# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Committee Membership</td>
<td>4</td>
</tr>
<tr>
<td>Minimum Requirements to be Eligible to Write a Thesis</td>
<td>4</td>
</tr>
<tr>
<td>Registration for Thesis Credits</td>
<td>4</td>
</tr>
<tr>
<td>Thesis Projects Involving Secondary Data</td>
<td>5</td>
</tr>
<tr>
<td>Use of Instrumentation</td>
<td>5</td>
</tr>
<tr>
<td>Nontraditional Thesis: A Two-Person Project</td>
<td>5</td>
</tr>
<tr>
<td>Steps in the Thesis Process</td>
<td>5-12</td>
</tr>
</tbody>
</table>

## APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A Summary of the Thesis Process</td>
<td>13</td>
</tr>
<tr>
<td>Appendix B: Christopher Norman Fund Form</td>
<td>15</td>
</tr>
<tr>
<td>Appendix C: Prospectus Meeting Approval Form</td>
<td>17</td>
</tr>
<tr>
<td>Appendix D: Sample Title Page</td>
<td>19</td>
</tr>
<tr>
<td>Appendix E: Thesis Presentation Schedule Request Form</td>
<td>21</td>
</tr>
<tr>
<td>Appendix F: Lists of Advisors and Possible Committee Members</td>
<td>23</td>
</tr>
</tbody>
</table>
Introduction

Students may elect to complete a thesis for the degree Masters of Science in Communication Sciences and Disorders (CSD). Students who successfully complete a thesis are not required to take the CSD comprehensive examinations, unless they are completing a concentration. In cases where a thesis student is also pursuing a concentration, that student must complete the associated comprehensive exam question for the concentration.

The thesis is intended to be a rigorous introduction to the processes and procedures of clinical research. It is one option for students seeking research experience. The purpose of this manual is to give students guidelines for developing and carrying out their thesis and standards for submitting their work.

The major goal of the thesis experience is to provide the students with an opportunity to address questions of clinical relevance, and to become engaged in research within an area of clinical interest. The thesis presents an opportunity to integrate theory and practice, and to stimulate critical analysis of information obtained through coursework and clinical practica.

There are three phases to the thesis process. In the first phase, students will develop the research proposal with the guidance of their advisor. Students are expected to identify an answerable research question, describe a feasible design to answer the question, and to write the thesis proposal. Students enrolled in CD 724 (Research Design and Statistics in CSD) will have a good start on this phase of the thesis process. A preliminary document, the thesis prospectus, is presented to the thesis committee (i.e., all of the selected readers) for comments, suggestions, and consent during a Thesis Prospectus Meeting. Once there is approval of the thesis proposal, then the students can prepare and submit their proposal to the appropriate Institutional Review Board (IRB) as needed. The format of the thesis prospectus, the Thesis Prospectus Meeting, and the IRB requirements will be described later.

The second phase involves the data collection process and then the data analysis. During this phase, students should meet with their thesis advisor on a regular basis and keep the second and third readers informed of progress on the completion of the project.

The third phase is the preparation of an oral presentation (i.e., Thesis Defense) and a completion of the final written document. The presentation allows students a chance to share and discuss outcomes, and to receive valuable feedback about the project from faculty and students. It is also an opportunity to develop skills in presenting results in a concise and informative fashion, effectively utilizing visual aids. The thesis itself gives students a chance to practice writing a scientific paper, and to learn the elements required in professional writing. Although it is not a requirement for the thesis, in some cases this process will result in submission of an article for publication. The format of the Thesis Defense and the final written document will be described later.

In order to begin the formal thesis process, students should first read through this manual to become familiar with the process and read a selection of completed theses, which are available through Proquest (http://library.massgeneral.org/resources.asp and click on Dissertations and Theses at MGH Institute) or the CSD program office. Students should then meet with their academic advisor(s) if they have any
concerns as to whether they meet the minimum academic requirements to begin the thesis process. As part of CD 724, students will discuss areas of research interest and will be matched with a possible thesis advisor. The potential thesis advisor and student discuss possible areas of research. The advisor and student may work together to develop a research question, or the advisor may guide the student towards a particular question. Once a research topic is chosen, the student should continue to meet with the thesis advisor and proceed to develop a thesis proposal. A second and third reader should be engaged prior to developing the proposal so consultations can be made.

**Committee Membership**

The thesis project is a collaborative effort providing a challenging and rewarding learning experience. Students work closely with at least two readers besides their advisor to carry out the thesis project. The advisor must be a full member of the Institute CSD faculty. The second and third readers may be members of the Institute faculty, qualified members of the IHP research community (e.g., a doctoral student or a postdoctoral fellow in the advisor’s lab), or especially qualified and interested individuals affiliated with an outside institution. Outside committee members must be acceptable to the thesis advisor and should not have any conflict of interest with the Institute’s policies. Appendix F has a list of faculty members eligible to serve as advisors and a list of possible committee members. With the guidance of their readers, students work on the specification of a research question, the study design, data collection methods, and the analysis and interpretation of results, as appropriate.

**Minimum Requirements to be Eligible to Write a Thesis**

In order to be eligible to conduct thesis research, the student must have successfully completed the research design and statistics course (CD 724) for 3 credits.

The student must have a cumulative GPA of at least 3.5 over three semesters of full-time enrollment.

Finally, the student’s area of research must be in a topic for which an Institute CSD faculty member has expertise, and this faculty member must be willing to act as a student’s thesis advisor.

**Registration for Thesis Credits**

The thesis will count for 4 credits toward the minimum number of credits required for graduation. The student will enroll in CD 895 (Research Proposal in CSD) for one credit usually in the Summer term of the first year; CD 896 (Thesis Research I) for one credit usually in the Fall or Spring term following enrollment in CD 895; and CD 897 (Thesis Research II) for two credits, usually in the Spring or Summer term of year two. If the student fails to complete all thesis requirements by the end of these enrollments, the student enrolls in CD898 (Thesis Continuation) every semester until the thesis is completed. Students who are also completing a concentration related to their thesis topic can substitute 4 credits of electives required for the concentration with the 4 credits of courses listed above. An exception to this substitution policy is that students who are completing the reading concentration must complete the reading practicum (CD781 or CD881), and cannot substitute the thesis courses for it.
Students are required to complete their thesis within two years from the time of Prospectus approval. Only in rare and special circumstances will this requirement be waived. Students must submit a petition to the CSD faculty requesting an extension beyond two years.

### Thesis Projects Involving Secondary Data

Thesis projects using secondary data are encouraged, recognizing the need to use databases for expanding clinical knowledge. Databases may be available through many sources, such as the Massachusetts General Hospital, Massachusetts Eye and Ear Infirmary, Spaulding Rehabilitation Network, various school systems, other agencies, or the Internet. However, the use of secondary data should not preclude the full range of thesis activities, including the process of identifying a research question, providing the theoretical framework for the questions, and the review of literature.

Students who are interested in using secondary data should spend time with the appropriate faculty to develop an understanding of the nature of the variables that were measured, the data collection process, the limitations of the data collection methods, and the relevant operational definitions for variables being used in the analysis. Students who work on projects using secondary data should negotiate early with their prospective readers to delineate responsibilities for data analysis.

In the thesis prospectus, the student is responsible for clearly delineating the research question, supporting the rationale for the question with a select review of literature, and demonstrating a full understanding of the phenomenon being studied. The student should be able to clarify the theoretical and clinical foundations for the research question.

### Use of Instrumentation

Some research efforts require specialized instrumentation. Use of special equipment is subject to availability. It is the student’s responsibility to develop skills in the use of instruments under the guidance of an appropriate faculty member. It is not the responsibility of the thesis readers to teach students how to use instrumentation for their thesis work. Because of availability issues and time needed to develop skills, students should discuss thesis projects involving specialized instruments with appropriate faculty as early in the thesis preparation process as possible.

### Nontraditional Thesis: A Two-Person Project

The overall goal of the thesis is to provide the student with a full experience in the research process. Collaborative research is a healthy and efficient approach when it is warranted. Two individuals may work together on a project based on two related research questions. They will share resources, collaborating on the full review of literature. They may collect data together and use the same data, but they will analyze the data separately to address their individual questions.

When students approach their readers for initial planning, the readers will use their discretion in agreeing to go forward with a joint project. When readers have been selected, the students and readers will create a “contract” defining the roles and responsibilities of each student, the terms of the
collaboration, and a timetable for completing each step of the process.

Both students will present the thesis prospectus separately to their thesis committee. When the project is completed, they will present separate Thesis Defenses. Each student will also produce separate written documents that are in their own words.

### Steps in the Thesis Process

Appendix A (Summary of the Thesis Process) is a schematic of the thesis process. Each step is described in detail next.

1. **Desire to conduct research**

Students who have a desire to conduct research should consider writing a thesis, as well as other options for gaining research experience. The student must have an accumulated GPA of at least 3.5 over three semesters of full-time enrollment.

2. **Enroll in research preparation courses**

Through enrollment in CD 724 (Research Design and Statistics for CSD) students will have the basic skills needed to conduct a thesis project. Enrollment in CD 724 is during the spring term of year one for students who wish to complete a thesis. Students who opt not to complete a thesis will take this course in fall of year two.

3. **Speak with academic advisor(s)**

The academic advisor(s) must be informed about potential thesis plans so that the academic plan of study can be developed with a thesis in mind. The academic advisor(s) can facilitate obtaining a thesis advisor and recommend other readers.

4. **Find a thesis topic and a thesis advisor**

As part of CD 724, students will discuss their areas of research interest and be matched with a possible thesis advisor. The thesis topic will be in an area of active research interest of one or more members of the Institute CSD faculty. Close collaboration among faculty and students around the thesis will stimulate ongoing adjunctive lines of research and allow for more efficient use of limited faculty time. A student can pursue a question outside an area of faculty expertise ONLY if faculty members are interested and agree to be readers. Once a faculty member agrees to be a thesis advisor, s/he will then guide the student through the research process.

5. **Enroll in CD895: Research Proposal and meet repeatedly with thesis advisor to develop the project (Summer)**

Students will enroll in CD896 Thesis Proposal in the first summer. Typically, the student meets with their advisor in a series of meetings approximately every week or every two weeks over the summer term of the first year to develop the project further. It is during this enrollment that the student continues to work closely with the thesis advisor to select other committee members and to prepare the beginnings of the thesis document (i.e., Introduction, Literature Review, and Methodology sections) needed for the Prospectus Meeting.

6. **Select additional committee members**

The thesis advisor will help the student to select the other members of the thesis committee. At least two other members are required. The second and third readers may be members of the Institute faculty, qualified members of the IHP research community, or especially qualified and
interested individuals affiliated with an outside institution. See number 8 below for important information about the roles of committee members. Outside committee members must be acceptable to the thesis advisor and should not have any conflict of interest with the Institute’s policies. If a thesis project is to be conducted primarily in the Aphasia Center, then one of the clinical faculty who provide supervision in the Aphasia Center must be on the thesis committee.

7. Finalize the thesis prospectus/proposal

The thesis prospectus is a brief description of the student’s thesis plan and includes a statement of the research question, a statement of the clinical importance of the study, an outline of the proposed methodology, a timetable, and required resources to complete the research.

Students should work with their thesis advisor to develop a written thesis prospectus document to be submitted to their thesis committee at a Prospectus Meeting. The prospectus may be fairly well developed from the requirements from enrollment in CD 724, but modifications should be expected.

The research proposal should include an introduction where the research question is clearly stated along with the specific goals of the project and its clinical significance. A literature review of relevant research is an important component of the introduction. The methods section is the place to describe important information such as sample size, variables to be measured, how the data will be collected, reliability and validity of the measurements, and the plan for data analysis. The final section of the proposal should include a proposed timetable to accomplish the research and the resources required to complete the project. In cases where a relatively small amount of money is needed to cover expenses related to thesis research, a student may apply for funds from the Christopher Norman Fund (Appendix B: Christopher Norman Fund Request form).

8. Schedule the Prospectus Meeting (Late Summer or Early Fall)

Once the proposal is satisfactory to the thesis advisor, the student should prepare for the Prospectus Meeting. To prepare, the completed prospectus document should be submitted to each of the readers at least one week prior to the date of the meeting. It is the student’s responsibility to coordinate schedules of all of the readers so a mutually agreeable time can be arranged. It is also the student’s responsibility to schedule a room for the meeting (coordinated with the CSD Program Manager) and secure any audio-visual equipment that may be necessary. The prospectus meeting should be held by late summer or early fall.

At the beginning of this approximately one-hour meeting, the student usually presents a ten to fifteen minute presentation that outlines the relevant information of the proposal. Audio-visual aids and/or a supplemental handout are sometimes helpful during this presentation. After the presentation, the readers will ask the student questions, they may ask for clarifications, they will offer suggestions on the research methodology, and they will discuss other important issues concerning the proposal.

At the conclusion of the meeting, the committee members will decide if the project should be allowed to continue. A form (Appendix C: Prospectus Meeting Approval Form) will then be marked as “Approved”
meaning no changes to the proposal, “Approved with Modifications” meaning that minor changes are required as listed on a separate page (but the project can go forward), or “Not Approved” meaning that the proposal needs significant work in order for approval and another Prospectus Meeting will be required. If not approved, the committee will provide specific suggestions on how to make the proposal acceptable. This form is then signed by all members of the committee and by the student. This form is kept in the student’s CSD program file.

Once the student’s proposal has been approved at this meeting, then the roles of each of the committee members are spelled out. Although the first reader is the thesis advisor who is responsible for insuring that the student adheres to the thesis requirements and procedures, the exact roles and responsibilities of the other readers is individualized. Some second and third readers expect to be involved only intermittently while others want to be involved in all facets of the project. It is important for all committee members to set the ground rules and have everyone’s responsibilities clearly delineated. This is also the time to establish means of communication and a schedule of meetings.

Committee members have graciously consented to assist the student in the process of completing the thesis. Students are requested to allow them an appropriate length of time to review the materials and to give feedback that is essential to the process. It is suggested that at subsequent meetings the student: (a) comes prepared for the discussion with the materials organized, (b) sets realistic deadlines and goals, (c) comes with a list of any questions, and (d) is clear about the next stages in the process, what is expected and what the readers have agreed to. Attention to these details should considerably facilitate the process.

Typically, students should try to schedule their prospectus meeting for late summer or very early in the fall semester. The reason for this timetable is to make sure there is sufficient time for preparation to the IRB and subsequent review by the IRB, if needed.

9. Submit documents to an Institutional Review Board (IRB)

The protection of the rights and welfare of all human subjects continues to be an important element in the conduct of research. All researchers are responsible for considering the risks to which research participants are exposed, and for protecting them against all foreseen hazards, be they physical, psychological or social. IRBs review research studies and evaluate whether they adhere to agreed-upon principles for the responsible conduct of research. In accordance with this, they are concerned with the ethical elements of a study, emphasizing safety and protection of research participants, the application of informed consent, the selection of research participants and the assurance of privacy and confidentiality.

All research activities, whether they directly involve human research participants or not, must be reviewed and approved by the IRB. This includes research projects conducted by all students at the IHP. The approval is required even if the project is being conducted at another facility and that facility has already received approval for the project. Projects involving secondary data analysis or review of medical records must also be submitted, although they will usually receive an expedited review.
Application for Approval: In some cases the thesis student’s research project may be covered by an existing IRB approval obtained by the advisor, but in other cases the student must prepare a new IRB application or an amendment, in consultation with the advisor. The advisor will be the Principal Investigator (P.I.) for the submission. Materials are submitted to the Partners IRB electronically, through Partners Insight.

NO DATA COLLECTION CAN BEGIN UNTIL FULL IRB APPROVAL HAS BEEN RECEIVED.

IRBs will monitor all ongoing projects by requesting progress reports on an annual basis. Any substantive changes in protocol should be reported to the responsible committee prior to their initiation.

Obtain CITI certification

The Collaborative Institutional Training Initiative (CITI) program must be completed by all researchers including students prior to submitting their application to the IRB. This is an online training program about the protection of human subjects that takes approximately 4 to 6 hours to complete.

Information about the CITI program is available at:

[http://navigator.partners.org/Pages/CITI-Human-Subjects-Training.aspx](http://navigator.partners.org/Pages/CITI-Human-Subjects-Training.aspx)

Students will complete their CITI training when they are enrolled in the Research Design and Statistics Course in the spring of their first year.

Quality of Proposals: Institutional Review Boards have begun to look more closely at the quality of the research in addition to the risk and benefits of the research. Many proposals have been returned for clarification of methods, design, or data analysis procedures. To facilitate timely review of proposals, students should be sure that all aspects of the proposal are clear and have a complete rationale, especially for unusual procedures.

Informed Consent Forms (ICFs): All projects that directly involve human research participants require the use of informed consent prior to the participation of any individual. The Partners affiliates have approved a format that should guide the development of informed consent forms and should be followed for all projects. The first part of the form written by the investigator details the purpose and methods of the study for the research participants, explaining all procedures, risks and benefits. The second part of the form should contain specific standard language, assuring the rights of the research participants.

Approval of proposals can be delayed because of needed changes in the ICF. Students should work with their readers to develop a form that is complete, uses appropriate language, and is clear in the specification of risks and benefits. All signed ICFs must be maintained in a file by the P.I. and a copy must be provided to the research participants.

Although all projects must be approved by the appropriate IRB, those that are limited to analysis of existing data either in databases or past medical records do not require informed consent. The review process in these cases is intended to assess the provisions for privacy and confidentiality.

10. Enroll in CD 896: Thesis Research I (Fall)

Enrollment in Thesis Research I (for 1 credit) is usually during the fall term,
immediately following enrollment in CD 895: Research Proposal in the summer term. During this enrollment, the student needs to make significant progress on the thesis research. This may include recruiting participants, developing experimental stimuli or treatment materials, administering a treatment protocol, gathering data or analysis of data.

11. Enroll in CD 897: Thesis Research II (Spring or Summer)

This enrollment (for 2 credits) is usually done during the final spring or summer term. All thesis work must be completed by the end of the summer term.

12. Prepare the thesis manuscript

The thesis is to be written in the form of a journal article. At the initial meeting of the thesis readers after the Prospectus Meeting, a manuscript style of a journal (e.g., Journal of Speech-Language-Hearing Research; Journal of Voice) appropriate for the thesis topic should be chosen; note that the thesis does not need to ultimately be submitted to the chosen journal. Usually the style will adhere to the guidelines of the American Psychological Association (APA). It is the student’s responsibility to become informed of the manuscript style of the chosen journal, usually by checking the Information for Authors or similar link available on the journal’s website.

Additional Subsections. In addition to whatever subsections may be required by the journal of choice (e.g., Abstract, Introduction, etc.), the student may elect to include an Acknowledgements section, as well as appendices that may or may not be included in any potential submission to a journal. It is required that the IRB Approval letter and consent forms, as applicable, be included as appendices.

13. Oral Research Presentation Meeting (Thesis Defense) (Summer)

The Thesis Defense is where students present the information from their thesis research. Consent of all readers is required before a student will be allowed to schedule his/her final oral thesis presentation. Appendix E is the Thesis Presentation Schedule Request Form that must be completed and submitted to the CSD program manager at least two weeks prior to the meeting, preferably about a month before. The student should consult with each of the thesis committee members to schedule a mutually agreed upon date and time for the oral presentation, and then send the request form to the program manager. The program manager will then immediately reserve a room suitable for this approximately one-hour meeting. The program manager will also send out an announcement about the presentation to all CSD faculty and students as well as the Dean of the SHRS inviting them to the presentation. This announcement will also be sent by the program manager to “IHP announcements” for e-mail distribution. Typically the thesis defense meetings are scheduled in late July or early August of the final term.

Students must have completed data analysis, have a clear understanding of the meaning of the findings, and have their final written document in near-final draft form before this meeting can take place. A copy of the document must be given to all readers no later than one week prior to the scheduled meeting.

The oral presentation will follow a conference format for platform presentations. Students need to discuss the specific format of the presentation with their readers prior to
scheduling the meeting. The presentation should emphasize the results and the discussion, and should include visual aids for clarification of methods and results.

Usually present at this meeting are the readers, the student, guests of the student, and anyone interested in the topic being presented. The student provides a brief oral presentation and then takes questions from the audience, including the committee members. After the questions have been answered, everyone except the committee members will be asked to leave the room. The committee will discuss if the student’s work is satisfactory and if the thesis should be considered acceptable. The student is then called back into the room to discuss the committee’s decision. At this time, the readers outline specific required changes to the written document.

A suggested outline for the approximately 20-minute oral presentation is: (1) title of study; (2) purpose of the study; (3) background information, including the rationale for the study and supporting evidence from the literature; (4) methods and materials, including the design, research participants, procedures, and data analysis; (5) results; (6) discussion, including the interpretation, clinical meaningfulness, limitations of the study, and suggestions for future studies; and (7) summary and conclusions.

A computer with LCD projector may be used for this presentation. Students are responsible for creating their own PowerPoint slides. Practice sessions are encouraged to be sure of timing and accuracy of A-V order and content. It is during this oral presentation that the committee members “sign off” on the project, giving their approval that the thesis has met all the requirements and has been successfully completed to meet scholarly standards.

14. Thesis completion tasks and final requirements for graduation

A thesis is considered complete when: (1) the final oral presentation has been made; (2) the written paper has been approved by all readers; (3) the cover page (see Appendix D for a template) has been signed by all readers, and (4) all requested revisions have been completed by the student. The next step in the process is to file the thesis electronically via Proquest. The procedure for filing the thesis is described further at this link on the MGH IHP website:

https://www.mghihp.edu/thesis-filing-procedure-mgh-institute-students

When filing your thesis with Proquest, there is the option of requesting that Proquest file a copyright application on your behalf with the U.S. Copyright Office at the Library of Congress, but there is a fee associated with this. For a smaller fee, you may file directly with the U.S. Copyright Office. A third option is to simply declare copyright, on an otherwise blank page following the title page, by including the following:

© year
Author’s full name
ALL RIGHTS RESERVED

Questions about the process for filing the thesis electronically should be addressed to the office of the Registrar in the Office of Student Affairs.

Students are also responsible for providing each of their readers with a copy of the thesis and for submitting one copy to the CSD program manager. These copies may be electronic copies if that is agreeable to the readers and to the program office.
CD 898: Thesis Continuation

If the student fails to complete all thesis requirements by the end of these enrollments, the student enrolls in CD898 (Thesis Continuation) every semester until the thesis is completed.

Later Presentation of Thesis Project (Optional)
In many cases students will be encouraged to submit their thesis projects for presentation at appropriate conferences, such as the ASHA Annual Convention in November. It is expected that all members of the thesis committee will be co-authors on these submissions.

Publication of Thesis after Graduation (Optional)
Students are encouraged to write up their thesis projects for submission to an appropriate publication (such as a peer-reviewed journal) soon after graduation. This may entail shortening the document to adhere to specific journal requirements, as well as other extensive revisions. It is expected that all members of the students’ thesis committee should be asked if they would like to be co-authors on these submissions. The student is expected to work closely with their thesis advisor and other co-authors in preparing the manuscript and selecting an appropriate venue for submission.

If the student has not submitted their thesis project for publication within 12 months after graduation, the thesis advisor has the right to write the manuscript after that point and submit it as the first author. The thesis advisor will inform the student that he or she is intending to write the paper and that the student will be a co-author of the paper. The thesis advisor is expected to work closely with the student (now graduated) in the development of the paper for publication. To facilitate this, the student should make sure the faculty advisor has up-to-date contact information for the student after graduation.
APPENDIX A

Summary and Timeline of the Thesis Process
### Summary of the Thesis Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have a desire to conduct research and have an overall GPA of at least 3.5</td>
</tr>
<tr>
<td>2</td>
<td>Enroll in CD 724 Research Design &amp; Statistics for CSD in spring of year one (3 credits)</td>
</tr>
<tr>
<td>3</td>
<td>Speak with academic advisor(s)</td>
</tr>
<tr>
<td>4</td>
<td>Enroll in CD 895 usually summer term of year one (1 credit)</td>
</tr>
<tr>
<td>5</td>
<td>Meet repeatedly with advisor over the summer</td>
</tr>
<tr>
<td>6</td>
<td>Select other thesis committee members (at least 2)</td>
</tr>
<tr>
<td>7</td>
<td>Hold Thesis Prospectus Meeting (usually by end of summer or very early fall)</td>
</tr>
<tr>
<td>8</td>
<td>Obtain IRB approval For Spaulding IRB, if project is not already approved (submit application early fall)</td>
</tr>
<tr>
<td>9</td>
<td>Enroll in CD 896 for 1 credit (usually fall term)</td>
</tr>
<tr>
<td>10</td>
<td>Enroll in CD 897 for 2 credits (usually spring or summer term)</td>
</tr>
<tr>
<td>11</td>
<td>Prepare written document</td>
</tr>
<tr>
<td>12</td>
<td>Thesis Defense (late July or early August)</td>
</tr>
<tr>
<td>13</td>
<td>Prepare final written document</td>
</tr>
<tr>
<td>14</td>
<td>Meet all Institute and CSD requirements</td>
</tr>
</tbody>
</table>

Students who do not complete the requirements in the timelines outlined here must enroll in CD 898: Thesis Continuation for each term that the thesis is not completed.
APPENDIX B

Christopher Norman Fund Request Form
# Christopher Norman Fund Request

## Event Information

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Class Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring Faculty name(s):</td>
<td>Request date:</td>
</tr>
<tr>
<td>Thesis Title, if applicable:</td>
<td></td>
</tr>
<tr>
<td>Your goal:</td>
<td></td>
</tr>
</tbody>
</table>

## Conference/Travel

<table>
<thead>
<tr>
<th>Conference Title:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s):</td>
<td>Reason for Attendance:</td>
</tr>
<tr>
<td>Presentation/Poster Title:</td>
<td></td>
</tr>
</tbody>
</table>

## Publication/Testing Materials/Supplies

<table>
<thead>
<tr>
<th>Title/Item 1:</th>
<th>Publisher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>ISBN:</td>
</tr>
<tr>
<td>Title/Item 2:</td>
<td>Publisher:</td>
</tr>
<tr>
<td>Description:</td>
<td>ISBN:</td>
</tr>
<tr>
<td>Title/Item 3:</td>
<td>Publisher:</td>
</tr>
<tr>
<td>Description:</td>
<td>ISBN:</td>
</tr>
</tbody>
</table>

## Prizes/Honorariums for subjects

<table>
<thead>
<tr>
<th>General Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qty Needed:</td>
</tr>
</tbody>
</table>

## Funding/Approval

<table>
<thead>
<tr>
<th>Fund request amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you received funding in the past? □ Y □ N</td>
</tr>
<tr>
<td>Student Signature:</td>
</tr>
<tr>
<td>Amount Approved:</td>
</tr>
</tbody>
</table>
APPENDIX C

Prospectus Meeting Approval Form
Prospectus Meeting for Master’s Thesis

Insert Student’s Name Here

Date:
Proposal Title:
Proposal: See attached

This Master’s Thesis Proposal is

_______ Approved
_______ Approved with modifications (as described in attached document)
_______ Not Approved

_________________________________________________
Student’s Name

_________________________________________________
Thesis Advisor’s Name and Degree

_________________________________________________
Second Reader’s Name and Degree

_________________________________________________
Third Reader’s Name and Degree
APPENDIX D

Sample Title Page
THE TITLE OF THE WORK CENTERED IN CAPITAL LETTERS

by

YOUR NAME CENTERED IN CAPITAL LETTERS

B.A., Harvard University, 1997
(insert your previous degrees, where obtained, year)

A Thesis Submitted to the
Faculty of the Graduate Program in Communication Sciences and Disorders
in Partial Fulfillment of the Requirements for the Degree of
Master of Science in Speech-Language Pathology

Approved:

(Type thesis advisor’s name, degrees here)
Thesis Advisor

(Type thesis reader’s name, degrees here)
Second reader

(Type thesis reader’s name, degrees here)
Third reader

MGH INSTITUTE OF HEALTH PROFESSIONS

Boston, Massachusetts
Month, 20__
APPENDIX E

Thesis Presentation Schedule Request Form
Thesis Oral Presentation Schedule Request Form

This form is to be submitted to the CSD program manager at least 2 weeks before the scheduled meeting.

Student’s Name: __________________________________________

Thesis Advisor: __________________________________________

Second Reader: __________________________________________

Third Reader (if applicable): ________________________________

Title of Thesis: __________________________________________

On Campus

Day of Week: First Choice: _____________ Preferred Time: _____________

Second Choice: _____________ Preferred Time: _____________

Off Campus

Date Selected: _____________ Location: _________________________
APPENDIX F

Lists of Advisors and Potential Committee Members
Potential Thesis Advisors:
Yael Arbel
Joanna Christodoulou
Jordan Green
Charles Haynes
James Heaton
Robert Hillman
Tiffany Hogan
Gregory Lof
Daryush Mehta
Marjorie Nicholas
Margaret Kjelgaard
Howard Shane
Sofia Vallila Rohter
Lauryn Zipse

Potential Committee Members, On-site:
Melissa Feller
Bonnie Halvorson-Bourgeois
Eileen Hunsaker*
Rebecca Inzana
Alex Johnson
Patricia Kelley-Nazzaro
Susan Lambrecht Smith
Jennifer Mackey
Lesley Maxwell
Lisa Moran
Suzanne Pennington*
Adele Raade
Mary Riotte

Potential Committee Members, Off-site:
Denise Ambrosi
Julie Atwood
John Costello
Tessa Goldsmith
Lynette Holmes
Pam Hook
Carmen Vega-Barachowitz
Sarah Ward

*One of these individuals must be on the thesis committee if the thesis is to be conducted in the Aphasia Center