The University of KANSAS	Intercampus Program in Communicative Disorders

M.A. SPEECH-LANGUAGE PATHOLOGY

HANDBOOK

University of Kansas – **Lawrence**
University of Kansas Medical Center - **Kansas City**

Updated 4/23/19

Table of Contents

Appendices

INTRODUCTION

The University of Kansas Intercampus Program in Communicative Disorders offers the M.A., Ph.D., and SLPD degrees in Speech-Language Pathology and the Au.D. and Ph.D. degrees in Audiology. The MA program in Speech-Language Pathology has been planned so that graduating students will meet the standards for clinical certification in speech-language pathology, which are set by the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language- Hearing Association. In addition, the master's (MA) program in speech-language pathology at the University of Kansas is accredited by the Council on Academic Accreditation in Audiology and Speech- Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

This set of guidelines includes the M.A. degree requirements. It is supplementary to the Academic Catalog at http://catalog.ku.edu/, which lists the official requirements for the M. A. degree. In addition, the Graduate School (Lawrence) and the School of Health Professions (Medical Center) have prepared special instructions for students who complete a thesis.

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I. PARTICIPATING FACULTY

The purpose of the Intercampus Program in Communicative Disorders is to coordinate the graduate degree programs in Speech-Language Pathology and Audiology offered by the University through the Department of Hearing and Speech (at KUMC) and the Department of Speech-Language-Hearing: Sciences and Disorders (in Lawrence). The IPCD will be co-directed by the chairpersons of the two departments. The business of the IPCD will be conducted by an Intercampus Executive Committee (IEC) and standing sub-committees. All faculty members with a 50% appointment or greater in either of the two departments will be voting members of the IEC and will be expected to serve on IEC subcommittees. Students shall have representation in IEC meetings. This will entail representation by at least one student drawn from any of the graduate programs (PhD, AuD, SLPD, MA SLP). More information about IPCD structure and governance is available at http://policy.ku.edu/http%3A//policy.ku.edu/CLAS/bylaws-IPCD.

See the Intercampus Program Website for information on Lawrence (http://www.kumc.edu/school-of-health-professions/ipcd/our-faculty/ku-lawrence-campus-faculty.html) and Medical Center (http://www.kumc.edu/school-of-health-professions/ipcd/our-faculty.html) campus faculty.

II. THE M.A. PROGRAM

A. Administration

The MA degree offered by the Intercampus Program in Communicative Disorders is conferred through Graduate Studies at the University of Kansas. The Department of Hearing and Speech at the University of Kansas Medical Center is administered by the School of Health Professions. The Department of Speech-Language-Hearing: Sciences and Disorders of the Lawrence campus is administered by the College of Liberal Arts and Sciences.

B. Location of Coursework

Coursework, clinical, and research practica for the M.A. program are offered on both campuses (KUMC and Lawrence). Students are encouraged to experience both campus sites.

C. Length of Program

Most students will be able to complete the SLP program in four full-time semesters and one or two summers with a common entry point in the fall semester. Exceptions may occur for the student who has a number of prerequisites to complete or who is conducting an extensive research project. A minimum of 46 graduate hours is required and most students complete the degree requirements with 46-50 graduate hours (see Section V for details).

At times it has been necessary for a student to take a leave of absence. A student should consult with his/her academic advisor prior to making a decision to take a leave of absence and should consult Graduate Studies Policy on leaves of absence. See http://policy.ku.edu/graduate-studies/leave-of-absence for details. Note that Graduate Studies Policy indicates that a master's degree should typically be completed in two years of full-time study but students are allowed a maximum of seven years for degree completion. See http://policy.ku.edu/graduate-studies/ma-program-time-constraints for details.

D. Course Load

A full-time student usually enrolls in 10 to 14 credit hours each semester and 6 to 8 credit hours in the summer session (including clinical practicum or field study).

E. Balancing Program Load and Outside Work

Clinic workload can vary due to the difference in the clinic population and type of services provided. Students should recognize that clinical practicum preparation can also vary due to needs of the client. Approximately 20+ hours a week will be devoted to clinical practicum (direct client contact, clinic documentation, preparation, meetings, etc.) and similarly at least 20 hours a week would be devoted to coursework. Students should recognize that these numbers are just a guide and there will be variation depending on background knowledge and learning style.

A number of graduate students have the opportunity to participate as a graduate research or teaching assistant while in the SLP program. Others find employment outside of the university because of financial need. The faculty recognizes that an assistantship, or other employment, may be necessary and potentially positive experience for a graduate student, to the extent that the student's academic and clinical obligations are not negatively affected. Students must carefully consider the total number of hours required for an assistantship or outside employment and also the flexibility of the work schedule.

As a general guideline, 10-16 hours per week of assistantship or outside work is typically compatible with an acceptable level of performance within the SLP program for most students. A heavier workload often places significant time restrictions and added stress that negatively affects academic and clinical performance. If the student's performance within the program is suffering because of a heavy work load, the student should consider reducing the workload or reducing the academic/clinical load. Reducing the academic or clinical load will likely increase the total number of semesters needed to complete the program. Students are encouraged to discuss their work plans with their academic advisor for assistance in balancing program load and outside work.

F. Academic Standing/Student Performance

Students are expected to maintain the highest standards of academic and clinical performance and conduct. Good academic standing is defined by the Graduate Studies Policy available at http://policy.ku.edu/graduate-studies/good-academic-standing. Minimal standards, sanctions, and probation information are included in Appendix J.

Remediation may be needed mid-course (clinic or academic course enrollment), at the time of the formative exam or after receiving a grade of C+ or below. Guidelines or plan for remediation are documented by faculty instructor or advisor and reviewed with the student. See Appendix J & K for detailed remediation and possible dismissal procedures.

G. Student Accommodation

Students needing assistance should follow the procedures outlined in Appendix L.

III. ADVISING

A. Academic Advisor

At the time of admission, the program appoints a regular member of the Intercampus Executive Committee as an initial program advisor. The advising process is a joint venture between student and advisor. The student's advisor will be responsible for acquainting the student with the policies and procedures of the University of Kansas and the Intercampus Program; for helping the student plan an academic program; and, when necessary, for providing information about the student and the student's progress to other faculty members. The student's academic program may be influenced by the certification requirements established by ASHA and the academic background of the student. The advisor will keep such information on the student as is necessary for the duration of the student's program. Examples of such information include grade reports, program plans, clinical evaluations, records of feedback from other faculty members, check lists, etc.

The student should work with his/her advisor and keep the advisor informed as to the student's program of study, and clinical and research activities. Although the advisor is not the sole counselor to the student, the advisor is the primary counselor. Communication between the advisor and the student is necessary to make advising a meaningful and productive process. There are multiple ways a student and advisor can communicate, either in person, by email, phone or through videoconferencing. Both parties must be available to each other and be prepared for interactions to ensure an effective advising relationship.

B. Change in Advisor

The Director of Graduate Studies (DGS) or Advising Committee should be contacted if there are any problems with the advisor-student relationship. In some cases, the DGS may attempt to mediate the relationship. In other cases, they may recommend a change in advisor. If an advisor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the DGS and Advising Committee upon notification by either the student or advisor. The Director of Graduate Studies may temporarily serve as an advisor until a new advisor is found. Students may also request to change advisors. Typically, a change is requested due to differences in research interests, personality, etc. A change in advising is initiated by either the student or advisor completing the Change of Advisor form (available on the MA SLP Blackboard site). A new advisor must be willing to assume responsibilities. Once approved by the Advising committee, the change is recorded on the Change of Advisor form.

C. Mentoring

The IPCD program values the development of multiple mentoring relationships to support a student's successful progress through the program and professional development. Graduate mentors include the student's program advisor, research advisor, other university faculty and staff, and external professionals and individuals. A positive mentoring relationship depends on mutual respect and openness among the mentor and mentee. Faculty and students receive training and guidance on how to develop effective mentoring relationships. The College provides resources and support on mentoring and conflict resolution, including grievance procedures (http://coga.ku.edu/mentoring-and-advising).

D. Thesis Advisor

A thesis is completed under the direction of a thesis advisor. The selection of this individual is based on the mutual consent of both the student and the advisor and typically is made not later than the beginning of the second year of study. The thesis advisor and the academic advisor may be different individuals.

E. Progress to Degree Forms

A graduate student's progress through the program is reported to Graduate Studies using Progress to Degree forms. These forms are used to report successful completion of the final summative exam (see section XII Summative Assessment for details) to Graduate Studies, which is required for graduation. *It is the student's responsibility to contact departmental staff at least two weeks before an exam to request departmental processing of the form. Consult College Office of Graduate Affairs (www.coga.ku.edu.) prior to Graduate Studies.*

IV. ENTRANCE REQUIREMENTS

A. Academic Prerequisites

A baccalaureate degree is a prerequisite to enter the M.A. program in Speech-Language Pathology. It is expected that students will have obtained a broad general education to serve as a background prior to their graduate study. Specifically, ASHA certification requires that applicants must demonstrate knowledge through transcript credit in each of the following areas: biological sciences, physical sciences, statistics, and social/behavioral sciences. Courses in biological and physical sciences specifically related to communication sciences and disorders cannot be applied to this requirement. See

https://www.asha.org/Certification/2020-SLP-Certification-Standards/
for details on this (and other) requirements. Because the definition of different fields may vary across institutions, courses that met biological sciences, physical sciences, statistics, and social/behavioral sciences requirements at the undergraduate university will be considered as acceptable for this requirement. In the event that a student needs to complete any of these requirements post-Bachelors, courses clearly meeting ASHA's stated definitions should be taken to satisfy this requirement
https://www.asha.org/Certification/2020-SLP-Certification-Standards/#4
Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences must include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

Students who (1) enter the graduate program with a Bachelor's degree from an accredited program in Speech-Language Pathology or Communication Disorders or (2) have an out-of-field undergraduate degree and complete all undergraduate major requirements from an accredited program in Speech-Language Pathology or Communicative Disorders automatically meet the prerequisites needed for admission to the graduate program. However, students who have not taken a course in statistics, research methods, aural rehabilitation, or biological, physical and social/behavioral science courses must take these courses prior to graduation. Students are strongly encouraged to take them during their first year of graduate study. Pre-requisite classes that need to be taken during the graduate program are **in addition to** requirements for the MA SLP Program.

Students who have a Bachelor's degree in a different field and who have not completed all major requirements at an accredited program are required to complete the following courses or equivalents at KU.

Physics of Speech
Principles of Speech Science
Principles of Hearing Science
Fundamentals of Clinical Phonetics
Language Analysis Lab
Language Development
Introduction to Audiological Assessment and Rehabilitation
Introduction to Speech-Language Pathology
Research Methods in Speech-Language-Hearing
Statistics

Students who have taken some or all of these courses at a university other than KU should meet with an academic advisor on the Lawrence campus to determine which courses could transfer and which requirements remain. Appendix I contains a worksheet that can be used as a guide for the advisor and student.

B. Clinical Prerequisites

The student must present records, with supervisors' signatures(s) and ASHA number, to show completion of 25 clock hours of directed clinical observation. In the event that a student has not

completed the 25 clock hours of clinical observation prior to the start of the graduate program, then there are two options:

1. If the student has completed 15 or more clock hours of direct clinical observation, the student may enroll in practicum but must complete the final 10 clock hours of direct clinical observation in an expedient and timely manner, typically during the first week of the semester.
2. If the student has completed fewer than 15 clock hours of direct clinical observation, then these hours must be obtained prior to clinic participation.

All records of previous clinical contact hours, with supervisors' signature(s), will be maintained for each student. These records should be submitted to the Program in a timely fashion. Up to 50 undergraduate practicum hours can be applied toward the minimum requirements for the Certificate of Clinical Competence.

V. PROGRAM REQUIREMENTS

The program requires 34 credits of experiences for breadth (listed in A below) and an additional 12-16 credits for depth (listed in B below). Pre-requisite classes that need to be taken during the graduate program are **in addition to** requirements described below (but see Appendix I for help determining this).

A. Required Graduate Experiences for Breadth:

The goal of the experiences listed below is to provide students with opportunities to acquire knowledge & skills in 9 content areas (Articulation/Phonology, Fluency, Phonation/Resonance, Receptive/Expressive Language, Hearing, Swallowing and Feeding, Cognition, Social, AAC) that represent the full scope of practice in Speech-Language Pathology and additional foundations of clinical practice (Sciences, Ethics, Research, Professional Issues). Students should consult the KU ASHA Knowledge Standards Grid (Appendix B) to determine which courses will help the student develop knowledge and skills in each area. Courses offering primary and secondary experiences are noted in each area. Primary and secondary experiences for practicum will vary by placement and thus should be confirmed with the advisor. Generally, 30 or more hours in a given area across 2 or more clients in a single semester/experience will constitute a primary experience, and 15 or more hours in a given area in a single semester/experience will constitute a secondary experience. Due to the variability of clinical options/experiences, it is recommended that students **NOT** expect to obtain primary experiences in clinical settings, particularly in the areas of fluency, swallowing, hearing, and AAC. The likelihood of obtaining a primary clinical experience should be discussed with the student's academic advisor and the Clinic Directors on the KU-L and KUMC campuses.

The following graduate experiences are required: **Minimum Credits Required**

SPLH 888 Multicultural Considerations 1 (1st year)	1
SPLH 889 Multicultural Considerations II (1st year)	1
SPLH 860 Evaluation of Speech and Language (1st year)	2
SPLH 862 Clinical Processes (2 semesters)	2
SPLH 864 Clinical Practice (3 semesters)	7
SPLH 868 Professional Seminar (last 2 semesters-Fall & Spring)	2
Research experience (see Section VII thesis/non-thesis option)	3
SPLH electives (8 2-credit seminars)	16

B. Required Graduate Experiences for Depth:

 It is intended that the experiences listed below will allow the student to specialize in particular areas of interest to better prepare him/her for a chosen career path.

The following graduate experiences are required: **Minimum Credits Required**

SPLH 866 Field Study in Speech-Language Pathology	5
2nd field study (SPLH 866)	5
OR 4th practicum experience (SPLH 864)	1-5
Advanced electives (courses in SPLH, other departments, thesis, ind study)	6*

*Advanced electives can be taken within the department or from outside departments and also can include advanced research experience, such as completion of a master's thesis. Additional clinical experiences (i.e., SPLH 864 & 866) can NOT count as advanced electives.

*Students are also required to complete two Interprofessional Collaboration courses through KUMC (taken for no credit). Level 1 includes a half-day session in Spring semester of the first year. Level 2 takes place during the fall of the second year.

C. Notes About Clinical Practice

1. Practicum

A minimum of three terms of enrollment and 7 hours of credit (approximately 150 clock hours) in SPLH 864 must be completed prior to enrolling in SPLH 866 (Field Study). The first two semesters of the student's graduate practicum enrollment are to be for a minimum of 3 hours each. The subsequent semesters will be for a minimum of one credit hour. Reductions can be requested for the summer term if that occurs in the first two semesters of enrollment. The total credits acquired, though, must still equal 7. A list of clinical placements is available in Appendices G and H.

Summer clinical practicum on the Lawrence campus offers a unique opportunity to be involved in a specially designed communication camp. This camp requires full-time practicum participation during the period when camp is in session (specific dates vary each year; camp is typically in session for 2 weeks).

2. Field Study

Master's students must enroll in a minimum of 5 credit hours of field study in their second year. Clinical field study enrollment corresponds to a minimum of 2 full days per week for one semester or a minimum of 4 full days per week for half a semester. If summer enrollment, it will be at least 4 days per week. Some sites require 5 days per week on site. Clinical activities can include non-patient contact responsibilities. Non-patient responsibilities can include administrative activities, in-service teaching, or other service-related duties. Students are placed at sites that have been vetted by IEC clinical faculty and routinely used with past students to ensure a high quality clinical experience. If a student wishes to use a non-approved site for field study, the procedures in Appendix F, Section III must be followed.

 Should a student ultimately wish to work in the school system, field study can be taken (and is highly

recommended) in a public school setting. Traditionally such a field study will include at least 256 duty hours (which may include planning time, testing, conferences, staffings, etc.).

Note that field study participation does not always correspond exactly to the university calendar for classes. Specifically, field study participation may be required before or after university classes start or end or may be required when university classes are not in session (e.g., Fall Break; Spring Break). Field study sites have different holiday policies and adjustments may be needed to ensure that students participate in a full 8 or 16 weeks of activities to earn appropriate contact hours towards certification.
Specific start and end dates for field study are specified in the schedule of classes. Please take note of these dates when you enroll. Likewise, field study coordinators will provide additional specifics during orientation. Please consult with the field study coordinators if you have any questions concerning specific dates when you need to be at your field study site.

3. Background Checks

Background checks are mandatory upon entry into the program. These checks are required because the majority of our clinical sites require student background checks. A questionable history from the results of this check may limit/prevent placement in clinic/field study sites that are available to students within the IPCD, and the Program may not be able to guarantee the provision of sufficient clinical hours to meet accreditation/licensure standards. Licensing boards may have their own standards regarding such issues beyond the purview of the IPCD. It is the responsibility of the student to familiarize him/herself with these standards.

4. University-Student Health Requirements

Entering students must comply with the health requirements (immunizations, physicals, etc.) of both the KUMC Student Health Office and the KU Lawrence Watkins Student Health Office prior to beginning clinical practicum. Failure to complete those requirements may limit the clinic/field study sites that are available to students within the IPCD. Students should contact the clinical placement coordinators to determine specific requirements.

5. Policy for counting SLPA hours toward ASHA contact hours

By working as a speech-language pathology assistant (SLPA), graduate students may provide speech-language treatment. The student may petition the Clinical Committee to request that a small portion of those hours (up to 25) be counted toward his/her ASHA contact hour requirements because ASHA mandates that students complete a breadth of clinical experiences. The Clinical Committee will review each petition on an individual basis.

The student and his/her academic advisor should petition (in writing) for contact hour credit to the Clinical Committee. The petition should be submitted to the Clinical Committee prior to actually performing the intervention. The Clinical Committee will respond within one month of receiving the petition.

The request should contain the following information:
- Description of the intervention setting and what clinical opportunities occur (i.e., intervention activities and specific information about the protocol or procedures)
- Estimate the number of clinical hours that could be accrued in this setting

- Describe how treatment plans are documented (i.e., is there a written report completed by the student?) and provide a sample
- Describe how the student is being supervised according to ASHA certification standards (minimum requirements are 25% of treatment) and by whom (provide ASHA number)
- Describe how feedback is provided to students regarding improvement of clinical performance
- Employer (and/or direct CCC'd supervisor) agrees to evaluate student performance and sign off on contact hours using the Calipso system.
- Petition must be signed by both the student and the academic advisor.

6.SLP paid clinical traineeships

Occasionally, MA SLP graduate students will have the opportunity to apply for paid traineeships (e.g., Center for Child Health and Development, VA, etc.). A paid traineeship must meet field study requirements (as noted in the MA Handbook and the Field Study manual) to count as field study enrollment.

Potential traineeship sites will complete the Field Study Site application. The application must be reviewed/approved by the Intercampus Clinical Committee. Once approved, a traineeship is subject to the same review process as all other field studies.

D. ASHA Certification Requirements: See Appendices B & E

1. Knowledge & Skills

For those students interested in obtaining the CCC in Speech-Language Pathology, Knowledge and Skills must be demonstrated in Articulation/Phonology, Fluency, Phonation/Resonance, Receptive/Expressive Language, Hearing, Swallowing and Feeding, Cognition, Social, AAC, Sciences, Ethics, Research, and Professional Issues. Knowledge and Skills in these areas may be gained through coursework, clinical placements, research activities, and independent study. These experiences need to be documented on the KU ASHA Knowledge Standards Grid (Appendix B). The program requirements described in A and B above should provide these experiences.

2. Clock Hours

For those students interested in obtaining the CCC in Speech-Language Pathology a minimum of 400 clock hours (includes 25 observation hours) of clinical experience (supervised by ASHA certified clinical supervisors) must be completed while enrolled in an accredited educational program. See Appendix E.

3. Praxis Examination Information

Passing the SLP Praxis Exam is required for ASHA Certification. Students generally take the Praxis exam in their final semester of their plan of study. When taking the **Praxis exam (test #5331)**, students should mark Score Recipient Information for University of Kansas IPCD (R0097). Students should also send their scores to the State Board of licensure, ASHA credentialing, and the Department of Education, according to individual state requirements. See www.ets.org/praxis or more information.

E. Regularly Offered Courses in Speech-Language Pathology

Undergraduate and graduate courses can be found at this link: http://catalog.ku.edu/liberal-arts-sciences/speech-language-hearing/#courseinventory. See also Appendix C for Graduate course offering schedule.

F. Recommended Courses by Interest

As students develop their plan of study, they may decide to focus on one particular patient population or setting (e.g., geriatrics). Completion of a focal area is not required, but is the option of the student. Students also should consider how their coursework will prepare them for their field study plans. The following is a list of core courses that are deemed foundational for different populations/field study settings. Students who plan to do both an adult/medical and child/school field study should consider the core courses listed under Generalist when developing their plan of study.

Adult/Rehabilitation	**Child**
Dysphagia (2)	Devel. Phonological Disorders (2)
Language Disorders of Adults (2)	Language Disorders Infants/Toddlers (2)
Language Disorders CHI/Dementia (2)	Language Disorders Preschool (2)
Alternative/Augmentative Comm. (2)	Language Disorders School-Aged (2)
Dysarthria/Apraxia (2)	Language Disorders Spec. Populations(2)
Phonatory Disorders (2)	Alternative/Augmentative Comm. (2)
	Reading Disorders (2)

Generalist
Language Disorders of Adults (2) OR Language Disorders CHI/Dementia (2)
Dysphagia (2)
Dysarthria/Apraxia (2)
Language Disorders Infants/Toddlers (2) OR Language Disorders Preschool (2)
Any 2 of the following:
      Language Disorders School-Age (2)
      Reading Disorders (2)
      Developmental Phonological Disorders (2)
      Alternative/Augmentative Communication (2)
      Language Disorders Special Populations (2)
Students are advised, however, that their academic background should be sufficiently broad to prepare them for the national exam (PRAXIS) in speech-language pathology.

G. Independent Studies

Students have the option to enroll in an Independent Study 876 originating with a student's desire to study a specialized topic that is not offered through current coursework. Independent Studies (IS) must be different than other courses offered in the department and must be described on the IS form found on the MA SLP Blackboard site. ISs typically will not count on the Knowledge and Standards grid due to their specialized nature.

H. Kansas State Licensure – Speech-Language Pathology

You may not practice our profession at any level without some form of licensure.

a. Licensure Standards

You must:
- possess at least a master's degree in Speech-Language Pathology.
- have completed a Clinical Practicum of at least 400 hours (including 25 observation hours), of which at least 325 were completed at the graduate level.
- have successfully completed a supervised postgraduate professional experience of at least nine months full-time equivalent (CFY).
- receive a passing score on the NTE Specialty Area Test in Speech-Language Pathology, administered by Educational Testing Services.

b. Temporary License

- Temporary licensure is for those who have completed a master's degree and at least 400 clinical practicum hours, but have yet to complete a supervised postgraduate experience or the NTE exam, or both. A temporary license is granted for one year but may be extended for one additional year. (Temporary licensure can be for two consecutive years.)

  "Completed a Master's degree" is interpreted to mean **all** requirements for the degree have been met in order to be awarded the degree. For example, if a student finishes everything in June and will not receive the degree until August, the licensure board will accept a letter from the educational institution indicating that all requirements have been met and the student is simply awaiting the processing of the transcript. A full license (above) requires an official transcript indicating award of the Master's degree.

A temporary license *must* be obtained *prior* to starting your supervised postgraduate experience (CFY). In addition, you must file a supervised postgraduate professional experience plan with your application for temporary licensure.

Wendy Davis
Licensing Administrator
Health Occupations Credentialing
Survey, Certification and Credentialing
Kansas Department for Aging and Disability Services
612 S Kansas Ave
Topeka KS 66603
P: 785.296.0061
F: 785.296.3075
www.kdads.ks.gov

I. Educational Certification

Teacher certification by the Kansas Board of Education (KSDE) is *no longer required* to work in the public schools of *Kansas*. If a student plans to work in the school systems in another state, it is strongly advised that the student find out what that state's teacher certification requirements are. Requirements vary from state to state, therefore, students are encouraged to contact the state in which the student plans to seek employment.

VI. MODIFICATION OF PROGRAM REQUIREMENTS

Following discussions with and approval by the academic advisor, students should direct requests for modification of academic course requirements, in writing, to the Advising Committee of the Intercampus Program. (See Appendix D).

Following discussions with and approval by the academic advisor, students should direct requests for modification of clinical requirements, in writing, to the Clinic Committee of the Intercampus Program (See Appendix F).

For students who want to take courses that are not currently listed on the KU ASHA Standards Grid, the student could count these courses as "advanced electives" (see B Required Graduate Experiences for Depth). Alternatively, if the student wanted to use these courses to document knowledge and skills in a particular area, the following steps are used:

1. If knowledge and skills in a particular area are being acquired under the supervision of KU SPLH faculty (e.g., independent study, research practicum), the supervising faculty member will evaluate the knowledge and skills acquired.
2. If the course is from another department, university, workshop, or conference, the student must consult the Advising Committee by sending a request describing the experience with supporting documentation to the chair of the Advising Committee via e-mail. The student also should indicate the knowledge and skill area and KU faculty with expertise in that area. The Advising Committee will consult with KU faculty to determine whether the experience will count as primary or secondary in which areas. See Appendix D for detailed procedures.

Students are encouraged to complete these steps prior to initiating the activity to ensure that the activity will meet the program requirements.

In addition to the usual lecture courses, special seminars are also offered. Generally, a minimum enrollment of 6 students is required for a seminar to be taught. Should a group of students be interested in a special seminar in an agreed upon subject, they should contact a faculty member with expertise in that subject area to assess the possibility of offering the desired special seminar.

VII. THESIS/NON-THESIS OPTION

The student should choose either the thesis or non-thesis option after completing the first year or earlier. If the thesis option is selected, the student should enroll in SPLH 899 as directed by the thesis advisor for each semester in which thesis work is in progress. The total number of thesis hours ranges from the required minimum of 4 to a maximum of 6 credit hours. Some care should be taken in choosing the thesis/non-thesis project. It is expected that if one chooses the thesis option, the thesis research must be completed according to established thesis guidelines set forth by the Graduate Studies (www.graduate.ku.edu). Check with college Office of Graduate Affairs (www.coga.ku.edu) Quick Links Masters Checklist.

Under the non-thesis option, the student has the choice of enrolling in 3 credit hours of (1) additional research-related coursework, (2) research practicum experience (SPLH 874), or (3) an independent study focused on research (SPLH 876). Typically, a student will enroll in 3 credit hours over the course of one semester with one advisor. The expectation is that a student will spend 3 hours per credit hour per week. Thus, a 3-credit research practicum will entail 9 hours per week in a 16-week semester (or 144 hours).

However, some students may elect to take 2 credit hours (6 hours per week) during one 16-week semester and 1 credit hour (3 hours per week) in another 16 week semester to achieve the 3 credit hours. Because summer session is only 8 weeks in length, the number of hours per week doubles (3 cr. = 18 hours a week, 2 cr. = 12 hours per week, 1 cr. = 6 hours per week).

The research practicum may be split between different faculty if the faculty and student have made this arrangement. SPLH 874 and SPLH 876 may include independent research projects or participation in on-going laboratory activities. The student should contact a faculty member in the IEC with whom s/he would like to work. The faculty member and the student determine the goals and expectations of the research project. If students are interested in doing research with a non-IEC faculty, arrangements should be made for the non-IEC mentor to co-mentor with an IEC mentor. Typically the student would enroll in a section of SPLH 874 with the non-IEC faculty having 90% responsibility and IEC faculty having 10% responsibility.

A. Research-related Coursework Approved for the MA SLP Research Requirement

The goal of the Master's level research requirement is for *students to obtain a deeper knowledge of research methods as it applies to typical communication and/or communication disorders.* Students should have already taken SPLH 660 Research Methods or a similar course in their undergraduate studies as well as a statistics course. Thus, an introductory level course in Research Methods or an introductory course in statistics would not be acceptable as a course to qualify for the MA student's research requirement. Instead, courses that offer an in depth study of a particular type of statistical method, such as a course on single-subject design or clinical trials would be examples of acceptable course work. Courses that may be taken to meet the MA SLP research requirement are:
  ABSC 735: Within Subjects Research Methodology and Direct Observation (3 cr.)
  PSYC 816: Design and Analysis for Neuroimaging Research (3 cr.)
  PSYC 879: Applied Nonparametric Statistical Methods (4 cr.)
  SOC 814: Health Services Research: Epidemiology, Evaluation, & Survey Methods (3 cr.)
  NRSG 802: Methods for Qualitative Research (3 cr.)
  NRSG 804: Interpreting Research for Applied Science (3 cr.)
  BIOS 725: Applied Nonparametric Statistics (3 cr.)
  BIOS 825: Nonparametric Methods (3 cr.)
  SLPD 801 Evidence Based Practices in Speech-Language Pathology (by permission of instructor)

It should be noted that many of the courses listed may require instructor approval for enrollment, thus, the student should plan to contact the instructor well in advance of enrollment. Students may petition to take a course other than those listed, if they think it meets the goal for the research requirement. The petition should be submitted to the MA-SLP Committee *prior to* actually performing the research activities. The MA-SLP Coordinator will request that two MA-SLP Committee members review each petition on an individual basis. A decision will be made within one month of receiving the petition.

B. Policy for Research Activities Conducted by Graduate Research Assistant to Count as Part of the MA-SLP Research Requirement

A graduate research assistant may petition the MA Advising Committee to count a portion of their research experiences toward their research requirement. The student and his/her director of the research project should petition (in writing) to the MA Advising Committee. The petition should be signed by the student and director of the research project. It should be submitted within the first 4 weeks of the semester in which

you are performing the research activities. Petitions should be submitted for each semester of experience. The MA Advising Committee will respond within one month of receiving the petition.

The request should contain the following information:
- Describe the research project and what research activities the student will conduct.
- Estimate the number of hours that could be accrued with each of the research activities.
- Describe how feedback is provided to students regarding performance of research activities.

Petitions are evaluated based on depth and breadth of experience. If a student's experience is comprehensive in regards to the research process and shows they have obtained competencies across multiple areas, credit may be given for 1 credit hour for each semester up to the 3 credit maximum. Students receiving research experience credit will still need to meet total credit hour requirements.

VIII. HUMAN EXPERIMENTATION

The University requires that any research to be undertaken with human subjects must be approved first by the Human Subjects Committee Lawrence Campus (HSC-L), or the Human Subjects Committee KUMC Campus (HSC-KUMC). Students doing research under a faculty member on the Lawrence campus must file a request for approval with the Lawrence Committee. Those working under a faculty member on the Kansas City campus must file with the Medical Center Committee. No research can be started without the HSC approval. Forms should be submitted several weeks prior to the planned initiation of the research. Your advisor will help with these requirements.

IX. CONTINUOUS ENROLLMENT

A. The intent of the MA-SLP program is that it be completed at a pace of a full-time student; however, some students may need to change from full-time to part-time due to a variety of circumstances. Part-time status is defined as less than 9 credit hours per semester. A student who wants to move from full-time to part-time status should meet with his/her advisor to discuss the possible change in status. The student should complete a petition that includes a plan of study and a reason for part-time status, which will be reviewed by the Advising Committee for approval. Students are required to enroll in clinical practicum or field study each semester unless they petition the Clinical Committee for a semester free from clinical activities due to part-time status or other extenuating circumstances

B. A student's enrollment in coursework, clinical practicum or research should reflect, as accurately as possible, the amount of faculty time and university facilities being used. Faculty time includes time spent in consultation and advising as well as classroom teaching and clinical or research supervision. University facilities include clinical and laboratory spaces, computers and other equipment.

C. A graduate student who has completed all required coursework and clinical practica, but continues to work on a research project for the thesis should be enrolled in thesis, independent study, or investigation and conference hours appropriate to the use of faculty time and university facilities. Such enrollment should continue until two bound copies of the thesis are delivered to the department.

D. It is required that the student be enrolled in the program during the semester in which the final examination (see section XII) and thesis defense (see section XIII) are taken.

X. CLINICAL PRACTICUM

The IPCD maintains record of student contact hours on Calipso, an electronic database. Documentation of all previous (non-KU) practicum and observation hours with supervisor signature must be on file. All hours required by ASHA, with the appropriate distributions, must be completed before graduation. (See Appendices E and N).

The minimum requirement for clinic enrollment in the first year fall and/or spring semester is to be 3 credit hours and at least one credit hour in the summer term. A minimum of three terms of enrollment and 7 hours of credit must be completed prior to enrolling in SPLH 866 (Field Study).

If a student receives a grade of C+ or lower in a clinic enrollment, a clinic remediation plan will be created. If this occurs in the semester prior to field study enrollment, the student will not be eligible for field study. Clinical Faculty and Clinical Directors will work with the student to create a remediation plan describing the steps required for the student to become eligible for field study. Advisors and Field Study Coordinators should be notified of alternate plans.

XI. PORTFOLIO, FORMATIVE AND SUMMATIVE ASSESSMENTS

A **mandatory** portfolio orientation meeting will be held in the fall, the first semester for all incoming graduate students. Note that forms and instructions related to portfolios can be found at the Master's Program MA SLP Blackboard site. Students will have access to this Blackboard site after the first portfolio orientation.

All entering MA SLP students are required to maintain **an electronic portfolio** on the MA SLP Program Blackboard site to document their acquisition of knowledge and skills in diagnosing and treating communication disorders in at least 6 of the 9 content areas identified by ASHA (articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; AAC).

The portfolio will be formally reviewed by the student's academic advisor midway through the student's program (i.e., **formative assessment**) and will be formally reviewed by a committee of three faculty during the final semester of the student's program (i.e., **summative assessment**, see next section). This final committee review meets the KU requirement of a final general examination for an MA degree, and thus requires reporting to the University via a "progress to degree" form.

Following are the portfolio requirements for a student beginning the program in the Fall semester. Alternative scenarios for different program entry points appear at the end of this section. Students not following these standard degree plans need to complete an Alternative Portfolio Plan available at the MA SLP Program Blackboard site. The alternative plan must be created with the advisor and a copy should be archived in the student's departmental file.

1st Semester in Program (Fall)
Students must upload **one clinical artifact** and **two coursework artifacts** to their MA SLP Program Blackboard portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., comments, rubric, etc.).

2nd Semester in Program (Spring)

Students must upload **one clinical artifact** and **two coursework artifacts** to their MA SLP Program Blackboard portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Summer). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., comments, rubric, etc.).

At the end of the 2nd semester, students should have at least one artifact related to evaluation and one artifact related to treatment. In addition, the 6 total artifacts should relate to at least 3 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; AAC).

3rd Semester in Program (Summer): Mid-Program Review (Formative Assessment)

During the summer semester, the student must upload mid-program review materials to their MA SLP Program Blackboard portfolio. The mid-program review materials include:

(1) completed self-evaluation of her/his diagnostic **and** treatment skills using the IPCD rubrics (i.e., 2 separate rubrics);

(2) completed preliminary plan of action, setting her/his own goals for the second year of the program,

(3) share portfolio with advisor;

(4) prepare an artifact to present to your advisor using the summative assessment format (see below).

Once these materials have been completed and uploaded and the portfolio has been shared with the advisor, the student should contact the advisor via e-mail to set a meeting time for the mid-program review. **Any student who fails to complete and share his/her portfolio AND e-mail his/her advisor for a mid-program review appointment by the end of the fourth week of class will be referred to the Advising Committee for disciplinary action.**

Prior to the meeting, the advisor will review the portfolio, the self-evaluation, and plan. During the formative review meeting, the advisor will help the student further develop the plan for the remainder of the student's program. In addition, the student will prepare a powerpoint presentation for one artifact and entertain questions form the advisor similar to the summative assessment. This will serve as practice for the summative exam. The advisor will provide feedback about the presentation and response to questions to help the student identify areas of focus for the coming year. This is considered the "official" formative assessment. The advisor and student will sign the plan, the student will upload to his/her MA SLP Program Blackboard portfolio and the advisor will place an electronic copy in the student's departmental file. **The mid-program review must be completed by the last day of class for the semester.**

Students must upload **one clinical artifact** and **one coursework artifact** to their MA SLP Program Blackboard portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Fall). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., comments, rubric, etc.).

4th Semester in Program (Fall)

Students must upload **one clinical artifact** and **two coursework artifacts** to their MA SLP Program Blackboard portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., comments, rubric, etc.).

5th and Final Semester in Program (Spring): Summative Assessment
No new artifacts are required for this semester. By this semester, students should have at least two artifacts related to evaluation and two artifacts related to treatment. In addition, the 11 total artifacts should relate to at least 6 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; AAC). Refer to next section for details of the Summative Assessment.

NOTE: Coursework artifacts must be taken from different courses. That is, the two coursework artifacts in a given semester can NOT be from the same course. In addition, research practica, thesis projects, and independent studies are considered coursework.

NOTE: Students have the option of substituting an "outside" artifact (e.g., an artifact from a research, training, volunteer, etc. experience) for ONE of the 11 artifacts described above.

NOTE: The knowledge area identified for a given artifact should be specific to the artifact. For example, some courses are listed in multiple knowledge areas, if the artifact only relates to one of those areas, then the ONE knowledge area is what should be identified on the portfolio. Similarly, some courses are not listed in a knowledge area (e.g., Professional Issues, Multicultural Issues). However, artifacts can be used from these courses. If the artifact relates to one (or more) of the knowledge areas, then that area should be identified (e.g., an artifact on multicultural issues in language assessment would be identified as receptive/expressive language). If the artifact does not relate to a knowledge area, then the knowledge area would just be "foundations."

Guidelines for Clinical Artifacts:

Calipso student evaluation forms should be used as instructor feedback for all clinical sites and placements.

A. Lawrence Clinical Practicum
Clinical artifacts from experiences from the Schiefelbusch Clinic on the Lawrence campus *may not* **include any actual client reports** even if de-identified. Acceptable artifacts include:
1. Session/assessment plans with no identifying data.
2. Support materials that contain no identifying information.
3. Samples of work that are not official clinic documents.

All artifacts should be approved by the student's clinical faculty mentor.

B. KUMC Clinical Practicum
Documents from your clinical practicum experience at KUMC are eligible to be uploaded as portfolio artifacts under one (or more) of the following conditions:

1. Client evaluation, and/or treatment and discharge summaries may be used as artifacts
   a. Student must de-identify **all** patient information within the report (i.e., no names, no KUMC number, no address, no specific school names, etc.)
   b. Student's supervisor reviews de-identified artifact to make sure all identifying information has been removed.
   c. Student must upload a first or second draft (with supervisor comments); not the final report.
2. Student lesson plans may be used as artifacts.

a. Student may use lesson plans if the client attended therapy long enough during the semester for the student to submit three lesson plans showing student growth (i.e., first lesson plan, one from the middle of the intervention and final lesson plan).
b. Uploaded lessons must have supervisor comments written on them, or attached.
3. Therapy support materials may be used as artifacts.
a. Unique therapy support materials may be appropriate artifacts. They should demonstrate clinician creativity and problem-solving.
b. Student is responsible for de-identifying any selected materials.
c. Student's supervisor agrees that client de-identifying information has been removed.
d. Student included a one-page summary to provide some context as to what it is and why it is being included.
4. Student clinical skills assessment may be used as artifact.
a. The clinical skills assessment form (containing mid-term and final evaluative comments from the supervisor) may be uploaded as a clinical artifact.
b. Student and supervisor make sure that document does not have client-specific information included.

C. Field Study (all sites)

Because field study sites are not uniform in HIPPA requirements (i.e., whether de-identified patient reports or lesson plans can be shared) **no student or patient clinical documentation from a field study** site is acceptable as a clinical artifact.

Items from a field study placement that are appropriate clinical artifacts include the following:
1. Student presentation (assigned by the site) of relevant disorder information. For example, a pediatric site requires the student to present on treatment methodologies for Developmental Apraxia of Speech; or an adult site requires a presentation on swallowing interventions for head & neck cancer patients. The presentation must be evaluated by the field study supervisor (see Appendix P). Both documents must be uploaded.
2. Student-created materials for the field study site (e.g., visual schedules, treatment notebook, data collection system, etc.). **Materials must be de-identified.** The material must be evaluated by the field study supervisor (see Appendix P). Both documents must be uploaded.

Alternative Portfolio Schedules

The above set of guidelines is based on a "standard" program with entry in the fall semester, a clinical placement every semester, and approximately 4 courses completed every semester (except summer). Students who do not follow this "standard" program (e.g., start in summer or spring semester; delay start of clinical work, etc.) will require some adjustment to the schedule outlined above. Some potential options for different program start dates are as follows.

Summer Start* (6 semester program)	Summer Start** (5 semester program)	Spring Start (6 semester program)	Spring Start (5 semester program)
Summer 1 = 1 clinical OR 1 coursework	Summer 1 = 1 clinical + 1 coursework	Spring 1 = 1 clinical + 2 coursework	Spring 1 = 1 clinical + 2 coursework
Fall 1 = 1 clinical + 2 coursework	Fall 1 = 1 clinical + 2 coursework	Summer 1 = 1 clinical OR 1 coursework	Summer 1 = 1 clinical + 1 coursework
Spring 1 = 1 clinical + 2 coursework	Spring 1 = *Mid-program evaluation*; 1 clinical + 2 coursework	Fall 1 = 1 clinical + 2 coursework	Fall 1 = *Mid-program evaluation*; 1 clinical + 2 coursework
Summer 2 = *Mid-program evaluation*; 1 clinical OR 1 coursework	Summer 2 = 1 clinical + 1 coursework	Spring 2 = *Mid-program evaluation*; 1 clinical + 2 coursework	Spring 2 = 1 clinical + 2 coursework
Fall 2 = 1 clinical + 2 coursework	Fall 2 = 1 coursework (1st 8 weeks)	Summer 2 = 1 clinical OR 1 coursework	Summer 2 = *final exam*
Spring 2 = *final exam*	*final exam* (2nd 8 wks)**	Fall 2 = *final exam*	
Total Portfolio: 4 clinical + 7 coursework	**Total Portfolio: 4 clinical + 7 coursework**	**Total Portfolio: 4 clinical + 7 coursework**	**Total Portfolio: 4 clinical + 7 coursework**

*Summer Start (6 semester program) alternative: could archive 0 artifacts during first summer and then follow the original schedule for a Fall Start.

**Summer Start (5 semester program) alternative: Clinical and coursework artifacts for Summer 2 and Fall 2 could be re-arranged depending on plan for field study (i.e., 2 coursework artifacts in Summer 2 and 1 clinical artifact in Fall 2 (1st 8 weeks) OR 1 clinical artifact in Summer 2 and 2 coursework artifacts in Fall 2 (1st 8 weeks)).

Alternatives to any of the schedules listed to this point are possible. However, **ANY** alternative schedule should be outlined with the advisor on the Alternative Portfolio Plan available at MA SLP Program Blackboard during the first semester of the student's program, with a copy of the schedule placed in the student's departmental file. The alternative plan must result in a final portfolio consisting of **4 clinical artifacts** and **7 coursework artifacts** for a **total of 11 artifacts**. Evaluation, treatment, and ASHA areas must be represented as outlined above. Mid-program and final evaluations must be completed as outlined above. The timing of these evaluations should be similar as outlined above in terms of the number of artifacts available in the portfolio (i.e., mid-program evaluation should occur after 2 clinical and ~4 coursework artifacts have been archived in the portfolio; final evaluation should occur after all required artifacts have been archived in the portfolio).

Graduate courses taken as a non-degree seeking student: Graduate courses taken as a non-degree seeking student can contribute to a student's knowledge and skills. For this reason, artifacts from relevant SPLH graduate courses taken as a non-degree seeking student can be included in the portfolio, with approval from the advisor. In such cases, the student will need to complete an alternative portfolio plan showing the use of artifacts from courses taken as a non-degree seeking student and those taken as a degree-seeking student. Likewise, the portfolio template may need to be modified to appropriately accommodate non-degree seeking students (i.e., a non-degree seeking semester will need to be added to the template). Only a limited number of artifacts should be taken from the non-degree seeking semester.

Because of the pivotal role that advisors will play in monitoring the student's program progress via the portfolio, any request to change advisors should occur as early as possible in the student's program, ideally before the mid-program portfolio review. The student's advisor serves as the primary source of information and advice for the portfolio, formative assessment, and summative assessment. Thus, any

changes to a student's portfolio plan, assessment plan, graduation date, or plan of study must be reviewed with and approved by the student's advisor. The plan of study provides a space for documenting the portfolio and assessment plan (when a standard plan is followed) or to indicate that an alternative plan has been formulated. This document must be kept up-to-date. Failure to consult with your advisor on changes to your portfolio or assessment plans could have consequences for on-time graduation. When available, the program GTA can assist students with implementation issues (e.g., uploading artifacts, modifying the portfolio template) but the GTA does not have the authority to approve changes to the student's portfolio plan. GTA contact information is posted on the MA SLP Program Blackboard site.

XII. SUMMATIVE ASSESSMENT
(Additional forms and instructions can be found at the MA SLP Program Blackboard site.)

The final examination (i.e., summative assessment) will occur during the final semester of enrollment. Students will receive an e-mail in the preceding semester asking them to register for the final exam in the following semester (e.g., students graduating in spring will respond to an e-mail in the fall to register for the spring exam). **Failure to register for the exam by the stated deadline may delay graduation!**

Be sure that the Departmental Personnel always have your updated e-mail address to ensure that you do not miss important announcements and reminders. Final exams are only administered on certain dates each semester. **ALL students will take the exam on the scheduled date. There will be no opportunities for re-scheduling!**

Once students have registered for exams, faculty will be grouped into exam committees consisting of three faculty. Students will be assigned to the committee that includes his/her academic advisor and randomly assigned to a 45-minute exam slot. The advisor will serve as the chair of the final exam committee for each student. Specific exam times and committee composition will be e-mailed to each student. The exam schedule also will be posted on the MA SLP Blackboard site. Exams are open, meaning that any student in the program may attend the exam as an observer.

At least 2 weeks before the scheduled final examination, the student must upload final program review materials to their MA SLP Program Blackboard portfolio. The final program review materials include: (1) completed self-evaluation of her/his diagnostic **and** treatment skills using the IPCD rubrics (i.e., 2 separate rubrics); (2) completed preliminary plan of action, setting her/his own goals for continuing education activities post-graduation; (3) up-to-date plan of study; (4) share portfolio with advisor. An e-mail should be sent to the advisor as soon as this step has been completed. The advisor will review these materials in detail. **Failure to complete these steps at least 2 weeks before the scheduled final examination will result in cancellation of the exam, potentially delaying graduation.**

The student also will prepare an **electronic archive** of his/her portfolio. The student should store a copy of every artifact and artifact description sheet on a USB flashdrive and all program review materials. In addition, the student should print their MA SLP Program Blackboard Portfolio summary sheets (this will just show the documents that should be on the flashdrive). The flashdrive and printed portfolio **must** be brought to the final examination. **Failure to bring these materials to the final exam will result in cancellation of the exam, potentially delaying graduation.**

The student will then prepare a **presentation** of his/her portfolio for the final exam. During the final exam, the student will present **1 clinical artifact** and **2 coursework artifacts**. Each artifact should be

from a **different** ASHA area (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; AAC). At least one artifact should demonstrate diagnostic skills and at least one artifact should demonstrate treatment skills. An "outside" artifact can be used with mentor and advisor approval. The outside artifact must have an ASHA area assigned and approved by the advisor and will count as a coursework artifact.

The student should determine the order of presentation of each artifact prior to the exam. The student will have **two minutes** to introduce the first artifact. This introduction should include (1) a description of the artifact; (2) foundational knowledge demonstrated in the artifact; (3) application and use demonstrated in the artifact; (4) analytical processes demonstrated in the artifact. Follow additional instructions and tips available at MA SLP Program Blackboard site. The student may refer to notes to guide his/her presentation but the presentation should NOT be read. The committee will then have **eight minutes** to ask questions about the artifact. This cycle of two minute student presentation and eight minute committee questioning will be followed for the second and third artifacts. All time limits will be **strictly** enforced so students should plan presentations accordingly. After all three artifacts have been examined, the student will be excused from the exam so that the committee can discuss the student's performance and generate a consensus rating on the exam rubric (~10 minutes) and a final score of Pass or Fail.

In the event of a final score of Pass, the committee will then reconvene with the student to discuss the student's strengths and weaknesses as well as provide suggestions for continuing education activities during the CFY (~5 minutes). These suggestions will be noted on the final action plan. A copy of the action plan will be given to the student and the original, along with the portfolio flashdrive and the completed final exam rubric, will be placed in the student's departmental file. At the conclusion of the exam, the progress to degree form will be completed and submitted to the university to report the outcome of the 45-minute exam.

In the event of a final score of Fail, the committee will reconvene with the student to discuss the student's strengths and weaknesses and a plan for a second attempt at the exam. If the student scored in the Unacceptable category on the **communications element** of the rubric, the second exam **must** include an oral component (and could also include a written component). If the student scores in the Acceptable or Outstanding category on communication, then it will be at the discretion of the committee to decide whether the second exam should include a written component, an oral component, or both. Of the remaining three elements of the rubric, if the student scored **Unacceptable for only one element**, then the student will be required to **revise his/her first exam**. This means that the second exam will focus on all or a subset of the artifacts from the first exam. The details of the revision will be determined by the exam committee and the original exam committee will judge the revision. The committee, with the student, will complete a Plan for Second Attempt Final Exam form (available at MA SLP Program Blackboard site, detailing the requirements and timeline for the second exam.

If the student scored **Unacceptable for two or three elements**, then the student will be required to complete **a new exam**. This means that the entire exam will be repeated with **new artifacts**. The timeline for the new exam will be outlined by the committee with the student, using the Plan for Second Attempt Final Exam form (available at the MA SLP Program Blackboard site). The second exam will again be judged by the same committee with the addition of a representative from the department's administration (e.g., Chair, Associate Chair, Curriculum Committee Chair, or Graduate School Representative). At the conclusion of the exam, the Plan for Second Attempt Final Exam, the final exam rubric, portfolio flashdrive, and action plan will be saved in a temporary file which will be used at the

Second Attempt Exam. Note that the action plan will be completed when the student passes the second attempt at the final exam.

Note that either of the above scenarios (revision or new exam required) will be reported as a failure on the progress to degree form and the second attempt final exam will need to follow all rules and procedures for scheduling final exams, INCLUDING deadlines for exam completion. Deadlines for final exams are available under the graduate calendar from this page: http://www.kumc.edu/academic-affairs/graduate-studies/calendars.html. These typically correspond a week before classes end in all semesters.

In accordance with handbook policy, and to preserve the student's academic record, students who fail the first summative exam attempt are not placed on academic probation. However, if the second summative exam attempt also results in failure, the department will consider the student as making unsatisfactory progress and unable to continue in the program. At that time, the student can either voluntarily withdraw from the program or the department can elect to dismiss them.

To avoid the voluntary withdrawal or dismissal of a student, the committee may recommend a student postpone their second attempt until the following term, often during the following summer term. However, if a student wishes to proceed against their committee's recommendation and fails the second attempt, the student is subject to dismissal.

A de-identified copy of the portfolio print-out, final action plan, and final exam rubric also will be placed in a file for the SLP Curriculum Committee. Data from these items will be summarized and discussed annually by the SLP Curriculum Committee, typically at the first fall meeting of the IEC.

Observation: 1st year MA SLP students will be allowed to attend the Summative Assessments for the 2nd year MA SLP students. This observation experience may help 1st year MA SLP students get an idea of the format of the summative assessment. An e-mail will be sent to 1st year MA SLP students approximately 1.5 months before the summative exam dates (which usually occur mid-semester). Observers will have to reply to the e-mail to register to observe MA SLP Exams. Those who register will receive a follow-up e-mail detailing their observation schedule. **ADVANCED REGISTRATION IS REQUIRED FOR OBSERVATION**. Registration is required so that each exam is limited to a maximum of 3 observers, with 1 to 2 observers being preferred. Each committee will have a list of registered observers and only those on the list will be allowed to attend the exam. **Observers must read the observation instructions before they come to the exam**. The observation instructions are available at the MA SLP Program Blackboard site.

XIII. ADDITIONAL REQUIREMENTS FOR STUDENTS COMPLETING A THESIS

Prior to initiation of the primary thesis research, the student will present a prospectus of the thesis study to a committee of at least three faculty members (including the thesis advisor who serves as chair), at least two of which must be members of the IEC. The role of the Prospectus Committee will be to evaluate the study and provide constructive feedback. Following completion of the thesis, the Committee will reconvene as the Oral Examination Committee, along with the student's program advisor.

Students completing a thesis will follow the general formative and summative exam guidelines detailed above. Artifacts from the thesis can be included in the portfolio and typically would count as coursework artifacts. The only departure from the above guidelines for thesis students is in the scheduling and content of the final examination. Thesis students will choose a three person committee

based on the content of the thesis and will schedule the final examination at a mutually agreeable time (i.e., outside of the pre-scheduled final exam dates for non-thesis students). This examination will likely be much longer than 45-minutes. The bulk of the thesis final examination will be devoted to presentation and defense of the thesis. Thus, students should be prepared to answer questions related to the thesis. However, the student should still prepare to present **1 clinical and 1 non-thesis coursework artifact** from his/her portfolio following the guidelines above (i.e., 2 minute presentation and 8 minutes of questions for each artifact). The committee will still judge the student's performance on the portfolio section of the exam using the final exam rubric and will still complete an action plan for the student. Majority vote of the Committee will determine Satisfactory or Unsatisfactory performance. The vote will be based primarily on the oral defense of the thesis and the oral presentation of the portfolio artifacts. In the event of satisfactory performance, the thesis committee will further determine whether a designation of Honors is appropriate through an anonymous and unanimous vote of the committee. In the event of an unsatisfactory performance, the Committee will decide whether the student should be allowed to repeat the examination and plan appropriately. After the defense is completed, the program advisor shall sign the progress to degree form and get it to the Department Administrative Assistant to forward first to College Office of Graduate Affairs (www.coga.ku.edu) and then on to Graduate Studies.

APPENDIX A

MA SLP ADVISING CHECKLIST / PLAN OF STUDY

Student_____   Advisor _____

Career Goals _____

Experiences for Breadth

	Course #	Title	Credits	Semester	Notes
Year 1	SPLH 860	Evaluation	2	_____	_____
Year 1	SPLH 862	Clinical Processes	1	_____	_____
Year 1	SPLH 862	Clinical Processes	1	_____	_____
Year 1	SPLH 864	Clinical Practice	3	_____	_____
Year 1	SPLH 864	Clinical Practice	3	_____	_____
Year 1	SPLH 864	Clinical Practice	1	_____	_____
E1	_____		2	_____	_____
E2	_____		2	_____	_____
E3	_____		2	_____	_____
E4	_____		2	_____	_____
E5	_____		2	_____	_____
E6	_____		2	_____	_____
E7	_____		2	_____	_____
E8	_____		2	_____	_____
Year 1	SPLH 888	Multicultural 1	1	_____	_____
Year 2	SPLH 889	Multicultural 2	1	_____	_____
Year 2	SPLH 868	Prosem 1	1	_____	_____
Year 2	SPLH 868	Prosem 2	1	_____	_____
Research			3	_____	_____

Experiences for Depth

		Credits	Semester	Notes
SPLH 866	Field Study	5	_____	_____
Clinic		1-5	_____	_____
E1	_____	2*	_____	_____
E2	_____	2*	_____	_____
E3	_____	2*	_____	_____

*Need 6 credits total. Courses could be outside SPLH so may not be 2 credits. Could include independent study, additional research activities/thesis hours, etc.

ASHA Areas

☐	Articulation/Phonology	☐	Fluency
☐	Phonation/Resonance	☐	Swallowing/Feeding
☐	Language	☐	Social
☐	AAC	☐	Cognition

ASHA Certification Requirements		Prerequisite Coursework if needed	
☐	Research Methods (SPLH 660)	☐	Physics of Speech (SPLH 120)
☐	Physical Science (physics or chemistry)	☐	Principles of Speech Science (SPLH 462)
☐	Biological Science	☐	Principles of Hearing Science (SPLH 463)
☐	Social/Behavioral Science	☐	Fundamentals of Clinical Phonetics (SPLH 465 online)
☐	Statistics	☐	Language Sample Analysis (SPLH 565-online summer)
☐	Audiology and Aural Rehab (SPLH 568 or 668)	☐	Language Development (SPLH 566 online summer)
☐	25 hours observation	☐	Intro to Speech-Language Pathology (SPLH 571)

Form version: 4/15/19

On line link to this form is available at the MA SLP Program Blackboard site.

Appendix B- ASHA Knowledge and Skill Standards

To meet ASHA Certification Standards, students must demonstrate knowledge and skill in the nine ASHA areas across the following program goals: understanding basic concepts, terminology and theory; developing an assessment plan; analyzing and integrating assessment findings; determining the presence of a disorder and related factors; and developing a treatment plan based on available evidence.

To complete the ASHA Knowledge Standards Grid below are your options for electives. You can choose to take either one primary course or 2 secondary courses for each of the ASHA areas.

Area	Option 1 (take 1 of these)	Option 2 (take 2 of these)
Artic/Phonology	820 Dev Phonological Dis	822 Dysarthria/Apraxia 864 Clinical Practices
Phonation/Resonance	826 Phonatory	822 Dysarthria/Apraxia 864 Clinical Practices
Language	840 Language Dis: Infant Toddler 842 Language Dis: Preschool 844 Language Dis: School Age 846 Language Dis: Adults	764/830 Communication in Autism 764M/834 AAC and Literacy 848 Language Dis of Spec Pops 854 Reading Disorders 864 Clinical Practices
AAC	852 Intro to AAC 764L/838 AAC in Schools	853 AAC and Adult Acquired Dis 764M/834 AAC and Literacy 864 Clinical Practices
Fluency	824 Fluency	
Swallowing/Feeding	832 Dysphagia	
Social		764/830 Communication in Autism 840 Lang Dis: Infant and Toddlers 842 Language Dis: Preschool 844 Language Dis: School Age 848 Language Dis Spec Pops 850 Closed Head Injury 864 Clinical Practices
Cognition	850 Closed Head Injury	854 Reading Disorders 844 Lang Dis: School Age 864 Clinical Practices

864 Clinical Practices: Clinical experience can count as a primary or secondary experience in any of the areas. For a primary experience you must have 30 + clinical hours in a single semester/experience across 2 or more clients. For a secondary experience you must have 15+ clinical hours in a single semester/experience. Clinical experience must be across program goals: basic concepts, developing an assessment plan, analyzing and interpreting findings, and developing treatment plan. To use clinical practice as a primary or secondary experience, you must complete the form found on Blackboard with clinical faculty signature.

Additional standards:
Standards of Ethical Conduct, Professional Issues, and Licensure & Certification met by taking 868 Professional Issues I and II

APPENDIX C

SPEECH-LANGUAGE PATHOLOGY GENERAL COURSE SCHEDULE

Fall			Spring		
First 8 Weeks		**Days**	**First 8 Weeks**		**Days**
826	Phonatory Disorders	W	840	Lang Disorders Infants/Toddlers	intersession
860	Evaluation of Speech & Language * First semester	W	822	Dysarthria/Apraxia (hybrid)	W
852	AAC (hybrid)	R	853	AAC in Adults with Acquired Dis (hybrid)	R
Second 8 Weeks			**Second 8 Weeks**		
854	Reading Disorders	MW	832	Dysphagia	W
850	Closed Head Injuries & Dementia	MW	764/834	AAC and Literacy (online and 2 meetings)	Online
764/836	AAC in Schools (hybrid)	R	844	Lang Disorders School Aged	W
842	Language Disorders Preschool	TR	820	Dev Phonological Disorders (hybrid)	R
			848	Lang Disorders in Special Pops (hybrid)	R
16 Weeks			**16 Weeks**		
660	Research Methods	TR	660	Research Methods	TR
668	Aural Rehab	TR	668	Aural Rehab	MW
888	Multicultural Considerations I (Year 1)	M e/o week	889	Multicultural Considerations II (Year 1)	M e/o week
764P	AAC Technology Lab	By appt.	764B	Advocacy & Leadership (2020)	M
			764P	AAC Technology Lab	By appt.
			716	Speech Perception	W
Offered Both Fall and Spring			**Summer Courses**		
862	Clinical Processes: 2 sections; 1 at each campus	W-KUMC F-LAW	824	Fluency Disorders	TR
864	Advanced Clinical Practice in SLP 2 sections; 1 at each campus		846	Language Disorders Adults	MW
866	Field Study in SLP (2nd year)		764D	Culturally Responsive Literacy Instruction	Online & R
868	Professional Seminar (2nd year)		764P	AAC Technology Lab	By appt.
874	Research Practicum (non-thesis option)		764Q	AAC: Issues and Research	By appt.
899	Thesis				
876	Neurodegenerative Disease- Heidrick				
764/830	Communication in Autism	Online			
876	Independent Study				

NOTES:

Typically, MW courses meet in Kansas City and TR courses meet in Lawrence.

If Aural Rehab is needed, it is recommended you take the fall course due to clinic conflict in the spring.

840 Infants and Toddlers meets the week before spring classes (M-F)

Students may also consider SLPD 801- Evidence Based Practices in Communication Disorders

APPENDIX D

GUIDELINES FOR PETITIONING INTERCAMPUS ADVISING COMMITTEE

The Intercampus Advising Committee reviews all requests for modification of <u>academic course requirements</u>. To request a modification, a student needs to complete a petition with the aid of her/his advisor.

I. TIMING OF PETITION REQUESTS

Petitions are evaluated as they are received by the IAC. Advisors may submit petitions at any time. The IAC usually makes decisions on petitions within 2 weeks of submission, but students should allow 1 month before expecting a resolution.

II. PETITION PROCESS

A. Fulfillment of undergraduate requirements

Students who have completed an undergraduate degree in a Speech, Language, Hearing program typically have fulfilled all undergraduate requirements. However, there are several areas that need to be evaluated if the undergraduate degree was not from KU: statistics, research methods, a physical science course and audiological assessment and rehabilitation. If any of these courses are absent from the undergraduate record, the courses must be completed during the graduate program. Typically, these courses are <u>in addition to </u>the graduate requirements. The only exception occurs when a student has completed coursework at the undergraduate level that would normally be completed at the graduate level. In this case, an undergraduate course can be substituted for a graduate program requirement. This will be determined by the Advising Committee.

Students who have not completed an undergraduate degree in a Speech, Language, Hearing program will have their full coursework reviewed to assess whether any courses are absent from the undergraduate record. Again, these courses must be completed during the graduate program and are <u>in addition to </u>the graduate requirements.

Appendix I contains a list of expected undergraduate courses and their description.

1. Process of documenting completion of undergraduate requirements:
   - Student and advisor review undergraduate transcript.
   - Advisor approves obvious equivalencies (i.e., student completed a psychology course entitled "Research Methods") and notes obvious deficiencies (i.e., student did not complete any course related to statistics). Deficiencies are added to the plan of study.
   - When the equivalency is unclear, student petitions the Advising Committee using the form in Section D (below).

B. Documenting knowledge and skills (Appendix B grid) from undergraduate courses

Most undergraduate programs focus on normal processes and development, leaving in-depth instruction in clinical methods and specific communication disorders for graduate programs. Thus, the expectation is that students entering the program will have had only broad preliminary exposure to clinical methods and specific communication disorders. In the event that a student has completed in-depth instruction in clinical methods and/or specific communication disorders at the undergraduate level, the student may petition the Advising Committee to determine whether the undergraduate course counts as a primary or secondary experience in a particular knowledge area (see Appendix B). Experience at the undergraduate level typically **does not reduce** the graduate program requirements, but rather allows the student flexibility in selecting courses to meet the required basic and advanced electives.

Process for evaluating knowledge and skills from undergraduate courses:
- Student and advisor review undergraduate transcript, identifying courses that involve in-depth instruction in clinical methods and/or specific communication disorders.
- Student petitions the Advising Committee using the form in Section D (below).

C. All other requests

Sections A & B (above) describe the typical types of requests submitted to the Advising Committee. Any other requests for modification of academic course requirements also should be submitted to the Advising Committee using the form in Section D (below). In the rare event that the form does not sufficiently capture the student's request, the student can submit a letter to the Advising Committee Chairperson that includes the following information:

1. Information about your request:
   - What it is that you are requesting to do.
   - Why you are requesting it.
   - When and where the variation will take place.
   - What you have done to investigate the possibility that your request can be arranged.

2. Information about you:
   - How many courses have you taken (project through current semester and provide documentation)?
   - Distribution of knowledge and skills (i.e., a completed Knowledge Standards Grid).
   - What is your GPA?
   - How many clinic hours do you have (provide documentation)?
   - What courses and clinics do you plan to take and when?

3. A statement from your advisor which indicates that you have met with him/her and discussed this request. The statement should indicate that you will meet all program requirements if the request is granted.

D. Form for Petitioning Advising Committee

To request evaluation of course equivalency, please complete this petition with the aid of your advisor and ***have your advisor sign and submit it electronically to the Chair of the IAC***. Scanned or hard copies of additional materials documenting course content (e.g., course syllabi) should be submitted by the student to the Chair of the IAC at the time of the advisor submission.

1. Student name and KU ID:

2. Name, number, and instructor/expert of the relevant KU course/knowledge area:

    Course/Knowledge 1:

    Course/Knowledge 2:

    Course/Knowledge 3:

3. University (or other offering unit), course name and number (or other description of the experience), course level (i.e., undergraduate or graduate), semester, instructor, and grade (if course/experience already completed) of the class(es)/experience(s) you propose are equivalent:

    Course/Experience 1:

    Course/Experience 2:

    Course/Experience 3:

4. Have you submitted additional support materials (e.g., course descriptions, syllabi, conference materials) to the IAC Chair? (Yes or No):

5. Signature of your academic advisor indicating approval, in principle, of this request:

Advising Committee Decision:

Online link to this form on the bottom of this page: http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml noted as: Form for Petitioning Advising Committee

NOTE: **Underachieve** courses CAN be counted as demonstrating Knowledge & Skills for ASHA certification but can NOT be counted towards the minimum number of credits needed for an MA degree. **Graduate** courses CAN be counted as demonstrating Knowledge & Skills for ASHA certification and MAY or MAY NOT be counted towards the minimum number of credits needed for an MA degree. IF the course was taken as an UNDERGRADUATE student, the course can NOT count towards the minimum number of credits needed for an MA degree. IF a student received a B or higher in a graduate level course not taken as a requirement for a degree at a regionally accredited graduate school (e.g., a course taken as a non-degree seeking GRADUATE student), AND the course is approved by the Program, credit may be transferred to the student's KU graduate plan of study. Up to 6 graduate credits may be so transferred; up to 8 if the student's baccalaureate degree is from KU.

APPENDIX E

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Intercampus Program in Communicative Disorders
Requirements for ASHA Observation and Contact Hours
(effective 8/03)

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1. Clinical Contact Hours

    Students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation and 375 hours must be spent in direct client/patient contact.

    At least 325 of the 400 clock hours must be completed at the graduate level.
        Observation Hours:
            Students must complete 15 of 25 hours of clinical observation prior to participating in their first clinical practicum. The remaining 10 clinical observation hours may be obtained concurrently with clinical practicum participation.
        Distribution of Hours:
            Students will obtain a minimum of 40 contact hours of speech-language evaluation. The hours must include assessment of children and adults and must represent experience in a minimum of 5 of the 9 areas designated by ASHA. Screening hours will not count toward the 40 hour minimum.

            Students will obtain a minimum of 100 contact hours of speech-language intervention. The hours must include intervention with children and adults and must represent experience in a minimum of 5 of the 9 areas designated by ASHA.

    Students must have at least 150 graduate contact hours in KU-IPCD sponsored clinical activities prior to field study.

2. Supervision of Clinical Experiences

    Students must be supervised for at least 25% of each speech-language assessment.

    Students must be supervised for at least 25% of each client/patient's total intervention sessions.

    The amount of supervision will be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

3. Policy for counting Graduate Research Assistant hours toward ASHA contact hours

By working as a graduate research assistant, graduate students *may be asked* to participate in research experiences that incorporate speech-language assessment and/or treatment. The student may petition the Clinical Committee to request that a small portion of those hours be counted toward his/her ASHA contact hour requirements. The Clinical Committee will review each petition on an individual basis. Because ASHA mandates that students complete a breadth of clinical experiences, it is likely that only a small portion of research activities would be approved as contact hour experiences.

The student and his/her director of the research project should petition (in writing) for contact hour credit to the Clinical Committee. The petition should be submitted to the Clinical Committee *prior to* actually performing the activities. The Clinical Committee will respond within one month of receiving the petition.

The request should contain the following information.
- Description of the research project and what clinical opportunities occur (i.e., assessment or intervention and specific information about the protocol or procedures)
- Estimate the number of clinical hours that could be accrued in this setting
- Describe how assessment results are documented (i.e., is there a written report completed by the student?) and provide a sample
- Describe how treatment plans are documented (i.e., is there a written report completed by the student?) and provide a sample
- Describe **how** the student is being supervised (minimum requirements are 50% of evaluation and 25% of treatment) and by **whom** (provide ASHA number)
- Describe how feedback is provided to students regarding improvement of clinical performance
- Research advisor (and/or direct CCC's supervisor) agrees to sign ASHA contact hour form at the end of the experience (or each semester, as needed)
- Petition must be signed by both the student and the director of the research project

APPENDIX F

GUIDELINES FOR PETITIONING INTERCAMPUS CLINIC COMMITTEE

The Intercampus Clinic Committee reviews all requests for modification of <u>clinical requirements</u>. To request a modification, a student needs to complete a petition with the aid of her/his advisor.

I. PETITION DEADLINES -- GENERAL

    A. Petitions for requests that affect Fall semester are due by the end of the summer session (last day of summer classes).
    B. Petitions for requests that affect Spring semester are due by the end of the fall semester (last day of fall classes).
    C. Petitions for requests that affect Summer session are due by the end of the spring semester (last day of spring classes).

II. PETITION PROCESS -- GENERAL

A. The petition should take the form of a letter to the Clinical Committee Chairperson that includes the following information:

1. Information about your request:
   - What it is that you are requesting to do.
   - Why you are requesting it.
   - When and where the variation will take place.
   - What you have done to investigate the possibility that your request can be arranged.

2. Information about you:
   - How many total clock hours do you have (project through current semester and provide documentation)?
   - Distribution of current clock hours.
   - What is your GPA?
   - What courses have you taken (provide documentation)?
   - What courses do you plan to take and when?

3. A statement from your advisor which indicates that you have met with him/her and discussed this request. The statement should indicate that you will meet all program requirements if the request is granted.

III.　　PETITION PROCESS -- NON-APPROVED FIELD STUDY SITE

If a student wants to complete a Field Study experience at a site not previously approved they must submit a request in writing to the Clinical Committee. The request must be submitted at least 3 months in advance if it is in the Kansas City, Kansas, Lawrence, or Topeka area and at least 6 months in advance if the site is outside of Kansas.

The student will need to make contact with the site they are requesting, confirm that the site is interested in providing a Field Study experience and identify a certified speech-language pathologist that is willing to mentor them. The student should obtain a contact name and number so that the University Coordinator can speak with the site, provide a Field Study Site Application if the student has not already done so, and conduct a verbal site review.

The student's written request must contain the following information:

1. The site name and location;
2. The proposed Field Study Site Coordinator and/or Mentor's name and certification number;
3. Rationale for seeking an experience in a site not previously approved;
4. The type of experience that the student is seeking;
5. Why the requested site can provide that experience better than an available approved site;
6. A completed Field Study Application;
7. In the case of an out-of-area site, a plan for completing multi-cultural issues and proseminar also must be included;
7. A written recommendation from the student's academic advisor.

The Clinical Committee will only consider requests if the student had a grade of "A" in their most recent clinical practicum and that practicum must have been completed within the last calendar year.

APPENDIX G

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Clinical Opportunities at KUMC

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Please see brief descriptions of the specialty clinics available through SPLH 864 enrollment on the KUMC campus. Each clinic description includes *preferred (but not required) coursework* taken prior to, or concurrent to the assignment. However, we recognize that practicum opportunities may precede coursework. In those instances, our clinical faculty provide additional readings and supervisory support as needed, in order to ensure a positive learning experience for the student. Students may enroll in practicum on the KUMC campus *any semester* during their graduate program, including the first semester, pending space available. Please note that specialty clinic times/locations may vary from semester to semester, given the needs of the patient population and the other KUMC departments in which our faculty work.

Aphasia Group – This intervention group focuses on conversational skills for adults who are post-CVA. Students also stress teaching compensatory strategies for these individuals with communication disorders. It *typically* meets in the greater Kansas City community on the 1st and 3rd Mondays mornings of each month. Two student slots are available each term. Although not required, it is helpful if students have taken (or are taking concurrently) a course in adult language disorders. Areas covered on ASHA grid (Receptive/Expressive Language)

Community Living Opportunities (CLO) Diagnostic Clinic – This is a diagnostic clinic for adults with severe developmental disabilities. Students focus on assessing functional communication skills for these clients, and develop recommendations for their caregivers at home, at work, and in the community. Two student slots typically are available in the fall and spring, with two slots *possibly available* in the summer session. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes. Areas covered on the ASHA grid (Receptive/Expressive Language, AAC)

KUMC Adult Diagnostic Clinic – This clinic focuses on assessment of adult communication disorders. Assessments are individually scheduled to meet client, student and supervisor schedules. Two student slots are available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes, adult language disorders, closed head injury/dementia, and/or motor speech disorders. Areas covered on the ASHA grid (Receptive/Expressive Language, Cognition, Articulation/Phonology, AAC)

KUMC ALSA Clinic – This interdisciplinary clinic addresses the needs of the individual with ALS. Students in this clinic will focus on assessing interval changes in communication and swallowing, and recommending compensatory strategies. This clinic meets every Monday morning at the Center on Aging at KUMC. Two student slots are available each term. Although not required, it is helpful if students have taken (or are taking concurrently) a course in swallowing, a course in motor speech disorders, and/or a course on AAC. Areas covered on the ASHA grid (Swallow, AAC)

KUMC CARE Clinics – These interdisciplinary clinics address the initial diagnosis of autism and other behavioral/developmental diagnoses in children under the age of 5 years. This clinic meets from 8:00 to noon on Thursday mornings throughout the year. *Occasionally*, other CARE clinics are available for student participation; they are staffed by faculty in the Center for Child

Health and Development. One student slot per clinic per each 8 weeks is the maximum. Preferably, student schedules allow for participation across the entire semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes, a course in child language disorders and/or a course in autism. Areas covered on the ASHA grid (Social, AAC, Receptive/Expressive Language, Articulation/Phonology)

KUMC Cleft Palate Clinic – This interdisciplinary clinic addresses the communication and other related needs of children and adults with cleft lip/palates and other cranio-facial anomalies. It meets on the first Friday of the month from 7:00 am to 1:00 pm. Two student slots are available each semester. It is preferable that these students also be available to do the MARCII clinic (see below). Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes, resonance disorders, child language disorders and phonological disorders. Areas covered on the ASHA grid (Phonation/Resonance, Articulation/Phonology, Receptive/Expressive Language)

KUMC Developmental Clinic – This interdisciplinary clinic assesses the developmental status (health, behavior, communication, cognition, fine/gross motor development, and socialization) in children 0-3 years. It meets each Tuesday morning. One student slot is available each 8 weeks; although it is preferable if students can attend for an entire semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes, child language disorders and/or a course on autism. Areas covered on the ASHA grid (Social, AAC, Receptive/Expressive Language, Articulation/Phonology)

KUMC ENT Clinic – Students will participate in the assessment and treatment of phonatory and swallow disorders. This clinic primarily sees adult patients. One-two slots are available each semester **at the discretion of ENT staff**. Although not required, it is helpful if students have taken (or are taking concurrently) a course in phonatory disorders and dysphagia. Areas covered on the ASHA grid (Phonation/Resonance, Swallow, AAC)

KUMC Hearing & Speech Clinic – Students will participate in assessment/intervention sessions for pediatric and adult outpatients with communicative disorders. Pediatric outpatients primarily are scheduled on Mondays and Wednesdays (some variation will occur). Adult outpatients are seen at times that match patient, student and supervisor schedules. Most first and/or second semester graduate clinicians will see at least one outpatient for assessment/intervention each semester in addition to specialty clinic assignments. Areas covered on the ASHA grid (all except swallow)

KUMC Parkinson Clinic – This diagnostic clinic focuses on screening the communication abilities for individuals with Parkinson's disease. It meets at The Center on Aging (KUMC campus) on Tuesday and Wednesday mornings. One student slot is available per each clinic, each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in phonatory disorders, motor speech disorders, and dysphagia. Areas covered on the ASHA grid (Articulation/Phonology, Phonation/Resonance, Cognition, AAC)

KUMC Parkinson Group – This intervention group focuses on compensatory strategies for individuals with Parkinson disease. It meets on Friday afternoons at the KUMC Westwood campus (different days/times for summer semester). Two student slots are available each

semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in phonatory and motor speech disorders. Areas covered on the ASHA grid (Articulation/Phonology, Phonation/Resonance, Cognition, AAC)

KUMC Mild Cognitive Impairment Group - The intervention group focuses on compensatory strategies for individuals having mild cognitive impairments. It meets on Tuesday afternoons and Wednesday mornings. Two student slots are available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in language disorders of adults or dementia. Area covered on the ASHA grid (Cognition).

KUMC Aural Rehabilitation Group- This intervention group focuses on compensatory strategies for individuals having hearing loss. It typically meets on Tuesday afternoons. Two student slots are available each semester. Area covered on the ASHA grid (Hearing).

Parkinson Screening Clinic – This diagnostic clinic focuses on identifying phonatory/swallow/cognition concerns in individuals who have been diagnosed with Parkinson's Disease. It typically meets one time per month in the afternoon (days may change each semester). Five student slots are available each semester. Areas covered on the ASHA grid (Phonation, Swallow, Cognition).

Holy Name Grade School – This intervention clinic provided pre-kindergarten speech, language and literacy intervention at a small parochial school near the KUMC campus. It typically meets on Monday and Wednesday mornings during the fall and spring semesters. Two student slots are available each semester. Areas covered on the ASHA grid (articulation/phonology, receptive/expressive language, cognition).

APPENDIX H

Clinical Opportunities at the Schiefelbusch Speech-Language-Hearing Clinic

The Schiefelbusch Clinic uses the K-Team Model of clinical teaching. Students participate in practicum as a member of one of the teams listed below during the semester. We use the 3:1 service delivery model in most of our clinical services. This means providing direct services for 3 weeks and indirect services during the 4th week. Services are provided in the Clinic as well as the Oskaloosa Elementary School, homes, and community sites.

Communication and Advocacy Team (CAT)
The CAT team provides services to individuals of all ages who have complex communication challenges related to autism, cerebral palsy, and Down syndrome. The CAT team also provides services to individuals who use augmentative and alternative communication. (Receptive/Expressive Language, AAC, Social, Articulation/Phonology)

Essential Audiological Reference (EAR)
Students on the EAR team provide comprehensive screening, diagnostic, and rehabilitative audiology services for individuals of all ages. (Hearing)

Facilitating Adult Communication and Team (FACT)
This team serves adults with acquired and neurogenic communication disorders. FACT focuses providing individual and group intervention to people with aphasia, dysarthria, cognitive communication disorders, and those using AAC. (Phonation/Resonance, Receptive/Expressive Language, Cognition, Social, AAC, Articulation)

Language Acquisition Preschool (LAP)
The LAP team provides services through the Language Acquisition Preschool for children 3-5 years old. Opportunities for clinic services for fluency assessment and intervention are also available. (Receptive/Expressive Language, Articulation/Phonology, Social, Fluency)

Language, Literacy & Learning Team (LLL Team)
The LLL Team provides speech, language and literacy services to preschool and school-age children with communication disorders. The team provides services in a variety of locations including the Schiefelbusch Clinic, Oskaloosa school district, and Little Nations Academic Center at Haskell Indian Nations University. (Receptive and Expressive Language, AAC, Social, Articulation/Phonology)

Learning through Everyday Activities and Partnerships (LEAP)
The LEAP team provides speech-language services for children from birth through 5 years of age. Early intervention services are provided for infants and toddlers and their families and in clinic, play group and community-based settings. (Receptive and Expressive Language, AAC, Social, Articulation/Phonology)

Promoting Advocacy and Access to Communication & Education (PAACE)
Students on the PAACE team provide school-based services to elementary school aged students in the Oskaloosa School District. Additionally, students on the PAACE team partner with

children and adults with complex communication needs, including people who use augmentative and alternative communication devices and/or have intellectual disabilities. (Receptive/Expressive Language, AAC, Social, Articulation/Phonology)

Schiefelbusch Assessment Team (SAT)
Members of the SAT team participate in assessments with individuals of all ages and types of communication challenges. (All nine areas)

APPENDIX I   **KU Undergraduate Course Equivalency Worksheet**

KU UG Course	KU UG Course See the Undergraduate Catalog for Course Descriptions http://www.catalog.ku.edu	Equivalent Course(s) from Other UG Program(s)	Approval
SPLH 120	**Physics of Speech (4)**		
SPLH 462	**Principles of Speech Science (3)**		
SPLH 463	**Principles of Hearing Science (3)**		
SPLH 465	**Fundamentals of Clinical Phonetics (1)**		
SPLH 565	**Language Analysis Lab (1)**		
SPLH 566	**Language Development (3)**		
SPLH 568	**Introduction to Audiological Assessment & Rehabilitation (4)**		
SPLH 571	**Introduction to Speech-Language Pathology (4)**		
SPLH 660	**Research Methods (3)**		
Math365/ Psyc300/Psyc 210	**Statistics**		

APPENDIX J

EXPECTATIONS FOR STUDENT PERFORMANCE

The Intercampus Program in Communicative Disorders is committed to excellence in academic, clinic, and research activities. The following minimum standards for student performance are designed to reflect that commitment to excellence.

I. ACADEMIC PERFORMANCE

A. Expected Performance

It is expected students maintain high grades and complete all program requirements including successful completion of summative examination. Receipt of two or more grades of C+ or below in Program courses is grounds for dismissal from the Intercampus Program.

B. Remediation Plan for Mid-Course Performance

In the event students are having difficulty meeting course requirements, a meeting may take place with the instructor (academic and clinic) to develop a remediation plan (See appendix K). The faculty member will discuss with the student strengths, weaknesses and action plans for improvement. A remediation plan form will be signed by both faculty and student, a copy of the form must be sent to the advisor and filed in the student's permanent file within 2 weeks of final review.

C. Remediation Process for Grades of C+ or below

1. Any faculty member assigning a final course grade C+ or lower must notify the Chair of the Advising Committee of the student's name, course name and number, and grade <u>at the time the grade is assigned.</u>
2. Upon notification that a student will be receiving a mark C+ or lower the Chair of the Advising Committee will examine the student's record to determine whether a total of two or more marks C+ or lower have been received. The Chair will also notify the student's academic advisor, and the Co-Directors of the Intercampus Program, of the student's grade and standing in the Department.
3. The Chair of the Advising Committee will notify by letter any student who has received two or more grades C+ or lower. This notification will be sent as soon as possible. The student will be invited to provide written materials in support of her/his continuation in the program. The student may also request an interview with the Advising Committee and other faculty to present her/his case.
4. The Advising Committee will decide whether the student should be dismissed from the program or whether she/he will be allowed to continue on probation. This decision will be based on the Committee's judgment of the student's prognosis for academic and clinical success in the program and profession. The student's academic record, the supportive materials provided by the student to the Committee, and the views of the student's academic advisor and the faculty member(s) issuing grades C+ or lower must be considered in making this judgment.

5. If the Committee decides that the student should be dismissed, written notification of this dismissal will be sent to the student and a copy sent to CLAS within one week after the Committee's deliberations.
6. A student who is allowed to continue in the program will be placed on probation and will be notified that receipt of one more grade C+ or lower may result in dismissal. At the discretion of the Advising Committee, such students may be required to repeat courses in which they received grades C+ or lower.

II. STUDENT CONDUCT
A. Definition of Misconduct
1. Academic misconduct is defined by the University Senate Rules and Regulations (Sec. 2.6.1) as follows: Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, knowingly misrepresenting the source of academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research.
2. Clinical misconduct by a student shall include, but not be limited to, placing a client in jeopardy through inappropriate actions or performance, breaching client confidentiality, inappropriate alteration, elimination or inadequate documentation or reporting of client information, violations of the Code of Ethics of the American Speech-Language-Hearing Association or the Kansas Speech-Language-Hearing Association.
3. Nonacademic misconduct includes, but is not limited to conviction of a felony involving moral turpitude, material misrepresentation concerning past achievements or present endeavors, habitual drug/alcohol/substance abuse, and any other acts or omissions which, if the student were a credentialed practitioner, could result in discipline by the credentialing agency (refer to Code of Ethics of the American Speech-Language-Hearing Association and the Kansas Speech-Language-Hearing Association).

B. Sanctions
1. Nature
The University Senate Rules and Regulations (Sect. 2.6.5) state that the following sanctions may be imposed for misconduct: warning, censure, reduction of grade, disciplinary probation, suspension, and expulsion.
2. Implementation
An instructor may, with due notice to the student, treat as unsatisfactory any student work which is a product of academic, scientific or clinical misconduct.
If an instructor believes that additional action is appropriate, he/she should submit a written description to the Co-Directors. The Co-Directors will, in turn, notify both the student and the instructor in writing, of their recommended action. If both parties are satisfied with the recommendation, it will be forwarded to the Intercampus Executive Committee for final approval. Approval will require a majority vote of the IEC. If either the student or the instructor is not satisfied with the Co-Directors' recommendation, she/he may file an appeal. The Advising Committee of the Intercampus Program will hear appeals of charges of misconduct. At the student's choosing, a neutral faculty member and/or a neutral student (from inside or outside of the Program) will be invited to attend the appeals hearing. At the

appeal, both parties will be permitted to present their cases including written documentation and witnesses where appropriate. All proceedings will be audiotape recorded. The Committee's recommendation will be forwarded to the IEC for approval. The IEC's decision will be determined by a majority vote.

If still not satisfied, either party may appeal the decision through the appropriate Dean to the Graduate School and the University Judicial Board. Speech-language pathology students should direct their appeals to the Dean of the College of Liberal Arts and Sciences.

APPENDIX K

ACADEMIC REMEDIATION PLAN
Intercampus Program in Communicative Disorders

STUDENT: _____   **Intructor(s):** _____

SEMESTER: _____

STRENGTHS:

NEEDS:

GOALS, OBJECTIVES AND PLANS TO ADDRESS NEEDS:

I have read and understand this plan. Implementation dates: _____

_____   _____
Student signature   Instructor signature

REVIEW DATE: _____

SUMMARY OF PROGRESS:

FINAL OUTCOME:

_____   _____
Student signature   Instructor signature

CLINIC REMEDIATION PLAN
Intercampus Program in Communicative Disorders

STUDENT: _____   SUPERVISOR(S): _____

SEMESTER: _____

CLINICAL STRENGTHS:

CLINICAL NEEDS:

GOALS, OBJECTIVES and PLANS TO ADDRESS NEEDS:

I have read and understand this plan. Implementation dates: _____

_____   _____
Student signature   Supervisor signature

REVIEW DATE: _____

SUMMARY OF PROGRESS:

FINAL OUTCOME:

_____   _____
Student signature   Supervisor signature

REVIEW DATE: _____

APPENDIX L

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Technical Standards

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The MA degrees in Speech Language Pathology signify that the holder will satisfy the Academic and Practicum requirements as stated by the American Speech-Language-Hearing Association to be eligible to continue on to the Clinical Fellowship Year. It follows that graduates must have the knowledge and skills to practice in the area of Speech Language Pathology. Therefore, all individuals admitted to the University of Kansas (KU) Intercampus Program in Communicative Disorders must meet the following abilities and expectations **with or without accommodation(s).**

NOTE: Reasonable accommodations will be considered and may be made to qualified students who disclose a disability, so long as such accommodation does not significantly alter the essential requirements of the curriculum and the training program, or significantly affect the safety of patient care. Students who disclose that they have a disability are considered for the program if they are otherwise qualified. Qualified students with a disability who wish to request accommodations should provide appropriate documentation of disability and submit a request for accommodation to:

Cyn Ukoko
Senior Coordinator for Academic
Accommodations for Students
Student Center/Dykes
The University of Kansas Medical Center
3901 Rainbow Boulevard, Mail Stop 4029
Kansas City, KS 66160
cukoko@kumc.edu
913-588-7035

OR

Andrew Shoemaker Associate Director
Academic Achievement & Access Center
1450 Jayhawk Blvd., Room 22
University of Kansas
Lawrence, KS 66045
shoe@ku.edu
(785) 864-4064

The culminating activity in the preparation of an audiologist or speech-language pathologist is clinical reasoning. Therefore, a candidate for the master's degree must be able to make correct observations and have the skills of measurement, calculation, reasoning, analysis, and synthesis.

All students admitted to the KU Intercampus Program in Communicative Disorders must be able to meet the following requirements and expectations **with or without accommodation(s).**

Observation/Sensory Motor
- Observe demonstrations and learn from experiences in the classroom, laboratory, and clinical situations.
- Carry out speech/language/hearing assessments and intervention strategies/techniques including the operation of complex, electronic instrumentation. Diagnosis, assessment, and intervention of speech/language/hearing problems typically necessitates the functional use of the senses of vision, hearing, and touch such as palpating certain areas of the patient's head and neck.
- Comprehend text, numbers, images and graphs.
- Observe and respond to subtle cues of patient's moods, temperament, and social behavior.

Physical/Psychomotor
- Perform actions requiring coordination of both gross and fine muscular movement, equilibrium and use of tactile, hearing, and visual senses.
- Respond quickly in clinic situations, not only for safety, but also therapeutically.
- Travel to numerous clinical sites for practical experience.
- Use an electronic keyboard to operate instruments and to calculate, record, evaluate, and transmit information.

Communication
- Be able to share and to elicit information from patients/clients, supervisor, peers and other health professionals verbally and in a recorded format.
- Effectively, confidently, and sensitively converse with patients and their families.
- Comprehend technical and professional materials.
- Prepare papers, produce reports, and complete documentation for patient records.
- Assimilate information from written sources (texts, journals, medical/school records).
- Take paper, computer, and laboratory examinations and prepare scholarly papers.

Judgment
- Demonstrate judgment in the classroom, laboratory, and clinic situations that shows the intellect and emotional health necessary to make mature, sensitive, and effective decisions in the following areas:
  - relationships with professors, supervisors, peers, and patients/clients
  - professional and ethical behavior
  - effectiveness of diagnostic, assessment, and intervention strategies.

- Demonstrate an understanding of the rationale and justification for one's performance.
- Critically evaluate one's own performance and be flexible toward change to promote professional and clinical process.
- Recognize and correct behaviors disruptive to classroom teaching, research, and patient care.
- Manage the use of time to complete clinical and academic assignments within realistic constraints.
- Recognize potentially hazardous materials, equipment, and situations and proceed in a manner to minimize risk of injury to those in the area.

Make correct observations and have the problem solving skills necessary for measurement, calculation, reasoning, analysis, and synthesis.

Complete and return the below form to:

Email address:
hearingspeech@kumc.edu

OR

Mailing address:
Hearing and Speech Department
Mail Stop 3039
University of Kansas Medical Center
3901 Rainbow Blvd.
Kansas City, KS 66160

Please carefully read the Technical Standards attachment and check one of the following statements:

_____ I can meet the technical standards of the KU Intercampus Program in Communicative Disorders **without requiring an accommodation.**

_____ I can meet the technical standards of the KU Intercampus Program in Communicative Disorders **with an accommodation.** Applicants whose response indicates that they cannot meet one or more of the expectations will be reviewed further by the University's Office for Academic Accommodations, with applicant and faculty input, to determine if any reasonable accommodations are possible to facilitate successful completion of the Speech Language Pathology curriculum and preparation for the national registry examination.

_____
Printed Name

_____   _____
Date   Signature

APPENDIX M

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INFORMATION ON STUDENT ORGANIZATIONS

The University of Kansas Department of Speech-Language-Hearing,
The Kansas Speech and Hearing Association (KSHA),
and
The Student Component of the American Speech-Language-Hearing
Association: The National Student Speech-Language-Hearing Association
(NSSLHA)
invite you to join your professional organization:

The Kansas University Student
Speech-Language-Hearing Association (KUSSHA)

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It is important in your new field to stay current with methodologies and research in order to have all of the tools that you need to assist your clients. Creating your own network of experts is essential for that time in the field when nothing seems to work. Professional organization membership, whether at a student level or post-graduate level, is one way to stay on top of events and problem solving in Speech-Language Pathology and in Audiology. KUSSHA sponsors seminars and guest speakers as well as field trips to assist in reaching the top.

Stop by KUSSHA's new quarters in 3001 Dole and ask about membership, or see the KUSSHA advisor Stephanie Meehan. There is a $5.00 fee to join.

Kansas Speech Language Hearing Association: *www.KSHA.org*	A state association of speech-language pathologists and audiologists who advocate for people with communication disabilities.

American Speech Language Hearing Association: 10801 Rockville Pike Rockville, MD 20852 800-498-2071 *www.ASHA.org*	**National Student Speech Language Hearing Association**: 10801 Rockville Pike Rockville, MD 20852 800-498-2071 *e-mail: nsslha@asha.org*

APPENDIX O

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STUDENT GRIEVANCE PROCEDURES

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GRIEVANCE PROCEDURES: Because the intercampus program consists of two departments housed on two different campuses, there are two relevant grievance procedures. In the case of an academic grievance, the policy of the administrative home of the degree program will be followed. The administrative home of the MA SLP program is the Lawrence campus. See https://policy.ku.edu/CLAS/grievance-procedure-speech-language-hearing for Lawrence grievance procedures. In the case of a non-academic grievance with faculty or staff, the procedures of the department that employs the faculty or staff should be followed. See https://policy.ku.edu/CLAS/grievance-procedure-speech-language-hearing for Lawrence grievance procedures. See the KUMC Handbook for Faculty and Other Unclassified Staff at http://www.kumc.edu/academic-affairs/faculty-affairs.html for KUMC grievance procedures.

A complaint about any accredited program may be signed and submitted in writing by the student to the Chair of the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700 10801 Rockville Pike, Rockville, MD 20852. The complaint must be given in detail and the relationship between the complainant and the accreditation standards should be described. Supporting data should accompany any letter of complaint to the CAA.

APPENDIX P   **Rubrics for Field Study Artifacts**

Field Study Student Presentation Rubric

Student_____   Presentation
Title_____

1. Content of student presentation thoroughly addresses assigned topic.

   <u>Inadequate</u>   <u>Adequate</u>   <u>Superior</u>
       1   2   3   4   5

2. Student's presentation evaluates the quality of evidence for the assigned topic.

   <u>Inadequate</u>   <u>Adequate</u>   <u>Superior</u>
       1   2   3   4   5

3. Student's presentation identifies the clinical relevance to the population served at the field study site.

   <u>Inadequate</u>   <u>Adequate</u>   <u>Superior</u>
       1   2   3   4   5

4. Student makes effective use of supportive materials to enhance presentation (e.g., ppt., handouts, models, etc.).

   <u>Inadequate</u>   <u>Adequate</u>   <u>Superior</u>
       1   2   3   4   5

5. Student demonstrates appropriate verbal presentation skills (e.g., knowledge of material, ease of presenting, ability to answer questions, etc.).

   <u>Inadequate</u>   <u>Adequate</u>   <u>Superior</u>
       1   2   3   4   5

_____   _____
Field Study Supervisor   Date

Field Study Materials Rubric

Student_____

Specialized materials Developed_____

1. Developed materials thoroughly address unique client needs.

   Inadequate   Adequate   Superior
     1   2   3   4   5

2. Student provides appropriate evidence for the effectiveness of developed materials.

   Inadequate   Adequate   Superior
     1   2   3   4   5

3. Student provides adequate explanation of how materials are to be used to appropriate individuals (e.g., client, client's family or caregivers, teacher, client's nurse, etc.).

   Inadequate   Adequate   Superior
     1   2   3   4   5

4. Student takes the initiative to create individualized treatment materials with little or no prompting from field study supervisor.

   Inadequate   Adequate   Superior
     1   2   3   4   5

5. Student demonstrates appropriate time management skills in creating individualized treatment materials.

   Inadequate   Adequate   Superior
     1   2   3   4   5

_____   _____
Field Study Supervisor   Date

APPENDIX R

MISCELLANEOUS FORMS

The following are forms that you will likely need to use during your time at the University of Kansas. Copies to be filled out may be obtained on the MA Blackboard site.

Advising Checklist/Plan of Study (.xls)
Educational Records Waiver (.pdf)
Independent Study Form (.doc)
Form for Petitioning Advising Committee (.doc)
Request for Change of Academic Advisor
Research Practicum (SPLH 874) Enrollment Plan (.doc)
Progress to Degree Forms (online form through departmental staff only)