NORTHWESTERN UNIVERSITY

THE PhD DEGREE
COMMUNICATION SCIENCES AND DISORDERS

Fall 2017

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SCHOOL OF COMMUNICATION

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Department of Communication Sciences and Disorders

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Director of Graduate Studies (DGS): Beverly Wright
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INTRODUCTION

The PhD degree is a scholarly degree offered by the University. The PhD in Communication Sciences and Disorders (CSD) is a research degree. Therefore, course work and other requirements of the PhD program are designed to prepare students for research careers. This document outlines the requirements for the PhD.

Completion of the PhD degree in CSD requires the following:

1. Being admitted to candidacy
   a. Taking courses
   b. Completing research rotations
   c. Completing a Qualifying Research Project
   d. Passing a Qualifying Examination
2. Writing and successfully defending a dissertation
3. Completing additional program requirements

The first three sections of this document outline these requirements. The remaining sections provide additional information about the program, covering the topics of progress evaluations, residency, funding, other opportunities, and problem resolution.

Students should be thoroughly familiar with the requirements listed here as well as those of the Graduate School (TGS) (see: http://www.tgs.northwestern.edu/academics/academic-services/phd/index.html). Some program requirements are more extensive than those of the Graduate School.

CANDIDACY

Requirements for Candidacy

Satisfactory completion of the following four elements is required to reach Candidacy status:

1. All required course work
2. Laboratory rotations, including rotation papers
3. The Qualifying Research Project (QRP)
4. The Qualifying Examination (which includes defense of the QRP)

Doctoral Program and Qualifying Committee

By the end of the first year of doctoral study, the student needs to have selected the members of his/her Doctoral Program and Qualifying Committee. This committee will consist of at least three members with Graduate School faculty status. The Chair of the committee (the student’s advisor) and at least one other member must be selected from Department of Communication Sciences and Disorders (CSD) faculty members. Additional members from within or from outside the department also may be included. This committee convenes at the end of every academic year until the student advances to
candidacy (see below) to review the student’s progress. This committee also will evaluate and approve all requirements for admission to candidacy. Note that upon admission to the program the student selects a preliminary advisor to assist with planning for the first year. This person may or may not be retained as the student’s advisor and may or may not be a member of the student’s Doctoral Program and Qualifying Committee. Even if the student enters the program with an advisor (lab) in mind, it is not until the end of the first year that the Doctoral Program and Qualifying Committee is selected and the committee Chair named. Nevertheless, it is expected that the student will select a preliminary advisor who the student envisions to be a potential committee Chair. The preliminary advisor and Chair must be members of the Graduate School faculty.

**Plan of Study (Pre-Candidacy)**

During the first year of doctoral work, the student will take courses related to his/her field of interest, a general seminar in CSD, statistics, and other tool courses. By the end of the first year of doctoral study, the student must complete and file a *Plan of Study Form* (see Appendix A). This form details the student’s doctoral program, pre-candidacy. On it, the student must list course work to be completed, and the laboratories and advisors for the three laboratory rotations. Time lines for completion of both course work and pre-candidacy research requirements must be listed. The student should consult his/her advisor and Doctoral Program and Qualifying Committee members for assistance in preparation of the Plan of Study. The student’s committee members will examine and approve the plan at the First Year Review meeting. Modifications may be required before approval is granted.

**Course Requirements (Pre-Candidacy)**

All students are required to complete the following courses. These courses may not be taken Pass/Fail. A sample program is provided in Appendix B. All students may be required to take courses, in addition to those listed here, to make up for deficiencies.

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
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</table>
| **Content** | Content Course 1  
Content Course 2 | Two courses (offered within or outside of the department) that will provide the student with knowledge in relevant areas. Must be approved by the student’s committee. |
| **Statistics** | CSD 404-1*  
Experimental Design and Statistics in Communication Sciences and Disorders  
CSD 404-2  
Experimental Design and Statistics in Communication Sciences and Disorders | The two courses listed or alternatives approved by the student’s committee. |
*If these courses are not available, others could be substituted, such as Psych 351: Advanced Statistics and Experimental Design; PSYC 450: Fundamentals of Statistics; PSYCH 451-1: Statistics in Experimental Design; and PSYCH 453-1: Linear Models: Correlation and Regression. The student’s advisor must approve the substitutions in writing via an Application for a Course Waiver Form (see Appendix C).

Research Requirements (Pre-Candidacy)

Pre-candidacy research involves completion of laboratory rotations and a qualifying research project. In fulfilling pre-candidacy research requirements, students are expected to show the following:

**Commitment.** Scientific research is not a 9-to-5 job. Projects often require students to work in the evening and on weekends.

**Interest.** A hallmark of independent investigators is that they are motivated by curiosity, driven by the “need to know”. Students are encouraged to seek out published information relating to their projects and to think critically about how their project relates to the overall scientific enterprise.

**Maturity.** Use of common sense, cooperation, and courtesy are essential qualities for the proper functioning of a research laboratory.

Students are encouraged to keep in mind that they likely will need letters of reference from research advisors in the future for job and grant applications. Such letters typically require numerical and written assessments of qualities and skills such as the following (copied from the list of assessments required for reference letters for NIH pre-doctoral fellowships):

<table>
<thead>
<tr>
<th>Research Ethics</th>
<th>One of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUIN 490</td>
</tr>
<tr>
<td></td>
<td>Responsible Conduct in Neuroscience Research</td>
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<tr>
<td></td>
<td>IBIS 423</td>
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<tr>
<td></td>
<td>Ethics in Biological Sciences</td>
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<td>IGP 494</td>
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<td>Integrity in Biomedical Research</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Research Methods</th>
<th>CSD 550</th>
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<tbody>
<tr>
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<td>Research Methods in CSD</td>
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<table>
<thead>
<tr>
<th>Scientific Writing</th>
<th>CSD 412</th>
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<td></td>
<td>Scientific Writing</td>
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<tr>
<th>Seminars</th>
<th>CSD 545</th>
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<tbody>
<tr>
<td></td>
<td>Professional Development</td>
</tr>
<tr>
<td>CSD 511</td>
<td>Translational Research</td>
</tr>
<tr>
<td></td>
<td>Topic Seminar 1</td>
</tr>
<tr>
<td></td>
<td>Topic Seminar 2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Seminars</th>
<th>CSD 511</th>
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<tbody>
<tr>
<td></td>
<td>May be taken more than one time.</td>
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| Seminars | Topic Seminars 1 and 2: Two seminars (offered within or outside of the department) that will provide the student with knowledge in relevant areas. Must be approved by the student’s committee. |

<table>
<thead>
<tr>
<th>Seminars</th>
<th>CSD 511</th>
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<tbody>
<tr>
<td></td>
<td>Topic Seminar 1</td>
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<tr>
<td></td>
<td>Topic Seminar 2</td>
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</tbody>
</table>
• Research ability and potential
• Written and verbal communications
• Perseverance in pursuing goals
• Self-reliance and independence
• Clinical proficiency, if relevant
• Originality
• Accuracy
• Scientific background
• Familiarity with research literature
• Ability to organize scientific data
• Laboratory skills and techniques, if relevant

Laboratory Rotations

Three lab rotations are required, all in CSD, in at least two different labs. At least one quarter must be completed in the laboratory of the student’s primary advisor.

Course Numbers: CSD 552-1, 552-2, 552-3

Rotation Purpose
• Aid selection of a lab for research.
• Learn a variety of research methodologies.
• Develop writing skills.
• Can be used to generate pilot data for the Qualifying Research Project
• Component of the Qualifying Examination.

Rotation Requirements
• Minimum of six hours per week in the lab (not including lab meetings), with additional hours outside of the lab (equivalent to a course).
• Attendance at all lab meetings.
• Completion of a research project (this may be an original research project or associated with ongoing research in the lab). When planning the project, students should consider the 10-week time restriction and the fact that they will be involved concurrently in other course work. Students who complete two rotations in the same lab can complete two small projects, or one larger one.
• Completion of a rotation paper.

Rotation Papers
• Rotation papers are part of the student’s qualifying exam (see below).
• General requirements for the paper: The paper should include a description of the broad research question and why it is important, a connection to relevant literature, and a report of the rotation project outcome/progress.
• Written in a style designated by the director of the laboratory rotation
• Three rotation papers are required, even if two rotations are in the same lab
Papers are due at the end of each rotation quarter and comprise a portion of the rotation grade.
Rotation papers must be submitted to the student’s Doctoral Program and Qualifying Committee (at annual review, see below) for review and documentation of completion of this component of the qualifying exam, and are then held in the student’s file. It is the student’s responsibility to provide these documents to the Graduate Admissions Coordinator, Cindy Coy.

Rotation Missed Deadlines
- If for any reason a student does not fulfill the requirements of the rotation, a maximum of one quarter extension is allowed.
- Students who are granted an extension will receive a letter of warning from the department.
- If the rotation is still not completed after the extension, the student will be placed on probation by CSD.

Qualifying Research Project

Each doctoral student is required to complete and defend a Qualifying Research Project (QRP). The QRP is completed under the direction of the student’s primary advisor, approved by the student’s Doctoral Program and Qualifying Committee, and usually requires three or four quarters to complete. Students enroll in CSD 499 (Independent Study) with the advisor for three quarters to work on the project.

QRP Proposal
- The student’s Doctoral Program and Qualifying Committee must approve the QRP proposal (and sign the Qualifying Research Project Proposal Form, Appendix D)
- Presented to committee (with PowerPoint or equivalent) in the Fall of Year 2 for approval
- Written proposal is not required
- Project intended to generate pilot data for dissertation research

QRP Paper
- The QRP paper and defense is part of the Qualifying Examination (see below).
- Document written in journal format, intended to be a publishable paper (but publication is not required).
- Must be defended by the Summer of Year 3 (see TGS time lines and recommendations for completion below).

Qualifying Examination (and QRP Defense)

The Doctoral Program and Qualifying Committee and the student meet for an oral examination following completion of all aforementioned course requirements, laboratory experiences, and the qualifying research project (QRP). The student is evaluated on all three components and on his/her performance during the oral examination. A major part of the examination is defense of the QRP, thus the exam cannot be scheduled until the QRP is complete. Scheduling the oral examination is the responsibility of the student. The QRP must be distributed to the committee at least 2 weeks before the oral examination. The oral examination pertains primarily to the QRP and other research studies the student has completed; however, the student also must demonstrate knowledge in related areas.
Completion of the oral examination marks completion of requirements for admission to Candidacy.

Oral examination
- Closed meeting attended by the student and all members of the student’s Doctoral Program and Qualifying Committee
- Committee members read the QRP manuscript and other documents prior to the committee meeting
- Student presents the QRP (with PowerPoint or equivalent) (~20-30 minutes)
- Committee members discuss the QRP and ask related questions about larger and/or related topics
- After discussion, the student leaves the room and the committee evaluates the project and develops recommendations for the student.
  - The committee may agree that the QRP paper and the student’s knowledge are sufficient for approval (and sign the Qualifying Examination and QRP Defense Form, Appendix E)
  - Alternatively, the committee may identify deficiencies and require that the student complete further steps. For example, the committee might ask the student to expand a particular section of the QRP paper, to perform additional analyses, or to read an additional literature even if it is not to be incorporated in the paper.
  - If further steps are required, the committee will determine the procedure to be followed (e.g., whether the committee must meet again or see another draft of the paper).

Admission to Candidacy

After completion of all course work, laboratory rotations, the QRP, and passing the qualifying examination, the student is admitted to candidacy. It is recommended that students who enter the program with a master’s degree plan to complete these requirements by the end of the 2nd year and no later than the end of the 3rd year. Students who enter the program with a bachelor’s degree must complete these requirements by the end of the 3rd year. Note that candidacy requirements are separate from residency requirements; students who complete requirements for candidacy prior to completing residency requirements must still complete residency requirements. Following completion of residency requirements, during enrollments in TGS 500, Advanced Doctoral Study, students devote full time to work on the dissertation.

DOCTORAL DISSERTATION

Dissertation Committee

After having selected a dissertation topic, the student should consult his/her advisor on selection of the Doctoral Dissertation Committee, made up of no fewer than three full-time graduate faculty members. At least two members, including the chairperson (advisor), must be graduate faculty members in the CSD Department. Students are encouraged to have at least one member outside the department on the committee, if appropriate. The Dissertation Committee members may be the same as or different from those of the Doctoral Program and Qualifying Committee.
**Dissertation Prospectus**

Prior to undertaking dissertation research, the student must prepare and present a written research prospectus for review by the student’s Dissertation Committee. A prospectus meeting is then held with the student and his/her Dissertation Committee. Scheduling the Prospectus Meeting is the responsibility of the student. At the meeting, the student briefly presents his/her proposed project, highlighting the background and significance of the project, the purpose of the study and experimental questions, and the methodology including subject-selection criteria, materials and equipment, research design, data collection procedures, and data analysis procedures. The committee makes recommendations to the student concerning the topic and method. After committee approval is obtained for the prospectus, the student must notify the Graduate Admissions Coordinator, Cindy Coy, who will submit an online form to TGS. TGS requires that the prospectus be passed by the end of the 4\textsuperscript{th} year of the doctoral program.

Dissertation Prospectus (document)
- Must be comprised of at least two separate (but related) experiments
- Must be approved by the student’s advisor prior to the Prospectus Meeting
- Written in NIH NRSA pre-doctoral fellowship format

Prospectus Meeting (~ 1.5 hours closed meeting)
- Closed meeting attended by the student and all members of the student’s Dissertation Committee
- Meeting may be combined with the student’s 4\textsuperscript{th} year Annual Review
- Committee reads the proposal prior to the committee meeting (the prospectus must be submitted to the committee two weeks before the meeting)
- Student presents the prospectus (with PowerPoint or equivalent) (~20 minutes)
- Committee discusses the proposal and asks related questions about larger topic
- After discussion, student leaves the room and the committee evaluates the project and develops recommendations for the student.
  - The committee may approve the project (and sign the *Dissertation Prospectus Form*, Appendix F)
  - Alternatively, the committee may identify deficiencies and require that the student complete further steps. For example, the committee might ask for modifications of the proposal or additional pilot data.
  - If further steps are required, the committee will determine the procedure to be followed (e.g., whether the committee must meet again to review revisions and approve the dissertation research plan)
  - When substantial revisions are required, another prospectus meeting is held
- **The prospectus is passed when the dissertation research project is approved by the student’s Dissertation Committee.**

**Dissertation Document**

Dissertation Format
- The dissertation must be written following requirements of TGS.
- The student has the option of writing his/her dissertation in two formats:
With three major sections: (1) introductory chapter(s), (2) middle chapters written in journal article format, with each reflecting material sufficient for a published paper - chapters are intended to be publishable papers, but submission by the time of the defense is not required, and (3) final chapter(s) integrating the results of all of the middle chapters. The QRP may be included as one middle chapter, but at least two additional middle chapters must be included.

In traditional format: introductory chapter(s), chapters for each experiment (two in addition to the QRP), final discussion and conclusions.

Dissertation Defense; the Final Oral Examination

At the conclusion of the research project and after it has been written to the satisfaction of the dissertation advisor, a meeting is held with the candidate, advisor and other members of the student’s Dissertation Committee. In addition, all faculty and students are invited to attend the dissertation defense; that is, the defense is open to anyone who wishes to attend. The student is responsible for scheduling the defense at a suitable 2-hour time block. All faculty and students should be notified by the dissertation advisor of the date, time, and place of the oral examination at least two weeks prior. The purpose of this meeting is to verify to the committee’s satisfaction that the research and written document adhere to the highest standards of scholarly work. The dissertation defense must occur by the end of the 6th year of the doctoral program.

Dissertation Defense Meeting

- The student and all members of the student’s Dissertation Committee attend the meeting
- Committee reads the document prior to the committee meeting (distributed at least 2 weeks before the meeting)
- Student presents research (with PowerPoint or equivalent) (~ 40 min); the presentation must include the following: theoretical background, the purpose of the study, experimental questions, hypotheses, predictions, methods, results, conclusions, and future directions.
- Questions are taken from the audience.
- The audience (other than the student’s Dissertation Committee members) is dismissed.
- Committee discusses the document and asks related questions about larger topic.
- After discussion, the student leaves the room and the committee evaluates the document and student’s performance and decides whether or not the student has passed.
  - Revisions of the document may be required, including, for example, expansion of a particular section of the document or additional analyses.
  - When revisions are required, follow-up steps are determined (e.g., whether all committee members need to see the written document again, whether another Defense Meeting is needed).
- The student is invited back into the room and the committee presents their evaluation and informs the student of his/her passing or failing.
- Committee and student sign appropriate TGS forms.

Final Dissertation Steps

The chair of the student’s Dissertation Committee must approve the final written document before it is submitted to TGS, and sign the appropriate TGS form. The completed manuscript is then submitted to
TGS. Students should check TGS guidelines and timelines for completion of the manuscript and final oral examination (http://www.tgs.northwestern.edu/academics/academic-services/index.html)

The expectation is that dissertation research be published in professional journals. This serves to bring the findings before the scientific community and to promote the student’s career. Because such work reflects not only the student’s scholarship, but also that of the advisor, the Department, and the University, all submitted manuscripts and proposals for presentation at meetings must be approved by the advisor before being submitted for publication. Even though these submissions may occur after the student has left Northwestern, it remains an ethical obligation to secure approval of the advisor. Acknowledgment of the fact that the paper is based on research completed at Northwestern with the advisement of the particular faculty member should be made in publications. In addition, if the research was supported by grant funds, appropriate acknowledgments should be made. Whether or not the faculty advisor (or any other individual) appears as a co-author is a question that should be discussed early by the student and the advisor.

ADDITIONAL PROGRAM REQUIREMENTS

Annual Doctoral Student Research Presentation Days

All students in the PhD program are required to present their work each year at one of two Annual Doctoral Student Research Presentation Days. Presentations are scheduled to take place on designated days in the fall quarter (Monday of the 1st week of classes) or spring quarter (Friday of the last week of classes) of every year. Faculty attend. Student attendance is required. These events provide an opportunity for students to make formal research presentations, offer a chance for faculty/student input, and serve as milestones for students’ research progress. Presentations range in duration from 5 to 20 minutes, followed by a discussion period.

1st year students: [Spring] Present a study based on a lab rotation
2nd year students: [Fall] Present QRP proposal and possibly pilot data
3rd year students: [Fall] Present QRP results
4th year students: [Spring] Present topic of dissertation and possibly pilot data
5th year students: [Spring] Present progress on dissertation if defense has not yet taken place

The dissertation defense is required by the end of the 6th year. However, if a student, for any reason does not defend by this time, he/she must present at this annual event.

Attendance at Scientific Lectures

Students are required to attend four scientific lectures by invited speakers each quarter, for a total of 12 per academic year, throughout their PhD program. The lectures can be sponsored by any department at Northwestern. Note, however, that attendance is required at talks by invited speakers in CSD and that those talks can count toward the scientific-lecture attendance requirement. Presentations given by CSD faculty or students do not meet this requirement. The student keeps a record of lectures attended and writes a short description of each, quarterly, using the Attendance at Scientific Lectures Documentation Form (see Appendix G). Write-ups must be signed by the student’s advisor and given to the Graduate Admissions Coordinator, Cindy Coy, at the end of each quarter to be filed. The student should bring copies of these forms to his/her annual Doctoral Student Annual Review meetings (see below).
Non-Course Assignments (Teaching Assistance, Research Assistance)

In order to provide strong doctoral training that will prepare students for teaching and research careers, PhD students are active in both teaching and research activities, in addition to regular academic work. Doctoral students supported on graduate assistantships (GAs) are given teaching assistant (TA) assignments as well as research assistant (RA) assignments, although the latter is less common. The TA/RA assignments, as well as the number of hours assigned, are somewhat dependent on each student’s source of funding. For example, students funded on fellowships outside the CSD department, such as Cognitive Science Fellowships, may be given reduced CSD TA and RA assignments. TA assignments are given to provide a variety of teaching experiences, whereas RA assignments are made based on the student’s interest area, where possible. These assignments are approximately 12-15 hours per week averaged over the course of the year. Students funded on research grants complete their assignments in the research lab. However, they may also be provided with some TA experiences during their doctoral program.

The effectiveness of the department’s teaching and research activities depends in part on the activities of the PhD students. As a result, these important assignments cannot always be made in accordance with the student's desires.

PROGRESS EVALUATIONS

Annual Review

The student meets annually with his/her Doctoral Program and Qualifying Exam Committee or Dissertation Committee for evaluation of progress toward the PhD. This meeting must take place during finals week spring quarter of every year until the dissertation is defended. If the student or a committee member will be away during finals week in the spring, the Annual Review meeting is scheduled either the week before or the week after finals week. It is the responsibility of the student to schedule these meetings.

The purposes of these annual review meetings are to evaluate the student’s performance and to set future goals.

Performance evaluations include:

- Performance in courses and progress toward completion of course requirements for the PhD
- Performance in academic activities out of the classroom such as TA assignments
- Progress on research

The discussion of future goals includes:

- Academic goals (such as completing course work, applying for a fellowship, submitting a research paper, attending a conference)
- Less tangible goals (such as improving public speaking skills, improving writing ability, increasing initiative in the lab, honing critical thinking skills, and enhancing self-confidence)

During annual review meetings the student is asked to summarize his/her research and teaching activities during the year, and to discuss plans for the upcoming year. The specific meeting format is at the discretion of the chair of the committee.
The student should bring the following documents to the review meeting. The chair of the committee must approve of these documents at least one week before the meeting.

- **Doctoral Student Review Form** (see Appendices H (Pre-Candidacy form) and I (Post-Candidacy form)).
- CV and NIH-style biosketch personal statement (1 paragraph)
- **Plan of Study Form** (see Appendix A), completed (or updated), including course grades
- Lab rotation papers completed to date
- Teaching evaluations (from all TA assignments)
- Submitted or draft journal articles
- Submitted or draft grant proposals
- A realistic list of academic and less-tangible goals for the next year (see above)
- Power point presentation (10 minutes) summarizing, as appropriate, Qualifying Research Project (QRP) ideas and data; dissertation ideas and data [Years 2 and above]

After discussion, the student is dismissed, and the committee members evaluate the student’s progress and complete the *Doctoral Student Review Form*. The committee then discusses their evaluation with the student. All committee members and the student sign the form. The original completed form should be given to the Graduate Admissions Coordinator, Cindy Coy, to be filed; a copy also should be given to the student’s academic advisor. It is the responsibility of the student to ensure that the proper forms are signed and filed. Any student who does not complete his/her annual review by the end of the spring quarter will be reported to TGS as not being in good standing and registration for the following fall quarter may be blocked.

The Director of Graduate Studies (DGS) and the Department’s Doctoral Education Committee also annually review each student’s progress in consultation with the full faculty. Any student with below ‘satisfactory’ rankings in any area (i.e., course work, non-course assignments, or progress on research) may be reported to TGS as not being in good academic standing (see below).

**Good Academic Standing**

Students must remain in good academic standing throughout the doctoral program. This requires that students maintain a grade point average of 3.0. Students who have a grade point average below 3.0 or who have more than three incomplete grades are not considered to be in good academic standing and will be placed on probation by TGS. Failure to reach an acceptable GPA during the subsequent two quarters may result in termination of the student's program.

Doctoral students who have not been admitted to candidacy by the end of their third year, or who have not passed the dissertation prospectus (see below) by the end of the fourth year are not making satisfactory academic progress and will be placed on probation by TGS, unless a petition for extension is approved by both the student’s advisor, the DGS and TGS.

Doctoral students also must complete the requirements for the PhD within six years of initial registration in TGS. Students who do not complete the degree requirements by the established deadlines will not be considered in good academic standing, unless a petition for extension is approved by both the student’s academic advisor, the DGS and TGS.
Time Line

TGS time line and department recommendations for completion of the requirements for candidacy, the Dissertation Prospectus, and the Dissertation Defense.

<table>
<thead>
<tr>
<th>TGS Milestones</th>
<th>TGS Requirements (deadlines to remain in good standing)</th>
<th>Department Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualify for Candidacy</strong></td>
<td>Summer: Year 3</td>
<td>Year 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer: Develop QRP proposal</td>
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<tr>
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<td>Year 2</td>
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<tr>
<td></td>
<td></td>
<td>Fall: Present QRP proposal at the Fall Research Presentation Day</td>
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<tr>
<td></td>
<td></td>
<td>Fall: Present proposal to committee</td>
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<tr>
<td></td>
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<td>Year 3</td>
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<td></td>
<td>Fall: Present results of QRP at the Fall Research Presentation Day</td>
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<td></td>
<td>Fall: Defend QRP with committee</td>
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<tr>
<td><strong>Dissertation Prospectus</strong></td>
<td>Summer: Year 4</td>
<td>Year 3</td>
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<tr>
<td></td>
<td></td>
<td>Winter: Develop dissertation proposal</td>
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<tr>
<td></td>
<td></td>
<td>Spring: Collect pilot data</td>
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<td></td>
<td></td>
<td>Summer: Prospectus meeting</td>
</tr>
<tr>
<td><strong>Dissertation Defense</strong></td>
<td>Summer: Year 6</td>
<td>Year 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall/Winter/Spring: Dissertation data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer: Data analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall: Data analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter/Spring: Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer: Dissertation defense</td>
</tr>
</tbody>
</table>
RESIDENCY

Residency Requirements

Eight consecutive quarters of full-time study (3-4 units per quarter) are required in order to meet the residency requirement of TGS. Only 6 quarters of full-time study are required for students entering the doctoral program with a Master's degree from Northwestern. Students with graduate degrees from other institutions may petition the Departmental Doctoral Education Committee to have course requirements waived, but all students must complete nine graded courses in TGS.

Tuition costs are substantially lower once a student has fulfilled the residency requirement. Following completion of residency requirements, students who are receiving funding register for TGS 500, Advanced Doctoral Study; those who are not register for TGS 512, Continuous Registration. See http://www.tgs.northwestern.edu/academics/academic-services/phd/index.html or contact TGS for information concerning residency requirements, time limitations, and registration for general Graduate School (TGS) courses.

Summer Requirements

Students devote 100% time to research during the summer; therefore, registration for courses is not allowed. Students who have not yet completed residency requirements and are funded on fellowships/teaching assistantships register for CSD 590, for three credits. Summer registration counts toward residency.

Leaves of Absence

Requests for leaves of absence should be directed to the DGS. Please see TGS guidelines for application and requirements.

FUNDING

Under normal circumstances, all PhD students entering the program are provided five years of funding. Some students are funded by Graduate Assistantships (GAs) that cover full-time tuition expenses for the academic year (9 months) and provide a 12-month stipend. Doctoral students supported on graduate assistantships (GAs) are given teaching assistant (TA) assignments and/or research assistant (RA) assignments. Fourth-year funding assumes that students have met PhD residency and candidacy requirements. Some students are funded for part, or all, of their program by research grants. Questions pertaining to funding issues or TA assignments should be directed to the DGS.

Students are strongly encouraged to seek external funding (e.g., Fellowships from NIH or NSF), with the assistance of their mentors.

Northwestern University Information

- Office of Fellowships
  http://www.northwestern.edu/fellowships/index.html
- Funding Opportunity Resources
Potential sources of external funding

- NSF Graduate Research Fellowship Program
  http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201
- NIH National Research Service Award
- Department of Defense
  http://ndseg.asee.org/
- Department of Education
  http://www2.ed.gov/programs/jacobjavits/index.html
- ASHA Foundation Graduate Scholarships
  http://www.ashfoundation.org/grants/GraduateScholarships/
- American Academy of Audiology Foundation
  http://www.audiologyfoundation.org/education/education.html
- AMBUCS
  http://www.ambucs.org/scholars/
- Council on Academic Programs in Communication Sciences and Disorders
  http://www.capcsd.org/funding-opportunities/scholarships/
- Sertoma Scholarships in Communicative Disorders
  http://www.sertoma.org/scholarships
- Spencer Foundation
  http://www.spencer.org/fellowship-awards
- National Academy of Education/Spencer Dissertation Fellowship
  http://www.naeducation.org/NAED_080200.htm
- Google PhD Fellowship Program
  http://research.google.com/university/student-support/
- Paul and Daisy Soros Fellowship for New Americans
  http://www.pdsoros.org/
- Ford Foundation
  http://www.fordfoundation.org/grants/individuals-seeking-fellowships

OTHER OPPORTUNITIES

Directed Teaching

Directed Teaching (course number: CSD 499 (Independent Study)) is intended to provide the student with guided teaching experience. The student selects a course he/she wishes to be involved in teaching and obtains approval from the course instructor. The student is responsible for preparation and delivery
of at least four one-hour lectures during the directed-teaching quarter. In addition, the student attends all lectures delivered by the regular course instructor to gain insights into effective teaching methods. The student also is involved in preparation of the course outline, selection of readings, writing exam questions, etc. The course instructor reviews lecture outlines and materials prior to each lecture, attends all student lectures, and provides feedback.

The Searle Center for Teaching Excellence offers many outstanding courses, seminars, etc. focused on teaching. Students are encouraged to take advantage of this resource while at Northwestern (http://teach.northwestern.edu).

**Master of Arts Degree in Non-Clinical Communication Sciences**

The Master of Arts (MA) in Non-Clinical Communication Sciences (Comm Sci) degree within TGS is a non-admitting degree for students who have been accepted into and are currently enrolled in the Doctor of Philosophy (PhD) program in Communication Sciences and Disorders. Students in the PhD program may apply for this degree upon achieving candidacy. The degree also serves students who decide to broaden their scientific knowledge in CSD without continuing doctoral-level research training or clinical training. Graduates of this MA Comm Sci program will not be qualified to pursue formal clinical certification and licensure, but will gain substantive experience in CSD research.

**Clinical Courses and Services**

Some clinical courses and experiences are open to PhD students. Some may want this experience because of research interests with special populations. It is the responsibility of the student to make his/her clinical goals and needs known to his/her advisor and committee and to work together with the committee to achieve them.

All students in good standing in CSD programs are entitled to receive clinical services in the Department's Clinics at no cost.

**POLICY WAIVERS**

If a student or faculty advisor (or advisory committee) thinks that any CSD policy stated in this handbook should be waived, a formal request, signed by both the student and faculty advisor, may be submitted for consideration by the Department’s Doctoral Education Committee. The request must fully justify the waiver.

**PROBLEM RESOLUTION**

If a student wishes to seek assistance or state a grievance with regard to any aspect of his/her doctoral program, the student should consult individuals in the following order, beginning at the first level and then, if necessary, continuing on to higher levels:

1. The student’s academic advisor, if appropriate
2. Advisory committee members
3. The Director of Graduate Studies (DGS) for CSD (Dr. Beverly Wright)
4. The Department Chair for CSD (Dr. Sumit Dhar)
(5) The Associate Dean for Academic Affairs for the School of Communication (Dr. Bonnie Martin-Harris), who may appoint a special committee to investigate.

For questions pertaining to course grades, the student should first contact the course instructor, followed by individuals in the order listed above.

These policies set up hierarchical processes for both general grievances and for questions pertaining to course grades. The student is encouraged to follow them. However, the students can skip levels in the hierarchy if the grievance of the student is against one of the individuals directly involved in the process. One of the main responsibilities of the DGS is to monitor student progress and to work toward assuring the wellbeing of all graduate students in the Department. Therefore, in some cases, students may wish to make initial contact with the DGS. In the event that special counsel is required for any issues that the student is uncomfortable discussing with course instructors, advisors, the DGS, or the Department Chair, the student can contact our department ombudsperson (Dr. Viorica Marian).

If the issues relate to potential discrimination or sexual harassment, the University has additional resources and policies: http://www.northwestern.edu/provost/policies/statements/discrimination.html.
## APPENDIX A
### PLAN OF STUDY (PRE-CANDIDACY)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE/INSTRUCTOR</th>
<th>Qtr. to be Taken</th>
<th>Qtr. Complete</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>Content Courses</td>
<td></td>
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<td></td>
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<tr>
<td>(minimum of 2)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>CSD 404-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSD 404-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Ethics</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Procedures</td>
<td>CSD 550</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Scientific Writing</td>
<td>CSD 412</td>
<td></td>
<td></td>
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<tr>
<td>Professional Development</td>
<td>CSD 545</td>
<td></td>
<td></td>
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<tr>
<td>Translational Research Seminar</td>
<td>CSD 511</td>
<td></td>
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<tr>
<td>Topic Seminars</td>
<td>TBD</td>
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<tr>
<td>Lab Rotation -1</td>
<td>CSD 552-1</td>
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<td></td>
<td></td>
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<tr>
<td>Lab Rotation -2</td>
<td>CSD 552-2</td>
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<tr>
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<td>QRP</td>
<td>CSD 499</td>
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<td>CSD 499</td>
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<tr>
<td></td>
<td>CSD 499</td>
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</table>

**SIGNED (DOCTORAL PROGRAM AND QUALIFYING COMMITTEE MEMBERS)**

______________________________________________(Advisor)  
Printed Name  
Signature  
Date: ___________

______________________________________________  
Date: ___________

______________________________________________  
Date: ___________

______________________________________________  
Date: ___________

______________________________________________  
Date: ___________

**STUDENT’S SIGNATURE:** __________________________  
Date: ___________
## APPENDIX B
### SAMPLE DOCTORAL PROGRAM IN CSD

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>1</td>
<td>CSD 552-1 Laboratory Rotation</td>
<td>CSD 552-2 Laboratory Rotation</td>
<td>CSD 552-3 Laboratory Rotation</td>
<td>CSD 590 Research</td>
</tr>
<tr>
<td></td>
<td>CSD 404-1 Experimental Design and Statistics in CSD</td>
<td>CSD 404-2 Experimental Design and Statistics in CSD</td>
<td>CSD 511 Translational Research (offered alternate years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSD 550-1 Research Procedures in CSD</td>
<td>XXX Topic Seminar</td>
<td>Research Ethics Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content Course</td>
<td></td>
<td>Complete Plan of Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>First Year Review</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>XXX Topic Seminar</td>
<td>CSD 499 Qualifying Research Project</td>
<td>CSD 499 Qualifying Research Project</td>
<td>CSD 590 Research</td>
</tr>
<tr>
<td></td>
<td>Content Course</td>
<td>CSD 412 Scientific Writing</td>
<td>CSD 545 Professional Development (offered alternate years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Second Year Review</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CSD 499 Qualifying Research Project</td>
<td><strong>Third Year Review</strong></td>
<td></td>
<td>TGS 590 Research</td>
</tr>
<tr>
<td></td>
<td>CSD 499 Qualifying Examination</td>
<td></td>
<td></td>
<td><strong>Third Year Review</strong></td>
</tr>
<tr>
<td>4</td>
<td>Dissertation Research</td>
<td>Dissertation Research</td>
<td>Dissertation Research</td>
<td><strong>Fourth Year Review</strong></td>
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<tr>
<td></td>
<td>Directed Teaching**</td>
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</tbody>
</table>

** Elective. Instructor permission required.

QRP = Qualifying Research Project
APPENDIX C
APPLICATION FOR A COURSE WAIVER FORM

From the course instructor: ____________________________________________

Based on (circle all that apply) interview, review of syllabus from a previous course or equivalency examination, I have determined that ____________________________________________ has demonstrated knowledge comparable to students (student’s name)

who have completed __________________________________________________. Therefore, upon (course name and number)

approval from his/her advisor, this course may be waived.

_________________________________________  ______________________
Signature of course instructor                  Date

_________________________________________  ______________________
Signature of advisor                          Date

_________________________________________  ______________________
Signature of student                         Date

Conditions/other recommendations:
APPENDIX D  
QUALIFYING RESEARCH PROJECT PROPOSAL FORM

STUDENT’S NAME: ___________________________  DATE OF MEETING: _________
YEAR IN PROGRAM: _________

Title of QRP Proposal _______________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Evaluation:

PASS ☐

NO PASS ☐

Comments:

SIGNED (DOCTORAL PROGRAM AND QUALIFYING COMMITTEE MEMBERS)

_____________________________________________(Advisor)  Date: _____________
Printed Name  Signature

_____________________________________________  Date: _____________

_____________________________________________  Date: _____________

_____________________________________________  Date: _____________

STUDENT’S SIGNATURE: ___________________________  Date: _____________
APPENDIX E
QUALIFYING EXAMINATION AND QRP DEFENSE FORM

STUDENT’S NAME: _______________________________ DATE OF MEETING: __________
YEAR IN PROGRAM: __________

Title of QRP _______________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Evaluation:
PASS ☐
NO PASS ☐

Comments:

SIGNED (DOCTORAL PROGRAM AND QUALIFYING COMMITTEE MEMBERS)

_____________________________________________(Advisor) Date: ____________
Printed Name Signature

_________________________________________________ Date: ____________

_________________________________________________ Date: ____________

_________________________________________________ Date: ____________

STUDENT’S SIGNATURE: _______________________________ Date: ____________
APPENDIX F
DISSERTATION PROSPECTUS FORM

STUDENT’S NAME: __________________________ DATE OF MEETING: ________
YEAR IN PROGRAM: ________

Title of Dissertation Prospectus ______________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Evaluation:
PASS ☐
NO PASS ☐

Comments:

SIGNED (DISSERTATION COMMITTEE MEMBERS)

_____________________________________________(Advisor) Date: _____________
Printed Name Signature

__________________________________________________________________________________ Date: _____________
__________________________________________________________________________________ Date: _____________
__________________________________________________________________________________ Date: _____________

STUDENT'S SIGNATURE: __________________________ Date: _____________
# APPENDIX G
## ATTENDANCE AT SCIENTIFIC LECTURES DOCUMENTATION FORM

**NAME:**

**QUARTER:**

**YEAR:**

**INVITED SPEAKERS**

Students are required to attend four scientific lectures by invited speakers each quarter, for a total of 12 per academic year, throughout their PhD program. The lectures can be sponsored by any department at Northwestern. Note, however, that attendance is required at talks by invited speakers in CSD and that those talks can count toward the scientific-lecture attendance requirement. Presentations given by CSD faculty or students do not meet this requirement. For each lecture attended, please list here the lecture date, the name of the speaker, the title of the talk, and a few brief comments about the presentation (2-3 sentences about what you learned, why it was or was not a good talk, etc.) Attach a separate sheet of paper if needed for comments. Give this form to the Graduate Admissions Coordinator, Cindy Coy, at the end of each quarter to be filed.

<table>
<thead>
<tr>
<th>DATE</th>
<th>SPEAKER and TITLE</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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</table>

**ADVISOR’S SIGNATURE:**

**DATE:**
## APPENDIX H
PRE-CANDIDACY DOCTORAL STUDENT REVIEW FORM

<table>
<thead>
<tr>
<th>Performance in course work</th>
<th>Outstanding</th>
<th>Exceeding Expectations</th>
<th>Satisfactory</th>
<th>Barely Satisfactory</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance in non-course assignments</th>
<th>Outstanding</th>
<th>Exceeding Expectations</th>
<th>Satisfactory</th>
<th>Barely Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
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<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Progress on research</th>
<th>Outstanding</th>
<th>Exceeding Expectations</th>
<th>Satisfactory</th>
<th>Barely Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Plan of Study

Comments:
Funding status and plan/Potential fellowship application opportunities

Comments:

Goals for next year (academic goals such as completing course work, submitting a paper, attending a conference, and less tangible goals such as improving public speaking skills, showing more initiative in lab, honing critical thinking skills, enhancing self-confidence)

Comments:

SUMMARY COMMENTS/RECOMMENDATIONS TO STUDENT (attach letter if needed):

SIGNED (DOCTORAL PROGRAM AND QUALIFYING COMMITTEE MEMBERS)

_____________________________________________ (Advisor) Date: ______________
Printed Name Signature

_____________________________________________ Date: ______________
_____________________________________________ Date: ______________
_____________________________________________ Date: ______________

STUDENT'S SIGNATURE: ___________________________ Date: ______________
**APPENDIX I**

**POST-CANDIDACY DOCTORAL STUDENT REVIEW FORM**

[Page 1 of 2]

STUDENT’S NAME: ___________________ DATE OF MEETING: ________

YEAR IN PROGRAM: ________

<table>
<thead>
<tr>
<th>Performance in non-course assignments</th>
<th>Outstanding</th>
<th>Exceeding Expectations</th>
<th>Satisfactory</th>
<th>Barely Satisfactory</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Progress on research</th>
<th>Outstanding</th>
<th>Exceeding Expectations</th>
<th>Satisfactory</th>
<th>Barely Satisfactory</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

**Funding status and plan/Potential fellowship application opportunities**

Comments:
Goals for next year (academic goals such as completing course work, submitting a paper, attending a conference, and less tangible goals such as improving public speaking skills, showing more initiative in lab, honing critical thinking skills, enhancing self-confidence)

Comments:

SUMMARY COMMENTS/RECOMMENDATIONS TO STUDENT (attach letter if needed):

SIGNED (DISSERTATION COMMITTEE MEMBERS)

<table>
<thead>
<tr>
<th>Printed Name</th>
<th>Signature</th>
<th>Date:</th>
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STUDENT'S SIGNATURE: ___________________________  Date: ____________