



PURDUE
UNIVERSITY

**Ph.D. GRADUATE HANDBOOK
2010-2011**

**Department of Speech, Language,
and Hearing Sciences**

TABLE OF CONTENTS

Table of Contents

Introduction	4
A Brief History of the Department	4
The Organizational of the Department.....	4
Concerns and Complaints	5
Ph.D. Advisory Committee	6
Major Professor	6
Advisory Committee Members	6
Counseling, Career Planning, and Assistance.....	6
Course Requirements.....	7
Duration of Study.....	7
Credit Hour Enrollment for Graduate Staff Appointments	7
Enrollment Requirements	7
Transfer of Credit to Purdue SLHS Program	7
Required coursework	7
Performance Standards.....	8
Preparing the Plan of Study (POS).....	8
Alteration of the POS	9
Restrictions to Courses Included on the POS	9
Preliminary Projects and Examination	10
Ph.D. Preliminary Examination	10
Dissertation	12
Teaching Experience	13
Annual Review.....	13
Standards of Writing Performance.....	13
Writing Intervention Referral Sources.....	14
Special Admissions to the Doctoral Program	15
Admission to the Doctoral Program if the M.S.-SLP or Au.D. Degrees have not been completed.....	15
Change of Status Notification	15
Graduate Student Funding	16
Appointments administered outside the department	16
Funding Selections Procedures	17
Ph.D. suggested timeline.....	18

Au.D/Ph.D. Dual Degree Suggested Timeline 20

MS-SLP/Ph.D. Dual Degree Suggested Timeline 23

Ph.D. Checklist 28

Forms 29

Faculty Feedback Form – mentored feedback experience..... 30

Ph.D. Review document 34

Ph.D. Feedback form..... 35

INTRODUCTION

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

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

A BRIEF HISTORY OF THE DEPARTMENT

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

THE ORGANIZATIONAL STRUCTURE OF THE DEPARTMENT

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

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

The SLHS Chair of Graduate Program is the administrator responsible for matters pertaining to graduate study and serves as chair of the SLHS graduate committee. Departmental graduate policies are developed and monitored by the graduate committee. The graduate committee also has responsibility for graduate student admissions. The department head appoints the faculty members of the graduate committee and its chair.

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

CONCERNS AND COMPLAINTS

We hope that students will be able to discuss most concerns directly with the involved parties, but we know that situations can arise in which other advice is needed. The Department Head, Graduate Program Director, faculty advisors, Director of Clinical Education, and the clinic directors are all available to discuss student concerns. In addition, the Department Head appoints two ombudsmen. Students may discuss any type of grievance with the ombudsmen in complete confidence. The ombudsmen can advise the students of various ways to relieve difficulties, including informal discussions, grievance procedures, referral to counseling services, and so on.

Depending on the nature of the concern or grievance, students may contact the following:

SLHS Department Ombudsmen	Anne Smith, Ph.D.	(765) 494-7743
	Hope Gulker, M.A, M.S.W.	(765) 494-3800
Purdue Office of the Dean of Students	SCHL 207	(765) 494-1747
Purdue Graduate School	YONG 170	(765) 494-2600
Sexual Harassment Advisors' Network	http://www.cla.purdue.edu/resources/shan/	
Purdue Committee on the Use of Human Subjects	ENAD 328	(765) 494-5942
ASHA Council on Academic Accreditation	200 Research Blvd	(800) 498-2071
	Rockville, MD 20850	

The doctor of philosophy is the highest earned degree conferred by Purdue University. A rigorous academic and research oriented program of study is required to complete this degree. The Ph.D. student follows an individualized program, which includes coursework, seminars, directed studies, and research projects. The emphasis of the Ph.D. program is research training. The Ph.D. student is required to complete a dissertation, which is a scholarly work designed to reflect the student's ability to conduct independent original research.

THE PH.D. ADVISORY COMMITTEE

I. The Major Professor

Before entering the program, students are assigned a major professor. The major professor should represent the student's major area of research. If the student's major area of research changes, it is allowable for the student to change major professors. It is important for the student to have a major professor identified at all times. The major professor oversees the student's doctoral training.

II. Advisory Committee Members

The advisory committee for Ph.D. students consists of a minimum of four graduate faculty members:

- 1) two from the student's major area in the department (speech-language pathology, audiology, speech and hearing science, or linguistics). One of these will be the major professor.
- 2) one from another designated area within the department
- 3) one from a related area, outside this department

Counseling, Career Planning, and Assistance

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

COURSE REQUIREMENTS

I. Duration of Study

Note: In this document, unless specified, years in the doctoral program refers to the time the student is pursuing the Ph.D. degree but may not encompass all of the years the student is in the graduate program. For example, students pursuing a dual clinical-Ph.D. degree will be in the graduate program (completing clinical component of the degree) for 2-3 years before pursuing the Ph.D. degree.

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

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

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

II. Credit Hour Enrollment for Graduate Staff Appointments

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

No appointment	.25 FTE	.50 FTE	.75 FTE	1.00 FTE
18 hrs.	15 hrs.	12 hrs.	9 hrs.	6 hrs.

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

III. Enrollment Requirements

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

IV. Transfer of Credits to the Purdue SLHS Graduate Program

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

V. Required Coursework:

1. All doctoral students are required to complete advanced work in statistics through the equivalent of PSYC 60100. One course in statistical methods and one course in experimental design are required at minimum. Several potential routes for completion of statistical requirements are available.

- PSYCH 60000 (Statistical Inference, 3 credits) and PSYC 60100 (Correlation and Experimental Design, 3 credits)
- STAT 503(Statistical Methods for Biology, 3 credits) and CDFS 615 (Research Methods in CDFS, 3 credits)

If students prefer to take a different set of courses to fulfill this requirement, a request can be submitted to the Graduate Committee for approval. The request must indicate the material covered in the courses along with a justification for the substitution. Inclusion of the syllabi for the courses to be substituted would help in evaluating their acceptability. These requests will only be considered when endorsed by the student's major professor. Because knowledge of the content of these courses is necessary to the understanding of research design and the reading of research articles, doctoral students are expected to complete these two courses in their first year of doctoral study.

2. All students are required to take the Proseminar (1 credit) every semester they are in residence at the University. Students must also present once per year in the Proseminar.
3. All students are required to take the two semester writing sequence. The first course in the sequence focuses on basic scientific writing and manuscript preparation. The second course in the sequence focuses on grantsmanship and grant writing. The sequence of these courses should be followed as laid out. Ideally, students should take these two courses during the second year of their doctoral program.
4. All students are required to take at least four 600-level seminars. These can be within the department or outside the department. Students are encouraged to take broad seminar courses which will expand the breadth of their knowledge, not just seminars closely focused on their area of research.
5. All students are required to take a research ethics course.
6. All courses listed in the Ph.D. Plan of Study in the primary area (SLHS courses) must be at the 50000 or 60000 level.
7. Doctoral students must include a related area of study (for example, Linguistics, Neuroscience, Kinesiology, Gerontology). The related area must be outside of our department. This area must be represented by one member of the advisory committee on their plan of study. The minimum number of required credits in the outside related area is 9 hours. In this outside related area, it may be appropriate to list courses at the 400-level or lower, but courses at the 400-level or lower cannot exceed six credit hours on the plan of study. Outside areas do not need to be defined by departments. In other words, an outside area may include coursework from more than one department.
8. SLHS 69900 (Research Ph.D. thesis) should be reserved for use by doctoral students, who are engaged in dissertation research, and who have successfully completed their preliminary examinations/projects and have achieved the status of doctoral candidates. SLHS 69000 (Directed Study of Special Problems), can cover a wide variety of needs for doctoral level students and should be used for Preliminary projects.

VI. Performance Standards

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

VII. Preparing the Plan of Study Electronically

Each graduate student admitted to a degree program must file a Plan of Study (POS). A formal Plan of Study should be created as early as feasible in the student's career because it guides a student's academic degree progress, but no later than by the end of the first year of the doctoral program.

A Plan of Study is an academic contract between a student, the faculty members of the advisory committee, and the Graduate School. All departmental and Graduate School policies related to the filing of a Plan of Study must be adhered to explicitly.

Students will file their plan of study electronically. Access to the electronic Plan of Study Generator (POSG) is via the MyPurdue portal. MyPurdue can be found at <http://www.mypurdue.purdue.edu>. The link for the Plan of Study Generator (POSG) is located under the Academic link. The Graduate School provides access to the POSG. Once you are in the Academic tab, click on the POSG link. A *new* browser window will open with the Graduate School links available to you.

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

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

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

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

IX. Alteration of the Plan of Study (POS)

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

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

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

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

Courses at the 40000 level must be approved by the graduate committee in order to appear on the Plan of Study. Courses cannot have been taken at the undergraduate level unless they are "certified undergraduate excess" hours: courses taken for graduate credit while the student was an undergraduate. Courses taken at the 10000 or 20000 level may not appear on the POS; no more than 6 credits of courses taken at the 40000 level may appear on the POS.

PRELIMINARY PROJECTS AND EXAMINATION

I. Projects

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

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

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

The two major projects can be co-supervised with other faculty members to enhance interdisciplinary research experiences. Each of the two major projects must culminate, at a minimum, with a presentation by the student in the Proseminar. Ideally each major project will lead to a publication, and the data from one project will be used in the manuscript preparation course during the student's second year.

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

II. The Ph.D. Preliminary Examination

Graduate School regulations charge the faculty with responsibility for determining the readiness of a student to be admitted into candidacy for the Ph.D. In making a judgment regarding the student's matriculation into candidacy, the advisory committee might consider such things as the student's readiness to conduct research, knowledge base, ability to integrate information, clarity of written and oral expression, and innovative application of information from diverse bodies of knowledge. One means of determining candidacy is the preliminary examination, an important purpose of which is to ascertain whether the student is prepared to undertake independent research for the dissertation.

Thus, the preliminary examination is scheduled after the student has met the following criteria:

1. Has filed a Plan of Study
2. Has satisfactorily completed most of the coursework on the Plan of Study (3.0 average or better)
3. Has completed the Preliminary Projects as described in section VI

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

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

1. The written component should consist of a description of the research projects. While for all students this may not include two manuscripts, each student should provide a written description of their research projects to the committee which includes background, purpose, methods, results, and interpretation. It is up to the advisory committee to determine the nature and scope of the written component.
2. The oral component should consist of an oral examination of the student's knowledge in areas deemed by the advisory committee to be important to candidacy.

Students may provide brief presentation about each research project and then take questions. Alternatively, the oral defense can be a question and answer period. It is up to the advisory committee to determine the nature and scope of the oral component.

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

After all of the written portions have been completed, the oral portion of the preliminary examination is scheduled. Written portions of the preliminary exam must be provided to the advisory committee at least two weeks before the oral examination. Three weeks prior to the date for the oral examination, the student should obtain a Request for Examining Committee Form (Graduate School Form 8) from the graduate secretary, complete it, and give it to the graduate secretary for typing. Then the student takes the typed form to the major professor to be signed and returns it to the graduate secretary, who sends it to the Graduate School. After it has been approved there, copies are distributed to the student and the advisory committee.

In addition to reporting the results of the preliminary examination to the student, the advisory committee reports the results to the Graduate School, using the Report of Preliminary Examination Form (# 10). This form is signed by the committee members and then given to the graduate secretary. The Report of the Preliminary Examination Form includes appropriate recommendations for the student's admission to candidacy, continued preparatory study, or discontinuation. If the report is unfavorable, the student may be allowed to repeat the examination after the lapse of at least one semester if the examining (advisory) committee so recommends.

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

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

DISSERTATION

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

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

University requirements for preparation, deadlines, format, etc. can be found in the *Graduate School Bulletin* and in *A Manual for the Preparation of Graduate Theses*, may be printed at the Graduate School web site or from the graduate secretary.

After the research and the writing of the dissertation have been completed, the student must satisfactorily pass an oral defense of the research in front of the full advisory committee. Students may provide brief presentation about each research project and then take questions. Alternatively, the oral defense can be a question and answer period. It is up to the advisory committee to determine the nature and scope of the oral defense. The final written form of the dissertation must be provided to the advisory committee at least two weeks before the oral defense of the dissertation. Three weeks prior to the date on which the oral defense is to be held, the student should obtain a Request for Examining Committee Form (Form 8) from the web site, complete it, and give it to the graduate secretary for signatures. The graduate secretary then sends it to the Graduate School.

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

In addition to reporting the results of the oral defense to the candidate, the advisory committee reports the results to the Graduate School, using the Report of Final Examination Form (Graduate School Form 11). This form is signed by the committee members and then given to the graduate secretary.

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

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

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

TEACHING EXPERIENCE

All doctoral students are required to complete a mentored teaching experience. Advisors will help students determine what that experience will be. To meet this requirement, the *minimum* experience would be the student teaching at least three weeks of one course at the undergraduate or graduate level. The teaching experience should be supervised by the faculty member who regularly teaches that course. At the other end of the continuum, the student could meet this requirement by planning and teaching an entire course while being mentored by his/her advisor or another faculty member.

As a part of the mentored teaching experience, doctoral students will be reviewed by the supervising faculty member and the students in class. For a short mentored experience (less than 8 weeks), students will be reviewed at the end of the experience. For a longer experience, students will be reviewed in the middle of the experience and at the end. The Informal Feedback forms can be used to obtain feedback from students at times in the semester when University reviews are not occurring. The Faculty Feedback form can be used to obtain feedback from the supervising faculty member. The faculty reviews should be turned into the Graduate Secretary. Please see the forms section of the document for these forms.

ANNUAL REVIEW

All doctoral students will be reviewed by the Graduate Committee annually. For this review, students must work with their major professor to fill out the Ph.D. Review Document and the Ph.D. Student Feedback Forms. Both forms are due to the Graduate Secretary by December 1 of each year the doctoral student is enrolled in the program. Students completing the dual M.S.-SLP/Ph.D. and Au.D/Ph.D .degrees should complete these review documents even while completing the clinical portions of the degrees. The Ph.D. Review Document does not need to be completed in its entirety each year but should be completed to show both what the student has completed and what the student plans to complete over the next year to year and a half. Highlight in YELLOW any new or changed information from the previous year's submission. Timelines and a checklist are provided in the handbook to assist students and faculty in determining if the student is on track relative to program requirements.

STANDARDS OF WRITING PERFORMANCE

I. International Students

For International applicants there are several tests you can take to meet our guidelines for written and spoken English. Many countries are still taking the standard TOEFL exam with the TWE and TSE. Most other countries have available the newer TOEFL iBT or the IELTS. You may take whichever exam is available in your country, there is not one exam that is preferred by us.

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

When applicants take the TOEFL, they must also take the Test of Written English (TWE) and the Test of Spoken English (TSE). A score of 5 or better (on a scale of 1 - 6) is considered adequate for the TWE and a score of 50 is considered adequate for the TSE. When applicants take the TOEFL iBT they must have an overall score of 77 and a 27 on the speaking section of the test. An applicant may also take the IELTS exam and must receive a 7.5 in order to be considered for admission to our program.

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

II. Writing Intervention Referral Sources

English 00200: This is a writing course for non-native students. There are 4 sections in the fall, 4 in the spring, and 1 in the summer. Technical writing courses are available. These include exercises in writing essays, grant proposals, and personal statements, but are not content specific.

The writing lab is a major referral source. The writing lab is able to provide a range of services:

- consultation with individual departments
- writing groups
- individualized instruction

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

SPECIAL ADMISSIONS TO THE DOCTORAL PROGRAM

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

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

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

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

II. Admission to the Doctoral Program if the M.S.-SLP or Au.D. Degrees Have Not Been Completed

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

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

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

CHANGE OF STATUS NOTIFICATION

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

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

GRADUATE STUDENT FUNDING

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

A. Graduate Assistantships

Each fiscal year, the university allocates a sum of money to the department for graduate assistantship appointments.

These are generally awarded as half-time appointments. The university establishes the stipend levels. Thus, the amount of allocated funds determines the number of graduate assistantships that can be given each year.

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

B. Individual Faculty Research and Training Grants

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

C. Purdue Research Foundation (PRF) Grant

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

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

The Department of Speech, Language, and Hearing Sciences does not appoint funded graduate students to positions outside the department. The department has no administrative function in assigning students to these programs. This is only a partial list; the Graduate School maintains a current listing of open graduate assistant positions. Here is the web page address: <http://www.gradschool.purdue.edu/Funding>

A. Residence Counsellorships

Part-time employment on the counseling staff of the men and women's residence halls is available to qualified students. In general, compensation for such employment amounts to room and board, and remission of tuition. The student applies directly to the director of residence halls. The Department of Speech, Language, and Hearing Sciences has no control over who receives these counsellorships, although recommendations are supplied when requested.

B. Frederick N. Andrews Fellowships (University Fellowships)

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

III. Funding Selection Procedures

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

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

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

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

Ph.D. Suggested Timeline

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

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

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

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

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

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

SUMMER II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED

TBA	Ph.D. Coursework	3		
SLHS 69000	Second research project	3-6		
TOTAL		6		

FALL III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Proseminar	1		
SLHS	Ph.D. level Grant Writing Course	3		
TBA	Ph.D. Coursework	3		
SLHS 69800	Dissertation	3		
TOTAL		10		

SPRING III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Proseminar	1		
TBA	Ph.D. coursework	6		
SLHS 69800	Dissertation	3		
TOTAL		10		

SUMMER III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBA	Ph.D. Coursework	3		
SLHS 69800	Dissertation – Propose by the end of summer semester	3-6		
TOTAL		6		

FALL IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Proseminar	1		
TBA	Ph.D. Coursework	3-6		
SLHS 69000	Dissertation	3-6		
TOTAL		10		

SPRING IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Proseminar	1		
SLHS 69800	Dissertation	7		
TOTAL		8		

SUMMER IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69800	Dissertation – Defend by the end of the summer semester	6		
TOTAL		6		

Au.D/Ph.D Dual Degree Suggested Timeline

Required courses are in **bold**.

** Credits for clinical practicum can be reduced if approved by the Clinic and the Graduate Committee.

The research plans listed are options or suggested activities. Decisions about actual activities should be directed by major professor. Coursework for the Ph.D. may be done sooner than listed in the timelines below.

FALL I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 50300	Auditory Perception	3		
SLHS 50400	The Auditory Periphery	3		
SLHS 50600	Neural Bases of Hearing	3		
SLHS 56000	Basic Procedures in Assessment Audiology	3		
SLHS 57900	Clinical Practicum	1		
TOTAL		13		

SPRING I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 55100	Rehabilitative Audiology for Children	2		
SLHS 56100	Medical Audiology	3		
SLHS 56400	Hearing Aids I	3		
SLHS 56700	Evoked Responses I	3		
SLHS 57900	Clinical Practicum	1		
SLHS 69000	Prelim research project	1		
TOTAL		13		

SUMMER I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 51800	Counseling	2		
SLHS 56200	Pediatric Auditory Assessment I	2		
SLHS 57900	Clinical Practicum	1		
Statistics Sequence	Take 1 course in the Statistics Sequence	3		
SLHS 69000	Prelim research project	1		
TOTAL		9		

FALL II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 56300	Pediatric Auditory Asses II	3		
SLHS 57400	Hearing Aids II	2		
SLHS 57700	Evoked Responses II	3		
SLHS 57900	Clinical Practicum	1		
SLHS 69000	Prelim research project	3		
TOTAL		12		

SPRING II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 55200	Educational Audiology	3		
SLHS 57000	Hearing Conservation	3		
SLHS 60500	Signal Processing for Hearing and Speech Sciences	3		
SLHS 57900	Clinical Practicum	1		
SLHS 69900	Prelim work for Ph.D.	2		
TOTAL		12		

SUMMER II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 55000	Rehabilitative Audiology for Adults	2		
SLHS 56800	Tinnitus Assessment and Rehabilitation	2		
SLHS 57900	Clinical Practicum	1		
SLHS 69000	Ph.D. Research Study	3		
TOTAL		8		

FALL III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 55300	Cochlear Implants	3		
SLHS 56500	Vestibular Assessment and Rehabilitation	2		
SLHS 65900	Audiology Practice Management	2		
SLHS 57900	Clinical Practicum	1		
SLHS 67800	Audiology Ed. Externship	1		
SLHS 69000	Research Ph.D.	3		
TOTAL		12		

SPRING III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 58400	Seminar in Hearing Aids	2		
SLHS 67800	Clinical Ed. Externship	1		
Statistics Sequence	Take 1 course in the Statistics Sequence	3		
SLHS	Weekly Pro seminar	1		
TBA	PhD Coursework	3		
SLHS 69900	Planning Thesis	2		
TOTAL		12		

SUMMER III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 67900	Clinical Externship	8		
TOTAL		8		

FALL IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 67900	Clinical Externship	8		
TOTAL		8		

SPRING IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 67900	Clinical Externship	8		
	Graduate with Au.D			
TOTAL		8		

SUMMER IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBA	PhD Coursework	3		
SLHS 69000	Research Credits for Ph.D.	3		
SLHS 69900	Prelim work for Ph.D.	3		
TOTAL		9		

FALL V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Pro seminar	1		
SLHS	PhD level Grant Writing Course	3		
TBA	PhD Coursework	3		
SLHS 69900	Prelim work for Ph.D.	3		
TOTAL		10		

SPRING V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Pro seminar	1		
TBA	PhD coursework	6		
SLHS 69900	Planning Thesis	3		
TOTAL		10		

SUMMER V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
TBA	PhD Coursework	3		
SLHS 69900	Present Prelim	3-6		
SLHS	Weekly Pro seminar	1		
TOTAL		6		

FALL VI				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69000	Dissertation	7		
SLHS	Weekly Pro seminar	1		
TOTAL		8		

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

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

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

Required courses are in **bold**.

** Credits for clinical practicum can be reduced if approved by the Clinic and the Graduate Committee.

The research plans listed are options or suggested activities. Decisions about actual activities should be directed by major professor. Coursework for the Ph.D. may be done sooner than listed in the timelines below.

FALL I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 50100	Neural Bases of Speech and Language	3		
SLHS 50200	Fundamentals of Speech Production and Perception	3		
SLHS 52100	Phonological Disorders	3		
SLHS 52300	Language Disorders in Children	3		
SLHS 54900	Clinical Practicum	1		
TOTAL		13		

SPRING I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 52900	Stuttering	3		
SLHS 53100	Language Disorders in Adults	3		
SLHS 45000	Aural Rehabilitation (if needed)	4		
SLHS 69800	Thesis – Begin planning MS thesis*	2-3		
1 Elective	Motor Speech Disorders Infant Communication Disorders Autism Advanced AAC Rehabilitative Audiology for Children Traumatic Brain Injury	2-3		
SLHS 54900	Clinical Practicum	1 - 4**		
TOTAL		11 - 17		

* Thesis credits should be able to be counted as the normal processes course, as a research methods course. Submit a request for approval to the Graduate Committee.

SUMMER I				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
1 elective	Counseling School Clinical Methods (required if doing a school externship)	2		
	MS level Statistics (if needed)	3		
SLHS 69800	MS Thesis	3		
SLHS 54900	Clinical Practicum	1 - 2**		
TOTAL		7-10		

FALL II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 53900	Dysphagia	3		
SLHS 53200	Voice Disorders	3		
1 Elective	Augmentative and Alternative Communication Advanced AAC Developmental Motor, Speech, and Feeding Disorders	2		
SLHS 69800	MS Thesis – Propose by end of semester	2-3		
SLHS 54900	Clinical Practicum	1 - 4**		
TOTAL		11 - 15		

SPRING II				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
1-2 Electives*	Infant Communication Disorders Medical SLP Advanced AAC Rehabilitative Audiology for Children Traumatic Brain Injury	2-4		
SLHS 59800	MS Thesis	2-3		
SLHS 54900	Clinical Practicum	1-4 (if need hours)		
SLHS 64800	Educational Externship (need to have taken SLHS 544 prior to this)	1 - 8^		
TOTAL		6-19		

*Three thesis credits can count toward the required 9 credit hours of disorders courses if the thesis involves people with speech or language disorders. Submit a request for approval to the Graduate Committee.

^The educational externship can be completed by going for half days for the whole semester. This requires clinic approval.

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

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

FALL III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS 69800	MS Thesis – Complete MS Thesis before externship	3-6		
SLHS 69000	First Ph.D. study	3		
SLHS 64900	Medical Externship	1-8 (pass/fail)**		
TOTAL		8 - 17		

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

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

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

SUMMER III				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
Statistics Sequence*	Take 1 course in the Statistics Sequence	3		
TBA	Ph.D. Coursework	3		
SLHS 69000	First research project	3-6		
SLHS 69000	Write-up MS thesis for publication	3		
TOTAL		6		9 = maximum

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

FALL IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
Statistics Sequence*	Take 1 course in the Statistics Sequence	3		
SLHS	Weekly Pro seminar	1		
SLHS	Ph.D. level Manuscript Writing Course	3		

SLHS 69000	First research project	3		
TOTAL		10		

SPRING IV				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Pro seminar	1		
TBA	Ph.D. coursework	6		
SLHS 69000	Second research project	3		
TOTAL		10		

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

Complete CFY.

FALL V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Pro seminar	1		
SLHS	Ph.D. level Grant Writing Course	3		
TBA	Ph.D. Coursework	3		
SLHS 69000	Second research project	3		
TOTAL		10		

SPRING V				
COURSE NUMBER	COURSE NAME	CREDITS	SCHEDULED	COMPLETED
SLHS	Weekly Pro seminar	1		
TBA	Ph.D. coursework	6		
SLHS 69900	Dissertation	3		
TOTAL		10		

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

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

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

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

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

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

Ph.D. Checklist

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

- 1) **Each Year:** Turn in Annual Review documents to the Graduate Secretary by December 1
- 2) **Each Semester:** Sign up for the weekly Pro seminar
- 3) Choose Advisory Committee Members by the end of the first year
- 4) File Plan of Study by the end of the first year
 - a. Access electronic plan of study from MyPurdue.
 - b. Must be submitted to graduate Secretary by the 8th week of your second semester
 - c. 90 credits total required, 60 credits post-Master's degree
 - d. No more than 6 credits at the 400 level
 - e. No courses below the 400 level
- 5) Complete Statistics Sequence
- 6) Take the writing sequence (Manuscript Preparation and Grant Writing courses)
- 7) Take a minimum of four 600-level seminar courses
- 8) Take a Research Ethics course
- 9) Complete Two Preliminary Projects and present each in the weekly Pro seminar
- 10) Complete Guided Teaching Experience
- 11) Defend Preliminary Projects
- 12) Propose Dissertation
- 13) Defend Dissertation

FORMS

Faculty Feedback Form – Mentored Teaching Experience

SLHS _____, Fall/Spring Semester 20____

Student's name: _____

Date of Review _____

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

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

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

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

Strengths	Weaknesses

The results of this review have been discussed with me.

Student Signature

Faculty Signature

Informal Feedback – Mentored Teaching Experience

SLHS _____, Fall/Spring Semester 20____

Doctoral instructor's name: _____

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

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

COMMENTS (attach a page if needed)

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

Strengths	Weaknesses

Ph.D. REVIEW DOCUMENT

Name:

Degree Program (MS-SLP-Ph.D., Au.D-Ph.D., or Ph.D.):

Starting Date (month and year):

Number of Years in Program:

Committee Head:

Committee Members:

Anticipated semester and year of graduation:

For all sections, provide dates if complete, state "in progress," or write "N/A."

I. Coursework

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

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

II. Research

Master's Thesis Progress

Proposal preparation:

Proposal approval:

Data collection and analysis:

Thesis write-up:

Thesis defense (circle scheduled or completed):

Preliminary Exams

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

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

Progress toward Dissertation

Proposal preparation:

Proposal approval:

Data collection and analysis:

Dissertation write-up:

Dissertation defense (circle scheduled or completed):

Presentations and Publications

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

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

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

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

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



Web Sites

Speech, Language, & Hearing Science

<http://www.cla.purdue.edu/slhs>

Graduate School

<http://www.purdue.edu/GradSchool/>

BlackBoard

<http://www.itap.purdue.edu/tlt/blackboard/index.cfm>

myPurdue

<https://mypurdue.purdue.edu/cp/home/loginf>

Registrar

<http://www.purdue.edu/Registrar/>

Purdue University Student Health Center

<http://www.purdue.edu/PUSH/>

International Students & Scholars

<http://www.iss.purdue.edu/>

Faculty, Staff, Student Directory Search

<https://www.itap.purdue.edu/directory/>

Purdue Convocations

<http://www.purdue.edu/convos/>

ASHA

<http://www.asha.org/>