
PH.D. IN OCCUPATION & REHABILITATION SCIENCE
DOCTORAL STUDENT HANDBOOK
2015-2016

Department of Occupational Therapy

Colorado State University

<http://www.ot.chhs.colostate.edu/ot/contact.aspx>

970.491.6253

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Welcome

Welcome to Colorado State University and the Department of Occupational Therapy. This Handbook contains the most recent information and resources that will help to ensure your ability to complete your program of study for the Ph.D. in Occupation and Rehabilitation Science within a normal timeframe. Additional information and graduate policies, rules and regulations are available at the [Graduate School](#) and in the [Graduate and Professional Bulletin](#).

1. IMPORTANT GENERAL INFORMATION

- Check your email regularly. The Department will communicate to you mainly via email. You have a mailbox in the main office, so check it regularly, as well.
- You will be required to complete and submit a *PHD Student Tracking Form* at the beginning of each semester (due the first Friday of each semester). Important information to be entered on this form generally includes:
 - Courses completed and final grade.
 - Projected course registration for upcoming semester.
 - Credits and content areas completed towards completion of Ph.D.
 - Dissertation status.
 - Up to date contact information (address, phone, email).
 - If applicable: any change in your visa status.
- When traveling on CSU business, all travel is approved via the appropriate form through Barb Ball.
- Any time off during the semester or other expected work periods should be discussed with and approved by your research advisor.
- Graduate education is under the auspices of the Graduate School. The Graduate and Professional Bulletin (*Graduate Bulletin*) contains the rules, regulations and processes applicable to your matriculation and graduation from Colorado State University. The *Graduate Bulletin*, all required forms, and dissertation handbook are located on the Graduate School website: <http://graduateschool.colostate.edu/>, with which you should familiarize yourself. **It is the student's responsibility to maintain compliance with the rules and regulations of the Graduate School.** If you need assistance, please contact the Ph.D. Coordinator or the Graduate School.

2. OVERVIEW: PH.D. IN OCCUPATION AND REHABILITATION SCIENCE

Occupation and Rehabilitation Science focuses on the interdisciplinary study of human performance and participation in everyday occupations and contexts across the lifespan. As this focus suggests, Occupation and Rehabilitation Science endeavors both to link and to deepen new understandings of its two central concepts of human performance and everyday occupation. Its concern with human performance encompasses attention to discrete performance capacities and their relationship to functional behavior and task performance. The science's concern with everyday occupations complements and helps to further define its perspective on human performance. Everyday occupations refer to activities that: (a) people need and want to do on a recurring basis; (b) impart a sense of order, routine, meaning and purpose to daily life; and (c) influence health and well-being across the lifespan both favorably and unfavorably. Everyday occupations encompass a plethora of activities involved in diverse life pursuits and social roles such as student, worker, spouse, parent, friend, advocate, athlete, artist, or recreational enthusiast, among others. Occupation and Rehabilitation Science addresses how participation in everyday occupations influences, and is influenced by, discrete performance capacities like sensory processing or motor control. It also addresses how contexts of everyday occupations—particularly the physical, social and cultural dimensions of homes, schools, places of work, and communities, as well as economic circumstances and social policies—may both constrain and enable healthful occupational participation and development of critical performance capacities in persons with and without disabilities. These much needed areas of scientific inquiry have important societal implications related to helping people gain access to positive occupational opportunities, surmount daily living challenges, and perform and participate in occupations that promote health and well-being at individual, group, and population levels.

In offering a Ph.D. in Occupation and Rehabilitation Science, the Occupational Therapy Department intends to integrate occupational science and rehabilitation science: two highly synergistic academic areas. Occupation and Rehabilitation Science draws upon rehabilitation science's contributions that shed light on human performance, especially as related to function and disability. It also draws upon occupational science's sharp focus on everyday occupations and outcomes associated with occupational participation among people of all ages and abilities.

In regards to rehabilitation science, the program builds upon the study of human performance as related to processes and factors that influence how disability develops, and strategies for improving functional capacities in people with disabilities. Historically influenced by understandings of disability promoted by the World Health Organization (WHO), rehabilitation science has traditionally focused on understanding relationships between disability (or activity restrictions) and underlying medical pathologies or impairments of bodily structures and functions. Prior to the turn of the 21st century, however, the WHO began to place much greater emphasis on the role of environmental and societal factors in the disablement process and people's participation in important life activities. Consistent with conceptualizations of disability conveyed in the WHO's current International Classification of Functioning, Disability and Health (ICF), rehabilitation science has broadened its orientation to function and disability to encompass diverse contextual factors.

As related to occupational science, the program builds upon the study of the essential elements of everyday occupations, how occupational processes unfold through time, the relationship of occupational participation to social policies and structures, and how occupational participation, or its lack, influence development, health, and quality of life among other important outcomes. Occupational science emerged from occupational therapy and like, rehabilitation science, embraces a lifespan perspective. However, occupational science extends beyond a concern with function and disability to considerations of processes and factors that influence occupational participation among people of all ages and abilities including, for example, poverty, the global economy or social upheaval caused by war or violence. Occupational science is consequently committed to the ethic of occupational justice, which calls upon societies and communities to be enabling and empowering and to equitably provide resources that help meet the occupational needs of diverse individuals and populations.

3. DEGREE REQUIREMENTS

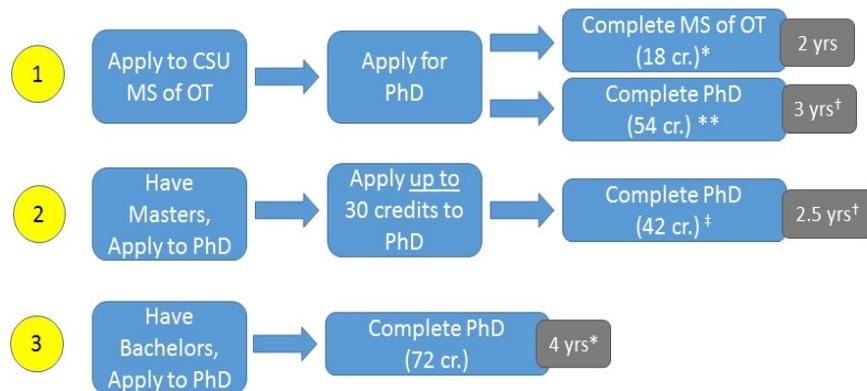
3.1. PROGRAM OF STUDY & CORE COURSE REQUIREMENTS

Entry into the Occupation and Rehabilitation Science Ph.D. may occur through three routes:

1. Enrollment in back-to-back Master of Science occupational therapy program/Occupation and Rehabilitation Science Ph.D. programs. Students who complete a MS degree in Occupational Therapy at CSU and wish to pursue a Ph.D. degree in Occupation and Rehabilitation Science must apply for the Ph.D. program. Eighteen credits taken in the CSU MS program will apply toward partial fulfillment of the required 72 credits. An additional 12 graduate credits may be accepted if approved by the student's committee, the Department of Occupational Therapy, and Graduate School.
2. Admittance directly into the Ph.D. with a master's degree. For students submitting a previously earned master's degree in partial fulfillment of the required 72 credits, up to 30 credits may be accepted. All potential credits accepted towards partial fulfillment of the requirements must be approved by student's committee, the Department of Occupational Therapy, and Graduate School.
3. Admittance directly into the Ph.D. with a bachelor's degree. For students not submitting a previously earned master's degree in partial fulfillment of the required 72 credits, up to 10 credits earned after the bachelor's degree may be accepted for transfer. Only courses taken at a 500 level or higher will be considered. All potential credits accepted towards partial fulfillment of the requirements must be approved by student's committee, the Department of Occupational Therapy, and Graduate School.

FIGURE 1. ROUTES TO ENTER THE ORS PH.D. PROGRAM AND PROGRAM TIMING

How to enter the ORS PhD & Timing



*18 credits (OT 601, OT 620, OT 640, OT 641, and OT 699-thesis) from the CSU MSOT degree may be counted towards the PHD degree

**up to an additional 12 post-baccalaureate taken outside of the MS of OT degree may also be counted towards the PhD degree.

†assumes 9 credits/semester.

*assumes application of 30 MS credits, however actual credit application will be determined on a case by case basis.

The Occupation and Rehabilitation Science Ph.D. program of study consists of 72 credits. Each student along with his or her advisor and graduate committee collaborate to create an individualized program of study in the student's first semester. All course work, which constitutes the required curriculum for the student, is submitted on the [GS 6 Program of Study](#) form. **The GS 6 should be submitted no later than the student's third semester in the program.** Courses to address deficits in a student's preparation may be included in the required curriculum. The GS 6 can be modified after submission to the Graduate School. All changes must be in consultation with—and with the approval of—the research advisor. While courses not yet taken may be removed or added, no course that has received a grade may be removed and courses with a "D" or worse may not be counted toward the degree. Changes are reconciled when the student completes the [GS 25 Application for Graduation](#) form.

Occupation and Rehabilitation Science Required Core Courses (15 credits)

Course	Title	Credits	Prerequisite	Catalog Description
OT 601	Occupation and Rehabilitation Science I	3		Performance and participation
OT 641	Occupation and Rehabilitation Science II	3	OT 601 or permission of instructor	Explore historical evolution of a topic area and link to future implications for and growth of occupation and rehabilitation science
OT 701	Occupation and Rehabilitation Science III	3	OT 620, OT 640 or 2 research/statistic courses (see research core) or approval from course instructor OT 601 & OT 641	Investigation of the intersection of occupational science and rehabilitation science research situated in various paradigms
OT 792	Seminar/colloquium	6		

Research Core Requirements (18 credits)

Course	Title	Credits	Prerequisite	Catalog Description
OT 620 or equivalent	Research to Practice I or 3 credits quantitative research	3	Admissions to OT MS program or Ph.D.	Critically evaluate qualitative and quantitative research processes pertaining to individuals.
OT 640 or equivalent	Research to Practice II or 3 credits qualitative research	3	OT 620	Critically evaluate qualitative and quantitative research processes pertaining to groups and systems.
OT 699 or OT 786 ¹	Thesis Research Practicum	9		Thesis Individualized opportunity for research experience(s)
Advanced Research	3 credits in an advanced quantitative or qualitative research course	3		

¹ The Research Practicum (OT 786) is meant to provide the student with an individualized opportunity for research experience working directly and closely with a faculty member. Credits associated with OT 786 may be counted toward Research Core Requirements (up to 9 credits) and/or as elective credits. Importantly, measurable learning objectives must be established between the faculty member and student when registering for OT 786. Example objectives for OT 786 may be centered on: learning specialized research techniques, manuscript preparation, grant proposal preparation, etc. If a student elects to register for OT 786 on multiple instances, she/he is encouraged to seek out a variety of research experiences. When a student will complete learning activities that do not involve direct and close work with a faculty member, she/he should register for Independent Study credits (OT 794) versus OT 786. Independent study is considered study that a student independently completes to meet some deliverable or expectation. The student collaborates with a faculty member to establish the deliverable or expectations, meets regularly to discuss and monitor progress, and is evaluated by the faculty member regarding satisfactory completion and/or performance. Example independent study activities might include: in-depth literature review on a topic, generating an abstract and poster for a conference, self-study in a content area important to understanding some phenomenon (e.g., anatomy, behaviorism), etc.

Academic Career Core Requirements (4 to 6 credits)

Course	Title	Credits	Prerequisite	Catalog Description
OT 710	Teaching Occupation and Rehab Science	3		Design and implementation of teaching and learning philosophies and approaches in occupation and rehabilitation contexts
HDFS 592 Or NB 771	Grant Writing-Human Services & Research Writing, Submitting and Reviewing Grants	3 1	STAT 201	Writing grant proposals that support client services or for research Preparation of NRSA fellowship proposals, proposal review, possible submission to NIH for funding

Elective Requirements (18 to 21 credits)

Course	Title	Credits	Prerequisite	Catalog Description
18-21 credits of electives	Credits selected with approval of committee from following Departments/units: Occupational Therapy, Anthropology, Biomedical Science, Computer Science, Human Development and Family Studies, Neurobiology, Psychology, School of Education, School of Social Work and Statistics.	18-21		

Dissertation Requirements (15 credits)

Course	Title	Credits	Prerequisite	Catalog Description
OT 799	Dissertation	15		

3.2. THREE MILESTONES TOWARD COMPLETION OF THE PH.D. IN ORS

3.2.1. MILESTONE #1: PRELIMINARY (QUALIFYING FOR CANDIDACY) EXAMINATION

Note: The GS6 form, Program of Study, must have been filed prior to the initiation of the Preliminary/Qualifying exam. The Preliminary/Qualifying exam cannot be taken if the GS6 form is not on file at the Graduate School. The Student must be in good standing with the Graduate School with a GPA of at least 3.00. The intention to hold a Ph.D. preliminary examination must be publicized 2 weeks prior to the event by the adviser. This information should go to the Graduate School, the Department Head, and the Graduate Program Director.

No later than the end of the semester following completion of core coursework, and at least two terms before the final examination (i.e., the dissertation defense), Ph.D. candidates will be required to complete a comprehensive knowledge examination. Per Section E.4.4 of the *Graduate and Professional Bulletin*, “A preliminary examination shall be administered **at least two terms before the final examination** to determine whether the student is qualified to continue toward the doctorate.” That is, a student must have two semesters between the preliminary examination and the final examination/defense. For additional information please refer to [Section E.4.4 of the Graduate and Professional Bulletin](#).

Students are expected to complete their qualifying examination by the end of their fifth semester.

The student’s graduate committee, in consultation with the graduate student, will determine the exact timing of this examination and its content. Content of the examination will vary from student to student and is up to the discretion of the graduate committee. Preparation and Format of the exam should follow the below descriptions of “Preparation Work” and “Formal Examination”, respectively. The results of the written exam must be satisfactory to the committee before moving to the oral portion of the exam. The oral defense of the examination will be administered by the graduate student’s committee and should take place no later than two weeks after the written exam. Students who fail to successfully complete the written or oral component of the comprehensive exam will, at the discretion of the student’s graduate committee, be given no more than one attempt to retake the examination. A Ph.D. candidate must successfully pass the preliminary exam before being eligible for further progress in the program. The result of the preliminary/candidacy exam is reported to the Graduate School on the “Report of Preliminary Examination” ([GS 16](#)) and establishes the student’s official candidacy for the Ph.D. degree. The Department Head signs this form. The Student and Adviser are responsible for filing the completed GS 16 with the Graduate School **within two business days following completion of the exam.**

Potential scenarios

- If a Ph.D. student completes his/her preliminary examination during the Spring 2016 semester, his/her final examination cannot be administered prior to August 25, 2016. Spring 2016 and Summer 2016 count as the two terms.
- If a Ph.D. student completes his/her preliminary examination during the Summer 2016 semester, his/her final examination cannot be administered prior to January 20, 2017. Summer and Fall 2016 count as the two terms.

Preparation Work

1. Student submits a literature review that forms the background and rationale for the dissertation.
2. Based on the areas of importance or gaps apparent in the literature review, the committee creates a set of questions designed to have the student develop those knowledge gaps.

Formal Examination

3. Student has a timed writing period (e.g. 2 weeks) to respond to the committee's questions.
4. Committee reviews the written response.
5. An oral exam is conducted, consisting of Q & A based on the student's written work.

3.2.2. MILESTONE #2: PROPOSAL

Proposal Document

The document includes five sections: an introductory section, one section for each of three proposed studies, and a final section for the dissertation plan.

1. Introduction to the dissertation, to include:
 - a. A literature review that leads up to the problem/need for the dissertation
 - b. Theoretical rationale (i.e., conceptual framework);
 - c. Significance of the study;
 - d. Rationale for the methods used; and
 - e. An explanation of the relationship of the overall dissertation to the ORS framework.
2. Study one, to include:
 - a. Introduction (need, significance, purpose, research questions)
 - b. Methods (research design, participants, data collection and analysis approaches)
3. Study two, to include:
 - a. Introduction (need, significance, purpose, research questions)
 - b. Methods (research design, participants, data collection and analysis approaches)
4. Study three, to include:
 - a. Introduction (need, significance, purpose, research questions)
 - b. Methods (research design, participants, data collection and analysis approaches)

5. Overall project plan, to include anticipated:
 - a. Timeline for overall project;
 - b. Dissemination plan;
 - c. Funding plan; and
 - d. Authorship plan

Proposal Defense

1. Student provides committee members with the written proposal at least two weeks prior to the scheduled proposal defense.
2. Student gives a brief presentation (e.g. 15 to 20 minutes)
3. Q & A with committee around the written doc and oral presentation
4. After the discussion, student contracts to complete recommended modifications (if any)
5. Committee signs off contingent on the recommendations being completed

3.2.3. MILESTONE #3: DISSERTATION

Dissertation Document - Student provides committee members with the written dissertation at least two weeks prior to the scheduled dissertation defense.

1. Introduction to the dissertation, to include:
 - a. A literature review that leads up to the problem/need for the dissertation
 - b. Theoretical rationale (i.e., conceptual framework);
 - c. Significance of the study;
 - d. Rationale for the methods used; and
 - e. An explanation of the relationship of the overall dissertation to the ORS framework.
2. Three studies. The student is first author on each study. At least 1 study has been submitted to a peer-reviewed journal; up to 2 studies are submission ready (journal has been identified; manuscript is prepared according the journal guidelines; only final edits/peer review remain).
3. Discussion. Includes a synthesis of the findings across the 3 studies, implications for future research, and how the relationship of the overall project to the ORS framework was revised through doing the studies or as a result of the findings.

Dissertation Defense

1. Presentation by the student
2. Questions and answers from student's dissertation committee, audience, and external reviewer

Note: External reviewer (ER) participates by attending and/or submitting written questions to the committee chair prior to the defense. ER is a non-voting, non-committee member who is invited to comment on the student's dissertation.

3.3. ADDITIONAL EXPECTATIONS

3.3.1. EXIT INTERVIEW WITH THE DEPARTMENT HEAD AND PH.D. PROGRAM COORDINATOR

3.3.2. MEET ALL GRADUATE SCHOOL REQUIREMENTS

To be awarded a Ph.D. in Occupation and Rehabilitation Science, students must meet the Graduate School's expectations, requirements, and deadlines pertaining to successful degree completion. Students are expected to familiarize themselves with and regularly consult The Graduate Bulletin (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>.) In particular, students are directed to Section E.1 of The Graduate Bulletin, which describes procedures and requirements for all graduate students. Jessica Hunter is a resource to students for guidance pertaining to procedures, forms and deadlines of the Graduate School and can be reached at Jessica.Hunter@colostate.edu or (970) 491-6599.

3.3.3. MAINTAIN GOOD ACADEMIC STANDING

The Graduate School stipulates that students must be in good academic standing in order to successfully complete their degrees. Students' overall academic progress toward successful degree completion is based on their cumulative GPAs. A cumulative (minimum of 12 academic credits) grade point average (GPA) of 3.0 or better is required for students to be in good academic standing as defined by the Graduate School. The Graduate School places students with cumulative GPAs below a 3.0 on Academic Probation and allows one semester in which to regain good academic standing. The Graduate School dismisses students from the doctoral program who fail to bring their cumulative GPAs up to a minimum of a 3.0 after two semesters on academic probation.

3.3.4. UPHOLD ACADEMIC INTEGRITY

Students are responsible for understanding the meaning of academic integrity and for upholding the University's expectations related to academic integrity. It is imperative that students take these responsibilities seriously as evidence of academic misconduct may precipitate the student's immediate (a) failure on an assignment, (b) failure of a course, and (c) dismissal from the program. To assist students in meeting these responsibilities, students are directed to the Graduate Student Bulletin, Section L.5.1 Academic Integrity, and copied below. (<http://graduateschool.colostate.edu/current-students/bulletin.aspx>).

4. ACADEMIC GUIDANCE

Academic guidance and advising in the Ph.D. program is formally provided by the student's research advisor and the Ph.D. Program Coordinator. Unlike undergraduate education, most advising at a graduate level is initiated by students, although advisors may ask to meet with an advisee as needed to address concerns related to academic performance and/or professional behavior. Research advisors are faculty members with specific research expertise who mentor students in completing milestones towards degree requirements. The Ph.D. Program Coordinator, on the other hand, tracks student progress in completing all degree requirements and supports students throughout the program as any challenges or opportunities arise for the student. For the individual students, the Ph.D. program coordinator and research advisor work together to ensure the greatest possible student growth, learning, and success.

4.1. RESPONSIBILITIES OF THE RESEARCH ADVISOR

Research advisors are faculty members with specific research expertise who mentor students pursuing a Ph.D. Prior to entering the Ph.D. program, the student must identify a research advisor willing to work as their mentor to complete requirements of the Ph.D. program.

Responsibilities of the research advisor include:

- Mentoring students to complete program milestones
- Supporting the student's development of research-related skills
- Advising students in registering for essential courses needed to build the student's knowledge in content areas related to the program of study and dissertation
- Integrating the Ph.D. student into her/his program of research

Because the research advisor commonly integrates her/his program of research, the student should be prepared to meet professional expectations related to advisor's research activities. For example, the advisor may set expectations for the student to spend time in her/his research laboratory, attend scientific meetings, contribute to scientific products (e.g., manuscripts or grants), complete human subjects research training, etc.

4.2. RESPONSIBILITIES OF THE PH.D. PROGRAM COORDINATOR

The responsibilities of the Ph.D. Program Coordinator are to:

- Oversee Ph.D. student admissions and progress through the program
- Oversee ongoing program evaluation and improvement
- Communicate to stakeholders about the Ph.D. program
- Support Ph.D. students throughout the program

If you do not understand something or problems (personal or professional) arise let Ph.D. Program Coordinator know so he/she can assist in troubleshooting and help you make good decisions. In general, you may think of the Ph.D. Program Coordinator as a resource to assist you through any challenges that might arise while you are in the program, as well as to alert you to opportunities to improve your success.

4.3. FORMING A GRADUATE COMMITTEE

The principal function of your graduate committee is to help determine your curriculum and to guide you through your independent inquiry experience. The committee also functions to advise the University upon the completion of each required examination (Preliminary and Dissertation Defense). The committee continually evaluates your progress toward the degree. Your interests will be best served by forming a committee whose members possess the specialized skills involved in your particular topic of inquiry.

You select the members of your doctoral graduate committee in consultation with your adviser (who chairs the committee) **by the end of your second full semester**. For the doctoral committee, at least four members are required. The committee is formalized on the GS6 Program of Study form, which is due by the end of the third semester. Your adviser and at least one other committee member must be a faculty member in the Department of Occupational Therapy. Beyond these two, other departmental or non-departmental faculty may serve. One non-departmental faculty member is chosen as the representative of the Graduate School and is appointed via your recommendation by the Dean of the Graduate School. **All of this occurs via your GS6 form.**

It is your responsibility to contact these persons and request that they serve on your committee. However, a particular faculty member may be heavily committed to other projects and feel unable to assist you. If this should happen to you, don't feel rejected. You will benefit by having committee members who are able to offer you the support that you need at the time that you need it.

You can expand your committee structure beyond the initial four (see the [Graduate Bulletin](#) for details) to add expertise in specialized areas, but a large committee can be cumbersome and will require the student to fulfill the expectations of these additional persons. A faculty member does not have to be on your committee to provide you with occasional advice. If you are in continual need of advice from that person, it would probably be best to invite him/her to be on your advisory committee.

The committee may be altered if necessary during your graduate program. This is done in consultation with your adviser and occurs using the [GS9A form](#), Petition for Change of Committee. For example, if a committee member leaves Colorado State University, it is usually necessary to replace him or her.

5. LIST OF REQUIRED GRADUATE SCHOOL FORMS

An up-to-date list of required graduate school forms may be found on the graduate school website at: <http://www.graduateschool.colostate.edu/current-students/steps-to-your-degree.aspx>. Students are responsible for the completion of these forms and adhering to the required submission deadlines. If you have questions about the forms, please contact the Ph.D. program director or coordinator.

Available online: [Graduate School](#)

1.	GS Form 6, Program of Study	Due prior to Preliminary exam
2.	GS Form 16, Report of Preliminary Exam	Due 2 working days after exam
3.	GS Form 24, Report of Final Examination Results	Due 2 working days after exam
4.	GS Form 25, Application for Graduation	Due by graduate school DEADLINE
5.	GS Form 25B, Departmental Requirements Clearance	Due at end of final semester
6.	GS Form 30, Thesis/Dissertation Submission	Due by graduate school DEADLINE

All Graduate School DEADLINES are available on-line: [Graduate School](#)

Checklist for Matriculation and Graduation [Student's Responsibility]:

___ Submit GS6 form Program of Study	Prior to Preliminary exam
___ Complete Preliminary exam: GS16 form	After coursework
___ Defend Dissertation Proposal	Within two semesters after Preliminary exam
___ Complete dissertation and defend	
___ Submit results of defense GS24 form	By 2 working days after defense
___ Apply for graduation: GS25B form	By semester Deadline
___ Have exit interview with Department Head	Before end of last semester
___ Complete all requirements* for graduation	By end of last semester
___ Fulfill all distribution of copies of dissertation	By end of last semester
___ Fulfill all fee requirements	By end of last semester
___ Submit GS25B form	By end of last semester

You can check your personal program of study GS6 form on [RAMweb](#).

*Other requirements for graduation: teaching requirement; grant writing experience; submission of dissertation for publication, copy of dissertation to department. These are listed by you on the GS25

form for graduation and are cleared via the [GS25B](#) form signed by the Department Head at the end of your final semester.

6. RESOURCES FOR STUDENTS

6.1. ON-CAMPUS RESOURCES AND ADVOCACY GROUPS

Colorado State University offers a wealth of resources and services that can assist occupational therapy students academically, financially, and socially as they meet the challenges of graduate school along with those presented in their personal lives. We strongly encourage students to take advantage of the resources and advocacy groups on campus that may help facilitate a positive learning and growth experience while at Colorado State University.

6.1.1. GENERAL RESOURCES ON THE CSU CAMPUS

- Academic Advancement Center www.aac.colostate.edu/
- Assistive Technology Resource Center <http://atrc.colostate.edu/>
- Associated Students of CSU (ASCSU) www.ascsu.colostate.edu/
- Campus Writing Center <http://writing.colostate.edu/wcenter/>
- Career Center <http://career.stuser.colostate.edu/>
- Center for Advising and Student Achievement (CASA) www.casa.colostate.edu/
- Counseling Services www.counseling.colostate.edu/
- Graduate Center for Diversity and Access <http://graduateschool.colostate.edu/diversity/>
- Hartshorn Health Service <http://health.colostate.edu/Home.cfm>
- International Programs www.international.colostate.edu/
- Maps, Campus <http://www.map.colostate.edu/>
- CSU Libraries <http://lib.colostate.edu/>
- Off-Campus Life <http://www.ocssral.colostate.edu/>
- Student Leadership, Involvement and Community Engagement <http://www.slice.colostate.edu/>
- Student Financial Services www.sfs.colostate.edu/
- Student Organizations www.slice.colostate.edu/1student-organizations.aspx

6.1.2. COMPUTING RESOURCES

The College of Health and Human Sciences (CHHS) provides computer support to students (see www.chhs.colostate.edu/Technology/Labs). CHHS has configured its computer network to provide easy

access to your files from any computer, provided you have obtained a CHHS computer account. The CHHS computer labs offer laser and color laser printing, as well as large-format poster printing. The CHHS Gifford, Education, Aylesworth and Preconstruction Center Labs provide laptops that can be checked out for up to five hours and can be taken anywhere on the CSU campus. When you log into the CHHS student domain, you will see two network drives – “M:” and “S:”. The M: drive is where you will store your personal work. Everyone in the College has a private folder on the M: drive that only she/he has access to. The S: drive is used to share files between faculty/staff and students.

6.1.3. DIVERSITY AND ADVOCACY RESOURCES ON THE CSU CAMPUS

- Asian/Pacific American Cultural Center www.apass.colostate.edu/
- Black/African American Cultural Center www.bss.colostate.edu
- CSU Student Diversity/International Organizations <http://ramlink.collegiatelink.net/>
- International Student & Scholar Services <http://iss.colostate.edu/>
- El Centro www.colostate.edu/depts/elcentro/
- Gay, Lesbian, Bisexual and Transgender Resource Center www.glbts.colostate.edu/
- Native American Cultural Center www.colostate.edu/Depts/nass/
- Office of Equal Opportunity and Diversity Student Involvement <http://oeo.colostate.edu/student-involvement.aspx>
- Resources for Disabled Students www.colostate.edu/Depts/RDS/
- Society for Advancement of Chicanos and Native Americans in Science <http://www.natsci.colostate.edu/sacnas/>
- Women’s Programs and Studies www.colostate.edu/programs/WPS/

7. IMPORTANT POLICIES AND RIGHTS

7.1. NONDISCRIMINATION POLICY

It is the policy of Colorado State University that no member of the University community may discriminate against another member of the community on any basis for which discrimination is prohibited by state or federal law or University policy, including, but not limited to, race, color, religion, gender, age, national origin, veteran status, sexual orientation, and disability. Therefore, this appendix provides an internal mechanism at Colorado State University for the expeditious resolution of complaints or discrimination involving actions that are either unlawful or violate University policy, excepting claims of sexual harassment, against the University or any of its academic faculty, administrative professionals, state classified employees, or student employees (separate and apart from this policy, claims of sexual harassment are dealt with in accordance with Appendix 1). It is also possible

to pursue complaints through avenues external to the University. These avenues have their own restrictions and time limitations. However, the pursuit of any outside remedy precludes involving the provisions of this Grievance Procedure Policy. For further questions, please visit the [Office of Equal Opportunity at Colorado State University](#).

7.2. SEXUAL HARASSMENT POLICY

Colorado State University strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and cannot be tolerated.

Sexual harassment is also illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972.

Therefore, this policy shall apply to all persons affiliated with the University, including its students and employees. Persons who violate this policy shall be subject to corrective action.

This policy supplants and supersedes all other policies and procedures related to issues of sexual harassment. For further questions, please visit the [Office of Equal Opportunity at Colorado State University](#).

7.3. RIGHTS REGARDING STUDENTS' EDUCATIONAL RECORDS

Students are directed to Section 1.3.1 of *The Graduate Bulletin* for an extensive description of their rights concerning "education" records under the Family Education Rights and Privacy Act. Should students believe that their rights have been violated, they are entitled to filing a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.