DOCTOR OF PHILOSOPHY

IN

COMMUNICATION SCIENCES AND DISORDERS

UNIVERSITY OF CINCINNATI

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Revised: 3/10/2015
Dear Student:

This handbook is designed to provide information about the graduate programs in Communication Disorders for prospective doctoral students and to guide students through the program.

Section I provides general information about the program at the University of Cincinnati and describes the application process. This section is directed primarily toward prospective students. General information for students just entering the program is provided in Section II. Section III provides detailed information about academic, research and examination requirements for doctoral students.

Students are responsible for following the requirements outlined in the handbook; however, additional information will be provided by the Academic Advisor, and Director of Graduate Studies. The Doctoral Seminar is a particularly important source of updated information. Finally, always feel free to ask questions when anything is unclear.

Information regarding housing can be obtained by calling 556-6461. Student financial aid/loan information from sources outside the department can be obtained by calling 556-1000 or visiting their website at www.financialaid.uc.edu. The general University information number is 556-6000. Visit the Registrar’s Web page at http://www.uc.edu/registrar to view the schedule of courses offered each quarter, policies, procedures and regulations governing registration, consortia, closed courses, and fees. College and school bulletins may be viewed at www.uc.edu/bulletins. This information and more may also be found on the University of Cincinnati web site, www.uc.edu.

We hope that prospective students are impressed by our program and choose to join us. We would be happy to have you come for a visit.

To beginning students, welcome to the program. We trust you will have a rewarding and enjoyable experience at the University of Cincinnati.

Sincerely,

Lisa Kelchner, Ph.D.
Director of Graduate Studies

Nancy A. Creaghead, Ph.D.
Department Head
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ADDITIONAL INFORMATION REGARDING GRADUATE PROGRAMS

Although the contents of this handbook are in compliance with the rules and policies of the University of Cincinnati Graduate School, the reader may consult the University Graduate Handbook for greater detail online at www.grad.uc.edu.
SECTION I

GENERAL INFORMATION FOR PROSPECTIVE STUDENTS

University of Cincinnati

The University of Cincinnati is located in the southwestern corner of the State of Ohio. Its founding date, 1819, represents the establishment of Cincinnati College and the Medical College of Ohio. The University became a municipal university in 1870, under a state act. It remained a municipal university until July, 1977, when it became the newest member of the state university system. There are twenty colleges or schools housed within the University of Cincinnati, with an enrollment on all campuses that exceeds 35,000 students. Over 5,000 undergraduate and graduate degrees are awarded each year.

Communication Sciences and Disorders

The undergraduate program in Communication Sciences and Disorders and the graduate program with specialties in Speech-Language Pathology and in Audiology comprise the Department of Communication Sciences and Disorders, located in the College of Allied Health Sciences which is housed in the French East Building on the University’s medical/east campus. The program in Speech-Language Pathology which leads to a Masters Degree in Communication Sciences and Disorders and the Doctor of Audiology (AuD) are both accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program in Public School Certification is coordinated by a faculty member in the Department of Communication Sciences and Disorders.

The program in Communication Disorders began in 1967. There is a graduate enrollment of about 200 master's students (first and second year on-campus and our distance learning cohort), 32 Au.D. students, 36 doctoral students, and an undergraduate enrollment of approximately 200.

The faculty consists of 12 full-time and six part-time doctoral level faculty members and six clinical faculty members. Most Speech-Language Pathology and Audiology faculty members hold the ASHA Certificate of Clinical Competence, as well as Ohio licensure in Speech Pathology and/or Audiology.

Levels of Preparation

There are three levels of preparation in Speech-Language Pathology and Audiology at the University of Cincinnati. The first level leads to the Bachelor of Science Degree, the second fulfills the requirements of the Master of Arts Degree with a major in Speech-Language Pathology or the Doctor of Audiology Degree, and the third culminates with the Doctor of Philosophy.

The third, or Ph.D. level, prepares students for leadership in research, teaching and/or clinical areas in Speech-Language Pathology, Audiology and Speech and Hearing Science. This level of study emphasizes research techniques in Communication Sciences and Disorders, experience in college
teaching, and the opportunity to explore the theoretical aspects of clinical techniques. Ph.D. students are expected to complete course work in the major area and to demonstrate research competency. Students must also demonstrate, through a dissertation, contribution to knowledge in the areas of Speech, Language or Hearing Science, Speech-Language Pathology or Audiology. See Section III for further description of the doctoral program requirements.

Mission

The mission of the Communication Disorders Graduate Program is to educate students to become competent speech-language pathologists, audiologists, teachers, and/or researchers who are committed to scientific inquiry and lifelong learning, to add to the knowledge base of the discipline, to provide public service to enhance the lives and dignity of individuals with communication disorders, and to embrace diversity.

The goal of the professional preparation programs in audiology and speech-language pathology is to provide each student with the theoretical background and knowledge base, clinical practice experiences, and research experience to meet the mandated requirements of practice, to provide competent, ethical and caring assessment and management services, to develop and use evidence-based practice, and to be lifelong learners.

The goals and mission of the Ph.D. program are to prepare students for leadership positions where they will educate future professionals, advance the knowledge base of the discipline, and promote and support the highest quality services in clinical settings. This mission is consistent with the Department’s mission to educate clinicians and leaders and to contribute to the basic scientific study of the processes of human communication and the prevention of communication disorders.

Graduates of the Master’s Degree Program in Speech-Language Pathology and the Doctor of Audiology are prepared for positions as speech-language pathologists and audiologists in all health care and educational settings throughout the United States. There is a shortage of speech-language pathologists and audiologists in Ohio and in the region, especially in school settings. Graduates of the Ph.D. program are prepared for careers as teachers and researchers in higher education and other research settings. The program is committed to educating teachers and researchers to meet the critical need in the discipline in Ohio as well as throughout the United States.

Admission Requirements

Applicants must meet the following admission requirements:

1. Graduate Record Examination score of 153 (new scale; 500 old scale) or better for verbal reasoning, 144 (new scale; 500 old scale) or better for quantitative reasoning and a 4.5 or above for the written/analytical section.

2. 3.0 minimum overall undergraduate grade point average.

3. Narrative goals statement/essay describing academic and professional objectives for advanced study.
5. Written response to a prompt generated by the faculty.

6. Resume showing previous work experience, outside activities, scholarships, and honors.

7. Original official transcript from each university attended regardless of length of attendance or number of credits. International transcripts are to be submitted to WES for USA-equivalence interpretation.

8. Official final transcript(s) with bachelors and/or additional degree(s) posted -- to be submitted upon completion of the degree program(s).

9. Three letters of recommendation relative to prospective student’s academic promise.

10. Official TOEFL test score if English is not the applicants’ native language. The minimum University of Cincinnati score for admission is 68 IBT. The Department of Communication Sciences and Disorders minimum score for admission is 100 IBT. International students must fulfill U.S. Immigration Service requirements and register with the International Student Services Offices at UC. The Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE) are required of all applicants whose native language is other than English.

**Application Procedures**

1. For fall admission, an online application must be submitted to the University of Cincinnati Graduate School by **January 1** for an early (preferred) decision or a late deadline of **March 15** at http://grad.uc.edu/admissions.html. A non-refundable application fee is payable to the University of Cincinnati and must accompany the application. If an application is made to the wrong degree program, your application may not be properly reviewed and you may be asked to resubmit a new application and fee. The initial application review process by the Department Graduate Admissions Committee takes approximately three weeks after completion of the doctoral application file. Applicants will receive written notice as application materials are received and when the application file is complete and ready for review. Admission decisions are made in writing. Successful completion of a master’s degree program does not necessarily indicate readiness to enter a doctoral program. Faculty evaluate the student’s ability to undertake a research program by examining multiple aspects of the admissions file. Additionally, no student can be accepted in the program unless a faculty member indicates willingness and availability to serve as the academic advisor.

2. Goals essay, resume and letters of recommendation are part of the online application process. No hard copies are to be sent to the University of Cincinnati.

3. Original official transcripts from each university attended, regardless of length of attendance or number of credits, are to be sent directly to the Graduate Admissions Committee, Communication Sciences and Disorders, University of Cincinnati, 3202 Eden Ave, Rm 344 French East Bldg, Cincinnati, OH 45267-0379. International transcripts are to be submitted to WES for USA-equivalence interpretation; WES interpretations are to be sent to the above address.
4. GRE scores must be sent by ETS directly to the University of Cincinnati (institution code is 1833, audiology code is 0602, speech language pathology code is 0620).

5. Official TOEFL test score if English is not the applicant’s native language are to be sent by the test site directly to the University of Cincinnati.

6. Provide a copy of the master's thesis or evidence of other original research. Students who enter the doctoral program without such research experience will be required to conduct a research project prior to completion of course work at the University of Cincinnati.

International students must fulfill U.S. Immigration Service requirements and register with the International Student Services Offices at UC. The Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE) are required of all applicants whose native language is other than English.

Upon arrival at the University of Cincinnati, all international students are required to carry student health insurance. Semester fees (reflecting the number of accompanying dependents) will be assessed at each registration period.

**Financial Assistance**

The program has a number of University Graduate Scholarships and graduate assistantships that can be awarded to students on the basis of quality of academic record (grade point average and letters of recommendation). **Full-time** doctoral students receive financial support of some kind, including scholarships, graduate teaching or research assistantships, or clinical stipends. Students may be funded for up to four years. Requests for financial assistance are made at the time of application. International students who receive tuition grants and/or stipends must participate in the Oral English Proficiency Testing required by the University. In order to be eligible for financial aid, Students must be registered for 10 or more graduate credits each semester exclusive of audit credits to be considered a full-time graduate student. Students receiving Graduate Assistantships, University Graduate Scholarships, or fellowships must register for a minimum of 12 credit hours for each semester they are funded.

The University of Cincinnati has endorsed and is governed by the following resolution adopted by many colleges and universities in the United States and Canada: “Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institute after April is conditional on presentation by the student of the written release from any previously accepted offer.
University assistantships, tuition scholarships, and fellowships cannot be awarded to students who have accumulated 174 or more graduate credit hours. A student may register for a maximum of 18 credit hours per semester. Students are generally expected to provide a maximum of 20 hours per week in departmental service. Thus, when these students are outside employed over and above their assistantships, a number of legitimate academic concerns can be raised (including length of time to earn their degree). The following policy recommendations are to be followed:

1. One course per semester (or the equivalent FTE% for non-instructional assignments) is the maximum part-time workload allowable for those who have a graduate assistantship.
2. The department will closely monitor the academic progress of students holding more than one University appointment/employment. This may include quarterly grade reports and a progress report for each student's file.
3. Continued academic progress is expected; should progress be slow, the additional appointment may be terminated.

Students are required to maintain a 3.0 overall grade point average in graduate school in order to retain funding through the Department. Students whose grade point average falls below 3.0 and those who receive incomplete grades for fall semester of the first year may retain financial aid for spring semester. Students who do not have an overall 3.0 grade point average and/or have two or more incompletes at the end of spring semester will lose their funding as of the next semester in which they are enrolled. The same policy will hold for all future semesters. Students may retain funding with a 3.0 overall grade point average and one incomplete. However, all incompletes must be resolved prior to fall of the second year, unless the course must be repeated.

Ohio Residency

The Department of Communication Sciences and Disorders suggests that all Communication Sciences and Disorders non-foreign non-Ohio resident graduate students reside in Ohio during their graduate study and take the appropriate steps to become Ohio residents in order to receive in-state graduate tuition rates during their second and subsequent years of study. Application for residency, however, does not guarantee approval for residency for in-state tuition rates. The eligibility criteria and required documentation for Ohio residency can be found on the Registrar’s web site at www.uc.edu/registrar.

Academic Performance

All students will be periodically reviewed in terms of academic and clinical practice performance. Graduate students who fall below the 3.0 quality point average required for graduation, or who demonstrate a serious deficiency in professional content areas or clinical practice will not be continued on financial support, and may expect to be discontinued from the graduate program.

Students may be accepted for either full-time or part-time study. Full-time study requires enrollment for at least 10 graduate credit hours each semester.
New Student Orientation and Registration

All entering students are required to attend the Graduate Student Orientation that is usually held several days prior to the beginning of classes in late August. During this period, students will meet with their advisors and complete registration for Fall semester, as well as have an opportunity to meet all faculty and tour facilities. In addition, students will become familiar with the process of changing registration, dropping and adding courses, auditing courses and grading codes. The exact dates of orientation will be included in a mailing in July to all incoming students.

A general tour of the university’s west campus is usually offered through the University’s Admissions Office. For more information on this tour, call 513-556-1100. Regularly scheduled tours of the east campus are not offered by the University’s Admissions Office. Regularly scheduled tours of the department facilities are not generally offered outside of the annual department graduate orientation for accepted incoming students. However, interested students wishing to tour the department facilities are to contact the department office (513-558-8502) to be assigned a departmental faculty advisor who will arrange an appointment for a tour.
SECTION II

GENERAL INFORMATION FOR MATRICULATED STUDENTS

Keys

Each student is entitled to access to the Communication Sciences and Disorders Clinic therapy, preschool and clinic materials rooms and department general labs. Procedures for obtaining keys will be explained during graduate orientation. Keys must be returned to the Communication Sciences and Disorders office (344 French East) at the end of the student’s graduate program. Students will be charged a minimum of $25 for keys lost or stolen and replaced and for keys not returned before or upon graduation or upon request. Unpaid fines will result in the inability to obtain transcripts and diplomas.

Email

Students can request an exchange email account that would give them the ability to encrypt emails and also give them access to Outlook calendars. The student’s advisor has to send a request to Diane Phillips in order to obtain the exchange account. The advisor should notify the student immediately upon receiving approval of the request. Students should physically tell Tammy and Jill when they receive their new account.

Student Organization

Doctoral students may be student members or pay reduced membership fees for the American Speech-Language Hearing Association, the American Academy of Audiology, the Ohio Speech and Hearing Association, the Southwestern Ohio Speech, Language and Hearing Association and the Ohio Council of Audiology.

Libraries

The Jean W. Rothenberg Collection in Communication Disorders is housed on the main floor of the Health Sciences Library in the Medical Sciences Building on east campus. Additional holdings in our field are also in Langsam Library. The Public Library of Cincinnati and Hamilton County is a valuable resource as well. The Curriculum Resource Center in the west campus Blegen Library has a variety of therapy materials and references that may be of value. There are also a variety of computer resources for students within the department labs on the ground level and in the College’s student computer rooms on the third floor in French East. The Health Sciences Library at the College of Medicine offers free one-two hour instructional sessions on computer library access as well as other useful instructional classes such as E-mail Remote Access, Blackboard, Outlook, and Internet. They also offer free introductory, intermediate and advanced sessions on software such as Word, Excel, Access, and PowerPoint. Students are encouraged to use this valuable free resource.
Non-Discrimination Policy

The University of Cincinnati reaffirms its policy that discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, disability, status as disabled veteran or veteran of the Vietnam era, or age shall not be practiced in any of its activities. Furthermore, where past or present discrimination continues to have an adverse impact upon protected class members such as minority groups, women, disabled, Vietnam era veterans, or disabled veterans, the University will take affirmative action in carrying out its policy of non-discrimination and equal opportunity for all. Complaints involving the abridgement of this policy should be addressed to the Affirmative Action Coordinator. For more information visit http://www.uc.edu/af/equal_opportunity/eeo_aa.html.

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law, such as records maintained by a physician or psychiatrist, or parents' financial statement. Educational records are maintained in such offices as Student Records, Financial Aid, Career Development and Placement and Educational Advising.

In order to gain a review of such records, along with any appropriate explanation or interpretation, the student should first address the proper university, collegiate, or departmental office. Should the student encounter any difficulty in obtaining the kind of review requested, the question should be referred to the Office of the Registrar. An individual may challenge the content or the right to review a student record by appealing to the Family Educational Rights and Privacy Act Committee. It is the policy of the University of Cincinnati that the kinds of student records referred to in this statement will be review able by any qualified student at any reasonable time. Copies of any portion of the record will be provided at cost, except transcripts of students' permanent academic records for which the University's transcript policy will apply.

It is the policy of this institution that all student records, other than "Directory Information," are to be treated with confidentiality so that the only access afforded University faculty or staff is on a "need-to-know" basis. The office responsible for the maintenance of any particular student record will be responsible for seeing to it that such confidentiality is maintained.

The University considers the following information as Directory Information: The student's name, address, telephone number, email address, college, class, major field of study, dates of attendance, registration status, and degrees and awards received.

Academic Honesty

Academic dishonesty in any form is a serious offense and cannot be tolerated in an academic community. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance, may result in a failing grade in a course and/or suspension or dismissal from the Graduate Division.
Expectations for Classroom Etiquette

The following are Department-wide expectations for courtesy to other students and to instructors and guest speakers in the classroom during class lecture/meeting time. Additional expectations may be found in course syllabi. Sanctions for violating these expectations may be found in the course syllabi and announced in class.

1. Consistent attendance and punctuality is expected. Syllabi of particular classes may include specific expectations regarding notification of absence or tardiness. Students are responsible for all materials presented in class during their absence.

2. Cell phones and other personal electronic devices must be turned off at all times during class. This means that they cannot be put on silent ring or vibration, and text messaging cannot occur.

3. Computers are to be used solely for instructor-directed in-class activities pertinent to the class in session. The following activities are not permitted during class time: Net surfing, reading emails, working on assignments for other classes, etc. This is a matter of courtesy to your instructors and to your fellow students.

4. Continuous/lengthy side conversations with classmates are not permitted during lectures, guest lectures, whole-class discussion, student presentations, etc. This is a matter of courtesy to instructors and fellow students.

5. Students are expected to remain in the classroom during tests and exams, unless explicit permission is granted for medical reasons.

6. Students may not alter switch settings on the classroom computer and/or electronic controls.

7. The Bahmann room is to be used for scheduled patients, classes, conferences, and meetings only. It should not be used as a lounge or dining room during or between classes. The electronic equipment, computer, and video projector should be used only in preparation for and during scheduled classes in this room. The last person out of the Bahmann room is expected to shut down all electronic equipment, the computer, and video projector, and lock and close the door.

Graduate Student Grievance Procedures

It is the policy of the University to provide an opportunity for the resolution of disputes involving graduate students in a fair and collegial manner and within the department if possible. These procedures establish a formal process for graduate students to request review and redress of certain grievances arising out of their academic relationships with their departments, their colleges, or the University of Cincinnati.
The department of Communication Sciences and Disorders abides by the Graduate School’s Grievance Procedures which can be viewed at the following link: [Graduate Student Grievance Procedures](#).

Complaints against graduate education programs or complaints against the Council on Academic Accreditation may also be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech Language-Hearing Association  
2200 Research Blvd.  
Rockville, MD 20850

Procedures for filing a complaint with the CAA can be found at [http://www.asha.org/academic/accreditation/accredmanual/section8.htm](http://www.asha.org/academic/accreditation/accredmanual/section8.htm).

Concerns about graduation, practicum, advising or the conduct of faculty or other graduate students should always be taken up first with the relevant faculty member of student. Unresolved concerns should be addressed to the Department Head. The University has an Ombudsman who may be consulted on issues that seem beyond the scope of the program or department, including issues of sexual harassment, or discrimination of any sort. It is the student's responsibility to advise the faculty and the Department Chair about the need for assistance with financial, health or academic problems that might interfere with study or practicum performance.

It is the responsibility of the Admissions Committee to notify promptly all applicants of acceptance or rejection.

**Standards and Procedures for Probation, Suspension and Dismissal**

**Policy for Probation**

All graduate students will be reviewed by the faculty following each academic semester. Students who fail to maintain a B (3.0) average on all course work or who fail to make satisfactory progress toward their degree will, upon vote of the faculty, be placed on academic probation for the ensuing semester.

The student remains on probation for the period that the cumulative GPA is below 3.0, but will be allowed to continue in the program as long as grades in all graduate-level courses are above 3.0 for each individual semester. The student will be dismissed if grades for any quarter while on probation are below 3.0.

**Policy for Incomplete Grades**

Doctoral students are expected to complete courses or independent studies as they are taken, and are strongly discouraged from taking an incomplete grade. It is very difficult for students to move
forward with the plan of study while trying to finish a course or independent study left over from a previous semester.

If an incomplete is obtained, the student is expected to finish the required work the following semester. Any student who does not meet this expectation will be asked to provide the advisor with a written plan for completion. The Graduate School allows a maximum of one year to change a grade of “I” (incomplete). After one year, the administration automatically converts the grade to “F”. The student may register again for the course and receive a new grade, but the “F” remains on record permanently (see further details in the Graduate Handbook). This administrative policy does not apply to grades of “SP” (satisfactory progress) for research or projects continuing over several semesters. The faculty will formally review any student who receives more than one incomplete grade in any given year, and persistent receipt of incomplete grades may be considered grounds for dismissal from the program.

Policy for Dismissal

Receiving an F in any two courses, either concurrently or in different semesters, will result in immediate dismissal with no probationary period. Receiving a GPA below 2.0 (excluding incomplete) for any specific grading period will result in immediate dismissal with no probationary period.

A student dismissed from the graduate program may file a written petition with the Director of Graduate Studies for readmission. In making a decision regarding readmission, the faculty may consider extenuating circumstances surrounding the unsatisfactory grades and the probability that the student can successfully complete the program with at least the 3.0 GPA required to graduate.

If a dismissed student wishes to be considered for readmission in the subsequent semester, a petition must be filed within three working days of receipt of the written dismissal notice. If a previously dismissed student is readmitted, all previously earned grades remain on the permanent record and will be computed in the overall grade point average. Students will be specifically warned of possible termination by the Director of Graduate Studies and will be advised of needed improvements.

Dismissal of a student for academic or clinical practicum reasons is not taken lightly. The progress of each student is monitored quarterly by reviewing grade reports and academic and research performance. Problems identified by a faculty member or the advisor, are discussed at faculty meetings. A meeting(s) is subsequently scheduled between the student and the Academic Advisor, Graduate Program Director, or Department Head. The purpose of this meeting is to address the concern and problem-solve a potential solution. Written documentation of the problem criteria for dismissal/retention, and results of the meeting are presented to the student and to the faculty, with a copy for the student's file. The student is also encouraged to respond to the faculty in written form. Any subsequent meetings are similarly documented. If resolution of the problem cannot be reached, decision for dismissal is made by vote of the entire faculty. The Department Head then has a final meeting with the student, to inform him/her about the decision and provide information about options for further academic or employment opportunities.
Students will be fully informed of all decisions affecting their status in the program and each has the right to appeal under grievance procedures drawn up by the Graduate School.

**Evaluation of Student Performance**

A written assessment of performance for each doctoral student is required at the end of a student's first year; an annual review or some other form of formal evaluation of progress is required throughout a student's program.

**Pre-Registration Procedures and Requirements**

**Supplementary Information Form**

The Supplementary Information form must be completed prior to or during registration by the following individuals: (a) new students entering the University, (b) students not enrolled in the previous academic year, (c) students who transfer to another college, (d) students who have earned their Master's degree and are admitted/continuing to the Ph.D. programs.

When filling out this form, the student is to enter the program name (CSD) on the line "Program Major". The form is to be returned to the academic unit as requested.

**Name Change Request Form**

Name Changes must be completed by students who have legally changed their name. Students should immediately change their name by going to One Stop on the UC website at [http://onestop.uc.edu/](http://onestop.uc.edu/). Select Forms and then Name Change Request. A name change will not be accepted in the Department until the name change is formally changed on the student database through the Office of the Registrar.

**Change of Address**

Address Changes must be completed by students who have moved. Students should immediately change their address by going to One Stop (My Information) on the UC website. The student is to inform the Department Office (344 French East) immediately of a change of address and/or phone number.

**Transfer of Credits**

As a means of assuring that the character and standards embodied in graduate degrees awarded by the University of Cincinnati are preserved, limits are set on the amount of work completed at other institutions which can be included as fulfilling graduate degree requirements. These limits complement residency requirements, and are stated as follows:

Doctoral degrees are conferred on the basis of sustained study and high scholarly attainment in a special field of learning. In no case will the degree be granted for less than three years of full-time graduate study or its equivalent, of which the last year must be in residence in the University of
Cincinnati or under the university’s direction. The number of transferable and acceptable credits is determined by the faculty in the program to which students have applied. Eligibility for graduation requires either a minimum of 90 graduate credits beyond the bachelor’s degree or 60 graduate credits beyond a master’s degree, including at least 7 hours of dissertation research. The last 30 must be completed under the direction of University of Cincinnati faculty.

**Speech Language Pathology Combined MA- Ph.D program:**

Consideration for admission to a combined MA PhD program in speech language pathology requires that the applicant demonstrate the academic and personal potential to participate in a rigorous course of study and related experiences that will prepare them for clinical practice and a career in research and academia. Although some doctoral coursework and related activity will start in the first year, the primary focus of the first two years of study is in coursework required for clinical preparation. Upon completion of the master’s degree and Praxis exam, the student is eligible for the clinical fellowship year (CFY) (9 months of full-time employment). Doctoral coursework will be scheduled as possible during clinical activity.

At this time, separate application and acceptance to each of these graduate programs is required. All doctoral coursework will follow the Plan of Study established by the student and his or her academic committee. The expected length of time to complete a combined M.A.-Ph.D. program is 5 to 7 years.

**Audiology Combined or sequential Clinical and Research doctorate (AuD; PhD):**

Consideration for admission to a combined clinical (AuD) and research degree (Ph.D.) in Audiology requires that the applicant demonstrate the academic and personal potential to participate in a rigorous course of study that will prepare them for both clinical practice and a career in research and academia. Although some doctoral coursework and related activity will start in the first year, the primary focus of the first two years of study is in coursework required for clinical preparation. The third year of the AuD program involves a full-time clinical placement. Please see the AuD manual for full details.

At this time, separate application and acceptance to each of these graduate programs is required. Any doctoral coursework will follow the Plan of Study established by the student and his or her academic committee. The expected length of time to complete a combined AuD-Ph.D. program is 6 to 7 years.

**Registration**

*The UC Schedule of Classes* provides the courses offered each semester at U.C. To view the schedule click on the following link: [The UC Schedule of Classes](#).
SECTION III

DOCTOR OF PHILOSOPHY PROGRAM

Sequence of Events

The following events must be completed in order to receive the Doctor of Philosophy degree in Communication Sciences and Disorders. Additional information about the requirements is available from the Division of Graduate Studies Handbook (www.grad.uc.edu). Each step is explained in detail in the sections following.

Obtain an academic advisor
Form the academic committee
Submit an approved plan of study
Complete course work
Complete other required activities (Summer Fellowship application, publications, presentations, etc.)
Pass the comprehensive examination
Choose the dissertation committee
Advance to candidacy
Submit an approved dissertation proposal to the Committee and IRB
Complete and successfully defend the dissertation
Schedule an exit interview with Department Head
Graduate

Credit Requirements and Time Limits

The Ph.D. degree requires a minimum of three years of full-time graduate study in the student’s degree program and either a minimum of 90 graduate credits beyond the bachelor’s degree or a minimum of 60 credits beyond a master’s degree, including at least 7 hours in dissertation research. However, the typical length of the Ph.D. program in Communication Sciences and Disorders is 3-5 years following completion of a master’s degree. All requirements for the Ph.D. degree must be completed within nine (9) consecutive years of initial enrollment. This period includes a maximum of five (5) years before achieving candidacy and a maximum of four (4) years beyond candidacy. A period of seven (7) months must elapse between admission to Ph.D. candidacy and receipt of the degree.

Full-time graduate students must register for a minimum of ten graduate credit hours per semester. Students receiving scholarships must register for the number of graduate credit hours each semester for which they are funded. Students receiving fellowships or assistantships must register for a minimum of 12 credit hours for each semester they are funded. Students must register for at least one graduate credit hour in each academic year to maintain graduate student status.
Graduate assistantships and tuition scholarships will not be paid for students accumulating 174 or more U.C. graduate credits at the University of Cincinnati. See section on financial aid or the Graduate Handbook for more information.

**Residency**
Prior to admission to doctoral candidacy, all doctoral students must complete a residency requirement by enrolling in ten graduate credit hours per semester in each of two semesters (including summer semester) during a span of four consecutive semesters.

**Academic Program**

**Academic Advisor**
The student’s academic advisor is determined prior to enrollment in the PhD program by the faculty, the Director of Graduate Studies, and the Department Head, who will base their decision on faculty availability, faculty expertise, and the student’s preference. The academic advisor must be a member of the Communication Sciences and Disorders faculty.

During the first semester of study, the academic advisor and the student will meet to plan the proposed sequence of courses and select the academic committee.

**Academic Committee**
The purpose of the academic committee is to assist the student in identification of coursework and academic experiences that culminate in the comprehensive examination, which is prepared and evaluated by the academic advisor and committee. The academic committee is selected by the student and his or her academic advisor. The academic committee shall consist of three to five faculty members who have expertise in the student's area of focus. The majority of the committee must be Communication Sciences and Disorders faculty members. The academic advisor will serve as chair of the academic committee.

**Plan of Study**
Each student, in consultation with their advisor, will prepare a Plan of Study by January of their first year of their Ph.D. program. The Plan of Study includes a 500 word rationale for the Area of Focus; a list of proposed coursework; and an addendum that lists relevant graduate coursework completed in a master’s degree program, an AuD program, or another related graduate program. The coursework in the Ph.D. program will include the following:

A. The total number of credits required for the Ph.D. program is a minimum of 90 graduate credits beyond the bachelor’s degree or a minimum of 60 credits beyond a master’s degree or AuD. At least 7 credits in dissertation research will be included in the total credit requirement.

1. A minimum of 28 credits must be completed in the Area of Focus. The Area of Focus is a
subcategory of speech-language pathology, audiology, or speech-language-hearing science (e.g., Medical Speech Pathology, Language and Literacy, Electrophysiological Measurement, Voice Disorders, Cochlear Implants, etc.). The courses taken in the Area of Focus will include courses offered within the Department of Communication Sciences and Disorders and courses offered through other departments at the University of Cincinnati. The Area of Focus coursework is selected by the student in consultation with their advisor and committee to develop a knowledge base in their chosen area. At least two independent studies (1-3 credits each) in the major and related areas should include opportunities to gain experience in reviewing current literature. Preparation of at least one critical review of the literature, including integration of the major literature with related studies, is expected. Ph.D. students with a medically related focus will take courses listed below:

a.) All Ph.D. students with an Area of Focus related to neuroscience, anatomy, voice, swallowing and neurogenic based language disorders are required to take the Medical School course Brain, Mind and Behavior (NS-8041). Students register for the course as audit and will sign up for an independent study (Individual Work in Speech, Language and Hearing Science, CSD-9065) under the direction of Dr. Pete Scheifele for a minimum of 8 credits. This course should be taken in the fall semester of their first or second year. The course instructor will assign a grade. Additionally, students need to confirm with the course instructor on the first day of class that they are taking the labs associated with the course.

b.) Students without a strong background in neuroanatomy and neurophysiology are encouraged to take, audit or attend all or parts of CSD-8051C Advance Neurologic Basis of Communication Disorders in preparation for Brain, Mind and Behavior.

2. A minimum of 12 semester credits in research, research design, and statistics must be taken as part of the Ph.D. program. All students are required to take at least one qualitative research course. Typically, students with a focus in child language will take both quantitative and qualitative sequences.

3. At least one graduate level course in speech and hearing science is required.

4. 11-13 credits of the Doctoral Seminar in Communication Disorders series are required. No other course may be substituted. Following is a list of the courses:

   CSD-9083 Doctoral Research in Communication Sciences and Disorders I
   CSD-9084 Doctoral Research in Communication Sciences and Disorders II
   CSD-9086 Doctoral Seminar Pedagogy
   CSD-9087 Doctoral Seminar in Communication Disorders: Supervision (optional for students who are not clinically certified and are not planning to obtain clinical certification in the future)
   CSD-9088 Grant Writing and Reviewing
5. Students are required to register and attend the Topics course for the first two years of their program. You must also register for Doctoral Research Seminar III, a dissertation writing work group that will meet one to two times a month and is available for 1-3 credits (optional for current students and mandatory for students beginning Autumn 2014).

6. A minimum of 7 and maximum of 30 dissertation credits may be included:

   35-CSD-9095 Dissertation Research in Communication Sciences and Disorders

7. An outline of the proposed plan of study (described in 1-6 above) includes the following:
   a) 500 word rationale for the area of focus
   b) Doctoral Seminar -- 11-13 credits
   c) Current Topics – 2 credits
   d) Research/Stats – 12 credits
   e) Speech Science – 3 credits
   f) Area of focus – 28 credits, which will include:
      a) Elected classes for the Area of Focus
      b) Required for some students:
         1) Brain, Mind and Behavior (former Gross Anatomy and Brain and Behavior I
            required for focus related to neuroscience, anatomy, voice, swallowing and
            neurogenic based language disorders
         2) Optional Advance Neurological Basis of CD – 3 credits
   g) Dissertation -- 7-30 credits
   h) Minimum Total -- 64 credits

8. In addition to the listing of courses according to the categories above, The Plan of Study should also include a list of courses planned for each semester. If a planned course is offered in a different semester than on the Plan of Study, the sequence of courses can be revised. Committee approval is required when a course listed on the Plan of Study is no longer available or compatible with the student’s schedule. See recommended format below.

   Fall Semester, Year
   Course Number  Course Name    Credits

9. The Plan of Study should also include the expected semester and year for the comprehensive exam. One independent study credit may be taken to prepare for the comprehensive exam.

10. The student is expected to maintain a 3.0 or better grade point average for all course work completed in the Ph.D. program. Audited courses do not count toward fulfillment of program requirements.

   Approval of Plan of Study
The student and the academic advisor will submit the proposed plan of study to the academic committee and to the Director of Graduate Studies. The committee must approve the plan by signature by March of the first year of study. Changes in the plan of study may occur for a variety of reasons. The advisor should be consulted regarding changes in the plan of study and to determine whether official, written approval of the entire committee is needed. It is the student's responsibility to return a signed copy of the plan of study to the Director of Graduate Studies for the student file and to provide updated signed versions (with the date of revision) for the student file as needed.

Ph.D. in Communication Sciences and Disorders

Plan of Study
Your Name

Presented to:

Advisor: ____________________________________________________________
Name, Date of Approval

Committee Members:

__________________________________________________________
Name, Date of Approval

__________________________________________________________
Name, Date of Approval

22
Checklist of Requirements

Annually (end of spring semester) and prior to graduation, students are required to complete the requirements listed on the Checklist of Requirements for the Ph.D. in Communication Sciences and Disorders. The checklist needs to contain your advisor’s signature and then be turned in to the Graduate Director who will keep it on record. A signed copy with comments will be returned to you and your advisor within two weeks.

Checklist of Requirements
Ph.D. in Communication Sciences & Disorders
Revised: 6/26/14

NAME __________________________________________________DATE_______________

The following checklist items are the basic and essential tasks that are required of you during your doctoral program. These tasks reflect the varied skills required for success in the academic job market in general, and for Communication Sciences and Disorders departments in particular. They are not necessarily listed in chronological order but most must be completed before scheduling the comprehensive examination. This list reflects the minimum combination of experiences required to prepare students for success in their post-Ph.D. career. In many cases, as with grant applications, articles, teaching assignments, etc., additional experiences will be beneficial. Please note that the individualized nature of a Ph.D. program means that different students may meet these requirements in slightly different ways and at slightly different rates of progress. Service and good citizenship to the department are important aspects of your academic career preparation.

ACADEMIC PLANNING

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>____________</td>
<td>Form academic committee by end of first semester</td>
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<td></td>
<td>• (list advisor and committee members)</td>
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<tr>
<td>____________</td>
<td>Submit one copy of Plan of Study to CSD office and one copy to Director of Graduate Studies (by mid spring semester, year 1)</td>
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<tr>
<td></td>
<td>• Develop Plan of Study with advisor</td>
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<td></td>
<td>• Obtain approval and signatures of academic committee members listed on Plan of Study</td>
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RESEARCH AND SCHOLARSHIP

___________ Prepare at least one critical review of the literature as part of an independent study in
the major

Prepare U.C. Summer Fellowship application for department review and potential submission to the URC as part of the year 1 doctoral seminar series

Prepare a second application that is submitted to the URC or to another granting agency by the end of year 2

Complete an independent research project (if a thesis was not completed) and submit it for publication prior to the comprehensive examination. Other past projects and publications may be approved by your advisor in consultation with your committee.
   - Attach manuscript and cover letter

Prepare/assist with the preparation of a second manuscript and submit for publication prior to candidacy. (Effective for students starting 8/13).
   - Attach manuscript and cover letter

Give at least one presentation at a state or national convention, or a professional workshop on a scholarly topic (attach copy of program).

Present at least one poster at the University of Cincinnati Poster Day

Attend two University of Cincinnati library courses (e.g. Scopus, Excel) or workshops teaching specific academic skills (e.g. Matlab programming) and two invited speaker lectures on campus at the University of Cincinnati per year for each of the first two years of the doctoral program (List a total of 8 below). Include title, topic and speaker for each.

1. Library Course year 1: _______________________________________________
2. Library Course year 1: _______________________________________________
3. Library Course year 2: _______________________________________________
4. Library Course year 2: _______________________________________________
5. UC Invited Speaker year 1: ___________________________________________
6. UC Invited Speaker year 1: ___________________________________________
7. UC Invited Speaker year 2: ___________________________________________
8. UC Invited Speaker year 2: ___________________________________________

Students are required to register and attend the Current Topics course for the first two years of their program.
Register for Doctoral Research Seminar III, a dissertation writing work group that will meet one to two times a month and is available for 1-3 credits (optional for current students and mandatory for students beginning Autumn 2014).

### TEACHING

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<tr>
<th>Date Completed</th>
<th>Requirement</th>
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<tr>
<td></td>
<td>Teach (or team-teach) at least one course at U.C. (can be completed before or after candidacy)</td>
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</table>

### SERVICE

<table>
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<tr>
<th></th>
<th>Participate in annual M.A. SLP case studies or Au.D. portfolio/case studies at U.C. per academic year for the duration of your program.</th>
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<tr>
<td></td>
<td>List Dates: ____________________________________________________________________________</td>
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</table>

|                | Serve on at least one master’s thesis or publishable paper, Au.D. capstone, undergraduate honors committee at U.C., or supervise undergraduate research (can be completed before or after candidacy) |

### ANNUAL PERSONAL REFLECTION

Intended to serve as a summary prepared by the student, the one page summary should include experiences, lessons learned, personal strengths, personal limitations, obstacles, facilitating events, and goals for the following year. Attach to the checklist. (Effective immediately for all students).

Year 1 ______ Year 2 ______ Year 3 ______ Year 4 ______

### CREDIT REQUIREMENTS FOR FUNDING

The student and advisor are responsible for checking the latest graduate school handbook to determine their continued tuition support and/or stipend eligibility.
- PhD students must be enrolled for 12 semester credit hours to be eligible for graduate stipends
- PhD students must be enrolled for 10 semester credit hours to be eligible for Graduate Incentive Scholarship/Tuition funding.

Credits completed: Year 1 ______ Year 2 ______ Year 3 ______ Year 4 ______

Advisor Initials: Year 1 ______ Year 2 ______ Year 3 ______ Year 4 ______

Student Initials: Year 1 ______ Year 2 ______ Year 3 ______ Year 4 ______

### ADVANCING TO CANDIDACY
Successfully complete course work and eliminate any incomplete or unsatisfactory grades

Pass the written and oral comprehensive examination

Identify potential dissertation committee members

Advance to candidacy (requires dissertation committee signatures).
  • Your title changes from Ph.D. student to Ph.D. candidate upon advancement to candidacy

CANDIDACY

Present the dissertation proposal in an open forum

Have dissertation proposal approved by the committee

Defend the dissertation

If your dissertation used an integrated article format, the two manuscripts must be submitted for publication in an approved peer-reviewed journal by graduation certification (Effective for all students 1/14).

Exit interview with Department Head; submit Degree Requirements Completion Form

GRADUATE!

GRADUATE DIRECTOR COMMENTS and SIGNATURE:

Year 1

Year 2

Year 3
Year 4

Research

Students are encouraged to publish and give state and national presentations while in the Ph.D. program, beyond the minimum requirements listed previously. This may include publication of the student's master's thesis, a project developed while in the Ph.D. program, co-authorship of faculty research projects, etc. The process of dissemination of research, whether orally or in written form, develops skills which the faculty consider a part of the Ph.D. program. As more academic and clinical facilities place a high emphasis on publication, students who graduate with publication and presentation experience are more competitive for employment.

Comprehensive Examination

After successful completion of course work, a student will take the comprehensive examination. Examination dates must be confirmed two months in advance with the Academic Advisor.

Purpose

The comprehensive examination is designed to assess the student's ability to integrate a wide variety of knowledge from individual courses and readings as applied to the whole of communication sciences and disorders. The student is expected to demonstrate understanding of the research issues applicable to chosen study areas. Although clinical knowledge is important, the comprehensive examination should be based on documented research rather than clinical experience, so that clinical knowledge is applied to the broader scientific issues of the field.

The student should be able to:

- Critically review journal literature by comparing and contrasting studies and providing strengths and weaknesses of published investigations.
- Question "authority" in terms of the research questions, methods, results, or conclusions presented in journal articles.
- Describe the state of the art in the profession and the models/theories guiding clinical thinking; demonstrate an understanding of present developments in research, as well as what gaps or needs remain.
- Demonstrate knowledge of primary research studies in the field of concentration, including approximate citations (e.g. author, location, and/or date).
- Discuss how the literature in the primary journals in the field of emphasis compares with publications from related disciplines (e.g. psychology or medicine); that is, demonstrate broad rather than narrow knowledge base and incorporate multiple references.
• Present personal research ideas, goals, or agendas designed to fill the research gaps.
• Demonstrate the ability to design, execute, analyze, and write research studies in a scientific manner.
• Write in narrative rather than outline format.

Preparation

The comprehensive examination is the culmination of formal study. Preparation for the exam is expected to begin with the committee's acceptance of the Focus of Study, and continue with independent studies designed to expose the student to research literature, self study of scholarly literature, research experiences and coursework. Through these and other learning experiences, the student should become familiar with the research base in his/her Area of Focus, and learn to prepare critical reviews of that literature.

It is recommended that the student set aside 6 to 10 weeks of concentrated time for study, just prior to the examination. It is recommended that the student register for at least 1 credit of independent study with their advisor to guide the preparation of the comprehensive examination.

The initial period of this time should be spent reviewing research in the chosen fields of study. Following this initial period, the student negotiates with the advisor and committee the topics to be covered on the exam. The student should be able to provide the advisor with documentation of the literature reviewed. The student then continues studying for the exam, knowing the general topics that will be addressed.

Format

The examination is prepared by the student’s advisor and committee although a few portions will be written by the faculty as a whole and remains standard for all students. The majority of the examination will be related to the student's unique Ph.D. program and goals.

Two days of the examination will be written "in house." We expect that you will not access the internet or use notes or reference materials. Typically, questions on the first day are related to Focus of Study. The second day is divided into research design and statistics and other general areas. (However, the order will not be standard and will be based on the questions and their time requirements).

Following the in-house exam, the student will have approximately 4 to 6 weeks to complete a take-home portion. Typically, the take-home is designed to facilitate in-depth exploration of the literature related to the student's dissertation area. Results of the take-home examination should help the student form a theoretical foundation for the dissertation.

The academic advisor will circulate the comprehensive examination to the academic committee for review. Each faculty member who reads the exams will grade them as pass, conditional pass, or fail. After the written portion is completed and evaluated, the academic committee is normally convened to consider any additional concerns raised by the comprehensive examinations. The oral comprehensive is open to the entire Communication Sciences and Disorders faculty, who may ask questions but do not have a vote. The oral portion is also graded as pass, conditional pass, or fail. The student may be asked to discuss a dissertation topic at this meeting. For any sections of the written examination that cannot be resolved by the oral examination, a variety of follow-up mechanisms may be employed. These mechanisms will be designed by the committee and the student, and may include reconvening to discuss further aspects, rewriting a question, or other activities as agreed upon.
If problems with the initial comprehensive exam cannot be resolved as noted above, a second comprehensive examination may be taken after at least one quarter has elapsed. In no case may the examination be taken more than twice.

**Admission to Candidacy**

Upon approval of the comprehensive examination, maintenance of at least a 3.0 grade point average in all Ph.D. course work, a signed acceptance of dissertation committee members, and removal of all N, I and F grades, the student is admitted to candidacy. The student must achieve candidacy within five years from the time of initial registration in the Ph.D. program. The Director of Graduate Studies will submit the candidacy form to the Department of Communication Sciences and Disorders secretary who will submit the information to the Graduate School.

After admission to candidacy, registration and payment of fees for at least one semester credit hour in the Fall term of each academic year is required if candidacy is not to lapse. Candidacy automatically terminates after four consecutive calendar years. The candidate may petition the Graduate Council for an extension of candidacy prior to its expiration. If candidacy expires, a student may petition the Graduate Council through the University Dean to be reinstated. If reinstatement is granted, the student will be readmitted into candidacy only after passing a new formal candidacy examination.

**Dissertation**

**Dissertation Adviser (Committee Chair) and Committee**

The following is taken from the University Graduate Handbook. Words in bold print are departmental amendments:

When the student has been admitted into candidacy for the Ph.D. and has selected a dissertation subject and dissertation advisor (committee chairperson), a dissertation committee will be appointed by the Graduate School upon recommendation of the program director or director of graduate studies (in consultation with the dissertation adviser and student). Any subsequent changes in the dissertation committee will also be made by the Graduate School upon recommendation of the program director or director of graduate studies in consultation with the dissertation adviser and student. Students have the right to request a change in the committee but must do so in consultation with the graduate program director and submit a formal request to the Graduate School. The dissertation committee must include at least one person from outside the department with a documented research record. This might be someone from the university faculty who has competence or interest in the dissertation area or, in special circumstances, someone from outside the university. The committee should be appointed as soon as feasible after the student has selected his or her topic and adviser.

A dissertation committee must be composed of a minimum of three full-time Graduate Faculty members at UC with professorial rank (tenure-track full, assistant, and associate professors – not adjunct, visiting or retired). See the Graduate Handbook for special rules for emeriti, faculty and faculty on leave. Two committee members must be members of the Communication Sciences and Disorders faculty. Research faculty may serve on the committee and chair the committee if members of the Graduate Faculty. The dissertation advisor shall serve as chairperson of the committee; and the chairperson is to be a UC faculty member, normally a member of the Communication Sciences and Disorders faculty. If a faculty member or appropriate professional practitioner has special expertise in a dissertation topic, such a person may be added to the dissertation committee if he or she is nominated by the candidate and approved by both the chairperson of the dissertation committee and the director of graduate studies.
for the academic unit involved. Such a person would serve as a full voting member of the dissertation committee without compensation from either the university or the candidate. A copy of the completed dissertation must be submitted to each committee member for critical evaluation. If it is considered to be satisfactory with respect to form and content by the committee, a final defense of dissertation will be scheduled by the student.

Changes to the dissertation committee should not be taken lightly. The student must file a written request to the dissertation committee in order to change a committee member. The rationale for the requested change should be presented. The committee should convene to discuss the change and take action. The student may request the Graduate Program Director or Department Head to be present at this meeting. The dissertation committee is expected to meet at the following intervals:

Once each semester, so that the student can inform the committee about progress toward completion of the project and according to the following benchmarks:

- During the early phases of the development of the idea, to approve the overall rationale and research questions and provide input into the development of the document.
- At the defense of the written proposal.
- At the defense of the dissertation.

Dissertation Proposal

Prior to initiation of dissertation research, a research proposal must be approved by the dissertation committee and the Communication Disorders faculty. Depending on the format used, the proposal may consist of the first chapters of the dissertation, through the Methods (see following information on Dissertation Format). This proposal type will be submitted to the dissertation committee, after which a committee hearing will be held. The hearing is open to all faculty and must be announced at least two weeks in advance. The final draft will be submitted to the Director of Graduate Studies, along with the acceptance form and the committee signatures.

Dissertation Format

Preparation of the dissertation should follow American Psychological Association (APA) guidelines. The required dissertation format and submission guidelines can be found on the Graduate School’s website at www.grad.uc.edu,--select Thesis/Dissertation.

The traditional dissertation is composed of a sequence of chapters, each intended to answer different questions. The format of the document may vary, depending on the purpose and nature of the study. The student negotiates the dissertation format with the advisor and committee. Listed below are two possible models. The first is adapted from Krathwohl DR. (1988). How to Prepare a Research Proposal. Syracuse: Syracuse University Press.

Abstract: *What is the study all about?* The abstract is a one- or two-page summary that in a clear, simple, and interesting manner describes the problem, the importance of the study, the method of studying the problems, and the significant findings. It provides an advance organizer of what to expect and, it is hoped, makes everyone eager to read the study itself.

Chapter 1: *What is the problem and its significance?* A description of the problem and its importance, this chapter sets the scene, foreshadowing what is to come, and puts the problem
in the larger perspective of the field in which it is set. This chapter, often entitled “Introduction” may be later be used as the first part of a manuscript for a journal.

Chapter 2: *Where does the study fit into the body of previous work and how will it contribute to it?* Previous and relevant work that contributes directly to the study is critically reviewed with attention to both its content and its methodology. It should be clear to the reader how the present study stands on the shoulders of previous workers, reaches beyond them, avoids their mistakes, and improves on their methods. The author should provide a convincing discussion of the need for the study. This chapter is often entitled “Background and Significance.”

Chapter 3: *What did you do?* This chapter, typically entitled “Methods,” describes the procedures, subjects, measures and observations, design and data analysis methods of the study.

Chapter 4: *What did you find?* This chapter, typically entitled “Results,” describes the findings of the study. It may interpret them, or that may be left to a separate chapter, depending on length. Usually interpretation is kept separate from the findings in quantitative studies; that are much more difficult in qualitative ones, and they are usually intermingled.

Chapter 5: *How do the findings relate to what you expected? To previous work? How do you put it all together now?* This chapter interprets the data, if the previous chapter did not, and relates them to the previous findings in the area. It is typically entitled “Discussion.” This chapter puts the findings in perspective, states the limitations, and suggests the next steps for future research. A summary of the entire study may also be provided.

A second model is taken from Maxwell, J. (1996) *Qualitative Research Design*, Sage Publications. This organization may be the best choice for a dissertation emphasizing qualitative research.

- Abstract Introduction (including purposes)
- Research Context (from conceptual context) [Pilot studies]
- Research Questions [Description of Setting]
- Methods [Research relationship]
- Sampling
- Data Collection
- Data Analysis [Ethical issues]
- Validity [Preliminary Results]
- Implications

Integrated Article Format:

The third is the Integrated Article format. The following is an outline of the integrated article format; an option different from the traditional dissertation format. This option is intended to allow the student to prepare at least two scholarly research manuscripts that will be submitted for publication prior to graduation. Please note that two scholarly research manuscripts is a minimum number. In some circumstances it may be suitable to break the project into three or more manuscripts.

The suggested outline of the integrated article format is as follows:
The first chapter of the integrated article format provides the reader with a comprehensive introduction to the project and/or projects, and the structure of the articles that follow. It should include (1) an extensive review of the relevant literature forming the background of the project(s), (2) a focused discussion of the significance of the project(s), and (3) the fundamental overarching research questions together with a discussion of how the specific questions and hypotheses are addressed in the following chapters. In addition, the first chapter should contain a discussion of which journals are appropriate for submission of the work, and which have been chosen for submission. Note that some journals are open to submission of two intertwined articles to be published together.

The next chapters (e.g. chapters 2, 3, etc.) represent subprojects within the general topic of the introduction, and will follow the format of scholarly research manuscripts. The chapters will be written as independent article manuscripts with independent research hypotheses, data, analysis, interpretation and conclusions. The articles should be written according to instructions to authors given in the journals intended for submission. The articles are submitted for publication following the oral defense of the project, but prior to graduation.

The final chapter serves as an overarching discussion and conclusion of the project(s). It answers the questions posed in the first chapter and summarizes the contribution of the project in the context of the background information discussed there. It should constitute a detailed and expanded discussion of the research findings, with specific treatment of the
following issues: (a) what knowledge was gained from these research projects, (b) the implications of the findings, (c) future research directions, (d) new and/or innovative approaches to the topics and/or (e) use of different technology to investigate those topics when applicable. The summary in this final chapter should include both philosophical and practical analysis.

The specifics of the requirements for the integrated article format will be determined at the time of the student’s prospectus meeting. At that time, the dissertation committee will approve the total number of manuscripts, the topics of the proposed research to include methodology and data analysis, the target (peer reviewed) journals, and any other related questions. In addition, when co-authorship is a possibility, at the time of the dissertation prospectus meeting there should be discussion and a tentative decision with contingencies, with the principle firmly embedded that authorship involves active engagement in the project. The student is expected to be the first author on each manuscript, otherwise it is NOT an acceptable dissertation under any sense of the term.

Any student involved in either the traditional or integrated article format who wishes to change to an alternate format must have timely approval by the student’s entire dissertation committee. Additional suggestions may be obtained from the sources referenced, or from other documents related to preparation of research documents found in the library.

Human Subjects Approval

All research involving human subjects must have prior approval from the University and from any cooperating agencies. Procedures required by each cooperating agency must be followed. All research protocols involving human subjects should be submitted to the Institutional Review Board (IRB) Office, University Hall, Suite 300, 51 Goodman Dr., Cincinnati, OH 45221 (Mail Location 0567). Submission guidelines and forms can be found on the IRB website at http://researchcompliance.uc.edu/irb.

Dissertation Support

The following are suggestions for students at the dissertation stage of study. First, students are encouraged to begin their dissertation-related research as early as possible. Second, formation of a "Dissertation Support Group" is encouraged, if one is not currently established. Ph.D. students (some may be from other disciplines, such as special education) meet on a regular basis to read works in progress, discuss related topics, and provide a network of support. Students who attempt to complete the dissertation isolated from others because of employment or other responsibilities find it much more difficult to remain focused and no longer feel a part of the academic community. Finally, students are encouraged to participate in programs offered by The Graduate School and CETL. In the past, topics have included tips on writing the dissertation, hints on getting a job, etc.

Defense of Dissertation

Students should check with the Graduate School and/or the Communication Sciences and Disorders office for the deadline dates for the final dissertation defense and submission of
the electronic dissertation (EDT). Deadlines are firm and failure to meet them will delay graduation.

When the dissertation is complete, a copy is submitted to each committee member for initial evaluation. An electronic or paper copy of the dissertation should be made available to all department faculty when the student submits it to the committee. When the student’s dissertation committee chair has approved a defense, the student should assure that they have met all requirements for graduation including those in the graduation information obtained online www.grad.uc.edu. The student's final defense of the dissertation will be open to the public and all members of the academic community. Students are required to enter the details of their dissertation online before defending at www.grad.uc.edu/graduation.aspx, select —Roadmap.

The oral presentation of the dissertation should not exceed thirty minutes. This will include the following. Ten minutes for background and literature review and twenty minutes for the results and conclusion of the students own research. The student should allow ten minutes for questions from the general audience. The general audience will then be dismissed followed by twenty minutes of discussion with the dissertation committee. At the conclusion of the defense, the dissertation committee will withdraw to make a decision regarding the acceptability of the dissertation and its defense. At least three fourths of the voting members of the dissertation committee (tenured or tenured track faculty and other approved members by the Graduate School) must approve the dissertation (2 of 3, 3 of 4, 4 of 5, 5 of 6, 6 of 7).

Submission of Dissertation

After satisfactory completion of the dissertation defense, the defense certification form and the committee approval form will be signed by all committee members and placed in the student's permanent file. An electronic copy of the dissertation and abstract saved on disk must also be submitted to the CSD Department Office.

The doctoral candidate is then responsible for submitting an electronic dissertation (EDT) to the Graduate School by following the most current detailed instructions found at http://www.grad.uc.edu/graduation.aspx, -select Roadmap.

The following characteristics from Lovitts BE (2005). How to Grade a Dissertation. Academe Nov-Dec, 18-23 may be useful as you and your committee evaluate the dissertation:

Table 1. The Characteristics of Dissertations
Below are the criteria the focus group members specified for each level of dissertation quality.

<table>
<thead>
<tr>
<th>Outstanding</th>
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<tr>
<td></td>
<td>Is original and significant, ambitious, brilliant, clear, clever, coherent, compelling, concise, creative, elegant, engaging, exciting, interesting, insightful, persuasive, sophisticated, surprising and thoughtful</td>
</tr>
<tr>
<td></td>
<td>Is very well written and organized</td>
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</tbody>
</table>
- Is synthetic and interdisciplinary
- Connects components in a seamless way
- Exhibits mature, independent thinking
- Has a point of view and a strong, confident, independent and authoritative voice
- Asks new questions or addresses an important question or problem
- Clearly states the problem and why it is important
- Displays a deep understanding of a massive amount of complicated literature
- Exhibits command and authority over the material
- Argument is focused, logical, rigorous and sustained
- Is theoretically sophisticated and shows a deep understanding of theory
- Has a brilliant research design
- Uses or develops new tools, methods, approaches, or types of analyses
- Is thoroughly researched
- Has rich data from multiple sources
- Analysis is comprehensive, complete, sophisticated and convincing
- Results are significant
- Conclusion ties the whole thing together
- Is publishable in top-tier journals
- Is of interest to a larger community and changes the way people think
- Pushes the discipline’s boundaries and opens new areas for research

**Very Good-------------------------------**

- Is solid
- Is well written and organized
- Has some original ideas, insights and observations, but is less original, significant, ambitious, interesting and exciting than the outstanding category
- Has a good question or problem that tends to be small and traditional
- Is the next step in a research program (good normal science)
- Shows understanding and mastery of the subject matter
- Has a strong, comprehensive and coherent argument
- Includes well-executed research
- Demonstrates technical competence
- Uses appropriate (standard) theory, methods and techniques
- Obtains solid, expected results or answers
- Misses opportunities to completely explore interesting issues and connections
- Makes a modest contribution to the field but does not open it up

**Acceptable-------------------------------**

- Is workmanlike
- Demonstrates technical competence
- Shows the ability to do research
- Is not very original or significant
- Is not interesting, exciting or surprising
- Displays little creativity, imagination or insight
- Writing is pedestrian and plodding
- Has a weak structure and organization
- Is narrow in scope
Has a question or problem that is not exiting—is often highly derivative or an extension of the adviser’s work
Displays a narrow understanding of the field
Reviews the literature adequately—knows the literature but is not critical of it or does not discuss what is important
Can sustain an argument, but the argument is not imaginative, complex or convincing
Demonstrates understanding of theory at a simple level, and theory is minimally to competently applied to the problem
Uses standard methods
Has an unsophisticated analysis—does not explore all possibilities and misses connections
Has predictable results that are not exciting
Makes a small contribution

Unacceptable---------------------------

- Is poorly written
- Has spelling and grammatical errors
- Has a sloppy presentation
- Contains errors or mistakes
- Plagiarizes or deliberately misreads or misuses sources
- Does not understand basic concepts, processes or conventions of the discipline
- Lacks careful thought
- Looks at a question or problem that is trivial, weak, unoriginal or already solved
- Does not understand or misses relevant literature
- Has a weak, inconsistent, self-contradictory, unconvincing or invalid argument
- Does not handle theory well, or theory is missing or wrong
- Relies on inappropriate or incorrect methods
- Has data that are flawed, wrong, false, fudged or misinterpreted
- Includes results that are obvious, already known, unexplained or misinterpreted
- Has unsupported or exaggerated interpretation
- Does not make a contribution

Guidelines for Faculty and Student Co-authorship on Research Projects

Research projects completed in the Department of Communication Sciences and Disorders may include the senior honors project, master’s thesis or Ph.D. dissertation, or other research projects jointly conducted by students and faculty. The completed project may be submitted for professional presentation or publication. The following guidelines have been adopted regarding rights to authorship resulting from student/faculty research.

1. The student is first author and the faculty advisor is second author when:
   a. the student actively participates in the actual writing and/or preparation of the manuscript itself, and takes the primary responsibility therein.
   and/or
   b. the idea for the research project was generated by the student and the student actively assists the faculty member in the preparation of that research for publication.
2. The faculty advisor is the first author and the student is second author when:
   a. the faculty advisor takes primary responsibility for preparing the research for publication.
   and/or
   b. the idea for the research project was generated by the faculty advisor and he/she shares an active role in the preparation of that research for publication.

3. Data collected during a research project may be used by the faculty member(s) for further research or publication purposes if the student does not want to pursue publication. The faculty member may assume the data after a mutually agreed upon period of time or two years after the student’s graduation, whichever comes first.

4. Faculty members who provide assistance to the student (e.g. research committee members) should be considered co-authors when:
   a. their efforts have a significant impact on the research itself; e.g. design, analysis formulation of the original idea, data collection, and
   b. they participate actively in the actual preparation of that research document.

5. The first author of professional presentations (e.g. at national or state conventions) should be the individual (faculty or student) who writes the proposal and prepares the presentation. Typically, this individual would also give the presentation.

   However, if the student takes this primary role but is unable to attend and the faculty member presents in his/her place, the student would remain first author and the faculty member would be listed second. An exception would be made if the professional organization requires the first author to be the presenter. Other co-authors on a presentation would be selected using the same guidelines as described previously.

The individual who presents in someone’s absence (e.g. a poster) but does not contribute to the research project or preparation of the proposal in any other way should not be listed as a co-author.

Additional notes:

Simply providing editorial assistance should not constitute a claim to co-authorship of a professional publication, unless it is the opinion of the student that such assistance has had a major impact on the study itself.

The student may request that a committee member be listed as second author rather than the advisor if that committee member provided greater assistance to the development and completion of the research project.

The advisor and/or committee members may elect to give the student sole authorship in exceptional cases.
Students may want to use the contact address of the faculty advisor for manuscript editing and/or publication reprints.

The contact author of a manuscript has the responsibility of notifying all co-authors of any editorial correspondence.

**Graduation**

**Application to Graduate**

To apply for graduation you must complete the online graduation process. Students will be notified by the department when the website is available to apply for graduation as well as the application deadline. To apply online go to the Graduate School’s website at [http://www.grad.uc.edu/graduation.aspx](http://www.grad.uc.edu/graduation.aspx). Deadlines are firm and failure to meet them will delay graduation.

If a student does not actually graduate in the semester in which they have applied to graduate, his or her application to graduate is voided. Consequently, he or she must submit another online application for graduation. Students will be assessed a graduation application fee each time they apply for graduation.

**PhD Graduation Regalia**

PhD hoods are royal blue with red trim. The gown is red and the tassel is black.

**Exit Interview**

Students are required to meet with the Department Head prior to graduation in order to verify completion of degree requirements. Students are responsible for scheduling this appointment. The following must be completed before the exit interview occurs:

1. All course and dissertation grades are changed to complete.
2. The final version of the dissertation is received and approved by the dissertation advisor (and committee if requested).
3. Announcement of the dissertation defense on the Graduate School’s website.
4. Electronic Dissertation (EDT) submitted to the Graduate School.
5. Submission of the following requirements to the CSD Department Office:
   a.) Committee Approval form
   b.) Dissertation Defense Certification form
   c.) IRB Data form
   d.) An electronic copy of the dissertation and abstract saved on disk
   e.) Any keys to department facilities that had been obtained have been turned into the Department Head or Department Office.

Students must maintain graduate student status at the University of Cincinnati by registering for at least one graduate credit that contributes to degree requirements each academic year.
The doctoral degree will be granted for no less than the equivalent of three years of full-time graduate study. All requirements for the doctoral degree must be completed within nine consecutive years of the date of matriculation into the program (up to five years pre-candidacy and four years post-candidacy).

To meet the residency requirement, doctoral students must be enrolled for at least 10 graduate credits in his or her program in each of two semesters (including summer semester) during a span of four consecutive semesters.

The faculty reserves the right to change the requirements in the student handbook as appropriate for educational purposes. Students will be informed of any such changes in writing and orally.

It is the responsibility of each student to learn the dates, schedules and requirements outlined here and throughout these guidelines. Failure to do so could result in serious delays of graduation.
Nondiscrimination Statement Language

Electronic Nondiscrimination Statement – Websites and Emailed Publications

Notice of Non-Discrimination

The University of Cincinnati does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The University does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The University responds promptly and effectively to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The University takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members and visitors full access to information provided on its websites. Every effort has been made to make these pages as accessible as possible in accordance with the applicable guidelines.

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, age, and veteran status:

Peg Buttermore
Interim Chief Human Resources Officer
Section 504, ADA, Age Act Coordinator
340 University Hall, 51 Goodman Drive
Cincinnati, OH 45221-0039
Phone: 513-556-6381;
Email: peg.buttermore@uc.edu

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression:

Jyl Shaffer
Title IX Coordinator
3115 Edwards 1, 45 Cory Blvd
Cincinnati, OH 45221
Phone: 513-556-3349
Email: jyl.shaffer@uc.edu