

COMMUNICATION SCIENCES AND DISORDERS

DOCTORAL PROGRAM HANDBOOK

Teachers College, Columbia University
Biobehavioral Sciences
Ph.D. Program in Communication Sciences and Disorders

The Ph.D. in Communication Sciences and Disorders (CSD) at Teachers College (TC), Columbia University, is a research-based degree designed to train doctoral candidates to become productive scholars and educators in their field. You will receive training and experience in all aspects of the research process, including conducting research studies and analyzing data, presenting and writing up research, applying for funding, and personal and professional integration into the international scientific community for your field of study. We emphasize the development of programmatic lines of research and follow an apprenticeship model; thus, you will participate in and eventually lead research in your primary advisor's specialization area. Involvement in other faculty's research labs is also strongly encouraged and facilitated. All of our doctoral faculty have strong research portfolios, and are also certified speech-language pathologists with research interests in diverse populations. Translational research, bilingualism, and cross-language work characterize much of our research. The doctoral program is full-time.

The Ph.D. program provides course offerings in and out of the CSD program, as well as research opportunities throughout the candidate's training. Students engage in studies of research methods, statistics, and in-depth studies of their fields, conduct a pre-dissertation project, pass a certification examination, and defend their dissertation. Teaching, preparing applications for funding, presenting, and submitting papers for publication are integral to the program of study. To be awarded the Ph.D., a minimum of 75 credits of graduate work must be completed. Up to 30 credits of existing graduate work can be transferred from an accredited institution.

Students must complete all requirements for the doctoral degree within seven years from the first registration or six years if candidates have a prior TC master's degree or 30 transfer credits from another institution. If they have credits from another institution, they should begin the transfer credit process during their first semester at TC to ensure that it is complete before they submit their program plan. Under exceptional circumstances, petitions for extensions can be granted if approved by TC's Ph.D. committee through the Office of Doctoral Studies.

Additional information about some of the requirements outlined below can be provided by the [Office of Doctoral Studies \(ODS\)](#) at TC, the Graduate School of Arts and Sciences (GSAS) at Columbia University, and the candidate's Ph.D. advisor. The candidate *must* obtain and follow the latest version of the "Requirements for the degree of Doctor of Philosophy" from the ODS. Note that this handbook contains links to ODS forms, but it is the candidate's responsibility to ensure that they are completing the most up-to-date forms and procedures. The ODS requires all of the CSD Ph.D. program coursework requirements in this handbook, and specifies BBSQ 7500

and a minimum of 12 credits of research (which are satisfied by our program requirements in the Course Listing table below). The ODS changes the term of "doctoral student" to "doctoral candidate" when they receive M.Phil., after defending their dissertation proposal and receiving a grade for BBSQ 7500 (dissertation proposal) class.

1. Admission

Doctoral students admitted to the Ph.D. program must have a master’s degree in Communication Sciences and Disorders or a related field (or equivalent qualifications). Applicants are advised to identify and contact a primary advisor before applying for admission. (See list of advisors and areas of research below.) For instructions on applying, please go to

<http://www.tc.columbia.edu/admissions/admission/instructions/degree-programs/>

You will be asked to complete an on-line application form, upload a statement of purpose, resume, letters of recommendation, and transcripts. Standardized test scores will be recommended. Importantly: Your personal statement should include 1) Why you would like to pursue a Ph.D.; 2) Your research interests; 3) Why you would like to be at Teachers College and the particular lab you have chosen. Additionally, the writing sample you submit should be academic—not a clinical report.

For information about Admissions (including deadlines), please go to <http://www.tc.columbia.edu/admissions/admission/>. For questions about doctoral requirements at Teachers College, please go to <http://www.tc.columbia.edu/doctoral/>. Specific questions about the CSD doctoral program should be directed to Prof. Erika Levy (Chair, CSD Doctoral Program Committee) (el2248@tc.columbia.edu).

2. Advisor

Applicants are advised to identify and contact a primary advisor before applying for admission. The Ph.D. advisors in the program of CSD, and their areas of research, include:

<p>Professor Erika Levy Speech Production & Perception Lab</p>	<p>Effects of speech cues and treatment for increasing intelligibility across languages in children with dysarthria due to cerebral palsy and in children born with cleft palate.</p>
<p>Professor Gemma Moya-Galé Communication, Technology, and Language Diversity Lab</p>	<p>Examination of speech, language and communication in individuals with neurodegenerative disease, particularly Parkinson’s disease, across different languages and in bilingual populations. Development of novel treatment approaches, driven by artificial intelligence, to improve communication and social participation in individuals with Parkinson’s disease.</p>

<p>Professor Carol Scheffner Hammer Developing Language and Literacy Lab</p>	<p>The study of cultural and environmental factors that affect young children’s language and literacy development as well as the development of school readiness assessments and interventions, with a focus on bilingual populations.</p>
<p>Professor Michelle Troche Upper Airway Dysfunction Lab</p>	<p>Improving health outcomes and quality of life associated with disorders of airway protection (i.e., swallowing and coughing) by 1) identifying the mechanisms of swallowing dysfunction to determine targets for treatment and 2) developing and testing novel treatment approaches for airway protective deficits.</p>

3. Facilities

Research resources within the Program of CSD include:

- **Communication, Technology, and Language Diversity Lab** (Director: Prof. Gemma Moya-Galé): computer stations, video and audio recording equipment, Pentax Medical Computerized Speech Lab (CSL) hardware and software for voice analysis and treatment, tests for behavioral assessments, and digital spirometers.
Website: <https://www.tc.columbia.edu/ctldlab/>
- **Edward D. Mysak Clinic for Communication Disorders** (Director: Prof. Elizabeth Rosenzweig): wide range of diagnostic and therapeutic services offered to individuals of all ages with mild to severe communication disorders.
Website: <http://www.tc.columbia.edu/centers/mysak/>
- **Language and Literacy in Diverse Contexts Lab** (Director: Prof. Carol Scheffner Hammer): computer stations, video and audio recording equipment, LENA, tests for assessing language and literacy abilities of children, data analysis software including SALT and LIPP.
Website: <https://www.tc.columbia.edu/dll-lab/>
- **Speech Production and Perception Lab** (Director: Prof. Erika Levy): Sound-attenuated booth and software for speech production and perception experiments with children and adults, including recording and calibration system, and stimulus presentation and acoustic analysis software.
Website: <http://www.tc.columbia.edu/spplab/>
- **Upper Airway Dysfunction Lab** (Director: Prof. Michelle Troche): Equipment necessary for measurement of swallowing, cough, and motor speech function, including dosimeter nebulizer, and portable fume hood for capsaicin solution preparation; Kay

Elemetrics Digital Swallowing Workstation, Portable Endoscopic Unit, Glottal Enterprises MS-10 and calibration unit, other Hewlett Packard transducers for oral air pressure measurement, a variety of cardioid headset microphones, Bagnoli Delsys EMG recording equipment, Chart software, and Respirace Inductance Coils, digital spirometers and Micromedical pressure manometers.

Website: <http://www.tc.columbia.edu/uadlab/>

4. Course Requirements

4.1 Registration

Doctoral students must register for courses through Teachers College and maintain continuous registration for the duration of their doctoral studies. Full-time status is not always required; however, it is required for some stipends, international study, housing, scholarships and course assistantships. Taking 9 credits per semester is considered full-time status for doctoral students; however, when students take BBSQ 6940, BBSQ 6941, BBSQ 7500 or BBSQ 8900, these classes automatically carry full-time status, regardless of the number of credits registered for in the term. If students are working on significant out-of-classroom activities required for their degree, they will need to speak with their academic advisor in order to be registered for a course that carries full-time equivalency that reflects the required work. All doctoral students/candidates are required to maintain registration throughout doctoral studies, even if they are taking 0 credits. If doctoral students have questions about full-time status/registration, they should speak with the Registrar's office. If they have questions about the stipends themselves, they should speak with the office of Financial Aid.

Graduate Requirements:

To be awarded the Ph.D., a minimum of 75 credits of graduate work must be completed. Up to 30 credits of existing graduate work can be transferred from an accredited institution. (The advisor determines credits that are appropriate to be transferred and the doctoral student completes a form in the ODS by the deadline.) The student transfers credits using the credit transfer site (see <http://www.tc.columbia.edu/registrar/transfer-credit/process/>). For questions about credit transfer, please e-mail tctransfer@tc.columbia.edu. The student should follow up with the credit transfer office until transfer is complete. Note that courses taken through the graduate consortium do not count as "transfer credits."

****IF 30 CREDITS ARE TRANSFERRED, STUDENTS MUST TAKE 45 ADDITIONAL CREDITS****

A minimum of 12 credits must be taken within the first year of registration for doctoral studies. Students must take one course in research design/methods and 3-4 courses in statistical analysis. There are suggested courses below from TC, Columbia or Barnard, but students can work with their mentors to put together other combinations of courses as well. Throughout their doctoral studies, students should complete the "Doctoral Student Progress Worksheet and Schedule" form. This form is available in Excel format on the [CSD doctoral program website](#) (under "Resources"), as well as in Dropbox, and is also an Appendix to this handbook, attached at the last page. Students should share this form yearly with their advisor to keep track of progress and to simplify the "degree audit" process they will complete through the ODS.

The graduate credits must include the following (unless their equivalents at graduate level were transferred):

Course Number	Course Title	Notes	Semester Suggestion
<u>Research design/methods course:</u> BBSR 5582 OR HBSS 6100	Research Design in Movement Science and Education Measurement and Program Evaluation (OR other approved research methods course, e.g., from the CUNY Graduate Center or elsewhere)	2-3 credits, presently offered in fall.	First year
<u>Statistics courses (4 total)</u> HUDM 4122 HUDM 5026 HUDM 5122 HUDM 5123	Probability & Statistical Inference Introduction to Data Analysis in R Applied Regression Analysis Linear Models and Experimental Design (Repeated measures, mixed effects)	3 credits each; must take or transfer at least 4 statistics courses First fall (If no equivalent class previously taken) First fall (Can take with HUDM 4122) First spring Second fall	It is recommended that students take these courses the first two academic years in the order listed. Students may substitute some of these classes with other graduate-level statistics classes if approved by advisor. If students place out of HUDM 4122 or have knowledge of R, they can take HUDM 6122 (Multivariate Analysis I) or HUDM 6030 (Longitudinal data analysis) in their second spring instead, depending on research interests. Undergraduate Columbia statistics courses cannot be used towards degree or meet statistics sequence requirements.

<u>Grant writing course</u>			
BBS 6042	Grant Writing	3 credits; Student takes this class during second or third year	
Graduate-Level Courses**	Various, offered at TC, Columbia or elsewhere	At least 12 credits (typically 2-3 credits each) of graduate-level content courses must be taken at TC or elsewhere, in addition to statistics courses. Selections must be approved by Ph.D. advisor; select courses relevant to study. Some suggestions are provided in the section below.	
BBSQ 6353	Supervised Teaching	2 credits; Student collaborates with faculty on teaching a class.	
BBSQ 6900	Research / Independent Study	1-8 (independent study) credits; must register for at least 3 credits during doctoral studies. Register for this while working in the advisor's lab or research program /gaining research experience or conducting preliminary research.	<p>Beginning of program</p> <p>The student takes these credits per advisor's advice in the first 2-3 years, until they start to develop their dissertation proposal.</p> <p>Students should keep in mind the lab time and total of 75 credits (not more) needed as they determine the number of credits to register for.</p>
Pre-Dissertation Project			
Prior to the Certification Exam, students must have completed a research project as first author or co-author of a submitted paper.			
Collaborative Research Experience			
Lab rotation or other collaborative research experience to result in a product (e.g., manuscript, presentation, measure, analysis). Term taken to be determined with advisor, but must be before dissertation proposal defense.			

Doctoral Certification Exam

After completing a minimum of 24 credits.

[Certification Exam Application Form](#)

BBSQ 6940 (fall) / 6941 (spring)	Supervised Research	<p>3 credits each, but always carries full-time status. (Requires 27 out-of-classroom hours per week.) Student registers for this while developing dissertation proposal and collecting pilot data. Note that student should not continue to BBSQ 7500 until they are confident that they can defend their proposal within 2 semesters of BBSQ 7500. If student is ready for 7500 after BBSQ 6940, they do not need to complete BBSQ 6941. If they are not ready for BBSQ 7500 after both courses, they can continue to take both courses until they are ready.</p> <p>Student takes every semester until ready to move on to BBSQ 7500 (in which they will defend their proposal). This can also be taken anytime before the certification exam. Note that the proposal defense and the dissertation defense cannot take place during the same semester, so register for BBSQ 7500 at least 1 semester before the dissertation defense.</p> <p>Student takes every semester until ready to move on to BBSQ 7500 (in which they will defend their proposal). This can also be taken anytime before the certification exam. Note that the proposal defense and the dissertation defense cannot take place during the same semester, so register for BBSQ 7500 at least 1 semester before the dissertation defense.</p>
BBSQ 7500	Dissertation Proposal Seminar	<p>2 credits, but always carries full-time status. Student registers for this after completing 6940/6941. Development and approval of plans for writing up the dissertation. Student should take this class when they are ready to propose their dissertation within the year. They should take into consideration how to reach 75 credits without going over. BBSQ 7500 is often the last class for credit. This class must be taken at least 1 semester before the dissertation defense.</p> <p>****MUST REGISTER when writing dissertation proposal; Pass/fail; must take one additional time if proposal not defended after registering for first time. Max registration: Twice. If student has taken 7500 twice and has not yet completed the proposal defense, they continue to</p>

		take 6940/ 6941 until proposal defense. (If the student has taken BBSQ 7500 twice and will defend their proposal the semester before their dissertation defense, the student takes BBSQ 8900 the semester of the proposal defense and TI 8900 the semester of the dissertation defense.)	
Dissertation Proposal Defense			
BBSQ 8900* (not TI 8900)	Dissertation Advisement BBSQ 8900 is different from TI 8900	0 credits (Fee for this class is equivalent to 3 credits, considered full-time enrollment. Register for 0 credits.); Candidate registers for this <i>every fall and spring semester</i> after taking BBSQ7500, up to dissertation defense. <i>The term of dissertation defense, candidate registers for TI 8900.</i>	Every semester post-proposal until graduation (Candidate takes this as many semesters as needed.) If candidate is ready to defend immediately after BBSQ 7500, there is no need to take this.
Dissertation Defense			
Candidate registers for TI 8900* (Dissertation Defense, 0 credits) the semester of diss. defense			
*BBSQ 8900 is a 0 credit class, but is equivalent in cost to 3 TC credits. TI 8900 has a cost set by Columbia University that is equivalent to approximately \$1,300 more than 3 Teachers College credits. For exact costs, please reach out to the Office of Doctoral Studies. Candidates should be encouraged to consider applying (through the office of Financial Aid) for doctoral dissertation grants (DDG) for the term of the dissertation defense, to help with defense costs. They need to have filed an intention to defend and been cleared for the defense. In the event that the candidate needs to extend the defense after filing an intention and registering for TI 8900, they must contact ODS immediately. ODS will guide candidates on how to re-register for TI 8900 at a future term and the expected fees. In most cases, students will have to register for BBSQ 8900 in lieu of TI 8900 at the current term, receive a refund, and re-register for TI 8900 in the future term. Students will apply the refund received from prior term towards the expected term of TI 8900 and owe the remaining difference in the tuition fees.			

Graduate-level courses: Courses offered in other programs at TC often relate to the student’s specific area of interest. Examples of courses students have taken include HBSV5018 Nutrition and human development; C&T 5037 Literacy, Culture, and the Teaching of Reading; HBSK 4072 Theory and Technique in Reading Assessment and Intervention; HUDK 4029 Human Cognition and Learning; HUDK 5090 Psychology of Language and Reading; HBSE 4010 Nature & Needs of Persons with Intellectual Disability/Autism; HBSE 4880 Opportunities and Outcomes for People with Disabilities–Annual Conference; BBSN 4007 Neuroscience Applications to Education; and many others. Courses outside TC may also be permitted, such as Matlab Methods courses offered periodically through Columbia University, and Seminars at CUNY Graduate Center. If courses are taken at institutions outside of TC, the institutions must participate in the Inter-University Doctoral Consortium. For more information, please see <https://www.tc.columbia.edu/registrar/students/registration/cross-registration-for-tc-students/>. Students are strongly encouraged to explore courses, additional mentorship and research opportunities within other departments at TC as well as at Columbia and Barnard. It should be noted that when a student takes a course at Columbia or a doctoral consortium school, it will

show on the TC transcript. These are not considered "transfer" courses (toward the 30 credit limit of previously-completed coursework). With the advisor's approval, these external courses taken during the student's doctoral studies can be used towards the Ph.D. degree.

4.3 Non-coursework Requirements

The doctoral program in CSD incorporates requirements for presentation of research and teaching. These experiences are typically coordinated by the primary advisor, and are used to develop skills and strategies needed for participation in academia and research. Students are expected to register for BBSQ 6353 (**Supervised Teaching**) and teach a graduate-level course with supervision and support from faculty. A **Pre-Dissertation Project** is conducted *prior to* the Certification Exam. This project must culminate in a submission of a paper that is first-authored or co-authored by the student and approved in advance by his or her advisor. A **Collaborative Research Experience** must take place during a term prior to the dissertation proposal, with timing determined with the advisor. This lab rotation or other collaborative research experience is expected to result in a product (e.g., a manuscript, presentation, measure, analysis). Students will also be required to present their research at various stages during their training, including internally at candidate research defenses, and externally at conferences or talks. These requirements are discussed further below (under *Program Requirements*).

4.4 Certification Examination

After completing at least 24 credits of course work for evaluative grades in Teachers College courses and after having received their advisor's approval for completing their Pre-Dissertation Project, doctoral students are eligible to take the Certification Examination. A Certification Examination Committee should be formed. The committee is comprised of the advisor and two other faculty members. They can be members of an outside university. (The committee does not need to go through a GSAS approval process; however, students should consider the matrix for the final dissertation defense committee. The link to the matrix can be found on the ODS website. The Certification Examination committee members might continue to serve on their dissertation proposal committee and dissertation final oral defense committee.)

The committee will be involved in assessing performance on the written and oral portions of the certification exam. An assessment rubric for the Certification Exam is available to the student on the [CSD doctoral program website](#) under "Resources," as well as in Dropbox. The Certification Examination is an exam with written content to be determined by the student's committee with a subsequent oral exam on the same material. For the certification exam, as well as for the dissertation proposal defense and the dissertation defense, the student gives a short presentation, committee faculty ask questions, the student answers and a discussion often ensues. The student is then asked to step out of the meeting, faculty determine whether the student has passed the exam/defense. The student returns and is informed of the decision and is provided feedback.

Students should find out about upcoming ODS deadlines well in advance, as the ODS requires advanced notice for the exam. Typically, students file their applications to take the exam with the ODS in the semester following completion of BBSQ 6900. Deadlines for filing the application appear in the TC Academic Calendar, available online. The application form is typically due the first Tuesday of the term, and take-home exams (i.e., the exam format our program uses) need to be completed by the end of the term. If doctoral students fail the certification examination, they are permitted one retake. If they fail the retake they are dismissed from the program.

4.5 Program Plan of Study (via degree audit system)

The student's program plan of study must be submitted electronically (by means of the degree audit system, available on MyTC page) to the Teachers College Office of Doctoral Studies in the student's last semester of coursework. *IMPORTANT: Prior to submitting a finalized program plan (just after the certification exam or last semester of coursework), please refer to the Degree Audit Doctoral Student guide on the ODS website for information about program plans. If you still have questions, please contact the Office of Doctoral Studies.*

Teachers College's degree audit system for doctoral students is designed to help students keep track of their progress towards their degree program. In the degree audit system, students detail the projected course of study to satisfy the department's requirements and those of the program. It should detail courses that will be taken at Teachers College, as well as those in transfer. The plan must be approved by their advisor through their degree audit. For faculty to approve the degree audit, there **MUST** be a green check next to "1.2 Communication Sciences and Disorders (CSDR)." This indicates that the minimum academic requirements have been met. To approve the degree audit, faculty must click the Flag button between the "PDF" and "Exemptions" button. The default is "None", but the drop down menu offers the "Official" option. Faculty approve the degree audit (program plan) by selecting Official." ODS will be automatically notified once it is approved.

5. Program requirements

5.1 Funding Requirement

Doctoral students are required to take a grant writing class and are encouraged to submit applications for external grant funding for their research from a recognized funding body at least once during their period of doctoral studies. This (a) can potentially free the student to spend more time working on their research, at least for some portion of their candidacy; and (b) provides experience in an important skill needed for building an academic career.

5.2 Teaching Requirement

Because a major purpose of doctoral training is to prepare students for participation in academic activities, including teaching, there is a requirement for students to demonstrate that they have obtained experience in teaching during the course of the doctoral studies. This will typically involve taking full or partial responsibility for teaching a course at Teachers College or elsewhere. Students should register for BBSQ 6353 (Supervised teaching) the semester they will complete this requirement. Students design or redesign the class syllabus and assignments, and develop and teach at least half of the class sessions under the guidance of a faculty member.

5.3 Presentation Requirement

Students are required to present their research at least twice during their doctoral training, in addition to the dissertation proposal and final defense (see below). Presentations must take place outside of Teachers College. Presentations should be organized with input from the dissertation advisor, and may take the form of conference talks or poster presentations. At least one must go through a review process.

The presentation requirement is intended to ensure that students gain experience in the dissemination of their research to a scholarly audience. The dissertation advisor will determine when the presentation requirement has been met for a particular student.

5.4 Publication Requirement

Doctoral students are required to submit 1-2 manuscripts for publication to a peer-reviewed journal in their field of specialization during their doctoral training. This can include the pre-dissertation project. Written papers may be collaborative, but a substantial contribution to the research and the writing must have been made by the student. The submission must be approved by the dissertation advisor.

6. M.Phil. Degree

Ph.D. students are eligible for the M.Phil. degree when they have successfully completed all of the requirements for the Ph.D. (including the certification exam, all courses listed on the program plan of study, and successful holding of the proposal hearing) except the final oral defense. To apply for the M.Phil. degree, two forms need to be submitted to ODS: 1) the program plan, submitted via the degree audit system <https://www.tc.columbia.edu/doctoral/degree-audit/>, completed by the student, with all classes being used toward the Ph.D. degree, and 2) an M.Phil. recommendation form completed by the advisor. No signature is required from the student on the M.Phil. form. This form is sent to the ODS directly by the department. Note that some forms might mention the “Advanced seminar,” which is typically a data hearing. Please ignore this course when you come across it in the degree audit or elsewhere. Our CSD program, unlike many programs at TC, does *not* require this seminar because a discussion of (pilot) data is typically part of the dissertation proposal defense.

7. Eligibility for Ph.D.

Ph.D. students have a 7 year period of eligibility when they begin the program. If they have a prior degree from TC or receive 30 transfer credits, their period of eligibility is reduced to 6 years. When a student's period of eligibility is about to expire, a hold will be placed on their account and they will have to ask for an extension. This will require a letter from the student and their advisor outlining their proposed timeline. The Petition to Extend the Period of Eligibility for the Ph.D. can be found on the Office of Doctoral Studies website under Ph.D. Forms. Students will be granted an extension of 6 months to a year and can ask for more than one extension. If they are asking for a second extension, the goal is to see that progress is being made as proposed in their letter. The advisor may also put conditions on their extension request.

8. Post-M.Phil. Requirements for the Ph.D. Degree

8.1 Continuous Registration Requirement vs. Obligation for Continuous Enrollment

Prior to completion of BBSQ 7500 (series), a Ph.D. student must be registered for something each Autumn and Spring term. This is the college's continuous registration requirement.

BBSQ 7500 (2 credits, dissertation seminar) must be taken after completing BBSQ 6940/6941.

Post-BBSQ 7500 (whether or not the proposal is actually held), candidates are now obligated for Continuous Enrollment which requires registration for at least 3 pts of TC coursework or Dissertation Advisement (BBSQ 8900 or TI 8900 in final term of dissertation defense), every Autumn and Spring term until graduation. Please check ODS for updated requirements. Recently, the following was stated: “A student shall be exempt from continuous registration only when a Leave of Absence, Waiver, or Personal Exemption is requested and approved.”

1. Leave of Absence A Leave of Absence (LOA) can be requested for the following reasons:

a. A Medical LOA will only be granted on the written recommendation of a licensed health care professional for a student who must interrupt study temporarily because of serious physical or psychological illness or condition (such as pregnancy). A Medical LOA may be granted for no longer than one academic term, but may, upon documentation from a licensed health care professional confirming that the student is still unable to engage in graduate study, be renewed for a subsequent academic term. The maximum cumulative time during the period of study that will be granted for a Medical LOA cannot exceed two (2) years.

b. A Military LOA will only be granted for students who are called to active duty. To apply for a Military LOA, official active duty orders must be submitted. The term of a Military LOA will depend on the anticipated period of active duty service and per federal regulations but may not exceed a cumulative time period of five (5) years.

c. A maximum of two Personal Leaves of Absence may be requested for Doctor of Philosophy students. Please note that Personal Leave of Absences are counted with Personal Exemptions, so a maximum of only two between the two types are allowed. If both Personal Leaves of Absence are taken prior to becoming obligated for continuous enrollment, students will not be eligible for additional personal exemptions.

For Ph.D. students, a Medical or Military LOA extends the period of Eligibility (and Certification if a certified doctoral student) for the period of time while on leave. A student cannot apply for a leave if the period of Certification is expired. All leave of absences must be approved prior to or during the term for which it is requested; it cannot be granted retroactively. (The only exception will be for a Military LOA when it is precluded by military necessity per federal regulations.) A leave of absence is not a form of registration. Therefore, no tuition or fees will be charged for semesters for which a leave of absence has been approved provided that the request is received and approved prior to the start of the semester. In addition, a student is not considered a registered student and therefore does not have the rights and privileges of a registered student when on leave. A student on leave may not fulfill any degree requirement (including the integrative project or other exam) other than the completion of work in courses for which the instructor had issued an approved grade of “Incomplete.” The one-year grace period for an Incomplete is not changed by a leave of absence. In addition, the student/candidate may not receive advisement nor hold the Dissertation Proposal Hearing or Dissertation Oral Defense. A candidate may not apply to graduate during the period while on leave.

Personal Exemptions and Waivers

A doctoral student shall be exempt from continuous dissertation advisement registration only for the following reasons:

a. When enrolled in Teachers College for a program of courses consisting of 3 or more points in the Autumn Term or in the Spring Term.

b. When a Leave of Absence has been approved on the basis of a compelling reason, such as

sustained illness, maternity leave, or military service. A student on a Leave of Absence may not register for any coursework, including IND 6000.

c. * When granted a Ph.D. Personal Exemption from Dissertation Advisement. Examples of acceptable reasons are: research, special study, or experience elsewhere; work on the dissertation not requiring use of University facilities or resources. An exemption may be granted for not more than two terms during the period of obligation. During periods of Personal Exemption, the student must enroll as a "Doctoral Student," (IND 6000) paying the current Teachers College fee so as to maintain the University's continuous registration requirement.

d. * When granted a Ph.D. Waiver from Dissertation Advisement on the basis of special circumstances, such circumstances include inability of the department to provide advisement due to the illness or sustained absence of key faculty members. During the periods of waiver, the candidate must enroll as a "Doctoral Student," (IND 6000) paying the current Teachers College fee so as to maintain the University's continuous registration requirement.

Candidates who have been granted an exemption, waiver, or leave of absence from dissertation advisement must understand that they yield their right to seek or expect dissertation advisement from the Faculty. Candidates may not apply for a Personal Exemption or Waiver from Dissertation Advisement during the term they hold the Dissertation Oral Defense (TI 8900).

(During the term of the candidate's dissertation defense, they need to be registered for TI 8900. If they are enrolled in TI8900 and do not defend for some reason, they should reach out for ODS for assistance. Candidates should be aware if they apply for a PE/Waiver and were registered for 8900, they will go from full-time to less than half-time, which will make any loans go into repayment.)

8.2 Dissertation Proposal Committee and Dissertation Defense Committee

1. Dissertation proposal committee

The dissertation proposal committee consists of three faculty, including the GSAS-approved advisor. The committee is comprised of the advisor and two other faculty members. They can be the same committee members as for the certification exam and can include faculty at an outside university. The student and their advisor should consider the final oral defense committee matrix (on the ODS website) when assembling their proposal committee because their initial selection may affect the choice of the final oral defense committee members.

2. Dissertation final oral defense committee

The dissertation committee must be composed of faculty with specific roles and qualifications, as detailed in the **dissertation defense committee matrix for Ph.D. students** found at this link: https://www.tc.columbia.edu/form-library/office-of-doctoral-studies/phd-defense-committee-matrix/files/Ph.D.-Committee-Matrix_2022.pdf. **(Please check on the ODS website for any changes.)** This committee can consist of all members of the dissertation proposal committee, *plus* two examiners. (The positions of the members on the dissertation proposal and dissertation defense committee can change.) The dissertation is overseen by a committee of at least three GSAS-approved faculty members. The dissertation defense committee must include a committee Moderator (who must be tenured faculty at Teachers College) and the dissertation advisor. The advisor must be a faculty member of Teachers College who is named on the list of Ph.D. advisors maintained by the ODS. The Dissertation Defense Committee members are involved in all procedures towards the final defense, including dissertation proposal approval (see below). One of the examiners must be from outside the student's own program (though need not be from outside the student's

department). The other must be from a faculty of Columbia University other than Teachers College. Alternative arrangements may be considered, under exceptional circumstances, at the discretion of the GSAS of Columbia University. One of the outside examiners can come from outside of the Columbia University community.

8.3 Dissertation Proposal Approval

Following the preparation of a dissertation proposal (while registered for BBSQ 7500), the student arranges for a defense of their proposal. A dissertation proposal should include an introduction that identifies the main topic/ literature review, research questions and hypotheses, methodology (including procedures for data analysis), and reports of any pilot studies conducted by the student. In addition, the student should be aware of the formatting guidelines for the dissertation (on the ODS website). While these guidelines do not need to be followed for the dissertation proposal, the student can save time if they begin to follow the format for their proposal. An assessment rubric for the dissertation proposal defense is available to the student on the CSD doctoral program website and Dropbox. Proposal defenses (or “hearings”) are coordinated by the students (once approved by the advisor), and students must apply to committee members to secure a date for the defense of the dissertation proposal. (Form may be found on the ODS link to forms: <https://www.tc.columbia.edu/doctoral/forms/phd-students-forms/>). After proposing, the student sends the ODS their completed proposal hearing form, proposal manuscript, and Institutional Review Board (IRB) approval letter. This proposal hearing report includes the names of the faculty members on the dissertation proposal committee and a copy of the dissertation proposal is appended to the report, which becomes part of the student’s doctoral record. (The IRB approval letter needs to be of the *student’s IRB application* for their own dissertation project, not an IRB approval of a faculty member’s project, even if the student’s project is related to the faculty member’s. The student should contact IRB with any questions.) If IRB approval is pending, the student should submit the proposal hearing report form and manuscript immediately after proposal is held. When IRB is approved, the student should send the approval to ODS.

8.4 Preparation of Dissertation

Once the proposal is approved, the “doctoral student” is considered a “doctoral candidate.” The final dissertation must be formatted, with the approval of the moderator (formerly “Chairperson”) or advisor (formerly “Sponsor”), under specific formatting guidelines set out in the ODS document *Preparation of Ph.D. Doctoral Dissertations*. A copy of the dissertation should be prepared for the candidate and one copy for each of member of the dissertation committee in the medium they prefer.

8.5 Final Oral Defense of Dissertation (Dissertation Defense)

Candidates will only be permitted to proceed to final dissertation defense if they have completed all of the requirements above. Candidates must submit the *Notification of intention to defend* (FORM) to the ODS during the registration dates for the appropriate semester. Please follow the ODS calendar carefully, as this contains information about the last dates to notify the ODS of your intention to defend. For information about summer defenses, please click here https://www.tc.columbia.edu/form-library/office-of-doctoral-studies/scheduling-summer-oral-defenses/files/Scheduling_Summer_Dissertation_Final_Oral_Defenses_24.pdf (or contact the ODS). Once the intention to defend has been cleared, the candidate needs to submit an

application for defense, which requires them to list their defense committee members. This must be submitted to the ODS at least three weeks prior to the defense. Please also attend to the deadlines for sending the committee the dissertation document. The candidate is responsible for arranging the day and time of the defense with all the members of the committee, including the two external examiners. The ODS and the Office of the Dean of the GSAS will confirm the schedule and location for the defense. All candidates must be registered for TI 8900 (Dissertation Defense: Ph.D.) for the semester in which the oral defense is held. TI 8900 is a GSAS course and has a cost set by Columbia that is approximately \$1,300 more than BBSQ 8900 and does not involve TC credits. It is considered full-time enrollment. In 2022-23 AY, this fee was \$6,932.

The final defense is scheduled to last two hours. At the outset, the candidate typically makes a short (20 minute) presentation of their work. The examiners then ask questions to explore the candidate's work and results, to clarify methodological and/or analytical issues, or to recommend changes in the dissertation study. An assessment rubric for the dissertation defense is available to the candidate on the CSD website.

The examiners may vote the result as:

Line 0: Approved as submitted, no revisions. (one month to make deposit)

Line 1: Approved pending revisions, subject to minor revisions (six months to make deposit)

Line 2: Referred, subject to major revisions (one year to make deposit)

Line 3: Fail; the candidate is not recommended for the degree. GSAS must approve petition to defend again (only one extra defense may be approved)

9. Requirements Following the Final Dissertation Defense

Depositing the dissertation is the final requirement for the Ph.D. degree. Therefore, a student may not deposit a dissertation until all other requirements have been satisfied, including financial obligations. After the candidate has received approval of all revisions of the dissertation as specified by the Final Dissertation Defense Committee, signatures of the Dissertation Advisor and the Vice Provost are required on the GSAS dissertation approval card.

There are four steps to completing the deposit—the steps may be completed in any order, but your deposit is only considered complete when all four steps are done.

1. **Complete the GSAS deposit application and pay the \$85 processing fee.** You will log into the GSAS deposit application using your UNI and password. This application collects information for your diploma and your certification letters. You may also use a credit card to pay the \$85 processing fee through this form.
2. **Submit the required Survey of Earned Doctorates online.** The Survey of Earned Doctorates (SED) is an ongoing survey advised by the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, the National Endowment for the Humanities, the U.S. Department of Agriculture, and the National Aeronautics and Space Administration. GSAS requires completion of this survey as part of the dissertation deposit.
3. **Upload and submit a PDF copy of your dissertation.** With this step, the digital copy of your dissertation is uploaded to both [ProQuest/UMI](#) and [Academic Commons](#)

(Columbia's online research repository). Dissertations from Teachers College are also uploaded to [Pocket Knowledge](#) (TC's online research repository), and J.S.D. dissertations are also added to [the Law Library's catalog](#). Do not upload your dissertation directly to Academic Commons using their website. Following the procedures outlined below will result in your dissertation being uploaded to both ProQuest/UMI and Academic Commons. Your dissertation must be uploaded in PDF format. If you have not already created a PDF, or if you are unable to do so, there is a PDF Conversion Tool available as part of the upload process. You will also need a copy of your abstract that you can copy and paste into a text box.

4. Follow directions that ODS provides regarding the (digital) blue-colored **Approval Card that certifies you have made all required revisions and that the dissertation has been approved for deposit by your advisor and by your doctoral program**. All students who pass the dissertation defense should receive this digital, blue Approval Card. This card tells GSAS that any revisions given during the defense have been completed, and that the dissertation is ready to be deposited.

10. Office of Doctoral Studies Forms

Please go to the ODS website (currently <https://www.tc.columbia.edu/doctoral/>) for doctoral program forms, including the ODS Ph.D. program plan, registration deadlines, doctoral certification exam form, dissertation proposal hearing form, and dissertation defense form.

11. Commencement

The title of “Dr”. may only be used officially by candidates who have received their diplomas either during commencement or by mail. Doctoral degrees are conferred in October, February, and May. Students will need to pay a graduation fee (\$85 in recent years) and may incur optional manuscript copyright fees. If necessary (e.g., for job applications) an interim statement certifying completion of degree requirements can be issued to the candidate by the Office of the Registrar (degree verification request). Your committee will look forward to congratulating you on having earned your Ph.D., the highest academic award.

Appendix I: Doctoral student progress worksheet and schedule is available in Dropbox and as a downloadable Excel on our CSD doctoral program website (under “Resources”)

CSD Doctoral Student Progress Worksheet, Teachers College, Columbia University					
Student:	Student ID #	Semester/year started:			
Address, phone, email:					
Undergraduate college, degree, major:					
Advisor:		Note: For financial reasons, students should be mindful not to go above minimum credits required of program (75). This document will help keep track of total credits.			
Committee Members:					
Please track progress in Degree Audit on MyTC					
Courses Credits Transferred from Previous Degree	Up to 30 credits. Please add more lines as needed and make sure final count is				
	Course Title	Semester	Instructor and institution	Grade or Pass/Fail	Number of Credits
Course 1					
Course 2					
Course 3					
Course 4					
Course 5					
Course 6					
Course 7					
Course 8					
Course 9					
Course 10					
Course 11					
Course 12					
Pre-Certification Program Requirements					
Research Design/Methods Courses	2-3 Credits				
BBSR 5582	Research Design in Movement Science & Edu	Fall			
HBSS 6100	Measurement and Program Evaluation	Spring			
	Other approved research methods course				
Statistics	12 Credits				
HUDM 4122	Probability & Statistical Inference	First Fall			
HUDM 5026	Introduction to Data Analysis in R	First Fall			
HUDM 5122	Applied Regression Analysis	First Spring			
HUDM 5123	Linear Models and Experimental Design	Second Fall			
	Other approved statistics course				
Grant-Writing Course	3 credits				
BBS 6042	Grant Writing				
Graduate-Level Courses	At least 12 credits				
Course 1					
Course 2					
Course 3					
Course 4					
(Course 5)					
(Course 6)					
Supervised Teaching	credits				
	Class Taught				
BBSQ 6353					
Independent Study	3-8 credits				

Student: _____

Appendix II: Certification Exam Assessment Rubric Form

Ph.D. in Communication Sciences and Disorders Certification Examination Assessment Rubric

Candidate: _____ Date: _____

Scoring: *Pass/Fail*

Criteria		Comments
1. Content: <ul style="list-style-type: none"> • Demonstrates a deep and broad knowledge of the literature in their area of research. • Demonstrates knowledge of research methods. 		
2. Analysis: <ul style="list-style-type: none"> • Demonstrates insightful analysis and integration of information. • Demonstrates the ability to critique the design and conduct of studies. • Shows connections between his/her research and the field of Communication Sciences and Disorders. 		
3. Oral Communication: <ul style="list-style-type: none"> • Oral discussion of ideas is clear and professional and well communicated to a scholarly audience. • Responds clearly and professionally to questions and challenges. 		
4. Written Communication: <ul style="list-style-type: none"> • Written discussion of ideas is clear and professional and well communicated to a scholarly audience (i.e., with the quality of a peer-reviewed publication in the field). 		
5. Independence: <ul style="list-style-type: none"> • Demonstrates the capacity to carry out independent research. 		
OUTCOME	___ Pass	___ Fail

Advisor: _____

Signature: _____

Committee Member: _____

Signature: _____

Appendix III: Dissertation Proposal Assessment Rubric Form

Ph.D. in Communication Sciences and Disorders Dissertation Proposal Assessment Rubric

Candidate: _____ Date: _____

Dissertation Title: _____

Projected Graduation Date: _____

Note: If Dissertation proposal is in non-traditional format (e.g., 3 papers at various stages of research), please indicate format and adapt comments accordingly:

Scoring: Acceptable (subject to minor or major revisions) or not acceptable

Criteria	Comments
1. Designing and conducting a major research project relevant to the field.	
2. Includes a literature review that is grounded in key theories in relation to research questions.	
3. Statement of the Problem: <ul style="list-style-type: none"> • Statement of the problem is clear. • Demonstrates the significance of the problem that is addressed and the innovation of the study. • Demonstrates a deep and broad knowledge of the literature in their area of research. 	
4. Research Questions and Methods: <ul style="list-style-type: none"> • Research questions/aims are clearly stated and directly address the stated program. • Methods are appropriate for addressing the research questions. • For quantitative studies, students will identify clear independent variables and quantifiable dependent variables. • For quantitative studies, hypotheses for research questions are appropriate. 	
5. Analysis: <ul style="list-style-type: none"> • Analyses (statistical/other) will be appropriate for addressing the research questions and appropriate for the design. • <i>Comments: Potential confounds, Recommended further analyses?</i> • Discusses potential implications for the field. 	
6. Oral Communication: <ul style="list-style-type: none"> • Oral discussion of ideas show promise for being clear, well-organized, and professional and communicated well to a scholarly audience. • Responds appropriately to questions and challenges. 	
7. Written Communication: <ul style="list-style-type: none"> • Written discussion of ideas shows promise for being clear, well-organized, and professional and communicated well to a scholarly audience (i.e., with the quality of a peer-reviewed publication in the field). 	
8. Independence: <ul style="list-style-type: none"> • Shows promise for the capacity to carry out independent research. 	

**Ph.D. in Communication Sciences and Disorders
Dissertation Proposal Assessment Rubric**

___ Acceptable—subject to minor revisions	___ Acceptable—subject to major revisions	___ Not Acceptable
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Other Comments:

Dissertation Advisor: _____

Signature: _____

Moderator: _____

Signature: _____

Appendix IV: Dissertation Assessment Rubric Form

Ph.D. in Communication Sciences and Disorders Dissertation Assessment Rubric

Candidate: _____ Date: _____

Dissertation Title: _____

Projected Graduation Date: _____

Scoring: Approved as submitted (minor revisions), Approved pending revisions, or Referred, as described below

Criteria	Comments
1. Designed and conducted a major research project relevant to the field.	
2. Included a literature review that is grounded in key theories in relation to research questions.	
3. Statement of the Problem: <ul style="list-style-type: none"> • Statement of the problem is clear. • Demonstrates the significance of the problem that is addressed and the innovation of the study. • Demonstrates a deep and broad knowledge of the literature in their area of research. 	
4. Research Questions and Methods: <ul style="list-style-type: none"> • Research questions/aims are clearly stated and directly address the stated program. • Methods are appropriate for addressing the research questions. • For quantitative studies, students will identify clear independent variables and quantifiable dependent variables. • For quantitative studies, hypotheses for research questions are supported. 	
5. Analysis: <ul style="list-style-type: none"> • Analyses (statistical/other) are appropriate for addressing the research questions and appropriate for the design. • <i>Comments: Potential confounds, Recommended further analyses?</i> • Demonstrates insightful analysis and integration of information. • Discusses implications for the field. 	
6. Oral Communication: <ul style="list-style-type: none"> • Oral discussion of ideas is clear, well-organized, and professional and communicated well to a scholarly audience. • Responds clearly and professionally to questions and challenges. 	
7. Written Communication: <ul style="list-style-type: none"> • Written discussion of ideas is clear, well-organized, and professional and communicated well to a scholarly audience (i.e., with the quality of a peer-reviewed publication in the field). 	

**Ph.D. in Communication Sciences and Disorders
Dissertation Proposal Assessment Rubric**

___ Acceptable—subject to minor revisions	___ Acceptable—subject to major revisions	___ Not Acceptable
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Other Comments:

Dissertation Advisor: _____

Signature: _____

Moderator: _____

Signature: _____