FLORIDA STATE UNIVERSITY

SCHOOL OF COMMUNICATION SCIENCE AND DISORDERS

Doctoral Student Handbook

2021/2022 Edition

Updated Summer 2021

School of Communication Science and Disorders
Florida State University
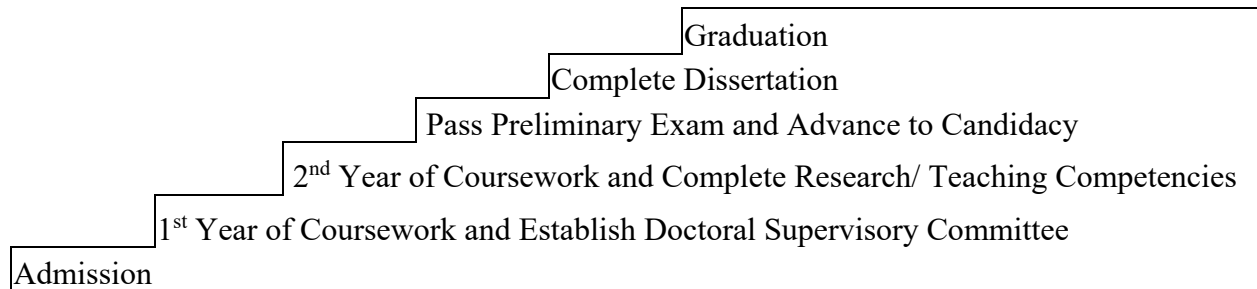Tallahassee, Florida 32306-1200
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INTRODUCTION

This handbook was developed to clarify the requirements and procedures of the doctoral program in the School of Communication Science and Disorders and to provide answers to frequently asked questions by doctoral students in the program. It is organized chronologically, based on the progress of a typical, full-time student. The following list depicts the general progression of a doctoral student through the School of Communication Science and Disorder's doctoral program.

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                                                        Graduation
                                             Complete Dissertation
                                 Pass Preliminary Exam and Advance to Candidacy
                   2nd Year of Coursework and Complete Research/ Teaching Competencies
         1st Year of Coursework and Establish Doctoral Supervisory Committee
Admission
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Students who enter the program with a Master's degree can progress through these steps in 3 years, but it is not uncommon for it to take at least 4 years from admission to graduation. Students who enter the program with a Bachelor's degree and seek a Pathway Program from Master's to Ph.D. can usually progress through the Master's requirements and these steps in 5 years.

This handbook primarily presents information pertaining to School requirements and procedures. All doctoral students should also refer to the following for details on university requirements:
Florida State University General Bulletin, Graduate Edition
     (available online at http://registrar.fsu.edu/bulletin/grad/)
Florida State University Graduate Student Handbook
     (available online at http://www.gradstudies.fsu.edu/Information-For/New-Current-Students
     see page halfway down)

The doctoral program is designed to prepare researchers, teachers, and scholars in the field of Communication Science and Disorders to conduct clinical research and work in leadership roles within academic positions at universities, research institutes, state and national agencies and organizations, and clinical settings. A unique feature of the program is the emphasis of the faculty in applied clinical research in the following specialization areas:

Developmental Disabilities
- School-age language and literacy
- Autism spectrum disorders
- Infants and Toddlers
- Early Identification
- Early Intervention (Routines-Based, Shared Book Reading, Social Skills)

Neurologically-based Communication and Cognitive Disorders
- AAC
- Dementia
- Neurolinguistics
- Dysphagia

Speech, Voice, and Fluency across the Life Span

It is the student's responsibility to know all the rules, requirements, and regulations of the Doctoral Program in Communication Science and Disorders and the Graduate School of Florida State University.

ADMISSIONS

Admission Requirements

Admission requirements for the doctoral program in the School of Communication Science and Disorders are as follows:

1. The student must have a Bachelor's degree for consideration of entry into the program. A minimum overall grade point average of 3.0 (on a scale of A = 4.0) maintained in upper division coursework (typically the junior and senior years of undergraduate education) is required. A minimum of a 3.5 grade point average in the student's major area of study in undergraduate and graduate education is required. A minimum score of 150 on the verbal and 150 on the quantitative sections of the Graduate Record Examination (GRE) and a 3 or greater on Writing is required. The Doctoral Program Committee may request an exception to the grade point average and GRE requirement from the FSU Graduate School if strong evidence of academic potential is presented.

2. The School must be provided with the following (see most recent information at https://commdisorders.cci.fsu.edu/programs/phd/phd-communication-science-disorders/
    a. transcripts of all college level work;
    b. official Graduate Record Exam (GRE) scores;
    c. three letters of recommendation from undergraduate or graduate faculty and/or professionals in communication disorders or related area that address potential for success in research;
    d. a letter expressing research interests, stating career goals and objectives, and indicating a preference for a faculty sponsor. The applicant should contact the preferred faculty sponsor prior to the admission's deadline;
    e. a resume showing all previous activities relevant to graduate education in Communication Science and Disorders.

Students choosing the **Master's to Doctoral Pathway Program** will need to apply and be accepted to **both** the Master's and Doctoral programs and fulfill the Master's program requirements along with the requirements of the doctoral program delineated below.

Students may apply to the doctoral program through FSU Admissions. The review process does not begin until the student's application is complete; therefore, it is recommended that the student monitor their application checklist via the admissions portal on a regular basis to monitor the status of the application and facilitate the submission of any missing items.

The School does not have a separate application for School funding. Submission of the application constitutes an application for School funding.

Admission Process

1. The review of doctoral applications begins during the first week of **January** for admission the following academic year. This date is critical if applicants want to be considered for

School or university funding. Applications will be reviewed after this time if space allows. However, this deadline **MUST** be met in order for the doctoral applicant to be competitive for funding opportunities offered by the School and university. If applicants are offered a financial award with admissions, they will need to accept this in writing by April 15th.

2.   The applicant must contact a faculty member whose expertise is in the student's area of interest during the application process and identify a faculty advisor. It is strongly recommended that the applicant contact the Chair of the Doctoral Program Committee prior to completing his/her application. The Chair of the Doctoral Program Committee can assist the applicant in identifying possible faculty sponsors.

3.   Members of the Doctoral Program Committee will review all completed applications independently to determine the applicant's potential to excel in the doctoral program and will be asked to vote on the following items:
    A. Recommendation for Admission - Yes/No
    B. Willingness to serve on the student's committee - Yes/No
    C. Willingness to chair the student's committee - Yes/No

An applicant must receive a two-thirds (2/3) Yes vote in response to Item A and at least one faculty member who is willing to serve as the student's chair in order to be offered admission. For an applicant who does not receive sufficient Yes votes or for whom any one faculty member requests a discussion of the ballot, the applicant will be discussed at the next committee meeting, the committee will revote after discussion, and the applicant must receive a 2/3

STUDENTS ENTERING WITHOUT A MASTER'S DEGREE

Students can enter the doctoral program without a Master's degree and must choose a **Masters-to-Doctoral Pathway Program** or **Doctorate Only** track.

Master's-to-Doctoral Pathway Track

Application Process
Students interested in the Master's-Doctoral Pathway track need to apply separately to the Master's program and be accepted prior to being considered for the Pathway program. The application and review process differs for the Master's and Doctoral programs and therefore it is important that the applicant complete both application requirements and be reviewed by both the master's and doctoral admissions committees. Students interested in the Pathway program should apply in the **spring of their first year** of the master's program. Students interested in applying are required to **meet with at least three** faculty members prior to applying (and document those meetings). These informal interviews are intended to provide opportunities to discuss shared research interests, expectations, and opportunities for mentorship and research involvement. Upon completing interviews with faculty members, interested students may submit an application which includes a letter of intent, reported GRE score, and three letters of support. Acceptance to the Pathway program is contingent on a) identification of a suitable mentor, and b) agreement of a faculty member to serve as the advisor, and c) affirmative vote of at least 2/3 of the faculty for acceptance into the Pathway program.

Fulfilling Clinical Requirements
Students in the Master's-to- Doctoral Pathway track need to coordinate carefully with the Director of Clinical Education to ensure that needs are anticipated for clinical supervision, assignments, and timelines for clinical practica opportunities. The final summer internship is waived for students in the Master's to-Doctoral pathway track; however, completion of the clock hour requirement may not be feasible prior to the summer semester of the second year in the graduate program. Pathway students will be allowed to graduate without 400 clock hours. In such cases, students should expect to continue gathering clock hours during the first two semesters in the doctoral program as needed prior to their Clinical Fellowship (CF). Clinical experiences after graduation need to be coordinated by the doctoral advisor and are not the responsibility of the clinical education program. Participation in clinical experiences after graduation is contingent on continuous enrollment as a full-time student at FSU.

Fulfilling Academic Requirements
By entering directly into the Master's-to-Doctoral Pathway program, the student may save up to a year of time in graduate school. Students in the Pathway program should coordinate closely with both their master's advisors and doctoral advisor. It is helpful to meet regularly to ensure that all requirements are being met along the way. Students in the Pathway program are required to fulfill the Master's program academic and clinical requirements; however, master's and doctoral coursework can be taken simultaneously. Students interested in the Pathway program are expected to select the **master's thesis** option for their graduate research requirement. For more information on the master's thesis, please refer to the Master's Graduate Handbook.

Clinical Fellowship

It is strongly recommended that students who are in the Master's-to-Doctoral Pathway track complete the requirements for the CCC awarded by ASHA, including the Clinical Fellowship (CF), during the doctoral program, but these can be spread out. Students have successfully completed doctoral coursework and part-time CF employment with outside agencies simultaneously. Other students have integrated CF opportunities with research and service interests. Students should meet with their doctoral advisor to discuss opportunities and options for successful CF completion.

Doctorate Only Track
The doctorate only track is designed for students who are interested in conducting research but do not have the need to practice as a certified speech-language pathologist. Students in the doctorate only track need to fulfill only the requirements of the doctoral program delineated below. Students who earn a Ph.D. in the doctorate only track cannot provide clinical services unless the student has certification or licensure in the appropriate field or discipline (e.g., audiology, psychology, special education, education, social work). The doctorate only track may be of interest to students who want to conduct basic research in communication science or have a clinical or teaching degree in another field and want an interdisciplinary perspective in doctoral training.

RECLASSIFICATION OF RESIDENCY FOR TUITION PURPOSES

Please be aware that the School of Communication Science and Disorders does not provide financial assistance for expenses related to non-resident tuition (i.e. above and beyond the in-state tuition rate). As such, it is important that first year doctoral students with assistantships follow the procedures for reclassification of residency for tuition purposes in order to qualify as a State of Florida resident by the beginning of your second year of doctoral studies. Failure to follow procedures for reclassification of residency will result in financial burden on the student during second year of doctoral coursework to cover non-resident tuition. Below is a summary of the procedures established by the Office of Admissions/University Registrar and who to contact for more information.

Procedures and required documentation for reclassification of residency can be found at http://admissions.fsu.edu/resdiency/reclassification

If you have questions or need more information, please visit:
        https://admissions.fsu.edu/residency/
        https://admissions.fsu.edu/residency/reclassification/

CURRICULUM
Selecting a Major Professor
The major professor must be a member of the graduate faculty with Graduate Faculty Status (GFS)and should have special competence in the student's proposed area of concentration. The

student should check with the Chair of the Doctoral Program Committee to find out which faculty have GFS.

Upon acceptance into the doctoral program, the School Director will appoint the major professor. The appointment must be mutually agreeable to the student, major professor, and School Director. The student can request a change in the major professor for either the doctoral supervisory committee or the dissertation committee, as long as the change is mutually agreeable to the student, major professor, and School Director. It is not uncommon for a student to change the major professor at the end of the first year of studies once the student gets to know the faculty and is more focused in research direction.

Selecting a Doctoral Supervisory Committee

Before the end of the first year of the program, the student should invite selected faculty to form a doctoral supervisory committee. The doctoral supervisory committee shall be composed of a minimum of **four** members, including the major professor, and will serve until the student is advanced to candidacy. The minimum of f**our** members must hold Graduate Faculty Status, and **one** of those members with this status (and tenure) must be selected from a different School to serve as the University Representative. Typically, this member represents the student's Collateral Area of Study. At least **two** members must be from within the School of Communication Science and Disorders. Students may choose to include up to two members from other Schools in light of the interdisciplinary coursework taken by students in the School. (As noted under the section on Dissertation Committee, the student can change the committee composition for the dissertation.). Faculty members, including non-tenure track faculty, holding CDDS are eligible to serve as additional members of the committee (beyond the minimum of four) and those with CDDS can serve as a Co-Chair. For complete details, please refer to the FSU Graduate Bulletin, Supervisory Committee https://registrar.fsu.edu/bulletin/graduate/information/degree_programs/. As soon as the student has selected their committee, they should email the committee composition to the Academic Coordinator so that a) the committee can be formally assigned within the Graduate Student Tracking system and b) evaluation and confirmation of GFS can be given.

Requirements and Program of Study

The first three to five semesters of enrollment in the program should be devoted to completion of the core requirements. By the end of the first year of the program, the student must present an approved program of study to fulfill all requirements for the Ph.D. The program of study should be prepared on the form included in Appendix B. It should include a narrative statement of the student's career goals, all graduate level courses previously completed, and all courses that the student is planning on taking to meet both the core and additional requirements as delineated below, as well as a timeline for completion. The doctoral supervisory committee must approve the program of study in writing and may approve any course(s) already completed to apply toward meeting the core requirements. The student is encouraged to ask the major professor for samples of programs of study completed by former students.

The program of study, once approved, should be viewed as an agreement between the student and the School defining the specific coursework that the student must complete for graduation. The student may make changes in the program of study but any changes must be approved and initialed by all doctoral supervisory committee members on the program of study form. The student may take additional coursework but must complete courses specified on the program of

study for graduation. **The Florida State University requires 24 semester hours in a one-year period to establish residency, after having finished 30 semester hours of graduate work or being awarded the master's degree.**

A copy of the program study should be submitted to the Academic Coordinator to be placed in the student file. Subsequently, with any changes to the program of study, copies should be sent to the Academic Coordinator.

Core Course Requirements: The doctoral program in Communication Science and Disorders is individualized to meet the student's needs and interests based on his/her career goals. The student must demonstrate knowledge beyond the master's level in three areas: 1) Research Methods; 2) Communication Processes in Normal and/or Disordered Populations; and 3) a Related Specialization area.

1. **Research Methods**: A minimum of 15 semester hours of graduate courses must be completed in the Research Methods Core. The student must demonstrate knowledge and competence with parametric statistics, nonparametric statistics, research design and evaluation, and basic computer use as a research tool for data analysis. Examples of course content include, general linear modeling, multivariate statistics, nonparametric statistics, single-subject experimental design, group research design, program evaluation, qualitative research methods, and test and measurement development.

2. **Communication Processes in Normal and/or Disordered Populations**: A minimum of 9 semester hours in doctoral seminars (6000 level courses) must be completed in this core. The student must demonstrate an understanding of the communication processes in normal and/or disordered populations. Examples of course content include normal language development, neuropsychology, language and literacy, developmental disabilities, counseling, and neuropathology of language, cognition, and perception.

    If a student wishes to have a 5000 level course count toward the 9-credit requirement, the student should write a memo to his/her major professor specifying the competencies that the student will gain from this course that will contribute to their doctoral studies and have the memo signed by the faculty member teaching the course as well as the major professor. This memo should then be filed in the student's advising folder by the major professor or Doctoral Program Advisor.

3. **Related Specialization Area**: The student must choose a collateral area of study consisting of a minimum of 12 semester hours. These courses are not necessarily from a single school (although they may be) but should be selected as a package within an interest area related to communication science and disorders.

The student's committee is allowed flexibility in determining the manner in which students choose to acquire and demonstrate knowledge in the core areas. However, Directed Individual Studies (DIS) and Directed Individual Research (DIR) are not normally allowable in meeting minimum core requirements. Any exception must be petitioned and approved in writing to and by the Doctoral Program Committee.

Additional Requirements: During the doctoral program, the student must meet five additional requirements.

1.   The student must demonstrate teaching competencies by taking major responsibility for teaching at least one undergraduate lecture course. This would entail the student updating the course syllabus, presenting the majority of the lectures, and developing or updating tests or other grading tools. Some students may be involved in teaching 2 courses, if they are not ready to take the major responsibility for a course during the first attempted experience. The student must enroll in 3-5 semester hours of SPA 5940, Supervised Teaching. A collaborative agreement will be developed pertaining to teaching competencies and how they will be achieved along with the supervision scheduled and signed by the supervising faculty member and the student before the teaching semester begins.

2.   The student must demonstrate research competencies by participating in different roles in ongoing research of the major professor or more advanced doctoral students and taking major responsibility for initiating a research project. The student must enroll in 3-5 semester hours of SPA 5910, Supervised Research.

3.   The student must demonstrate academia-related competencies by engaging in experiences and opportunities that he/she may face as an academician. Example activities include: supervision (in either or both research and clinical venues), School or university (e.g., IRB) committee experiences, professional (e.g., ASHA-related work) experiences, serving as a non-voting member of an undergraduate or graduate theses committee, participation in professional (research or clinical) development, mentoring of undergraduate and graduate students, etc. These competencies, can be met as part of students' 20 hours of mentoring per week and/or through enrollment in the School course entitled, Research Internship and/or Community Internship.

4.   The student must enroll in the School Doctoral Seminar for a minimum of two semester hours each during the Fall and Spring semesters totaling four semesters over the first two years in the program and before advancing to candidacy. The Doctoral Seminar on Research is designed to provide students with the opportunity to give research presentations and demonstrate research competencies. The Doctoral Seminar on Teaching and Supervision is designed to provide students with the opportunity to develop knowledge and demonstrate competencies in teaching and supervision. Both seminars address professional issues and leadership skills.

5.   The student must have a minimum of one experience with his/her mentor in a collaborative writing experience on a manuscript or similar document. The purpose of this requirement is to provide the student with experience and feedback for the type of scholarly writing required for the Preliminary Examination.

Research, Teaching, and Supervision Competencies
Students must demonstrate the competencies specified by the Doctoral Supervisory Committee in research, teaching, and supervision delineated in Appendix C. The student is responsible for compiling a portfolio of products relating to the competencies. The portfolio should be digital in nature. The student should present the portfolio and meet with the major professor each semester and the committee each year to document progress on competencies.   It is expected that the

competencies specified by the committee will be demonstrated by the time the student is advanced to candidacy.

Suggested Courses from other Schools
Following are courses that have been taken by doctoral students in our program and may be considered by new doctoral students in planning a program of studies:

Research Methods:
ADE 5932	Responsible Research
EDF 5400	Basic Descriptive and Inferential Statistical Applications
EDF 5401	General Linear Model Applications
EDF 5406	Multivariate Data Analysis
EDF 5443	Measurement & Evaluation in Class
EDF 5481	Methods in Educational Research
EDF 6475	Qualitative Methods in Educational Research
PSY 6919	Research Design and Analysis (ANOVA)
PSY 6919	Research Design and Analysis (Regression)
SPA 6805	Clinical Research Methods: Single-Subject Design
SPA 6805	Clinical Research Methods: Group Design

Related Specialization Area Requirement:
Educational Leadership:
EDA 5062	Introduction to Leadership Development
EDA 5192	Educational Leadership
EDA 5222	Personnel Administration in Education

Educational Foundations and Policy Studies:
ADE 5189	Staff Training and Development
ADE 5193	Education and Training in Gerontology
ADE 5385	Adult Learning
ADE 5675	Issues in Adult and Continuing Education

Higher Education:
ADE 5075	University Continuing Education
EDH 5305	College Teaching: Instruction in Higher Education
EDH 5631	Academic Leadership and Middle Management in Higher Education

Educational Research:
EME 5054	Educational Technology: Theory and Practice in Instruction
EME 5403	Collaborative Learning Online
EME 5457	Introduction to Distance Learning
EME 6313	Analysis and Application of Web-based Instructional Delivery System

Special Education:
EEX 5931	Teaming and Collaboration with Families of Children with Disabilities
EEX 6931	Seminar in Early Childhood Special Education

Literacy and Learning Disabilities:
ELD 5140	Advanced Study of Learning Disabilities
LAE 5714	Investigation of Children's Literature
LAE 5931	Policy Issues in Reading

RED 6747   Theory and Research in Reading

Annual Review of Progress
The University requires each school to evaluate the progress of every doctoral student once a year. Each year the supervisory committee, the major professor, or the student's advisor, prior to the selection of a major professor, will assess the progress of the student in writing and make available copies of the annual review to the student, the school director, and the academic dean." (Graduate Bulletin, Supervisory Committee, p. 61). The Annual Review is usually completed at the end of the Spring semester each year and this generally involves a doctoral supervisory committee meeting, either face-to-face or by telecommunication. The Program of Study form is used for the first annual review and the Annual Review form that is included in Appendix D is used for subsequent annual reviews. The student should present an updated portfolio at this annual meeting.

Residence Requirement
All doctoral students at FSU must meet a residence requirement. The intent of the university residence requirement is to ensure that doctoral students contribute to and benefit from the complete spectrum of educational, professional, and enrichment opportunities provided on the campus of a comprehensive university. When establishing residency the student should interact with faculty and peers by regularly attending courses, conferences, or seminars, and utilize the library and laboratory facilities provided for graduate education. After having finished thirty (30) semester hours of graduate work or being awarded the master's degree, the student must be continuously enrolled on Florida State University Tallahassee campus for a minimum of twenty-four (24) graduate semester hours of credit in any period of 12 consecutive months. Students in such programs should check residence requirements with their School chairs or program leaders. (Graduate Bulletin, Residence, p.61).

ADVANCEMENT TO CANDIDACY

Advancement to candidacy for the Ph.D. degree is contingent upon successful completion of all required coursework and the student successfully passing a preliminary examination. If the student is converting dissertation hours, the prelims defense must be successfully completed by the Graduate School's first dissertation deadline for any given semester.

Preliminary Planning Meeting
The student and his/her committee will develop and agree on a plan for the student's preliminary exam. Per the advisor's discretion, the plan may be approved during a face-to-face meeting or electronically.

Committee Review: Students are expected to complete an initial committee review meeting (face-to-face or electronically) within the first two years of the program of study.   Products for the review meeting include: a) **evidence of a professional presentation** and b) **a scholarly manuscript suitable for submission for publication**. The scholarly manuscript (in its final form) is intended to satisfy the creative product submitted later for preliminary exam. This scholarly manuscript does not need to report on new data collected by the student. The manuscript should entail original research that the student has designed and carried out (e.g., a report of an experimental research study, a program evaluation, a systematic review of the literature, a policy analysis, or another original product). The manuscript should not have any

fatal flaws in regard to support for the need and rational for the study, threats to validity, appropriate statistical analysis, appropriate interpretation of results, and clarity/organization of writing. To pass the committee review, doctoral students will complete a professional presentation and provide evidence to their committee. Students will prepare and defend a manuscript appropriate for publication in a scholarly journal.

Advancement to Candidacy: Products for advancement to candidacy include a) successful completion of the initial committee review products (above), including the scholarly manuscript for publication b) article critique and c) literature review for dissertation. Doctoral students will critique a published article or a manuscript submitted for review. Students will review the literature on a topic relevant to his or her anticipated area of dissertation research. Students will prepare and defend a manuscript that integrates and evaluates the available literature on the topic of interest and culminates in research questions appropriate for dissertation study.

Journal Article Critique

The student will critique a prepublication manuscript or published article as if it was submitted to a journal for publication with the student serving as a guest reviewer. The major professor will choose the article with input from committee members with the student's area of interest and future research objectives in mind. The article critique typically is no more than **three pages** single-spaced. Often, it is shorter. See the Appendix for example formats. The student will designate the start date for completing the article critique, with approval of the major professor, and will be given **one week** to complete the critique. Where possible, the research design of the journal article will differ from that of the design in the creative product.

Preliminary Written Exam
The students must complete three written products. The products are designed to demonstrate competency in a topic area(s) pertinent to the student's field of interest as well as the ability to write and critique scholarly papers. The committee must approve the format and content of the specific products before the student initiates the preliminary exam. It is recommended that the three written products be completed within 1 to 2 semesters.

1.   **Literature Review/ Written Response to Committee Question(s)**
      The student must write extensively on a topic(s) selected and approved by the committee. The question(s) is intended to be on a topic related to anticipated area of study for the subsequent dissertation. The question can be derived from a pool of questions submitted by the student to his/her advisor and agreed upon by the committee. The written response should be a thorough review of the literature, double spaced and including references.

2.   **Journal Article Critique**
      The student will critique a prepublication manuscript or published article as if it was submitted to a journal for publication with the student serving as a guest reviewer. The major professor will choose the article with input from committee members with the student's area of interest and future research objectives in mind. The article critique typically is no more than 3 pages single-spaced; often, it is shorter. See the Appendix for example formats. The student will designate the start date for completing the article critique, with approval of the major professor, and will be given one week to complete the

critique. Where possible, the research design of the journal article will differ from that of the design in the creative product.

3.   **Creative Product**

Manuscript Preparation for Advancement to Candidacy
The student will write a manuscript that is suitable for submission to a journal. The manuscript should entail original research that the student has designed and carried out (e.g., a report of an experimental research study, a program evaluation, a policy analysis, or another original product). The manuscript should not have any fatal flaws in regard to support for the need and rational for the study, threats to validity, appropriate statistical analysis, appropriate interpretation of results, and clarity/organization of writing.

The student is expected to work fairly independently on the creative product. The student should submit a final draft to the major professor. The major professor may make suggestions one time regarding content that is missing or superfluous, the organization of the product and synthesis of information, and APA writing style.

The major professor will be the gatekeeper of the products and decide if the products are ready to send to the committee and if the student is ready to schedule the oral examination. Upon notification from the major professor, the student will send the three written products to the committee at least 2 weeks prior to the scheduled oral examination. The student should provide each committee member with a hard copy of the preliminary exam, unless a committee member prefers an electronic copy. If the major professor believes, after providing feedback to the student for the creative product, that the products are not passable and should <u>not</u> be sent to the committee, the advisor will advise the student. At that point, the student has the option of either moving forward with a full committee review or pulling the manuscript and suggesting an alternative creative product. This latter option will be offered only once.

<u>Preliminary Oral Exam</u>
Students must register for SPA 8964 Preliminary Exam (0 credits) during the semester in which they anticipate advancing to candidacy. If the student does not end up having the oral exam that semester, the student can receive an incomplete. The student must be registered for a minimum of 1 credit the semester in which the student successfully advances to candidacy.

The preliminary oral exam should be scheduled as soon as possible following completion of the written exam. Students are encouraged to meet individually with committee members prior to the oral exam to inquire about any areas of concerns or areas that will be questioned during the oral exam. Oral exams will have an open-ended format and usually are scheduled for a two-hour period. The student presents a brief summary of the creative product for about 15 minutes. Following the presentation, the committee will ask questions on the creative product, article critique, and the student's written response to the committee's question(s), for about 75 minutes. After approximately 90 minutes (or when the committee agrees is appropriate), the student will be temporarily excused from the meeting. The doctoral supervisory committee will discuss the student's performance on the written exam/products and the oral exam. The student will be

brought back in to the Preliminary Oral Exam meeting to receive feedback and the decision from the committee.

The written examination will be graded independently by each committee member. The student's performance on each written product (i.e., Written Response to Committee Question(s), journal article critique, creative product) will be graded high pass (2 points), low pass (1 point), or fail (0 points). A passing score for each product will require the same number of points as committee members (e.g., no fewer than 4 points per questions when there are 4 committee members). The student's oral examination will be graded similarly. If a student fails one or more written products, he/she will be allowed one opportunity to rewrite that product (s). Such a revision must be completed within 3 months (or as determined by the committee). If the student fails the oral examination, the student will be given feedback from the committee and will be allowed another opportunity to pass the oral exam. The second oral exam should be completed within three months.

Procedures Following Advancement to Candidacy

1) Fill out Admission to Candidacy Form and have it signed by the School Director. This form is located on the doctoral student Canvas site as well as the Registrar's website.
2) If appropriate, request grade change form from the Academic Coordinator if student received an incomplete grade in prelims defense for a previous semester.
3) If student is converting current coursework into dissertation hours in the current semester, the drop/add form should be filled out with the courses to be dropped and dissertation course to be added. The Academic Coordinator will be able to assist with the form as well as creation of a dissertation section.) Note: Conversion of hours can only occur up to the middle of the semester. No exceptions will be made after that time. Please refer to the FSU Academic Calendar for the deadline.

DISSERTATION

Upon advancement to candidacy, the student should begin working on the dissertation. The dissertation and a successful defense is the final requirement for the doctoral degree. A student must be admitted to candidacy at least six months prior to the granting of the doctoral degree. All requirements for the doctoral degree must be completed within <u>five</u> calendar years from the time the student passes the preliminary examination, or the student's supervisory committee will require that a new preliminary examination be passed. (Graduate Bulletin, Time Limit for Completion of Degree Requirements, p.62).

<u>**Dissertation Committee**</u>
Upon advancement to candidacy, the student should form a dissertation committee. The dissertation committee shall be composed of a minimum of **four** members and will serve for the duration of the dissertation. **Four** members must hold Graduate Faculty Status (GFS), and **one** member with this status must be selected from a different school to serve as the University Representative. The dissertation committee can be the same composition as the doctoral supervisory committee or it can be altered. At least **two** members, including the major professor, must be from within the School of Communication Science and Disorders. Students may choose to include up to two members from other schools in light of the potential interdisciplinary nature

of dissertations in the School. Please note, any members who hold Co-Directive Doctoral Status (CDDS) will be considered additional members and cannot count as part of the core four members.

Dissertation Prospectus

The dissertation prospectus is the first major step in the writing of a dissertation. It is prepared by the student under the guidance of the major professor and with the assistance of the committee members, as appropriate. The prospectus, once approved, should be viewed as an agreement between the student and the Doctoral Supervisory Committee defining what and how much the student will do for the dissertation.

Ideally, the prospectus forms the beginning chapters/sections of the dissertation. However, the student should be aware that approval of the prospectus does not necessarily mean that the corresponding chapters/sections of the dissertation have been approved. The prospectus may not contain sufficient detail as needed in the dissertation. Furthermore, the research methodology or focus may shift slightly as progress is made on the dissertation study necessitating revisions of the prospectus for the dissertation.

The dissertation prospectus should include the following major components: 1) a title page like that of the dissertation; 2) an abstract of less than 350 words (or, if targeting a specific journal, the abstract should meet that journal's requirement for length and style), 3) a critical review of relevant research supporting the need for the proposed research, 4) a statement of the research hypotheses or specific research objectives, 5) a description of the methods including the proposed participants in the study, procedures used for data collection and methods to be used in analyzing the data; and 6) a list of references cited. **Students should not begin collecting data before the dissertation prospectus is approved, without specific approval of the committee.**

The prospectus and the dissertation should take one of a number of forms, as approved by the advisor (initially) and the committee (at the prospectus meeting). Students may write their prospectus and dissertation in a format that closely resembles a manuscript suitable for publication or may write it in a more traditional format.

Dissertation Prospectus Defense

The major professor should review the Prospectus and determine if it is ready to be sent to the committee. The student should provide each committee member with s an electronic copy at least two weeks before the scheduled prospectus meeting. The prospectus defense should be scheduled as soon as possible. The student should contact each committee member and seek feedback about the prospectus before the prospectus defense, if possible. At the prospectus defense, the student presents a brief summary of the dissertation prospectus for about 10-15 minutes and the committee poses questions or discusses the proposed study. The committee should specify any changes that are needed in the prospectus. Every committee member must approve the dissertation prospectus, with the specified changes. If there are any additional specified changes, the student should email the committee after the prospectus defense and list the desired modifications in writing.

Dissertation Hours

A student who has completed the required course work, passed the preliminary examination and submitted an application for admission to candidacy to the Office of the Registrar, and continues to use campus facilities and/or receives faculty supervision, but **has not made a final dissertation submission** shall include in the required full-time load of a minimum of two (2) dissertation hours per term. Those with underload permission must register for at least two (2) hours of dissertation credit per term. Underloads must be approved by the academic dean and The Grad School. Before registering for dissertation hours, the student must consult the major professor as to the proportion of time to be devoted to dissertation work. The number of hours listed will show the proportion of time to be devoted to the dissertation. The number of hours should not only reflect the effort of the student, but should take into account the use of campus facilities/resources and faculty interaction/supervision.

Dissertation Guidelines
A student's dissertation must meet FSU guidelines to receive final approval. The University guidelines are set forth in the Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers, available from The Grad School https://policy.gradschool.fsu.edu/students.   Students are strongly advised to review the requirements before they begin writing their dissertation. The dissertation constitutes the fulfillment of the agreement between the student and his or her dissertation committee. Generally, dissertations in the School of Communication Science and Disorders should be prepared in APA style, unless otherwise specified by the dissertation committee. The submission process and formatting requirements for Electronic Theses and Dissertations (ETDs) are outlined in the Guidelines and Requirements for Theses, Treatises, and Dissertations. **ALL** students must submit their dissertation electronically. For more information on ETDs@FSU, visit the FSU Library's Electronic Thesis and Dissertation web site.

Students must register for a minimum of 24 credits for SPA 6980 Dissertation over at least 2 semesters over the course of time needed to complete the dissertation. None of these hours may be taken prior to advancement to candidacy.

Any dissertation committee members who were not on the Doctoral Supervisory Committee need to approve the dissertation prospectus and revisions need to be made if required by the new member(s). If the topic or methodology planned for the dissertation is significantly changed from the approved prospectus, the student must submit another prospectus for approval from the dissertation committee. Revisions that are substantial in content but minor in scope need to be approved by the committee but a new prospectus does not need to be prepared unless requested by the major professor. Such revisions can be approved at a committee meeting or by an email memorandum sent by the student to committee members that delineates the revisions.

The student should keep the committee members informed of progress made on the dissertation over the course of the study. The student should check with committee members to determine how much input each wants to have during the study. Generally, all chapters of the dissertation are reviewed by the major professor, revisions are made as needed, and the completed manuscript, with all chapters, is then distributed to the committee. However, committee members who have more involvement may be involved in reviewing chapter drafts. According to university policy, faculty members serving on dissertation committees should be given **4 weeks to review the manuscript**. Commonly in SCSD, faculty members serving on dissertation committees waive the 4-week review period. It is the student's responsibility to secure the agreement of each committee member if a shorter review period is desired. If the 4-week review

period is waived, the committee should be given at least 2 weeks to review the dissertation before the dissertation defense. If the review period is less than 4 weeks, the committee member serving as the outside representative will need to note on the university compliance form that all faculty members on the committee agreed to the shorter review period prior to the defense.

Dissertation Defense

Students must register for SPA 8985 Dissertation Defense (0 credits) during the semester in which they anticipate completion of the dissertation. To be eligible to graduate the same term as defending, students must defend before the The Grad School's manuscript clearance deadline. If the student does not end up defending that semester, the student should drop the defense course as soon as possible. The student must be registered for a minimum of 2 credits of SPA 6980 the semester in which the student successfully defends the dissertation.

Dissertation Defense Notice: At least **TWO WEEKS** before the dissertation defense, the student should submit notice to The Grad School of the time, date and place of the defense and title of the dissertation. The student should also provide this information to the School by posting an announcement in the Warren Building and notifying faculty and doctoral students within the School by email.

The student should provide each committee member with a hard copy of the dissertation two weeks prior to the defense, unless the committee member prefers an electronic copy. The doctoral committee needs to inform the student of major concerns about the dissertation or student's readiness to proceed to the defense no later than a week before the defense. It is important that the major professor informs outside committee members of this policy. After the major professor and all members of the Supervisory Committee have read the completed manuscript and agreed that the student can proceed to the oral defense, the student will defend the dissertation at a time agreed upon by all committee members. Students are encouraged to meet individually with committee members prior to the dissertation defense to inquire about any areas of concerns or areas that will be questioned during the defense. The dissertation defense is usually scheduled for a two-hour period and begins with a public seminar. Generally, the student provides a presentation summarizing the purpose, methods, and major findings of the dissertation for about 20 minutes. The student's major professor will decide on the order of when questions are asked by the committee versus the public questions. However, it is important that the major professor clearly identify when the public seminar is complete, when the defense begins, and when the defense is over, to be consistent with university policy. Questions from the public can occur either as part of the public seminar before the defense or after the defense is over. The public can attend the defense, however, only the members of the committee can ask questions during the defense, as stipulated in university policy. After the completion of the public seminar the public will be asked to leave before the student participates in the defense with only the committee members present. After the defense, the student will be asked to leave the room and the dissertation committee will discuss the student's performance on the dissertation and defense. Outcomes of the dissertation defense are pass, fail, or to be reexamined. **All** members of the dissertation committee must make final approval of the dissertation. The student will then be brought back in to receive feedback from the committee. During the feedback, the student and major professor typically take notes detailing all revisions that the student must make before filing the dissertation. The student should then type up this list and distribute it to all committee

members. Members of the dissertation committee may choose to not approve the dissertation until all corrections and revisions that each member requires have been made.

A student must repeat the defense of the dissertation or thesis if the final approved ETD (see below) is not submitted to the Clearance Advisor in The Grad School within 60 days of his or her defense. At the time of the defense, students should be expected to have given the committee a final or close-to-final version of the thesis, treatise, or dissertation. The student should only be awarded a PASS for the defense if minimal revisions and corrections are required. (Graduate Bulletin, Examination in Defense of Dissertation, p. 62; and Thesis, p. 60). The University Representative must submit the Doctoral Defense Report to the Manuscript Clearance Advisor within one week of the defense.

ETD: All Electronic Thesis, Treatise and Dissertation content and information can now be found exclusively on The Graduate School's Blackboard ® websites. All ETD content and information can be located in the "Theses, Treatises, Dissertations" submenu, found on the left-hand side of the screen. Students should access the "GradSpace" webpage. Faculty and Staff should access the "Graduate School - Faculty/Staff" webpage. In order for students to submit their manuscript successfully, they must adhere to the formatting rules found in the "Guidelines and Requirements for Electronic Theses, Treatises, and Dissertations," as well as meet the deadlines outlined in the semester of intent to graduate.

Dissertation Clearance Procedures
Early in the writing stage, each student should obtain from the Manuscript and Final Clearance Advisor, 408 Westcott, the following information: 1) manuscript and clearance information, including deadline; 2) survey of earned doctorates questionnaire, 3) placement information card, 4) microfilm agreement form, and 5) dissertation defense publication form. These forms are all available online via Canvas or The Grad School's website.

During the **first two weeks of the term** in which a candidate expects to receive a degree, application must be made for graduation via their my.fsu.edu dashboard. For additional information, contact the Office of the Registrar, Graduation Section, (850) 644-5850.

Students must register for at least 2 credits of dissertation in the final semester. If the student defended in a previous semester, this fee can be waived if the manuscript is completed by the first day of the semester of graduation.

Abstract: The students must prepare a dissertation abstract of less than 350 words, which must conform to the style presented by Dissertation Abstracts (see "Guidelines and Requirements for Dissertation Writers" for specifics).

After the Defense: The student should ensure all appropriate forms have been filled out and submitted for approval by their committee. This digital process must be completed via the Manuscript Clearance Portal for Forms. Please refer to the Manuscript Clearance website for more information. The manuscript should also be submitted to the college dean before The Grad School's manuscript clearance deadline. The student should provide the dissertation committee members with a copy of the final version of the dissertation.

If the student does not file the dissertation by the deadline during the semester that the diploma was ordered, the student should delete his/her name from the "Degree list" by contacting the SCSD Academic Coordinator.

FREQUENTLY ASKED QUESTIONS

Is it possible to change my program of study?

The program of study is not "written in stone." The most common changes are course substitutions. Generally, this is initiated by contacting your major professor. You do need to advise your committee and formally initiate the change to be reflected in writing by having each committee member initial the change on your program of study. This does not necessitate a committee meeting. When listing your courses on your program of study you may list Course X "or" Course Y to get your committee's approval up front if possible changes can be anticipated.

Why would I change my program of study?

You may want or need to change your program of study for any of the following reasons:

- You may have begun to study in one area and change your interest.
- The course you now want to take was not offered at the time you composed your program.
- A committee member, especially an outside member, may suggest a course you did not know existed.
- Instructors may leave for sabbatical or may not offer a planned course and you did not anticipate that.

How do I know what classes to take?

Consult with your major professor and faculty serving on your advisory committee. Ask other students for advice and recommendations – on both courses and instructors. Also, look through the catalog for descriptions of courses that match your interests. You can ask the instructor for a better/fuller description of a course, and ask to look at the syllabus that is on file.

How long does it typically take to complete a doctoral program?

There really is not a "typical" duration or a "typical" student plan of study. Some of the factors depend upon:
- if or how often you change your area of study during your program
- how long it takes you to decide upon a research project
- how long it takes to secure funding for research if needed
- how difficult it is to find participants for your research
- the research design of your dissertation (*intervention studies take longer)
- how conscientious you are about keeping your committee apprised of your progress
- how well or easily you engage in scholarly writing

How do I find an outside member for my committee?

It will depend upon your interests. Look at the schools that are most closely aligned with your interests and begin there. Check to see what a faculty person's research interests are. Often this can be found on school websites. Remember that you want to seek persons who can assist your research efforts. Ask other students and faculty for recommendations. Generally, it is a good idea to have taken a class or be planning to take a class from a faculty who you invite to be an outside member. Remember that your outside member **must** have Graduate Faculty Status.

How do I decide which Preliminary Exam Option to choose?

It may be too early to be concerned with the specifics of Preliminary Exam Option 1 or 2 at this time. First, you need a committee and focus. However, the following suggestions may be helpful:

- Look at products completed by former students.
- Generate a portfolio of all written materials (projects, grant efforts, research reports). These will be necessary for documentation of your competencies for annual reviews.
- If you choose Prelim Option 1, you will need to devote time ahead of the exam for preparation and five days to complete the exam. Your committee will decide on the limits of the content and apprise you of such. If you choose Prelim Option 2, you can spread out the time devoted to the products over 1 or 2 semesters, although portions of the exam have time limits (e.g., the article critique).
- The creative product in Prelim Option 2 may lead to a publication or student-initiated grant, thus, helping to launch your research career.
- If you are a procrastinator or a perfectionist, Prelim Option 1 may be a safer choice to ensure timeliness of your graduation.

What are some tips for working effectively with my committee?

When choosing your committee, select members with whom you are comfortable working. Make sure to keep your committee informed about your progress and any changes in your program of studies, preliminary exam, or dissertation. Email is an efficient way to keep in touch with your committee.

What if I have a formal complaint or grievance with my advisor/committee chair?
At times, an issue may arise for which a doctoral student believes s/he has a formal complaint or grievance. When this occurs, the first step is for the student to sit down with his/her advisor and discuss concerns. If the student is not satisfied with the outcome, then the student should arrange a meeting with the chair of the Doctoral Program Standards Committee. The chair, after ensuring the student has met with the advisor and discussed the issue, will attempt to serve as a mediator between the doctoral student and the advisor. If the outcome of this action does not meet the student's satisfaction, the student may arrange a meeting with the School chair.

May I change my advisor?
Yes. When a doctoral student enrolls in the doctoral program, an advisor is chosen that seems to best meet the student's interests. However, interests can change over time. Additionally, in rare situations, an advisor may leave FSU. In the event that a student wishes or needs to change to

another advisor, the student should make an initial contact with a possible new advisor, explain the rationale for the change and determine whether the new advisor is willing to accept the student as an advisee. Then, the following steps should be taken:

1) The student discuses the change with the current advisor.
2) The student notifies his/her current committee members, explains the change and the rationale, and informs them about any intent to keep them on the committee.
3) The student plans the change at a naturally-occurring time (i.e., during the first two years of the program, before the Preliminary Planning meeting, after the Preliminary Defense and before the Doctoral Dissertation Prospectus).
4) The student notifies the Academic Coordinator via email of all changes and requests that their committee be updated.

What are some tips for scheduling committee meetings?

It can be very challenging to find a time when all of your committee members are available. It is recommended that you use email to schedule meetings. Try to schedule meetings as far in advance as possible. When emailing your committee, it is recommended that you select a 2-week time frame and ask your committee members when they are NOT available during those 2 weeks.

What if I take longer than planned for my preliminary products and use up my allotted hours?

The School has a variety of courses that you can register for during your doctoral studies. The Academic Coordinator can help inform you of the different course numbers that are options and your major professor can advise you on which courses are best for you. One solution is to retroactively change the hours into dissertation hours, if you advance to candidacy early in the semester.

APPENDIX A

Figure 1. Roadmap to Ph.D.

Roadmap to Ph.D.
School of Communication Science and Disorders

1 — Draft Plan of Study
- Identify primary and secondary/ collateral area
- Take courses
- Engage in research practicum
- Establish FL residency
  - 9 cr SPA
  - 15 cr Reasearch Methods
  - 4 semesters Doc seminar (4 credits)
  - 12 cr Specialization + collateral Area

2 — Submit at least one manuscript for publication
- Conduct research study
  - 3-5 cr SPA5940
- Complete directed teaching
  - 3 cr SPA5910
- Take courses
- Mentor UG research thesis *
- Secure committee and seek input on plan of study
  - 4 members:
    - >/= 2 from SCSD
    - >/= 1 Outside
    - Rep, tenured

3 — Defend Prelims
- Prepare Prelim Products
  - Article review
  - Creative manuscript
  - Literature review
- Seek advisor approval on products
- Circulate products to committee (at least two weeks before defense)
- Prepare PPT for prelim defense

4 — Submit IRB Application for Dissertation**
- Prepare dissertation prospectus
- Publish creative manuscript with assistance from advisor

5 — Conduct Prospectus Meeting
- Draft prospectus plan (literature review, methods, proposed analysis)
- Finalize dissertation committee
- Send prospectus to committee (2 weeks prior to meeting)
- Prepare prospectus PPT

6 — Engage in Dissertation Research
- Modify IRB as needed
- Recruit participants
- Train assistants/volunteers
- Implement study as proposed

7 — Defend Dissertation
- Revise and update methods
- Write results section
- Write discussion section
- Submit to advisor for review
- Submit manuscript to committee for review (4 weeks)
- Prepare defense powerpoint

8 — Ph.D. and Succeed
- Submit manuscript clearance
- Apply for graduation
- Secure letters of recommendation
- Apply for faculty positions
- Submit dissertation for publication
- Prepare for job talks

FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Communication Science and Disorders

*Optional to mentor UG thesis
**Student must be primary investigator

APPENDIX B

Program of Study

SCHOOL OF COMMUNICATION SCIENCE AND DISORDERS
COLLEGE OF COMMUNICATION
THE FLORIDA STATE UNIVERSITY

Doctoral Program of Study

Name: _____   SSN: _____

Local Address: _____   Phone: _____

_____   e-mail: _____

Undergrad Degree: _____ Major: _____

    Institution: _____ Date Conferred: _____

Master's Degree: _____ Major: _____

    Institution: _____ Date Conferred: _____

Master's Thesis title: _____

_____

Major Emphasis: _____

Doctoral Supervisory Committee (Including three members holding doctoral directive status):

1. Major Professor   _____

2. University Representative   _____

3. Member   _____

4. Member   _____

Others as desired: _____

_____

School Chair   _____

Dean, College of Comm & Info.   _____

                (Signatures)   (date)

I. Describe your career goals and your academic objectives on an attached page:

II. All graduate level courses completed prior to entry into doctoral program.
[Note. Courses transferred from another university must be evaluated by the Registrar's office before they may be posted on the transcript.]

Course Number	Descriptive Title	Grade	Semester Hours	Institution	Term, Year

III. Research Tools Core (Minimum of 15 semester hours)

Course Number	Descriptive Title	Semester Hours	Instructor	Term, Year	Grade

IV. Communication Processes and Disorders Core (Minimum of 9 semester hours)

Course Number	Descriptive Title	Semester Hours	Instructor	Term, Year	Grade

V. Related Specialization Area (Minimum of 12 semester hours)

Course Number	Descriptive Title	Semester Hours	Instructor	Term, Year	Grade

VI. Other Courses

Course Number	Descriptive Title	Semester Hours	Instructor	Term, Year	Grade

VII. SPA 5940: Supervised Teaching (Minimum of 3 semester hours)
Specify undergraduate lecture course, other courses, supervisor, and term(s)

VIII. SPA 5910: Supervised Research (3-5 semester hours)
Specify Project title, supervisor, and term for each credit:

IX. Summary:

Total semester hours in Research Tools   ____
Total semester hours in Comm Processes and Disorders   ____
Total semester hours in Related Specialization Area   ____
Total hours in Teaching & Research   ____
Total hours in Other Courses   ____

Total hours in Doctoral Program   ____

X. Include a chronological breakdown of program of studies by semester.

Semester	Course Number	Descriptive Title	Semester Hours	Instructor	Grade

XI. Identify Products included in your portfolio and the source.

Descriptive Title of Product	Course Number & Name	Instructor	Term	Grade

APPENDIX C

Research, Teaching, and Supervision Competencies

Research Competencies for Doctoral Program
F.S.U. School of Communication Science and Disorders

Student_____   **Year**_____

This form is to be completed jointly by the student and the major professor, with a copy being submitted to the School Chair. Each semester the student and advisor should target new research competencies to be achieved and review whether outcomes reflect adequate mastery to document achievement. It is assumed that the student's program of studies will reflect an area of emphasis within the field of Communication Science and Disorders.

1. Read research critically and write a review of a research manuscript.	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Read and analyze all sections of a published research paper.			
b. Use reference materials and available colleagues to answer questions regarding research papers.			
c. Conduct a comprehensive computer and library search of research within a specified area.			
d. Write in accepted format, a thorough review of a research paper for a journal.			
e. Provide corrective feedback to another doctoral student regarding his/her review of a manuscript.			
2. Design and use an observational measurement system in research.	**Achieved**	**Goal**	**Comment**
a. Use 1) frequency count, 2) duration, 3) non-continuous interval, and 4) continuous interval procedures to observe/measure behaviors, obtaining at least 85% inter-rater agreement on at least three different target behaviors.			
b. Compute inter-rater reliability using three different indices (intraclass R, Kappa, agreement), and demonstrate knowledge of the advantages and disadvantages of each index.			
d. Select the best observational measurement system for recording at least three different behaviors and obtain at least 85% inter-rater agreement.			
e. Design training manual for observational recording.			

2. continued	Target Date	Date Achieved	Outcome Activities
f. Train a person without specific prior experience to use the protocol designed in 2e, with at least 85% inter-observer agreement.			
g. Provide corrective feedback to a doctoral student who is attempting to master objectives 2d-f, with resulting accomplishment of those objectives by the doctoral student.			
3. Demonstrate knowledge of psychometric reliability and validity.	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Demonstrate knowledge of reliability and methods of computation, including internal consistency, split-half reliability, and alternate form reliability.			
b. Develop a measure to assess a behavioral, social, or attitude construct (e.g., a parent- or teacher-report form) demonstrating adequate reliability.			
c. Demonstrate knowledge of different forms of measuring validity, including concurrent, predictive, and discriminant validities, and demonstrate the relation between validity and reliability.			
d. Demonstrate concurrent and discriminant validity for the measure designed in 3b.			
4. Identify a research question or hypothesis and design a research study to address this problem.	**Target Date**	**Date Achieved**	**Outcome Activities**
b. Describe the purposes and features of the following experimental group research designs: between subjects, within subjects, and mixed.			
c. Describe the purposes and features of the following nonexperimental research: correlational and survey			
d. Describe the purposes and features of the following single-subject research designs: reversal, withdrawal-of-treatment, multiple-baseline, changing criterion, and simultaneous treatment.			
e. Describe the purposes and features of a qualitative research design, including field notes, coding, use of metaphors, synthesis of data, and relevant literature reviews.			

4. continued	Target Date	Date Achieved	Outcome Activities
f. Choose appropriate research designs, given hypothetical research problems.			
g. Identify threats to validity associated with different experimental and quasi-experimental research designs, including pre-post, repeated measures, and time series.			
h. Select an appropriate research design for a problem in the doctoral student's own field of research experience, identifying potential limitations and advantages of this design for the specific problem.			
i. Provide corrective feedback to another doctoral student attempting to master objectives 4f and 4g.			
5. Conduct and describe appropriate analyses of research data.	Target Date	Date Achieved	Outcome Activities
a. Describe the following methods of displaying data gathered through a research activity: chart of raw scores, equal-interval graph, semi-logarithmic graph, summary table.			
b. Visually summarize data, using hypothetical examples, in each of the methods.			
c. Display data gathered in doctoral student's own research field experience.			
d. Conduct and describe appropriate non-parametric statistics to analyze data gathered by the student.			
e. Conduct and describe appropriate parametric statistics to analyze data gathered by the student.			
f. Conduct and describe appropriate qualitative analyses for data gathered by the student.			
g. Assist another doctoral student in attempting to master objectives 5b-f.			

6. **Implement research in a community setting or natural environment.**	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Obtain approval of the appropriate IRB Human Use Committees, by submitting acceptable research protocols and informed consent forms.			
b. Obtain cooperation of participating school(s) or other agencies, as reflected by letter of support for research and participation of staff and/or subjects.			
c. Assist another doctoral student in accomplishing objectives 6a-b.			
7. **Write a research paper that reports on a research project designed and implemented by the doctoral student.**	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Use APA style in writing research reports, as well as to proofread one's own writing for APA style errors.			
b. Write a research proposal.			
c. Write a report of the doctoral student's completed research project.			
d. Provide corrective feedback to the doctoral student attempting objective 7c.			
8. **Make a research presentation at a state or national conference.**	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Write an acceptable proposal for a research presentation for a national conference.			
b. Develop suitable audiovisual aids for conference presentation.			
c. Modify the proposal and present research applications to a state, regional, or local group of practitioners and/or parents.			

_____

Signature of Student   Date   Signature of Major professor
Date

Teaching and Supervision Competencies for Doctoral Program
F.S.U. School of Communication Science and Disorders

Student_____   **Year**_____

This form is to be completed jointly by the student and the major professor, with a copy being submitted to the School Chair. Each semester the student and advisor should target new competencies to be achieved and review whether outcomes reflect adequate mastery to document achievement.

1. Demonstrate the ability to write a course syllabus.	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Write a course syllabus to include defining and creating clear, concise goals for a course based on the content of the course and needs of the students.			
b. Develop and write measurable objectives for each content unit taught.			
c. Describe how the content in each unit will be presented using multiple modalities, including web-based and other resources.			
d. Explain how the course will be evaluated, including a clear statement on the assessment process and measures.			
e. Describe student responsibilities in the course, including a statement of the FSU Honor Code and policy on ADA, class attendance, and missed assignments and exams.			
2. Plan and conduct diversity sensitive learning activities for the majority (i.e., more than half) of a course.	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Review literature or resources that describe effective teaching styles based on adult learning and delineate the ones most appropriate for a specific course.			
b. Develop a set of instructional lessons for the course objectives and content that utilize a variety of teaching formats, including lecturing, leading group discussions, facilitating small group discussions, and electronic (i.e., video, web-based, PowerPoint) presentations.			
c. Implement the set of instructional lessons for the course objectives and content, utilizing a variety of teaching formats as developed in 2b.			
d. Demonstrate the ability to utilize class time effectively and efficiently.			

2. continued	Target Date	Date Achieved	Outcome Activities
e. Demonstrate the ability to present topics in a logical sequence, to summarize major points, and relate current discussion to previous/future ones.			
f. Demonstrate the ability to explain course content clearly; use good examples across cultures to clarify, use a variety of audio/visual materials, accommodate for students with disabilities, and capture the students' attention.			
g. Demonstrate the ability to integrate appropriate research, theoretical, or clinical models or principles into teaching and present material at an appropriate level for the students and course objectives.			
h. Plan diverse and culturally competent learning activities so that students know what is expected of them, are actively engaged and encouraged to ask questions, and use critical thinking.			
i. Demonstrate the ability to provide appropriate feedback to indicate respect and concern for students and enhance student learning.			
3. Provide methods of evaluating student performance for each content unit.	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Describe a variety of methods for evaluating student performance both in class and out of class.			
b. Develop a variety of methods of evaluating student learning for each content unit, including short writing assignments, long writing assignments, class presentations, participation in discussions, homework assignments, tests, self-reflection, and self-evaluation.			
c. Describe how feedback from evaluations and assignments could be used to improve learning outcomes.			
d. Prepare scoring rules or rubrics, score reliably, compile scores for evaluation assignments, and convert scores into course grades.			
4. Establish and maintain an effective goal-directed supervisory relationship within a program.	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Conduct needs assessment, review current research, and identify components and procedures of a supervisory model to be implemented.			

4. continued	Target Date	Date Achieved	Outcome Activities
b. Assign student responsibilities, establish timelines, conduct team meetings, monitor progress, and revise program as needed.			
c. Develop and evaluate culturally competent training materials using current research findings to support the program for participants.			
d. Implement program for at least 8 weeks collecting data on appropriate effectiveness measures, i.e., effectiveness of program, student fidelity of implementation, student and client satisfaction.			
e. Involve clients and caregivers in the evaluation and intervention process.			
f. Demonstrate appropriate practices and provide corrective feedback to students.			
4. Supervise students within clinical education program.	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Review current supervisory models and develop a plan to delineate and document an approach.			
b. Establish and maintain a professional and supportive relationship that enhances supervisor and supervisee growth for at least 3 students.			
c. Assist supervisees to develop their ability to conduct meaningful assessments, to formulate and evaluate goals and objectives, to refine management skills including data collection procedures, to integrate evidence into appropriate recommendations, and to document process appropriately.			
d. Demonstrate variety of clinical techniques and participate with supervisee in clinical management.			
e. Conduct supervisee conferences that increase critical thinking, problem solving, and self-reflection.			
f. Evaluate effectiveness of approach for the clients, students, and program.			

Signature of Student   **Date**   **Signature of Major professor**   **Date**

Faculty Professional Development Competencies for Doctoral Program
F.S.U. School of Communication Science and Disorders

Student_____   **Year**_____

This form is to be completed jointly by the student and the major professor, with a copy being submitted to the School Chair. Each semester the student and advisor should target new professional development competencies to be achieved and review whether outcomes reflect adequate mastery to document achievement.

1. Demonstrate the ability to supervise students in clinic or the research lab	**Target Date**	**Date Achieved**	**Outcome Activities**
a.			
b.			
2. Participate in School or university (e.g., IRB) committee experiences	**Target Date**	**Date Achieved**	**Outcome Activities**
a.			
b.			
3. Participate in professional experiences (e.g., ASHA-related work)	**Target Date**	**Date Achieved**	**Outcome Activities**
a.			
b.			
4. Serve as a non-voting member of an undergraduate or graduate theses committee	**Target Date**	**Date Achieved**	**Outcome Activities**
a.			
c.			
4. Participate in a professional (research of clinical) development project	**Target Date**	**Date Achieved**	**Outcome Activities**
a. Review current supervisory models and develop a plan to delineate and document an approach.			
b. Establish and maintain a professional and supportive relationship that enhances supervisor and supervisee growth for at least 3 students.			
5. Mentor an undergraduate and graduate student(s)	**Target Date**	**Date Achieved**	**Outcome Activities**
a.			

	Target Date	Date Achieved	Outcome Activities
b.			
6. Participate in project to develop knowledge of regulation/certification/accreditation standards, budget procurement	**Target Date**	**Date Achieved**	**Outcome Activities**
a.			
b.			

Signature of Student   **Date**   **Signature of Major professor**   **Date**

APPENDIX D

Annual Review Form

SCHOOL OF COMMUNICATION SCIENCE AND DISORDERS

Scholar Name: _____

Advisor: _____

Re: Annual evaluation of progress toward graduation   **Date:**

The Graduate School at Florida State University requires an annual evaluation of your progress toward the completion of the doctoral program. Accordingly, this meeting serves to review your progress in the doctoral program.

Scholar's products or major accomplishments during this review period:

Scholar's self-reflection on progress:

Recommended action steps discussed:

<u>Summary Statement:</u>

☐   The committee has determined that you are making satisfactory progress in the program.

☐   There are minor/major concerns with your program of studies.

☐   There are minor/major concerns with your progress.

☐   The committee has determined that you should convene your supervisory committee.

Your signature indicates that you have reviewed your progress and recommendations have been discussed with you.

_____ / _____
Signature of doctoral student   date of review

_____ / _____
Signature of major professor   date of review

cc: Dean of the Graduate School
             Dean of the College of Communication & Information (CCI)
             SCSD Director

APPENDIX E

Guidelines for Writing Article Critiques and Literature Reviews

Positive Characteristics of Article Reviews:

Well organized
Careful analysis
Lists problem areas
Explains why unclear
Constructive criticism
Identifies inconsistencies
Gives suggestions for future
Specifics regarding what to address
Specifies good parts of manuscript
Suggested other articles for examples
Clear overall recommendations and rationale
Tells what would make it more appropriate for publication in the particular journal

Negative Characteristics of Article Reviews:

Too picky
Too general
Overly verbose
Difficult to follow
Biased, subjective
Off-topic suggestions
Rude or abrupt language
Opinions stated not facts
Begins with shortcomings
Suggestions to include a new topic
No suggestions for resolving problems

Comments and Questions:

APA style- clarity of writing
Wording, phrasing
Organization
Reliability
Sample size
Lack of procedural details
Appropriateness of design
Appropriateness of method
(Mis)interpretation of results
Inconsistencies – text vs. figures
Whether the research question was answered
Approval of analyses, suggesting additional or different analyses
Relevance and inclusiveness of literature reviewed and theoretical framework

Compiled by Howard Goldstein

THE LITERATURE REVIEW:
A FEW TIPS ON CONDUCTING IT

Material prepared by **Dena Taylor**, Director, Health Sciences Writing Centre, and **Margaret Procter**, Coordinator, Writing Support, for use at the University of Toronto

What is a review of the literature?
A literature review is an account of what has been published on a topic by accredited scholars and researchers. Occasionally you will be asked to write one as a separate assignment (sometimes in the form of an annotated bibliography--see the bottom of the next page), but more often it is part of the introduction to an essay, research report, or thesis. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available, or a set of summaries.

Besides enlarging your knowledge about the topic, writing a literature review lets you gain and demonstrate skills in two areas:
information seeking: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books
critical appraisal: the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do these things:
a) be organized around and related directly to the thesis or research question you are developing
b) synthesize results into a summary of what is and is not known
c) identify areas of controversy in the literature
d) formulate questions that need further research

Ask yourself questions like these:

o   What is the specific thesis, problem, or research question that my literature review helps to define?

o   What type of literature review am I conducting? Am I looking at issues of theory? Methodology? policy? quantitative research (e.g. on the effectiveness of a new procedure)? qualitative research (e.g., studies)?

o   What is the scope of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., nursing psychology, sociology, medicine)?

o   How good was my information seeking? Has my search been wide enough to ensure I've found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I've used appropriate for the length of my paper?

o   Have I critically analyzed the literature I use? Do I follow through a set of concepts and questions, comparing items to each other in the ways they deal with them? Instead of just listing and summarizing items, do I assess them, discussing strengths and weaknesses?

o   Have I cited and discussed studies contrary to my perspective?

o   Will the reader find my literature review relevant, appropriate, and useful?

Ask yourself questions like these about each <u>book or article</u> you include:

- o Has the author formulated a problem/issue?

- o Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?

- o Could the problem have been approached more effectively from another perspective?

- o What is the author's research orientation (e.g., interpretive, critical science, combination)?

- o What is the author's theoretical framework (e.g., psychological, developmental, feminist)?

- o What is the relationship between the theoretical and research perspectives?

- o Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with?

- o In a research study, how good are the basic components of the study design (e.g., population, intervention, outcome)? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?

- o In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically-charged language and tone? Is there an objective basis to the reasoning, or it the author merely "proving" what he or she already believes?

- o How does the author structure the argument? Can you "deconstruct" the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?

- o In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?

- o How does this book or article relate to the specific thesis or question I am developing?

Final Notes:

A literature review is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. It's usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your thesis or research question.

If you are writing an annotated bibliography, you may need to summarize each item briefly, but should still follow through themes and concepts and do some critical assessment of material. Use an overall introduction and conclusion to state the scope of your coverage and to formulate the question, problem, or concept your chosen material illuminates. Usually you will have the option of grouping items into sections--this helps you indicate comparisons and relationships. You may be able to write a paragraph or so to introduce the focus of each section.

Reviews of Literature

The format of a review of literature may vary from discipline to discipline and from assignment to assignment. A review may be a self-contained unit -- an end in itself -- or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations. Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

In the Introduction

- define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.

- point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest.

- establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state why certain literature is or is not included (scope).

In the Body

- group research studies and other types of literature (reviews, theoretical articles, case studies, etc.) according to common denominators such as qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc.

- summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance.

- provide the reader with strong "umbrella" sentences at beginnings of paragraphs, "signposts" throughout, and brief "so what" summary sentences at intermediate points in the review to aid in understanding comparisons and analyses.

In the Conclusion

- summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.

- evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.

- conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

Compiled by Howard Goldstein

APPENDIX F

Model Formats for Article Critiques

American Speech-Language Hearing Association
Guidelines for Manuscript Reviews[1]

1. Review Guidelines

    a. The quality of the journal is directly linked to the quality of the reviews. Here are some guidelines to providing thorough, constructive input to the editors and authors, ultimately adding substantive scholarly work to the journal. You will have three parts to fill out in an online review.

        i. Comments for the Author

        ii. Comments for the Associate Editor

        iii. Recommendation

2. **Comments for the Author**
Include all comments which might help the author(s) improve the manuscript. Evaluate the manuscript for:

    a. Adequacy of the rationale for the study or paper

    b. Accuracy and scope of the literature review

    c. Appropriateness of research design, data analysis, and interpretation of results for research articles

    d. Organization

    e. Clarity

    f. Overall clinical or theoretical significance of the work

3. **Review organization**
You may choose to organize your review into three major areas.

    a. **Brief Summary**. Briefly summarize the main argument, evidence and conclusion of the paper. This may help to clarify the issues in your own mind, and it often helps illuminate disagreements on factual matters among the reviewers. End this section with a brief statement about an overall impression, but do not provide a specific recommendation with regard to publication (i.e. do not make a statement like "this paper should be accepted" in the comments to the authors).

    b. **General Comments and Overall Evaluation.** Say whether you find the topic to be an interesting and important one, whether the background review of the literature is sufficient and accurate, whether the methods are sound (appropriate research design, procedures, and data analyses), whether the results are compelling, and whether the conclusions are warranted. Comments on overall clarity and organization of the text can be included as well.

    c. **Line-by-line Comments.** This section is for corrections or comments on specific points. Typically, there is not a need to provide these comments on first reviews, unless the

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[1] These guidelines are essentially the same as those reviewers receive through ASHA Manuscript Central.

<u>manuscript is to be accepted or requires only minor revisions</u>. If your recommendation is to reject the paper, this section should not be lengthy.

   d. **Constructive criticism**
   Constructive criticism and suggestions for changing the paper to improve the manuscript are welcomed. Please make any recommendation for acceptance or rejection in the comments to the associate editor, not in your comments for the author. Please maintain a tone of professional respect in your review. Criticisms should be put forth in positive ways, accompanied by specific suggestions for improvement whenever possible. Personal or derogatory language is to be avoided.

4. **Comments for the Associate Editor/Recommendation**
   This memo is for confidential comments to the AE. In the memo, include a statement about your recommendation. You also may add a statement which would not be constructive for the author, such as "I was really leaning towards reject, but I feel like there's something valuable there. If the author were to significantly rewrite the paper I think it could be publishable at some point."

   a. **Recommendation types**
   Accept paper in its present form. Some minor copy-editing may still be required, but it will be caught at the copyediting stage so the authors need not submit a revision.

      i. **Revise** paper. The manuscript is generally good but requires minor content and/or editorial changes before its suitable for publication. Revised manuscripts do not require another review by the editorial consultants.

      ii. **Resubmit** paper. The paper contains one or more serious problems in substance or form, whose resolution might result in a generally acceptable manuscript. Resubmitted manuscripts typically are reviewed again by the associate editor and editorial consultants. This category applies only to manuscripts that contain important information to begin with, whose flaws might be correctable.

      iii. **Reject** paper. The content, style, and/or preparation of the manuscript are flawed to the extent that it is unlikely that revisions can render the manuscript suitable for publication. The content of the manuscript is unsuitable or inappropriate for the journal (in which case the editor may determine to withdraw the manuscript).

   b. Clinical studies appearing in ASHA journals must meet recognized standards for reporting. Articles reporting randomized clinical trials must follow the Consolidated Standards for Reporting Trials (CONSORT), nonrandomized clinical evaluations must follow the Transparency of Reporting Evaluations of Nonrandomized Designs (TREND), and studies of diagnostic accuracy must meet the Standards for Reporting of Diagnostic Accuracy (STARD). Authors should find these standards useful as guides in designing and implementing their studies; however, it is recognized that the standards apply directly to the reporting of studies rather than to their implementation.