test design and grading, holding office hours, and preparing and presenting guest lectures.
 - The student should take this opportunity to become acquainted with the Design and Instructor functions of CANVAS, the electronic classroom management system. Training classes are available at <https://lss.at.ufl.edu/services/training/>
 - The student may enroll for up to 2 credits (under the Supervised teaching number, SPA 6940) to cover their partial responsibilities.
- During the Supervised Teaching semester, the doctoral student enrolls for 3 credits of Supervised Teaching (SPA 6940).
 - The doctoral student has full responsibility for the course and should be listed on ISIS as the instructor of record. This means that the Ph.D. Program Director and the

Academic Assistant must be notified as soon as the timing of the Supervised Teaching is decided upon to ensure that the correct person is listed as Instructor of Record for the course. Optimally, this would be when course schedules for a semester are initially circulated.

- The student will receive teaching evaluations in their own name for that semester.
- When designing the class and class materials, doctoral students should be wary of copyright violations. Here is a good resource that defines what is allowable:
<http://www.umuc.edu/library/copy.shtml#elec>

- **Assessment of the Supervised Teaching semester.**

- The supervisor should provide ongoing assessment of teaching performance throughout the semester. Feedback should include discussions of strengths and weaknesses, suggestions for improvement, and strategies for handling problem behavior. A form for the feedback is found in the Appendix.
- If a doctoral student receives overall mean evaluations below 3.0, the student must complete another semester of supervised teaching.
 - Before the class begins, the student should discuss the evaluations with their mentor and/or the doctoral student advisor, with the goal of identifying particular areas in which changes should be made and developing strategies for implementing these.
- If a doctoral student receives an overall mean evaluation between 3.0 and 3.5, the student is recommended to do an additional supervised teaching semester.
 - As above, before the class begins they should also meet with their mentor to discuss the previous evaluations, and to come up with specific strategies for improving their teaching.

6. Dissertation Hours (up to 12 hours)

SPA 7980 Research for Doctoral Dissertation

7. Laboratory Rotations

Ph.D. students will be required to complete a lab rotation in addition to research conducted with the primary mentor. If the student is not involved in research in the mentor's lab, two lab rotations will be required. The Academic Advisory Committee may recommend an additional lab rotation to fit the needs of the student. Lab rotations can be inside or outside the department.

A. Lab Rotations defined

- Lab rotations involve conducting research for at least one semester with a faculty member other than the primary mentor.
- Course credit will be earned through course numbers SPA 5553 (Instrumentation), SPA 6905 (Independent Study), SPA 6910 (Directed Research), or other similar courses for rotations in other departments.
- Determination of faculty with whom lab rotations will be conducted are made by the student and primary mentor with recommendations from the academic supervisory committee and will be included in the Program Plan.
- Determination of the specific lab rotation project is to be determined between the student and the lab rotation faculty for each project.

- It is expected that the lab rotation will result in a finished project (e.g., publication, paper, research tool, submitted grant, etc.). The project to be completed is pre-determined between faculty member and student with written guidelines (Lab Rotation Contract) of expectations for final grade.
- Lab rotations must be complete before qualifying exams.

B. Qualifying lab rotation faculty. Faculty members must meet the following requirements to supervise a lab rotation:

- Graduate Faculty status
- Willingness to supervise research for (at least) one semester
- Lab rotations must be completed with a member (other than their mentor) of the student's Advisement committee.
 - The Academic Advisement Committee may have to be changed to accommodate the lab rotation mentor.

Optional Minor

Ph.D. students in CD may, with their academic supervisory committee's approval, opt to establish a minor field or fields. Minor work may be completed in any academic unit outside the major, provide that unit is approved for master's or doctoral programs as listed in the graduate catalog. There must be a representative on the student's supervisory committee from the minor academic unit. The student must achieve an average grade of B (3.00) or higher in courses included in the minor. The minor will be defined as no fewer than 12 credits of courses numbered 5000 or higher in an academic unit outside the major. If two minors are chosen, each must include at least 8 credits. Competence in the minor is demonstrated by written examination by the minor academic unit, or by the oral qualifying examination. Course work for a single minor at the doctoral level may include courses in more than one academic unit, provided the objective of the minor is clearly stated and the combination of courses is approved by the Graduate School (this approval is not required for a minor in one academic unit).

Optional Graduate Certificates

Several graduate programs at the University of Florida offer Graduate Certificates that can be completed concurrently with the doctoral degree. Most require at least 12 graduate credits in approved areas and a final project in the topic area. Some certificates most commonly completed by students in Speech, Language and Hearing Sciences include:

[Graduate Certificate In Gerontology](#)

[Certificate in Public Health](#)

IV. The Ph.D. in Audiology and Au.D./Ph.D. at UF:

Audiologists holding an earned Au.D. from an accredited institution will be required to complete at least 30 additional credit hours of graduate study to earn the Ph.D. Progression through the program should include completion of coursework specified by the supervisory committee (see distribution requirements below), completion of the research rotation(s), passing the qualifying exam, and completion of at least 12 credit hours of dissertation research.

Students in the on-campus Au.D. program who wish to pursue a Ph.D. are encouraged to apply for admission to the Au.D./Ph.D. program no later than the end of their third year. The combined Au.D./Ph.D. track requires students to complete the on-campus Au.D. plus a minimum of 30 additional credit hours including:

- 1) at least 3 credit hours of statistics (6-9 credits is typical)
- 2) 5 credit hours in research tools (e.g., research design, grant writing)
- 3) 3 credit hours in a research rotation
- 4) 3 credit hours in supervised teaching
- 5) 1 credit of SPA 6930 Proseminar, taken during the first fall semester of the Ph.D. Program.
- 6) 3 credits of PHC 6001, Principles of Epidemiology in Public Health.
- 7) 12 credit hours of dissertation research

The student's supervisory committee often also requires additional coursework, independent studies, or lab rotations to meet the particular needs and interests of the student. By the end of the second semester following admission to the Ph.D. program, students must form their Ph.D. supervisory committee. This committee may, but need not, have any members in common with the student's Au.D. supervisory committee.

V. Climate

A. Inclusive Learning and Working Environment

Our professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every student, guest instructor, and contributor feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that embracing and celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

B. Equitable Treatment

The Department of Speech, Language and Hearing Sciences at the University of Florida is committed to equitable treatment of students, staff, and clients (gender, sexual orientation, age, race, creed, national origin, disability). The following policies and statements reflect the University of Florida's commitment to promote and ensure equitable treatment of individuals.

- [UF Nondiscriminatory policy](#)
- [UF Privacy statements](#)
- [UF Equal Employment Opportunity Office](#)
- UF statements on:
 - [Relations between people and groups](#)
 - [Commitment to diversity](#)
 - [Sexual Harassment](#)
- [UF Policy](#) states all staff and faculty are expected to attend the UF seminar on sexual harassment.

For additional information about resources that are available to students, staff, and faculty at the University of Florida to promote and ensure equitable treatment of individuals, please visit the websites for the following offices.

- [Office of Academic Affairs](#)
- [UF Ombudsman](#)
- Departmental Student Appeals Committee– See departmental [committee assignments](#).

- (Under #4 the Chair and members of the current committee for Student Appeals are listed).
- [ADA Compliance Office](#)
 - [Disability Resources Office](#)

C. Academic Honesty Policy

Academic dishonesty in any form will not be tolerated. Students suspected of violating the University's policies on academic honesty will be dealt with in accordance with procedures outlined by the Office of Student Judicial Affairs. If you have not done so already, please familiarize yourself with the [University's policy on academic dishonesty](#).

Cheating. The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Bribery. The offering, giving, receiving, or soliciting any materials, items or services of value to gain academic advantage for yourself or another.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Conspiracy. The planning or acting with one or more persons to commit any form of academic dishonesty.

Fabrication. The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

D. Special Needs and Counseling Services

The [University of Florida](#), under the guidelines of ADA and 504 federal legislation, is required to make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities. To help provide the best possible service to students, staff, faculty and visitors, the [University of Florida](#) has an [Americans with Disabilities Act Office](#) with a coordinator responsible for access for persons with disabilities. The [ADA coordinator](#) assists anyone with questions about access. See <http://www.ada.ufl.edu/office/ada.htm> for more information

Other resources:

- ❑ [Disability Resource Center](#) (Reid Hall, 392-8570)
- ❑ [Student Health Center](#) (The Infirmary, 392-1161).
- ❑ [Crisis & Emergency Resource Center](#) (CERC; Peabody Hall, 392-1575, ask for the CERC receptionist). Emergency walk-in crisis stabilization
- ❑ [Counseling & Wellness Center](#) (3190 Radio Road, 392-1575)
 - Individual, Group, & Couples Counseling
 - Psychiatric Consultation
- ❑ [University of Florida Office of Victims Services](#) (392-5648), sexual assault counseling.
- ❑ [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling

VI. Current List of Graduate Faculty (2016-2017 Academic Year)

Chair: Susan Nittrouer

Ph.D. Program Director: Lori J. Altmann

Name	Areas of Interest	Home Dept
Graduate Faculty		
Altmann, L.J.	Language and Cognitive Disorders	SLHS
Griffiths, S. K.	Auditory Electrophysiology, Speech Perception	SLHS
Hegland, K. W.	Airway Dysfunction, Dysphagia, Cough	SLHS
Humbert, I.	Motor learning and dysphagia in stroke	SLHS
Logan, K. J.	Fluency Disorders, Phonological Disorders	SLHS
Lotto, A.	Cognitive Neuroscience of Audition	SLHS
Nittrouer, S.	Phonological development in hearing impaired populations, development of phonology	SLHS
Plowman, E. K.	Dysphagia in ALS	SLHS
Additional Research and Academic Faculty		
Carbonell, E. N.	Auditory perception	SLHS
Gauger, L.	Reading disorders; pediatric language	SLHS
Lowenstein, J.	Acquisition of phonological distinctions	SLHS
Hardy, Steven J.	American Sign Language Education	SLHS
Emeritus Faculty		
Brown, W.S. Jr.	Experimental Phonetics, Voice Science	SLHS
Gerhardt, K.J.	Auditory Physiology, Noise	SLHS
Hall, J.W. III	Auditory Processing, Electrophysiology	SLHS
Holmes, A.	Optimization of Cochlear Implants	SLHS
Hollien, H.F.	Forensic Acoustics, Phonetic Sciences	SLHS
Kricos, P.B.	Audiologic Rehabilitation, Geriatric Audiology	SLHS
Rothman, H.B.	Analysis of the Singing Voice	SLHS
Williams, W.N.	Craniofacial Anomalies, Cleft Palate	Dentistry
Faculty in other departments who serve as Internal Members of advising committees		
Antonelli, P.J.	Cochlear Implants, Implantable Hearing Aids	Otolaryngology
Carpenter, R.H.	Communication Sciences	English
Cassisi, N.	Otorhinolaryngology	Otolaryngology
Lombardino, L.J.	Dyslexia and Language Disorders	Special Education
Singleton, G.T.	Otolaryngologic Disease	Otolaryngology

VII. APPENDICES

RUBRICS

SLHS Ph.D. STUDENT PROGRAM PLAN FORM

Student		Date Entered Program	
Primary Mentor		NOTES:	
Committee members			
Lab Rotation with:			

Program Requirements

	Semester	Course number	title	credits	Instructor	Grade
15 Credits in SLHS						
15 Credits of Related Work						
		PHC 6940	Prin. Of Epidemiology	3		
Research Tools (15 credits)						
Statistics (Min 6)						
Research Design (3)						
* Grant writing (required)						
Supervised Research (3)						

Required Courses					
		SPA 6930	Proseminar	1	Altmann
		PHC 6937	intro to Public Health	0	
		SPA 6940	Supervised Teaching	3	

PROFESSIONAL DEVELOPMENT (Add lines to each section as necessary)

Conference Abstracts submitted (but not yet presented)

Authors	date	conference	title

Presentations (talks)

Authors	date	conference	title

Posters presented

Authors	date	conference	title

Manuscripts submitted (but not yet accepted)

Authors	date	journal	title

Manuscripts accepted

Authors	date	journal	title

**Ph.D. in Communication Sciences and Disorders
Qualifying Examination Assessment Rubric**

Candidate: _____ Date: _____

Scoring: Excellent, Satisfactory, Needs Improvement, Fail

Criteria	Paper 1	Paper 2	Paper 3	Paper 4
1. Content: Demonstrates a deep and broad knowledge of the literature.				
2. Analysis: Demonstrates insightful analysis and integration of information.				
3. Oral Communication: Oral discussion of ideas is clear and professional.				
4. Written Communication: Written discussion of ideas is clear and professional.				
5. Independence: Demonstrates the capacity to carry out independent research.				
6. Responds clearly and professionally to questions and challenges.				
OUTCOME	<input type="checkbox"/> PASS	<input type="checkbox"/> No Pass-Retry	<input type="checkbox"/> No Pass-Final	

Passing is by approval of the supervisory committee and requires that at least 4 of 6 criteria are scored as excellent or satisfactory for each paper. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: _____ Signature: _____

Committee Member: _____ Signature: _____

**SUPERVISED TEACHING EVALUATION FORM
CSD Ph.D. PROGRAM**

Date: _____ Number of Students Present: _____

STUDENT: _____ Length of Observation _____

Course Title: _____ Name of Observer: _____

Number of Planned Observations: _____ Number of Previous Observations: _____

Directions for Observer: Please complete the information at the top of this form. Circle a response for every question below: 1=poor; 2=below average; 3=average; 4=good; 5=excellent; NA=not applicable. Provide comment in each section to support and elaborate your ratings. A below rating should be explained. Discuss ratings and suggestions with the student within a week. **PLAN TO DO AT LEAST EVALUATIONS DURING THE SEMESTER!**

Classroom Organization	Poor					Excellent	
1. Is prepared for class	1	2	3	4	5	NA	
2. Maintains effective classroom pace	1	2	3	4	5	NA	
3. Presents clear goals and objectives for the class	1	2	3	4	5	NA	
4. Maintains focus on the goals and objectives of class	1	2	3	4	5	NA	

Please comment:

Presentation	Poor					Excellent	
5. Maintains students' attention/focus	1	2	3	4	5	NA	
6. Uses audiovisual aids appropriately; varies format of presentation	1	2	3	4	5	NA	
7. Conveys enthusiasm and interest	1	2	3	4	5	NA	

Please comment:

Rapport	Poor					Excellent	
8. Seems respectful of students	1	2	3	4	5	NA	
9. Facilitates students' participation in class	1	2	3	4	5	NA	

Please comment:

Credibility	Poor					Excellent	
10. Conveys competence in presenting material	1	2	3	4	5	NA	
11. Responds to questions & alternative viewpoints constructively & non-defensively	1	2	3	4	5	NA	

Please comment:

Content	Poor					Excellent	
12. Integrates readings into instruction	1	2	3	4	5	NA	
13. Uses a variety of learning techniques	1	2	3	4	5	NA	
14. Presents materials & assignments understandably	1	2	3	4	5	NA	
15. Applies concepts to real-life examples	1	2	3	4	5	NA	

Please comment:

For completion by student who was rated on this form:

Please review the classroom evaluation feedback provided on this form. The feedback is meant to be constructive and to assist you in setting goals for your teaching effectiveness. In the spaces below, please feel free to respond to the reviewer's ratings and/or comments, and include a statement of your goals for improving/enhancing your teaching in the future. (If these goals have already been specified on another rating form, Please state this.)

**PLEASE RETURN ALL COMPLETED FORMS TO THE ASSOC.
CHAIR OF Ph.D. EDUCATION AT THE END OF THE SEMESTER**

**Ph.D. in Communication Sciences and Disorders
Dissertation Proposal Assessment Rubric**

Candidate: _____ Date: _____

Proposed Project: _____

Projected Graduation Date: _____

The goal of the dissertation proposal defense is to ensure that the planned project has the optimal chance of success and will lead to publishable results. Thus, the committee may recommend major revisions to the proposed methods and analyses, in particular, to ensure the successful completion of the project in a timely manner, without rejecting or requiring resubmission of the proposal.

Scoring: Excellent, Satisfactory with minor revisions, Needs Major Revisions, Fail

Proposal Criteria	Comments
1. Statement of the problem is clear and well-motivated	
2. The importance of the problem is well-motivated.	
3. Content: Demonstrates a deep and broad knowledge of the literature.	
4. Analysis: Demonstrates insightful analysis and integration of literature	
5. Oral Communication: Oral discussion of ideas is clear and professional.	
6. Written Communication: Written discussion of ideas is clear and professional.	
7. Research questions/Aims are clearly stated and directly address the stated problem.	
8. Methods are plausible and appropriate to address the research questions. -Independent variables are clear -Dependent variables are quantifiable	

<p>9. Statistical Analysis is appropriate to address the research questions and within the expertise of the student.</p> <p>-Potential Confounds?</p> <p>-Recommended Covariates?</p>		
<p>10. Independence: Student has the expertise, resources and independence to complete the project as designed.</p>		
<p>11. Project can be completed within the stated time frame.</p>		
<input type="checkbox"/> Project Approved	<input type="checkbox"/> Not Approved-Major Revisions Required	<input type="checkbox"/> Project rejected.

Other Comments:

Passing is by approval of the supervisory committee. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: _____ Signature: _____

Committee Member: _____ Signature: _____

**Ph.D. in Communication Sciences and Disorders
Dissertation Evaluation Rubric**

Candidate: _____ Date: _____

Project: _____

Scoring: Excellent, Satisfactory with minor revisions, Needs Major Revisions, Fail

Criteria	Dissertation
1. Content: Demonstrates a deep and broad knowledge of the literature.	
2. Analysis: Demonstrates insightful analysis and integration of information.	
3. Oral Communication: Oral discussion of ideas is clear and professional.	
4. Written Communication: Written discussion of ideas is clear and professional.	
5. Independence: Demonstrates the capacity to carry out independent research.	
6. Responds clearly and professionally to questions and challenges.	
<input type="checkbox"/> PASS	<input type="checkbox"/> No Pass-Retry <input type="checkbox"/> No Pass-Final

Comments:

Passing is by approval of the supervisory committee and requires that at least 4 of 6 criteria are scored as excellent or satisfactory for each paper. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: _____ Signature: _____

Committee Member: _____ Signature: _____

Communication Sciences and Disorders PhD Competencies and Learning Experiences

Communication Sciences and Disorders PhD Competencies	Learning Experiences																
	RSD 6110	PHC 6001	PHC 6937	CLP 6527/8	CLP 7934a	STA 6126/7	Spa 6581	RSD 6706	CLP 7934d	PSY 6930	VME 6767	Courses in Specialty areas	GMS 6818	SPA 6940	SPA 7979	Dissertation Proposal	SPA 7980
The student will be able to discuss how their research contributes, directly or indirectly, to communication sciences and disorders of individuals and populations	P	P	P					P	R	R		P	P		R	R	R
The student will be able to discuss public health issues with respect to communication sciences and disorders	P		P										P	P	R	R	R
The student will be able to discuss how their research fits in the continuum of communication sciences and disorders research.								P	R	R		P	P		R	R	R
The student will be able to conduct research in one of three areas of specialization: <u>Audiology</u> , <u>Speech Pathology</u> or <u>Speech Science</u> .				P	P	P	p	P	R	R	P		R		R	R	R
The student will be able to write research manuscripts for peer reviewed, communication sciences and disorders related, professional journals.							p	P	R	R		P	R		R	R	R
The student will be able to analyze and interpret data in communication sciences and disorders				P	P	P	p	R				P			R	R	R
The student will be able to present research findings at scientific and professional conferences.							P					P			R	R	R
The student will be able to teach at the college level in communication sciences and disorders academic programs.														R	R		
The student will understand how to how to develop and write research grants									P	P					P		

Courses:

RSD 6110 Rehabilitation Science Theory and Application

PHC 6001 Principles of Epidemiology

PHC 6937 Introduction to Public Health

CLP 6527/8 Measurement, Research Design, and Statistical Analysis in Clinical Psychology I

CLP 7934a Multivariate Analysis

RSD 6706 Scientific Writing for Rehabilitation Professionals

CLP 7934d Advanced Writing

ALS 6046 Grant Writing

PSY 6930 Grant Writing

VME 6767 Issues in the Responsible Conduct of Research

GMS 6818 Design & Conduct of Clinical Trials

EDF 6938 Teaching Practicum for Graduate Students

SPA 6940 Supervised Teaching

SPA 7979 Advanced Research (Qualifying Exam)

SPA 7980 Doctoral Research (Dissertation)