NORTHWESTERN UNIVERSITY

THE PHD DEGREE

Fall 2013

SCHOOL OF COMMUNICATION

The Roxelyn & Richard Pepper
Department of Communication Sciences and Disorders

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Director of Graduate Studies (DGS): James R. Booth
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DOCTORAL PROGRAM IN
COMMUNICATION SCIENCES AND DISORDERS

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](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, students need to have selected the members of their 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 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 students select 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 students enter 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. The preliminary advisor and Chair must be members of the Graduate School faculty. Nevertheless, it is expected that the student will select a preliminary advisor who the student envisions to be a potential committee Chair.

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

During the first year of doctoral work, students will take courses related to their 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. Students should consult their 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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<tr>
<td><strong>Course Type</strong></td>
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<td>Content</td>
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<td>Statistics</td>
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<td>Research Ethics</td>
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Students may test out of these courses, but those who do must take replacement courses (maximum of two courses) to meet residency requirements. Only one of the replacement courses can be an independent study.
* STAT 330-1 covers descriptive statistics, probability, z-tests, t-tests, confidence intervals, proportions, chi-square. STAT 330-2 covers inference, model selection, regression, analysis of variance, non-parametric tests. If these courses are not available, others could be substituted, such as PSYC 351: Advanced Statistics and Experimental Design, 350: Regression Analysis and STAT 351: Experimental Design. The student’s advisor must approve the substitutions in writing via a course waiver (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.

**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.
- Could be used to generate pilot data for 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 (these may be original research projects or associated with ongoing research in the lab). Students should consider the 10-week time restriction and the fact that they will be involved concurrently in other course work when planning the project. Students who complete two rotations in the same lab will 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: identifies broad research question and why it is important, connects to relevant literature, and describes 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 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 Year 2 annual review meeting (spring quarter, see below) 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 this is not required).
- Must be defended by the end 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 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 will pertain 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) in a 20-30 minute presentation
- 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 their 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, i.e., some students may complete requirements for candidacy prior to completing residency requirements; however, in this case residency requirements must still be completed. 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 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 then will be held with the student and his/her Dissertation Committee. Scheduling the Prospectus Meeting is the responsibility of the student. At the meeting, students will briefly present their proposed project, highlighting the background and significance of the project, the purpose of the study and experimental questions, 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, students 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 4th 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
• May be written in one of two formats:
  o NIH NRSA pre-doctoral fellowship format
  o Traditional format (e.g., by chapters)
Prospectus Meeting (~ 1.5 hours closed meeting)

- Closed meeting attended by the student and all members of the student’s Dissertation Committee
- The meeting may be combined with the student’s 4th 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 gives presentation (with PowerPoint or equivalent) (~20 minutes)
- Committee discusses 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 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.
- Students have the option of writing their 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 (e.g., introductory chapter(s), chapters for each experiment (two in addition to 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 will be 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.
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), which must include the following: theoretical background, the purpose of the study, experimental questions, hypotheses, predictions, method, 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 individuals) appear as 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 at one of two Annual Doctoral Student Research Presentation Days. Presentations are scheduled to take place on designated days in
the spring or fall quarter of every year. These events are attended by all faculty and students. They provide an opportunity for students to do formal research presentations, offer a chance for faculty/student input, and serve as milestones for student’s research progress. Presentations range in duration from 5 to 20 minutes, followed by a discussion period.

1st year students: Present a study based on a lab rotation
2nd year students: Present QRP proposal and possibly pilot data
3rd year students: Present complete QRP (must occur after committee defense)
4th year students: Present topic of dissertation and possibly pilot data
5th year students: Present on dissertation progress if defense has not yet taken place

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

Attendance at Scientific Lectures

Invited Speakers and Translational Research Talks

Students are required to attend three scientific lectures by invited speakers (in any department at Northwestern) and one translational research talk (in CSD) each quarter, for a total of 12 per academic year, throughout their PhD program. Aside from the Translational Research talks, presentations given by CSD faculty or students do not meet this requirement. A record of lectures attended is kept by the student and short descriptions of each are written-up quarterly (see Appendix G). Write-ups must be signed by the student’s advisor and given to Cindy Coy at the end of each quarter to be filed. Students should bring copies of these forms to their annual Doctoral Student Annual Review meetings (see below).

Research Forum

All PhD students and faculty regularly attend Research Forum presentations in CSD, currently scheduled on Mondays at Noon, featuring scientific lectures by invited speakers, CSD faculty, and translational-research post-doctoral fellows and trainees. Attendance is required for all students, so students should plan their schedules accordingly. Notifications of speakers are disseminated at least one week prior to each talk. Note that lectures by invited speakers and translational research talks presented at Research Forum meet the scientific-lecture attendance requirement described above. A full list of Research Forum talks attended is kept by the student (see Appendix G) and must be signed by the student’s advisor and given to Cindy Coy at the end of each quarter to be filed. Students should bring copies of these forms to their annual Doctoral Student Annual Review meeting (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 assignment 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 and must take place by the end of the spring quarter of every year until the dissertation is defended. 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 will include: (1) performance in courses and progress toward completion of course requirements for the PhD, (2) performance in academic activities out of the classroom such as TA assignments, and (3) progress on research. The discussion of future goals will include academic goals such as completing course work, applying for a fellowship, submitting a research paper, attending a conference, and 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 will be 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.

Students should bring the following documents to the meeting. The chair of the committee must approve of these documents at least one week before the review 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 goals for the next year, including academic goals such as completing course work, submitting a paper, or attending a conference, and less tangible goals such as improving public speaking skills, improving writing ability, showing more initiative in lab, honing critical thinking skills, or enhancing self-confidence.
• 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 discuss 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 their annual review by the end of the spring quarter will be reported as not being in good standing and registration for the following fall quarter may be blocked.

The DGS and the Department’s Doctoral Education Committee will 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 fall below that 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 Director of Graduate Studies (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.

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<th>TGS Milestones</th>
<th>TGS Requirements (deadlines to remain in good standing)</th>
<th>Department Recommendations</th>
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<tbody>
<tr>
<td>Qualify for Candidacy</td>
<td>Summer: Year 3</td>
<td>Year 2</td>
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<tr>
<td></td>
<td>Fall: Develop QRP proposal</td>
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<td></td>
<td>Spring: Present proposal to committee at yearly review meeting</td>
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### Residency Requirements

Eight quarters of full-time study (3–4 units per quarter) are required in order to meet residency requirements. The Graduate School requires only 6 quarters of full-time study 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](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.

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<th>Year</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Year 3</strong></td>
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</table>
| Winter: Defend QRP with committee  
| Fall (of Year 4 or earlier): Present results of QRP at Annual Doctoral Research Presentation  |
| **Year 4** |  
| Summer: Develop dissertation proposal  |
| **Year 5** |  
| Fall: Collect pilot data  
| Winter: Prospectus meeting  |
| **Year 6** |  
| Summer: Year 6  |

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<th>Year</th>
<th>Activity</th>
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<td><strong>Year 4</strong></td>
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<td>Summer: Year 4</td>
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<td><strong>Year 5</strong></td>
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</tbody>
</table>
| Fall: Dissertation data collection  
| Winter/Spring: Analyze results  
| Spring/Summer: Dissertation defense  |
| **Year 6** |  
| Summer: Year 6  |

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<th>Year</th>
<th>Activity</th>
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<tr>
<td><strong>Year 3</strong></td>
<td></td>
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</tbody>
</table>
| Winter: Defend QRP with committee  
| Fall (of Year 4 or earlier): Present results of QRP at Annual Doctoral Research Presentation  |
Leaves of Absence

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

FUNDING

Under normal circumstances, all PhD students entering the program are provided four 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. Students are strongly encouraged to seek external funding (e.g., Fellowships from NIH or NSF), with the assistance of their mentors. Questions pertaining to funding issues or TA assignments should be directed to the DGS of CSD.

OTHER OPPORTUNITIES

Directed Teaching

CSD 499 (Independent Study). Directed Teaching is intended to provide students with guided teaching experience. Students select a course they wish to be involved in teaching and obtain approval from the course instructor. Students are 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. Students also are 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 Science Degree in Non-Clinical Communication Sciences

The Master of Science (MS) in Non-Clinical Communication Sciences (Comm Sci) degree is a non-admitting degree for students who have been accepted into and are currently enrolled in another graduate degree program in the Department of Communication Sciences and Disorders (CSD): Doctor of Philosophy (PhD) in Communication Sciences and Disorders or Master of Science (MS) in Speech, Language, and Learning (SLL). The degree will serve students who are interested in broadening their scientific knowledge in CSD without pursuing doctoral-level research training or clinical training. Graduates of this MS Comm Sci program will not be qualified to pursue formal clinical certification and licensure, but will gain substantive experience in CSD research.
Clinical Certification

Doctoral students can complete requirements for clinical certification from the American Speech-Language-Hearing Association (ASHA) in Speech and Language Pathology (SLP) as part of their doctoral program, leading to a PhD with clinical certification. Pursuing clinical certification will, in most cases, require at least one or two additional years of study. See Appendix J for a listing of required courses.

Doctoral students who wish to complete requirements for clinical certification from the American Speech-Language-Hearing Association (ASHA) in audiology as part of their doctoral program may also apply to the AuD program. Pursuing clinical certification will, in most cases, require three to four additional years of study. See Appendix K for a listing of required courses.

Because only four years of funding is guaranteed to PhD students, students may need to seek additional funding options to support the clinical training portion of their doctoral program. The student and his/her Doctoral Program and Qualifying Committee will develop individual programs of study such that both PhD and clinical requirements can be met. Students pursuing clinical certification, however, will not be allowed to complete clinical requirements independent of requirements for the PhD unless all PhD requirements have been met. In addition, a clinical degree will not be conferred, and neither clinical certification nor state licensure can be sought prior to completion of PhD requirements.

Clinical Courses and Services

Some clinical courses and experiences also are open to students who choose not to pursue clinical certification. Some may want this experience because of research interests with special populations. It is the responsibility of the student to make their clinical goals and needs known to their 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) feels 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 their 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. James Booth)
(4) The Department Chair for CSD (Dr. Viorica Marian)
(5) The Associate Dean for Academic Affairs for the School of Communication (Dr. Charles Whitney), 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. Sumit Dhar).

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>Date to be Taken</th>
<th>Date Complete</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(minimum of 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td>STAT 330-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 330-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Ethics</strong></td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Procedures</strong></td>
<td>CSD 550</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Scientific Writing</strong></td>
<td>CSD 412</td>
<td></td>
<td></td>
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<tr>
<td><strong>Professional Development</strong></td>
<td>CSD 545</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Translational Research Seminar</strong></td>
<td>CSD 511</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic Seminars</strong></td>
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<td></td>
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<tr>
<td></td>
<td>TBD</td>
<td></td>
<td></td>
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<tr>
<td><strong>Lab Rotation -1</strong></td>
<td>CSD 552-1</td>
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<td><strong>Lab Rotation -2</strong></td>
<td>CSD 552-2</td>
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<tr>
<td><strong>Lab Rotation -3</strong></td>
<td>CSD 552-3</td>
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<tr>
<td><strong>QRP</strong></td>
<td>CSD 499</td>
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<tr>
<td></td>
<td>CSD 499</td>
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<tr>
<td></td>
<td>CSD 499</td>
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**SIGNATURES**

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<tr>
<th>NAME (PLEASE PRINT)</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee</td>
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<td></td>
</tr>
</tbody>
</table>

Chair:

|                  |           |      |
|                  |           |      |
|                  |           |      |

Student:

|                  |           |      |
## 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>
</tr>
</thead>
</table>
| 1     | CSD 552-1  
STAT 330-1  
Content Course | CSD 552-2  
STAT 330-2  
CSD 550-1 | CSD 552-3  
Research Ethics Course  
CSD 511  
Complete Plan of Study  
**First Year Review** before end of quarter! | Research  
CSD 590 |
| 2     | Seminar  
Content Course | Seminar  
CSD 499 (QRP) | CSD 499 (QRP)  
**Second Year Review** before end of quarter! | Research  
CSD 590 |
| 3     | CSD 545  
CSD 499 (QRP) | CSD 412 | Qualifying Examination  
**Third Year Review** before end of quarter! | Research  
TGS 590 |
| 4     | Dissertation Research  
Directed Teaching** | Dissertation Research | Dissertation Research  
**Fourth Year Review** before end of quarter! | |

** 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:

_____________________________________________(Advisor)
Printed Name Signature Date: __________

_____________________________(Advisor)
Printed Name Signature Date: __________

_____________________________(Advisor)
Printed Name Signature Date: __________

_____________________________(Advisor)
Printed Name Signature Date: __________

_____________________________(Advisor)
Printed Name Signature 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 AND TRANSLATIONAL RESEARCH TALKS

Students are required to attend three scientific lectures by invited speakers (in any department at Northwestern) and one translational research talk (in CSD) each quarter. Aside from the Translational Research talks, 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 Cindy Coy at the end of each quarter to be filed.

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

*Must be a Translational Research talk

MONDAYS AT NOON: RESEARCH FORUM

List Research Forum presentations attended per quarter. Doctoral students are required to attend all.

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

ADVISOR’S SIGNATURE: ___________________ DATE: ___________
## APPENDIX H
**PRE-CANDIDACY DOCTORAL STUDENT REVIEW FORM**

[Page 1 of 2]

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

<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>
</tr>
</thead>
<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>
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<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</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: _____________

__________________________________________________________________________  Date: _____________

STUDENT'S SIGNATURE: ___________________________  Date: _____________
# POST-CANDIDACY DOCTORAL STUDENT REVIEW FORM

## Performance in non-course assignments

<table>
<thead>
<tr>
<th></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>
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<td></td>
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</tr>
</tbody>
</table>

## Progress on research

<table>
<thead>
<tr>
<th></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>
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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)

_____________________________________________(Advisor) Date: ____________
Printed Name Signature

_________________________________________________
Date: ____________

_________________________________________________
Date: ____________

_________________________________________________
Date: ____________

STUDENT’S SIGNATURE: __________________________
Date: ____________
APPENDIX J
COURSES REQUIRED FOR CLINICAL CERTIFICATION IN SLP

Background Coursework (typically taken as part of undergraduate curriculum)

**Biological sciences:** biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science. Courses specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

**Physical sciences:** physics or chemistry preferred. Courses specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

**Social/Behavioral sciences:** psychology, sociology, anthropology, public health

**Mathematics:** Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the math requirement.

Prerequisites (taken at NU or equivalent coursework taken elsewhere)

- CSD 301 – Anatomy and Physiology of the Vocal Mechanism
- CSD 305 – Phonetics
- CSD 392 – Language Development
- CSD 318 – Intro to Audiology
- CSD 465 – Hearing Impairment
- 25 hours of guided observation with certified SLP

Core Academic Courses:

- CSD 307 – Acoustic Phonetics
- CSD 311 – Motor Development and Learning (.5)
- CSD 334 – Delivery Systems in Speech and Language Pathology
- CSD 396 – Diagnostic Procedures
- CSD 406 – Neuroanatomy
- CSD 435 – Neuromotor Speech Disorders
- CSD 438-1 – Dysphagia
- CSD 446 – Evidence Based Practice (.5)
- CSD 452 – Language Science
- CSD 453 – Language Disorders Overview
- CSD 454 – Management of Language Disorders (1.5)
- CSD 491-1 – Articulation/Phonological Disorders in Children
- CSD 493-1 – Vocal Physiology and Pathology
- CSD 494-1 – Fluency, Disfluency, Stuttering

Clinical Courses:

- CSD 531, 532-1, 532-2, 532-3 – Treatment (all .5 credits)
- CSD 533-1, 533-2 – Advanced Treatment
- CSD 534-1, 534-2 – Diagnostics
- CSD 535 – Outside Practicum (school)
- CSD 536 – Outside Practicum (medical/other setting)
APPENDIX K
COURSES REQUIRED FOR CLINICAL CERTIFICATION IN AuD

CSD 302 – Anatomy & Physiology of Peripheral Hearing Mechanism
CSD 306 – Psychoacoustics
CSD 401 – Signals, Systems & Acoustics for the Communication Sciences
CSD 407 – Implantable Devices
CSD 408 – Business Practices in Audiology
CSD 410 – Biological Foundations of Speech & Music
CSD 411 – Evaluation and Use of Amplification Systems (with Lab)
CSD 414 – Advanced Topics in Amplification (with Lab)
CSD 415-1 - Clinical Practice and Practicum: Fundamentals of Clinical Practice & Speech Core
CSD 415-2 – Clinical Practice and Practicum: Adult AR
CSD 415-3 – Clinical Practice and Practicum: Pediatric AR
CSD 415-4 – Clinical Practice and Practicum: Ethics
CSD 415-5 – Clinical Practice and Practicum: Audiology Supervision Practices
CSD 415-6 – Clinical Practice and Practicum: Counseling
CSD 417 – Noise and its Effects on People
CSD 419 – Pediatric Audiology
CSD 420 – Pathologies of the Auditory System
CSD 422 – Fundamentals of Vestibular Science
CSD 423 – Evaluation of the Peripheral Hearing Mechanism (with Lab)
CSD 424 – Evaluation & Treatment of Central Auditory Processing Disorders (with Lab)
CSD 425 – Electrophysiology of the Human Auditory System (with Lab)
CSD 426 – Vestibular II
CSD 427 – Otoacoustic Emissions (with Lab)
CSD 465 – Hearing Impairment
CSD 467 – Seminar: Advanced Topics of Hearing Management
CSD 499 – Pathologies II
CSD 508 – Research Methods/Capstone
CSD 570-1, 2, 3 – Seminar: Capstone
CSD 580-1, 2, 3, 4 – Seminar: Clinical Externship