

Handbook of
**THE Ph.D. PROGRAM IN SPEECH-LANGUAGE-
HEARING-SCIENCES**

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INTRODUCTION

Purpose of This Handbook

This Handbook is intended to provide students with information about the policies and procedures governing the Ph.D. Program in Speech-Language-Hearing Sciences. It includes information that supplements the Bulletin of the Graduate School and University Center (Graduate Center), which contains the general requirements applicable to all students. Students are therefore advised to carefully read the [Graduate Center Bulletin](#) as well as this Handbook to obtain a comprehensive understanding of the guidelines that will facilitate progress through the Ph.D. program. In addition, students are advised to consult the [Graduate Center's Student Handbook](#).

As policies and procedures are modified, the revised information is communicated through the program's Newsletter and included as addenda to the Handbook and updated on the Graduate Center website. Although every attempt has been made to cover program policies and procedures as completely as possible, the application of policies to individual cases may vary with special circumstances. Students should seek additional information and/or clarification as needed from the Executive Officer of the program.

About the Program

The Ph.D. Program in Speech-Language-Hearing Sciences is part of a unique consortium of faculty and resources from the senior colleges and the Graduate Center of the City University of New York. Since its inception in 1965, it has achieved a reputation for excellence in doctoral education and has graduated many individuals who have assumed positions of leadership in a variety of settings and who have contributed significantly to the advancement of knowledge in the processes and disorders of human communication.

The doctoral program is designed to prepare scholars and researchers with a capacity to develop broad theoretical and conceptual frameworks that will enable them to strengthen their understanding of the major issues embodied in the speech, language and hearing sciences. Although programs of study are individualized to meet each student's academic and career objectives, it is the philosophy of the faculty that the discipline is a unified one, which encompasses all areas of speech, language, and hearing. Thus, academic programming requires a basic understanding across fields of specialization that will enable students to apply their knowledge and skills to sub-specializations and to related disciplines. The various academic and research opportunities provided by the program are relevant to the students' total preparation in the field and students are expected to participate in many diverse learning experiences regardless of their particular interests or career goals.

The mission of the Ph.D. program is to provide leadership personnel in academic, research and clinical settings concerned with the scientific study of communication sciences and disorders. The program is designed to equip individuals with the knowledge, skills, and attitudes to continue learning and growing throughout their professional lives. The process of doctoral education is but one phase in their total educational and professional training.

The program is committed to fostering and maintaining a climate of anti-racism, inclusion, equality, and multiculturalism.

ADMISSION TO THE PH.D. PROGRAM

Individuals interested in applying to the doctoral program are urged to meet with the Executive Officer and, if possible, with appropriate faculty members prior to application. Although a formal interview is not a requirement for admission, such an interview allows applicants to become familiar with the mission and objectives of the program in order to determine whether it will meet their academic and professional career goals and whether they will be able to fulfill the requirements of the program of study.

Applications and information about admission are available on the Graduate Center's website: <https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students.aspx>. The application deadline for fall admission is January 1st. There is no spring admission. All documentation for admission is to be submitted to the Office of Admissions for arrival prior to this date. No application will be considered until the application is fully completed. The applicant is advised to monitor the receipt of materials with the Office of Admissions to ensure that all references, transcripts, and test scores needed to complete the application have been received.

The evaluation of applications for admission is the responsibility of the program's Admissions and Awards Committee. The Committee reviews each application and renders a judgment of the applicant's overall potential for success in doctoral study. This judgment is based on the following considerations:

- (1) A careful review of the applicant's past academic performance, which involves not only consideration of grade-point-average, but also of the pattern of grades in various subject areas.
- (2) The nature of previous undergraduate and/or graduate work and the school at which it was taken.
- (3) Scores for the Test of English as a Foreign Language (TOEFL) for international students.
- (4) Letters (3) of recommendation, most appropriately from professors familiar with the student's work who can testify to the applicant's potential to complete the program.
- (5) A personal statement written by the applicant reviewing reasons for applying to the program, career objectives, and relevant background information. **Applicants should include their intended academic emphasis in order to identify potential faculty mentors.**

- (6) Informal conversations between the candidate and the Executive Officer and potential faculty mentors, to aid in the committee's decision.

FINANCIAL AID

<https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Fellowships-and-Financial-Aid>

ENROLLMENT

Registration

All students are required to be in status each semester. This means that students must be registered or be on an approved leave of absence. Individuals who are not in status will be considered withdrawn from the Graduate Center. It is expected that all registration will be completed by the deadlines announced each semester.

Students must meet satisfactory progress requirements and not have any outstanding obligations to the Offices of Financial Aid, the Library, Admissions, or Residence Life to ensure the right to register, receive a leave of absence or official withdrawal, as well as the right to be issued grades, transcripts, or a degree.

Tuition Level

<http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Tuition-Fees>

Auditing Courses

Matriculated students may audit courses but must formally register for audit courses in the same manner as any other course with the approval of the instructor and the Executive Officer. Auditor status cannot be changed to credit status after the change of program period has ended. Likewise, credit status cannot be changed to auditor status after the same period. The grade of "AUD," which carries no credit, cannot be changed to any other grade.

Information about tuition for audited courses is found in the GC Bulletin.

Nonmatriculant Enrollment

Enrollment in courses by students who are not matriculated in the program is at the discretion of the Executive Officer. No one will be permitted to accumulate a total of more than two courses or eight credits (whichever is less) as a nonmatriculant without written approval from the Office of the Vice President for Student Affairs.

Add/Drop Period

During the first three weeks of each semester, students have the option of adding or dropping courses. All such requests must be approved by the Executive Officer. After the first three weeks of the term, if a student elects to withdraw from a course, a "Course Withdrawal" form should be submitted to the Registrar. A grade of "W" will be assigned, and the student remains liable for full tuition.

Withdrawal from the Program

Written notice of voluntary withdrawal from the program must be approved by the Executive Officer. In the event a student is considering such action, he/she must meet with the Executive Officer to discuss this decision. Notification of official withdrawal must be submitted to the Registrar prior to the end of the third week of classes of a given semester to avoid full tuition liability for that semester. To resume doctoral study, a former student must apply to the program for readmission. ***Students who have not registered or been granted a leave of absence by the end of the first week of a given semester will automatically be withdrawn from The Graduate Center.***

Readmission

Readmission following a withdrawal is at the discretion of the program. Students who wish to be considered for readmission to the program must meet with the Executive Officer to discuss the situation and the relevant circumstances. The Admissions Committee must approve the student's readmission and a special Application for Readmission must be filed in the Office of the Registrar. Academic work (including courses, examinations, and dissertation proposals) completed before the student withdrew from the Graduate Center will be reevaluated upon readmission and may be credited toward completion of the degree at the program's discretion.

Leave of Absence

A leave of absence may be granted to a student wishing to interrupt their doctoral study. Students who wish to take a leave of absence need to meet with the Executive Officer and obtain the EO's approval. No more than four semesters of total leave time will be granted to any student. Each leave request should be made in writing prior to the semester during which the leave will be taken. Requests for an extension of a leave of absence must follow the same procedure. Any international student with F-1 (student) or J-1 (exchange visitor) status should consult the Office of International Students before applying for a leave to ensure that the visa will still be valid. Official leave of absence time is not counted toward the time limit for completion of degree requirements. During the period of a leave of absence, no changes in academic status, including such matters as the scheduling and taking of qualifying examinations and advancement to candidacy, may occur.

Full-Time Residence

Doctoral students are required to spend at least one year in full-time residence. Full-time residence consists of a schedule of no fewer than 7 credits, or the equivalent, for each of two consecutive semesters. During that academic year students are expected to participate in a research practicum - 15 hours per week in a laboratory - under the mentorship of faculty to develop their competency in research. ***This residency must be completed during the first three years of matriculation.***

Advancement to Candidacy

To be certified as a candidate for the doctoral degree, a student must have completed all required coursework, the pre-dissertation research project, the first and second

examinations, and be registered for the current semester. After advancement to candidacy, the student is expected to maintain matriculation until the completion of all remaining requirements for the degree (unless approved leaves of absence are taken). These include (a) enrollment in Dissertation Seminar, (b) completion of the dissertation proposal, and (c) completion and defense of the dissertation.

Time Limit for Degree

All requirements for the degree must be completed no later than eight years after matriculation. A student who matriculates with 30 transfer credits must complete all requirements within seven years. Periods of official leaves of absence are excluded from the time limits set for completion of degrees. Extension of a time limit must be initiated by the Executive Officer and requires approval of the Vice President for Student Affairs.

The following is a representative timeline for the Ph.D. Program in Speech-Language-Hearing Sciences. Individual timelines may vary depending on students' research projects, laboratory involvement, and productivity.

Year 1

- Take 3 required courses per semester
- Select primary advisor
- Enroll in additional courses that are related to your research interest
- Join a research laboratory and become involved in ongoing projects
- Participate in weekly laboratory meetings
- Prepare your proposal for First Examination (due by the end of the third semester)
- Attend colloquia

Year 2

- Take remaining required courses and electives (3 courses per semester)
- Complete the First Examination
- Participate in weekly laboratory meetings
- Start working on the pre-dissertation project and Second Examination
- Apply for various funding opportunities at the GC and elsewhere (e.g., Doctoral Student Research Grant)
- Become involved in ongoing projects in the lab and co-author presentations and journal articles
- Consider presenting a paper at a professional meeting/conference
- Attend colloquia
- Optional: teaching at college level

Year 3

- Complete all coursework
- Complete and present the pre-dissertation project
- Present the findings from the pre-dissertation project at a national/international conference
- Prepare manuscript for publication in peer-reviewed journal

- Be involved in ongoing projects in the lab
- Participate in weekly laboratory meetings
- Prepare for Second Examination
- Apply for various funding opportunities at the GC and elsewhere (e.g., Doctoral Student Research Grant)
- Attend colloquia
- Optional: teaching at college level

Year 4

- Take Second Examination and move to level 3
- Participate in weekly laboratory meetings
- Select members of the dissertation committee
- Prepare dissertation proposal
- Participate in Dissertation Seminar
- Apply for dissertation research funding within and outside the GC
- Present paper(s) at national/international conference(s)
- Be involved in ongoing projects in the lab and co-author presentations and journal articles
- Attend colloquia
- Optional: teaching at college level

Year 5

- Conduct dissertation research
- Apply for dissertation research funding within and outside the GC
- Participate in weekly laboratory meetings
- Present paper(s) at national/international conference(s)
- Be involved in ongoing projects in your lab and co-author presentations and journal articles
- Attend colloquia
- Optional: teaching at college level

Year 6

- Complete and defend the dissertation
- Revise and deposit the dissertation
- Assemble letters and CV for job search
- Start job interviews/apply for jobs and postdoctoral positions
- Prepare papers for publication in peer-reviewed journals based on the dissertation

Satisfactory Academic Progress and Academic Honesty

See the [GC Student Handbook](#) on the Graduate Center website

Master of Philosophy

The Graduate Center awards the Master of Philosophy degree (M.Phil.) to doctoral students (with the exception of those enrolled in the Musical Arts or clinical doctoral programs)

who are advanced to candidacy. Students will receive, along with the notice of advancement, an application-for-degree form for the Master of Philosophy degree, but if the form is not received it is the responsibility of any student wishing this degree to obtain one from the Registrar. Please note that the date of filing for the degree determines the date upon which the degree will be conferred.

Awarding of Degrees

Degrees are awarded three times per academic year. In order for the degree to be awarded (and for the dissertation to be deposited), the candidate must meet the following enrollment requirements: for the degree to be awarded in February, candidates must be enrolled the preceding fall semester; for May/June, the concurrent spring semester; for October, the preceding spring semester.

Grading System

Doctoral matriculants will be graded in all courses creditable towards the doctorate as follows: (Credits with grades of “P” or “SP” do not figure into the computation of the grade point average but do count toward the degree).

A (+ or -) Excellent

B (+ or -) Good

C (+ or -) Fair (lowest passing grade)

SP = Satisfactory progress (for research courses requiring more than one semester for completion)

NRP- No record of progress (for research courses requiring more than one semester for completion)

W = Withdrew without academic penalty. This is a student-initiated grade, which may be requested from the fourth through the tenth week of the semester. Under no circumstances can a student withdraw and receive a “W” grade after the tenth week of the semester without the written permission of the course instructor and the Executive Officer and the approval of the Vice President for Student Affairs. This grade carries tuition liability.

WA = Administrative withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

F = Failure

P = Pass. Each program is authorized to use the grade of “P” for such courses and under such conditions as the Executive Committee of the program deems appropriate.

Abs = Absent from final examination. This is a temporary grade indicating that the student missed the final examination, which is the only work in the course not completed.

INC- Incomplete

To resolve incomplete grades students must fulfill their obligations within one calendar year after the “INC” grade is assigned. Extensions will be granted only in exceptional circumstances upon written application and with the permission of the instructor of the

course, the Executive Officer and the Vice President for Student Affairs. Students with more than two incomplete courses will be brought to the attention of the Executive Officer to determine whether or not they are making satisfactory progress. Students will not normally be regarded as making satisfactory progress if they have more than two “INC”s on their records. Students should be aware that continued registration and financial aid awards are conditional upon satisfactory progress.

Denial of Student Services

There is a formal policy that prohibits all college services to any student who is delinquent in any financial account with the University (including books owed to the library), who is in default for any loan administered through the University, or who has failed to attend the required exit interview for federal or state student loan programs administered through the University. Denial of services means that students are not permitted to register and are not issued a copy of their academic transcript, degree, or certificate, nor are they eligible to receive additional student aid until the default/delinquency has been satisfied.

Reporting Personal Changes

Students receiving financial aid providing for a dependency allowance must report any change in number of dependents to the Office of Financial Aid. Any change of name or address must be reported, in writing, immediately to the Registrar’s Office.

New York State Residency

For the purposes of determining tuition charges, a student is considered a resident of the state of New York if he or she has his or her principal place of abode in the state of New York for a period of at least twelve consecutive months immediately preceding the first day of classes for the semester with respect to which the residency determination is made, states his or her intention to permanently live and maintain his or her principal place of abode in New York State, and is not in the United States on any temporary visa. All students requesting a change of residency status must file a City University Residence Evaluation Application with the Registrar’s Office, along with sufficient supporting documentation, no later than the end of the third week of classes of the semester for which the change is to be effective.

Remission of Tuition and Fees

See the [Graduate Center Bulletin](#) and [GC Student Handbook](#) on the GSUC Website.

Office of International Students

The Office of International Students provides advice and assistance to students from outside the United States, particularly with regard to immigration issues relating to F-1 student and J-1 exchange visitor status (student category). Each semester, the office conducts a special orientation session for international students. New international students should contact the office as soon as possible after their arrival so that the office can review their immigration documents and status. Because it is the student’s responsibility to comply with all existing government regulations, students are urged to familiarize themselves with the regulations and procedures that apply to their specific visa status. Students should keep

copies of all documents relating to their immigration status and bring their passport, 1-94, and the latest copy of Form 1-20 or IAP-66 when consulting the Office of International Students. International students should consult the GC Student Handbook for further information.

RESEARCH, TRAVEL, AND DISSERTATION SUPPORT FUNDS

Funds are available for limited support of specific activities of matriculated students who are registering during the semester for which the stipend is requested. Applicants for these stipends must have on file the CUNY Student Aid Form and submit an “Application for Student Travel and Research Fund Award.” This application form also is used for the Ph.D. Alumni Association Awards.

These funds provide small stipends (limited to one per academic year per student) for the following: (1) Registration and/or travel expenses for participation in professional conferences and seminars where the applicant is invited to make a presentation; (2) Research-related expenses such as out-of-town travel and duplicating costs; (3) Costs for research supplies; (4) Costs for experimental participants; and (5) Dissertation-related expenses including materials, research supplies, typing and duplicating. Because the total amount available for this purpose each year is limited, applications are considered on the basis of financial need, including extraordinary circumstances that the student can document, and are processed on a “first come” basis. Stipends are paid upon presentation of receipts for expenditures after they have been incurred. Receipts must be submitted within two weeks of the end of the period for which they were requested.

A Research Grant Program, awarding up to \$1,500 to an applicant, is open to our students (http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/DSRGguidelines.pdf). These competitive awards are granted annually.

Additional funding is available, see the [GC website](#).

GOVERNANCE OF THE Ph.D. PROGRAM

The program is administered by the Executive Officer and through various committees. The committee structure that governs the program and the responsibilities of each of these committees are summarized below

Eligibility and Election

1. Only full-time doctoral faculty shall be eligible to vote and serve on the Executive Committee and standing committees. Faculty members are elected by the doctoral faculty for a period of three years to coincide with the term of office of the Executive Officer, and may be reelected. All doctoral faculty members of the program are eligible to nominate members from the doctoral faculty for the Executive Committee and for the standing committees. All doctoral faculty members are eligible to participate in the election of the faculty members of these committees.

2. All matriculated students shall be eligible to vote for student members of the Committees. Student members are elected by the students for a term of one year.

3. A faculty member may serve on more than one committee concurrently. Student members may serve on only one committee during their term of office.

Executive Committee

The Executive Committee shall be responsible for establishing policy for the Ph.D. Program in Speech-Language-Hearing Sciences, acting on the recommendations of the standing committees. The Executive Committee shall be responsible for all matters pertaining to students.

Executive Committee: The Executive Committee shall be composed of (a) the Executive Officer, who chairs the Committee, (b) the Deputy Executive Officer, (c) at least one faculty member from the Graduate Center, (d) one member of the faculty from each of the colleges participating in the program and (e) two student members. All faculty shall be voting members.

Standing Committees

Faculty Membership. The Faculty Membership Committee shall be responsible for developing criteria and procedures for making new faculty appointments, making recommendations to the Executive Committee for faculty membership, reviewing faculty membership, and removing inactive faculty in accordance with the membership policies of the Ph.D. Program in Speech-Language-Hearing Sciences and the governance of the Graduate Center. The Committee shall be composed of (a) the Executive Officer, who chairs the Committee, (b) the Deputy Executive Officer, (c) at least one faculty member from the Graduate Center, (d) one member of the faculty from each of the colleges participating in the program and (e) two student members.

Curriculum and Examinations. The Curriculum and Examination Committee shall be responsible for reviewing requests for new courses or new program requirements, reviewing the content and administration of the Program's major examinations, ensuring compliance with the Graduate Center's requirements for assessment, and making recommendations to the Executive Committee with regards to these areas. The Committee shall be composed of (a) the Executive Officer, (b) the Deputy Executive Officer, (c) at least one faculty member from the Graduate Center, (d) one member of the faculty from each of the colleges participating in the program and (e) two student members. The Committee is chaired by a faculty member of the Committee, who is elected by the Committee. All shall be voting members.

Admission and Awards. The Admissions and Awards Committee shall be responsible for reviewing applications for admission and for making recommendations to the Executive Committee for admissions and awards. The Committee shall be composed of (a) the Executive Officer, who chairs the Committee, (b) the Deputy Executive Officer, (c) at least one faculty member from the Graduate Center, (d) one member of the faculty from each of the colleges participating in the program and (e) three student members—All shall be voting members. The student members may vote on general admissions and awards policy and on admission of individual students, but they may not participate in recommendations regarding financial awards to individual students.

Election Committee. The Committee shall be responsible for soliciting nominations and supervising the election of faculty members to Graduate Council, the Executive Committee and the program's standing committees. The Committee shall be composed of (a) the Executive Officer, (b) three faculty members and (c) three student members. The members of the Faculty Election Committee are appointed by the Executive Committee—The student members of the Election Committee are chosen by the students in the program to determine nominations and supervise the election of student members to Graduate Council, the Executive

Committee and the program's standing committees. Faculty appointment to this committee is for a term of three years.

Faculty Meetings

The program shall hold a doctoral faculty meeting once a year. A quorum shall consist of a majority of the faculty. The faculty shall make recommendations to the Executive Officer who will forward them to the Chair of the appropriate Committee for consideration. Reports of deliberations and actions taken by the Executive Committee and by the program's standing committees shall be presented at the annual faculty meeting.

Graduate Council

The Graduate Council is the academic governing body of the Graduate Center. Members of the Council include voting representatives of the faculty, students and administration. The Council is concerned with such matters as curriculum, degree requirements, standards of admission, academic performance and program governance. Much of the work of the Council is done through its standing committees. Each program elects faculty and student representatives to serve on the Council for a period of 2 years.

Doctoral Students' Council

The Doctoral Students' Council (DSC) is the sole policymaking body representing students at the Graduate Center. Each program has representatives to the council who are elected on a proportional basis according to the number of students enrolled in the particular program. The DSC election for representatives is usually held in April. Students are advised to consult the Student Handbook for additional information regarding the functions of the DSC.

Diversity, Equity, & Inclusion Task Force

We have assembled a task force to help ensure that our program maintains a commitment to diversity, equity, and inclusion. The mission of the Diversity, Equity, and Inclusion Task Force of the Ph.D. Program in Speech-Language-Hearing Sciences is to promote our continued commitment to foster a responsive environment that engages, respects, and supports individuals from diverse backgrounds and perspectives. We value all genders, sexual identities, races, ethnicities, cultures, languages, (dis)abilities, beliefs, viewpoints, and their intersectionality. We strive to ensure that all members of our community are presented with equitable opportunities to flourish academically and professionally. Students are able to volunteer to serve on this Task Force should they be interested.

SUMMARY OF DEGREE REQUIREMENTS

- (1) The Ph.D. degree requires completion of at least 60 credits of approved graduate coursework (post-baccalaureate).
- (2) Students may transfer a maximum of 30 hours of credit from other universities. Acceptance or validation of transfer credit toward the Ph.D. is the responsibility of the Executive Officer. Note that the required courses (39 credits) will still need to be completed even after transfer of 30 credits.

- (3) Students must complete a required set of 700-level courses: doctoral research (3 credits), instrumentation (3 credits), the responsible conduct of research (research ethics; 1 credit), 3 basic science courses (speech science, language science, hearing science; 9 credits), professional issues (2 credits), and 2 statistics courses (6 credits).
- (4) Students must complete at least five 800-level courses in the discipline exclusive of Independent Study. One of the five 800-level courses may be taken outside of the department. Students are encouraged to take courses in related disciplines in addition to, not in lieu of, these five courses.
- (5) Students must maintain a GPA at or above 3.0. If a student's GPA is below 3.0 for two semesters, then he/she will be dropped from the Program.
- (6) Students must pass the First Examination. The first draft of the exam must be submitted to the student's advisor no later than January 31st of the student's second year. Then the 1st exam process has to be finished by the end of that semester. Students may not register for the following semester if they do not pass the First Examination by the end of their second year of matriculation. Students may not continue in the program if they have not passed the First Examination after completing 45 graduate credits.
- (7) Students must complete a full-time year (two consecutive semesters) in residence within the first three years of matriculation in the program. During the residence year, students must spend at least 15 hours/week in their advisor's laboratory.
- (8) Students must complete a pre-dissertation research project under the supervision of a faculty member prior to candidacy (level III).
- (9) Students must pass the Second Examination prior to candidacy (level III).
- (10) Candidates must enroll in Dissertation Seminar and present their project's background (including their research question), and methods (including pilot data), and must submit their proposal to their dissertation committee within a year of advancing to candidacy.
- (11) Candidates must submit a dissertation that has been supervised and approved by a dissertation committee. The dissertation is defended before the dissertation committee and an outside examiner. Students must pass the Final Exam which is the Dissertation Defense and have their dissertation approved by their committee before they can deposit it.

STUDENT ADVISEMENT

The advisement of students is a continuous process throughout the completion of the doctoral studies, and normally adheres to the general guidelines below. Students are

encouraged to consult with the Executive Officer for further explanation and clarification about any aspect of advisement as the need arises.

Entering Students

The Executive Officer serves as the major advisor to all entering students, and continues to serve in that role until the student has joined a laboratory and selected a primary advisor. The Executive Officer will inform all entering students about participation in the research laboratories. Once students select their primary advisor, they are expected to participate in the laboratory of their advisor. The lab will be devoted to helping students develop research and professional skills. Each central faculty member directs a lab in the program. Labs meet regularly, thus providing intensive support.

Continuing Students

Students will meet with the Executive Officer at least once each semester for registration and advisement. Students are required to prepare a brief written progress report for these meetings. The Executive Officer will continue to play an important advisory role for students at all levels.

The First Examination

Students select an advisor who will guide them through the First Examination process.

Pre-dissertation Research Project

Following the passing of the First Examination, the student will start working on the pre-dissertation project under the supervision of the primary advisor. The project consists of original research. Results must be presented at an open meeting at the Graduate Center (colloquium or lab meeting) or at a national or international conference. A written report of the project must be submitted. This project may serve as a pilot study to the student's dissertation project.

The Second Examination

The student and primary advisor select two additional committee members whose interests and expertise are relevant to the scholarly and research interests of the student and appropriate to cover the areas for the Second Examination. At least one member of the committee must be a central (Graduate Center) faculty member. This three-member advisory committee is responsible for the preparation and administration of the student's Second Examination. The student is responsible for the completion of the form "Formation of Advisory Committee," which bears the signatures of the members of the committee and is submitted to the Executive Officer for approval. Following the completion of the Second Examination the committee is officially disbanded (see more details about the exam under "Major examinations").

Dissertation Committee

The final phase of advisement requires the student to select a dissertation committee, which may consist of faculty members who served on the student's Second Examination committee. The student is responsible for the completion of the form "Formation of

Dissertation Committee,” which bears the signatures of the members of the committee and is submitted to the Executive Officer for approval. The dissertation committee is composed of the student’s research advisor and two other doctoral faculty members. The committee assumes the responsibility to supervise and approve the dissertation proposal and dissertation research, assess the suitability of the completed dissertation document for oral defense, select the outside examiner and administer the Final Examination (dissertation defense). Only doctoral faculty who had previously been on a doctoral committee can serve as the chair of a dissertation committee. Each committee must have at least one central (Graduate Center) faculty member.

There are occasions that require additions or exceptions to the abovementioned guidelines with respect to a student’s committee:

(1) When additional expertise is needed to cover the areas for the Second Examination and/or the supervision of dissertation research, additional members may be added to the student’s committee. It is the student’s responsibility along with the committee to make these determinations as early as possible.

(2) When it is appropriate for non-doctoral faculty to be appointed to a student’s committee, it is crucial that the prospective individual be apprised of the responsibility and commitment that are required for service as a member of the committee. A written statement in that regard will be forwarded to the prospective individual by the Executive Officer following the agreement to serve.

REVIEW OF ACADEMIC PROGRESS

Each student’s progress towards completion of degree requirements and academic performance is continuously monitored and evaluated by the faculty, both formally and informally. The review considers student performance in (1) coursework, (2) major examinations, (3) research assistance and (4) research projects. The Office of the Registrar requires the program to submit reports on students where there appears to be a question regarding progress. Additional discussions about satisfactory progress take place, as needed, at meetings of the Executive Committee.

Students employed as research assistants, Graduate Teaching Fellows, classroom instructors or clinical supervisors must show satisfactory performance in these activities. If performance is found to be unsatisfactory, such employment may be terminated. This type of termination is independent of satisfactory academic progress.

REQUIRED COURSEWORK

Required Courses (700- level)

SPCH 76400	Instrumentation for Research in Speech and Hearing Science (3 credits)
SPCH 71900	Doctoral Research (3 credits)
SPCH 79500	Professional Issues Seminar (2 credits)
SPCH 79300	The Responsible Conduct of Research (Research Ethics) (1 credit)
SPCH 70500	Speech Science

SPCH 70600 Hearing Science
SPCH 70700 Language Science

and two classes in statistics (3 credits each):

Either EPSY/PSYC 70500 and 70600 Statistics and Computer Programming I and II/
Statistical Methods in Psychology I and II or two other statistics courses approved by the
student's advisor and/or the Executive Officer.

Required Courses (800- level)

Each student must complete at least five 800-level courses. Four out of the five have to be taken in the Ph.D. Program in Speech-Language-Hearing Sciences. Additional 800-level courses may be taken outside the discipline with the approval of the Executive Officer. ***The latter and Independent Study may be taken in addition to, not in lieu of the abovementioned requirement.***

Independent Study

Independent Study may be taken for the purpose of carrying out a library research paper or empirical study under the supervision of a faculty member. The project should be designed so that it can be completed in one semester and must result in a written document submitted to the instructor. The amount of work will depend on the number of credits (1, 2, or 3) the student signs up for. The student and faculty member will meet on a regular basis and as often as necessary to successfully complete the project. ***In the event the project has not been completed, the student may repeat the course without credit.*** For a student to enroll in Independent Study, permission from the instructor and the Executive Officer must be obtained.

Dissertation Seminar

Upon advancing to candidacy, students preparing their dissertation proposals must enroll in SPCH 899, Dissertation Seminar. Students are expected to complete their proposal within one year. The seminar meets monthly and is attended by all students preparing proposals, the members of the program's central (Graduate Center) faculty and the student's research mentor. The meeting is chaired by the Executive Officer. The format of the class provides each student with an opportunity to report progress on the proposal, to identify problems encountered during the process, and to receive input from faculty and students. Students are expected to provide at least one written progress report per semester. At each seminar, two or three students will be asked to provide a presentation (15 minutes + 15 minutes for questions). Students are expected to present at least twice during their enrollment in Dissertation Seminar.

PREPARATION IN RESEARCH

Students in the Ph.D. program should begin to build a foundation for independent research careers. To prepare for these responsibilities, every student is required to fulfill the following research activities.

Pre-dissertation Research Project

Each student must complete a pre-dissertation research project. This project should be of limited scope and should be selected and developed in collaboration with a faculty advisor. The project may be initiated at any time following matriculation, although typically students begin working on it after passing the First Examination. The project must be data-based and must adhere to the guidelines that generally define empirical research. Students are encouraged to submit the manuscript of their pre-dissertation project for publication and/or presentation at a scientific meeting. To complete the project successfully, the student must:

- (1) Prepare a written paper on the research project.
- (2) Submit the report to the faculty advisor for approval.
- (3) Present the report orally before students and faculty.
- (4) Submit the approved paper to the Executive Officer.

Student may be exempt from the pre-dissertation project if both their advisor and the EO or DEO (2 people total) determine that they had completed prior research that meets the criteria of the pre-dissertation project requirement. The student must submit a paper describing the project and present it publicly at the Graduate Center.

Research Practicum (Labs)

It is expected that every student complete at least one year of supervised research under the mentorship of a faculty member. Students may complete this requirement during their full-time residency year (during the first three years of matriculation) in which the student is required to spend at least 15 hours per week in supervised research activity. Ideally, research practicum should culminate in one or more of the following:

- (1) Submission of an article for publication.
- (2) Submission for presentation at a state or national convention.
- (3) Pre-dissertation research project.

Dissertation

The final stage of research training is the completion of a dissertation, which should be of sufficient quality to warrant publication. The dissertation is supervised by a faculty research mentor and a committee. The nature, scope and originality of the dissertation research are approved by the dissertation committee. Each student is required to prepare a dissertation proposal, which must be approved and signed by all members of the dissertation committee and submitted to the Executive Officer.

Before beginning research, the student is responsible for obtaining Institutional Review Board (IRB) approval for experiments dealing with human subjects. This should be done during the proposal stage and prior to piloting experimental protocols. Protection of participant confidentiality and obtaining their permission are prerequisites for involving any human participants in research studies.

At least four weeks prior to the defense but following the approval of the dissertation committee, the student must present the dissertation to the Executive Officer and forward

a copy to the outside examiner. The dissertation must be a complete document appropriately organized into chapters, paginated and containing a table of contents, all tables and legends, all figures and captions, a complete list of references and all appendices. ***The dissertation will not be considered acceptable for defense unless the abovementioned items have been included.*** The student is urged to consult with the committee chair and/or the Executive Officer for guidance in the preparation of the dissertation, and to peruse previous dissertations for examples of format. An excellent guide for the preparation of the document is the manual published by the American Psychological Association (APA Style Manual), which students are encouraged to consult. For further information regarding organization and format of the dissertation, students should refer to the guidelines on the GC website <http://libguides.gc.cuny.edu/dissertations/format> and meet with the dissertation librarian.

MAJOR EXAMINATIONS

The First Examination

Each student must pass the First Examination in order to continue in the program. The examination is an early measure of the student's potential to complete the doctoral program. Students are advised to take the examination as early as possible. Students who enter the program with 30 graduate credits of advanced standing should take the examination no later than the beginning of the second year of doctoral study. Students may not continue in the program after completing 45 credits if they did not pass their First Examination. Students are encouraged to begin laboratory work as soon as possible as involvement in a laboratory will provide the opportunity to develop the research skills needed to satisfactorily complete the first examination.

To complete the first examination students will be required to write a paper describing a research project they have designed. This paper, to be graded (1-5, with 5 being the best) by the advisor and two members of the doctoral faculty or relevant outside researchers, will contain a journal-quality, critical and synthesized review of the literature (7-10 pages); a journal format methods section; and an explanation of data reduction. Students will submit a draft of their paper to their advisor first. Advisors are permitted to give constructive feedback on two drafts. Following the second set of feedback from the advisor, students revise their paper and submit it to the committee (advisor and 2 readers). The two readers are chosen by the advisor. Students should be talking with advisors regularly as they develop their topic and proposed study. They can share their topic with other students but should limit input on their proposed study development to that provided by their advisor. Students are not permitted to get any other feedback regarding the writing of their paper (e.g., from lab members, other faculty, other experts in the area etc.), except help with grammar and editing mechanics (from outside consultants who are not familiar with the research topic). All three graders must deem the paper passing (minimum score of 3) for the student to pass the First Examination. If a student fails the examination, all committee members must provide written feedback. Feedback may include suggestions for remediation. Recommendations may include options such as a writing course, additional readings, etc. The student has the option of re-taking the exam one final time on the same topic with the same advisor or once on a new topic with the same or a new advisor. To pass

the examination students must also complete and submit the First Exam Statement form.

The Second Examination

Passing this examination advances a student who had completed the required coursework, the First Examination, and the Pre-dissertation project, to doctoral candidacy. The Second Examination is administered by the student's advisory committee and is an oral examination of two hours duration based on the three related areas of scholarship that have been approved by the student's committee.

Once the areas for examination have been approved by the student's committee, the student is required to prepare a statement of rationale that testifies to the coherent relationship among the three areas. The form "Rationale for Second Examination" is to be submitted to the advisory committee for approval. In the event that the initial topics change, the student must submit a revised statement of rationale. The approved rationale needs to be submitted to the Executive Officer after the student forms the committee and select the topics, and prior to the Second Examination.

Students meet with the committee members to review the readings and may be asked to prepare one or more papers synthesizing the readings. The reading lists should reflect the literature that defines each area of interest. The student will have a more comprehensive understanding of each examination area than is represented by the reading list. Although preparation is often (but not always) organized by assigning one faculty member to each of the three topics, the faculty members' questions are not restricted to a single topic.

For each topic area, the Second Examination seeks to assess the student's (1) knowledge base of the historic and current scholarship; (2) ability to evaluate critically the relevant research literature; (3) familiarity with issues that intersect with related disciplines; and (4) understanding of the important areas for further research.

The main portion of the examination session should be dedicated to giving the student the opportunity to answer questions asked by the members of the examination committee. The examination session begins by the introduction of the procedure by the student's advisor. Students may present on their topics briefly prior to the beginning of the question period but this presentation should be kept to a minimum and the material should not be visible during the question period.

Passing the Second Examination requires that all members of the examination committee agree that the student has satisfied all of the above criteria. In the event of a lack of unanimity, the student shall be considered to have failed the examination. The committee's recommendation to the Executive Officer is reported to the Curriculum and Examination Committee, which has the final authority for the disposition of the examination. If it is recommended that the candidate retake the examination, it shall be re-taken no later than one year after the date of the initial attempt. Other possible recommendations may include (1) the preparation of a critical review of the literature in the area(s) for re-examination, (2) coursework specific to area(s) for re-examination, and (3) re-examination in one or two of

the original three areas.

The Final Examination (Dissertation Defense)

The third, and final, major examination is an oral defense of the completed dissertation. The examination is attended by the dissertation committee, an outside reader and the Executive Officer or the Deputy Executive Office, all of whom may participate fully. The chair of the dissertation committee shall conduct the examination.

The Final Examination is scheduled following the submission of the entire completed manuscript to all members of the dissertation committee. The candidate is responsible for completing the form “Scheduling the Final Examination,” which bears the signatures of all members of the dissertation committee attesting to the manuscript’s suitability for defense. The form is submitted for approval to the Executive Officer who recommends to the Provost that the final examination be scheduled. The form must be submitted to the Provost’s Office at least one month prior to the defense. ***The final examination shall not be scheduled unless the entire dissertation committee has read the final manuscript in its entirety and has approved its suitability for defense.*** The candidate must provide the names of the members of the examination committee, including the name and affiliation of the outside reader, to the Executive Officer. The availability of the Executive Officer or the Deputy Executive Officer should be considered in scheduling the examination.

An outside reader shall be invited to participate in the Final Examination. At the recommendation of the dissertation committee and with the approval of the Executive Officer, the outside reader shall be an individual who has earned recognition as a scholar and researcher in the area of the dissertation research. As a rule, the outside reader shall not have participated in any stage of the dissertation process. The individual may be selected from institutions outside or from within the City University of New York. ***A copy of the complete manuscript that has previously been approved by the dissertation committee shall be forwarded to the outside reader no later than four weeks prior to the Final Examination.*** The outside reader is expected to evaluate the entire document, to attend and to participate fully during the oral defense and to vote on the candidate’s performance. The format for dissertation defenses will generally follow these guidelines:

- (1) A brief overview presentation of the dissertation by the student
- (2) A period of in-depth questioning by the committee
- (3) Final deliberation by the committee following the examination

The dissertation committee shall assess the performance of the candidate and record one of the following options on the form “Report of Final Examination.”

- (1) We certify that the candidate has passed the Final Examination. We accept the dissertation as presented.
- (2) We certify that the candidate has passed the Final Examination. We will consider the dissertation acceptable after minor revisions are approved by the chair of the dissertation committee.

- (3) In our judgment, the candidate's dissertation requires major revisions. It must be resubmitted for approval by the chair and two members of the examining committee.
- (4) We certify that the candidate has failed the Final Examination, and make the following recommendations.

In the event revisions of the document are necessary, and have been completed and approved, the form "Approval of Revised Dissertation" must be submitted by the chair to the Executive Officer. The form is then forwarded to the Provost's Office before passage of the Final Examination can be recorded.

TEACHING EXPERIENCE

The Ph.D. program is not only an opportunity for the student to take coursework and participate in research experiences that prepare them for future careers as independent researchers, it is also an opportunity to gain first-hand experience as teachers. With this in mind, the student should plan a program that includes opportunities to develop and use these skills within the guidelines outlined below. Although students are encouraged to gain experience in teaching, they should consult with their major advisors and/or the Executive Officer to determine whether or not these appointments are appropriate relative to their time commitments in doctoral study.

Classroom Teaching

Students who have no teaching experience should plan to take primary responsibility for teaching at least one course in their areas of expertise in the course of their doctoral studies. This experience may involve teaching at one of the local colleges as an adjunct instructor and/or fulfilling the requirements of a Graduate Teaching Fellow at one of the CUNY-based colleges. The goal of the teaching experience is two-fold: to make it possible for Ph.D. graduates to have a course outline and teaching materials for at least one course, and to provide potential reference writers the opportunity to speak knowledgeably about the student's teaching ability. The Ph.D. student should obtain a course and instructor evaluation for every teaching experience and should place a copy of the evaluations in his/her file.

Clinical Supervision

Many beginning-level academic positions in communication sciences and disorders require clinical supervision duties. Frequently, teaching positions and/or Graduate Teaching Fellowships include clinical supervision responsibilities in addition to classroom teaching assignments.

SPACE ASSIGNMENTS

General Access Student Rooms

There is a common area with networked computers, a computer hub for students and faculty (7400), and a conference room (7102) that are shared with the AuD and the Ph.D. Program in Linguistics.

Research Space

Research workspace is available to students, faculty, and visiting scholars. Although these spaces are under the direction of a given faculty member (see below) they are available to all faculty and students through arrangement with the faculty member responsible for that laboratory.

Audiology and Auditory Evoked Potentials Laboratory (Professor Brett Martin, Rooms 7399, 7401)

Research in this laboratory focuses on behavioral and neurophysiologic (brain) processing of auditory information, especially speech. Work in this laboratory examines: (1) the neurophysiologic processing of sound in adults and children with normal hearing or sensorineural hearing loss, (2) the effects of aural prostheses (hearing aids, cochlear implants) on the neurophysiologic processing of sound, (3) the neurophysiologic processing of sound in adverse listening conditions, (4) the development of an electrophysiological tool for the assessment of speech perception capacity, and (5) brain-behavior relationships. The above research bridges basic mechanisms and clinical application.

Child Language Laboratory (Professor Richard G. Schwartz, Rooms 7308, 7309, 7310, 7312, and 7410)

Research in this laboratory aims to understand the nature and underlying causes of childhood language impairments. To this end, we use a variety of methods to study language processing along with the related cognitive abilities and underlying the brain mechanisms for language comprehension and production in young monolingual and bilingual children acquiring language typically and atypically (Developmental Language Disorders, Autism Spectrum Disorders, Auditory Processing Disorders, Hearing Impairments).

Cognition and Language Laboratory (Professor Klara Marton, Room 7307)

Research in the Cognition and Language Laboratory focuses on the interaction among different cognitive functions and language processes in children and adults. The main goal is to examine how various cognitive functions, such as working memory, inhibition, and attentional capacity impact language comprehension and production in different populations. We examine specific cognitive processes and consider how these develop in monolingual and bilingual individuals, how they may influence or be influenced by language processing, and how they are affected in specific clinical populations, such as children with Specific Language Impairment (SLI) or autism. This research is based on behavioral testing including online tasks and neuropsychological measures.

Developmental Neurolinguistics Laboratory (Professor Valerie Shafer, Room 7392)

The goal of this laboratory is to understand the relationship between language and brain development, and later brain organization. Research projects are in progress that use electrophysiological methods to examine brain processes. An understanding of the relationship between language and brain development and later brain organization will help explain the nature of developmental language disorders.

Neurolinguistics Laboratory (Professor Loraine K. Obler, Rooms 7404 and 7311)

In this laboratory, work is conducted on bilingualism and bidialectalism in aphasia, morphological disorders in agrammatic aphasia across languages, processes involved in second-language acquisition in typical learners and people with dyslexia, and language changes associated with healthy aging and dementia (e.g., lexical retrieval and sentence processing).

Speech Production, Acoustics and Perception Laboratory (Professor Douglas H. Whalen, Room 7303 and 7304)

Research in this laboratory is concerned with understanding the nature of the acoustic structure of speech and how it is perceived by normal hearing adults. Many topics are covered, including the role of variability in perception, links between production and perception, the role of the lexicon in structuring perception, and the effects of a first language on perception of other languages. Techniques used include recording and playback of natural speech, speech synthesis (acoustic and articulatory), reaction times and goodness ratings. Research often intersects with the Speech Production Laboratory or with neural imaging capabilities in other labs. Opportunities for collaborative work with Haskins Laboratories in New Haven, CT, can be arranged. Production research is concerned with understanding the nature of the way in which speech is created by the vocal track and how it is organized in terms of motor control. Many topics are covered, including the role of variability in productions, links between production and perception, differences between typical and atypical populations, and the effects of a first language on perception of other languages. Techniques used include acoustic analysis, electroglottograph (EGG), optical tracking of articulators (Optotrak), ultrasound imaging of the tongue, and combinations of these. Research often intersects with the Speech Acoustics and Perception Laboratory or with neural imaging capabilities in other labs. Opportunities for collaborative work with Haskins Laboratories in New Haven, CT, can be arranged.

Research Programs Specialist (David Hilton, Room 7300)

Our tech specialist is available to assist all faculty members and students in purchasing, maintaining, and operating hardware and software unique to the experimental research work conducted in the program's research laboratories.

DOCTORAL FACULTY

The full-time doctoral faculty is composed of members of the faculties of the Graduate School and University Center (see laboratory directors above) and the participating senior colleges. In addition, the adjunct doctoral faculty includes individuals at other institutions

who participate in the program. Below is a list of our current doctoral faculty from the CUNY colleges:

Dr. Alison Behrman, *Lehman College*
Dr. Jason Bishop, *College of Staten Island*
Dr. Dianne Bradley, *Graduate Center*
Dr. Patricia Brooks, *College of Staten Island*
Dr. Peggy Conner, *Lehman College*
Dr. Nancy Eng, *Hunter College*
Dr. Eva Fernandez, *Queens College*
Dr. Sima Gerber, *Queens College*
Dr. Simon Henin, *City College*
Dr. Michelle MacRoy-Higgins, *Hunter*

College
Dr. Robert Melara, *City College*
Dr. Michael Newman, *Queens College*
Dr. Lucas Parra, *City College*
Dr. Liat Seiger-Gardner, *Lehman College*
Dr. Shlomo Silman, *Brooklyn College*
Dr. Ofer Tchernichovski, *Hunter College*
Dr. Virginia Valian, *Hunter College*
Dr. Suzanne van der Feest, *Graduate Center*

STATEMENT OF NONDISCRIMINATION

The Graduate School and University Center of The City University of New York is an equal opportunity and affirmative action institution. The Graduate Center does not discriminate on the basis of age, gender, sexual orientation, alienage or citizenship, race, color, national or ethnic origin, religion, marital status, veteran status, or disability in its student admissions, employment, access to programs, and administration of education policies.

The Graduate Center is committed to promoting pluralism and diversity and to combating racism and bigotry.

Concerns, questions, complaints, and suggestions about affirmative action and equal employment may be addressed to any member of the Graduate Center Affirmative Action Committee through The Affirmative Action Officer.

The City University of New York prohibits sexual harassment and has instituted policies, procedures, and educational programs to prevent and address sexual harassment. For more information, please contact the coordinator of the Sexual Harassment Panel and see the [GC Student Handbook](#).

Employees and applicants are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation concerning discrimination or harassment.

CONTACTS

Student Affairs: Matthew G. Schoengood, Vice President for Student Affairs,
Phone: 212-817-7400; email: mschoengood@gc.cuny.edu; location: 7301

504/ADA and Title IX Coordinator: Pinar Ozgu, Interim Vice President of Institutional

Equity and Human Resources/Chief Diversity Officer/Title IX Coordinator
Phone: 212-817-7410; email: pozgu@gc.cuny.edu; location: 7301

Campus Director of Public Safety: John Flaherty, Phone; 212-817-7761; email:
JFlaherty@gc.cuny.edu; location: 9117

Ombuds Officer: Prof. Martin Gitterman; call for appointment at 212-817-7191. The Ombuds Officer offers complete confidence to any individual in the GC community in discussing informal as well as formal solutions to any school-related problem.

Executive Director for Human Resources: David Boxill,
Phone: 212-817-7700; email: dboxill@gc.cuny.edu; location: 8403.06