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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 after satisfactory completion of:
   a. Course work
   b. Research rotations
   c. a Qualifying Research Project
   d. 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 is made up of at least three members with Graduate School faculty status. The student’s advisor (research advisor) and at least one other member must be selected from faculty members in the Department of Communication Sciences and Disorders (CSD). Additional members from within or outside the department also may be included. A committee chairperson also must be selected from faculty members in CSD. The chairperson runs the meetings, serving as an administrative chair and overseeing the proceedings. The research advisor cannot chair
the committee. 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 evaluates and approve all requirements for admission to candidacy.

Note that the DGS will be the official advisor for the student during the first quarter. At the end of each of the first three quarters, the student is required to have separate meetings with the DGS and the rotation advisor (see below) to determine next steps, including appropriate lab experiences going forward and selection of a permanent research advisor. It is the student’s responsibility to set up these meetings with the DGS and the rotation advisor. The research advisor must be a member 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 research 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 (see below). 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 and complement their research training.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course</th>
<th>Details</th>
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<tbody>
<tr>
<td>Research Courses</td>
<td>CSD 550 Research Foundations in CSD</td>
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<tr>
<td></td>
<td>CSD 550-1 Scientific Thinking</td>
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<td>CSD 550-2 Experimental Design</td>
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<td></td>
<td>CSD 550-3 Scientific Communication</td>
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<tr>
<td>Statistics</td>
<td>CSD 404-1*# Experimental Design and Statistics in Communication Sciences and Disorders</td>
<td>The two courses listed or alternatives approved by the student’s committee.</td>
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<tr>
<td></td>
<td>CSD 404-2 Experimental Design and Statistics in Communication Sciences and Disorders</td>
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</table>
If these courses are not available, others could be substituted, such as Psych 351: Advanced Statistics and Experimental Design; PSYCH 450: Fundamentals of Statistics; PSYCH 451: Statistics in Experimental Design; and PSYCH 453: Linear Models: Correlation and Regression. The student’s advisor must approve any substitution in writing via an Application for a Course Substitution Form (see Appendix C).

#In 2020/2021: CSD 404-1 and CSD 404-2 will not be offered, so substitute PSYCH 451: Statistics in Experimental Design and PSYCH 453: Linear Models: Correlation and Regression. Note: must take PSYCH 453 in the Fall before PSYCH 451 in the Winter

**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

<table>
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<tr>
<th>Scientific Writing</th>
<th>CSD 412 Scientific Writing</th>
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<tr>
<td><strong>Seminars</strong></td>
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<tr>
<td>Topic Seminar 1</td>
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<tr>
<td>Topic Seminar 2</td>
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<tr>
<td>Two seminars, one of which may be outside CSD, that will provide the student with knowledge in relevant areas. Must be approved by the student’s committee.</td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td>Content Course 1</td>
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<td>Content Course 2</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Research Ethics</strong></td>
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<tr>
<td>1) CITI’s online Responsible Conduct of Research course</td>
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<tr>
<td>2) CITI’s online Human Subjects Research: Social-Behavioral-Education Basic course or their Animal Care and Use course</td>
<td></td>
</tr>
<tr>
<td>3) Instructor-led course in the Responsible Conduct of Research that meets NIH guidelines.</td>
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<tr>
<td><strong>Pro. Develop.</strong></td>
<td>CSD 545 Professional Development</td>
</tr>
</tbody>
</table>

| Content Course 1   |                             |
| Content Course 2   |                             |

| Pro. Develop. | CSD 545 Professional Development |

| Research Ethics |                             |
| 1) CITI’s online Responsible Conduct of Research course |
| 2) CITI’s online Human Subjects Research: Social-Behavioral-Education Basic course or their Animal Care and Use course |
| 3) Instructor-led course in the Responsible Conduct of Research that meets NIH guidelines. |

*If these courses are not available, others could be substituted, such as Psych 351: Advanced Statistics and Experimental Design; PSYCH 450: Fundamentals of Statistics; PSYCH 451: Statistics in Experimental Design; and PSYCH 453: Linear Models: Correlation and Regression. The student’s advisor must approve any substitution in writing via an Application for a Course Substitution Form (see Appendix C).
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):

- 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 two or three different labs. At least one quarter must be completed in the laboratory of the student’s primary advisor. Petitions for all three rotations to be in one lab must be submitted to the DGS at least 3 weeks prior to the end of Winter Quarter.

As mentioned above, the DGS will be the official advisor for the student during the first quarter. At the end of each of the first three quarters, the student is required to have separate meetings with the DGS and the rotation advisor to determine next steps, including appropriate lab experiences going forward and selection of a permanent primary advisor. It is the student’s responsibility to set up these meetings with the DGS and the rotation advisor. The primary advisor must be a member of the Graduate School faculty.

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

**Rotation Purpose**

- Aid selection of a home lab for doctoral training and 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 (or three, if petitioned, and approved by the PhD committee) in the same lab can complete two small projects, or one larger project.
• 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 (or three, with approval) 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 may be 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 result in publication, and ideally 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 acceptance for publication is not required).
- The QRP outcomes should be presented by fall of Year 3.
- 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. Successful completion of the oral examination marks the completion of the 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 (the QRP must be submitted to the committee at least 2 weeks before the 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 student’s advisor (research 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. A committee chairperson also must be selected from faculty members in CSD. The chairperson runs the meetings, serving as an administrative chair and overseeing the proceedings. The research advisor cannot chair the committee. 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. The prospectus must be distributed to the committee at least 2 weeks before the Prospectus Meeting. 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 4th academic 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 or in a format required for a proposal to another federal mechanism.

Prospectus Meeting (~ 2 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 4th year Annual Review
Committee reads the proposal prior to the committee meeting (the prospectus must be submitted to the committee at least 2 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:
  - (strongly recommended) 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.

Private Dissertation Committee Pre-Defense

When the dissertation research is complete and the dissertation document has been written to the satisfaction of the dissertation advisor, the student must present the full dissertation manuscript and final presentation for review by the student’s Dissertation Committee in the Private Dissertation Committee Pre-Defense Meeting. All committee members must be present for thorough discussion. Scheduling the Private Dissertation Committee Pre-Defense Meeting is the responsibility of the student. The dissertation manuscript must be distributed to the committee at least 2 weeks before the meeting.

Private Dissertation Committee Pre-Defense Meeting (~ 3 hours closed meeting)

- Closed meeting attended by the student and all members of the student’s Dissertation Committee
Committee reads the dissertation manuscript prior to the committee meeting (the dissertation manuscript must be submitted to the committee at least 2 weeks before the meeting)

Student presents the final presentation (with PowerPoint or equivalent) (~40 minutes)

Committee discusses the dissertation in detail and asks related questions about larger topic

After discussion, student leaves the room and the committee evaluates the project and determines the next steps

- The committee may give approval for the student to organize the public defense (and sign the *Private Dissertation Committee Pre-Defense Meeting Form*, Appendix G, that is then submitted to Cindy Coy to trigger the scheduling of the public defense)

- Alternatively, the committee may identify deficiencies and require that the student complete further steps. For example, the committee might request modifications and further work.

- 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 give approval for the student to organize the public defense).

- If substantial revisions are required, another Dissertation Defense Committee Meeting is held

- **The Private Dissertation Committee Pre-Defense is passed when the student’s Dissertation Committee gives approval for the student to organize the public defense.**

**Public Dissertation Defense; the Final Oral Examination**

After passing the Private Dissertation Committee Pre-Defense, the student must pass a Public Dissertation Defense. The Public Dissertation Defense is held with the student, the student’s advisor and other members of the student’s Dissertation Committee. In addition, the defense is open to all faculty and students and to anyone else who wishes to attend. The student is responsible for scheduling the defense at a suitable 3-hour time block. The final dissertation manuscript must be distributed to the committee at least 2 weeks before the defense. The student must obtain the appropriate forms to sign and give them to the advisor prior to the defense. The dissertation defense must occur by the end of the 6th academic year of the doctoral program.

Public Dissertation Defense Meeting (~ 3 hour meeting)

- Open meeting attended by the student, all members of the student’s Dissertation Committee, and anyone else who wishes to attend

- Committee reads the dissertation manuscript prior to the public defense (the dissertation manuscript must be submitted to the committee at least 2 weeks before the meeting)

- Student presents the dissertation research (with PowerPoint or equivalent) (~45 minutes)

- Student takes questions from the audience including the committee members

- The audience (other than committee members) is dismissed

- The committee has the option of continuing questions and discussion with the student

- The student is dismissed and the committee evaluates the student’s document and performance.

  - The committee may approve the dissertation

  - Alternatively, the committee may identify deficiencies and require that the student complete further steps. For example, the committee might ask for modifications of the manuscript.
• If further steps are required, the committee determines the procedure to be followed (e.g., whether the committee must meet again to review revisions and approve the dissertation)
• The student and audience are invited back into the room, and the committee presents its evaluation.
• The committee and student sign appropriate 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 must sign the appropriate TGS form. The completed manuscript is then submitted to TGS. The student 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 AND POLICIES

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 academic 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, including after qualifying for candidacy. 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, using the Attendance at Scientific Lectures Documentation Form (see Appendix H) and gives the list 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.

International Travel Policy

Graduate students traveling internationally under university sponsorship or support must abide by two health and safety requirements: (1) Travel must be disclosed to the university’s Office of Global Safety and Security (OGSS) prior to departure; and (2) the traveler must enroll in Northwestern’s international medical insurance and assistance plan. Additional steps apply if visiting a country with an overall U.S. Department of State (DOS) Travel Advisory Level 3 or Level 4, or a Centers for Disease Control and Prevention (CDC) Warning Level 3. See the OGSS graduate student travel policies page for more information: https://www.northwestern.edu/global-safety-security/travel-policies/graduate-students/index.html

VA Pending Payment Policy

For Northwestern students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, the University will not prevent enrollment, assess a late fee, deny access to resources available to other students, or require they secure
additional funding while payment from the United States Department of Veterans Affairs is pending to the University. To qualify for this provision, students may be required to:

- Produce the VA’s Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

**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 I (Pre-Candidacy form) and J (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>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall: Present QRP proposal at the Fall Research Presentation Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall: Present proposal to committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall: Present results of QRP at the Fall Research Presentation Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall: Defend QRP with committee</td>
</tr>
<tr>
<td><strong>Dissertation Prospectus</strong></td>
<td>Summer: Year 4</td>
<td>Year 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter: Develop dissertation proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring: Collect pilot data</td>
</tr>
<tr>
<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](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.

Some scholarships require that departments nominate applicants (as opposed to students applying directly). It is the student’s responsibility to read funding applications carefully to determine if departmental nomination is required, and if so, to notify the DGS (Dr. Bev Wright) and Cindy Coy of his/her plan to apply for the scholarship. Notification, with completed application materials ready for internal review should occur at least 2 weeks prior to the application deadline for submission.

Northwestern University Information
- Office of Fellowships
  http://www.northwestern.edu/fellowships/index.html
- Funding Opportunity Resources
  http://www.research.northwestern.edu/information-for/faculty-researchers/funding-opportunities.html
- TGS Fellowships, Scholarships and Grants
  http://www.tgs.northwestern.edu/financial-aid/fello-schola-grants/
- TGS Training Grants
  http://www.tgs.northwestern.edu/resources-for/faculty/training-grant-support/nih-training-grants-at-northwestern-university.html
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 AND RESOURCES

Directed Teaching

Directed Teaching (course number: CSD 546 Directed Teaching in Communication Sciences and Disorders), 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. PhD students must qualify for candidacy prior to enrolling in CSD 546 Directed Teaching.
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).

Resources for Writing and Research Assistance

Contacts

- **CSD-Specific Librarian:** Steve Adams is the librarian for Communication Sciences and Disorders. His email is smadams@northwestern.edu. He’s available for 1-1 consultations with students at any stage of their academic career.

- **General Library Inquiries:** “Contact a Librarian” has librarians who can help with citation management (including the software) and data management -- https://www.library.northwestern.edu/research/ask-us/index.html

Suggested Resources/Reading

- **Core Reference Collection:** Located on the 2nd floor of the University Library; has a wide variety of books about scholarship and success – all in one place. There are books about writing a literature review and research methods and books about writing. It’s easy to browse this small, useful collection.

- **Communication Sciences and Disorders: Research Guide** includes information about key resources, articles, websites, and organizations

- **The Scholar’s Survival Manual:** A roadmap for students, faculty, and administrators.

- **From Inquiry to Academic Writing:** A Text and Reader

- **Preparing literature reviews:** Qualitative and quantitative approaches

- **Write it up:** Practical strategies for writing and publishing journal articles

- **NU Write** lists a variety of options for assistance with graduate writing

- **Graduate Writing Place.**

Varied Types of Services/Support

The Graduate School lists a variety of Services and Support, including the list of TGS Affiliated Organizations.

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 Services

All students in good standing in CSD programs are entitled to receive clinical services at NUCASLL as follows:

- Speech-language pathology: free services
- Audiology: free hearing tests and communication needs assessments
- Hearing aids and hearing aid services: Hearing aids and accessory devices at cost; no hearing aid fitting fee; free services while enrolled in the CSD program

Clinical Training

Scientist-clinician track for clinical certification in SLP

PhD students interested in obtaining clinical certification in SLP may apply for admission to the scientist-clinician (SLP) track. Students will not be granted a clinical MS or be eligible for credentialing without completing their PhD requirements. For details, see Appendix K.

PhD/AuD

TGS and SoC at Northwestern offer a dual PhD-AuD program that provides strong training in scientific research in human communication and its disorders along with the knowledge and skills necessary for clinical practice in Audiology. This program is designed to provide continuous integrated training in basic research and audiology practice in order to foster scientist-clinicians who can readily recognize synergies between the scientific and clinical worlds and contribute to both. The program’s curriculum allows students to complete both degrees more efficiently than they would through consecutive degree programs. Students receive both the PhD and AuD degrees simultaneously after all of the requirements for both degrees are complete. For information see: https://communication.northwestern.edu/f/aud/PhD-AuD.pdf

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. Pamela Souza)
(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>Content Courses</th>
<th>COURSE NUMBER</th>
<th>TITLE/INSTRUCTOR</th>
<th>Qtr. to be Taken</th>
<th>Qtr. Complete</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
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<td>(minimum of 2)</td>
<td>TBD</td>
<td>TBD</td>
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</tr>
<tr>
<td>Statistics</td>
<td>CSD 404-1</td>
<td></td>
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<tr>
<td></td>
<td>CSD 404-2</td>
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<tr>
<td>Research Ethics</td>
<td>TBD</td>
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<tr>
<td>Research Foundations in</td>
<td>CSD 550-1</td>
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<tr>
<td>CSD</td>
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<tr>
<td></td>
<td>CSD 550-2</td>
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<td></td>
<td>CSD 550-3</td>
<td></td>
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<tr>
<td>Scientific Writing</td>
<td>CSD 412</td>
<td></td>
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</tr>
<tr>
<td>Professional Development</td>
<td>CSD 545</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Topic Seminars</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Rotation -1</td>
<td>CSD 552-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Rotation -2</td>
<td>CSD 552-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Rotation -3</td>
<td>CSD 552-3</td>
<td></td>
<td></td>
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<tr>
<td>QRP</td>
<td>CSD 499</td>
<td></td>
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<td>CSD 499</td>
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<tr>
<td></td>
<td>CSD 499</td>
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</tr>
</tbody>
</table>

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

_____________________________________________ (Advisor)  
Date: ______________

Printed Name  
Signature

_____________________________________________  
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>
</tr>
</thead>
</table>
| 1    | CSD 552-1 Laboratory Rotation  
CSD 550-1 Scientific Thinking  
CSD 404-1 Experimental Design and Statistics in CSD [PSYCH 453 Regression (2020/2021)] | CSD 552-2 Laboratory Rotation  
CSD 550-2 Experimental Design  
CSD 404-2 Experimental Design and Statistics in CSD [PSYCH 451 ANOVA (2020/2021)] | CSD 552-3 Laboratory Rotation  
CSD 550-3 Scientific Communication  
Research Ethics Course  
Complete Plan of Study  
**First Year Review** | CSD 590 Research |
| 2    | Topic Seminar  
Content Course  
+ 1 elective  
QRP Proposal Due | CSD 499 Qualifying Research Project  
Content course  
CSD 412 Scientific Writing | CSD 499 Qualifying Research Project  
CSD 545 Professional Development (offered alternate years)  
+ 1 elective  
**Second Year Review** | CSD 590 Research |
| 3    | CSD 499 Qualifying Research Project  
QRP Outcomes Due | Seminar  
Research | | TGS Qualifying Deadline  
**Third Year Review** |
| 4    | NRSA proposal due | Dissertation Research  
Directed Teaching** | Dissertation Research | **Fourth Year Review** |

** Elective. Instructor permission required; QRP = Qualifying Research Project
APPENDIX C
APPLICATION FOR A COURSE SUBSTITUTION FORM

From the student’s advisor: ____________________________________________

I approve the following course substitution for ____________________________________________.

(student’s name)

Original course: ____________________________________________

(course name and number)

Substitute course: ____________________________________________

(course name and number)

_________________________________________ ______________________
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)
Date: ______________

SIGNED (DOCTORAL PROGRAM AND QUALIFYING COMMITTEE MEMBERS)

Printed Name Signature Date: _____________

____________________________________________________ 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: ______________

__________________________________________________________  Date: ______________

STUDENT’S SIGNATURE: __________________________  Date: ______________
APPENDIX G
PRIVATE DISSERTATION COMMITTEE PRE-DEFENSE FORM

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

Title of Dissertation Draft: ________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Evaluation:

PASS ☐
NO PASS ☐

Comments:

SIGNED (DISSERTATION COMMITTEE MEMBERS)

____________________________________________(Advisor)  Date: _____________
Printed Name  Signature

__________________________________________  Date: _____________

__________________________________________  Date: _____________

__________________________________________  Date: _____________

STUDENT’S SIGNATURE: ________________________  Date: _____________
APPENDIX H
ATTENDANCE AT SCIENTIFIC LECTURES DOCUMENTATION FORM

NAME:  

ACADEMIC 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, including after qualifying for candidacy. 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, and the title of the talk. Present this form to your committee at your Annual Review Meeting and give a copy of it to the Graduate Admissions Coordinator, Cindy Coy, along with the other Annual Review documents to be filed. Your signature certifies that you have attended the talks listed.

FALL QUARTER

1. Date:  
   Speaker:  
   Title:  

2. Date:  
   Speaker:  
   Title:  

3. Date:  
   Speaker:  
   Title:  

4. Date:  
   Speaker:  
   Title:  

WINTER QUARTER

5. Date:  
   Speaker:  
   Title:  


APPENDIX H
ATTENDANCE AT SCIENTIFIC LECTURES DOCUMENTATION FORM

[Page 2 of 2]

6. Date:
   Speaker:
   Title:

7. Date:
   Speaker:
   Title:

8. Date:
   Speaker:
   Title:

9. Date:
   Speaker:
   Title:

10. Date:
    Speaker:
    Title:

11. Date:
    Speaker:
    Title:

12. Date:
    Speaker:
    Title:

SPRING QUARTER

STUDENT’S SIGNATURE: ___________________________ DATE: _____
APPENDIX I
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>
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<tbody>
<tr>
<td>Comments:</td>
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<td></td>
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</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>
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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:     | | | | | |

33
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 J
POST-CANDIDACY DOCTORAL STUDENT REVIEW FORM

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>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
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<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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<tbody>
<tr>
<td>Comments:</td>
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</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: ______________
Clinical Certification in SLP for CSD PhD Students

CSD Operational Guidelines (approved draft: February 10, 2019; revisions February 13, 2020)

Guidelines

1. CSD will be able to admit up to 5 students into the scientist-clinician track per year, contingent on availability of clinical faculty, MS class size, and other indices of feasibility for NUCASLL supporting scientist-clinician track. These factors will be reviewed annually for approval by DGS, CSD Chair, and NUCASLL and MS SLL Program leadership. Note: December/January were noted as optimal time for such review.

2. Applicants to the PhD program who are interested in the scientist-clinician track will identify a mentor who will commit to making arrangements for clinical training prior to admission into the PhD program. This may happen at the time of initial application to the PhD program, or within the student’s first year in the program.

3. The identified research mentor will write a letter of support confirming that the applicant’s research interests support the need for clinical training. The research mentor will also specify a clinical supervision plan for the lab-based clinical hours needed to fulfill the CCC requirements, following one of two tracks, specified in 4a and 4b, below.

4. The source of clinical supervision hours must be specified under one of two tracks (see Table 1 for overview):
   a. Track 1: No more than 25 of the required clinical hours will be obtained in NUCASLL under the supervision of a clinical faculty member. The mentor, in partnership with the student, will make arrangements for the fulfilment of the remaining clinical hours (e.g., obtaining clinical hours in the advisor’s laboratory).
   b. Track 2: Clinical hours will be obtained through NUCASSL.
      i. Faculty wishing to support students in Track 2 will be required to attend a short educational workshop with Dr. Kaplan, to ensure they are fully aware of the requirements of clinical training throughout the student’s program.
      ii. Students in Track 2 may be admitted provisionally on acceptance to the PhD program, or apply once accepted, but will begin the clinical track only after successful completion of the first year of the program, with approval of the primary mentor, MS SLL Director, and PhD committee.
Table 1. NUCASLL & Externship Support for PhD Students Interested in SLP Clinical Certification

<table>
<thead>
<tr>
<th>Lab Support</th>
<th>NUCASLL Resources</th>
<th>Externship Resources</th>
<th>Number of PhD students/year (# below determined for 2020)</th>
</tr>
</thead>
</table>
| Option #1: Lab provides clinical hours needed to fulfill clinical hours towards CCC-SLP | NUCASLL will provide 25 clinical hours  
  - Adult rotation (approx. 10 hours)  
  - Pediatric rotation (approx. 15 hours) | None (see note #1)                                                                   | 2                                                           |
| Option #2: Lab does not provide clinical hours needed to fulfill clinical hours towards CCC-SLP | NUCASLL will provide 375 clinical hours across the entirety of the student’s PhD program | None (see note #1)                                                                   | 1                                                           |

NOTES
1. Current Illinois State Board of Education (ISBE) credentialing requirements mandating a school practicum placement are currently under review and will likely be removed. If this change is not adopted, PhD students interested in school age populations will need to complete a 3 day/week school placement.
2. For option #2, the PhD students’ specific clinical placements each quarter in NUCASLL will not always align with the students’ areas of research interest. Students will be placed on teams outside of their specific interest area in order to accrue all hours needed to fulfill requirements for the clinical degree.
3. The above plan is contingent upon NUCASLL remaining staffed with 13 clinical faculty and MS SLL student classes of 57-60 students.

5. Applicants will be provisionally admitted to the clinician-scientist track based on the approval of both the primary mentor, the PhD Admissions Committee, and the MS SLL Director.

6. Students must complete ASHA general education and CSD specific prerequisite courses prior to beginning the SLL didactic and clinical curriculum.

7. The provisional status will be removed at the end of the first year upon
   a. successful completion of all PhD program requirements and upon endorsement of the PhD mentor, and approval of the PhD committee and MS SLL and NUCASLL directors.
   b. creation of a course and externship plan in collaboration between the student, the primary mentor, and directors of MS SLL and NUCASLL.
8. In case of unforeseen changes in primary research and/or clinical mentor, the plans for the clinician-scientist track will be recast with participation and approval of the new primary mentor. *Students are not guaranteed continuation of clinical training in such cases.

9. Admission standards for applicants interested in the scientist-clinician track will be no different from the regular admission standards, but these students will undergo additional application review and interviews with the MS SLL Director and potentially additional faculty involved in clinical training.

10. TA responsibilities for students on the scientist-clinician track will be assigned following the same guidelines as other students in the PhD program.

11. Total support from standard sources of TGS and SoC funding will not exceed 5 years.

12. Students will not be granted a clinical MS or be eligible for credentialing without completing their PhD requirements.