

Student Handbook

2023-2024

PhD in Communication Sciences and Disorders
Department of Communication Sciences and Disorders



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Statement of Philosophy

The Ph.D. Program in Communication Sciences and Disorders (CSD) is designed to prepare students for careers in basic science and/or clinical-translational research. It is the program's objective to purvey a knowledge base that is sufficiently broad to contextualize each sub-discipline within CSD, yet sufficiently deep within a student's specialization area for them to contribute meaningfully to its scientific knowledge base. The Ph.D. program's primary objective is to prepare junior scientists to undertake successful careers in speech-language-hearing research. This success is predicated upon a strong foundation of theoretical models, empirical methods, an appreciation for the philosophy of science, competence within one's chosen specialty, and knowledge of the broader domain in which we work. It is our goal to train scholars who will make a strong impact in the field of speech, language, and hearing sciences.

Programs of Study

The Department of Communication Sciences and Disorders offers a program of study leading to the degree of Doctor of Philosophy. Prospective applicants are encouraged to contact faculty members within the department to explore areas of study. Programs of study are tailored to expertise of the individual faculty. The Ph.D. in CSD at Temple University is a research degree. Applicants who are interested in CSD but are not clinically licensed at the MA/MS level may be considered.

Admissions: How and When to Apply

Students apply through SOPHAS (<https://sophas.liaisoncas.com>). Prior to submitting a formal application, students must first seek out a potential research mentor. If the fit between the applicant and mentor is deemed strong and the mentor is in a position to accept doctoral students, the faculty mentor will advocate on behalf of the applicant throughout departmental admissions deliberations.

Minimum Requirements to be Considered for Admission:

- Bachelor's degree or equivalent from an accredited institution of higher learning. No student may pursue two doctoral degrees simultaneously (e.g., Speech and Biology).
- GPA of 3.5 (on a 4.0 scale) in previous graduate work (if applicable) and 3.25 in undergraduate work. Candidates not meeting these requirements may request special review of credentials by the Department.
- Three letters of recommendation. We suggest that these letters be provided by persons capable of evaluating the applicant's academic and research potential (i.e., avoid generic character references). One of these letters must be from such persons as previous professor, graduate advisor, undergraduate advisor, or director of master's thesis.
- Transcripts -- two copies of an official transcript from every institution of higher learning the applicant has attended, including Temple.
- Foreign Students: TOEFL minimum scores of 79 iBT or 550 PBT.
- Writing sample. The applicant should submit one writing sample that is expository in nature (e.g., a class paper, a chapter of a senior or MA thesis, or a paper written for publication).
- A certificate of admission to the Graduate School is valid for a maximum of one

year from the first day of the semester in which the student was expected to enroll. A student who withdraws or whose program is terminated by the Graduate School must file a new application for admission, unless an appeal is registered within thirty days of the date of the termination letter.

- Application fee (non-refundable).

In addition to the above minimal set of application materials the applicant may also elect to:

- Submit a Master's thesis, published materials or other written examples of scholarly work.
- Have additional letters of recommendation sent, especially ones that discuss research capability and capacity to work independently and responsibly.
- Meet for interviews with Graduate faculty members of the Department.

Applicants are typically considered for fall admission but under exceptional circumstances may also be considered for off-cycle matriculation (e.g., summer). The application deadline for fall is February 1 of the preceding calendar year. Applicants are strongly encouraged to apply by December 15 of the preceding calendar year in order to be considered for funding. All application materials (e.g., letters of recommendation) must be received by this date for full consideration.

Applicants first identify a potential mentor who will work together with the student to develop an application. Applicants who apply 'cold' or who do not match with any relevant expertise are typically denied admission. When the admission packet is complete, the primary mentor will act as an advocate during the review of the application by all eligible graduate faculty members in the department. The advocate reviews the application, checks the applicant's references and credentials, and then prepares a statement outlining the student's strengths and weaknesses. This summary statement is circulated to a committee of CSD graduate faculty members. A decision on the applicant's admission will be made by a vote of the committee of graduate faculty in CSD.

Prerequisites to Graduate Study in CSD

It is the expectation that incoming students will have a strong background of formal coursework in their respective specialty. Many incoming students will hold the MA/MS in

speech-language pathology. Standards of the American Speech and Hearing Association (ASHA) ensure that students with this degree have taken a wide range of prerequisite coursework. For students who come to CSD without a clinical MA/MS, the potential mentor will first evaluate transcripts in conjunction with the department chair. The candidate may be asked to complete any critical prerequisite coursework prior to matriculating in the doctoral program.

Duration of the Program

The Ph.D. is designed to be a full-time program consisting of 45 credits completed over four years with a maximum of seven years consistent with University policy. Part-time study is possible, but full-time study is encouraged. The actual duration of the program may vary depending on the student's prior background, as determined by the student's committee and Ph.D. program director. In some cases, graduate credit from outside programs may be counted toward the Ph.D.

Standards of Retention

A student is expected to maintain satisfactory progress toward a degree. A student's graduate record begins with the first course credited to a degree and includes all subsequent courses, whether or not such work is necessary for the degree.

A CSD Ph.D. student may receive no more than:

- 1) Two grades below B minus.
- 2) One failing grade (F)

A grade of B- or higher is required in all courses to fulfill CPH requirements. Courses in which a grade of C+ or lower is earned must be repeated.

Registrations may be repeated in the same graduate course if the subject matter varies and is clearly documented in the Graduate Bulletin.

A graduate student who fails a required course may repeat it once, but the F grade will be counted in calculating the student's GPA.

Standards of Graduation

Graduation is contingent upon attaining the following benchmarks:

- Complete all required examinations (e.g., preliminary exams) in conjunction with the dissertation committee.
- Exceed a 3.0 cumulative grade point average.

- No course grades of I (Incomplete) on the academic record at Temple.

Residency

The student must complete a minimum of nine graduate credits in each of two consecutive semesters, excluding summers.

Leaves of Absence and Extensions of Time

Students must be enrolled continuously during the period of graduate study. A leave of up to one year may be requested. An extension of the normal time allowed for completion of the degree may also be requested. Both the program and the Graduate School must approve these requests. Students on leave must pay an annual records maintenance fee.

The time period for completing a graduate degree program begins with the semester for which the student is admitted. It is expected that most students entering with Master's degrees and studying full-time will complete all requirements within 4 years from the date of admission. A student will not be permitted to continue doctoral study beyond seven years without the permission of the Department.

No course taken more than three years before the beginning of the student's admission semester may be counted toward the degree without approval. Graduate courses in which students are enrolled at the time they apply for admission may be counted toward the degree.

The Process of Doctoral Study

Students are required to follow Graduate School policies and should submit forms in advance of deadlines to allow time for processing.

<https://bulletin.temple.edu/graduate/graduate-policies>

Formation of the Student's Advisory Committee

Soon after the student has been admitted, the faculty mentor and the student will together select the student's Advisory Committee. The Advisory Committee consists of at least two members of the full-time graduate faculty and the department's current Ph.D. director. In certain cases, one of the two faculty members may be selected from outside the Department. The Committee will meet soon after the student matriculates (e.g. September) to establish a tentative program of study.

Determination of the Course of Study

The course of study is determined by negotiation and agreement between the student and the Advisory Committee. The student and the Advisory Committee meet on a regular basis (once per semester) to modify the program of study as needed. The guiding principle in determining the program of study is the previously stated philosophy of doctoral education and the requirements of study.

Formation of the Doctoral Advisory Committee

When the student is ready to register for CSCD 9994 Preliminary Examination Preparation, the applicant will establish a Doctoral Advisory Committee, at which time the original Student Advisory committee will be dissolved. The primary function of the Doctoral Advisory Committee will be to shepherd the student through the doctoral dissertation. The primary faculty mentor is expected to chair the Doctoral Advisory Committee. The committee will be composed of 2 additional faculty members, at least 1 from inside the Department. A committee may be expanded to include other Temple faculty and/or qualified experts from outside Temple University, provided that a majority of the members of the advisory committee are Temple University Graduate Faculty. Qualified experts from outside Temple University must be approved by the Ph.D. program director. Students should make sure that they are in compliance with the regulations of the Graduate School. When the student successfully defends the dissertation prospectus and elevates to candidacy, the names of the members of the Doctoral Advisory Committee will be submitted to the Graduate School. The full Doctoral Advisory Committee, the Ph.D. program director, and the student meet at least once per

semester. The student should meet with individual members of the committee more frequently, as often as needed.

Achieving Doctoral Candidacy

When the Ph.D. Committee determines that the student has (1) successfully completed the preliminary examination, (2) completed the residency requirement, (3) successfully completed the program of study and (4) chosen a topic for the dissertation, the student has achieved candidacy. At this stage, the student is considered a doctoral candidate.

Formation of the Dissertation Examining Committee

The formation of the Dissertation Examining Committee is as stated by the Graduate School Regulations.

A Dissertation Examining Committee is responsible for evaluating the quality of the dissertation and conducting the oral defense. A Dissertation Examining Committee must include the chair and all members of the Doctoral Advisory Committee and at least one outside examiner not previously involved with the dissertation writing or the Doctoral Advisory Committee.

The chair of the Dissertation Examining Committee must be a member of the Graduate Faculty but may not be the chair of the candidate's Doctoral Advisory Committee. When the Ph.D. program director is not on the student's Doctoral Advisory Committee, the Ph.D. program director can serve as the chair of the Dissertation Examining Committee. This person, responsible for coordinating the defense, must be identified when the defense is posted with the Graduate School. If the dean of the school/college and the graduate council have a written policy that calls for the chair of the Dissertation Examining Committee to be elected only when the defense is convened, the person named in the posting to the Graduate School remains responsible for filing all official forms with the school/college and Graduate School.

The outside examiner may not be a faculty member in the candidate's degree program. The examiner must be doctorally prepared and, if the examiner is from outside Temple University, must be approved by the Graduate School at least two weeks prior to the oral defense.

If the outside examiner or any other proposed member of the Dissertation Examining Committee is not a member of the Graduate Faculty, the chair of the Doctoral Advisory Committee must request approval by submitting the Nomination for Service on Doctoral Committee Form and a current curriculum vitae to the Graduate School at least four weeks in advance of the scheduled defense. Approval must be received prior to posting

the oral defense.

Required Evaluations/Examinations and Timeline for Completion

Annual Evaluation

Each spring, doctoral students will submit a CV and an annual report of their progress. At a meeting of graduate faculty, mentors will briefly present a summary of student progress (or prepare a written report in advance if needed), followed by questions and discussion. Doctoral students will then receive written feedback (including a possible student success plan) prepared by the Ph.D. program director on their annual performance by the end of May. The feedback will highlight achievements and accomplishments as well as areas of concern and places where greater progress is expected or possible. The report is signed by the student's committee chair, the Ph.D. program director, and the student. It should be reviewed in a meeting by the mentor and student.

First Year Project

Doctoral students will present a first-year project at a public forum of faculty and students at the beginning of the second year if studying full-time. If the student is completing part-time study, additional time will be given when requested on a case-by-case basis. The student's Advisory Committee and the Department Chair will need to approve the timing of the project's presentation if additional time is requested.

Early Publication and Grant Writing Expectations

Students completing full-time study are expected to have produced at least one first-authored publishable manuscript by the end of the second year. Students completing part-time study may request additional time to complete this milestone. Students who are supported full-time by college or university fellowships are expected to also submit a doctoral dissertation training grant (e.g., NRSA, NSF) in conjunction with their faculty mentor no later than the end of the third year.

Preliminary Examination

The preliminary examination will be undertaken once the student has completed all other requirements for advancement to Candidacy, but no later than the end of the third year of study if studying full-time. Students are expected to have produced at least two publishable first-authored manuscripts and completed all coursework and the first-year project before the examination.

The examination itself will include a written examination and an oral defense. The written examination will consist of 3-5 questions developed by the student's committee and approved by the program director and department chair. Students will have two weeks to complete the written examination. At least one question will address methodology and the other two will be on distinct, but related topics close to the student's area of research. Upon submission of the written examination, the student will orally defend the written responses in a meeting of graduate faculty. At a minimum, the student's committee, the program director, and department chair will be present.

The preliminary examination will prepare students to write a data-driven dissertation proposal (i.e., prospectus with literature review and proposed methodology). Once the student has successfully defended the preliminary examination and submitted an approved prospectus, the student has ascended to doctoral candidacy. The student must pass the preliminary examination in no more than two attempts. The Doctoral Advisory Committee evaluates the exam on a pass/fail basis. All judgments are by committee consensus.

Semester Progress Meetings

In advance of fall and spring semester committee meetings (Advisory Committee, Doctoral Advisory Committee), each student will work with the Ph.D. program director to complete a written form documenting student's efforts and progress. The form will list assigned effort related to funding and credit-bearing experiences (e.g., teaching and research assistantships), service (department, college, university, national/field), research/scholarly activities (e.g., research studies, publications, presentations, conference attendance), coursework, and other employment.

As part of this process, students will have an opportunity to indicate if the student has concerns about progress or the advising relationship and want to schedule an individual meeting with the Ph.D. program director. These reports will be reviewed by the program director within four weeks of submission. No formal feedback will be provided unless a meeting is requested by the student or the program director has specific concerns after reviewing the information.

Format of the Dissertation

The Ph.D. dissertation should represent a substantial contribution to the knowledge of the field based on original research. It should demonstrate to the satisfaction of the dissertation committee that the student is prepared to engage in meaningful research in a specialized area of the discipline. The regulations of the Graduate School (see <https://bulletin.temple.edu/graduate/graduate-policies>), with regard to format and deadlines, must be followed. Students are expected to complete the work they have proposed in the earlier prospectus unless otherwise agreed upon by the program director, mentor, and department chair.

The recommended format for the dissertation involves a hypothesis driven introduction (expanded from the prospectus), two publishable articles formatted as chapters, and a general discussion section cohesively summarizing the results and theoretical implications. Formatted dissertations in CSD are rarely under 70 pages in length. The dissertation committee is tasked with assessing the quality and acceptability of the doctoral thesis. Revisions after the initial defense are commonly expected. In rare instances, students submit dissertations that are not passing quality. If the committee deems a dissertation unacceptable, the student may appeal to the Ph.D. program director and Department Chair.

Dissertation Defense

The dissertation defense is undertaken in both public and private forums. A public defense moderated by the chair of the committee will be announced and given by the candidate. The doctoral committee will administer a private defense. Successful defense of the dissertation most often involves revisions to the dissertation document itself. When the committee has agreed that the candidate has passed the dissertation, the candidate must also seek approval from the Graduate Office. Assuming favorable action, the latter body then presents the student's record and dissertation to the Graduate Board, which, if it approves, recommends the award of the degree by the Board of Trustees of Temple University.

Course Requirements for the Ph.D. in CSD

Talk Series and Program Meetings

Full-time students are expected to attend at least three meetings of the CSD Proseminar, a public forum where MA students present case studies and faculty present new research, each year. Proseminar will meet at least twice in the Fall and Spring semesters. Part-time students should discuss expectations with the Ph.D. program director.

Students are also expected to regularly attend talk series organized by the College of Public Health and the Department of Communication Sciences and Disorders that are appropriate for students in the CSD doctoral program until elevated to candidacy. All doctoral students are expected to attend all CSD PhD program-specific meetings. Exceptions and scheduling conflicts should be discussed with the Ph.D. program director as soon as possible.

All students are expected to attend program and department meetings held in August during the week before classes begin.

Mentored Teaching Experiences

Ph.D. students have the opportunity to engage in mentored teaching experiences, complete a teaching practicum, and earn a certificate: Teaching in Higher Education. Such experiences can be in clinical (supervision) and/or academic areas. Mentored teaching may include taking responsibility for teaching a whole course, clinical block, providing a series of guest lectures/guest supervision in a course, teaching all or part of mini-seminars offered by the department. A mentor-student teacher relationship will be established for each teaching experience to ensure that the student gets the required guidance and feedback. Mentored teaching experiences are not the same as Teaching Assistantships, which have more restricted work assignments and offer funding.

Ph.D. Coursework

CSD Ph.D. students are required to complete 45 credits of academic coursework, including a series of core (required) courses, electives, and methods courses. Only courses with course numbers 5000 or higher will be accepted towards program requirements. Coursework organized by content area is as follows. A detailed course roster appears in Appendix A.

Core / Required Courses

- Doctoral seminars administered within CSD (6 credits)
- Psycholinguistics (3 credits)
- Philosophy of Science (3 credits)
- Current and Emerging Issues in Public Health and Health Professions (0 credits)

College of Public Health Interdisciplinary Requirement HRPR 5001 is required for all graduate students in CPH – “Current and Emerging Issues in Public Health and Health Professions.” The course is a required pass/fail course, but students will not be charged additional tuition for the course as it is considered a 0-credit course; however, this is mandatory, and students will not be eligible for graduation unless the course is completed. Students will be added to Suitable, a gamification platform, to complete the requirements of the course. It is possible that one or more graduate courses students have will be embedding portions of the Suitable platform within courses, thereby minimizing any duplicative work.

Doctoral Seminars (6 Credits)

The department will offer a yearly doctoral seminar as a topics course. Students are expected to complete two such seminars. When doctoral classes sizes are very small, focused topics courses may be arranged as approved by the advisor and Ph.D. program director.

Statistics and Research Methods (12 credits)

All doctoral students are required to complete basic statistics (e.g., ANOVA, linear regression) covered in Biostatistics (**EPBI 5002**). Students are further required to complete 6 additional credits of statistics and research methods as well as a grant writing course. Temple University offers statistics courses across numerous departments (e.g., Epidemiology and Biostatistics, Psychology, Statistics). Each of the faculty mentors engages unique research, each with its own requisite statistical skillset. A sequence of relevant statistical coursework will be established in conjunction with the primary mentor and the CSD Ph.D. program director.

Electives (15 credits)

Students are required to complete 15 credits of elective courses. Prior approval of any elective course must be acquired from the student’s primary faculty mentor and the CSD Ph.D. program director.

Preliminary Examination Preparation

Students are expected to register for this course prior to completing the preliminary

examination.

Pre-Dissertation Research

Students are expected to register for this course prior to completing the prospectus. On a case-by-case basis, students can request to complete the prospectus alongside the preliminary examination. In these cases, students do not register for Pre-Dissertation Research.

Dissertation Research

The student must complete a dissertation to the satisfaction of the Dissertation Committee.

Administration of the Doctoral Program

The graduate faculty in conjunction with the Ph.D. program director within the Department of Communication Sciences and Disorders establishes and maintains standards and requirements; establishes policies, procedures, and regulations; and decides on the admissions of students to the program.

The student's Advisory Committee is responsible for determining, in conjunction with the student, the course of study, the sequencing of courses, examinations, residency, and the scheduling of examinations. The Chair of the Advisory Committee is responsible for calling meetings of the Advisory Committee, for individual advisement of the student, for implementation of Graduate School and Departmental regulations and procedures, and for reporting on these events to the graduate faculty committee.

The Doctoral Advisory Committee is responsible for assisting the student in the development of a topic for the student's dissertation; for reviewing and passing final judgment on the student's prospectus; for advising the student on background, methodology, and design of the dissertation study; and for reviewing and advising the student on the dissertation while it is being prepared. The Chair of the Doctoral Advisory Committee has a particularly important role in the Ph.D. student's doctoral education. The Chair works closely with the student as the primary mentor during the preparation of the prospectus, for readings leading to the design, execution, and interpretation of the dissertation research, for the execution of the project, and for the preparation of the dissertation. The Chair of the Doctoral Advisory Committee is also responsible for reporting to the departmental graduate faculty committee when the student is ready to present a satisfactory prospectus, periodically during the conduct of the dissertation study, and upon satisfactory completion of the Final Examination (Dissertation Defense). The Graduate Committee of the faculty oversees the doctoral program and the progress of each doctoral student.

The Chair of the Department is responsible for reporting to the Dean of the College of Public Health and the Dean of the Graduate School the names of those students who have successfully completed all requirements for the doctoral degree.

Conflict Resolution

Doctoral study is a lengthy and stressful endeavor that could include conflicts between a student and mentor. Conflicts can vary in severity. Some conflicts could be relatively minor, such as disagreeing about attendance at a conference. Others could be more severe, such as instances of unequal treatment in a lab research setting. When conflicts arise, it is critical that students are treated fairly and have access to support.

The first point of contact for any challenging issue is the student's primary faculty mentor. In many instances, the mentor is able to help resolve the conflict. Resolution could involve, but is not limited to clarifying context or reasoning behind decisions and policies, making adjustments to research responsibilities/plans, or reaching out to another faculty member on the student's behalf. For instance, in the case of a student concern about class time and location, the mentor could reach out to the instructor or program director and request that changes be considered.

In the event that the student is in conflict with the primary mentor and cannot be resolved between the student and mentor, the student should establish a dialogue with the department's Ph.D. program director. In the event that the student is in conflict with both the program director and primary mentor, the student should approach the department chair. CSD has an anonymous faculty-student committee where any student is welcome to raise CSD program concerns including concerns about mistreatment. This is another potential resource in some cases. The faculty currently on this committee are Jodi Reich (jodi.reich@temple.edu) and Paige Pastalove (paige.pastalove@temple.edu). Students can contact either faculty member, and thus, can contact Dr. Pastalove if any concerns include Dr. Reich – current Ph.D. program director.

1. Upon learning of a concern or issue, the department chair, program director, or if needed another designee (e.g., ombudsperson) meets with the complainant to elucidate the concerns and agree upon a course of action.
2. As appropriate and with permission of the complainant (where possible), department chair (or designee) meets separately with other relevant parties, such as the advisor, to discuss the concerns.
3. For formal complaints, a written complaint must be submitted to the department chair or program director including specific dates, concerns, and documentation where possible.
4. The meeting facilitator drafts a written report that summarizes the meetings, with an opportunity for the individual to comment or elaborate on the document. Note

that both parties must understand that privacy of both parties will be respected.

5. As appropriate, the facilitator may mediate a meeting between the advisor and advisee. A written summary will also be prepared for this meeting, with all parties having an opportunity to comment on the document.
6. If no joint meeting occurs, or any party requests it, the department chair or other designee meets separately with the advisor and advisee to review outcomes.

Written reports should contain a meeting summary along with relevant documentation provided by the complainant, the facilitator's impressions, and next steps. If it is decided to implement a guided success plan, specific steps and goals should be outlined for the advisor and advisee when possible, and a follow up meeting should be planned to evaluate progress. If a guided success plan is determined to be unnecessary, next steps for the student should be detailed, including a projected timeline to identify a new advisor, confirm funding plans, and address any other concerns. Given privacy concerns, parties may not be aware of guided success plans or other steps concerning one another.

If the conflict cannot be resolved within the Department, the student, the program director, the chair, or the faculty mentor may consider contacting Associate Dean Kimberly Pachik (kimberly.pachik@temple.edu), a representative from TUGSA (tugsa.org), or the CPH Equal Opportunity Ombudspersons (see below).

No member of the College of Public Health community should face unlawful discrimination, harassment, or retaliation. The university, through the Office of Equal Opportunity Compliance (OEOC), has established an Ombudsperson program to hear and help resolve information student, staff, and/or faculty complaints in these areas. Should such a situation arise, we encourage you to reach out to one of the three Ombudspersons in the College of Public Health/School of Social Work: Gayle DeDe (Department of Communication Sciences & Disorders; gayle.dede@temple.edu), Lisa Ferretti (School of Social Work; lisa.ferretti@temple.edu), and Brandon Snead (Department of Health and Rehabilitation Sciences; brandonsnead@temple.edu).

Changing Faculty Mentors / Laboratories

When the working relationship between a student and mentor becomes untenable, it is sometimes necessary to shift advising responsibilities to another primary faculty member. This is an option not to be considered lightly. Formal attempts at mediating differences must be undertaken and documented in conjunction with the department chair and department Ph.D. program director before any such possibility will be considered (see above). The student should document and present evidence for their case to switch mentors. Once the student has proposed a particular prospectus design, switching mentors becomes more difficult but in some extreme cases ultimately necessary.

Communication

Strategies for effective communication between a student and faculty:

- Students should prepare a list of topics and/or questions before meetings
- When possible, students should let faculty know that they will be stopping by office hours or schedule a meeting, and provide the topic of the meeting, so that faculty have the opportunity to prepare
- Students could email advisors/faculty after a meeting with a summary of key points and decisions. This will provide an opportunity for students and advisors to clarify any misunderstandings and provide documentation of decisions.
- If students are concerned about their progress, they might request a standing meeting with their advisor to check in about progress, on a weekly or monthly basis.

If a faculty mentor is unresponsive or repeatedly cancels meetings without a clear explanation, the student should reach out to the Ph.D. program director. The program director may first problem solve with the student, but could also request a joint or separate meeting with the faculty mentor.

Forms and Program Information

Most current program information is available on the program Canvas page. If access is needed, contact the Ph.D. program director. Current university forms are available through TUPortal. The current handbook is on the Canvas page and at this address: <https://cph.temple.edu/academics/student-resources>. Students should refrain from searching the internet for the handbook or forms as too often results include outdated versions.

Funding

Funding opportunities are available. Information about funding offered through the university, specifically fellowships, can be found at <https://grad.temple.edu/admissions/costs-financial-aid-more/university-financial-support>. Teaching assistantships may be available and are arranged on a semester-by-semester basis. Research assistantships are arranged individually by lab directors. Funding opportunities provide stipends, tuition remission, and health insurance benefits.

Funding is limited and there is no guarantee of funding. At different times, different types and sources of funding may be available, and the Department and Ph.D. program director strive to provide available funding in a fair and equitable manner among all students. There is no guarantee that students will receive the same type of funding during their program, nor is there an assumption that work assigned through funding

assignment will contribute to progress or advancement in the student's academic program. Students are expected to work towards obtaining their own funding through doctoral training grants and fellowships (e.g., NIH NRSA, NSF predoctoral awards). Details on the Collective Bargaining Unit can be found at www.tugsa.org. As part-time study is possible, students should also consider opportunities outside of Temple University that complement doctoral-level studies. For example, part-time employment as a speech language pathologist is a possibility for many of our current students.

Appendix A: Doctoral Program Course Requirements

See <https://bulletin.temple.edu/graduate/graduate-policies> for information on Temple University Graduate School Policies.

PROGRAM REQUIREMENTS

General Program Requirements:

Number of Credits Required for the Degree: 45

Required Courses:

Core Courses (12 credits)

CSCD 5411	Psycholinguistics	3
CSCD 5730	Topics in Speech, Language and Hearing (2 terms)	6
HRPR 5001	Current and Emerging Issues in Public Health & Health Professions	0
PHIL 5216	Philosophy of Science	3

Research and Statistics Courses (12 credits)¹

EPBI 5002	Biostatistics	3
EPBI 5201	Epidemiological Research Methods I	3
EPBI 8012	Multivariate Biostatistics	3
EPBI 8212	Grantsmanship in Health Research	3
HRPR 5999	Research Experience in Health Professions	0

Electives in Statistics and Methodology

Select two courses from the following:²

ABA 5305	Single Subject Research Design
EPBI 8201	Structural Equation Modeling
EPBI 8204	Multilevel Modeling in Int Res

Electives in Content Areas

Select three courses from the following:²

CSCD 8727	Written Language Development and Disorders
CSCD 8729	Neurocognitive Language Disorders
NMS 9627	Neuromotor Science 3: Cognition and Learning
HRPR 8985	Teaching in Higher Education: Health Professions
HRPR 8987	Teaching in Higher Education Practicum
PSY 8005	Affective Neuroscience
PSY 8310	Topical Seminar in Cognitive Psychology
PSY 8312	Core Course in Cognitive Psychology

PSY 8513 Cognitive Development

Non-Didactic Courses

CSCD 9994 Preliminary Examination Preparation

CSCD 9998 Pre-Dissertation Research³

CSCD 9999 Dissertation Research⁴

- 1 or otherwise approved by mentor, doctoral program director, and department chair
- 2 Alternate elective courses must be approved by the Ph.D. Program Director.
- 3 Students enrolled in **CSCD 9998** must take 1 credit each term until the dissertation proposal is approved and filed with the Graduate School.
- 4 Students enrolled in **CSCD 9999** must take a minimum of 1 credit each semester after approval of the proposal and be enrolled for at least 1 credit each term until the dissertation is defended and filed with the Graduate School.

Appendix B: Program Contacts

Ph.D. Program Director

Jodi Reich, Ph.D.

jodi.reich@temple.edu

215-204-1821

Department Chair:

Lisa M. Bedore, Ph.D.

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215-204-4490