

DOCTORAL HANDBOOK
Department of Communication Disorders

College of Health and Human Services
Bowling Green State University

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1. INTRODUCTION

Mission Statement

The Department of Communication Disorders in the College of Health and Human Services offers the Ph.D. degree with a concentration in Speech-Language Pathology. The doctoral program in Communication Disorders is designed to develop the scientific and cognitive skills needed to identify and independently study important questions concerning human communication. In pursuit of these goals, students engage actively in research and teaching.

The program is designed to develop basic and analytical knowledge in

- (a) the sciences of normal speech and language,
- (b) disorders of speech and language, and
- (c) related disciplines providing insight into human communication,

as well as to develop

- (d) research and technical skills in research methodologies, and
- (e) skills in dissemination of information via oral and written means.

The doctoral program emphasizes a student-centered approach to doctoral education. Students participate in research throughout their program and are closely supervised in their research and teaching experiences. The curriculum is individually designed to meet students' educational needs and professional goals.

The Department of Communication Disorders

The Department has 13 full-time graduate faculty members, one part-time faculty member, a Clinic Director, 2 audiologists, 4 clinical supervisors, 3 administrative personnel, and a comprehensive Speech and Hearing Clinic.

Active research programs exist in a range of areas, a partial list including:

- child language development and disorders (semantic development; communicative impairment in autism; treatment; psychosocial aspects of developmental speech and language impairments; literacy),
- fluency disorders (attitude-related problems and handicapping; treatment),
- speech perception (the role of auditory processing in language learning, normal and disordered; word segmentation; prosody),
- speech and voice science (neuromuscular physiology of the larynx; speech and voice characteristics of individuals with neurological speech disorders; physical and computer modeling of phonation; aerodynamics and acoustics of performance voice)

Research and curricular collaborations

Research collaborations and curricular opportunities exist with other regional institutions, including the University of Toledo and its Medical Center. In addition, interdisciplinary learning opportunities are available on campus. Students and faculty in the Department participate in the [Center for Neuroscience, Mind, and Behavior](#), and the [Center for Family and Demographic Research](#). Other departments on campus to which students and faculty have productive ties include psychology, sociology, physics, music, theatre, education, and kinesiology.

The College of Health and Human Services

The Department of Communication Disorders is part of the College of Health and Human Services. Charts of the organization of the Department and the relationship to the College are provided at the end of this Handbook. The College is comprised of three departments and numerous programs that offer a range of degrees related to health and human services (for additional information, see the College website, <http://www.bgsu.edu/colleges/hhs>). The College of Health and Human Services is one of 15 Colleges and Schools at Bowling Green State University (for additional information, see <http://www.bgsu.edu/colleges/>).

Purpose of the Doctoral Handbook

This handbook is intended to familiarize prospective students with the doctoral program in the Department of Communication Disorders and to guide students enrolled in the program in the design and completion of their plan of study. The Doctoral Handbook supplements the *Graduate Catalog* (<http://www.bgsu.edu/colleges/gradcol/>) by providing information and requirements specific to the Speech-Language Pathology Ph.D. degree. Students should maintain a copy of this handbook for their own reference. The contents of this document may be amended by the Doctoral Handbook Committee as needed. Doctoral students will be informed when changes are made. Students are required to adhere to the rules and regulations stated in the version of the Handbook that exists when they matriculate into the doctoral program. If the Handbook is revised during the student's doctoral career at BGSU, and a revision may be favorable to the student's program, the student, academic advisor, and TDP Committee may decide to adopt the Handbook revision.

2. ADMISSIONS

The Department of Communication Disorders seeks applicants interested in pursuing academic and research excellence.

The department has two mechanisms of application to the doctoral program, one for the traditional post-master's program, and the other for the combined master's – Ph.D. program.

Applicants to the doctoral program must meet the admissions requirements of the Graduate College as well as those of the Department of Communication Disorders.

Admission requirements from the Graduate College are:

1. completion of a bachelor's degree from a regionally accredited college or university, and
2. submission of
 - a. a completed application for admission to the Graduate College,
 - b. a \$30 (non-refundable) application fee to the Graduate College,
 - c. Graduate Record Examination (GRE) scores,
 - d. results of the Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB) for applicants whose first language is not English, and
 - e. two official transcripts from each institution attended (except Bowling Green State University) forwarded directly from those institutions.

Additional information regarding Degree Program Admissions Requirements from the Graduate College is available in the *Graduate Catalog* (<http://www.bgsu.edu/college/gradcol/>).

In addition to the Graduate College requirements, the Department of Communication Disorders requires the following (for the combined master's – doctoral program, refer to the next section):

1. completion of an appropriate Master's degree from a regionally accredited college or university prior to enrollment in the doctoral program. Most applicants have a master's degree in Speech, Language, or Hearing Sciences and Disorders, although students with other related backgrounds are encouraged to apply.
2. a minimum overall GPA of 3.0 for the Master's degree;
3. a personal letter of application that addresses the applicant's reasons for pursuing doctoral training and identifies areas of research interest; and
4. three letters of recommendation

Part-Time Doctorate Studies

Application Process: Students wishing to enroll part-time for a doctoral degree must submit the same application as students seeking a full-time degree program. It is not necessary to submit an application for funding, as no funding is available for part-time study. It is noted that those students who wish to sign up for a course without seeking admission to the program should talk with the Chair of the Department before considering registration.

Students interested in part-time study are strongly encouraged to meet with the Graduate Coordinator or the Department Chair to discuss their options. Students are also advised to identify faculty members whose research interests are in the area they wish to pursue, and discuss the possibilities for doctoral study in that area at BGSU.

Coursework: Students should identify a primary advisor and enlist a TDP committee as soon as possible after admission. Under the guidance of his or her advisor and the TDP committee, the student will develop an individualized course of study. Note that required courses for the CDIS doctoral degree will not be waived owing to part-time status, but timing of enrollment may be subject to individual student plans of study.

Enrollment in the required Mentored Research, Pedagogy & Professional Issues, and the Proseminar courses should be planned out early in the student's program. Note that a minimum enrollment of four semesters for each of these is required; however, they need not all be taken every semester.

Timing of Classes: Students enrolled for part-time doctoral study should be aware that the department offers few evening classes, and no weekend course opportunities. Students in our program will need to take the bulk of their classes during the day.

Conversion to Full-time Status: Students admitted for a part-time doctorate may request a change of status to full-time study at any time. Students may begin part-time study any semester once they are admitted, including spring and summer. However, transition to full time status with the possibility of funding typically can only occur in the fall. The decision to declare full-time status does not automatically mean that the student will receive departmental funding. Students seeking departmental assistantships will be competitively evaluated with the pool of applicants for such assistantships during the year in which they seek to transition to full time status.

Combined M.S.-Ph.D. program (Doctoral Bridge Program)

The Doctoral Bridge Program accepts students into the doctoral training program without a master's degree. The program is structured to accommodate both non-clinical and clinical training needs. For students seeking to complete requirements for ASHA certification, the program blends a standard master's curriculum with doctoral research training in the desired field of specialization. For students not seeking certification, an individualized curriculum is devised leading to a PhD as a basic research degree in either speech or language science.

Admissions Standards.

1. Students desiring to enter this program must **submit evidence of superior academic performance in their undergraduate curriculum**. For those majoring in communication disorders, an undergraduate GPA of 3.5 or better in the major is required. An overall minimum GPA of 3.0 is required, although it is expected that most successful candidates will have GPAs exceeding this minimum. Students applying to the program who did not major in CDIS as undergraduates must show strong performance in their undergraduate program, according to the standards of their discipline and program.

2. A **personal statement** covering the following: reasons for pursuing the doctoral degree; professional goals; reasons for selecting BGSU; research interests; and clinical training interests.

4. Submission of **GRE scores**.

5. A **personal interview**. If a face-to-face interview is impossible, a telephone interview with the Graduate Admissions Committee and any other interested faculty (including proposed mentors) is required.

6. A **curriculum vitae** detailing academic and vocational experiences and awards.

Optional supplemental materials: Evidence of research experience and writing ability, such as a copy of an undergraduate honor's thesis or substantial project or term paper of similar quality.

Funding: Bridge Program students are eligible to receive up to six years of funding, including two years at master's half time funding (20 hours per week) and four years at doctoral half time funding (20 hours per week).

Clinical Program: Students in the Bridge Program seeking clinical certification will need to complete all departmental requirements pertaining to the current clinical master's degree, including coursework and clinical practica. Students accepted into the Bridge Program will not complete all clinical coursework and practica on the same timeline as students in the typical master's-only program. Thus unlike the non-clinical track students, students in the clinical track who elect not to complete the doctoral program will not be able to graduate with a master's in two years.

Students who wish to exit the Bridge Program and complete a clinical master's will not be eligible to continue on the half-time assistantship. They must petition to be considered for further funding at the typical clinical Master's level (12.5 hours per week). Such funding will only be awarded in unusual circumstances.

Non-clinical Bridge Program: Students may complete the doctorate without completing clinical master's training. Non-clinical Ph.D. students will work with their advisers and TDP committee to determine appropriate coursework meeting their scholarly and professional goals.

Master's Thesis: All Bridge Program students, both clinical and non-clinical track, must complete a master's thesis.

Research Requirement: All doctoral students must adhere to the requirements for ongoing research experiences and dissemination of research.

Clinical Fellowship Year (CFY): Some students on the clinical track may wish to attempt to complete a CFY during the later stages of their program. In order to do so, all clinical prerequisites must have been completed, and their program must be in compliance with departmental standards for graduation with a clinical master's. Students must be aware that accepting an assistantship entails a completion of departmentally assigned duties, such as teaching, which then must be coordinated with CFY responsibilities. A CFY should only be considered after careful consultation with the academic advisor and the graduate coordinator.

Curriculum: Students accepted into the Bridge Program would begin by taking a minimum of two master's and one doctoral class per semester. It is strongly suggested that the statistical sequence begin in the first semester. Students will be required to enroll in the Proseminar sequence from the beginning, but may postpone the Pedagogy sequence until their third year. The rest of the student's classes could be either at the master's or doctoral levels, as determined in consultation with the student's advisor and TDP committee. After two years, the TDP committee has the discretion to determine the appropriate distribution of classes. Students pursuing a clinical master's must meet all current curricular standards for that degree.

Special considerations for non-native English speakers. Note that any international students identified as needing English language courses following assessment by the English department must begin taking the prescribed courses their first semester on campus. No exceptions to this policy will be made.

Non-clinical master's degree: For students in the non-clinical track of the Doctoral Bridge Program, a non-clinical master's degree is available. This research degree is to be based on the student's training in his or her area of specialization, requiring the completion of a master's thesis according to departmental standards. Depending on individual circumstances, it is projected that students can complete a non-clinical master's degree in two years. Note that students will not be accepted into the non-clinical master's program directly; it is expected that all Bridge Program students will go on to complete a doctoral degree. When unusual circumstances arise that prohibit this expected outcome, students may graduate with the master's degree. Students going on to complete a doctorate are expected to complete a master's along the way.

Thesis requirement: The non-clinical Master of Science in Communication Disorders is offered under the Plan 1, Thesis Option. All degree candidates would be required to complete a thesis (note that this *differs* from the clinical master's degree program, in that that program has both a Plan 1 Thesis and Plan 2 Non-thesis option). Thesis rules would be the same for clinical and non-clinical master's theses.

Credit hours and coursework: A minimum of 30 semester hours is needed for the M.S. degree, per Graduate College rules. Note that Bridge Program students will develop an individual plan of study with their advisor and Tentative Degree Program (TDP) committee, and the committee may stipulate more than 30 credits as appropriate to the student's educational objectives. Within the courses taken for the 30 credit minimum, at least one class must be a research methods course, to be determined by the TDP committee. In addition, a concentration area in the student's chosen area of expertise must be developed for at least 9 credits. This will be a coherent sequence of courses agreed upon by the student and committee, in a particular specialization area. Nine credits is established as a minimum, but typical programs are likely to exceed this minimum. Specializations may be broadly or narrowly defined at the discretion of the committee. Sample specializations would include: Child Language (possible courses: CDIS 661, 671; 663; 780--Language Science. I & II); Fluency (CDIS 641; 601; 611; 780--Doctoral Seminar in Stuttering 1); Voice Science (CDIS 621; 611; 751; 780--Doctoral Seminar in Voice Science). Of the 9 credit sequence, it is strongly advised that at least one be taken at the 700 level.

NOTE: No students enrolled in the non-clinical program will be allowed to enroll in clinical practicum under any circumstances.

Academic Standing: The current standards for maintaining good academic standing would be in place for students in the Bridge Program. Currently, funded graduate students must maintain a 3.2 GPA. The department also stipulates that students must receive passing grades in clinical placements and no grades below C to maintain good academic standing. Like students in the traditional Ph.D. program, those in the Bridge Program would also be subject to review on a regular basis. Careful advisement and mentoring will be advisable in order to ensure that students are making adequate progress and to deal with any problems that may arise.

The Graduate Admissions Committee

The *Graduate Admissions Committee* in the Department of Communication Disorders reviews application materials for admissions decisions. In addition, the committee takes into consideration how well an applicant's abilities, interests, and professional goals fit the program. A student is admitted into the program following the recommendation of the Graduate Admissions Committee in the Department of Communication Disorders and upon approval of the Graduate College.

The Graduate College advises students to apply at least six months in advance for admission. A student's program typically begins in the fall semester, but spring and summer are also considered. International students should allow more time for the application process.

International applicants must submit all materials directly to the Center for International Programs, 1106 Offenbauer West, Bowling Green State University, Bowling Green, OH. (43403). Additional information regarding admissions to the Graduate College is given in the [Graduate Catalog](#).

3. ASSISTANTSHIPS

There are two types of departmental student support potentially available to doctoral students. The first is a Graduate Assistantship that involves a service obligation (teaching or research). The second is a Dissertation Fellowship, a nonservice award.

Graduate Assistantship

Students admitted to the doctoral program will be offered a Graduate Assistantship when funding is available. These assistantships are renewable for a total of four years (contingent on the availability of funds). Students awarded a Graduate Assistantship receive a stipend during the academic year. Instructional, nonresident, general, and parking fees are paid by the University during the period of the appointment. Summer funding is typically also available. There is an obligation on the part of the student to serve as a teaching and/or research assistant for 20 hours per week during the period of the contract. The actual work assignment (teaching or research assistant, or both) for a given semester is made by the Graduate Coordinator in consultation with the student's academic advisor. A student must remain in good academic standing in order for the assistantship to be renewed. Assistantships will not be renewed if, according to the joint decision of the Graduate Coordinator, Department Chair, and the student's Tentative Degree Program committee: 1) the student is on academic probation, 2) the student is making unsatisfactory progress toward his or her degree, or 3) the student's work as a teaching or research assistant is unsatisfactory and s/he has not responded appropriately to faculty suggestions for improvement.

Students may decide not to request renewal of their assistantship contract or may wish to resign from a contract prior to its completion. The student must discuss this situation with the Graduate Coordinator before finalizing such a decision.

Dissertation Fellowship

The Dissertation Fellowship program is intended to support outstanding students during their final year of dissertation research. The award allows a student to work on their dissertation uninterrupted by any type of service commitment. According to the Graduate College, the two major objectives of the Dissertation Fellowship program are to improve the quality of dissertations being completed and to accelerate the progress of students in doctoral programs across campus. The award includes a stipend and payment of instructional, nonresident, general, and parking fees for the term of the assistantship. For eligibility requirements and further details, please contact the Graduate Coordinator.

4. STUDENT ADVISEMENT

An *Academic Advisor* will be identified for a student upon admission into the doctoral program. In some cases, a student may have had significant contact with a faculty member prior to the first semester of enrollment. This faculty member may continue as the student's academic advisor with the approval of the faculty member, the student, the Graduate Coordinator, and the Chair of the Department. In some cases, a student may be accepted into the program and enroll without a specific faculty member identified as the academic advisor. In this situation, the Graduate Coordinator will serve as the student's academic advisor for the first semester. As early as possible (and no later than the end of the first semester of enrollment), an academic advisor will be assigned by the Graduate Coordinator in consultation with the student and the faculty member. The academic advisor and the student will identify at least two other faculty members to serve on the student's academic *Tentative Degree Program (TDP) Committee*. The composition and function of this committee are described in more detail in the section on "COMMITTEES AND EXAMINATIONS."

Due to a variety of circumstances, a doctoral student may wish to change his or her academic advisor. To accomplish this, a student should first discuss the change with his or her current advisor and the potential new advisor. If the change is agreeable to all involved, the Graduate Coordinator should be informed and any necessary paperwork will be completed. If the student feels that she or he is unable to talk with the current advisor about the situation, then the student should speak with the Graduate Coordinator (unless the Graduate Coordinator is the student's current advisor, in which case the student should speak with the Chair of the Department).

A faculty member serving as a student's Academic Advisor may feel that another faculty member may be more appropriate for that student. In this case, the faculty member should discuss a change with the potential new advisor and then the student. Again, if the change is agreeable to all involved, the Graduate Coordinator should be informed. In circumstances where there is some disagreement concerning a change of advisors, the Department Chair will help in the decision process.

5. COURSES

Required number of hours per semester

Doctoral students typically take between 12 and 15 hours of course work per semester. To be considered full time, doctoral students are required to take a minimum of 8 hours per semester. Full time doctoral students who are receiving funded assistantships must take a minimum of 12 hours during the fall and spring semesters. If the student receives assistantship funding during the summer, the student must enroll in a minimum of nine graduate credit hours during that term. The maximum registration of a graduate student across all summer sessions is 12 hours. To be able to receive additional summer credit, permission is required from the dean designate of the Graduate College. Excess credit hour loads (beyond 18 hours in an academic semester or beyond the 12-hour limit for summer) require approval from the

dean designate of the Graduate College. An excess credit fee of \$50 is charged beginning with the 19th hour and continuing for every hour thereafter.

Courses taken as part of a master's degree may count toward the doctoral degree. However, doctoral students must complete a minimum of 60 semester hours of graduate credit beyond their master's degree to graduate. Doctoral students must also complete a minimum of 16 hours of dissertation credit. No more than 30 hours of dissertation credit will count toward the 60-hour requirement.

Types of courses

To ensure that each doctoral student receives training in both his or her specific area of interest and in the breadth of the field of communication sciences and disorders, four types of courses are taken: (1) *Core courses* create a commonality among the students' orientation to the profession. (2) *Basic required courses* establish statistical background and a cognate area. (3) *Recommended foundational courses* establish fundamental knowledge in the student's primary area of interest. (4) *Individualized emphasis courses* are specifically related to the student's area of academic and research emphasis.

A. Core courses

These are classes that **all** doctoral students are required to take each semester until they have completed their Preliminary Examinations. They are encouraged to attend the two CDIS 781 courses (discussed directly below) after successful completion of their Preliminary Examinations, however, because of their educational value.

1. CDIS 781. Proseminar in Communication Disorders (1 hour)

The purposes of this course are to enhance the doctoral students' breadth of knowledge in the field of communication sciences and disorders through attending presentations by other faculty and guest speakers, and to provide opportunities for the students to make public presentations on their research within the class. The class meets approximately once per week, and faculty, guest, and student speakers are scheduled on a regular basis throughout the semester. It is expected that each doctoral student will give a minimum of one presentation per academic year. This course is graded on an S/U basis.

2. CDIS 781. Pedagogy and Professional Issues (1 hour)

This seminar course is designed to a) improve the student's ability to effectively communicate topics in the area of communication sciences and disorders to other professionals, students, and non-specialists, and b) increase the student's knowledge of issues related to academic and research careers. The course is taught by instructors and guest speakers in a discussion seminar format. Students may give presentations and lead discussions. The course covers a wide range of issues that may change every semester. Example topics related to teaching include student assessment and grading (effective exams, use of rubrics, grading of class participation, developing projects and homework), class

formats (lecture vs. discussion), case-based teaching, use of PowerPoint and other visual aids, effective use of the library in teaching undergraduates, teaching large sections, teaching writing, assembling a teaching portfolio, developing an individual teaching style, academic honesty, and accommodating students with disabilities. Non-pedagogical types of issues that are covered include doctoral “survival” skills, scholarly writing, aspects of research and grant funding, and contemporary professional issues in academia. This course is graded on an S/U basis.

3. CDIS 780. Mentored Research (1- 3 hours)

The purpose of this course is to increase the student’s ability to conduct research in the area of communication disorders. The student will be mentored in an independent research experience by a faculty member. This experience may or may not be related to work that is conducted as part of a supported research assistantship. For at least one semester, a doctoral student is required to take this course with a CDIS faculty member other than his or her primary research mentor. Students enrolled in this course will receive a letter grade.

B. Basic required courses

These courses are within content areas that **all** doctoral students are required to complete.

1. Statistical Sequence

Doctoral students are required to take a minimum of two advanced courses in statistical methods. Students who have not had a prior or recent course in statistics are encouraged to take a lower level course before these advanced courses. Statistics courses that are commonly taken by doctoral students include EDFI 641(basic), EDFI 751, EDFI 752, PSYC 667, and PSYC 668.

2. Cognate Area

Doctoral students are required to take a minimum of 9 course hours in a focused cognate area other than Communication Disorders. This coursework may be narrowly or broadly defined depending on the decision of the student and the student’s TDP committee.

C. Recommended foundational courses

These classes provide fundamental knowledge within the student’s chosen area of study, broadly considered. Their focus is on seminal and contemporary research (and research skill development). They are designed to provide a basic perspective from which the student can then engage in an individualized, in-depth program of study.

Foundational courses differ depending on the student's primary area of interest. The following contains examples of courses fulfilling the foundational course requirement. This list is by no means exhaustive. The student's TDP committee decides which courses constitute the foundational courses the student is to take. Twelve hours of foundational courses are required.

- CDIS 601. Speech Science
- CDIS 780. Instrumentation I
- CDIS 610. Hearing Science
- CDIS 741. Acoustic Phonetics
- CDIS 751. Physiological Phonetics
- CDIS 780. Instrumentation II.
- CDIS 780. Linguistic Foundations of Language Science
- CDIS 780. Language Development and Disorders
- CDIS 780. Research Methods in Child Language
- CDIS 780. Psycholinguistics
- CDIS 780. Theories of Motor Speech Production
- CDIS 641. Stuttering
- CDIS 780. Advanced Seminar in Stuttering
- CDIS 621. Voice Disorders
- CDIS 780. Voice Science I

D. Individualized emphasis courses

These classes are selected for each individual student and are related to his or her area of emphasis. They include courses currently listed in the graduate catalog, seminars on specific topics, and independent studies. The selection and sequence of these courses and their credit hours are determined by the student's academic and research advisors, with approval of the student's TDP committee.

Course-related issues

The BGSU Graduate Catalog contains policies and procedures regarding many course-related issues. The Department of Communication Disorders follows these guidelines. Topics addressed within the Graduate Catalog include (but are not limited to) grading, incomplete courses, auditing classes, and transferring credit(s). The Graduate Catalog can be accessed on the web at www.bgsu.edu/colleges/gradcol/.

6. RESEARCH EXPERIENCES

The doctoral research experience is designed to support the mission of the doctoral program by developing the scientific and cognitive skills needed to identify and independently study important questions concerning human communication. Active engagement in research is integral to a student's program at all stages, and ensures the development of necessary intellectual and technical competencies. The program emphasizes a developmental and mentored approach to learning how to perform research, with frequent goal setting and assessment.

Core competencies

Students are expected to develop and demonstrate independent ability in a wide range of research areas, including but not limited to the following:

- conducting a search of the scientific literature in a topic area;
- reading and critically evaluating scientific literature;
- developing research questions based on a critical synthesis of available knowledge and the needs of society;
- formulating appropriate research methods to investigate research questions;
- calibrating, maintaining, operating proficiently, and interpreting results from instrumentation appropriate to the student's research domain (including estimation of reliability, validity, and uncertainty of measurements);
- selecting, running, and interpreting the results of statistical analyses appropriate to the data collected;
- developing competency in research with human participants, including knowledge of HSRB (Human Subject Review Board) regulations, and demonstrating knowledge of standards for the ethical conduct of research;
- disseminating results of studies, including the preparation and presentation of oral reports and the writing of manuscripts; and
- familiarity with locating and applying for grant funding to support research.

Outline of research requirements

A. *Mentored research*

To ensure a well-rounded experience, a student will enroll in CDIS 780 Mentored Research for a minimum of 1 credit every semester until the Preliminary Examination is passed. Mentors will be selected based on student interests, needs, and mentor availability. This course is letter graded. Students will receive guidance in independent research experiences appropriate to their stage of development. A review of the student's success will take place during the student's TDP committee meetings.

1. Relationship of mentored research to research assistantship (RA): If research duties and faculty mentoring during an RA experience are appropriate to satisfy

the mentored research requirement, a portion of the RA experience can count as the CDIS 780 1 hour requirement (the student would still enroll in CDIS 780, Mentored Research).

2. If a student has no RA hours, or the research assistantship experience is not deemed by the faculty mentor and academic advisor to fulfill requirements for this course (e.g., because there is no opportunity for the student to demonstrate independence), then the student will enroll in at least 1 credit hour of CDIS 780 Mentored Research to complete an experience distinct from their RA duties.
3. A mentor may be any faculty member in the department. In some circumstances, the primary mentor may be outside the department. An inter-departmental liaison is required if a mentor is not a faculty member in the CDIS department. This liaison will typically be the student's academic advisor.

B. Statistical and research methods

Students must complete statistical and research methods courses, including but not necessarily limited to the required statistical sequence, as determined by their TDP committee. Input from mentored experiences will be important in selecting appropriate coursework in this area.

C. Predissertation research project

Students must complete a predissertation research project. The project should be of limited scope, developed in consultation with a faculty advisor (who may or may not be the same person as the academic advisor). It must be data-based; however, existing databases may be used. Usually this project is not part of regular assistantship duties. When a student is working on the predissertation project, it will fulfill the requirements for CDIS 780 Mentored Research. The results of this project are to be presented to the department in a public forum. A manuscript reporting the results is to be submitted to the project advisor, who will write a memo for the student's folder verifying successful completion of the project. The student must complete this project and his or her Preliminary Examination prior to submitting a dissertation proposal. The order of completion for the project and the Preliminary Examination is not fixed.

Students are strongly encouraged to submit the predissertation project to a peer-reviewed forum outside the department, as deemed appropriate by their advisor.

If a student experiences difficulties with the predissertation research project that cannot be resolved via discussion with the project advisor, the student should first consult his or her academic advisor (if different from the project advisor) and the Graduate Coordinator. If necessary, the department Chair may also be consulted. If the problem remains unresolved, the TDP committee will serve to arbitrate.

D. Expectations for dissemination of results of research

Minimal standard: Prior to graduation all doctoral students will have presented at least one scientific poster, oral presentation, or seminar at a professional conference or scientific meeting at the state, national, or international level. Students should be aware that they will likely need to exceed this standard to position themselves favorably in their pursuit of post-graduation employment opportunities.

E. Required research training – use of human and animal subjects

The Office of Research Compliance (Richard Rowlands, [Research Compliance Office](#), 201 South Hall, 372-7716) is the administrative hub for the

- a. Human Subjects Review Board (HSRB)
<http://www.bgsu.edu/offices/spar/orc/hsrb/>
- b. Institutional Animal Care and Use Committee (IACUC)
<http://www.bgsu.edu/offices/spar/orc/iacuc/>, and the
- c. Institutional Biosafety Committee (IBC)
<http://www.bgsu.edu/offices/orc/ibc/>

These three committees handle submissions for review and notifications.

Any student participating in research with human participants or animals must receive training in proper compliance issues and procedures. Review schedules and training schedules are available on the listed URLs.

Students working with animals or human participants are advised to contact the Office of Research Compliance early on in the process of study design to ensure that proposed procedures are consistent with current guidelines.

Types of research opportunities

Typically, students will participate in projects assigned and closely supervised by mentors in the early stages of their studies. As they develop research skills, the emphasis will shift toward more independent research. Collaborative experiences with other departments, both on and off campus, should be considered and are encouraged when feasible. For a list of current research areas of faculty and students, please see the [CDIS Department Research web page](#).

Funding for doctoral student research

Departmental funding is available but limited for student research needs. When developing topics, the student and his or her mentor should consider the availability of funding. Students needing non-departmental funding for their research should contact the

Sponsored Programs and Research Office (SPAR) to seek assistance in locating potential funding resources. The URL for this office is: <http://www.bgsu.edu/offices/spar/>. This site contains information on university guidelines in seeking external funding, links to funding agencies, on-line forms, funding search links, and office contact information. Students should also consult with faculty mentors on and off campus to learn more about the process and to locate appropriate sources of funding. The Associate Dean of the College of Health and Human Services, Dr. Christopher Dunn, is available to consult with students needing funding. The university sponsors workshops on grant writing, and students are advised to attend.

7. TEACHING EXPERIENCES

Experiences in teaching support the mission of the doctoral program, emphasizing a mentored developmental approach to meet student needs and career goals. For example, a student interested primarily in university teaching and clinical supervision for his or her career might desire a range of teaching and clinical supervision experiences, increasing in responsibility over time. In contrast, a student seeking a career in industry might instead want to focus on developing skills in presenting research and conducting training seminars. Input into the selection and organization of such teaching experiences will be provided by the TDP committee.

The TDP committee may agree that more than just a teaching assignment is needed to meet intended goals. Additional elements include independent readings in college teaching or clinical supervision, courses in public speaking, or training in use of particular learning technologies.

Students may be assigned teaching or supervising duties as part of their assistantship commitment. While these will often coincide with student needs and goals, they may be based on departmental needs.

Teaching by doctoral students is supervised. The student registers for CDIS 700, a mentor is assigned, and goals are set for each semester. The mentor will provide advice and guidance as needed. The level of supervision and the amount of course responsibility depend on the student's level of independence and demonstrated competence. Students may be teaching assistants, lead lab sections, co-teach, or have full responsibility for a course, as appropriate. Progress will be monitored by the TDP committee.

Students typically do not teach during their first semester. Students with appropriate clinical background may be assigned to supervise during their first semester. Most students are given an assistantship requiring some form of teaching within their first three semesters.

Pedagogy and Professional Issues course

All students are required to enroll in CDIS 781, Pedagogy and Professional Issues, a 1-hour course, every semester until they pass their Preliminary Examination. Enrollment following that date is optional. See section “5. Courses” for further information.

Resources

BGSU offers a range of resources to assist graduate student instructors. These include:

[The Center for Teaching, Learning, and Technology](#)

“The Center for Teaching, Learning and Technology is dedicated to supporting faculty and graduate student instructors who strive to achieve excellence in teaching through innovation, collaboration and creative solutions.”

[Graduate Student Enhancement Program \(GradSTEP\)](#)

“BGSU's Graduate Student Enhancement Program (GradSTEP) is here to help all graduate students reach higher levels of technology, research, and teaching competence, as well as personal development and academic proficiency. GradSTEP is open to all graduate students, faculty, and staff and is required for graduate students receiving a stipend from BGSU.”

The GradSTEP program has a list of useful resources and URLs for college teaching at the following address:

In addition, the following is an excellent overall guide for college teachers:

McKeachie, William (2002). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (11th Ed.)*. New York: Houghton Mifflin.

8. COMMITTEES AND EXAMINATIONS

Tentative Degree Program and the TDP Committee

A student in the doctoral program fills out a *Tentative Degree Program form* with his or her Academic Advisor in collaboration with his or her *TDP Committee*. This process is begun during the first semester of the doctoral career. The TDP form records the intended courses the student is to take, and a copy is sent to the Graduate College. The form is open to revision according to the decisions made collectively by the student, the Academic Advisor, and the student's TDP Committee. The TDP form is available at <http://www.bgsu.edu/colleges/gradcol/documents1.htm>.

The Academic Advisor and the TDP Committee shall guide the process of course selection to individualize the student's program to fit the student's interests and goals, as well as to guarantee proper breadth and depth of training from the Department of Communication Disorders and other academic resources.

In order to assist the committee in providing meaningful guidance to the student, students are requested to write a brief summary of their educational and career goals. This should be submitted to the committee along with the TDP form the student has drafted in consultation with his or her Academic Advisor, prior to the first formal meeting of the TDP committee.

The TDP Committee is made up of the student's Academic Advisor (who is the chair of the TDP Committee) and two other faculty members, one of whom must be from the CDIS department. In addition, the Graduate Coordinator is an ex-officio member of the TDP Committee. During the first semester, if the Academic Advisor is yet to be chosen, the Graduate Coordinator acts as the Academic Advisor and will begin the TDP process with the student.

The TDP Committee shall review the progress of the student near the end of each semester, excluding the summer, until the student has completed his or her Preliminary Examination. The TDP Committee may meet at other times if requested by the student or a member of the committee. The result of the semester review is a written report, approved by the TDP Committee, and is shared with the student. If the student believes the review is inaccurate, the student may formally begin a resolution dialogue with his or her Academic Advisor, the Graduate Coordinator, or the Chair of the Department. Issues will be resolved in a timely manner.

A blank TDP form is located on page 30 of this Handbook, as well as directions from the Graduate College for its completion. A tentative timeline for degree completion is reported at the bottom of the form. (This timeline is not binding, and is used as a guide.)

Preliminary Examination

The Preliminary Examination is taken by the student after approximately two years of study. Passing the Preliminary Examination demonstrates readiness to advance to the dissertation stage of student development. The student submits a Preliminary Examination Application to the Graduate College at least four weeks prior to the date of the examination. The examination itself is a flexible instrument of assessment of the student's knowledge and development. The written component may include a number of tasks including but not limited to written responses to questions, research reports, and/or other means. The decision of the format for the Preliminary Examination is up to the Academic Advisor and the Preliminary Examination Committee. The Preliminary Examination includes an oral examination that either follows or is coincident with the written version of the examination.

The Preliminary Examination Committee consists of at least three members (one of whom serves as chair) from the student's major concentration and cognate areas, in addition to a graduate faculty representative chosen by the Graduate College. The Committee also may have a "reader", a non-voting member. The committee chair must have regular graduate faculty status. In the CDIS department, usually the Academic Advisor is the chair of the Preliminary Examination Committee. The chair of the committee coordinates the scheduling of the oral defense. The chair of the committee must submit the results of the Preliminary Examination to the Graduate College on the Preliminary Examination Application/Report form. The form must be signed by all members of the committee including the graduate faculty representative. See the Graduate College Handbook for further details.

For a student to pass the Preliminary Examination, the committee must either cast a unanimous vote or a vote with only one dissenter. If a student is allowed to pass an exam with one dissenting vote, the Graduate College requests that the faculty member who casts the dissenting vote articulate his or her objections in a letter to the Dean of the Graduate College.

If the committee decides to pass the student with conditions, the conditions must be met before the exam is recorded as satisfactory. These conditions must be conveyed in writing to the Dean of the Graduate College.

If the student fails the Preliminary Examination, she or he may (after an interval of approximately six months) take a second examination upon the recommendation of the departmental Graduate Studies Committee if the student has made a formal appeal to that committee. Dismissal from the doctoral program will result if the second examination is failed or if the student does not elect to appeal to take a second examination.

Dissertation and Dissertation Committee

After the Preliminary Examination is passed, the student then forms his or her *Dissertation Committee*. The chair of this committee does not have to be the Academic Advisor, but should be the CDIS faculty member who will guide the student's dissertation research. The Dissertation Committee must have at least three members (one of whom serves as the chair) from the Department of Communication Disorders and a graduate faculty representative. A non-voting committee member (known as a "reader") is permitted but does not count toward the minimum number of members required by the student's program. The presence of a non-voting member is to be agreed upon by consensus of the student and the committee. The Dissertation Committee chair must have regular graduate faculty status. All other committee members should be regular or provisional graduate faculty.

The student will meet with his or her Dissertation Committee in a *Pre-Prospectus Meeting*. The intent of this meeting is to discuss the alternative research directions the dissertation topic may take, in order to settle on the path of research prior to the *Prospectus Meeting*. The Pre-Prospectus Meeting is to help guide the student and help guarantee that major problems will be avoided, making the research experience more likely to succeed. The *Prospectus Meeting* that follows typically includes the presentation of a draft of the first two chapters (Introduction and Methods) plus pilot work for the dissertation research project. Further refinement is expected as a result of the Prospectus Meeting.

The student must submit a request for dissertation topic approval to the Graduate College on the *Application/Report—Doctoral Students* form. Approval of the topic by the Graduate College admits the student to doctoral candidacy. To be eligible for candidacy, the student must have a GPA of 3.2 or higher and have passed the Preliminary Examination. The graduate coordinator, the student, and all Dissertation Committee members must sign the topic approval form.

If human subjects or animals are involved in the dissertation project, the student must have an approval number from the Human Subjects Review Board or the Institutional Animal Care and Use Committee. The applications to these compliance committees must be submitted in the name of the student with the student conducting the actual research work. Obtaining this compliance before research is performed is imperative.

After the dissertation topic has been approved and submitted to the Graduate College, the student may not change his or her dissertation advisor or committee members without the mutual consent of all parties. Changes to the Dissertation Committee must be approved by the Graduate Coordinator, and the Graduate Dean (or the Dean's designate) is notified of the change.

The graduate faculty representative appointed to a student's Preliminary Examination Committee also serves on the dissertation committee. The graduate faculty representative is a full committee member who participates in all deliberations and actions. In general, the graduate faculty representative has two primary responsibilities: (a) to assure the University that all minimum standards of the Graduate College, both written and implied, have been met

in all aspects of the Preliminary Examination process and in the writing of the dissertation; and (b) to ensure that the student is treated fairly and equitably in all aspects of the examination and dissertation processes.

The *Final Examination* (also known as the *Dissertation Defense Meeting*) is open to the public and should be advertised in a timely fashion by the student through the current media outlets of the University. The student shall give his or her committee members a copy of the dissertation at least two weeks prior to the defense meeting. The meeting typically consists of a presentation by the student, followed by questions from the visitors and the committee members, after which the visitors are asked to leave and the committee members continue their questioning and discussion. The student is then asked to leave the room and the committee members meet for further discussion and decision making.

For further information and deadlines, consult the Graduate Student/Faculty Handbook.

9. GRADUATION POLICIES AND PROCEDURES

The following information regarding graduation policies and procedures is taken from the Graduate Catalog (<http://www.bgsu.edu/colleges/gradcol/>).

Application for graduation

To become a candidate for a doctoral degree, the student must file an application for graduation. The graduation application must be filed by specific dates, depending on when the student wishes to graduate (check the graduate catalog).

Time Limits for Degree & Revalidation

The time limit to complete all degree requirements for doctoral students is eight years from the end of the earliest course used to fulfill degree requirements on the Tentative Degree Program. Students may apply for an extension of up to one calendar year if the request for an extension is made before the time limit has elapsed. Doctoral students may be granted two extensions, not to exceed a total of two calendar years.

If the extension is approved by the graduate coordinator and the graduate dean designate, revalidation of outdated courses (over six but no more than seven years old for master's degrees; over eight but no more than ten years for doctoral degrees) may be necessary.

When necessary, revalidation is accomplished by retaking the course or by special examination determined by the degree program on each outdated course. A charge of \$25 is assessed for revalidating a course by examination.

Students may not revalidate courses with a grade of C or lower, courses that are internships or other forms of practicum, or courses taken at other institutions.

If the revalidation examination is satisfactory (i.e., passed by a B grade or better), then the original course grade will be retained and the student's transcript will reflect revalidation. If the examination is failed, then no change will be made to the student's record. More than one attempt to revalidate a course by examination is permitted if supported by a recommendation from the graduate coordinator of the degree program and approved by the dean designate of the Graduate College. Application forms to be used in revalidating courses by examination are available online and in the Graduate College.

10. ADDITIONAL TOPICS

Concurrent clinical coursework

Doctoral students who do not have ASHA Certification may wish to obtain certification during their doctoral training. Direct clinical experiences and possibly additional coursework will be required for certification. As a result, students choosing this path will likely have an extended plan of study. This plan is coordinated by the student's TDP committee, the Department Chair, and the Clinic Director. The Department will help the student find appropriate placements and necessary opportunities.

Grievance

There are several policies and procedures pertaining to graduate student grievances depending upon the nature of the concern. Course grades may be appealed under the Grade Appeal policy. This policy is detailed in the Graduate Catalog. Concerns about sexual, racial, and ethnic harassment may be pursued under the policies and procedures pertaining to those matters and are detailed in the Student Handbook (<http://www.bgsu.edu/offices/sa/studentdiscipline/page32129.html>). Students may pursue all concerns with the Graduate Coordinator or the Department Chair. Clinical education concerns may be directed to the Clinic Director.

Graduate student life

Helpful BGSU offices and departments:

GradSTEP

BGSU's Graduate Student Enhancement Program (GradSTEP) is an orientation and development program for all graduate students and new faculty members. It is designed to enable graduate students to reach higher levels of technology and teaching competence, personal and academic proficiency, and research capabilities. The GradSTEP Mission is to become the premiere professional development organization

at BGSU by serving as a key resource for graduate assistants in their assistantship and academic duties. Further information regarding GradSTEP can be found on their website: <http://www.bgsu.edu/departments/grad/gradstep/>.

Graduate Student Senate

The mission of the Graduate Student Senate (GSS) is to be the voice of the Graduate Student at BGSU: to act as a liaison for, and to enhance the communication between Graduate Students and the University; to assist Graduate Students in developing and/or maintaining a healthy balance between academic requirements and personal needs; to remove barriers to Graduate Student Success and to actively work with the University to enhance the Graduate Community here at BGSU. The GSS website contains further helpful information: [Graduate Student Senate](#). Note that in order to maintain good standing with GSS, the department is required to have representation on the GSS and regular attendance at Senate meetings. Students interested in serving as senators should contact the graduate coordinator.

Project Search

Project Search is a Graduate College program that celebrates diversity, promotes civility, encourages inclusion, embraces healthy interdependence, and positively influences the BGSU learning community to discourage discrimination and harassment. Project Search recruits students for University graduate programs and then coordinates an array of services designed to see these students through enrollment and graduation. The director of Project Search, along with Career Services graduate coordinators, also assists students with career placement. Further information can be found by clicking the following link: [Project Search](#).

Office of Sponsored Programs and Research (SPAR)

SPAR is BGSU's administrative office authorized to submit proposals and to receive awards from all external sources. It assesses the needs of the research environment and plays a role in developing and implementing research supportive policies and programs that positively affect and promote that environment.

- SPAR assists and coordinates activities related to **support services and grant administration**:
 - Proposal development and budget preparation services
 - University review and approval of external submissions
 - Review, negotiation and acceptance of grants and contracts
 - Selected post-award activities
 - Compliance with federal, state, agency, and university regulations including conflict of interest management and misconduct in research.
 - Oversight for Invention Disclosures and support for the Copyrights/Patent Advisory and Technology Development Oversight Committee
 - Maintains a relationship with the Research Institute and supports technology transfer activities

- SPAR continues to develop its **electronic research administration** capabilities:
 - Refining and further development of the FMS Grants module: Pre-award Grants Management FMS system development and implementation
 - Non-financial post-award management
- SPAR contributes to growth and development of the **research infrastructure**:
 - SPAR provides access to the Community of Science to identify sources of funding for: basic and applied research, instruction/curriculum development, performing arts, workshops and conferences.
 - Facilitates the process for obtaining State funding: Research Incentive Program Initiative, 3rd Frontier Wright Programs
 - Works with faculty to develop, publish and distribute the annual request for Congressionally directed funding
 - Oversees seed funding opportunities through Faculty Research Committee (FRC) programs. (The mission of the FRC is to advise the Office of the VP for Research on all matters related to university research, to recommend distribution of funds for faculty, and to encourage and support faculty in their scholarly endeavors.)
 - Develops methods for recognizing BGSU research efforts: research award competitions: Olscamp Research Award/Outstanding Young Scholar Award; Annual Research Conference and Awards Luncheon
 - Encouraging the use of graduate students, post doctoral associates and Research Professor Series hires in funded research, making the link apparent between research and graduate studies

<http://www.bgsu.edu/offices/spar/>.

Disabilities

The Disability Services Office is evidence of Bowling Green State University's commitment to provide a support system which assists in conquering obstacles that persons with disabilities may encounter as they pursue their educational goals and activities. Our hope is to facilitate mainstream mobility and recognize the diverse talents that persons with disabilities have to offer to our University and our community. In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and applicable rules of the Department of Education, BGSU is developing further plans to assure equal educational and employment opportunities.” Students with disabilities must verify their eligibility through the [Office of Disability Services](#) for Students, 413 South Hall (419 372-8495).

Academic honesty and student responsibilities

The Department has a zero tolerance for any violation of academic honesty (cheating, fabrication, facilitating academic dishonesty, or plagiarism) and/or academic misconduct. Please familiarize yourself with the Academic honesty Policy printed in the Student Handbook. In addition, each student has the responsibility to respect the rights and property of others, to be fully acquainted and comply with the published rules and regulations of the University, to comply with all local, state, and federal laws, to recognize that student actions reflect upon the individuals involved as well as upon the entire University community, to recognize the University's obligation to provide an environment conducive for learning and academic inquiry, and to adhere to the academic requirements determined by individual instructors.

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clinical instructor

Timothy Brackenbury, Ph.D.

University of Kansas
Associate Professor
child language development and disorders,

Elaine Bruns

Clinic Secretary

Elizabeth Burroughs, Ph.D.

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Clinic Director
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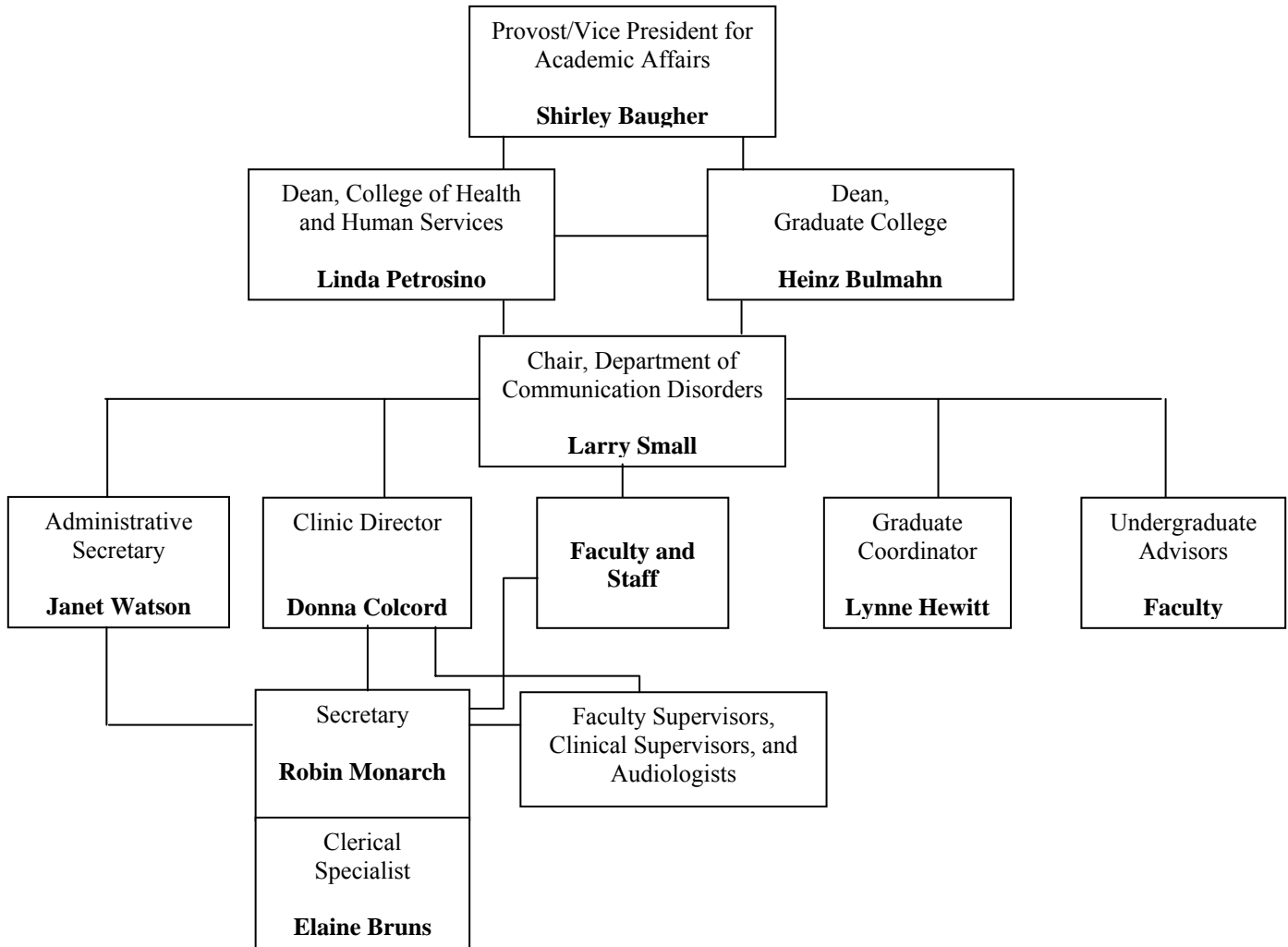
Janet L. Watson

Administrative Secretary

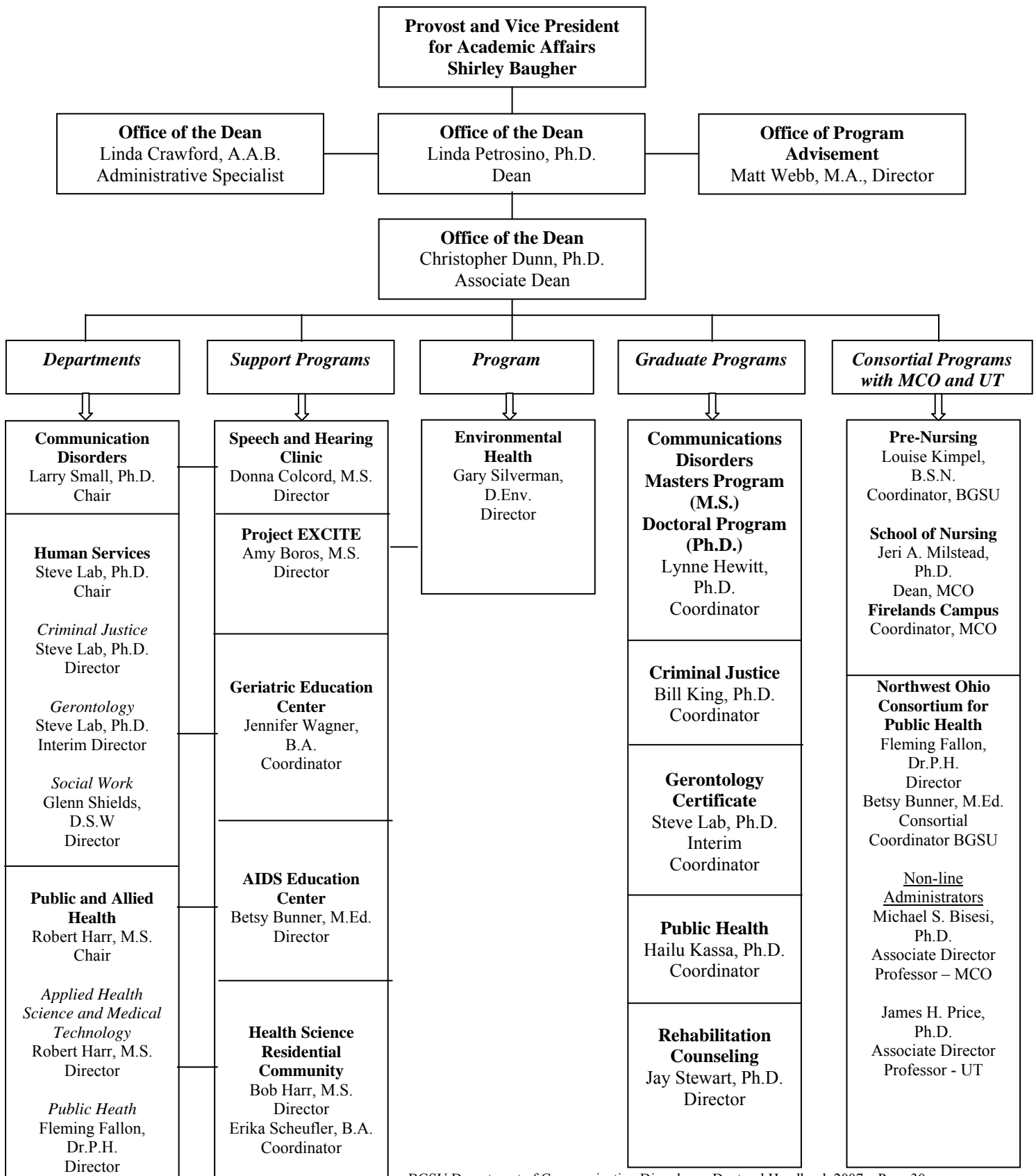
Clyde Willis, Ph.D.

Indiana University
Professor Emeritus

**ORGANIZATION CHART
DEPARTMENT OF COMMUNICATION DISORDERS
2007-2008**



**ORGANIZATION CHART
THE COLLEGE OF HEALTH AND HUMAN SERVICES
2007-2008**



Tentative Degree Program (TDP) Information and Instructions

What is it?

The TDP is a listing of the courses a student plans to take to meet the requirements of his or her graduate degree program.

What purpose does it serve?

The TDP serves two main purposes. First, by defining the student's course of study it gives focus and direction to his or her individualized graduate degree program. Second, it constitutes an agreement that successful completion of the proposed course of study, *and the general degree requirements set down in the Graduate Catalog*, will result in the awarding of the degree. The Graduate College checks the student's record against the TDP to verify eligibility for graduation.

When is it completed?

The TDP is to be submitted to the Graduate College during the semester in which the student enrolls for the 15th hour of credit toward his/her degree program. The student's advisor and the Graduate Coordinator must approve the TDP before it is submitted to the Graduate College.

What is included on it?

Four types of information are included on the TDP—(1) identification of the student and the degree sought, (2) a listing of the credits that will be earned to meet the degree requirements indicating semester and year taken or planned, and (3) a tentative schedule for completing the degree and (4) appropriate signatures.

1. Student and Degree Sought

To properly identify the student and the degree, the following information is needed:

A. Student's Name and BGSU Identification Number

B. Degree Sought (select appropriate degree; if pursuing a dual degree, please be sure to select the appropriate box)

C. Field In some degree programs (Master of Science, Master of Education, Ph.D., etc.) the program (Biological Sciences, Curriculum & Teaching, etc.) in which the student is enrolled constitutes the field, and must be specified on the TDP. In other degree programs (Master of Applied Human Ecology, Master of Business Administration, Master of Rehabilitation Counseling, etc.), the field (Applied Human Ecology, Business Administration, Rehabilitation Counseling, etc.) is part of the degree title, and does not have to be specified on the TDP.

D. Specialization In some degree programs students are pursuing specializations. These specializations must be specified on the TDP in order to be included in the student's record.

E. Master's Plan I (Thesis) or Plan II (Non-Thesis) Some master's degree programs allow students to select between writing a thesis (plan I) or taking a comprehensive examination, completing a project, recital, or exhibition (plan II). The plan selected must be specified on the TDP.

2. Program of Study

A. List only Minimum Degree Requirements Many students take more than the minimum number of credits required to meet program and general degree requirements. Only those credits required by the program and general degree requirements are to be listed on the TDP. The inclusion of additional credits creates unnecessary work for the student, the program, and the Graduate College.

B. Indicating Alternative Ways of Meeting a Degree Requirement When a degree requirement may be met by taking one of two different courses, this should be shown on the TDP as an "or" statement (for example, English 622 or English 637).

- C. **Elective Hours** Some degree programs include elective credits which may be satisfied by taking any graduate level courses. For these credits, the heading "Electives" is to be added, and the additional courses required for this purpose are to be listed under this heading. The course number and title must be listed. *It is assumed that graduate credits taken in any department will satisfy these elective credits unless a particular department is specified*
- D. **Transfer Credit** When a degree requirement is to be satisfied by transferring credits earned at another institution, this is displayed on the TDP by showing the department, course number, title, and credit hours and also indicating the institution from which the credit is being transferred in the "Transfer From" column. **No more than 9 semester hours may be transferred. Credit may be transferred only for courses in which the student received the grades of A or B. Credit for an S grade may be transferred only if the grade is regarded by the grading school as B or better. Please refer to the Transfer Credit section of the Graduate Catalog for specific transfer credit conditions.**
- E. **Thesis Research (699) or Dissertation Research (799)** Plan I master's degree students are required to include at least 3, but no more than 6, credits of Thesis Research (699) in the degree program. Doctoral students are required to include at least 16, but no more than 30, credits of Dissertation Research (799) in the degree program. Some students take more hours than those required for the degree program. Only the number of Thesis/Dissertation Research hours required for the student's program are to be listed on the TDP.
- F. **Teacher Certification** **The Graduate College does not verify requirements for licensure or certification.** For those students seeking both a degree and teacher certification, the courses being taken to satisfy the degree requirements are to be listed first on the TDP. The heading "Teacher Certification" is to be added, and the additional courses required for this purpose are to be listed under this heading.
- G. **Language/Research Tool Requirement** Some programs have a language or research tool requirement. If there is such a requirement, this fact along with an indication of how the requirement will be satisfied must appear on the TDP.

3. Tentative Schedule for Completion of Milestones

The tentative date the degree is expected, as well as the planned completion dates for degree milestones associated with comprehensive/Preliminary Examinations and thesis/dissertation manuscripts are useful for advising purposes.

4. Dated Signatures

- A. **Student's Signature and Date** Indicates student's acceptance of the proposed course of study presented in the TDP.
- B. **Advisor's Signature and Date** Indicates the advisor's acceptance of the proposed course of study as appropriate to both the degree program and the student's goals.
- C. **Graduate Coordinator's Signature and Date** Indicates that the proposed course of study satisfies the program's degree requirements.
- D. **Graduate College Approval and Date** Indicates tentative acceptance of the proposed course of study pending successful completion of the proposed course of study, *and the general degree requirements set down in the Graduate Catalog*, will result in the awarding of the degree sought.

Revisions in the TDP

Changes in the TDP must be approved by the student, the major advisor, and the graduate coordinator before being sent to the Graduate College for final approval. The easiest way to make changes is to complete the TDP Amendment form.

gc-06/25/03
http://www.bgsu.edu/colleges/gradcol/documents_forms.html