

# PROGRAM POLICY STATEMENT FOR PhD PROGRAM IN COMMUNICATION SCIENCES AND DISORDERS

AQUILES IGLESIAS  
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LAST REVISION: HO MING CHOW & EVAN USLER  
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## **PART I. DEPARTMENT HISTORY**

### **Statement of purpose and expectation of doctoral study in the department**

According to recent estimates, approximately 1/3 of available academic faculty positions in Communication Sciences and Disorders (CSCD) in the US will go unfilled unless a large number of new PhD graduates are produced in the short term (<http://www.asha.org/Articles/What-Is-Being-Done-About-the-PhD-Shortage/>). Student placement is not generally a problem in communication disorders; as noted, most students reliably move directly into faculty positions from doctoral programs or postdoc positions with a smaller proportion of students pursuing careers in administration or direct clinical services. The PhD program at UD will produce graduates who will obtain academic positions at high-ranking research universities, as well as smaller colleges that focus on clinical training. We expect students to be placed at higher education institutions across the US, North America, and beyond. A vital aspect of successfully placing students in faculty positions is providing both the research training that is traditional within a PhD program and availability for a few doctoral students to complete the post-Master's clinical experience (Clinical Fellowship) required for certification as a speech-language pathologist. UD is well positioned to support completion of clinical fellowships given the in-house clinic and community partners it has already developed to support the master's program. The PhD program will begin with at least 5 doctoral students, with the goal of having between 10-20 or more full-time students at any given time in the future. Full time students should expect to graduate in approximately 4-5 years. This is possible given the number of faculty that are research active and the space and clinical resources currently allocated to the CSCD department. An enrollment of this size would place the UD CSCD PhD program among the top institutions in the US in terms of size of PhD program and the ability to address the shortage of PhD graduates in the profession ([http://www.asha.org/Students/phd\\_survey\\_sum/](http://www.asha.org/Students/phd_survey_sum/)).

The University of Delaware is an ideal institution to generate such professionals because of the excellence of its programs in general, and its emphasis on interdisciplinary research in particular, which is foundational to the professional of CSCD. The CSCD program at the University of Delaware is further ideal within the university to produce these professionals due to its collocation in the College of Health Sciences and its cross-disciplinary collaborations within the College and University.

### **Start date**

August 2018.

### **Degrees offered**

The Communication Sciences and Disorders (CSCD) department currently offers a clinical master's degree in Speech-Language Pathology. Beyond this master's degree, other options within the CSCD community are a research master's degree, a clinical doctorate, and a research doctoral degree (PhD). These degrees are complementary rather than overlapping in content and aims. In this document, the proposal is for a research doctoral degree in Communication Sciences and Disorders.

Communication Sciences and Disorders is a broad, inter-disciplinary field, closely aligned with education, linguistics, disability studies, engineering, developmental psychology, cognitive psychology, and neurology; to name a few potential associated disciplines. This program offers concentrations in the areas of communication sciences and disorders in which we have faculty expertise. Areas of study may vary from year to year based on faculty availability, and will typically include most or all of the following sub-specialties:

- Cognition or cognitive disorders
- Fluency or fluency disorders
- Language development or disorders (child)
- Language or language disorders (adult)
- Motor speech or associated disorders
- Phonology/articulation or their disorders
- Swallowing or dysphagia
- Voice or voice disorders

Applicants in CSCD doctoral programs generally state their sub-specialty preference during the application process and generally inquire about the availability and willingness of appropriate faculty members to serve as mentors. Minor or secondary areas of study may be selected based on expertise and available faculty across the entire university as appropriate. An individualized Plan of Study will be developed for each student (see III.A.1. and III.B.2.). Regardless of area of study, the PhD degree will be in CSCD.

## **PART II. ADMISSION**

### **Admission requirements**

Students are encouraged to reach out to potential mentors before they apply in order to ensure a good fit. Applicants must submit all materials directly to the University Office of Graduate and Professional Education using the online admission process before admission can be considered. Admission applications are available at: <https://grad-admissions.udel.edu/apply/>. Admission and funding are a commitment on the part of the entire department to support the student's successful matriculation through the program. In the majority of cases admission and funding decisions go hand in hand; in rare cases, students will be admitted without funding.

Admissions are determined based on a combination of previous grades, GRE scores (optional but highly recommended because it is required for some funding opportunities), letters of recommendation, interview, personal statement, prior research and practical experiences, an appropriate match to an advisor, and available funding. Admission is based on a holistic evaluation of the student's profile, available funding, and identification of a willing mentor who is a good fit for the student's interests. While an appropriate advisor and willing mentor must be identified as part of this process, admission is competitive and meeting the minimum requirements does not guarantee admission nor does failure to meet all of these requirements necessarily constitute preclusion from admission if applicants offer other appropriate strengths. An undergraduate or master's degree in speech-language pathology (communication sciences and disorders) is not required for admission, but students without this background may be required to make up deficiencies by enrolling in appropriate courses, as determined by the Plan of Study (POS) committee (III.A.1. and III.B.2.).

Minimum admissions requirements include:

- The program requires that applicants have a minimum of 3.00 cumulative grade point average (GPA) in prior degrees, including bachelor's and typically also master's degree, from an accredited institution, in CSCD or a related field.
- GRE is optional but highly recommended because it is required for some funding opportunities. The program prefers a minimum of 300 combined verbal and quantitative score on GRE.
- Consistent with University policy, a minimum of 90 on TOEFL is required for non-native English speakers who have completed prior degrees in non-English speaking institution (those with prior degrees from an accredited institution in the US, Canada, UK, Australia, and New Zealand are exempt).
- A primary advisor must be identified, a satisfactory interview with the advisor must be completed, and the advisor must be willing to mentor the applicant.
- Three letters of recommendation with satisfactory characterization of the applicant are required; two or more letters must address academic skills and research potential.
- All applications need to include a personal statement. In addition to discussing areas of interest, career goals, and how this program will help the applicant to reach goals, the following information should be included in the statement:
  - Research experience, when applicable: please indicate length and type of experience
  - Advisor preference: please designate primary faculty advisor, and secondary advisors in order of preference.

Note that individuals who apply and are admitted to the PhD research degree and find that they wish to pursue a clinical master's degree must reapply to that degree program. Similarly, those who apply for a clinical master's degree and decide they wish to pursue a research doctorate must apply to this program.

## **Prior degree requirements**

Bachelor's or master's degree in CSCD or fields relevant to CSCD (for example: linguistics, psychology, engineering, computer science, physics, biology, physical therapy, occupational therapy, kinesiology, exercise science, vocal performing arts, etc.).

## **Application deadlines**

To receive priority in admissions and funding decisions, applications must be completed by December 15 for the following fall. In rare cases in which applicants target spring admission, applications must be completed by June 1 for the following spring. The former applicants will be notified of acceptance in mid-March and will be expected to respond to the offer on or before April 15. Latter applicants will be notified of acceptance in mid-September and will be expected to respond to the offer on or before October 15.

## **Special competencies needed**

Applicants should hold a bachelor's or master's degree in CSCD or related field (e.g., linguistics, psychology, engineering, computer science, physics, biology, physical therapy, occupational therapy, kinesiology, exercise science, performing arts, etc.). Those applying from a field unrelated to their particular sub-discipline may find that it takes longer to graduate and that more didactic coursework is required. For the purpose of measuring time to degree, those applying who hold a master's degree in an unrelated field will be treated as if they do not hold a master's degree at all and thus may have up to 4 additional academic semesters to complete their degree, depending on their research focus.

## **Admission categories and process**

Students admitted into the CSCD PhD Program may be admitted into one of two categories:

1. **Regular Admission.** Regular admission status is offered to students who meet all of the established entrance requirements, who have a record of high scholarship in their fields of specialization, and who have the ability, interest, and maturity necessary for successful study at the graduate level in a degree program. These students will be admitted with funding under most circumstances.
2. **Conditional Admission.** Successful applicants are typically admitted conditionally because information stated on, and documentation uploaded into, the application is self-reported and unofficial. Fulfilling the conditions stated on

an offer of conditional admission by the first date of graduate coursework is critical, so the instructions stated on the letter must be followed carefully. Failure to clear all stated conditions by the start of graduate coursework may result in revocation of admission to the graduate program.

The process will be as follows. As PhD applications are received, they will be assigned by the PhD Program Committee Chair to three or more faculty for review based on the relevance of the faculty members' expertise. Those faculty will review the application and comment, in writing, on the applicant's academic strength (high/med/low) and fit (high/med/low) with an advisor, as well as fit (high/med/low) with the department/university-wide intellectual environment. Reviewing faculty may suggest additional reviewers based on faculty/applicant area. The proposed advisor will indicate plans for funding and the confidence level for funding. Initial reviews will be submitted to the PhD Program Director.

The application deadline is Dec 15. Applicants with complete files will be presented by the PhD Program Committee to the faculty before the end of the semester in December (ideally during finals week). The faculty as a whole will then decide about admission (admit, conditional admit, decline). The faculty will also rank applicants and decide who will be put forward for limited submission funding (e.g., UniDel Funding) to maximize competitiveness and shared resources. Late applicants (with complete applications after Dec 15<sup>th</sup>) will be reviewed by the faculty in February, using the same process, and may be admitted with advisors' funding but will not be eligible for university wide competitions.

### **Other documents required**

None beyond IIA and IIB above.

### **University statement on admission to graduate program**

Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

## **PART III. ACADEMIC**

### **Degree requirements**

List course requirements according to categories such as core requirements, concentration options, electives, research credits and dissertation credit requirements. List number of credits in each category and include total credits required for degree.

The PhD program is envisioned for 4-5 years, for a total of 8-10 academic semesters, including fall and spring semesters. Students who pursue clinical credentialing (ASHA Certificate of Clinical Competence) during the PhD program, even if they enter the program with a master's degree in speech-language pathology, may expect their program to be extended by an additional 2-4 academic semesters, for a total of 10-14 academic semesters. International students who pursue this credentialing must be in compliance with visa requirements, as advised and mediated by the Office of International Students.

The PhD program is designed to be full time, following the graduate school policies about the relation between enrolled credit hours, student candidacy status, and funding. This is generally an enrollment of 6-9 credit hours or continuing registration following admission to candidacy. A maximum load is typically 12 graduate credit hours; however, additional credit hours may be taken with the approval of the student's advisor, the Plan of Study (POS) Committee, and the Office of Graduate and Professional Education. Permission must be obtained from the Office of Graduate and Professional Education to carry an overload in any session.

Students who are permitted by special arrangement to conduct a portion of the research for their thesis in governmental or other laboratories off campus must register for this work so that it may count toward degree requirements. This work must be under the direct supervision of a member of the faculty of the University. The amount of credit earned is determined and approved by the student's POS or dissertation committee, depending on the stage in the degree program (POS committee through the qualifying examination; dissertation committee from prospectus to dissertation).

## **Specific coursework**

A minimum of 56 credit hours is required. A maximum of 9 hours of graduate credits can be transferred in from another university to satisfy requirements for the CSCD PhD program. Course work completed while pursuing a prior bachelor's or master's degree does not apply to completion of the doctoral degree. The minimum requirements are summarized in the table below and then described in a more narrative fashion following the table. An example of a typical course sequences follows.

### **Statistics**

- 9 credits, including a 2-course sequence on the basics (t-test etc.), ANOVA and Regression, and a third course depending on student needs (e.g., single-subject, mixed modeling, non-parametrics, Bayesian, qualitative methods, etc.). Other statistical courses can be substituted with approval by the advisor and the program director.

**Basic Sequence:** Choose one of the following sequences to complete:

- [EDUC 665 - Elementary Statistics](#) **Credit(s): 3**  
and

- [EDUC 856 - Introduction to Statistical Inference](#) **Credit(s): 3**  
or
- [PSYC 860 - Psychological Statistics I](#) **Credit(s): 3**  
and
- [PSYC 861 - Psychological Statistics II](#) **Credit(s): 3**

**Advanced Statistics Course:** Choose one of the following:

- [EDUC 812 - Regression and Structural Equation Modeling](#) **Credit(s): 3**
- [EDUC 826 - Mixed Methods in Social Science Research](#) **Credit(s): 3**
- [EDUC 850 - Qualitative Research in Educational Settings](#) **Credit(s): 3**
- [EDUC 858 - Advanced Qualitative Research Methods](#) **Credit(s): 3**
- [EDUC 874 - Applied Multivariate Data Analysis](#) **Credit(s): 3**
- [PSYC 878 - Hierarchical Linear Modeling](#) **Credit(s): 3**
- [PSYC 879 - Structural Equation Modeling](#) **Credit(s): 3**
- [SOC 625 - Advanced Social Statistics](#) **Credit(s): 3**
- [STAT 613 - Applied Multivariate Statistics](#) **Credit(s): 3**
- [STAT 656 - Biostatistics](#) **Credit(s): 3**

### **Research Methodology**

**Research Principles:** 3 credits, aimed at coverage in philosophy and history of science, contemporary scientific philosophy and research principles, and initial development of students' current research ideas in their domains of interest in line with these principles. Other research methodology courses can be substituted with approval by the advisor and the program director.

- [CSCD 800 - Research Principles in CSD](#) **Credit(s): 3**

**Research Design:** Choose one of the following:

- [CGSC 620 - Research Methods in Cognitive Science](#) **Credit(s): 3**
- [EDUC 691 - Applied Statistics and Research Design](#) **Credit(s): 3**
- [KAAP 627 - Biomechanical Methods](#) **Credit(s): 3**
- [PSYC 809 - Research Design](#) **Credit(s): 3**

**Research ethics and responsible conduct:** 2 credits, a 2 semester sequence in which there will be in-person discussion of topics regarding research ethics that fulfill the NIH recommendations for Responsible Conduct of Research training. In addition, this will be a forum for students to present their research in progress.

- [CSCD 815/816 - Research Ethics and Responsible Conduct](#) **Credit(s): 2**

**Instrumentation:** 3 credits, oriented towards students' specific needs and direction (e.g., Matlab, EPrime, Programming, fMRI/fNIRS, Eye tracking, etc.).

This may be an undergraduate course if appropriate and approved by the student's POS committee. In these cases UD policies for course numbering shall be followed. Choose from of the following:

- [CIEG 675 - Matlab for Engineering Analysis](#) **Credit(s): 3**
- [PSYC 653 - Introduction to functional Magnetic Resonance Imaging](#) **Credit(s): 3**
- CSCD 811 - Advanced Seminar in Communication Sciences Research Methods **Credits: 1-3**
- CSCD 812 - Advanced Seminar in Language Processing Across the Lifespan **Credit(s): 1-3**

### Relevant Courses in Content Area

Courses in associated basic sciences relevant to the student's interests (cognate courses), lab rotations, and independent studies specific to the student: **21 credits total.**

At least 3 semester hours should be from an independent study with the student's primary advisor to be taken in the first year. The student must take at least 3 s.h. of Advanced Seminars in CSCD. The topic will vary with instructor. Other credits may include credits obtained outside the department. There is value in participating in formal seminars and classes as a group. With this in mind, a maximum of 9 credits for lab rotations and/or independent study registrations may count toward the degree.

### Post qualifying exam coursework

- **Grantwriting course:** 3 credits; a goal will be to complete a fundable federal application. Products should be submitted for funding if the student is eligible. This course will typically be taken after the student completes his/her qualifying exam successfully and may be repeated with permission of the instructor.
- **Pre-candidacy study (Prospectus):** 3-6 credits, may be repeated. Will initiate after successful completion of the qualifying exam.
- **Dissertation (See below for description):** Variable credit, 1-9 semester hours. Students may enroll for dissertation credit following successful presentation and defense of the prospectus. The first semester of dissertation will carry 6-9 semester hours of dissertation credit. Subsequently, students may enroll for 1 credit of dissertation per semester, unless fellowship or funding rules require greater registrations.

Course Category	Specific Requirements	Hours	Total Hours
<b>Statistics</b>			<b>9</b>
	Basic statistics sequence	6	
	Advanced statistics course	3	

<b>Research Methodology</b>		<b>11</b>
Research Principles	3	
Research Design	3	
Instrumentation	3	
Research Ethics	2	
<b>Relevant Coursework in Content Area</b>		<b>21</b>
Independent study w/ advisor	3	
Advanced Seminar in CSCD	3	
Other independent study/lab rotations	0 to 6	
Content Courses	9 to 15	
<b>Typically taken post qualifying exam</b>		<b>15</b>
Grant Writing	3	
Pre-Candidacy Study	3 to 6	
Dissertation	9+	
<b>Total</b>		<b>56</b>

Example of course of study shown below. *This is only an example of how program requirements can be satisfied. The order of courses can be varied, depending on advisor, student, and Plan of Study committee.*

**EXAMPLE ONLY: COURSE ORDER MAY VARY DEPENDING ON ADVISOR, STUDENT, AND PLAN OF STUDY COMMITTEE**

	<b>Fall</b>	<b>Spring</b>	<b>Summer (variable)</b>
<b>Year 1</b>	<u><b>Total 12 credits</b></u> Statistics (3) CSCD 810: Advanced Seminar (2) CSCD 820: Independent Study (3) Cognate Course or Lab Rotation (3) CSCD 815: Research Ethics and Responsible Conduct (1)	<u><b>Total 10 credits</b></u> Statistics (3) CSCD 800: Research Principles (3) Cognate Course or Lab Rotation (3) CSCD 816: Research Ethics and Responsible Conduct (1)	<u><b>Variable credits</b></u> (Possible spreading out of coursework from other semesters)
<b>Year 2</b>	<u><b>Total 9 credits</b></u> Statistics (3) Research Design (3)	<u><b>Total 9 credits</b></u> Instrumentation (3) Cognate Course (3)	<u><b>Total 1 credit</b></u>

	Cognate Course (3)	Cognate Course or Lab Rotation (3)	Qualifying Exam Prep/CSCD 820: Independent study (1)
<b>Year 3</b>	<b><u>Total 6 credits</u></b> CSCD 860: Grant-writing in CSCD (3); CSCD 964 Pre-candidacy Study (3)	<b><u>Total 6 credits</u></b> CSCD 964 Pre-Candidacy Research (3-6) OR CSCD 969 Dissertation (6-9 credits, as needed)	<b><u>Total 1-9 credits</u></b> CSCD 964: Pre-Candidacy Study (3-6) OR CSCD 969: Dissertation
<b>Year 4</b>	<b><u>Total 0-9 credits</u></b> Dissertation/continuing registration) (0-9 credits, the latter for candidates with fellowship as needed) *	<b><u>Total 0-9 credits</u></b> Dissertation/continuing registration) (0-9 credits, the latter for candidates with fellowship as needed)*	<b><u>Total 0-9 credits</u></b> Dissertation/continuing registration) (0-9 credits, the latter for candidates with fellowship as needed)*
<b>Year 5</b>	<b><u>Total 0-9 credits</u></b> Dissertation/continuing registration) (0-9 credits, the latter for candidates with fellowship as needed)*	<b><u>Total 0-9 credits</u></b> Dissertation/continuing registration) (0-9 credits, the latter for candidates with fellowship as needed)*	

\* NOTE: If a student does not have funding, the student can enroll for 1 credit per semester for dissertation after initial dissertation enrollment.

### Qualifying examinations

Students are eligible to take the qualifying exam upon completion of the coursework in their Plan of Study, with the exception that CSCD 860: Grant Writing, and pre-dissertation project (to be described under non-registered requirements) may be

completed after the qualifying exam. Students will file a memo (Appendix D-Form1) signed by their advisor and committee certifying that they have completed relevant non-registered requirements (see below) and scheduled the exam.

The qualifying exam is ordinarily taken before the start of the 5<sup>th</sup> academic semester (before fall of year 3) and must be passed before the start of the 7<sup>th</sup> academic semester (before fall of year 4), or the student is no longer eligible for continuation in the program and will be recommended to be dismissed from the program, as determined by faculty vote. The Plan of Study committee serves as the qualifying examination committee in most cases. Committee substitutions and replacements should be approved by the department Chair.

The qualifying exam will include three questions in areas designed to test the students' knowledge of their area(s) of specialization. The examination is organized and administered by the advisor in consultation with the student's POS committee. The student, advisor and committee will work together to identify coursework or develop a reading list that will prepare the student for the exam. The exam will involve autonomous work by the student without faculty following delivery of the questions to the student.

Following receipt of the questions, students will have two weeks to write responses and then faculty will have two weeks to read responses. The examination process may proceed to an oral exam at that point (2 weeks following receipt of the student's written responses), if within three days prior to that date, the committee agrees that responses to at least 2/3 questions are a pass or marginal pass. If the committee considers that fewer than 2/3 of questions are a pass or marginal pass, the student will not proceed to the oral exam and the process will be considered a "fail" (see below for next steps). Assuming the student does proceed to the oral exam, not later than three days before the exam, the primary advisor will notify the student about any issues that the committee feels may have been problematic in the written exam, to help the student prepare for clarification in the oral exam. The oral exam will constitute a 2-hr oral examination to explore and amplify the student's responses in the written exam. Following completion of the oral exam, the committee will determine the adjudication of pass, pass pending minor revisions, conditional pass, or fail, for the exam as a whole. In the case of a pass, the qualifying exam will be completed and the student will progress in the program. In the case of pass pending minor revisions, the student will have one week (or a greater period under exceptional circumstances) to submit revised documents to the committee, and the committee will decide within one week about the adequacy of the responses without a further oral exam. If the responses are not considered adequate, the student will be redirected to a conditional pass. In the case of conditional pass or fail, in collaboration with the Plan of Study committee, the advisor will create a written statement to the student outlining deficiencies, which the student must address within a period outlined below. This statement will be delivered to the student not more than one week following the oral examination. Students must pass both the oral and the written exam to progress in the doctoral program.

Students who conditionally pass must work with their committee to remediate the deficits outlined and may do so immediately but not more than four weeks after receipt of feedback following the oral exam, excluding exigent circumstances. That is, the student is not required to wait until the next semester or complete additional coursework as part of a remediation plan as for a fail.

Students who fail the qualifying exam must work with their advisors to create a plan for improvement, which shall be submitted to the student's committee detailing planned activities in the semester(s) following the exam. This plan should be filed with the department once approved by the committee. Students who fail must wait at least 1 full academic semester from the time of failing before rescheduling the exam (e.g., if taken in the summer following year 2, the earliest possible retake would be in the spring of year 3). Students must be enrolled full time during any period of remediation. Students may fail/pass conditionally once and after that the student must pass unconditionally or be recommended for dismissal from the program, as determined by faculty vote. An

### **Prospectus (pre-candidacy)**

Upon passing their qualifying exam, students will enroll CSCD 964: Pre-Candidacy Study to develop their dissertation prospectus. The prospectus is ordinarily submitted for defense before the start of the 7<sup>th</sup> academic semester (before fall of year 4) and must be passed before the start of the 9<sup>th</sup> academic semester (before fall of year 5) or the student must withdraw from the program, barring exceptional circumstances considered and approved by the dissertation committee.

The prospectus committee serves as the dissertation committee in most cases. Each prospectus/dissertation committee shall consist of not less than four and not more than six members approved by a majority faculty vote. Substitutions and replacements should be approved by the department Chair. At least two members shall represent the major field, one of who shall be the committee's Chairperson. One member shall represent the area of minor study. At least two members shall be from within the CSCD program and at least one member shall be an external examiner chosen from a different academic unit or from outside the University. The Chairperson shall have established a record of publication and/or scholarship in the field of the dissertation and shall be a member of the tenure-track faculty of the University. Faculty who have retired or resigned from the University may Chair committees of students whose work began under their direction prior to their retirement or departure from the University. An adviser who is not employed by the University of Delaware may serve as co-Chair of the committee providing that the other co-Chair meets the qualifications stated above.

The format of the prospectus document may vary from student to student, but ideally it will provide a clear outline of the student's understanding of the background and motivation for dissertation questions, the methodology and planned analyses to be undertaken for their dissertation and the rationale for these methods and planned analyses. Students are encouraged to engage in meetings with their committee seeking

collaborative feedback on the document prior to circulation. Formatting that closely mimics formatting requirements for the final dissertation document, per University of Delaware policy, is encouraged.

In recognition that research plans often change substantially following a prospectus defense, IRB/IACUC approval should be obtained immediately upon successful defense of the prospectus. If pilot data are included in the prospectus, IRB/IACUC approval should be obtained in advance of that data being collected. Where IRB or IACUC approval is already obtained it shall be provided to the committee.

The prospectus defense will be scheduled after either the major advisor or a majority of members of the dissertation committee have determined that a defense is appropriate. A final copy of the prospectus must be delivered to the members of the dissertation committee at least two weeks in advance of the proposal defense. The prospectus defense will typically be closed and attended only by the student and the committee. The candidate will present a summary of the proposed research, and will then field questions from the committee for a maximum of 2 hours. After all questions have been fielded, the dissertation committee will meet to decide whether the proposal is accepted, rejected, or accepted with conditions. Results of the meeting will then be presented to the student. The student may not receive more than one dissenting vote from members of the committee to receive a passing grade. Dissertation committee members will sign the final copy of the approved proposal and the candidacy form. A signed copy of the approved dissertation proposal will be forwarded to the department Chair. Students who fail the dissertation proposal defense will receive one additional opportunity to repeat the process and defend a new or modified dissertation proposal. Subsequent failure will constitute grounds for recommendation that the student be dismissed from the PhD program, based on faculty vote.

Upon the recommendation of the doctoral student's prospectus committee, students will be admitted to candidacy for the Ph.D. degree. Students are responsible for obtaining all the necessary signatures on the Doctoral Degree Candidacy Recommendation form. The stipulations for admission to doctoral candidacy are that the student has (1) had a program (plan) of study approved, (2) completed at least two academic years of fulltime graduate study in residence at the University, (3) passed the qualifying examination and (4) successfully defended their prospectus, along with having obtained IRB approval for their research, where applicable. The deadline for admission to candidacy for the fall semester is August 31. The deadline for admission to candidacy for the spring semester is January 31. The deadline for admission to candidacy for the summer is April 30. Responsibility for seeing that admission to candidacy is secured at the proper time rests with the student.

## **Dissertation**

In most cases the prospectus and dissertation committees will be identical. In those cases where substitutions are made, the same rules governing the composition of the committee apply. Substitutions may be made with the approval of the department Chair.

The format of the dissertation must adhere to the University's Thesis and Dissertation Manual and style guidelines. The manual is available electronically on the Web at <http://www.udel.edu/gradoffice/forms/thesismanual.pdf>.

Prior to scheduling the defense, the student will file a memo (see forms) certifying that the student has met all non-registered requirements and indicating the time and location of the defense has been agreed to by all committee members and the student. A copy of the dissertation must be available at least two weeks prior to the dissertation defense by either submitting an electronic copy to the CSCD administrative staff for redistribution, or by delivering a hard copy to each faculty member on the committee. The dissertation defense will be scheduled only after the advisor or a majority of the dissertation committee has determined that a defense is appropriate, based on the written document. Lack of positive determination will lead to a recommendation to the student to revise the document according to comments, within the 10-semester limit for the program. A second submission failing to satisfy committee concerns will lead to the recommendation to the whole faculty that the student be dismissed from the PhD program, based on faculty vote.

The dissertation defense will be open and advertised to the public, and invitations will be sent to all CSCD faculty and students at least two weeks prior to the defense date. The candidate will present a summary of the completed research not to exceed 30 minutes, and will then field questions from the committee, attending faculty, and invited guests. After all questions have been fielded, the dissertation committee will meet to decide whether the dissertation is accepted, rejected, or accepted pending revisions. Results of the meeting will then be presented to the student. The student may not receive more than one dissenting vote from members of the committee to receive a passing grade. In the event of an adjudication of accepted pending revisions or a fail, the dissertation committee will indicate to the student, in writing, specific requirements and timeline, no later than one week following the oral defense. A student who does not pass following revisions will be failed. A student who fails on a second attempt will be recommended for dismissal from the program based on faculty vote.

Following a successful defense, students must follow the university approved step-by-step guidelines for graduation. The University reserves the right to duplicate a dissertation for distribution to other libraries or for the use of individual scholars. However, the University will not publish a dissertation for general distribution without the written consent of the author. If copyrighting of a dissertation is desired, it may be arranged when the dissertation is submitted to the Office of Graduate and Professional Educations. Published works are eligible for copyright protection in the United States if the work is first published in the United States.

Failure to achieve a majority of dissertation committee member approval for the oral defense will lead to a written document to the student requiring defense failures. The student will then remediate and re-present the oral defense, within the accepted

timeframe for the PhD program. A second failure in oral defense will lead to recommendation for dismissal from the PhD program.

### **Non-registered requirements**

Give non-registered requirements in detail; includes residency requirements, qualifying examinations (number and format), portfolios, seminars, English proficiency, language requirements, teaching experience, internships, etc.

**Residency.** Given that a portion of the learning that occurs during a research doctorate comes from interactions with peers and participation in the on campus intellectual environment, the PhD program has a residency requirement of a minimum 2 years on site (minimum of 4 academic semesters). We prefer that these semesters be completed sequentially and early in the student's program but variances to that requirement may be made in particular circumstances.

**Continuous Registration.** Following UD policy, graduate students are required to maintain continuous registration each fall and spring semester to be eligible to continue in the CSCD graduate degree program. Failure to comply with the requirement of maintaining continuous registration in the fall and spring semesters either in courses, in sustaining credit, or with approved leave of absence will be taken as evidence that the student has terminated his/her graduate program, and the matriculated status to the graduate program will be terminated. The date of termination will be recorded on the student's record in the student record system.

**Research and Ethics Training:** Students must meet NIH and NSF requirements for Responsible Conduct of Research Training, regardless of their funding source, via registered coursework (CSCD 815 and 816) and/or unregistered workshops. This training may not be completed exclusively via online training and should be completed in the first 2 years of the PhD program.

**Pre-dissertation Project:** As mentioned above, prior to the qualifying exam or shortly thereafter, students will complete a pre-dissertation project that allows them to explore their relevant area in depth and to gain practical experience with data collection and/or analysis in their research area. The product should be submitted to the POS/qualifying exam committee as a completed manuscript that is hopefully of a quality to be submitted for publication. It may take the form of a systematic review, a position paper, an analysis of archival data, or small original research project. It may be a product of independent studies and lab rotations (and thus part of registered requirements) OR it may be a product of work in a mentor's lab (assistantships) OR it may be a product developed independent of other requirements and activities; this is irrelevant.

**Teaching Competence.** Since many students will go on to be university level instructors, students are required to demonstrate some teaching preparation. This requirement may be completed at any time in the student's program. The teaching experiences will enable students to: (1) plan and present lectures, (2) participate in the evaluation of student

performance, and (3) produce a teaching statement that can be used for faculty position applications. The following guidelines are recommended to develop teaching excellence: (1) prepare and present three (preferably consecutive) lectures under the mentorship of a faculty member; (2) include a plan for the evaluation and grading of materials presented in the lectures; (3) turn in a finished teaching statement. These teaching experiences are recommended for all students regardless of whether they receive funding as a teaching assistant and should be submitted to the qualifying exam (POS) committee if completed prior to passing the qualifying exam or to the Dissertation committee if completed later. The POS or Dissertation committee will sign off on the teaching competence.

**English Proficiency and Language Requirements.** Because most aspects of the program will be conducted in English, all students, including native and non-native English speakers, are required to demonstrate sufficient oral and written English proficiency to meet the student's research and professional goals. Informal assessment will be made by the Plan of Study (POS) committee or Dissertation committee, depending on time point in the program, and faculty as a whole more generally throughout the program. For non-native English speakers, basic proficiency will have been documented at the time of application via TOEFL scores. If deficiencies are nonetheless subsequently noted, the advisor and POS committee will make recommendations to the student for remediation, and an action plan will be instituted. For students receiving funding for teaching at the University of Delaware, students must satisfy English requirements that may be established by the University for teaching (<http://sites.udel.edu/eli/programs/professionaltraining/ita/>). Failure to meet established requirements will constitute grounds for recommendation of dismissal from the program, by faculty vote. Ideally, such concerns should be noted and documented within the first year and resolved within the first two years of the PhD program.

**Clinical Competence (Internships).** Although the PhD is fundamentally a research degree, communication sciences and disorders is a clinical field with a focus on clinical populations. With this in mind, one of the following requirements must be satisfied for completion of the PhD degree. This choice should be selected and documented at the time that the Plan of Study is submitted.

- a. Student has speech-language pathology clinical credentials in the US or other country.
- b. Student completes speech-language pathology post-master's clinical experience (e.g., Clinical Fellowship) while in the doctoral program.
- c. Arguments are made in writing for why clinical credentials are not required for the student's professional goals (e.g., basic science goals) and are approved by the Plan of Study committee.

### **Documentation of non-registered requirements.**

The Plan of Study committee (III.B.2) and/or the dissertation committee are responsible for determining that the student has met both registered and non-registered requirements.

Documentation is available in the forms section of this proposal and is required to be submitted at the time that either the Qualifying Exams or the Thesis Defense are being scheduled.

1. Give procedure for petitions for variance in degree requirements (e.g., course substitution policies, completion deadlines, etc.)

Prior to completion of the qualifying exam, variations in the Plan of Study shall be approved by the Plan of Study/qualifying exam committee and forwarded to the department Chair. Reasons for delay of courses until after the qualifying examination is completed might include variations in the timing of a particularly relevant course, overloads in a given semester, a need to accommodate scheduling conflicts, or in rare cases, personal reasons.

Following completion of the qualifying exam, the dissertation committee will be responsible for ensuring that requirements unmet prior to the qualifying exam are met before graduation. Any additional variations in procedure shall be approved by the dissertation committee and forwarded to the department Chair. Given the program's commitment to student funding, significant variations that extend the student's time to degree or the time on funding should be approved by the entire faculty.

Progress benchmarks that require approval by the entire faculty if not met are:

- Submitting a Plan of Study by the third week of the second academic semester
- Registering for and writing the qualifying exam before the start of the fifth academic semester in the program.
- Defending a prospectus by the start of the eighth academic semester in the program.
- Extending completion of the dissertation beyond the tenth academic semester in the program.

Typical reasons for variation might include a leave of absence for a significant illness, significant changes in caregiving responsibilities (birth, adoption, foster care, elder care, care for siblings or other family with significant needs), completing clinical requirements outside of funded assistantships, etc.

Exceptions to any aspect of degree requirements must be explicitly approved by the Plan of Study committee and filed in the student's program folder.

2. Define any grade minimums in courses that are different from University policy.

All grade requirements are consistent with those of the University. Specifically, a grade below a B- will not be counted toward the course requirements for a degree but is calculated in the student's cumulative grade point average. To be considered in good academic standing, a student must maintain a minimum cumulative graduate grade point

average (GPA) of 3.00 on a 4.00 scale each semester. To be eligible for an advanced degree, a student's cumulative grade point average shall be at least a 3.00 and the student's grades in courses counted toward the degree requirements of the program shall equal at least a 3.00.

3. Identify any courses that may not be used towards the degree (i.e., independent study, pre-candidacy study).

Not applicable.

4. Identify expectation of facility of expression in English (oral and written) as part of the degree requirement.

Proficiency in spoken and written English is expected because most aspects of the program will be conducted in English. This proficiency should have been documented at the time of application via the TOEFL. Students with funding through TA positions must meet UD's requirements for English proficiency

<http://sites.udel.edu/eli/programs/professionaltraining/ita/>

### **Committee for exams, thesis, or dissertations**

1. Identify initial procedure for advisor and advisement procedures.

Students will be accepted into the PhD program only upon acceptance by a specific advisor and the satisfaction of other admission requirements (Section II). During the first semester of the program, the advisor will meet regularly with the student, typically as Independent Study, to explore specific directions that the student will pursue during the program. By the end of the first semester, together with the advisor, the student will identify a Plan of Study (POS) committee, which will oversee the student's plan for meeting degree requirements through the qualifying exam and completion of all coursework. POS committee composition and procedures are described in III.B.2.

2. Identify each student committee needed and procedures for selecting committee members.

#### **Plan of Study (POS) committee**

In the first semester of the program and in consultation with their advisors, students should select a committee that will approve their Plan of Study and serve as the examining committee for their qualifying exams.

Students should file an approved Plan of Study with the program no later than the 3<sup>rd</sup> month of classes in the second semester of their program. The Plan of Study Committee will consist of at least 3 faculty members: the student's advisor, a faculty member serving in the major area of study, and a faculty member in a

secondary or minor area of study. All 3 members shall be from inside the University and at least 2 shall be from within the CSCD department. Additional committee members may be added if deemed appropriate. Major and minor areas shall be determined in consultation with the student's advisor and defined on the Plan of Study. The Plan of Study should identify a major and minor area of study, identify the POS committee, detail how the required coursework will be completed, document how the non-registered requirements will be met, and document the candidate's clinical credentials or justified lack thereof. The Plan of Study committee should be confident that the coursework will prepare for the student for a qualifying exam to be taken before the start of the 5<sup>th</sup> academic semester in which the student is enrolled before approving the plan. In most cases required courses except for the grant writing should be completed before prospectus and dissertation are undertaken. Reasons to delay courses until after the qualifying exams are completed might include variations in the timing of a particularly relevant course, overloads in a given semester, a need to accommodate scheduling conflicts, or in rare cases, personal reasons.

### **Prospectus/dissertation committee**

Together with input from the advisor, the student will identify prospectus/dissertation committee members and approach these individuals for acceptance of this role. The prospectus committee serves as the dissertation committee in most cases. Each prospectus/dissertation committee shall consist of not less than four and not more than six members approved by a majority faculty vote. Substitutions and replacements must be approved by the department Chair. At least two members shall represent the major field, one of who shall be the committee's Chairperson. One member shall represent the area of minor study. At least two members shall be from within the CSCD department and at least one member shall be an external examiner chosen from a different academic unit or from outside the University. The Chairperson shall have established a record of publication and/or scholarship in the field of the dissertation/ execution position paper and shall be a member of the tenure-track faculty of the University. Faculty who have retired or resigned from the University may Chair committees of students whose work began under their direction prior to their retirement or departure from the University. An adviser who is not employed by the University of Delaware may serve as co-Chair of the committee providing that the other co-Chair meets the conditions stated above.

3. Give deadlines for establishing and preparation requirements for comprehensive examinations.

What is often considered the comprehensive exam in other programs is distributed across the qualifying exam and prospectus in the CSCD PhD program. Details are provided in III.A.1.

4. Give policies for dates of examinations, grading of committee examinations and retake options.

Qualifying exam - First attempt no later than start of fifth academic semester.

Pass no later than start of seventh academic semester.

Prospectus – Should be passed no later than the start of the 3rd semester following pass on qualifying exam (e.g., if passed qualifying exam in summer of Year 2, Prospectus should be passed no later than the start of Fall of Year 4; if passed qualifying exam in spring of Year 3; Prospectus should be passed no later than the start of Fall of Year 5).

Dissertation – Should be passed no later than the end of the 10<sup>th</sup> academic semester.

Retake options in III.A.1.

Variances to deadlines are approved by the POS committee (through the qualifying exam) or Dissertation Committee (following the qualifying exam). Typical reasons for extensions/variances: Parental leave, extended caregiving, extended illness, completing a Clinical Fellowship. It may be common for students to extend their program beyond 10 academic semesters if they complete clinical certification during the doctoral program.

5. Give guidelines for approving research proposal involving human or animal subjects

Students conducting research involving human or animal subjects will seek and receive approval by the University IRB committee. All students will complete relevant research modules prior to submission of a project to the IRB.

6. Define procedures for thesis/dissertation approval in the department (e.g., role of department Chair, dean, etc.).

All members of the dissertation committee sign off on the document, as does the department Chair.

7. Define department and student obligations for finding committee members.

See III.B. 1&2.

8. Define department and study obligations and procedures for changes in committee members.

In general, the student and advisor will determine, jointly, the appropriateness of a change in POS or prospectus/dissertation committee member. If a committee member does not agree with removal from the committee, the department Chair will mediate the decision. Similarly, the department Chair will mediate any change in major advisor, in the unlikely event that the advisor or the student considers appropriate such a change. To request a change in committee members

or advisor, the student or advisor shall request this change in writing to the department Chair (or in the case of the Chair as advisor, to the whole faculty, who will then appoint a representative to serve in that role). The department Chair (or a representative of the faculty) shall meet with the student and advisor and mediate the outcome so that it is suitable to all.

A successful doctoral program requires a willing and invested advisor whose interests align with the student's goals. With this in mind, the student and Chair will work together to identify a new advisor who is willing to mentor the student. If no suitable and willing mentor can be found within the department, the student may be counseled to leave the program. Another common barrier to these changes is funding. Although students will typically be funded by the initial advisor and work in their advisor's lab, as needed departmental funds will be made available to facilitate students moving into another lab to resolve situations in which continued mentorship is untenable. Such funding decisions will be made at the discretion of the department Chair. In this case, while the student may be removed from the original funding placement and provided with a new placement, there is no guarantee that these new funding placements will align with the students' educational goals in an ideal way. The student may choose to decline funding if the funding options available are undesirable to them. Finally, changing advisors can serve as a significant barrier to timely progress. Reconstituting the committee in a substantive way may extend the student's time to degree and change the progress benchmarks. It does not, however, commit the department to funding the student for additional time beyond that which was initially provided.

### **Timetable and definition of satisfactory progress towards the degree**

1. Academic load (full & part-time) expectations. Define normal progress. Define department review procedures for evaluating normal progress and evaluation of performance.

To be considered in good academic standing, a student must maintain a minimum cumulative grade point average (GPA) or 3.00 on a 4.00 scale each semester. Systematic reviews of students will also be completed once annually, in the spring semester, by all faculty. Any concerns will be noted and a written remediation plan will be communicated to the student and placed in the student's program folder. To be eligible for an advanced degree, a student's cumulative grade point average shall be at least a 3.00 and the student's grades in courses counted toward the degree requirements of the program shall equal at least a 3.00.

2. Grade requirements (general and specific). Include any special department expectations such as minimum grades in specific courses, limits on special problem courses, etc.

A minimum of a B- will be required for every course in the POS plan (or Pass for Pass/Fail courses). An overall GPA of 3.00 or better will also be required in every semester of matriculation.

3. Thesis/dissertation progress timetable guidelines.

See III.A.1.

4. Thesis/dissertation defense guidelines.

See III.A.1.

5. Forms required.

Templates will be developed specific to the department. Where possible, University forms will be used (<http://grad.udel.edu/forms/>).

6. Identify consequences for failure to make satisfactory progress.

Students who fail to make satisfactory progress will be recommended for withdrawal from the program, based on faculty vote. See previous sections for what constitutes satisfactory progress.

7. Protocol for grievance procedure if student has been recommended for termination for failure to make satisfactory progress.

The CSCD Department will follow the procedures for dismissal that are detailed in the University Catalog. Briefly, the POS or dissertation committee will report its recommendation and reason for dismissal to the department Chair. The Chair will make a recommendation to the Office of Graduate & Professional Education, who will decide whether to dismiss the student. The student may appeal this decision to the Office of Graduate & Professional Education, following the procedure given in the University Catalog.

## **PART IV. ASSESSMENT PLAN**

Indicate how the department will be evaluated and assessed. Every learning outcome needs to be assessed in at least two ways. One measure must be a direction measurement (where you can see the student demonstrate learning). Other measures can be direct or indirect (such as a survey). Success should be measured against the criteria listed including the stated learning outcomes and against whatever objectives have been set forth in the first section of the proposal. Academic units are encouraged to consult with the Center for Educational Effectiveness to develop appropriate learning outcomes, assessment criteria, and benchmarks for success.

Program success will be evaluated in three ways: (1) quality of applicants recruited and timely completion of the degree, (2) students' learning outcomes, and (3) post-graduation surveys. Each year, the number of applicants and their credentials will be tabulated. In addition, information on number of students meeting key timelines will be assessed. The department will also assess the extent to which the students are meeting the following learning objectives: a) students' advanced knowledge in their particular area of study, b) students' statistical knowledge required for their particular sub-area, c) students' scholarly contribution, and d) student's independent research, classroom pedagogy. In addition, a formal survey will be sent to graduates 1, 3, 5, and 7 years after their graduation, to inquire about their present employment, publication record, funding history and satisfaction with their PhD training. Results of all of these findings will be regularly discussed among the faculty and submitted to relevant bodies.

## **PART V. EDUCATIONAL GOALS**

Communication Sciences and Disorders is a broad, inter-disciplinary field, closely aligned with education, linguistics, disability studies, engineering, physics, developmental psychology, cognitive psychology, biology, exercise science, and neuroscience. The Ph.D. Program in Communication Sciences and Disorders (CSCD) is designed to train students to develop and conduct an independent research program. The Program offers training and mentorship in the areas of communication sciences and disorders in which we have faculty expertise. Areas of study may vary based on the availability of faculty, and will typically include most or all of the following sub-specialties:

- Cognition or cognitive disorders
- Fluency or fluency disorders
- Language development or disorders (child)
- Language or language disorders (adult)
- Motor speech or associated disorders
- Phonology/articulation or their disorders
- Swallowing or dysphagia
- Voice or voice disorders

Goals for the Ph.D. Program in Communication Sciences and Disorders are for students to:

- illustrate advanced theoretical and empirical knowledge in their sub-specialties
- critically review, appraise, and synthesize evidence-based research and clinical literature relevant to their sub-specialties
- demonstrate understanding of research principles, ethics, and philosophy of science
- master research skills relevant to CSCD, including theoretical foundations, experimental design, instrumentation, and statistics to conduct original research and generate new knowledge
- conceive and conduct rigorous basic science and translational research studies in their sub-specialties
- develop an independent research program and grant writing skills
- develop skills related to effective teaching of subjects in CSCD in the higher education setting

- develop and demonstrate effective oral and written communication skills for disseminating research and engage in professional interdisciplinary collaborations
- contribute to the profession and the community through original research and service in areas relevant to CSCD.

## **PART VI. FINANCIAL AID**

### **Financial awards**

1. Types of awards, policy for granting financial awards, summer appointments, and number of years of support.

In the majority of cases, students who are admitted will receive funding commitments, with the rare exception of special cases. Students also receive a 100% tuition scholarship for classes taken during the fall, winter, and spring semesters and receive a nine-month stipend in exchange for 20 hours of instructional or research activities per week during those semesters. This department is committed to guaranteeing funding to students for the first 3 years, provided they appear to make adequate progress and receive adequate evaluations from funding supervisors. Students may petition for a funding for years 4-5. Such petitions will typically be granted if funding is available, the student is making good progress, and has been successful in prior assistantship placements.

Funding in the first two years typically comes from individual faculty grants and from funds within the department and college and may be characterized in 3 ways: Teaching assistants, graduate assistants, and research assistants. In some cases, students may be funded through faculty start-up funds. In years 3-5 students are expected to apply for funding, as they are eligible and this funding may replace department funding if the award is sufficiently large to cover stipend and/or tuition (e.g., UD graduate school fellowships, NIH F31s, NSF dissertation grants). Students appointed to assistantships are provided experiences that are gained by performing instructional or research activities that are compensated based on the University's guidelines of 20 hours per week in an assigned position.

Common sources of support include department budget (allocations primarily from grant returns and buyout, and faculty start-ups), direct support on a funded grant, and block grants to the college and department from the graduate school. Appropriately qualified individuals may complete their Clinical Fellowship half time in the clinic as part of their assistantship or provide direct service within the clinic, provided their skills and specializations fit with the clinic needs and waiting list and do not detract from the clinical master's students' experience. Decisions about who may be placed in the clinic for Clinical Fellowship or other purposes will be made at the clinic director's discretion. Every effort is made to match a student's skills to funder's needs as quickly as possible and in a way that respects student-training needs and existing skills. For international students,

government requirements for work and compensation will be followed, as guided and mediated by the Office of International Students.

2. Responsibilities of students on contract.

Responsibilities will be determined by the supervisor in question, whether research, teaching, or clinical supervisor.

3. Evaluation of students on contract.

Evaluations will be stipulated at the outset of contract experiences depending on the nature of the experiences and the supervisor's specific expectations.

## **PART VII. DEPARTMENT OPERATIONS**

### **General student responsibilities**

1. Up-to-date addresses, etc.

Students will maintain up-to-date contact information for themselves and identified first-of-kin or other appropriate individuals identified by the student.

2. Laboratories and research equipment.

The lab supervisor will provide training in proper use and maintenance of research equipment. Training specifics will be maintained in writing in the lab or lab computers. Along with others who use the equipment, students will be required to document use and maintenance as required by the lab supervisor.

3. Hazardous Chemical Information Act.

A hazardous chemical is any element, chemical compound or mixture of elements and/or compounds which is a physical hazard as defined by OSHA Standard in 29 CFR Section 1910.1200(c) or a hazardous substance as defined by the OSHA Standard in 29 CFR Section 1910.1200(d)(3). Students working with or exposed to any such chemical shall following University guidelines regarding such exposure (<http://sites.udel.edu/generalcounsel/policies/hazardous-chemical-information/>).

4. Vehicles.

Students are responsible for obtaining parking passes for any vehicles they wish to park on University property.

5. Keys, offices, mail, telephone, copy machine, computer terminals, etc.

Students will be provided keys to relevant offices (student office, lab, advisor office if approved by advisor). Students will be allowed to send and receive

professionally relevant mail through the department, and also use department telephone, copy machine, and computer terminals as needed for professional purposes.

6. Student government and organizations (both student and professional).

Students are encouraged to participate in the University of Delaware National Student Speech-Language-Hearing Association organization, and are also encouraged to maintain student membership in the American Speech-Language-Hearing Association, and other professional organizations at their discretion and advisor's suggestion.

7. Travel for professional meetings or presentations.

Students are encouraged to attend professional meetings nationally and internationally, and to present at these meetings. Department or other funding will be provided when available, but is not guaranteed.

# APPENDICES

## APPENDIX A – DEPARTMENT BUDGET

	Cost	Justification
Faculty	0	The CSCD department currently has 12 full-time, faculty members as of 2021. Faculty’s teaching load will be adjusted to accommodate additional teaching.
Administrative Support	0	Department presently has a Business Administrator and an Administrative Assistant that can handle the additional responsibilities of this program
Student Tuition	0	College has agreed to pick up the tuition cost of all doctoral students (18 credit hours @ \$1,770 per student)
Student Stipend	0	Student stipends will be covered by faculty start-up funds, grant support, or university allocation of TA lines to College of Health Sciences
Space	0	The doctoral program will be located in the new building in the STAR campus. All necessary laboratory space and equipment has been purchased through faculty start-up funds or college funds

## APPENDIX B – NEW COURSES SUBMITTED TO CURRICULOG

CSCD 800 Research Principles in Communication Sciences & Disorders (3 credit hours.)

This course is aimed at providing coverage in philosophy and history of science, contemporary scientific philosophy and research principles. Students will also participate in initial development of their current research ideas in their domains of interest in line with these principles.

CSCD 810 Advanced Seminar in Communication Sciences & Disorders (1-3 credit hours)

Semester long readings course on any topic in CSCD; topic will vary with instructor. May be repeated for credit with permission of the instructor due to the variability of the topic. Typically limited to doctoral students and postdocs, who must enroll for 3 credits. Advanced master's students may enroll if the topic is of interest and with instructor permission for variable credit.

CSCD 811 Advanced Seminar in Communication Sciences Research Methods (1-3 credit hours)

Semester long readings course on advanced research methods in CSCD; topic will vary with instructor.

CSCD 812 Advanced Seminar in Language Processing Across the Lifespan (1-3 credit hours)

Semester long readings course on language processing across the lifespan; topic will vary with instructors.

CSCD 813 - Advanced Seminar in Speech Processes and Sciences (1-3 credit hours)

Reading course on speech processes at the neurological and neurological and levels; topic will vary with instructors.

CSCD 815/816 Communication Sciences Research Methods and Ethics (2 credit hours)

Two semester long readings, in person discussion and presentation course that cover research ethics and responsible conduct in research topics required for NIH training grants. Topics include conflict of interest, mentor/mentee relationships, peer review, human subjects, animal subjects, safe laboratory practice, authorship and research misconduct. Students will also present their ongoing research. Typically limited to doctoral students and postdocs, who must enroll for 2 credits in their first 2 years of training.

CSCD 820 Independent Doctoral Study in Communication Sciences & Disorders  
Variable Credit (1-6 credit hours)

Semester long study on any topic in CSCD; topic will vary with instructor.  
Independent study may include readings or lab rotations. May be repeated for  
credit with permission of the instructor due to the variability of the topic.

CSCD 860 Grant-writing in Communication Sciences & Disorders (3 credit hours)

Students in this course complete a fundable grant application. Products should be  
submitted for funding if the student is eligible. This course will typically be taken  
after the student completes his/her qualifying exam successfully and may be  
repeated with permission of the instructor.

CSCD 895 Clinical Fellowship (Variable credit 1-9 credit hours)

This course may be repeated. For doctoral students who are completing their  
clinical fellowship via academic registrations.

CSCD 964 Pre-candidacy study (Variable Credit 1-6 credit hours)

May be repeated. This registration may be used for students preparing for their  
prospectus or qualifying exams; most commonly for prospectus preparation. It is  
preferred that students register for independent studies during qualifying exam  
preparation, however this registration may be used in cases where students are  
preparing to retake their qualifying exams or when preparation for qualifying  
exams is the only activity undertaken.

CSCD 969 Dissertation Variable credit, (1-9 credit hours)

Students may enroll for dissertation credit after qualifying for candidacy.

## **APPENDIX C – COURSES FROM OTHER DEPARTMENTS THAT CAN MEET OUR REQUIREMENTS**

### Statistics:

#### Basic Sequence

PSYC 860 & 861

EDUC 665, 856

STAT 800 & 801

#### Advanced

PSYC 878, 879

STAT 656, 617, 831, 613, 620

EDUC 812, 826, 850, 858, 872 874, 876

SOCI 625

### Research Design

PSYC 809

EDUC 691, 862

CGSC 620

### Instrumentation

PSYC653

CIEG 675

# APPENDIX D – FORM 1 – MEMO CERTIFYING THAT DOCTORAL STUDENT IS ELIGIBLE TO SIT FOR QUALIFYING EXAMS

Student Name \_\_\_\_\_

## Research & Ethics Training (CSCD 815/816) is Completed

\_\_\_\_\_ Completed or scheduled. Documentation is attached once completed.

## Predissertation Project

\_\_\_\_\_ Satisfactorily Completed. Project is attached.

## English Proficiency and Language Requirements

\_\_\_\_\_ Student is proficient in spoken and written English

## Research Roundtable

\_\_\_\_\_ Attendance at Research Roundtable is satisfactory to date.

## Plan of Study

\_\_\_\_\_ Completed all coursework listed on the Plan of Study for prior to qualify exams

\_\_\_\_\_ Completed most coursework on the POS. Remaining course list is attached.

## Residency

\_\_\_\_\_ 2 continuous years of residency is met

\_\_\_\_\_ Not yet met. Plan is attached.

## Teaching Competence

\_\_\_\_\_ Completed. Summary of completion is attached.

\_\_\_\_\_ Not yet completed. Plan is attached.

## Clinical Competence

\_\_\_\_\_ Student has clinical credentials: license/CCC# \_\_\_\_\_

\_\_\_\_\_ Student completed/plans to complete Clinical Fellowship. Plan is attached.

\_\_\_\_\_ Student has provided a satisfactory rationale for why they do not need clinical credentials for their professional goals (attached).

We certify that the student has meet the above requirements and is eligible to sit the qualifying exams and agree to the following schedule for the exam.

Questions will be provided to the student on \_\_\_\_\_ (date/time).

Student will return questions on \_\_\_\_\_ (date/time).

The oral exam will be completed at \_\_\_\_\_ (date/time) at \_\_\_\_\_ (location)

Student \_\_\_\_\_

Major Advisor \_\_\_\_\_

Qualifying Exam Committee Member Other \_\_\_\_\_

*This serves as documentation that the student has met non-registered requirements or that they must be completed prior to scheduling the thesis defense.*

# APPENDIX D – FORM 2 – MEMO CERTIFYING THE RESULT OF QUALIFYING EXAMS

Student Name \_\_\_\_\_

## PASS

\_\_\_\_\_ Student has passed their qualifying exams unconditionally

\_\_\_\_\_ Student has passed their qualifying exams with minor revisions requested.

Revisions to be submitted are described in the attached document. The student's response is required by \_\_\_\_\_.

Revisions were successfully addressed (pass)

Advisor initials \_\_\_\_\_

Committee 1 \_\_\_\_\_

Committee 2 \_\_\_\_\_

Committee Other \_\_\_\_\_

## CONDITIONAL PASS

\_\_\_\_\_ Student has passed their qualifying exams conditionally. The deficits that must be corrected are described in the attached document. The student's response to these deficits is required by \_\_\_\_\_

Deficits were successfully addressed (pass)

Advisor initials \_\_\_\_\_

Committee Member 1 \_\_\_\_\_

Committee Member 2 \_\_\_\_\_

Committee Member Other \_\_\_\_\_

## FAIL

\_\_\_\_\_ Student has failed their qualifying exams. The remediation plan is attached. The earliest that the student may retake the exam is \_\_\_\_\_.

Student \_\_\_\_\_

Major Advisor \_\_\_\_\_

Qualifying Exam Committee Member Other \_\_\_\_\_

**APPENDIX D – FORM 3 – MEMO CERTIFYING THAT DOCTORAL CANDIDATE IS ELIGIBLE TO SCHEDULE THESIS DEFENSE**

**Student Name** \_\_\_\_\_

**CSCD 815/816**

\_\_\_\_\_ Completed

**CSCD 964: Pre-candidacy study (prospectus)**

\_\_\_\_\_ Completed

**CSCD 969: Dissertation**

\_\_\_\_\_ Enrollment satisfied

**Research Roundtable**

\_\_\_\_\_ Attendance at Research Roundtable is satisfactory.

**Plan of Study**

\_\_\_\_\_ Completed all coursework remaining after qualifying exams

**Residency**

\_\_\_\_\_ 2 continuous years of residency is met

**Teaching Competence**

\_\_\_\_\_ Completed. Summary of completion is attached.

**Research Ethics**

\_\_\_\_\_ Appropriate Ethics Approval for Dissertation was obtained (HSO/IACUC)

**Clinical Competence**

\_\_\_\_\_ Student has clinical credentials: license/CCC# \_\_\_\_\_

\_\_\_\_\_ Student has provided a satisfactory rationale for why they do not need clinical credentials for their professional goals (attached).

We certify that the student has meet the above requirements and is eligible to schedule a thesis defense. We agree to the following schedule for the exam.

Student will circulate thesis to committee on or before \_\_\_\_\_ (date/time).

The defense will be completed at \_\_\_\_\_ (date/time) at \_\_\_\_\_ (location)

Student \_\_\_\_\_

Major Advisor \_\_\_\_\_

Thesis Exam Committee Member 1 \_\_\_\_\_

Thesis Exam Committee Member 2 \_\_\_\_\_

Thesis Exam Committee Member Other \_\_\_\_\_

*This serves as documentation that the student has met all non-registered requirements.*