

GRADUATE STUDENT HANDBOOK

PH.D. PROGRAM

SPEECH-LANGUAGE-HEARING SCIENCES



UNIVERSITY OF MINNESOTA

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

2008-2009

TABLE OF CONTENTS

<i>Campus Community</i>	4
The Department of Speech-Language-Hearing Sciences	
Organizational Structure of the Department	4
Staff	4
Faculty	5
Clinical Specialists	7
Shevlin Hall	8
The University of Minnesota Campus	9
Campus Information	
Copying Services on Campus	
Library Information	
Financial Information	
Registration Information	
Ph.D. Degree Program	10
Introduction	10
Mission of the Ph.D. Program	10
Entry into the Ph.D. Program	10
Overview of the Ph.D. Program	12
Doctoral Adviser	12
Registration in the Graduate School	15
Ph.D. Curriculum in Speech-Language-Hearing Sciences	17
Major Area	17
Statistics Requirements	17
Seminar Requirements	17
Curricular Teaching Requirement	18
Research Requirement	19
Doctoral Thesis Credits	19
Doctoral Examinations	20
Written Preliminary Examination	20
Preliminary Oral Examination	21
The Doctoral Thesis and Final Oral Examination	24
Prospectus	24
Prospectus Meeting	24
Thesis Proposal	24
Thesis	24
Thesis Reviewers	25
Final Oral Examination	25
Submission of the Thesis	26
Graduation	26
Forms & Links	27
Degree Completion Procedures	
Degree Program Transmittal	
Petition to the Graduate School	
Policies and Guidelines for Graduate Assistants	
Teaching Competencies for Curricular Teaching Experiences	
Change of Status/Readmission Application	
Written Preliminary Examination Reader Report Form (departmental)	
Preliminary Written Examination Report (Graduate School)	
Doctoral Preliminary Oral Examination Scheduling	
Thesis/Project Proposal Transmittal (Doctoral Degree)	
Preparation of the Doctoral Thesis/Project	

PH.D. DEGREE PROGRAM
INTRODUCTION TO THE Ph.D. HANDBOOK

This handbook is the primary resource for students enrolled in the Ph.D. program in the Department of Speech-Language-Hearing Sciences and their advisors. The beginning of the handbook contains information that is useful for new graduate students. The handbook contains information about coursework, departmental and Graduate School policies. Additional information concerning Graduate School and University of Minnesota policies may be found on the University of Minnesota web page (www.umn.edu) or the Graduate School web page (www.grad.umn.edu).

Please make sure you have read the relevant section of the handbook before asking your advisor for information.

Campus Community

ORGANIZATIONAL STRUCTURE OF THE DEPARTMENT

The Department of Speech-Language-Hearing Sciences (SLHS) is part of the College of Liberal Arts (CLA) at the University of Minnesota. The department offers four degrees:

- 1) Bachelor of Arts (B.A.) in Speech-Language-Hearing Sciences.
- 2) Master of Arts (M.A.) in Speech-Language Pathology.
- 3) Doctor of Audiology (Au.D.), clinical doctorate in Audiology.
- 4) Doctor of Philosophy (Ph.D.) in Speech-Language-Hearing Sciences

Staff

Administration

Jaclyn Berger, 4-9535

slhsed@umn.edu

Clinical Education and Academic Support Specialist
115 Shevlin Hall

- Manages practicum paperwork, hours, and grades
- Assists with licensure paperwork
- Academic program support (grades, evaluations, permission numbers, and room reservations)

Csilla Fekete, 5-4202

feket003@umn.edu

Senior Accountant
215 Shevlin Hall

- Financial administration
- Grant administration including budget development and oversight
- Department payroll
- Resources for University financial policies

Renada Goldberg, 4-5576

jali0004@umn.edu

Department Administrator
205C Shevlin Hall

FALL 2008: Angie Plambeck plambeck@umn.edu

- Assists the Department Chair
- Human Resources
- Curriculum management, course and classroom scheduling
- Budget oversight

Andy Le, 6-2016

slhsgrad@umn.edu

Graduate Student Personnel Coordinator
105 Shevlin Hall

- Graduate information, admissions, applications, procedural questions
- Initial contact for prospective graduate students
- All Graduate School Forms
- Any questions with graduate policy (including comprehensive exams), registration, dates and deadlines, etc.
- Department newsletter
- Questions about grad student fellowships, grants, funding, organizations, etc.

To Be Determined, 4-3322

slhs@umn.edu

Executive Accounts Specialist
115 Shevlin Hall

- Department and Clinic Receptionist
- Distributes keys, parking permits, and orders office supplies
- Financial Support to the department (tracking payments, assist in purchasing, travel reimbursements)
- Primary liaison to Facilities Management

Advising

Benjamin Munson, 6-0304 munso005@umn.edu

Director of Graduate Studies
47 Shevlin Hall

- Knows the Graduate School requirements, rules, and regulations
- Serves both graduate students and SLHS faculty and staff in handling concerns or issues related to graduate education.
- Oversees graduate admissions, including the MA in Speech-Language Pathology, Au.D. in Audiology, and the Ph.D program
- For questions about the admissions process, please refer students to Andy Le

Robert Schlauch, 4-7001 schla001@umn.edu

Director of Undergraduate Studies
119C Shevlin Hall

- Meets with prospective SLHS majors/minors
- Reviews transcripts for transfer students
- Advises SLHS majors in honors program
- Informs undergraduate students about volunteer and scholarship opportunities
- Oversees undergraduate program

Bill Solheim, 4-9027 slhsua@umn.edu

Undergraduate Advisor
205B Shevlin Hall

- Appointments for undergraduates for major and minor declaration, exploration, and information
- Non-degree seeking students preparing for the graduate program
- Responds to Emails from individuals with questions about the undergraduate program.
- Maintains the Undergraduate Bulletin Board with up-to-date information

Department Chair

Peggy Nelson, 5-0071 peggynelson@umn.edu

Department Chair and Program Director
205A Shevlin Hall

- Provides leadership to the department
- Oversees departmental programs
- Develops department budget
- Oversees curriculum and assigns teaching responsibilities
- Represents the department in the CLA and University

Clinical Programs Director

Mark DeRuiter, 4-5755 derui001@umn.edu

105A Shevlin Hall

- Directs the Davis Speech-Language-Hearing Center
- Responsible for the clinical education of students enrolled in the Department of Speech-Language-Hearing Sciences
- Teaches SLHS 5401 'Counseling and Professional Issues'

Research Associate

Edward Carney, 4-0056 carne006@umn.edu

4 Shevlin Hall

- Provides technology assistance
- Assists with statistical design and analysis
- First point of contact for technology needs in Shevlin Hall classrooms

Professors

Arlene Carney, 5-0106 carne005@umn.edu

Vice Provost for Faculty and Academic Affairs
Ph.D., University of Minnesota

Speech perception in children, aural rehabilitation, cochlear implants

Joe Reichle, 5-6542 reich001@umn.edu
241 Educational Sciences Building
Ph.D., University of Wisconsin
Language disorders in persons with severe disabilities, augmentative communication systems.

Jennifer Windsor, 5-0071 windsor@umn.edu
34 Shevlin Hall
Ph.D., Purdue University
Child language and language impairments, cognitive linguistic processing mechanisms.

Associate Professors

Mary Kennedy, 6-9688 kenne047@umn.edu
53 Shevlin Hall
Ph.D., University of Washington
Cognitive and language disorders in adults with brain injury

Kathryn Kohnert, 6-4733 kohn005@umn.edu
36 Shevlin Hall
Ph.D., University of California – San Diego
Language differences and disorders in children and adults, bilingual language development (Primarily English and Spanish)

Benjamin Munson, 4-0304 munso005@umn.edu
47 Shevlin Hall
Ph.D., Ohio State University
Phonological development and disorders, laboratory phonology

Peggy Nelson, 5-4569 peggynelson@umn.edu
205A Shevlin Hall
Ph.D., University of Kansas
Audiology, hearing aids, speech perception in hearing impaired listeners.

Robert Schlauch, 4-7001 schla001@umn.edu
119C Shevlin Hall
Ph.D., University of Washington
Diagnostic audiology, hearing measurement, psychoacoustics

Clinical Specialists

Sarah Angerman, 4-2617 eric147@umn.edu
24 Shevlin Hall
Ph.D., University of Minnesota
Clinical Audiology, auditory processing, hearing conservation, hearing aids.

Jane Carlstrom, 4-7307 carls004@umn.edu
119G Shevlin Hall
Au.D., University of Florida
Clinical audiology, hearing aids, cleft palate

Mark DeRuiter, 4-5755 derui001@umn.edu
105A Shevlin Hall
Ph.D., University of Minnesota
Speech perception, aural rehabilitation, language development and disorders

Marilyn Fairchild, 4-9314 fairc003@umn.edu
16 Shevlin Hall
M.A., University of Minnesota
Communication problems of children and adults with developmental speech and language disorders and communication differences and/pr disorders in members of culturally or linguistically diverse populations

Linda Hinderscheit, 4-8590 hinde001@umn.edu
215G Shevlin Hall
M.A., University of Minnesota
Communication problems of children and adults with developmental speech and language disorders

Becky Lulai, 4-9314 lude0008@umn.edu
16 Shevlin Hall
Adult rehabilitative speech and language therapy, children with developmental speech and language disorders, cognitive impairments, and childhood phonological disorders

The Department of Speech- Language- Hearing Sciences Shevlin Hall

1. **Keys for Shevlin Hall:** Complete an authorization form and submit requests for building keys to the Office Coordinator in 115 Shevlin Hall. Graduate students may obtain keys to the front door and the Ph.D. study room (119H). Requests for keys to other laboratory and/or clinical rooms in Shevlin must be authorized in writing by a supervising faculty member.
2. **Building security:** DO NOT LEAVE VALUABLES UNATTENDED. Each year several wallets and purses are stolen in Shevlin Hall, as well as other buildings on campus.
3. **Access to Shevlin Hall:** Shevlin Hall is unlocked at 7:00 a.m. every weekday (except U of M holidays). The outside doors to Shevlin Hall are locked at 6:00 p.m. daily and all weekend. If you need to be here alone evenings or weekends, we encourage you to inform the University Police Department, 624-3550.
4. **Parking permits for Shevlin Hall:** The University has issued special parking permits to our department for use by research subjects and clients of the Davis Speech-Language-Hearing Center (for parking near Shevlin Hall). Permits and instructions for use may be obtained in 115 Shevlin. Office hours are from 8:00 a.m.-12:00 noon and 1:00-4:30 p.m. Monday-Friday. If you have a noontime, evening, or weekend client or subject, obtain a parking permit during office hours.
5. **Ph.D. Student Room, Shevlin 119H:** Individual *mailboxes* for graduate students are located in the Ph.D. room, 119H Shevlin. Please check your mailbox frequently. There are often important postings there, as well as copies of necessary forms for graduate students. Additionally, there are a few computers located in 119H for use. Most students use these computers to check university websites and their email throughout the day. There is also a refrigerator and a microwave available. Please remember to close all windows and lock the doors at the end of the day.
6. **Speech-Language-Hearing Sciences ID badge:** Any Ph.D. student working in the Davis Center will be required to obtain a U of M Graduate Student Clinician picture ID badge for a fee. These ID badges should be worn in every practicum setting, including Shevlin Hall. It will use the same picture that is on your U Card. Please see the Clinical Program Director or the Clinical Education and Academic Support Specialist for more information about identification badges.

U of M Campus Information and Useful Web sites

1. **Graduate School** - www.grad.umn.edu/Current_Students/index.html
2. **U Card (U of M ID card)**: For information about U cards, go to: www.umn.edu/ucard
3. **Maps of campus**: <http://onestop.umn.edu/Maps/>
4. **Parking and Transportation**: www.umn.edu/pts
Here you will find information on busing, parking, biking and walking safely: use your judgment in walking unescorted in the evening hours. The U of M's escort service will walk you anywhere on campus and a certain distance off campus 24 hours a day. Their number is 624-WALK. Emergency telephones are located across campus and have blue lights on top to help spot them.
5. **Bus to campus**: The U-Pass is a transit pass that provides unlimited rides 24 hours a day. Any currently registered student at the University of Minnesota who has a U-Card and has paid the transportation fee is eligible for a U-Pass. Click on <http://buspass.umn.edu> to order U-Pass on line.
6. **Post offices**: Coffman Union, Dinkytown Station (1311 4th St. S.E.), University Station (2811 University Ave S.E.), West Bank Skyway Store, and St Paul Student Center. Mailboxes are located throughout campus.
7. **Copying Services on Campus: Printing Services** operates ten copy center locations providing on-campus copying services. To locate the center nearest you, go to: <http://www.printing.umn.edu/CopyCenters.htm>. Most campus copy machines accept only U cards with cash accounts.
8. **University Libraries**: The University of Minnesota Libraries is one of the University's and the State's greatest intellectual and capital assets. LUMINA, the online network, provides computerized access to the Libraries' collections and serves as a gateway to local, national, and global information sources. MNCAT (<http://www.lib.umn.edu/books/>), the Libraries' online catalog, provides a nearly complete listing of book and journal holdings. Since 1992, the Libraries have been adding full-text journal articles to its databases, and there are now more than 1,000,000 complete articles available online from Libraries and remote computers.

For further information on the University of Minnesota's Library system, visit their website (www.lib.umn.edu/).

You will need a valid **U Card (U of M ID card)** to check out materials from the libraries.

9. **Student addresses and phone numbers**: Make those changes for the official University records -- <http://onestop.umn.edu/> select "Personal Information."
10. **Student email accounts**: The official means of communication between faculty/staff and students is through the University's email system: www.mail.umn.edu. Students are responsible for obtaining all information received by e-mail.

"A University assigned student email account shall be the University's official means of communication with all students on the Twin Cities campus. Students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward their University email account, he or she is responsible for all information, including attachments, sent to any other email account."

Ph.D. Degree Program

Introduction

The University of Minnesota offers a Doctor of Philosophy (Ph.D.) degree in Speech-Language-Hearing Sciences from the Department of Speech-Language-Hearing Sciences. Program requirements for the degree are specified both by the Graduate School and by the Department of Speech-Language-Hearing Sciences. Details of Graduate School requirements are provided in the Graduate School Catalog and found online at: www.grad.umn.edu. An overview of the Graduate School requirements, as well as the requirements of the Department of Speech-Language-Hearing Sciences, is outlined in the following materials. The Director of Graduate Studies (DGS) is the faculty member who is responsible for coordinating graduate admissions and for monitoring the progress of all graduate students once they are admitted to the doctoral program.

For additional information about the Department of Speech-Language-Hearing Sciences, see our web page: www.slhs.umn.edu. For additional information about the Graduate School at the University of Minnesota, see the Graduate School Web Page: www.grad.umn.edu.

Mission of the Ph.D. Program

The Ph.D. program in the Department of Speech-Language-Hearing Sciences is designed to provide students with a strong foundation in research in the discipline. It is the mission of the SLHS doctoral program to provide the highest quality of education for students to develop strong research skills and scholarship that can be applied to the professional setting of their choosing. As such, this program is designed for students seeking advanced knowledge and research skills in speech, language and hearing in typical and atypical populations. Students who are seeking to become independent scholars in an area of their choice are well suited for this program. This takes place in an environment where faculty members are actively pursuing theoretical questions about the nature of communication sciences and the application of these questions to clinically diverse populations. Although graduates of the program may assume different professional paths upon graduation, most take academic positions in higher education.

The SLHS doctoral program allows students maximum flexibility to select coursework both within the discipline and across other disciplines, such as psychology, child development, special education, early childhood, cognitive science, kinesiology, etc. This allows students to develop their own research and scholarly interests. Thus, the doctoral program consists of three primary components: 1) academic coursework, 2) research experience, and 3) teaching experiences. Doctoral students have opportunities to collaborate with a number of faculty members in research experiences and in teaching experiences throughout their program. The doctoral dissertation is the independent, culminating experience.

Entry into the Ph.D. Program

Most students entering the Ph.D. program have a bachelor's or master's degree in Speech-Language-Hearing Sciences or an equivalent, or the clinical doctorate in Audiology (Au.D.). However, students with baccalaureate or master's degrees in other areas are eligible to enter the Ph.D. program. There are no specific course prerequisites for entrance into the Ph.D. program.

Students with a master's degree in Speech-Language Pathology (SLP) or the doctorate in Audiology generally complete their doctoral degree requirements within four years. Students with no previous background may take longer than this, because they may need to complete foundation coursework in SLHS, depending upon their area of interest.

Applicants for the Ph.D. degree need to complete application material for both the Department of Speech-Language-Hearing Sciences and the Graduate School. These materials can be downloaded from the Department

of Speech-Language-Hearing Sciences website: www.slhs.umn.edu (select “Graduate Programs” and then select “Admissions”) and from the Graduate School website: www.grad.umn.edu; you can complete The Graduate School application on-line: http://www.grad.umn.edu/prospective_students/apply_online.html.

IMPORTANT: You must complete application materials required by both (the Department and the Graduate School) to be considered for graduate study.

In addition to the application form, potential students must submit official transcripts of their undergraduate and graduate coursework and official scores from the GRE (Graduate Record Examination). *Three letters of recommendation* are required as well. The Admissions Committee prefers that these letters come from faculty or clinical specialists who have had contact with the student academically. Occasionally, letters from employers may provide information that pertains to future academic success at the doctoral level. As part of the application process, prospective doctoral students are asked to write *a personal statement* that describes their goals in pursuing a Ph.D. degree and research interests. This statement is read carefully by members of the Admissions Committee, in addition to considering all other application materials.

Certification in Speech-Language Pathology or Audiology

The M.A. program in Speech-Language Pathology and the Au.D. program in Audiology are the two programs through which students may achieve certification as a speech-language pathologist or audiologist. Potential Ph.D. students who wish to pursue clinical certification should discuss this path with the Clinical Program Director, the Director of Graduate Studies (DGS), and the faculty member whom they are seeking as an advisor. This should be done at/or before the time of admission to the Ph.D. program.

Funding in the Ph.D. Program

Students who are admitted to the Ph.D. program typically, but not always, are offered financial support through teaching and research assistantships or other graduate fellowships at the time that they are admitted to the program. Although all Ph.D. students in good academic standing remain eligible to be considered for financial support, students who are beyond the third year of the program may have lower priority for funding. See <http://www.slhs.umn.edu/funding/> for funding information.

Overview of the Ph.D. Program

A summary of the degree completion procedures, from initial registration to graduation can be downloaded from the Graduate School Web Page:

http://www.grad.umn.edu/current_students/degree_completion/doctoral/index.html. This page has links to all the relevant forms for doctoral students.

The Graduate School Catalog 2008-2010 states that: “The doctor of philosophy doctoral degree is awarded chiefly in recognition of high attainment and ability in a special subject field as demonstrated by passing the required examinations covering both a candidate’s general and special subject fields, and by preparing and successfully defending a thesis based on original research that makes a significant contribution to knowledge in the student’s field.” (p. 19).

The Doctoral Adviser

Each faculty member in the Department of Speech-Language-Hearing Sciences holds an appointment on the Graduate Faculty of the University. These appointments are either at the senior or advising member level. A faculty member becomes a full member of the Graduate Faculty when he or she has participated in all aspects of doctoral education (i.e., oral and written preliminary examination committees, prospective committee, PhD.

Final oral examination committee). Graduate Faculty status is voted on by the SLHS faculty and forwarded on to the Graduate School by the Director of Graduate Studies (DGS).

The doctoral adviser must be a full member of the Graduate Faculty of the University of Minnesota in the Department of Speech-Language-Hearing Sciences. Students may be co-advised by an advising member of the Graduate Faculty and a full member. On occasion, students may have a co-adviser from another department if the doctoral program is interdisciplinary. That faculty member must have an appointment to the Graduate Faculty in his or her own department at either the full or associate level. Whenever a dissertation is co-advised by two faculty, one from another department, the co-adviser from the Department of Speech-Language-Hearing Sciences must be a full member of the Graduate Faculty, regardless of the level of appointment of the other faculty member.

The doctoral adviser counsels the student on all aspects of doctoral study, including the selection of appropriate coursework, filing a Degree Program Plan, planning for preliminary written and oral examinations, guiding the student's prospectus document and advising through the dissertating period. The adviser reports on the student's progress at the annual meeting held by the faculty to review doctoral student progress.

Selecting an Advisor:

Typically, the advisor is determined at point of admission into the doctoral program. Students request a specific advisor during the application process by indicating a specific area of interest in the application. Part of the admission decision has to do with whether or not there is a good fit between the student's research interests and goals, and the faculty member with whom they are interested in working. Occasionally students will not identify a faculty advisor in their application and this is certainly acceptable; they must however, be clear about their interests so that an adviser can be assigned. In general the selection of a doctoral adviser is based on several factors:

- 1) Commonality of scholarly interests between those expressed by the student and those of the faculty member.
- 2) The distribution of advising load among faculty members.
- 3) The faculty member's willingness to serve.

Changing Advisors:

The doctoral student may request that a different adviser be appointed. In many cases, this can be accomplished if the student, the current adviser, and potential adviser agree on the change. Students are encouraged to discuss this with the DGS. In the case of disagreement among the three persons involved, the matter will be referred to the DGS and possibly, at his discretion, to the members of the Graduate Faculty. The doctoral adviser may also request that a different adviser be appointed. This request would be handled in the same manner as stated above.

Supporting Departments:

The Graduate School specifies that Ph.D. students enroll for credits in both a major and minor or supporting department. The SLHS Department does not require a minimum number of credits in the major area of Speech-Language-Hearing Sciences. Rather, the number of credits is determined by fulfilling the program requirements and the goals set by the student with guidance from their faculty adviser. Consequently, students may have different numbers of credits in their major area.

Each Ph.D. student must complete a minimum of 12 semester credits in a minor area or program; these courses can be taken in a single department or in multiple departments. If a student elects to pursue an official minor in a related department, then the student will need to meet the requirements for the minor established by that department in consult with the Director of Graduate Studies in that department. For example, if a student wants a graduate minor in psychology, the Psychology department requires 12 credits of coursework selected from an approved list of courses. Each department has list of requirements for a graduate program minor and most of these are provided on the department's website. If not, students should consult the Director of Graduate Studies in that department to find out the current requirements. Official graduate minors are optional; most students elect a supporting program of courses, which may of may not include courses from several different departments.

Degree Program and Degree Program Transmittal Form:

Once students have set up a plan of coursework, they must file a Degree Program and Degree Program Transmittal form with the Graduate School during at the beginning of the second year of doctoral study. http://www.grad.umn.edu/current_students/forms/g89a.pdf. The Degree Program contains the following:

- 1) A chronological listing of the courses for the Ph.D. degree that the student has taken or will take during the doctoral program in both the major and minor departments.
 - According to the Graduate School webpage, typically these are courses at the 5xxx and 8xxx level. However, 4xxx-, 6xxx-, and 7xxx-level courses may be applied toward a Graduate School degree with the approval of the student's major field and if the course was taught by a member of the graduate faculty or an individual authorized by the program to teach at the graduate level.
 - A graduate program may restrict the use of 4xxx courses in the program (e.g., by stipulating that no more than a defined number of credits earned in 4xxx courses may be counted, or by stipulating that only certain 4xxx courses may be counted). Such restrictions may be applied both for 4xxx courses in the major field and for 4xxx courses outside the major field, and are at the discretion of each individual graduate program.
- 2) The names of the doctoral student's committee members. The doctoral committee includes the adviser and at least two other faculty members from Speech-Language-Hearing Sciences, as well as at least one faculty member from another department (the outside committee member).
- 3) Students must submit their Degree Program and Degree Program Transmittal no later than two semesters before they intend to take the written preliminary examination. The Degree Program and Transmittal must be approved and on file in the Graduate School before a student can schedule a preliminary oral examination.
- 4) The Degree Program can be changed by submitting a petition to the Graduate School, which must be signed by both the doctoral adviser and the Director of Graduate Studies. Petition forms are available on the Graduate School's website http://www.grad.umn.edu/current_students/forms/g59.pdf. Changes may be necessary if a student changes coursework. The Graduate School will not clear a student for graduation until the Degree Program Form directly corresponds to the transcript.

Written and Preliminary Exams:

Students must also complete both written and oral preliminary examinations in the major area or in some combination of the major and minor areas. Both examinations must be passed before students begin the dissertation, the final independent research project.

Doctoral Thesis and Final Oral Exam:

Soon after students have passed the oral preliminary exam, they will create a prospectus, which is a written proposal of their dissertation project. Once the adviser authorizes it, a committee meeting is scheduled where the student reviews the prospectus and gets committee feedback. Once the committee has formally approved the prospectus, the student is ready to embark on their independent dissertation. As a final requirement, the student must defend the written dissertation before an examining committee.

Registration in the Graduate School:

All Graduate students are required to register in the Graduate School every fall and spring semester in order to maintain active status. Six credits is considered by the Graduate School as full-time status, however SLHS students typically register for more, ranging from 6 – 14 credits.

- Grad 0999 is a zero-credit, zero-fee, non-graded registration option for students who (for various reasons) are not enrolling in any coursework in a particular semester. Registering for Grad 0999 allows the student to meet the Graduate School's registration requirement.

If a student fails to register each semester, s/he may be required to re-enter Graduate School.

There are three categories of doctoral students. These are based on the landmarks that students have accomplished.

- Ph.D. student – admitted to the doctoral program and enrolled in coursework
- Ph.D. candidate – passed the written and oral preliminary examinations
- Advanced Ph.D. candidate – completed a minimum of 24 credits of SLHS 8888

Students who hold teaching or research assistantships **must register each fall and spring semester for 6 credits of coursework, pre-thesis, or thesis credits to maintain their assistantships.** To be eligible to hold an assistantship appointment, students must have been admitted to the Graduate School and be registered for the term of the appointment. Please refer to Graduate Assistant Policy: <http://www1.umn.edu/ohr/gao/policy/index.htm>.

All requirements for the doctoral degree must be completed and the degree awarded within five calendar years after passing the preliminary oral examination. Students may petition the Graduate School for a one-year extension; extensions beyond one year are granted in only extraordinary circumstances.

Grievances

Student grievance process

It is the student's responsibility to be aware of Board of Regents Policies as they apply to students and student employees. (See the [University Board of Regents policy Web site](http://www.umn.edu/regents/polindex.html) at www.umn.edu/regents/polindex.html). For University grading policies see: [Uniform Grading and Transcript Policy](#).

If students have a grievance issue, the Department of Speech-Language-Hearing Sciences recommends that they use the following resolution process which involves the student meeting with and attempting to resolve the issue with the faculty member. If the student has met with the faculty member and the problem has not been resolved, then the student should contact the Director of Graduate Studies, the DGS Assistant, or the department chair. Students should be aware that there may be limits to confidentiality with any of these personnel.

Students also may by-pass this internal process and go directly to the University Student Conflict Resolution Center or Office for Conflict Resolution.

If a student does not choose to meet first with a faculty member, the student may also directly contact the [Student Conflict Resolution Center](#) (612-624-7272, 211 Eddy Hall, sos@umn.edu) for advice and representation in areas of formal and informal University proceedings (for example, student conduct code issues, dorm incidents, employment problems, academic disputes, financial aid grievances, academic misconduct charges, student judicial issues). Students may also contact this office for assistance and advice for any campus-based problem or complaint (for example, grade or instructional complaints, registration requirements, unfair treatment, financial aid or billing problems). The Student Conflict Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. Students should be aware that there are time limits for taking action in some cases.

For employment-related grievance issues, students may contact the [Office for Conflict Resolution](#) (formerly the University Grievance Office) at 612-624-1030 (662 Heller Hall, conflict.resolution@umn.edu, www.umn.edu/ocr/). See also www.umn.edu/ocr/policies.html for additional Office of Conflict Resolution policy and procedures.

If students have experienced any form of discrimination or harassment, they can seek assistance and advice from the [Office of Equal Opportunity and Affirmative Action](#) at 612-624-9547, eoaa@umn.edu, 419 Morrill Hall, www.eoaffact.umn.edu.

Ph.D. Curriculum in Speech-Language-Hearing Sciences

Major Area

Statistics Requirements:

The following three courses are listed under the major area, even though they are taught in another department. Many students take additional statistic courses, such as a course on non-parametric statistics or meta-analysis. Students should seek their adviser's advice to determine which additional courses would be appropriate given the student's goals.

E Psy 8261. Statistical Methods I: Probability and Inference (3 cr.).

Advanced theory, derivations of quantitative statistics, Descriptive statistics, probability normal distribution. One/two sample hypothesis tests, confidence intervals. Chi square tests. One-way analysis of variance, follow up tests.

E Psy 8262. Statistical Methods II: Regression and the General Linear Model (3 cr)

Analysis of variance designs (two/three way), repeated measures, correlation, simple/multiple regression methods, non-parametric procedures, multivariate analyses.

E Psy 8263. Design and Analysis of Experiments (3 cr)

Advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Major computer packages used for data analyses. Univariate and multivariate approaches to these designs.

E Psy 8263 currently is not available. Students should select another graduate-level statistics course instead of E Psy 8263. This should be 3 or more credits, and should address topics that are central to the student's proposed area of study. This selection must be approved by the student's advisor and by the DGS.

Seminar Requirements:

SLHS 8430: Proseminar in SLHS

(1 cr) Staff

Students entering the Ph.D. program in Fall semester of 2006 and later are required to enroll each Fall and Spring semester of their programs in a 1-credit course, SLHS 8430: Proseminar in Speech-Language-Hearing Sciences. Doctoral student and faculty presentations of ongoing research projects. The primary goal is to provide a forum for students to share and receive feedback about research projects and to hone presentation skills. Ph.D. students are expected to participate through presentations and participation as an audience member. Grading is on an S/N basis. Students entering the Ph.D. program prior to Fall of 2006 are strongly encouraged to enroll in SLHS 8430. When a 1-credit enrollment is not possible within a 14-credit enrollment limit, students may participate without a credit registration.

SLHS 8410. Seminar: Research

(3 cr) Staff

Advanced study exploring application of experimental and quasi-experimental research designs used in single-subject and group research. Issues related to institutional review board procedures, journal submissions and reviewing, grant application procedures, etc.

This seminar is not offered every year; students should monitor course offerings to ensure that they take the course when it is available during their Ph.D. programs.

SLHS 8420. Seminar: Teaching.*

(3 cr; prereq Grad SLHS major) Staff

Advanced study to prepare doctoral students for careers in undergraduate and graduate teaching.

*When SLHS 8420 is not offered during the semester in which a student elects to fulfill this requirement, the student may substitute it with Grad 8101. Teaching in Higher Education (3 cr). This course focuses on various techniques and methods used in college-level classrooms, e.g., active learning, critical thinking, practice teaching. Students create a portfolio to document and reflect upon teaching.

Curricular Teaching Requirement:

Each Ph.D. student must complete two teaching experiences with one or more faculty mentors (i.e. faculty teaching the course). Planning for each of these teaching experiences should be done by the student, the doctoral adviser, and the potential faculty mentor. Arrangements for the curricular teaching requirement should be made by the semester preceding the one in which the teaching experience occurs.

These teaching experiences differ from traditional teaching assistantships for which students receive compensation. The Curricular Teaching experience is designed to enable students to become excellent teachers at the university level. Before undertaking a curricular teaching experience in a particular area, a doctoral student must have sufficient content knowledge to teach a section of an undergraduate or graduate class so that the objectives of the class are met for the students enrolled. The potential faculty mentor will determine if the student has the background to teach a section of his or her class. Students, faculty advisers and the faculty mentor agree on the following:

- 1) Which course is appropriate for the teaching experience.
- 2) Which section of the course will be taught by the student.
- 3) Which testing/evaluation procedures will be used by the Ph.D. student to evaluate students in the target class.

Students prepare lectures (or activities) on one or more topics in at least two different courses. The number of hours of lecture/workshop/facilitation may vary from student to student. However, each student should complete at least 10 to 15% of the total classroom activities per teaching experience. Students should prepare these lectures either the semester before or early in the semester of the teaching experience and have them approved by the faculty mentor. The faculty mentor observes the student while she or he teaches and provides feedback about the quality of the lectures/activities to help the student become an excellent instructor. The faculty mentor may also work with the Ph.D. student to prepare examination questions and to evaluate the performance of students in the class.

These competencies and the expectations for teaching experiences will be reviewed by the doctoral adviser with each Ph.D. student. Students will be rated for each competency to determine if it is absent, emerging, present, or consistent. If a student does not demonstrate satisfactory competence, he or she will receive a grade of “incomplete or I” for the semester. The faculty mentor, the doctoral adviser, and the student will then select at least two workshops offered by the program Preparing Future Faculty (<http://www1.umn.edu/ohr/teachlearn/pff/>). The incomplete will be changed to a grade upon completion of the two workshops. The doctoral adviser will meet with the student and the next faculty mentor to prepare for the next curricular teaching experience. The same set of teaching competencies will be used to evaluate the teaching performance in the second curricular teaching experience. In this way, students and doctoral advisers can monitor progress in teaching.

Students complete the Curricular Teaching experiences either after they have completed one of the classes on teaching (SLHS 8420 or Grad 8101) or concurrent with the registration in one of these two classes. For each Curricular Teaching experience, students must register for two credits of SLHS 5993. Enrollment for each teaching experience requires a written contract with a faculty mentor.

**University of Minnesota policy requires that all prospective nonnative English speaking TAs take the SPEAK test when they arrive or provide official documentation of their score on the Test of Spoken English (TSE). This requirement is in addition to the admission and placement requirements made by the Graduate School and your department. Results from these exams will determine a student's initial eligibility for a TA assignment (<http://www1.umn.edu/ohr/teachlearn/nonnative/speak/>)*

Research Requirement:

Each doctoral student is required to complete at least one research experience with a faculty member other than his or her adviser. The selection of this research experience should be made in consultation with the faculty adviser. This research experience may be completed under the direction of a faculty member from another department at the University of Minnesota or from another university, with the prior approval of the student's adviser and the DGS. The student may complete two experiences for 2 credits each or one experience for 4 credits. A 2-credit registration corresponds to 60 hours of work. A 4-credit registration corresponds to 120 hours of work. Students register for SLHS 8994 Directed Research. The research project may be an extension of a project already in progress in the faculty member's laboratory or it may be a new project agreed upon by both the student and the faculty member.

Each student and faculty member should collaborate on a written document that describes the nature of the project to be completed. For example, one research experience may require a student to complete a project, even if it extends beyond one semester. Another experience may require that the student commit only one semester of effort, regardless of whether the project is completed or not. The contract should include the specific requirements of the research experience, taking into account the relationship between credit hours and hours of work. The contract between the student and faculty member should be given to the adviser(s) as well.

Doctoral Thesis Credits:

The Graduate School requires that Ph.D. students register for a minimum of 24 credits of SLHS 8888 while they complete their doctoral dissertation. Students are not eligible to register for thesis credits until after they have passed the Preliminary Oral Examination. Students do not receive a grade for SLHS 8888.

Some doctoral students may need to be registered in the Graduate School after they have completed their coursework but before they have passed the Preliminary Oral Examination. In this case, these students may register for SLHS 8666. There are no grades for this registration either. Credits for SLHS 8666 do not meet any Graduate School degree requirements other than to enable the student to maintain active status.

Doctoral Examinations

There are three stages of examinations in the Ph.D. program.

These include:

- 1) The preliminary written examination.
- 2) The preliminary oral examination.
- 3) The doctoral thesis and final oral examination.

Students take the preliminary written examination first; upon passing this examination, they take the preliminary oral examination. The final oral examination is taken after the doctoral dissertation has been completed. The dissertation process is discussed in the section following this one.

Preliminary Written Examination:

All doctoral students are required to pass a written examination in their major field. The Graduate School Catalog states that: “This examination covers all work completed in the major field and may include any work fundamental to this field” (Graduate School Catalog page 12). The examining committee for the written preliminary examination is typically the same committee listed on the Degree Program Plan.

Students write examinations for four faculty members, at least three of whom must be members of the Graduate Faculty of the Department of Speech-Language-Hearing Sciences. If the adviser approves, the student may write for one member outside the department.

- Examinations may be taken any time during the semester on two conditions. First, the student’s advisor and committee members must have agreed on the specific two-week interval. Second, the student’s advisor must notify the DGS in writing within the first week of the semester (in which the exam will be taken), of the student’s intent to take written preliminary exam and the dates during which they plan on taking it.
- Each of the four examinations is four hours in length and all are taken over a two-week period. Each exam is scheduled for the morning or afternoon of each day. Students are free to choose which question they will answer on each day. However, students **MUST** notify Andy Le (slhsgrad@umn.edu) of this at least 2 weeks in advance of the exam, so that this can be coordinated prior to the exam.
- Students should use a department computer to complete the examination. The exam should be saved to the computer desktop and a flash drive containing the examination answers must be handed in to administrator of the exam at the end of each exam day. The administrator will forward the answers and a grade sheet to the committee members.

“Specials projects or papers”

One of the four examinations may be in the form of a “specials” paper or independent project as an alternative to the traditional examination format. Election of this option must be approved by the student’s adviser, as well as by the student and the examiner who is a member of the student’s committee. The “specials” paper or project must be completed, evaluated by the examiner, and submitted to the adviser before the traditional examinations are written.

Prior to writing preliminary examinations, the student should:

- 1) Contact his/her adviser to confirm the members of the examining committee
- 2) Contact each faculty examiner to determine the nature and extent of the individual examination.

- 3) Convene the examining committee so that the members are aware of the scope of the other examiners' questions.
- 4) Obtain adviser approval for writing a "specials" paper or project instead of an examination.
- 5) Schedule the exams with the Student Personnel Coordinator and the Director of Graduate Studies

A separate pass-fail decision is made for each of the four examinations; this decision is made by the examiner. There are three possible decisions: 1) pass, 2) pass contingent upon completion of some requirement, and 3) fail. The examinations are returned to the student's adviser. The adviser reads the examinations and decisions and then meets with the student to discuss the results. The student must pass each of the four examinations in order to complete the Preliminary Written Examination requirement.

If any of the examinations is judged to be failed, the student must rewrite the failed examination(s) at the next examination period (i.e. during the next semester). The student may rewrite failed Preliminary Written Examinations one time. Failure of one or more examinations a second time is reason for dismissing a student from the doctoral program.

For students entering the Ph.D. program prior to June, 2001: If any of the examinations is judged to be failed, the student must rewrite the failed examination(s) at the next examination period (i.e. during the next semester). The student may rewrite failed Preliminary Written Examinations two times. Failure of one or more examinations a third time is reason for dismissing a student from the doctoral program.

Following completion of the Written Preliminary Examination, the adviser completes the internal department ***Written Preliminary Examination Reader Report Form*** <http://www.slhs.umn.edu/pdf/PhDPreliminaryExam.pdf> and forwards it to the DGS.

The Director of Graduate Studies and the doctoral adviser then sign the Graduate School ***Preliminary Written Examination Report Form*** http://www.grad.umn.edu/current_students/forms/GS17.pdf. The student then brings the form to the Graduate School office.

Preliminary Oral Examination:

The Preliminary Oral Examination should be taken after completing most coursework on the Degree Program plan and passing the Written Preliminary examination and before writing the dissertation. The Preliminary Oral Examination should be taken within the same semester as the successful completion of the Preliminary Written examination but must be taken no later than the end of the semester following completion of the written examination. The Preliminary Oral Examination will not take the form of a prospectus meeting. The prospectus meeting must be held separately.

It is the student's responsibility to schedule the Preliminary Oral Examination with the examiners and the Graduate School Office at least one week in advance of taking the examination. The ***Preliminary Oral Examination scheduling Form:*** http://www.grad.umn.edu/current_students/forms/gs12.pdf

The Graduate School will not issue the Preliminary Oral Examination Report form unless a Degree Program Plan has been filed and a Written Preliminary Examination Report form is on file, indicating that the student has passed the Written Preliminary Examination. The Preliminary Oral Examination Report form is sent to the student's adviser by the Graduate School. This form is not available online so no example is provided. This examination report form is only issued by the Graduate School for use in a specific examination for an individual student.

"The examination is administered by the committee appointed by the dean of the Graduate School on recommendation of the faculty in the major field at the time the student's official doctoral degree program is approved. The examining committee includes a minimum of four members: three (including the student's adviser) from the major field and one from the minor field or supporting program. Committee members cannot represent more than one field simultaneously" (Graduate School Catalog page 22).

Committee Changes:

Changes in the examining committee must be approved by the DGS and the Graduate School in advance of the meeting. If an emergency absence occurs, another faculty member may be substituted following a call to the Graduate School office.

Day of Exam:

The Graduate School requires that all doctoral students must pass an oral examination in the major field. This is a closed examination, attended only by the student and the examining committee. Immediately prior to the Preliminary Oral examination, the committee chair clearly stipulates the objectives of the examination, and in consultation with other members of the examining committee, determines how the examination is to be conducted. The examination covers the major field and the minor field or supporting program and may focus on topics covered in the written preliminary examinations. All members of the examining committee for the Preliminary Oral Examination must be present at the time of the oral examination. It is specified that "immediately after the examination, the student is excused from the room and a written secret ballot is taken before discussing the examination. Following the discussion, a second and final vote is taken, and participants sign in the appropriate place on the report form, which is to be returned to the Graduate School, 316 Johnston Hall, *no later than the first workday after the examination*" (Graduate School Catalog page 22).

Outcome of Oral Preliminary Examination:

There are three possible outcomes of the Preliminary Oral Examination: pass, pass with reservation, or fail. "The voting proportions necessary for these decisions are as follows: if the committee consists of four members, a favorable verdict for passing consists of either a unanimous vote or a vote of 3-1; if the committee consists of five members, a unanimous vote or a vote of 4-1 is needed; if the committee consists of six members, a unanimous vote or a vote of 5-1 or 4-2 is needed; and if there are seven members, a unanimous vote or a vote of 6-1 or 5-2 is needed. Candidates who do not earn committee votes in these proportions *fail* the examination. If, to achieve the minimum number of votes to reach a verdict of pass, any vote of pass with reservations is included, then the outcome will be recorded as a *pass with reservations*. A vote to pass the student with reservations still constitutes a passing vote" (Graduate School Catalog page 22).

Pass with Reservations:

"If the student passes the examination with reservations, the student is informed immediately, but the committee is permitted one week in which to convey its reservations to the student in writing, informing the student of the steps that must be taken to remove them. *A copy of this letter must be sent to the Graduate School and should accompany the signed oral examination report form.* When the student has satisfied the committee's reservations, a second letter informing the student and the Graduate School that the reservations have been removed and that the student may proceed toward the degree is also required. Both letters should be signed by the committee chair. The final oral examination may not be scheduled until the Graduate School has received a copy of the letter indicating that the reservations have been removed" (Graduate School Catalog page 23).

"If the committee members disagree as to whether the reservations have been satisfactorily removed, the committee chair asks for another vote, the results of which are subject to the same voting proportions as the initial vote. If the student is unable to satisfy the committee's reservations, his or her doctoral candidacy and graduate student status may be terminated" (Graduate School Catalog page 23).

Failing the Examination:

"Students who fail the examination may be excluded from candidacy for the degree or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, *providing the reexamination is conducted by the original preliminary oral examining committee*. In no case may the reexamination take place before 10 weeks have passed. No more than one reexamination is allowed" (Graduate School Catalog page 23).

Recess:

In rare cases, the Preliminary Oral examining committee may call for a recess of the examination without making a determination if the student has passed or failed. In these cases, the committee chair must send a letter to the dean of the Graduate School that provides a rationale for the examination recess and indicates the date on which the examining committee and the student will reconvene. If the interval is greater than one week, the committee chair must return the Preliminary Oral Examination Report form to the Graduate School and a new examination date is set. The new form will be mailed to the committee chair one week before the scheduled meeting.

The Graduate School informs the student and adviser if the course work on the Degree Program Plan has not yet been completed. The preliminary oral examination may be scheduled in spite of these deficiencies but these deficiencies must be made up before the final oral examination may be scheduled.

The Doctoral Thesis and Final Oral Examination

Overview:

The culminating research experience for Ph.D. students is the completion of an original piece of scholarship. The thesis must demonstrate originality and ability for independent investigation, and the results of the research must embody a contribution to knowledge. The thesis must exhibit mastery of the literature of the subject and familiarity with the sources and must be well written. The first step in the process is the writing of the prospectus for the doctoral thesis and the scheduling of a prospectus meeting with the final doctoral committee members. Next, students must file a thesis title form with the Graduate School. Following the writing of the doctoral thesis, the thesis must be certified to be ready for defense by the examining committee. Finally, the doctoral thesis is defended at a final oral examination.

Prospectus:

While the details of the prospectus will be determined by the adviser and the student, the prospectus should include:

- 1) Statement of the problem
- 2) Rationale
- 3) Method of the Study
- 4) Pilot data (if available)
- 5) Expected Outcomes

Students need not submit the first two chapters of their doctoral thesis as a prospectus. Rather the document should be sufficiently detailed that the examining committee understands the significance of the research question and the plan for both conducting the research and for analyzing the data.

Prospectus Meeting:

It is recommended that the Prospectus meeting be held by the end of the second semester following the completion of the written preliminary oral examination. Two weeks prior to the meeting, the student will deliver a prospectus to the committee.

The proposed members of the Final Oral Examining Committee are invited to attend the Prospectus meeting. The purpose of the meeting will be: 1) to provide advice regarding the formulation of the question and the design of the project, and 2) to approve the design of the project. In approving the prospectus, the committee agrees that the design of the project is acceptable. More than one prospectus meeting may be held if the committee members indicate that it is necessary.

Thesis Proposal:

After the prospectus meeting, the student must file the **Thesis/Project Proposal Form** and statement in the Graduate School, http://www.grad.umn.edu/current_students/forms/GS63A.PDF. The form contains the title of the thesis and a thesis proposal (approximately 250 words) that describes the research that is planned. This form should be filed no later than one semester following the passing of the preliminary oral examination. Once this form is approved by the Graduate School, the Dean of the Graduate School appoints the final oral examining committee upon recommendation of the faculty from the major field.

Thesis:

The doctoral thesis must conform to the guidelines set by the Graduate School for overall printing format. In addition, the document must be written in a currently acceptable style used in the area of Speech-Language-Hearing Sciences (e.g., American Psychological Association format, American Institute of Physics format, etc.).

In general, the chapter headings for the doctoral thesis include, but are not limited to:

- Chapter 1 – Introduction
- Chapter 2 – Review of Literature/Research Questions)
- Chapter 3 – Method
- Chapter 4 – Results
- Chapter 5 – Discussion
- Chapter 6 – Summary and Conclusions

The final draft of the thesis must include a title page, an abstract, a table of contents, a list of figures and tables, and references. Many doctoral theses also include acknowledgements and appendices.

Thesis Reviewers:

Upon approval of the thesis proposal form, the Graduate School then issues a thesis reviewer's report form. There are at least three designated thesis reviewers, including the adviser, who represents the major field, and at least two other members of the final oral examining committee. These two reviewers should include at least one faculty member from the major area and at least one from the minor or supporting area. "Reviewers cannot represent more than one field simultaneously" (Graduate School Catalog page 23). Students will only receive a thesis reviewer's report form if there is a thesis proposal form approved by the Graduate School and if they have maintained active status by registering for at least one credit during fall and spring terms. Students must give a copy of the draft of the thesis to all committee members at the same time, even those who are not designated reviewers.

According to the Graduate School, *"To permit faculty to allocate sufficient time to read the thesis and decide whether it is ready for defense, students must notify their adviser and other members of the final oral examining committee at least two weeks in advance that the thesis will be delivered on a particular date. All members of the examining committee must then have at least two weeks to read the thesis after it has been delivered"* (Graduate School Catalog page 24).

Reviewers have three options regarding the draft of the doctoral thesis: a) acceptable for defense as presented; b) acceptable for defense with minor revisions; or c) requires major revisions and is not acceptable for defense as presented. There must be a unanimous agreement among reviewers that the thesis is acceptable for defense as presented or with minor revisions before the Graduate School will authorize a final oral examination. Required revisions must be communicated to the student in writing; all questions concerning revisions must be resolved satisfactorily before the final version of the thesis is submitted to the Graduate School and the degree is awarded. The doctoral adviser has the responsibility to monitor the doctoral thesis to ensure that the required revisions were made.

Final Oral Examination:

To be eligible for the final oral examination: 1) all work on the official doctoral program must have been completed, 2) both the written and oral preliminary examinations must have been passed, 3) at least 24 credits of SLHS 8888 have been taken, and 4) the thesis must have been certified by the reviewers as ready for defense. According to the Graduate School, "all doctoral students are required to successfully defend their theses in a final oral examination and graduate within five calendar years after passing the preliminary oral examinations" (Graduate School Catalog page 24).

The final oral examination consists of a formal oral presentation to which the scholarly community is invited and which includes a presentation of the thesis by the candidate. A closed meeting between the candidate and the appointed examining committee immediately follows the thesis presentation. “*The final oral examination is limited to the thesis subject and relevant areas. It will not exceed three hours*” (Graduate School Catalog page 24).

The Final Oral Examining Committee is appointed by the Dean of Graduate School on the recommendation of the DGS in the major field, when the thesis title form is filed with the Graduate School. It consists minimally of four members, three from the major and one from the minor or supporting program. Although the student’s doctoral adviser must be a member of the committee, another member selected by the adviser is designated as Chair. The Chair must be a full member of the Graduate Faculty but may be from the minor or supporting program. Rules governing changes in the final oral examining committee are the same as those for the preliminary oral examining committee. All committee members must be present at the time of the final oral examination. If any committee member is absent, the examination is invalid.

After the final oral examination is completed, the candidate is excused and the vote taken on whether the student has passed the examination. To be recommended for the doctoral degree, the candidate must receive a vote of no more than one dissenting member of the total examining committee. After all members of the committee have signed the Final Oral Examination Report form, the form must be returned to the Graduate School no later than the first workday following the examination. A hold is then placed on the student’s records, preventing further registrations. An adviser may send a letter to the Graduate School, requesting that the student have more time to make revisions. In that case, the student may be able to register for one additional semester.

The final oral examination may be recessed in rare cases. These procedures are the same as those listed until the Preliminary Oral Examination.

Submission of the Thesis:

The student must submit a bound copy of the thesis to the Graduate School. The doctoral adviser must sign the face page of the thesis, attesting to the completeness of the thesis and the incorporation of all changes. It also is typical to provide the dissertation adviser with a bound copy of the thesis for archival purposes in the department.

Graduation:

Once the thesis proposal form is on file and approved by the Graduate School, the student may request a graduation packet either on line http://www.grad.umn.edu/current_students/forms/grad_packet/index.html or in person at 316 Johnston Hall. This packet includes:

1. Graduation instructions
2. Thesis reviewer’s report
3. Application for degree
4. Commencement attendance approval form
5. Microfilm agreement
6. Survey of earned doctorates

Graduate School degrees are awarded monthly. Turn in the Application for Degree form to Student Relations, 200 Fraser Hall, on or before the first working day of the month in which the student wishes to graduate. Graduate School commencement ceremonies are held in fall and spring terms. To attend the ceremony, the student must fill out a commencement attendance application form early in the semester in which the ceremony takes place. This form must be signed by the Director of Graduate Studies.

Forms & Links

Please refer to Graduate School website for Information for Current Students:

http://www.grad.umn.edu/current_students/ where most of these forms and additional information can be found.

Forms for Doctoral Students –

http://www.grad.umn.edu/current_students/forms/doctoral.html

Degree Completion Procedures –

http://www.grad.umn.edu/current_students/degree_completion/doctoral/index.html

Degree Program Transmittal –

http://www.grad.umn.edu/current_students/forms/g89a.pdf

Petition to the Graduate School –

http://www.grad.umn.edu/current_students/forms/g59.pdf

Preliminary Written Examination Report (Graduate School) –

http://www.grad.umn.edu/current_students/forms/GS17.pdf

Written Preliminary Examination Reader Report Form (departmental) -

<http://www.slhs.umn.edu/pdf/PhDPreliminaryExam.pdf>

Preliminary Oral Examination scheduling –

http://www.grad.umn.edu/current_students/forms/g12.pdf

Final Oral Examination scheduling -

http://www.grad.umn.edu/current_students/forms/g12a.pdf

Thesis/Project Proposal Form –

http://www.grad.umn.edu/current_students/forms/GS63A.PDF

Formatting Guidelines for the Doctoral Dissertation -

http://www.grad.umn.edu/current_students/forms/g16.pdf

Graduate Assistants Policies and Guidelines–

<http://www1.umn.edu/ohr/gae/policies.html>