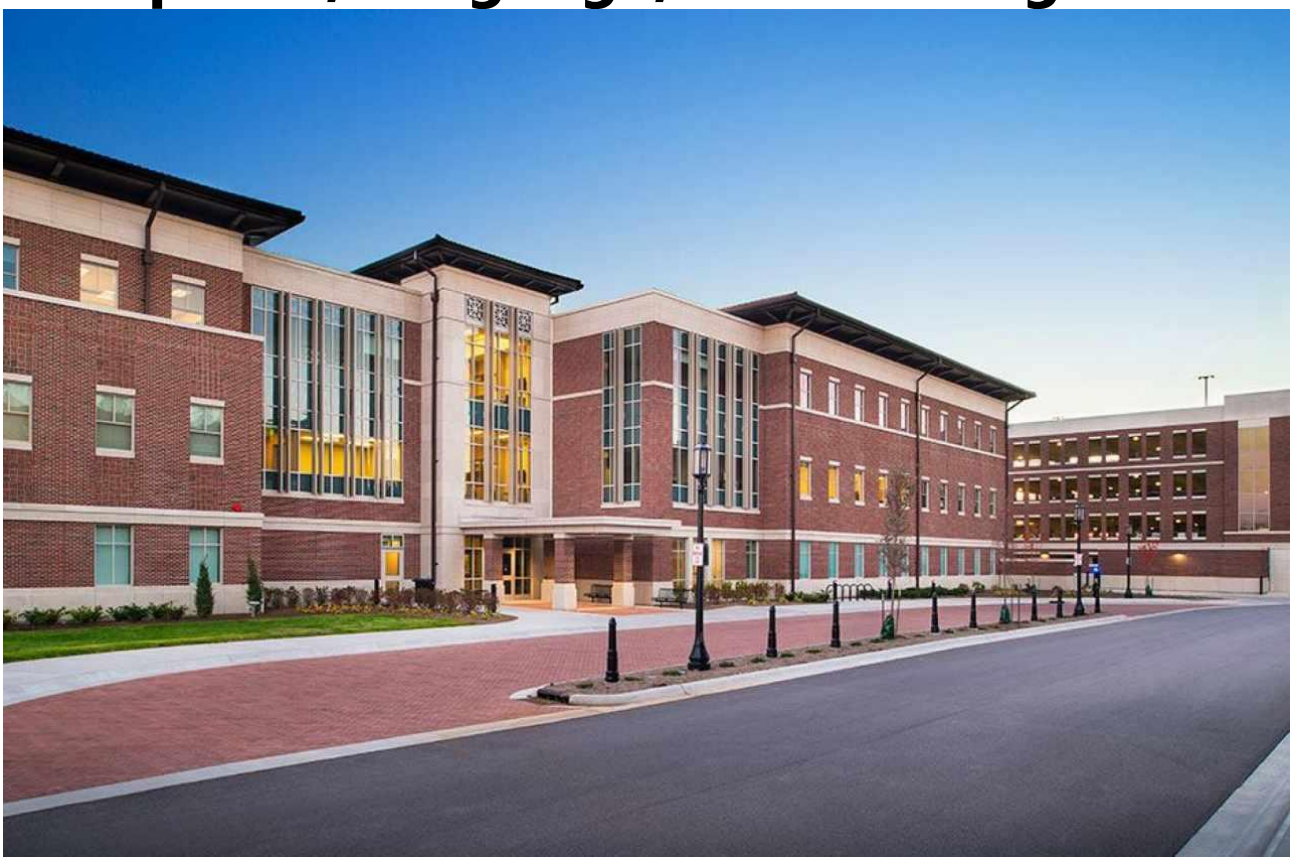
PURDUE
UNIVERSITY

Ph.D. GRADUATE HANDBOOK

2022-2023

Department of Speech, Language, and Hearing Sciences



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INTRODUCTION

This handbook has been written as a reference for students and their faculty advisors. It provides a general description of the Doctor of Philosophy program in Speech, Language, and Hearing Sciences (SLHS) at Purdue University. It contains information about departmental policies, procedures, practices, and regulations that are most often needed by students. It is not an exhaustive collection of all policies of Purdue University. Students should also study the current *Graduate School Bulletin*, the current *Graduate Student Handbook* (a pamphlet prepared by the Graduate School which applies to graduate students in all departments), the current *University Regulations* (a reference book for students, staff, and faculty), and similar university and Graduate School publications. Dual degree students in the clinical programs (M.S.-SLP or Au.D.) should also refer to the appropriate handbooks for those programs.

Please consult with the Graduate Program Chair or other appropriate staff or faculty members if you have questions about any of the information in this handbook. If you feel that you have a legitimate reason to justify the waiving of a particular policy described in this document, a written petition may be submitted to your advisory committee for consideration. Proof of approved changes should be submitted to the Graduate Secretary.

A BRIEF HISTORY OF THE DEPARTMENT

The program in speech-language pathology at Purdue University began in 1935, when Professor M. D. Steer joined the faculty. Its primary function at that time was to provide remedial services to those university students who had speech language disorders. A year later, an undergraduate academic training program was started. The graduate program began in 1940. In its earlier years, the program was a part of the Department of English. In 1947, the program was assigned to the Department of Speech. In that same year, a formal academic offering in audiology was introduced. The first doctoral degree was granted in 1948. The SLHS program became a separate department in 1963. In 1971, the program was one of the first in the country to achieve accreditation in both speech language pathology and audiology from the Educational Standards Board of the American Speech-Language-Hearing Association. The program has experienced continual growth with the addition of the Doctorate of Audiology (Au.D.) program in 2003. On July 1, 2010, the SLHS department joined with other Purdue University Departments to form the College of Health and Human Sciences. The department has a long record of significant contributions to research and professional education and continues to be one of the top-ranked graduate programs in the country.

THE ORGANIZATIONAL STRUCTURE OF THE DEPARTMENT

The Department of Speech, Language, and Hearing Sciences offers undergraduate coursework in communication sciences and disorders and linguistics, and graduate work leading to the Master of Science (M.S.), the Doctor of Audiology (Au.D.), and the Doctor of Philosophy (Ph.D.) degrees. Each program maintains a separate Graduate Handbook with information for students and advisors.

Our department head reports directly to the Dean of the College of Health and Human Sciences. All graduate programs are administered through the Graduate School.

The SLHS Chair of the Graduate Program is the administrator responsible for matters pertaining to graduate study and serves as chair of the SLHS graduate committee. Departmental graduate policies

are developed and monitored by the graduate committee. The graduate committee also has responsibility for graduate student admissions. The department head appoints the faculty members of the graduate committee and its chair.

The SLHS faculty meets regularly to discuss and vote on department policies. The SLHS doctoral students elect a representative to attend faculty meetings, to convey student opinions during discussions, and to report back to the graduate students.

IMPORTANT CONTACTS

In addition to your major advisor, there are a number of departmental faculty and staff who are committed to supporting your progress in the program, and who may offer helpful advice and support along the way. Several of these contacts are listed below.

Questions concerning feedback and input on your academic and research progress should typically first be directed towards your major advisor before contacting one of the individuals below. The Graduate Studies Secretary and Director of Graduate Studies would be your first points of contact after your advisor. Our graduate school also provides many resources to support your ongoing professional and personal development.

SLHS Department Head:
Preeti Sivasankar, Ph.D., CCC-SLP — preeti@purdue.edu

SLHS Director of Graduate Studies
Beth Strickland, Ph.D., CCC-A. — estrick@purdue.edu

SLHS Graduate Studies Secretary
Vicki Black — LYLE 3048-C
slhsgradsec@purdue.edu (765) 494-3786

Purdue Graduate School — YONG 170 (765) 494-2600
https://www.purdue.edu/gradschool

OVERVIEW OF PROGRAM OBJECTIVES

The doctor of philosophy is the highest earned degree conferred by Purdue University. A rigorous academic and research oriented program of study is required to complete this degree. Each Ph.D. student follows an individualized program, which includes coursework, seminars, directed studies, and research projects. The emphasis of the Ph.D. program is research training. The Ph.D. student is required to complete a dissertation, which is a scholarly work designed to reflect the student's ability to conduct independent original research. Our department has designed a course of study that includes a number of activities designed to meet several goals which also align with objective tied to our Strategic plan, outlined here: https://www.purdue.edu/hhs/slhs/about/documents/2021-2026%20SLHS%20Strategic%20Plan_Public_Final.pdf

The table on the following page is designed to provide a high-level overview of the program's objectives and specific requirements that are designed to support your achievement of those goals. Each requirement is described, in detail, in the following sections of the handbook.

Ph.D. Degree Goals and Activities

Goals	Required Activities	Milestones	Reporting
Objective 1: To foster and promote multidisciplinary research experiences for PhD students that help develop critical thinking skills and mastery of the tools/techniques necessary for innovative research and successful dissemination of the work			
Develop Ph.D. Committee	Work with primary mentor to identify advisory committee of at least 4 members	Develop committee in the first year of the program Plan of study draft is due before the start of year 2	Plan of Study
Multidisciplinary Research	Two preliminary projects, one in a lab outside of the primary advisor's lab	Preliminary project 1: Year 1 Preliminary project 2 (in outside lab): Year 2	Describe projects on annual review form Develop outcomes for each project, documented in writing
Critical Thinking Skills	Take 4 600-level seminar courses, at least two in the department	Completion of coursework by end of year 3	Plan of Study
Coursework in Topics Related to Research	Take coursework inside and outside of the department to foster strong understanding of your field of study	Completion of coursework by end of year 3	Plan of Study
Specialty Area Outside of Department	Choose a related area of study outside SLHS and obtain 9 credit hours in that area	Completion of coursework by end of year 3	Plan of Study
Statistical Coursework	Take 1 course in statistical methods and 1 course in experimental design	Completion by the end of year 2	Plan of Study
Proseminar Attendance	Register for proseminar course each semester	Ongoing throughout Ph.D. program	Proseminar attendance via the instructor

	Attend at least 1 seminar on campus per week, with a focus on the Department's weekly Seminar		
Dissemination	(a) Take the manuscript writing course (b) Publish at least 1 manuscript (most likely from preliminary project 1)	(a) In year 2, once the data from the 1st preliminary project is available (b) Before defending dissertation	Plan of Study List presentations and publications on annual review form
Objective 2: To provide PhD students with experience in the preparation of career-appropriate research grant proposals aimed at external agencies.			
Coursework	Take Grant Writing Course	In the third year, once you have clear idea for your dissertation study	Plan of Study
Grant Submission	Submit one research grant to an internal or external funding source	Can be completed at any point during the Ph.D. program, but may be best after the grant writing course	List grants submitted and awarded on annual review form
Objective 3: To enhance effective teaching by PhD students via supervised opportunities as guest lecturers and/or course instructors.			
Mentored Teaching	Complete one mentored teaching experience of at least 4 weeks.	Can be completed at any point during the Ph.D. program	Submission of short statement by teaching mentor Description of teaching experience on annual review form
Objective 4: To foster an encouraging, supportive, collaborative, and inclusive environment for PhD students to thrive as members of the broader academic community.			
DEI activities	Participate in at least one activity focused on DEI issues per year	Once per year	Describe activities on the annual review form

Objective 5: To integrate and enrich PhD curriculum to provide effective and efficient training and mentoring.			
Mentoring	Completion of an IDP with primary advisor	Once per year, by the end of the second week of the fall semester	Indicate on the annual review form that the IDP was completed
Research Ethics	Complete 1 course in research ethics	Completion of coursework by end of year 3	Plan of Study
Professional Development	Register for professional development each semester Attend professional development sessions (4 per semester)	Ongoing throughout the Ph.D. program	Attendance via the instructor
Open Science Familiarity	Attend at least one session per year focused on a topic related to open science	Once per year	Describe training and activities on the annual review form
Examinations			
Complete preliminary examination	Requires a written and oral component and should encompass both preliminary projects	Before the end of the third year	Indicate completion on the annual review form
Complete dissertation proposal	Requires a written and oral component	Before the end of the fourth year	Indicate completion on the annual review form
Complete dissertation defense	Requires a written and oral component	Before the end of the fifth year	Graduation

THE PH.D. ADVISORY COMMITTEE

Before entering the program, the student will be assigned a Major Professor or co-Major Professor. The Major Professor(s) should be tenured/tenure-track, and should represent the student's major area(s) of research. The Major Professor (or at least one of the co-Major Professors) must have an appointment in the Department of Speech, Language, and Hearing Sciences (SLHS).

Each student will choose the rest of the Advisory Committee, in consultation with the Major Professor(s). The Advisory Committee should contain at least four members, and should represent diverse research expertise. The committee should include at least two members with appointments in SLHS (including the Major Professor, or one of the co-Major Professors) and one member with an appointment in a department other than SLHS.

The student may change Major Professors. If a change is made, the student should identify a new Major Professor as soon as possible, but at the latest before the end of the following semester.

Counseling, Career Planning, and Assistance

1) Counseling and psychological services (CAPS), 494-6995, offers assistance with personal or academic issues (https://www.purdue.edu/caps/).
2) Disability Resource Center, 494-1247, offers assistance with academic issues which require accommodations (http://www.purdue.edu/drc/).
3) Purdue Counseling & Guidance Center, 494-9738, offers help with career planning and interpersonal relationships. They are open during the academic year, not summer (http://www.edst.purdue.edu/counseling_psychology/PCGC.html).
4) Student Health Center, 494-1700, offers outpatient medical services for physical ailments and mental health consultation and coordinates treatment programs with hometown physicians (https://www.purdue.edu/push/).
5) Center for Career Opportunities (CCO), 494-3981, offers assistance with job placement (https://www.cco.purdue.edu/).
6) Graduate School Ombuds Program (https://www.purdue.edu/gradschool/student/oga/ombuds.html)

COURSE REQUIREMENTS

I. Duration of Study

Note: In this document, unless specified, years in the doctoral program refers to the time the student is pursuing the Ph.D. degree but may not encompass all of the years the student is in the graduate program. For example, students pursuing a dual clinical-Ph.D. degree will be in the graduate program (completing clinical component of the degree) for several years before pursuing the Ph.D. degree.

Most Ph.D. students will require at least two to four years to finish the Ph.D. following a Master's or Au.D. degree. Ninety (90) credits are required for the Ph.D. in total. This reflects sixty (60) credits after Master's or Au.D degree. When they have finished the coursework listed on their Plan of Study, which usually takes about two years, and satisfied the department's pre-dissertation research requirements, they become eligible to take the written and oral preliminary examination. The dissertation will usually require one to two years beyond the preliminary examination.

The maximum elapsed time for completion of the Ph.D. from admission into the Ph.D. program to the final oral defense of the dissertation shall be no more than eight consecutive calendar years. Extensions to this time limitation may be granted by the Graduate Chair of the Department of Speech, Language, and Hearing Sciences in consultation with the Dean of the Graduate School and/or the University Graduate Council. To seek an extension, students must submit a justification of the need for an extension, with a clear timeline for degree completion to the Graduate Committee. Extensions will only be considered upon the recommendation of the student's advisory committee. In such instances there may be a requirement to obtain re-approval of the Plan of Study and/or to retake the preliminary examination.

Timelines are provided in this document to guide students and advisors in developing a plan for the student's graduate program.

II. Credit Hour Enrollment for Graduate Staff Appointments

Students who hold any graduate staff (teaching or research) appointment must be enrolled for a minimum of 3 credits during every semester in which they are employed. Students also must adhere to the following maximum number of credit hours taken at one time during a semester:

No appointment	0.25 FTE	0.50 FTE	0.75 FTE	1.00 FTE
18 hrs.	15 hrs.	12 hrs.	9 hrs.	6 hrs.

Students who hold a position as a residence hall counselor are limited to 16 credit hours taken at one time during a semester.

III. Enrollment Requirements

The Graduate School requires a total of 90 credit hours beyond the bachelor's degree. Thirty of these hours can come from a master's degree or Au.D. from an accredited university. One third of the 90 hours must be obtained while the student is officially in residency on campus as a doctoral student. All 69900 (thesis) credits are included in this total of 90.

IV. Transfer of Credits to the Purdue SLHS Graduate Program

A maximum of 12 graduate credits taken at Purdue, prior to beginning a graduate program, may be counted toward a graduate degree. Taking of courses for graduate credit as an undergraduate or non-degree student neither ensures admission to graduate study nor ensures acceptance of the acquired graduate credits on the Plan of Study (POS).

V. Required Coursework:

1. **Statistics & Methodology:** All doctoral students are required to complete advanced work in statistics through the equivalent of PSYC 60100. One course in statistical methods and one course in experimental design are required at minimum. Several potential routes for completion of statistical requirements are available. The Advanced Methods at Purdue Center maintains a list of behavioral statistical methods courses offered on campus (https://www.purdue.edu/amap/curriculum/index.php). Some example courses are listed below.

   HDFS 61300: Quantitative Methods I: Inferential Statistics and ANOVA
   HDFS 61500: Research Methods in Child and Family Study
   HDFS 62700: Multilevel Modeling in Developmental and Family Research
   HDFS 62800: Structural Equation Modeling
   PSY 60600: ANOVA for the Behavioral Sciences
   STAT 50300: Statistical Methods for Biology
   STAT 51100: Statistical Methods

   If students prefer to take a different set of courses to fulfill this requirement, a request for approval should be submitted to their advisory committee. If the advisory committee is not yet formed, a request for approval should be submitted to the Graduate Committee for approval. Proof of approval for the course(s) should be provided to the Graduate Secretary. The request must indicate the material covered in the courses along with a justification for the substitution. Inclusion of the syllabi for the courses to be substituted would help in evaluating their acceptability. These requests will only be considered when endorsed by the student's major professor. Because knowledge of the content of these courses is necessary to the understanding of research design and the reading of research articles, doctoral students are expected to complete these two courses in their first year of doctoral study.

2. **Pro-seminar:** All students are required to take a Proseminar (1 credit) every semester they are in residence at the University. The student and major professor will discuss what combination of seminar series in and outside of SLHS the student will attend. The student must attend on average one seminar meeting per week at minimum. The student is encouraged to attend the Proseminar in the department and to choose seminars broadly in scope and topic. Students must attend all departmental Proseminars that cover professional issues and responsible conduct of research topics, as per the training grant requirements. Students will present a minimum of two completed research projects at the Proseminar during the course of their program. Students are encouraged to present these projects at other Seminars on campus as well.

3. **Writing:** All students are required to take the two-semester writing sequence. The first course in the sequence focuses on basic scientific writing and manuscript preparation. The student should take this course once they have the data from their first preliminary project and are ready to develop a manuscript based on those data. In addition to feedback and guidance provided by the course instructor, major professors provide their field-specific expertise and guidance on manuscript drafts throughout the course.

To demonstrate successful development of skills in manuscript writing, students are required to have at least one peer-reviewed paper accepted, in press, or published in a scholarly, peer-reviewed journal before they will be eligible to schedule their dissertation defense. Manuscripts can be developed from any of the projects that a student has been involved in, but the first preliminary project may make the most sense for addressing this requirement.

The second course in the writing sequence focuses on grantsmanship and grant writing. Students should take this course once they have enough information about their dissertation plan (or other research plan) on which the grant will be based. Generally, this course is taken in the third or fourth year. In addition to feedback and guidance provided by the course instructor, major professors provide their field-specific expertise and guidance on manuscript drafts throughout the course.

To demonstrate successful application of skills in grant writing, students must also submit at least 1 research grant proposal. This proposal could be to an internal or external mechanism. Support mechanisms can include (but are not limited to): NIH F31 / F32; NSF Graduate Fellowship; ASHA Foundation, Ford Foundation, or other foundation grant; CAPCSD grant; Acoustical Society Raymond H. Stetson Scholarship; Bilsland Fellowship; Lion's Club support; or Ringel support. Submission of travel grants and participating in grant proposal process for faculty-led grants are additionally encouraged, but do not meet this requirement. This requirement can be met at any point during a student's Ph.D. program but may make the most sense after the grant writing course.

4. All students are required to take at least four 600-level courses of 2 credits or more each. Students are encouraged to take broad seminar courses which will expand the breadth of their knowledge, not just seminars closely focused on their area of research. Two of these courses must be taken within the SLHS department. Students are strongly encouraged to take one SLHS 600-level seminar in their first and second years of the program, even if the topic is outside their major area. A broad understanding of speech, language, and hearing sciences is critical for the student's career. The other two courses can be taken within the department or outside the department. Seminars in the student's related area may apply to this requirement.

5. All students are required to take a research ethics course.

6. All courses listed in the Ph.D. Plan of Study in the primary area (SLHS courses) must be at the 50000 or 60000 level.

7. Doctoral students must include a related area of study (for example, Linguistics, Neuroscience, Kinesiology, Gerontology). The related area must be outside of the SLHS department. This area must be represented by one member of the advisory committee on the plan of study. The minimum number of required credits in the outside related area is 9 hours. In this outside related area, it may be appropriate to list courses at the 400-level or lower, but courses at the 400-level or lower cannot exceed six credit hours on the plan of study. Outside areas do not need to be defined by departments. In other words, an outside area may include coursework from more than one department.

8. SLHS 69900 (Research Ph.D. thesis) should be reserved for use by doctoral students who are engaged in dissertation research, and who have successfully completed (or are close to completing) their preliminary examinations/projects. SLHS 69000 (Directed Study of Special Problems), can cover a wide variety of needs for doctoral level students and should be used for Preliminary projects.

VI. Performance Standards

A grade point average (GPA) of 3.0 is considered the minimum level of academic performance for all SLHS graduate students. At the end of every semester, the graduate committee reviews the record of each student. Students with cumulative or semester GPAs below the minimum level are fully evaluated and decisions are made regarding their continuation in the program. Students must achieve a grade of C or better in each course they plan to count toward the Plan of Study (POS).

VII. Preparing the Plan of Study Electronically

Each graduate student admitted to a degree program must file a Plan of Study (POS). A formal Plan of Study should be created as early as feasible in the student's career because it guides a student's academic degree progress, but no later than by the end of the first year of the doctoral program. A Plan of Study is an academic contract between a student, the faculty members of the advisory committee, and the Graduate School. All departmental and Graduate School policies related to the filing of a Plan of Study must be adhered to explicitly.

Students will file their plan of study electronically. Access to the electronic Plan of Study Generator (POSG) is via the myPurdue portal on the main page of the Purdue University website. The link for the Plan of Study Generator (POSG) is located under the Academic link. The Graduate School provides access to the POSG. Once you are in the Academic tab, click on the POSG link. A *new* browser window will open with the Graduate School links available to you.

To begin your plan of study, click on the Plan of Study Generator link, and then click on "Create new plan of study" link. Once in the POSG, refer to the Help buttons located on each page to assist you in using the electronic POSG. You do not need to complete the entire form in one sitting; you may save your plan of study and return to it later. You **may not bookmark** any pages within the Graduate School link. To return to the POSG, you must login to myPurdue.

When you have completed your plan of study and feel it is ready for review by your advisory committee, submit your plan as a Draft. Each plan of study must first be submitted as a Draft before you can submit your plan as a Final. While your plan is in Draft status, review the information with your advisory committee and your departmental coordinator to ensure that it satisfies department and Graduate School policies. Use your draft as a basis to discuss your academic and research goals with your advisory committee members.

Once your entire committee has verbally accepted your plan of study, return to the POSG and submit your plan as "Final." The plan of study form will be electronically routed, reviewed and, if approved, signed by your departmental coordinator, your advisory committee, and the Graduate School.

You may check the status of your plan at any time by returning to the POSG and clicking on the Display Submitted Plan of Study link. Once the Graduate School has approved your plan of study, you should check it every semester to monitor your academic degree progress.

VIII. Alteration of the Plan of Study (POS)

Occasionally students find it necessary to change some aspect of their POS. For example, a student may be unable to enroll in a course listed on the POS because of a schedule conflict or course cancellation. In other cases, the student's program emphasis or professional interests may change. In this case, some of the listed courses are no longer appropriate. Sometimes, it may be necessary to change the members of the advisory committee. To make changes to the Plan of Study, follow the

instructions on the POSG. Such changes must have the approval of all members of the student's advisory committee.

The form is signed by the student, the graduate program secretary, the major professor(s), and a representative of the Head of the Department. It is then transmitted to the Graduate School for approval and filing. Each term the Graduate School announces the deadline date after which no changes in the POS can be made if the student is to receive a graduate degree in that term.

IX. Restrictions to Courses Included on the Plan of Study (POS)

Graduate students are not permitted to list courses taken on a pass/no pass (pass/fail) basis on their POS. It is a firm university policy that pass/no pass grades are not acceptable in fulfilling degree requirements. Courses listed on the POS in the primary area (SLHS courses) should be at the 50000 or 60000 level.

Courses at the 400-level or lower cannot exceed six credit hours on the Plan of Study. Courses cannot have been taken while the student was an undergraduate even if they are "certified undergraduate excess" hours. Courses taken at the 10000 or 20000 level may not appear on the POS.

PRELIMINARY PROJECTS AND EXAMINATION

I. Projects

All Ph.D. students must be involved in research experience prior to the initiation of the dissertation research. It is expected that the student will register for credit in SLHS 69000 (Directed Study of Special Problems) for those semesters in which the student is doing the research. These enrollments should appear on the student's Ph.D. program.

Each student is required to complete two major preliminary research projects:

1. One project will be started, typically in the first year, with the major professor
2. A second project will be started, typically in the second year, with a member or members of the committee.

The two projects can be co-supervised by other faculty members to enhance interdisciplinary research experiences. One of the projects must culminate, at a minimum, with a presentation by the student in the Proseminar and a written product in a format that is suitable for a submission for publication. Ideally, the first preliminary project will lead to a peer-reviewed publication, and the data from the first project will be used in the manuscript preparation course during the student's second year. The second project can result either in a traditional presentation / manuscript or meet pre-specified goals that support student's training needs.

For all preliminary projects, the activities and goals will be outlined at the outset of the rotation through a written agreement between the student, faculty advisor, and rotation supervisor (if not the faculty advisor). At minimum, the completion of the preliminary projects should demonstrate the following:

(1) Familiarity and ability to critically evaluate the relevant scientific literature
(2) Expertise in a methodology
(3) Evidence of creative contribution

Examples of acceptable preliminary project goals include (but are not limited to):

- Learning a new analytic technique and demonstrating mastery of the skill with a pre-existing dataset, or pilot data.
- Gaining experience with a new population through supporting an ongoing project and receiving training in data collection methods with this target population.
- Learning a new method and demonstrating facility with that method through designing / developing an experiment and pilot data collection

The student's advisory committee shall determine the specifics of how students will satisfy the requirements of the preliminary projects. It is the task of the advisory committee to ensure that each student has appropriate preparation in related areas and that the preliminary exam experience includes this material as appropriate. For example, related areas might be single-subject designs, signal processing, or other skill areas that the student has acquired though coursework, independent studies, or laboratory experiences.

II. The Ph.D. Preliminary Examination

Graduate School regulations charge the faculty with responsibility for determining the readiness of a student to be admitted into candidacy for the Ph.D. In making a judgment regarding the student's matriculation into candidacy, the advisory committee might consider such things as the student's

readiness to conduct research, knowledge base, ability to integrate information, clarity of written and oral expression, and innovative application of information from diverse bodies of knowledge. One means of determining candidacy is the preliminary examination, an important purpose of which is to ascertain whether the student is prepared to undertake independent research for the dissertation.

Thus, the preliminary examination is scheduled after the student has met the following criteria:
1. Has filed a Plan of Study
2. Has satisfactorily completed most of the coursework on the Plan of Study (3.0 average or better)
3. Has completed the Preliminary Projects

The major professor and members of the advisory committee in consultation with the student will determine the nature, content, and format of the preliminary examination. The committee could consider the student's chosen area(s) of research in planning the preliminary examination. Since the Ph.D. is an individualized program of study, it is understood that there is not a standard method of examining that applies to all doctoral students in the department. The advisory committee has the ultimate responsibility for determining the nature and design of the preliminary examination. The committee, with the approval of the student, may request one or more non-committee faculty members to participate in the examination of the student.

In general, the preliminary exam consists of two components: written and oral.

1. The written component should consist of a description of the research projects. Each student should provide a written description of their research projects to the committee which includes background, purpose, methods, results, and interpretation. Ideally, one or both of these would be manuscripts submitted for publication. It is up to the advisory committee to determine the nature and scope of the written component.
2. The oral component should consist of an oral examination of the student's knowledge in areas deemed by the advisory committee to be important to candidacy. Students may provide a brief presentation about each research project and then take questions. Alternatively, the oral defense can be a question and answer period. It is up to the advisory committee to determine the nature and scope of the oral component.

The preliminary exam should include a defense of the work completed on the two preliminary projects and the student's preparation in related areas. In other words, the purpose of the preliminary exam is to discover whether the student is ready to enter candidacy for the doctoral degree, and thus should not consist solely of a "narrow" defense of the two research projects.

After all of the written portions have been completed, the oral portion of the preliminary examination is scheduled. Three weeks prior to the date for the oral examination, the student should request a Request for Examining Committee Form (Graduate School Form 8) from the graduate secretary by providing the following information to the graduate secretary: Date of exam, committee member names, title of thesis, location and time. The graduate secretary will send the request to the Graduate School and after it has been approved there, an electronic Report of Preliminary Examination Form (Graduate School Form 10) is provided to the advisory committee for reporting the results of the preliminary examination. Written portions of the preliminary exam must be provided to the advisory committee at least two weeks before the oral examination.

In addition to reporting the results of the preliminary examination to the student and to the Graduate School, the Report of the Preliminary Examination Form includes appropriate recommendations for the student's admission to candidacy, continued preparatory study, or discontinuation. If the report is

unfavorable, the student may be allowed to repeat the examination after the lapse of at least one semester if the examining (advisory) committee so recommends.

Should the preliminary examination be failed twice, the student may not be given a third examination, except upon the recommendation of the examining (advisory) committee and with special approval by the Graduate Council.

Before successfully completing the preliminary examination, the student in a Ph.D. program is referred to as a doctoral student. After successfully completing the preliminary examination, the student in a Ph.D. program is said to be admitted to candidacy and referred to as a doctoral candidate.

DISSERTATION

The major professor serves as the director of the dissertation and guides the student through its completion. Each and every semester that the student is working on the dissertation study, the student must register for SLHS 69900 (Research: Ph.D. Thesis).

Relatively early in the planning stages of the dissertation study, the student will meet with the full advisory committee for approval of the proposed research. The usual practice is for the student to have written a formal research proposal prior to this committee meeting. The proposal may include a review of the literature, a statement of the research problem, and a description of the experimental methodology and the statistical analysis to be done. Any subsequent changes in the design of the study must have the approval of the student's advisory committee members.

University requirements for preparation, deadlines, format, etc. can be found at the Thesis and Dissertation Office of the Graduate School.

After the research and the writing of the dissertation have been completed, the student must satisfactorily pass an oral defense of the research in front of the full advisory committee. Students may provide a brief presentation about each research project and then take questions. Alternatively, the oral defense can be a question and answer period. It is up to the advisory committee to determine the nature and scope of the oral defense. Three weeks prior to the date on which the oral defense is to be held, the student should request a Request for Examining Committee Form (Graduate School Form 8) from the graduate secretary by providing the following information to the graduate secretary: Date of exam, committee member names, title of thesis, location and time. The graduate secretary will send the request to the Graduate School and after it has been approved there, an electronic Report of Final Examination Form (Graduate School Form 11) is provided to the advisory committee for reporting the results of the final examination. The final written form of the dissertation must be provided to the advisory committee at least two weeks before the oral defense of the dissertation.

The graduate school will send all of the required paperwork for the thesis defense electronically.

In addition to reporting the results of the oral defense to the candidate, the advisory committee reports the results to the Graduate School, using the Report of Final Examination Form (Graduate School Form 11).

A student must achieve a minimum grade point average or index of 3.0 on a 4-point scale over coursework on the Plan of Study (including statistics) before being permitted to hold the oral defense.

A minimum of two academic semesters (summer school is excluded) must occur between completion of the preliminary examinations and the oral defense of the dissertation research.

Graduate students are required to complete the appropriate exit survey(s) before they can receive their dissertation deposit receipt and/or graduate. For doctoral degree candidates, the appropriate surveys are: (1) the Survey of Earned Doctorates and (2) the Purdue University Graduate School Doctoral Candidate Exit Questionnaire.

TEACHING EXPERIENCE

All doctoral students are required to complete a mentored teaching experience. Advisors will help students determine what that experience will be. To meet this requirement, the *minimum* experience would be the student teaching at least three weeks of one course at the undergraduate or graduate level. The teaching experience should be supervised by the faculty member who regularly teaches that course. At the other end of the continuum, the student could meet this requirement by planning and teaching an entire course while being mentored by his/her advisor or another faculty member. The PhD student should develop their plans for teaching mentorship with the Ph.D. advisor and in conjunction with the instructor of record (if different). The critical component of mentorship is that the PhD advisor should support the student in developing a mentored teaching experience, which may or may not be coordinated with a separate instructor of record.

The department expects that students will engage in experiences beyond simple grading and administrative tasks in a course. The mentored teaching experience should involve opportunities to build skills that will support the student's ability to design and deliver their own courses in the future. Examples of such activities include: developing/refining course materials, delivering instruction, and developing assessments

To formally document this experience, in the semester when students are completing their mentored teaching experience, students will enroll in a 1-credit reading course (e.g. SLHS 59000) with the instructor of record that documents their participation in this activity. On completion of the requirement, the teaching mentor will provide to the department a short, written statement (accompanying the student's annual report documenting what was involved in the teaching experience, such as the topic and the type of activities the student engaged in the course and what aspects of the course they prepared/delivered.

As a part of the mentored teaching experience, doctoral students should be reviewed by the supervising faculty member and the students in the class. For a short, mentored experience (less than 8 weeks), students should be reviewed at the end of the experience. For a longer experience, students should be reviewed in the middle of the experience and at the end. Informal Feedback forms (see Forms section) can be used to obtain feedback from students for shorter experiences and/or at times in the semester when University reviews are not occurring. Students will include in their annual report an explicit description of whether/how they have satisfied this mentored teaching experience requirement. Students who have not yet satisfied the requirement are encouraged to include prospective goals once they have them. The Faculty Feedback form – Mentored Teaching Experience (see Forms section) can be used to document feedback from the supervising faculty member. The faculty reviews should be turned in to the Graduate Secretary. Student feedback may be summarized either in the faculty review document or by the student in their annual report documentation. Please see the Forms section of this handbook for these forms.

In addition, beyond this mentored experience, we encourage students with strong interests in teaching to continue to develop their own teaching activities through guest lecture experiences, and through workshops provided through the graduate school and Center for Instructional Excellence. Such additional activities may be included in the Annual Review form at the discretion of the student and mentor.

DIVERSITY, EQUITY, AND INCLUSION

The department is strongly committed to fostering diversity, equity, and inclusion in our education, research, training, and clinical service missions, and dismantling practices that perpetuate disparities in our education and healthcare systems. We strongly encourage students to discuss these issues with colleagues and mentors and to engage in communication and education about DEI issues within academia at all levels. Because academic search committees are increasingly requesting that candidates provide documentation of their participation in DEI-related activities, the department strongly encourages students to engage in DEI-related activities throughout their career.

Students are required to participate in at least one activity focused on DEI issues at the departmental, college, or university level each year. Such activities might include attending a talk or workshop or participating in or developing a professionally focused event or outreach activity that supports learning and/or engagement in diversity-related aspects of their research area(s). To better support and recognize students' engagement with DEI-related endeavors, and to better document participation in activities that address these issues, students should record any diversity-related activities in yearly review materials as a separate category on the annual review form.

OPEN SCIENCE

In light of the rapid and significant changes currently under way in terms of what is considered acceptable practice in conducting and publishing research in fields related to SLHS, and cognizant of the wide range of variability across fields, we strongly recommend that Ph.D. students obtain experience with, and education in, open science practices relevant to their particular sub-field(s). By *open science* we refer to the wide variety of methods and practices intended to increase the reliability, precision, and transparency of scientific research. Relevant measures include but are not limited to preregistration of research hypotheses, increased emphasis on and recognition for reproducing prior research findings, guidelines to support greater ethical transparency of data and analytic methods, greater scrutiny of statistical methods and related decisions, and demands for greater openness of journal review and publication processes (including dissemination of preprints).

In order to support this educational goal, the department will commit to presenting at least one Open Science related topic in the Departmental Colloquium Seminar Series and in the Hearing Science Seminar each year. Students will now be expected to attend at least one of these seminars each year. Beyond this minimum, students are strongly encouraged to share their efforts in learning about and conducting Open Science in the Annual Review form under the section titled "Other Activities." Importantly, any activities the students would like to highlight at annual review can be included in the "Other Activities" section, even those unrelated to Open Science.

ANNUAL DEPARTMENTAL REVIEW AND INDIVIDUAL DEVELOPMENT PLANS

I. Annual Review

All doctoral students will be reviewed by the SLHS academic faculty annually. For this review, students must work with their major professor to fill out the Ph.D. Review Document and the Ph.D. Student Feedback Forms. Both forms are due to the Graduate Secretary by November 15 of each year the doctoral student is enrolled in the program. Students completing the dual M.S.-SLP/Ph.D. and Au.D./Ph.D .degrees should complete these review documents even while completing the clinical portions of the degrees. The Ph.D. Review Document does not need to be completed in its entirety each year but should be completed to show both what the student has completed and what the student plans to complete over the next year to year and a half. Highlight in LIGHT GREY any new or changed information from the previous year's submission. Timelines and a

checklist are provided in the handbook to assist students and faculty in determining if the student is on track relative to program requirements.

II. Individual Development Plans (IDPs)

To facilitate a consistency and encouragement for professional development discussions between students and advisors, all students are required to complete an IDP and submit this to their advisor within the first month of the Fall semester on an annual basis. This document will then be reviewed by the student's Major Professor and discussed before the mid-point of the Fall semester, no later than Fall Break. Completion of the IDP document and conversation will be recorded in the Annual Review form each year. An example of an IDP document is provided in the Forms Section of the graduate handbook. The mentor and student may decide to select or design an alternative IDP document format based on mutual discussion and agreement.

STANDARDS OF WRITING PERFORMANCE

I. International Students

For International applicants there are several tests you can take to meet our guidelines for written and spoken English. Many countries are still taking the standard TOEFL exam with the TWE and TSE. Most other countries have available the newer TOEFL iBT or the IELTS. You may take whichever exam is available in your country; we do not have a preference of exams.

International degree-seeking applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL or TOEFL iBT) or International English Language Testing System (IELTS) scores for Purdue University Graduate School admissions. Many departments require the TWE from applicants, since this tool explicitly evaluates writing skills; the TSE gives us a good indication of your skills in spoken English as well.

When applicants take the TOEFL, they must also take the Test of Written English (TWE) and the Test of Spoken English (TSE). A score of 5 or better (on a scale of 1 - 6) is considered adequate for the TWE and a score of 50 is considered adequate for the TSE. When applicants take the TOEFL iBT they must have an overall score or 100, with no single subtest score lower than 22 and a 28 on the speaking section of the test. An applicant may also take the IELTS exam and must receive a 7.5, with no single band score under 7.0, in order to be considered for admission to our program.

Departments frequently also recommend, particularly at the doctoral level, that prospective students, both native and non-native speakers of English, submit samples of scholarly writing (e.g., term paper, master's thesis) with their application packet.

II. Writing Intervention Referral Sources

Resources are available at https://www.purdue.edu/oepp/resources/index.html. In particular, the Purdue Writing Lab, and the Purdue Online Writing Lab, available through the above link, may be helpful resources for writing. The writing lab is able to provide a range of services:

-consultation with individual departments
-writing groups
-individualized instruction

It is very helpful for the writing lab to receive information from the instructor regarding the specific concerns surrounding the student's writing.

SPECIAL ADMISSIONS TO THE DOCTORAL PROGRAM

I. Admission of Purdue M.S.-SLP and Au.D. Students into the Purdue Ph.D. Program after Degree Completion

Students who graduated from the SLHS M.S.-SLP or Au.D. program at Purdue and wish to enter the Purdue Ph.D. program must arrange to have the following documents submitted to the graduate committee, along with the student's departmental file:

1. A letter prepared by the prospective major professor indicating that professor's support of the student, willingness to serve as the student's Ph.D. advisor, and an opinion relative to the initiation or continuation of financial support of the student.
2. A letter from the student indicating their statement of purpose for admission to the Ph.D. program and giving the same information that is normally included in the essay written by persons applying to the SLHS Ph.D. program, including reasons for wanting to pursue Ph.D. study and indicating the faculty member desired as the major professor.
3. Any other information that the graduate student or faculty wish the graduate committee to consider.
4. Proof of completion of the M.S. or Au.D. degree.

M.S.-SLP students who are considering a Ph.D. degree are strongly encouraged to complete a Master's thesis.

II. Admission to the Ph.D. Program if the M.S.-SLP or Au.D. Degree Has Not Been Completed

A student enrolled in the M.S.-SLP or Au.D. program may petition for entrance into the SLHS Ph.D. program before completion of the M.S. or Au.D degree. The student must arrange to have the following documents submitted to the graduate committee, along with the student's departmental file:

1. A letter prepared by the prospective major professor indicating that professor's support of the student, willingness to serve as the student's Ph.D. advisor, and an opinion relative to the initiation or continuation of financial support of the student.
2. A letter from the student indicating their statement of purpose for admission to the Ph.D. program and giving the same information that is normally included in the essay written by persons applying to the SLHS Ph.D. program, including reasons for wanting to pursue Ph.D. study and indicating the faculty member desired as the major professor.
3. A statement of intention to follow a straight research track or a simultaneous MS/CCC and research track, along with a tentative outline showing what courses are to be taken and when.
4. Any other information that the graduate student or faculty wish the graduate committee to consider.

The graduate committee would then act on all available information, giving the student a decision regarding admission.

CHANGE OF STATUS NOTIFICATION

For any number of reasons, students may change their status within the department. It is necessary to formalize some of these changes by sending information to the Graduate School, while others do not require Graduate School notification. In either case, faculty and staff who are involved must be aware of these changes. To make any of the following changes, please contact the graduate program secretary.

-change of name
-change from temporary advisor to advisor (major professor)
-request to change major area
-change of major professor
-withdraw from the program, even if temporarily

GRADUATE STUDENT FUNDING

I. Appointments Administered Through the Department of Speech, Language, and Hearing Sciences

A. Graduate Assistantships

Each fiscal year, the university allocates a sum of money to the department for graduate assistantship appointments. These are generally awarded as half-time appointments. The university establishes the stipend levels. Thus, the amount of allocated funds determines the number of graduate assistantships that can be given each year.

Assistantships constitute payment for services rendered by the graduate student to the department in the form of teaching, clinical supervision, administration, etc. All graduate assistants are assigned specific duties within the department. This may take the form of teaching laboratory sections, assisting a faculty member in a specified course or courses, supervision of clinical practicum, development of teaching materials, etc.

B. Individual Faculty Research and Training Grants

Many faculty members in the department receive research or training grants from a variety of funding sources. When the faculty member has budgeted for one or more assistants in the grant proposal, then the principal faculty member is responsible for selecting the graduate student to fill each appointment.

C. Communicative Disorders Training Grant

The SLHS Department has an NIH T32 training grant that may fund a student for up to two years. The appointment usually begins in the second or third year of study. The student would be nominated by the advisor(s). This funding is for U.S. citizens or green card holders.

D. Purdue Research Foundation (PRF) Grant

These funds are designed to support Ph.D. students during the time that they are doing their dissertations. A proposal is written by a specific faculty member within the department and submitted to the Graduate School. The Graduate School makes University-wide competitive evaluation of all proposals for PRF grants. If the proposal is approved, the faculty member will recommend a Ph.D. student for support.

II. Appointments Administered Outside the Department of Speech, Language, and Hearing Science

The Department of Speech, Language, and Hearing Sciences does not appoint funded graduate students to positions outside the department. The department has no administrative function in assigning students to these programs.

A. Residence Counsellorships

Part-time employment on the counseling staff of the men and women's residence halls is available to qualified students. In general, compensation for such employment amounts to room and board, and remission of tuition. The student applies directly to the director of residence halls. The Department of

Speech, Language, and Hearing Sciences has no control over who receives these counsellorships, although recommendations are supplied when requested.

B. University Fellowships

A number of Purdue University Fellowships are awarded each year to especially outstanding graduate students new to the Purdue University Graduate School. These include the Andrews, the Ross, and the Knox Fellowships. In February, the department selects and submits nominations of a few exceptional graduate applicants to the College of Health and Human Sciences for consideration for the Andrews Fellowships. The competition is school-wide and the number of fellowships is limited, so there is no assurance that any graduate student entering SLHS will receive an award.

III. Funding Selection Procedures

The following narrative describes procedures used by the department to select students competing for graduate appointments.

The graduate program secretary maintains a current accounting of graduate student appointments and a listing of the funding status of all graduate students in the department. In order to anticipate available funds, each graduate student's expected date of degree completion is noted as written on the Plan of Study.

For example, if a graduate student who presently holds a half-time graduate assistantship indicates on the Plan of Study that the degree completion date is next December, then the department can plan on appointing another student to that assistantship after December. There is a continual attempt to project ahead for planning purposes. This can only be done when accurate records are kept of the number of available appointments based upon students' turn-over. The department has taken the position that priority in funding should go to Ph.D. students. The main criteria used in making decisions about an appointment are academic performance and experience. In the case of a graduate assistantship, the student must have demonstrated skills and abilities required for the assigned job requirements.

Students who do not perform their duties, as defined by the type of funding they have received, may have their funding terminated. When a student is not performing acceptably, the supervising faculty member will notify the student, the Department Head, the Chair of the Graduate Committee, and the student's major professor in writing. The supervising faculty member will meet with the Department Head, the Chair of the Graduate Committee, and the student's major professor to determine the best course of action.

Ph.D. Suggested Timeline

FALL I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
Statistics Sequence	**Take 1 course in the Statistics Sequence**	**3**		
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. coursework*	3		
SLHS 69000	First research project	3		
TOTAL		10		

*Ph.D. Coursework refers to courses, seminars, and independent studies, depending on the student's plan of study and the Ph.D. program requirements.

SPRING I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
Statistics Sequence	**Take 1 course in the Statistics Sequence**	**3**		
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. Coursework	3-6		
SLHS 69000	First research project	3		
TOTAL		10-12		

SUMMER I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBD	Ph.D. Coursework	3		
SLHS 69000	First research project	3-6		
TOTAL		6		

FALL II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS	**Manuscript Writing Course**	**3**		
TBD	Ph.D. Coursework	3		
SLHS 69000	Second research project	3		
TOTAL		10		

SPRING II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. coursework	6		
SLHS 69000	Second research project	3		
TOTAL		10		

SUMMER II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBD	Ph.D. Coursework	3		
SLHS 69000	Second research project	3-6		
TOTAL		6		

FALL III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS	**Ph.D. level Grant Writing Course**	**3**		
TBD	Ph.D. Coursework	3		
SLHS 69900	Dissertation	3		
TOTAL		10		

SPRING III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. coursework	6		
SLHS 69900	Dissertation	3		
TOTAL		10		

SUMMER III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBD	Ph.D. Coursework	3		
SLHS 69900	Dissertation – Propose by the end of summer semester	3-6		
TOTAL		6		

FALL IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. Coursework	3-6		
SLHS 69900	Dissertation	3-6		
TOTAL		10		

SPRING IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS 69900	Dissertation	7		
TOTAL		8		

SUMMER IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69900	Dissertation – Defend by the end of the summer semester	6		
TOTAL		6		

Au.D/Ph.D Dual Degree Suggested Timeline

Required courses are in **bold**.
** Credits for clinical practicum can be reduced if approved by the Director of Clinical Education in Audiology.

The research plans listed are options or suggested activities. Decisions about actual activities should be directed by major professor. Most students complete Au.D. coursework and clinic in sequence with their cohort. Check with Au.D. Handbook to make sure that required coursework is current. Coursework for the Ph.D. may be done sooner than listed in the timelines below.

FALL I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 50300	**Auditory Perception**	**3**		
SLHS 50401	**The Auditory Periphery**	**3**		
SLHS 50600	**Foundations of Auditory Neural Processing**	**3**		
SLHS 56000	**Audiologic Diagnostics**	**3**		
SLHS 57900	**Clinical Practicum**	**1**		
TOTAL		13		

SPRING I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 56100	**Medical Audiology**	**3**		
SLHS 56400	**Hearing Aids I**	**3**		
SLHS 56700	**Auditory Evoked Responses**	**3**		
SLHS 57000	**Hearing Conservation**	**2**		
SLHS 57900	**Clinical Practicum**	**1**		
TOTAL		13		

SUMMER I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 56500	**Vestibular Assessment and Rehabilitation**	**3**		
SLHS 57900	**Clinical Practicum**	**1**		
SLHS 69000	First PhD Study	1		
TOTAL		9		

FALL II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 51800	**Counseling**	**2**		
SLHS 56300	**Pediatric Auditory Assessment**	**3**		
SLHS 57400	**Hearing Aids II**	**2**		
SLHS 57900	**Clinical Practicum**	**1**		
SLHS 61900	**Seminar in Hearing Research**	**1**		
Stats Sequence	Take 1st course in the stats sequence	3		
TOTAL		12		

SPRING II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 51900	**EBP I: Evaluating Research**	**2**		
SLHS 54400	**School Methods**	**2**		
SLHS 55300	**Implantable Devices**	**3**		
SLHS 57900	**Clinical Practicum**	**1**		
SLHS 61900	**Seminar in Hearing Research**	**1**		
SLHS 69000	First Ph.D. Study	1		
TOTAL		10		

SUMMER II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 579	**Clinical Practicum**	**1**		
SLHS 69000	First Ph.D. study	1		
TOTAL		5		

FALL III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 61900	**Integrative Audiology Grand Rounds**	**1**		
SLHS 579	**Clinical Practicum**	**1**		
TBD	Ph.D. Coursework			
SLHS	Proseminar	1		
TOTAL				

SPRING III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 65900	**Audiology Practice Management**	**2**		
SLHS 579	**Clinical Practicum**	**1**		
Statistics Sequence	Take 2nd course in the Statistics Sequence	3		
SLHS	Proseminar	1		
TBA	PhD Coursework	3		
SLHS 69000	Second Ph.D. study	2		
TOTAL		12		

SUMMER III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 679	**Clinical Externship**	**9**		
SLHS 690	Second Ph.D. study	3		
TOTAL		12		

FALL IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 679	**Clinical Externship**	**9**		
SLHS 690	Second Ph.D. study	3		
TOTAL		12		

SPRING IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 679	**Clinical Externship**	**9**		
SLHS 690	Second Ph.D. study	3		
TOTAL		(+AuD Ext)		

SUMMER IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBA	PhD Coursework	3		
SLHS 690	Second Ph.D. study	3-6		
TOTAL		6		

FALL V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS	**PhD level Grant Writing Course**	**3**		
TBA	PhD Coursework	3		
SLHS 69900	Dissertation	3		
TOTAL		10		

SPRING V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBA	PhD coursework	6		
SLHS 69900	Dissertation	3		
TOTAL		10		

SUMMER V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBA	PhD Coursework	3		
SLHS 69900	Dissertation – Propose by the end of summer semester	3-6		
TOTAL		6		

FALL VI				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBA	PhD Coursework	3-6		
SLHS 69900	Dissertation	3-6		
TOTAL		10		

SPRING VI				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS 69900	Dissertation	7		
TOTAL		8		

SUMMER VI				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69900	Dissertation – Defend by end of summer semester	6		
TOTAL		6		

MS-SLP/Ph.D. Dual Degree Suggested Timeline

Required courses are in **bold**.
** Credits for clinical practicum can be reduced if approved by the Director of Clinical Education in Speech-Language Pathology.

The research plans listed are options or suggested activities. Decisions about actual activities should be directed by major professor. Most students complete M.S.-SLP coursework and clinic in sequence with their cohort. Check with M.S.-SLP Handbook to make sure that required coursework is current. Coursework for the Ph.D. may be done sooner than listed in the timelines below.

FALL I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 50100	**Neural Bases of Speech and Language**	**3**		
SLHS 50200	**Fundamentals of Speech Production and Perception**	**3**		
SLHS 52100	**Speech Disorders in Children**	**3**		
SLHS 52300	**Language Disorders in Children**	**3**		
SLHS 59000	Thesis – Begin planning MS thesis*	2		
SLHS 54900	**Clinical Practicum**	**2**		
TOTAL		16		

* Thesis credits should be able to be counted as the normal processes course, as a research methods course. Submit a request for approval to the MS thesis advisory committee. Once approved, submit approval to the Graduate Secretary.

SPRING I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 53100	**Language Disorders in Adults**	**3**		
SLHS 53900	**Dysphagia**	**3**		
SLHS 69800	MS Thesis	2		
1 Elective	SLP elective	2-3		
SLHS 61900	**Evaluating Research**	**2**		
SLHS 54900	**Clinical Practicum**	**4****		
TOTAL		16-17		

SUMMER I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
1 elective	SLP elective	2		
	MS level Statistics (if needed)	3		
SLHS 69800	MS Thesis	3		
SLHS 54900	**Clinical Practicum**	**2****		
TOTAL		10		

FALL II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 53200	**Voice Disorders**	**3**		
1 Elective	SLP elective	2-3		
SLHS 69800	MS Thesis – Propose by end of semester	2-3		
SLHS 54900	**Clinical Practicum**	**4****		
TOTAL		11-13		

SPRING II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
1-2 Electives*	SLP electives	2-4		
SLHS 69800	MS Thesis	2-3		
SLHS 54900	**Clinical Practicum**	**2 (if need hours)**		
SLHS 64800	**Educational Externship** (need to have taken SLHS 544 prior to this)	**1-8**		
TOTAL		12-14		

*Two of the thesis credits can count toward the required 9 credit hours of disorders courses if the thesis involves people with speech or language disorders. Submit a request for approval to the MS thesis advisory committee. Once approved, submit approval to the Graduate Secretary.

SUMMER II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69800	MS Thesis	3-6		
SLHS 69000	First Ph.D. study	3		
TOTAL		6		

The courses listed are options. If student needs to work solely on MS Thesis this summer, they do not have to start the first Ph.D. study.

FALL III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69800	MS Thesis – Complete before externship	3-6		
SLHS 69000	First Ph.D. study	3		
SLHS 64900	**Medical Externship**	**1-8 (pass/fail)****		
TOTAL		8		

The courses listed are options. If student needs to work solely on MS Thesis, they do not have to start the First Ph.D. study.

SPRING III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
Statistics Sequence	**Take 1 course in the Statistics Sequence**	**3**		
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. coursework*	3		
SLHS 69000	First research project	3		
TOTAL		10		

*Ph.D. Coursework refers to courses, seminars, and independent studies, depending on the student's plan of study and the Ph.D. program requirements.
Begin CFY if desired.

SUMMER III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
Statistics Sequence*	**Take 1 course in the Statistics Sequence**	**3**		
TBD	Ph.D. Coursework	3		
SLHS 69000	First research project	3-6		
SLHS 69000	Write-up MS thesis for publication	3		
TOTAL		6		

*Statistics sequence can be finished in this summer or in Fall IV.

FALL IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
Statistics Sequence*	**Take 1 course in the Statistics Sequence**	**3**		
SLHS	**Weekly Proseminar**	**1**		
SLHS	**Manuscript Writing Course**	**3**		
SLHS 69000	First research project	3		
TOTAL		10		

SPRING IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. coursework	6		
SLHS 69000	Second research project	3		
TOTAL		10		

SUMMER IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBD	Ph.D. Coursework	3		
SLHS 69000	Second research project	3-6		
TOTAL		6		

Complete CFY.

FALL V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS	**Grant Writing Course**	**3**		
TBD	Ph.D. Coursework	3		
SLHS 69000	Second research project	3		
TOTAL		10		

SPRING V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. coursework	6		
SLHS 69900	Dissertation	3		
TOTAL		10		

SUMMER V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBD	Ph.D. Coursework	3		
SLHS 69900	Dissertation	3-6		
TOTAL		6		

FALL VI				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
TBD	Ph.D. Coursework	3-6		
SLHS 69900	Dissertation – Propose by the end of fall semester	3-6		
TOTAL		10		

SPRING VI				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS 69900	Dissertation	7		
TOTAL		8		

SUMMER VI				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69900	Dissertation	6		
TOTAL		6		

FALL VII				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS 69900	Dissertation	7		
TOTAL		8		

SPRING VII				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	**Weekly Proseminar**	**1**		
SLHS 69900	Dissertation – Defend by the end of the spring semester	7		
TOTAL		8		

Ph.D. Checklist

Note: These items are not necessarily listed in the order in which they must be completed.

1) **Each Year:** Turn in Annual Review documents to the Graduate Program Secretary by November 15

2) **Each Semester:** Sign up for the weekly Proseminar

3) Choose Advisory Committee Members by the end of the first year

4) File Plan of Study by the end of the first year
    a. Access electronic plan of study from MyPurdue.
    b. Must be submitted to graduate Secretary by the 8th week of your second semester
    c. 90 credits total required, 60 credits post-Master's degree
    d. No more than 6 credits at the 400 level
    e. No courses below the 400 level

5) Complete Statistics Sequence

6) Take the writing sequence (Manuscript Preparation and Grant Writing courses)

7) Take a minimum of four 600-level seminar courses

8) Complete nine credit hours in a related area

9) Take a Research Ethics course

10) Complete Two Preliminary Projects and present each in the weekly Proseminar

11) Complete Guided Teaching Experience

12) Defend Preliminary Projects

13) Propose Dissertation

14) Defend Dissertation

FORMS

Faculty Feedback Form – Mentored Teaching Experience

SLHS _____, Fall/Spring Semester 20___

Student's name: _____ Date of Review _____

For questions 1-10, please circle the number that best represents your perceptions.

1.	Overall, I would rate the student as...	Excellent	5 4 3 2 1	Very poor
2.	The student is knowledgeable about the course material.	Strongly agree	5 4 3 2 1	Strongly disagree
3.	The level of independence demonstrated by the student in planning activities is…	Completely Independent	5 4 3 2 1	Does not plan labs
3a.	The student plans activities that are reasonable in length and complexity.	Strongly Agree	5 4 3 2 1 Not applicable	Strongly Disagree
3b.	The student plans activities that are a useful supplement to information presented in lecture and reading assignments.	Strongly Agree	5 4 3 2 1 Not applicable	Strongly Disagree
4.	The student uses time in class/lab effectively.	Strongly Agree	5 4 3 2 1	Strongly Disagree
5.	The level of independence demonstrated by the student in designing assignments or writing exam questions is…	Completely Independent	5 4 3 2 1	Does not assist
5a.	The student's assignments and exam questions are well-designed and appropriate.	Strongly Agree	5 4 3 2 1 Not applicable	Strongly Disagree
6.	The student's ability to explain the course content is…	Excellent	5 4 3 2 1	Very poor
7.	The student handles undergraduate/graduate students well	Strongly agree	5 4 3 2 1	Strongly disagree
8.	The student takes direction and follows instructions well.	Strongly agree	5 4 3 2 1	Strongly disagree
9.	The student is a careful grader.	Strongly Agree	5 4 3 2 1	Strongly Disagree
10.	I would like to work with the student for this course in the future.	Strongly agree	5 4 3 2 1	Strongly disagree

11. If the student was rated at less than 3 for any of the above questions, please elaborate. Attach a page if necessary.

12. List the major strengths and weaknesses of the student.

Strengths	Weaknesses

The results of this review have been discussed with me.

_____ _____

Student Signature Faculty Signature

Informal Feedback – Mentored Teaching Experience

SLHS _____, Fall/Spring Semester 20___

Student instructor's name: _____

For questions 1-14 please circle the number that best represents your perceptions. Write "N/A" if the question does not pertain to the doctoral student.

1.	Overall, I would rate the instructor as...	Excellent	5	4	3	2	1	Very poor
2.	The instructor is knowledgeable about the course material.	Strongly agree	5	4	3	2	1	Strongly disagree
3.	The instructor identifies major or important points in every class/lab.	Strongly agree	5	4	3	2	1	Strongly disagree
4.	Concepts are presented in a manner that helps me learn.	Always	5	4	3	2	1	Never
5.	Topics are dealt with in sufficient depth.	Always	5	4	3	2	1	Never
6.	The instructor indicates relationship of course content to clinical and practical applications.	Always	5	4	3	2	1	Never
7.	Course activities are reasonable in length and complexity.	Strongly Agree	5	4	3	2	1	Strongly Disagree
8.	The activities in the course are a useful supplement to information presented in lecture and reading assignments.	Strongly Agree	5	4	3	2	1	Strongly Disagree
9.	Time in the class/lab is spent effectively.	Strongly Agree	5	4	3	2	1	Strongly Disagree
10.	How would you characterize the instructor's ability to explain?	Excellent	5	4	3	2	1	Very poor
11.	I feel comfortable asking questions of the instructor.	Strongly agree	5	4	3	2	1	Strongly disagree
12.	The in-class demonstrations prepare me well for doing the homework assignments and/or for in-class exams.	Strongly agree	5	4	3	2	1	Strongly disagree

COMMENTS (attach a page if needed)

13. What are the major strengths and weaknesses of the instructor?

Strengths	Weaknesses

Ph.D. REVIEW DOCUMENT

<Remove highlighted instructions before submitting the document>

Name:
Degree Program (Ph.D., MS-SLP-Ph.D., or AuD-Ph.D.,):
Starting Date (month and year):
Number of Years in Program:
Committee Head:
Committee Members:
Anticipated semester and year of graduation:

For all sections, provide dates if complete, state "in progress," or write "N/A" if the section is not applicable.

I. Coursework

Plan of study approval: Yes: (give date) No : (give anticipated date)

Coursework complete: Yes: (give date) No : (give anticipated date)

II. Teaching (Teaching Assistantships, Teaching Experiences, Guest Lectures)

(Provide semester, year, and courses associated with teaching experience.)

III. Research

Master's Thesis Progress

Proposal preparation:
Proposal approval:
Data collection and analysis:
Thesis write-up:
Thesis defense (circle scheduled or completed):

Preliminary Exams

To demonstrate your progress toward or completion of you preliminary exam, for each project, please indicate 1) the project outcome (presentation, paper, etc.) and 2) the date of completion or projected date of completion.

(Give a brief description of progress for areas marked "in progress.")

Preliminary Exam/Defense: Yes: (give date) No: (give anticipated date)

Progress toward Dissertation

(Give a brief description of progress for areas marked "in progress.")

Proposal preparation:
Proposal approval:
Data collection and analysis:
Dissertation write-up:
Dissertation defense (circle scheduled or completed):

Presentations and Publications

(Add new entries to the beginning of the list and highlight new entries in light gray)

Grant Funding, Fellowships, and Special Awards
(Add new entries to the beginning of the list and highlight new entries in light gray)

IV. Professional Development

(Add new entries to the beginning of the list and highlight new entries in light gray)

Date of IDP form completion: (add a new date for each annual form completion, e.g. Year 1: 9/1/2021; Year 2: 8/3/2022, etc.)

Date of IDP conversation: (list the date of the annual IDP discussion, noting the date each year in program, as above).

DEI Related Activities
(Note here the dates and topics of DEI-related training)

Other activities
(Open science work and other professional developmental activities should be listed here
Note here dates of attendances and titles for professional development workshops, trainings, certificates.)
.

V. Clinical (Dual Ph.D & Clinical Certification)

Course requirements completed: Yes: (give date) No: (give anticipated date)

Clinical practicum completed: Yes: (give date) No: (give anticipated date)

Clinical fellowship completed: Yes: (give date) No: (give anticipated date)

Ph.D. Student Feedback Form

Date:

Major Professor's Name: _____

Student's Name: _____

1. List the major strengths of the student.

2. How is the student progressing in the area of research? Write N/A if the student is not yet involved in research.

3. How is the student progressing in the area of teaching (may include giving guest lectures, teaching students in the lab, working as a teaching assistant, etc.)? Write N/A if the student has not had experience teaching.

The results of this review have been discussed with me.

_____ _____

Student Signature Faculty Signature

INDIVIDUAL DEVELOPMENT PLAN

Purdue University SLHS Department

[based on Purdue College of Science and BME IDPs]

YEAR

STUDENT NAME ADVISOR NAME DATE

Your IDP should be completed and discussed with your advisor at the beginning of the first (usually Fall) semester. The goals of completing your training IDP are to ensure that the efforts you invest in your Ph.D. best position you for success following completion of the program. This is a tool that allows you to reflect on your goals, progress, and needs for your graduate career. **A key component is establishing honest and open lines of communication with your thesis advisor.** By sharing this plan with your advisor at your initial IDP meeting, you will have generated an action plan that will guide your training as you progress through the program. Meeting with your advisor about this document provides an opportunity to discuss topics that are important to you.

IDP Steps Reminder

1 **Step back and self-assess!**

2 **Set your first meeting with your advisor.**

3 **Lead the discussion.**
Take ownership of your PhD training!

4 **Obtain your advisor's feedback and signature on your IDP.**

5 **Complete the "Action Plan" (page 1.7).**

"This process sparks much needed conversations between trainees and their mentors regarding career goals, skills and interests. This kind of communication is imperative."

STUDENT NAME ADVISOR NAME DATE

TRAINING • MENTORING

1. What requirements of your graduate program do you need to complete, and what is your plan to fulfill them?

2. What fellowships are you applying for? Have you been able to get the guidance you need to apply for these awards?

3. What are your primary goals in your academic training?

4. What resources or support will most help you to succeed in graduate school? Mention any technical training you may need.

5. What actions can be taken to make sure the needs outlined in # 4. are met?

6. What is important to you in a mentoring relationship? How well do you and you mentor align in PhD mentoring philosophy based on the "Student-Advisor Expectation Scales"?

7. Are there any factors that may negatively affect your progress?

8. Your success as a student will be linked to your overall wellness. What are you doing to tend to this (daily, weekly, yearly - e.g., vacation?

INDIVIDUAL DEVELOPMENT PLAN

STUDENT NAME ADVISOR NAME DATE

For the following areas, list the current plans you have for participating in these areas.

ACADEMIC COURSEWORK/TRAINING:

TEACHING/MENTORING:

PROFESSIONAL DEVELOPMENT:

CONFERENCES:

SERVICE/OUTREACH:

List (as percentages of time) your current plans for the following areas:

Research	*Courses/Training*	*Teaching*	*Professional*	*Service*	*Wellness*

Do you see these percentages changing in the coming year? If so, in what way?

Which experience or experiences have been most valuable to you, your research, and/or your professional goals?

STUDENT NAME ADVISOR NAME DATE

One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Use this worksheet to assess and identify skills that you would like to target in the coming year, marking your current ability level from weak (1) to strong (3) relative to where you think a student should be at the end of their PhD studies. Ask your advisor how s/he agrees or disagrees. Spaces have been provided after each section to allow you and your advisor to add any additional skill targets. An honest self-assessment and discussion will help you set your training goals.

RESEARCH SKILLS & SCIENTIFIC THINKING	1 (weak)	2 (aver.)	3 (strong)	Target skill
Broad-based knowledge of science				☐
Critical reading of scientific literature				☐
Experimental design				☐
Interpretation of data				☐
Statistical analysis				☐
Creativity and innovative thinking				☐
				☐

LEADERSHIP/ PERSONNEL MANAGEMENT	1 (weak)	2 (aver.)	3 (strong)	Target skill
Delegating; providing instruction				☐
Providing constructive feedback				☐
Dealing with conflict				☐
Leading and motivating others				☐
Serving as a role model				☐
Setting expectations				☐
				☐

WRITING				
For a scientific publication				☐
For a research proposal				☐
For a lay audience				☐
Grammar/structure				
Editing your own writing				☐
				☐

PROFESSIONALISM				
Identifying and seeking advice				☐
Upholding commitments/deadlines				☐
Maintaining positive relationships				☐
Approaching difficult conversations				☐
				☐
				☐

ORAL COMMUNICATIONS				
To a specialized audience				☐
To a lay audience				☐
In a classroom				
One-on-one				☐
English fluency				☐
				☐

PROJECT MANAGEMENT				
Planning projects				☐
Breaking down complex tasks				☐
Time management				☐
Managing data and resources				
Record keeping: electronic and hand-written files				☐
				☐

What are the top one or two skills that you plan to focus on for the next year?

STUDENT NAME ADVISOR NAME DATE

Mentoring is a distributive process. List the people whose talents and experiences you plan/hope to count on to assist you in your training. As you progress forward in your training program, your mentoring committee may change, but it is important to establish a mentoring committee as soon as possible to receive broad input throughout your program. This IDP can serve as an impetus for conversations with each of your mentors, not just your advisor. Document your planned/current mentoring network using the table below.

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Need help with your mentoring?
Lead mentor				
POS/Thesis committee: as a group (List names)				
POS/Thesis committee: one-on-one **Additional mentors** (List names, including both inside and outside SLHS)				
Collaborators (List names/ roles in your research)				

What have you found most beneficial about the mentoring you have received?
Is there anything that would improve the mentoring you receive?

STUDENT NAME ADVISOR NAME DATE

PROFESSIONAL AND PERSONAL DEVELOPMENT

What are your long-term goals of your professional career? (i.e., what do you want to be doing on a daily basis 5-10 years after you graduate?)

What professional and/or other factors have influenced these goals?

For each goal you listed above, identify one or two shorter-term goals that may be important to achieving the larger objective. Indicate how you intend to meet these goals next year.

What guidance would help you with your development and exploration of career options?

Do you want to be involved in more collaborative work, or do you need more time to focus on your own research?

Are there any factors that you feel may negatively affect your progress?

What help can your advisor or other faculty/staff provide?
Indicate here if you need help finding professional or personal development resources.

Your success as a student is linked to your wellness. What are you doing to maintain this?

INDIVIDUAL DEVELOPMENT PLAN

ACTION PLAN

STUDENT NAME ADVISOR NAME DATE

THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER YOUR DISCUSSION.

1 Communication

What is the best way to set meetings and communicate regularly?

2 Target skills

What skills (~1-2) did you identify as important development targets for the coming year?

3 Coursework and Activities

List any activities in which you and your advisor agree you should participate to achieve your academic objectives in the coming year. Include courses you must complete.

4 Financial support

If you know, what will be your financial support for the next year?

5 Additional actions

In order to aid your success, are there any additional actions that can be initiated or continued by you? By your advisor?

6 Following up

How often do you and your advisor plan to meet? When will you follow up on your IDP progress?

7 Goals

What are the tasks and deliverables in the coming fall, spring and summer semester to get a satisfactory grade for research credits?

Signature of Student Signature of Advisor