

DOCTOR OF PHILOSOPHY DEGREE IN SPEECH, LANGUAGE, HEARING

PART I -- BACKGROUND

GENERAL DESCRIPTION

The general theme that runs through all graduate and undergraduate degree requirements in speech, language, and hearing is concerned with providing the best possible professional and scientific contribution to the communicatively handicapped population. To accomplish this, all curricula have a solid scientific base, with course content and clinical practicum experiences presented from a theoretical and experimental orientation. Our goal is to educate clinicians and scientists who are committed to advancing the knowledge base pertaining to the communicatively disordered population and to evaluate the clinical processes employed.

Consistent with the curriculum's general frame of reference and the research nature of the Ph.D. degree, the major objective is to develop scientists who (a) are well grounded in the scientific method as it applies to the clinical and laboratory setting (b) possess a comprehensive knowledge of the essential aspects of normal and disordered communication and also (c) possess a comprehensive knowledge of their area of *specialization*.

FACILITIES

The D.C. Phillips building in which the department is housed consists of approximately 30,000 square feet. The ground floor is divided into two wings, one of which contains research facilities, classrooms and a computer lab for graduate students. The other wing contains the clinical facilities and additional laboratories. All of the clinical rooms are equipped for observation and audio monitoring and video recording. Three audiological test suites are equipped with up-to-date test and research instruments for diagnostic and hearing aid applications. The second floor consists primarily of office space, study carrels for graduate students, and a conference room.

The building has excellent equipment and materials for research and clinical practice. In addition, the department has affiliations with the following laboratories and clinics offering broad research and clinical opportunities:

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- **Haskins Laboratories.** <http://www.haskins.yale.edu/>
- **University of Connecticut Health Center (UCHC) Farmington, CT.** <http://www.uchc.edu/> Clinical and research associations have been developed with the following departments of the University of Connecticut School of Medicine: (1) Otolaryngology, (2) Pediatrics, (3) Pediatric Dentistry, (4) Orthodontics, (5) Oral Surgery, (6) Medicine and Neurology and (7) Neuroscience.
- **UCHC Cranio-Facial Anomalies Clinic.** <http://orthodontics.uchc.edu/program/index.html> This clinic emphasizes a comprehensive approach to evaluation and management of patients through the use of medical, dental and nonmedical disciplines. Special emphasis is placed on the communicative needs of the patients. The clinic also provides research and training opportunities for graduate students.
- **UCHC Voice Clinic, Farmington, CT** http://health.uchc.edu/clinicalservices/voice_speech/index.htm This clinic is concerned with the evaluation and management of patients with voice disorders through the use of surgical and nonsurgical intervention. State-of-the-art equipment is available for patient evaluation.

The following hospitals provide opportunities for clinical research.

- **Connecticut Children's Medical Center, Hartford, CT**
- **Gaylord Hospital, Wallingford, CT**
- **Hartford Hospital, Hartford, CT**
- **Hospital for Special Care, New Britain, CT**
- **Institute for Living, Hartford, CT**
- **Mount Sinai Rehabilitation Hospital, Hartford, CT**
- **St. Francis Medical Center, Hartford, CT**
- **Yale-New Haven Hospitals, New Haven, CT**

PART II -- ADMISSION AND GENERAL REQUIREMENTS

DEFINITIONS: FIELD, AREA, PROGRAM SPECIALIZATION

The Graduate School awards graduate degrees only through its recognized *fields* of study and *areas* of concentration. Communication is recognized as a *field* of study and speech, language, and hearing is a recognized *area* of concentration for the Ph.D. degree. Doctoral students are expected to obtain a broad mastery of the *area* of concentration (speech, language and hearing) and an in-depth knowledge through advanced course work and research of sufficient scope to constitute a dissertation in a *specialization* within the *program*.

Note: When the terms *field*, *area*, *program*, and *specialization* are used throughout the remainder of this booklet with the specific meanings just described, they will be italicized or underlined.

ADMISSION

Requirements for admission are in accordance with the requirements established by the Graduate School. In addition, the Graduate Admission Committee of the speech, language, and hearing *area* requires the Graduate Record Examination scores (ordinarily students with a combined score above 1000 on the GRE exam, an excellent scholastic record (ordinarily only students with a grade point average of 3.0 or above are considered), and appropriate letters of recommendation.

Students who have not completed a Master's thesis carry out research resulting in a paper equivalent to a thesis and that is presented orally to the faculty. This requirement must be satisfied before the student is permitted to take the General Examination (see page 5).

TOTAL NUMBER OF CREDITS

The total number of credits taken by a student will vary. All students are expected to take or demonstrate that they have knowledge in statistics/research design. Students are expected to take 9 credits in statistics and research design beyond a basic course. They may choose from statistic courses in the Psychology, Educational Psychology, or Statistics Departments. Each department has a recommended three course sequence.

In addition, a student will enroll each semester for at least one credit of research practicum, CDIS 6319.

STUDENT BACKGROUND

Ordinarily, students will have completed a master's degree in the same or similar field. A student without a master's degree or with a degree in a different field will be expected to obtain the equivalent of a master's degree in Communication Science (Speech, Language, and Hearing area of concentration). A student who wishes to pursue clinical certification in speech/language pathology or audiology will initially follow a program leading to clinical certification. A student who does not seek clinical certification will initially follow a program designed to provide a background in speech, language, and hearing, including both normal and disordered aspects of communication.

RESEARCH REQUIREMENT

Each student is expected to be involved in research activity every semester which must be accomplished by formal registration and will be reviewed each semester by the student's advisory committee. As previously stated, at least one credit of research practicum, CDIS 6319, is required.

Students in the child language or adult language disorders areas of specialization are required to complete a 1st and 2nd year research project (registered as CDIS 5300 or 6319) under the supervision of their major advisor. These projects must be approved by the student's advisory committee. Completion includes presentation of findings at a departmental research colloquium, submission to a research conference, and possibly for publication.

Students must also complete two, semester-long (or longer), lab rotations (registered as CDIS 5300 or 6319) with faculty other than their major advisor. Nature and scope of these projects will be negotiated with the supervising faculty member.

TEACHING

Each student is encouraged to engage in some form of classroom teaching during their doctoral program. The specific teaching responsibilities will be determined by the student's advisory committee.

FINANCIAL AID

The department attempts to provide financial aid to all doctoral students throughout their program. Up to four years for students with a Masters in Speech-Language Pathology or a Doctor of Audiology degree and up to five years for students who enter the program with no background in the field. Possible sources of aid are:

- Federal Training Grants
- Individual Faculty Research Grants
- Teaching Assistantships
- Graduate School Fellowships
- Special Merit Award
- Dissertation (Extraordinary) Expenses Award

Further details about financial aid may be obtained from the Department Head.

RESIDENCY

. The graduate student can fulfill the special demands of a doctoral program only by devoting a continuous period of time to concentrated study with a minimum of outside distraction or employment. At least one year of full-time study consisting of two consecutive semesters during the second or third years of doctoral work must be completed in residence at the Storrs campus. The Graduate School Bulletin should be consulted for further information.

PART III -- ADVISORY COMMITTEES, EXAMINATIONS, AND DISSERTATION

ROLE OF THE ADVISORY COMMITTEE IN PROGRAM PLANNING

An Advisory Committee will be formulated for each student as outlined below.

1. Selection of the committee:
 - During the admission process, the student selects a major advisor based upon his or her area of interest and the faculty member must agree to mentor the student.
 - Associate advisor(s) will be selected by the student in consultation with the major advisor by the end of the first semester.
 - As a student's interests become focused on a particular specialization, it may be appropriate for the student to request a change of major and/or associate advisor(s).
2. Role of the committee:
 - Plan the student's academic program (Plan of Study) consistent with the student's educational goals and the departmental guidelines.
 - Approve all Plan of Study changes.
 - Determine the format of the student's General Examination and make a final decision on exam outcome, taking into account additional faculty member's comments that are part of the examining committee.
 - The major advisor will present progress reports to the faculty.
3. Change of Advisors
 - It is required that the written consent of the dean of the Graduate School be obtained before any changes may be made in the membership of a duly established advisory committee. Forms for the request of a major and/or associate advisors change may be obtained from the departmental secretary.

GENERAL EXAMINATION

The general examination will be taken at the completion of the student's Plan of Study. The examination will be passed within five years of the beginning of doctoral study or within four years if the student entered with a master's degree in the same field. The supporting areas must be completed well in advance. Before arrangements for the examination may be made, the student will contact the Graduate Records Office to make sure all pre-examination requirements have been met. If they have, a permit to take the examination will be given to the student and a copy sent to the major advisor.

Ordinarily, not fewer than five faculty members, including members of the student's advisory committee, shall participate in the examination.

1. Content. The General Examination will cover:

- *specialization* in depth;
- *area* of concentration as it relates to the student's plan of study;
- research methods;
- other content deemed appropriate from within and/or outside the department (i.e., related or supporting area(s) of study).

2. Format. The General Examination.

The General Examination will consist of a monitored written portion followed by an oral portion. The written portion will consist of no more than four (4) hours of questions per day and may be completed within a one-week period. Only in the related or supporting area may a paper be assigned in lieu of a written question. The student shall write for a minimum of fourteen hours.

The oral portion will be scheduled after the written portion has been completed. At least a one week notice for the oral exam will be given.

The advisory committee makes the final decision regarding the student's performance on these examinations.

ALTERNATIVE FORMAT FOR STUDENTS IN THE LANGUAGE DISORDERS SPECIALIZATION

After completion of all coursework, the 1st and 2nd year projects, and lab rotations student is eligible to take the general examination. The examination will consist of two components, written and oral. The written component will consist of a scholarly review of one or more issues related to student's area of research under the direction of the major advisor. Topic of the review paper must be approved by the student's advisor committee. This integrative paper should be in a form and quality which may be submitted for publication. The review paper will be presented at a departmental research colloquium.

The oral component of the examination will cover the written component, 1st and 2nd year research projects, lab rotations, and related areas.

ROLE OF THE ADVISORY COMMITTEE IN THE DISSERTATION

The student's advisory committee may serve as the student's dissertation committee. Any changes in the advisory committee must have the written consent of the Dean of the Graduate School. Forms for change of advisor may be obtained from the departmental secretary.

1. Role of the Committee:

- Guide the student through all stages of the dissertation.
- Give final approval of dissertation prospectus and final dissertation manuscript.
- No fewer than five members of the faculty, including all members of the candidate's advisory committee, shall participate in the final examination unless approval for fewer faculty has been secured in advance from the Dean of the Graduate School.

2. Selection of the Committee:

- Student will request a major advisor.
- Associate advisors are selected by the student in consultation with major advisor.

3. Make-up of the Committee:
 - The committee will consist of at least three members.
 - The major advisor and at least one associate advisor must be full time faculty members with a primary appointment as graduate faculty in the Speech, Language, and Hearing Program. Exceptions to this policy may be made by a majority vote of the graduate faculty in Speech, Language and Hearing.

THE DISSERTATION PROSPECTUS

All doctoral dissertation proposals will be reviewed by the departmental faculty. The Department or Program head will select at least two members of the faculty who are not members of the student's advisory committee who will participate with the members of the advisory committee in an oral presentation of the Proposal given by the student. The oral presentation will be followed by discussion. Feedback concerning the Proposal will be provided to the student. The reviewers will evaluate the proposal, recommend that the Proposal be approved, that it be returned for revisions (written comments concerning the needed revisions should be provided), or that the Proposal be disapproved.

The following are departmental guidelines for the completion of the prospectus.

1. The prospectus must be prepared in written form and must be approved by the Advisory Committee.
2. At a minimum, the prospectus should include the first three chapters of the proposed dissertation, i.e., introduction and statement of the problem, review of the literature, and experimental design. In some instances, on advice of the candidate's advisory committee, it may be necessary to complete a pilot study as well. In such cases, the results of the pilot study should be included in the prospectus.
3. After the prospectus is completed, the candidate, with the assistance of the major advisor, will schedule a two-hour prospectus presentation and defense. All faculty and graduate students are invited to this prospectus presentation. The invitation should be posted no later than one week prior to the scheduled time. Two copies of the prospectus should be filed with the departmental secretary. Steps 1-3 must take place prior to (1) submission of prospectus to the Graduate School; and (2) the initiation of the dissertation in order to insure sufficient time to incorporate appropriate faculty suggestions. The student must have passed the General Examination prior to the prospectus presentation.
4. The presentation will be chaired by the candidate's major advisor. The usual procedure is for the candidate to take no more than 30 minutes to present the prospectus, and then to invite questions from the candidate's advisory committee. After the committee has completed its questions and comments, further questions and comments will be solicited from the rest of the faculty and graduate students.
5. After all comments and questions have been solicited, and the candidate has had an opportunity to respond, the advisory committee will meet to discuss the suggestions, comments and criticisms offered during the prospectus presentation. All interested faculty are invited to remain for this discussion.
6. There are four possible consequences to this latter meeting:
 - The candidate is told to proceed.
 - The candidate is advised to make certain minor modifications and then proceed.
 - The candidate is advised to make major modifications. In this instance, the advisory committee is re-convened after the candidate informs the major advisor that the modifications have been

completed. The major advisor then calls a meeting of the advisory committee, at which time the candidate presents the revised prospectus. All interested faculty are invited to attend. Recommendations for a possible pilot study would be included in this step. The advisory committee then votes whether or not the candidate should proceed with the proposed project or to select another topic.

- The candidate is advised to select another topic and present another prospectus. In this case, the entire sequence of events is followed again.

MILESTONES ON THE WAY TO THE PH.D. DEGREE

| <u>What</u> | <u>When</u> |
|---|--|
| Select an Advisor | During the Admissions Process |
| Establish an Advisory Committee and Develop a Plan of Study | At the end of the first semester of study |
| General Examination | Fifth semester post-M.A. – after the approved Plan of Study has been completed, approved and returned by the Graduate School |
| Oral Examination | At least one week following the written exam |
| Dissertation Prospectus to Committee | fifth or sixth semester |
| Presentation of Prospectus to Entire Departmental Faculty | Following approval of major advisor and advisory committee |
| Submit Announcement of Oral Defense of Dissertation | One Month Before Defense Meeting |
| Oral Defense Examination of Dissertation | Following approval by major advisor and advisory committee |
| Submit Copy of Dissertation to Graduate School | See Graduate School Guidelines for Specific Deadline |

PART IV --

DESCRIPTION OF PROGRAMS LEADING TO THE PH.D. DEGREE

The Department of Communication Sciences offers a degree leading to a Ph.D. in speech, language and hearing. There are no specific number of credits or specific coursework required for the Ph.D. It is expected that the student, in conjunction with the advisory committee, will develop a plan of study based upon the student's future goals at the end of the first semester of study. It is the goal of the Ph.D. program to prepare students for a career in higher education, primarily in teaching and research. It is expected that the student will enroll in CDIS 6319, Research Practicum, 1-3 credits, each semester. The student will also be expected to develop research skills and take at least 9 credits of research and statistics beyond a basic course.

1. CDIS 6367 seminar in research in CDIS. First or second semester.
2. Research rotation. CDIS 6319. Each semester for 4 semesters. At least 2 rotations must be with faculty who are not the major advisor. Each rotation will result in a report which can be developed into a manuscript for submission to an appropriate research journal or a professional presentation.
3. A credit sequence of statistics/research design in Ed Psych, Statistics or Psychology departments.
4. Complete a Plan of Study pertaining to human communication and its disorders, approved by major advisor and advisory committee.
5. Complete a minor in a related or cohort or supporting area of study -- 15 credits. The courses chosen must comprise a coherent unit of advanced work outside the major *field* of study and ordinarily outside the department in which the work of the major *field* is offered.

For further information or application material, contact:

Graduate Admissions
 University of Connecticut
 Department of Communication Sciences
 850 Bolton Road, Unit 1085
 Storrs, CT 06269-1085
 Phone: (860) 486-2817

DOCTORAL FACULTY AND RESEARCH INTERESTS

Kathleen Cienkowski, Associate Professor; Ph.D., University of Minnesota. Audiology. Aural rehabilitation and hearing aids.

Carl Coelho, Professor; Ph.D., University of Connecticut. Discourse analysis, traumatic brain injury, aphasia rehabilitation, language functions of the prefrontal cortex.

Bernard Grela, Associate Professor; Ph.D., Purdue University. Preschool children with language impairments, language learning disabilities, phonological disorders

Frank E. Musiek, Professor; Ph.D., Case Western Reserve. Auditory processing disorders, auditory evoked potentials, and auditory neurobiology.

Emily Myers, Assistant Professor; Ph.D., Brown University. Cognitive neuroscience of speech and language, aphasia, speech perception, neuroimaging (fMRI and ERP).

Pradeep Ramanathan, Assistant Professor; Ph.D., University of Minnesota. Cognitive neuroscience of memory, metacognition, executive function, speech and language. Behavioral and neural network models.

Tammie Spaulding, Assistant Professor; Ph.D., University of Arizona. Cognitive mechanisms in children with specific language impairment, assessment of child language disorders.

Rachel Theodore, Assistant Professor; Ph.D., Northeastern University. Perceptual learning, specificity effects in speech perception and production, acquisition of phonological structure.

Jennifer Tufts, Associate Professor; Ph.D., Penn State University. Hearing conservation, hearing science, speech and music perception

Kristin Vasil Dilaj, Assistant Professor in Residence, Au.D., Ph.D., University of Connecticut. Audiology. Aural rehabilitation and hearing aids, pediatrics.