

**University of Kansas – Lawrence/University of Kansas Medical Center
Intercampus Program in Communicative Disorders**

Speech-Language-Hearing, University of Kansas – Lawrence
Hearing & Speech, University of Kansas Medical Center – Kansas City

Ph.D. Handbook for Audiology and Speech-Language Pathology

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The purpose of this document is to assist the doctoral student in Audiology or Speech-Language Pathology in navigating the maze of requirements involved in achieving the Ph.D. degree at the University of Kansas. Its primary focus is on program (Intercampus Program in Communication Disorders - IPCD) requirements which are not included in the Graduate Studies Catalog. In addition to this document, students also should consult the Graduate Studies Catalog (see Appendix VI for links) and the KU Policy Library (see Appendix VI for links) or additional rules and regulations related to graduate study. Students doing work on the medical center campus should also consult the Student Planner and Handbook for KUMC.

The IPCD strives to create an inclusive learning environment where all students feel a sense of belonging and have an equal opportunity to flourish in their chosen career path. If we or others in the broader KU/KUMC, Lawrence, Kansas City, or national community are not living up to these expectations, we encourage you to let us know so that we can do a better job of supporting your success. You are welcome to share your thoughts with your primary mentor and/or your committee members. However, if that avenue is not comfortable for you, we invite you to approach members of the IPCD. Committee members are available to provide confidential and anonymous support and advocacy to students who are facing difficult situations, whether those situations are directly related to the IPCD or not (e.g., experiences in other departments, difficult situations in the broader community). Committee members are: Tiffany Johnson (KUMC), Debby Daniels (KUMC), Jon Brumberg (Lawrence), Stephanie Meehan (Lawrence) and Jon Brumberg (Lawrence). Students also are encouraged to contact the Intercampus Co-Directors (Tiffany Johnson, KUMC; Nancy Brady, Lawrence) or the Director of the PhD Program (Steve Warren) to discuss any concerns or difficult situations. If you prefer confidential assistance outside of the IPCD, the ombuds offices in [Lawrence](#) and [KUMC](#) are available to assist you. The University Ombuds office is a safe place where members of the campus community can seek informal, independent, confidential and impartial assistance in addressing conflicts, disputes, or complaints on an informal basis without fear of retaliation or judgment. The purpose of the Ombuds Office is to act as “an ear to the people” so every voice can be heard and receive impartial attention without fear of retaliation, loss of privacy, or judgment.

I. GENERAL GUIDELINES FOR DOCTORAL STUDENT ADVISING

No student will be accepted into the program unless a faculty member agreed upon by the student has indicated a willingness to serve as advisor. The doctoral advising committee should be contacted if there are any problems with the advisor-student relationship. In some cases, the advising committee 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 Advising Committee upon notification by either the student or advisor. The Director of the Ph.D. program 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, or location. A change in advising is initiated by either the student or advisor completing the Change of Advisor form (available on the Ph.D. 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. Students can change advisors at any time in their program. Typically, when the dissertation advisor is selected, that individual becomes the student's academic/program advisor.

The advisor will be responsible for acquainting the student with the University of Kansas and the Intercampus Program with respect to policies and procedures, for helping the student plan the academic program, and when necessary, providing information about the student and her/his progress to other faculty members.

The student should work with and through her/his/their assigned advisor and keep the advisor informed as to the student's plans, the program of study, and the student's clinical and research activities. Although the advisor is not the sole counselor to the student, the advisor is the student's primary counselor. Regular communication between the advisor and the student can make advising a meaningful and productive process.

In addition to these guidelines it is the student's responsibility to check the graduate catalog for current graduate studies requirements. The student is bound to observe Graduate Studies regulations in effect at the time he/she is admitted to the graduate program. If graduate studies requirements or IPCD guidelines change after admission to the graduate program, the student has the right to choose which set of requirements and/or guidelines her/his program will follow. If a student chooses to change the requirements and/or guidelines taking effect after her/his initial admission to the program, the student's advisor must be notified in writing.

In accordance with University regulations, the academic advisor should provide a written summary of the student's performance to date at least once a year. This summary should be discussed with the student and is placed in the student's academic file. [See Section III.G Annual Review in this handbook].

II. OVERVIEW OF PROGRAM REQUIREMENTS **(but see Pathways to PhD in Appendix I for variations in requirements across different entry points and interest areas)**

Minimum requirements for both the Ph.D. program in Speech-Language Pathology and Audiology are:

- A minimum of 24 graduate hours in a major area of interest. [see section III.D]
- Completion of a preliminary research experience [see section III.E]
- A minimum of 15 graduate hours in research skills/responsible scholarship [see section III.F]
- A minimum of 12 graduate hours in a correlative area
- Satisfactory performance on annual reviews [see section III.G]

- Satisfactory performance on written and oral comprehensive examination [see section IV]
- Satisfactory completion of a dissertation including written and oral prospectus, and written dissertation and oral defense [see section V]

Note that the above are the **MINIMUM** requirements. Each student's plan of study will vary depending on entry skills (i.e., relevant knowledge and skills acquired through prior training, work or research experience), chosen specialization, and career aspirations. Based on these factors, a student's plan of study **may exceed these minimum requirements to appropriately train students for their chosen area of specialization and career path**. A plan of study will be developed in conjunction with and approved by the student's Advisory Committee within the first year of study [See Section III.C].

A. Essential Steps Toward the Ph.D.

The essential steps toward a Ph.D. in the IPCD are the following:

1. Completion of academic coursework (major area, correlative area, research skills/responsible scholarship)
2. Directed teaching
3. Preliminary research participation
4. Written comprehensive examinations
5. Comprehensive oral examinations
6. Dissertation prospectus
7. Written dissertation
8. Oral defense of the dissertation
9. Submission of the dissertation to Graduate Studies

Steps 1 and 2 take place concurrently and must be completed before the student can move on to Step 3. Steps 3 through 8 occur sequentially. Steps 1, 2, 3, and 5 are specified by the IPCD; steps 4, 6, 7 and 8 are requirements of Graduate Studies as well as IPCD. Graduate Studies will review the student's academic record to ensure that all requirements have been met, as specified.

B. Typical and Ideal Time to Degree

The program tracks time to degree. In general, students who pursue a PhD usually require 3.1 to 4.8 years to complete coursework, preliminary research participation and the written and oral comprehensive exams (i.e., steps #1-4 in A above). Students who complete the PhD in combination with the MA SLP degree usually require 4.1 to 6.5 years to complete these PhD requirements (i.e., steps #1-4 in A above) as well as the MA requirements. For both groups of students, the time from completion of comps to defending the dissertation is typically 1.4 to 2.8 years (i.e., steps #5-7 in A above). Thus, typical total time to degree is 4.5 to 7.6 years for those pursuing a single degree

(i.e., PhD only) and is 5.5 to 9.3 years for those pursuing a double degree (e.g., MA/PhD in SLP).

Based on this information, the following ideal timelines are provided to guide student planning.

| <i>Single Degree/Full Time</i> | Fall | Spring | Summer |
|---------------------------------------|---------------|----------------------|---------------|
| Year 1 (25 credits completed) | 10 credits | 12 credits | 3 credits |
| Year 2 (26 credits completed) | 11 credits | 12 credits | 3 credits |
| Year 3 (comps) | Written comps | Written & oral comps | Dissertation |
| Year 4 (dissertation) | Dissertation | Dissertation | Dissertation |
| Year 5 (dissertation) | Dissertation | Dissertation Defense | |

| <i>Double Degree/Full Time</i> | Fall | Spring | Summer |
|---------------------------------------|---------------|----------------------|---------------|
| Year 1 (28 MA credits) | 12 credits | 12 credits | 4 credits |
| Year 2 (21 MA credits; 4 PhD) | 11 credits | 10 credits | 4 credits |
| Year 3 (23 PhD credits) | 10 credits | 10 credits | 3 credits |
| Year 4 (24 PhD credits) | 11 credits | 10 credits | 3 credits |
| Year 5 (comps) | Written comps | Written & oral comps | Dissertation |
| Year 6 (dissertation) | Dissertation | Dissertation | Dissertation |
| Year 7 (dissertation) | Dissertation | Dissertation Defense | |

III. COURSEWORK AND PRELIMINARY RESEARCH PHASE

A. Doctoral Advisory Committee

Given its central academic advisory role, it is expected that the **Doctoral Advisory Committee** will be assembled as soon as possible to help the student develop an academic program of study. This program must be approved no later than the end of the second semester in residence (see section VI below). For students pursuing multiple degrees, such as AuD/PhD or MA/PhD, the plan (or plans) of study needs to document how the requirements are being met for each degree. This committee will be composed of a minimum of three faculty members selected by the student and will include the student's advisor and at least one additional member from the Intercampus Executive Committee (IEC). All faculty members serving on this committee must also be listed with Graduate Studies as members of the graduate faculty.

The Doctoral Advisory Committee will determine when the student has successfully completed the requirements detailed in steps 1-3 and is ready to move on to the Written Comprehensive Examination requirement (step 4). The Doctoral Advisory Committee also has the authority to approve exceptions or substitutions to departmental requirements and to evaluate the student's request for exception to a college or university requirement. If the committee endorses the student's request for exception to a college or university requirement the advisor will work with the PhD Coordinator to submit the student's petition to the college/university.

B. A Note about Committee Membership

Exam committees require that faculty members be listed by Graduate Studies as members of the Graduate Faculty with the corresponding committee privilege. Please note that faculty and staff are *not* automatically members of the Graduate Faculty. The student should inquire with the COGA Graduate Advisor to determine whether a faculty member holds a Graduate Faculty appointment and if they have the required committee privilege. If not, it may be possible to arrange for an Ad Hoc appointment for service on a student committee, although this step requires additional time and Graduate Study approval.

C. Doctoral Plan of Study

The doctoral student and the Doctoral Advisory Committee should plan, approve and file a Proposed Plan of Study with the IPCD **before the end of the second semester of the student's program**. The student and faculty advisor should work together to submit a copy of this plan of study to the COGA Graduate Academic Advisor. The Advisor will record and save a copy of the document in the student's file. The format for this Plan of Study appears in Appendix II.

Any and all changes in the plan of study must be initialed by all members of the Doctoral Advisory Committee, the student, and one of the IPCD Co-Directors.

Students who are completing clinical degree programs (i.e., AuD; MA SLP) in conjunction with the PhD need to formulate a plan of study for the clinical degree program as well as the PhD plan of study. Both plans should be presented to the Doctoral Advisory Committee so that it is clear how the requirements for both degree programs are being met. Both plans of study need to be filed with the IPCD before the end of the second semester of the student's program. Students are encouraged to share their plan of study for the clinical degree program with relevant clinical coordinators for advice on whether the plan for obtaining required clinical hours is feasible and realistic.

D. Graduate Hours in the Major Area

A minimum of 24 graduate hours in a major area of interest is required. The required graduate hours may be fulfilled by graduate credits in or outside the department in: courses/seminars, independent studies, research practica, directed teachings, and colloquia enrollments. The required graduate hours in the major **MUST** include the following:

- 1-credit enrollment in SPLH 900 Proseminar in Communicative Disorders every semester (except summer) until comprehensive exams are passed.
 - Students have until the last day to add or swap a class in a given semester (usually ~4-weeks into the semester but check the academic calendar at <https://registrar.ku.edu/calendar>) to pass their oral comprehensive exams without having to enroll in proseminar that semester. Typically, this means that a student will pass written exams before the start of the semester or during the first week of the semester so that the oral comprehensive exam can be scheduled and conducted before the last day to add or swap a class.

- A **maximum of 4 credits** of Prosem can be counted toward the **24 credit minimum** (see section 1.0 above).
- Provision for exemption: SPLH 900 has a rotating set of topics. Typically, the full list of topics is covered in 4 fall/spring semesters of SPLH 900 enrollment. Once students are enrolled for comprehensive exam credits, alternative assignments are offered to support successful completion of comps and to avoid students having to repeat topics previously covered. Students enrolled full-time will typically pass their comprehensive exams without exhausting the topics available in SPLH 900. However, students enrolled less than full-time may require more fall/spring semesters to complete coursework (i.e., 6+ semesters) and more fall/spring semesters to complete comps (i.e., 3+ semesters). Under these circumstances, students can request to be exempt from enrolling in SPLH 900 during additional semesters in coursework (i.e., in their 6th or more fall/spring semester in coursework) or in comps (i.e., in their 3rd or more fall/spring semester in comps). The request is sent to the student's committee for approval. An approved or rejected request is then forwarded to the SPLH 900 instructor so that the instructor knows the status of the exemption and whether to expect the student in class or not.

In addition, some students may have circumstances that prevent enrollment in SPLH 900. Common circumstances include: enrollment in another degree (e.g., MA SLP or AuD), decreased enrollment to complete CFY. In these circumstances, the student can again request an SPLH 900 exemption from their committee. Approved or rejected requests are forwarded to the SPLH 900 instructor.

- A preliminary research experience (e.g., SPLH 974 Research Practicum-described below) is required of all students. Past experience may be used to meet this requirement.
- A minimum of 1 course (e.g., ABSC 989: Methods of Obtaining External Research Funding) or an independent study in grant writing (e.g., SPLH 976 Independent Study in Grant Writing). ABSC 989 is presently taught each spring. If there is enough students, the department may choose to offer its own seminar in grant writing.
- A minimum of 1 semester of directed teaching (SPLH 975 Directed Teaching is offered for 1-3 credits each semester). Directed teaching can include classroom teaching or clinical teaching. Students may do directed teaching in a course or clinic that they teach as a GTA but the student must detail the rationale for selecting this course/clinic over other possibilities and must outline distinct duties for their GTA versus directed teaching roles, without overlap between the two roles. The directed teaching/GTA supervisor and the student's Doctoral Advisory Committee must approve the proposal.

Each student's plan for completing these requirements should be detailed in his/her Plan of Study and approved by his/her Doctoral Advisory Committee.

E. Preliminary Research Requirement

The faculty of the Intercampus Program requires each doctoral student to demonstrate some research experience beyond academic coursework prior to the written comprehensive examination (preferably as soon as possible after entrance into the program). Demonstration of such experience can be made in any of the following ways:

- Attainment of a master's or clinical doctoral degree with a data-oriented project relevant to the profession. "Data-oriented" implies data obtained through the control, manipulation, and measurement of variables by the researcher.
- Completion of a data-oriented project during the first year(s) of doctoral study under the direction of a faculty mentor and subsequent dissemination via a peer-reviewed outlet. Peer-reviewed dissemination could include a national presentation or publication or a local outlet where peer-review is explicitly arranged (see for example the requirements for a scholarly paper below).
- One or more published research papers in refereed journals
- Preparation of a scholarly paper that is evaluated by three members of the Intercampus graduate faculty including the student's academic advisor, a faculty member familiar with the student's area of research and a faculty member remote from the specialization area of the paper. The paper will be prepared in conformance with the style and form used in journals appropriate to the profession of speech-language pathology and audiology. The student and the advisor will agree upon the particular style and form. Topics of the student's own choosing may be used upon approval of a faculty member who specializes in the particular area. It is expected that this faculty member would supervise the student in the research. The paper should represent a critical evaluation of the material that the student has examined and integration of the research findings into a statement concerning the status of present knowledge about the subject. The paper should clearly indicate what facts are reasonably well established, what concepts can be regarded as tentative and what ideas or concepts are hypotheses without adequate verification. Finally, the paper should suggest the direction along which further research might proceed. The student is expected to extend any existing bibliography on the subject and to make her/his/their research as extensive as time and talent of subject matter permits.

Failure to fulfill the required research experience will result in counseling of the student away from the Ph.D. program. No student may begin the written comprehensive examination until this requirement has been satisfied.

Each student's plan for completing this requirement should be detailed in his/her Plan of Study and approved by his/her Doctoral Advisory Committee.

F. Research Skills/Responsible Scholarship (RS/RS) Requirements

Graduate Studies requires doctoral students to demonstrate competency in research skills and responsible scholarship "distinct from the dissertation itself but strongly supportive thereof." Requirements for research skills and responsible scholarship are established by individual programs. See the Research Skills/Responsible Scholarship section of the Graduate Catalog for general guidelines.

Per departmental guidelines, students are required to complete **15 credits** of coursework in the Research Area: 1 course devoted to Responsible Scholarship and remaining credits in Research Skills.

Research Skills

Students typically complete the Research Skills credits in experimental design and statistics (e.g., PSYC 790, PSYC 791, PSYC 815, PSYC 892, PSYC 990, PSYC 991, PSYC 992, PSYC 983, PRE 710, PRE 725, PRE 811, PRE 905, or PRE 906) but courses from different research perspectives such as applied behavioral analysis (e.g., HDFL 803), clinical trials (e.g., PRVM 810), qualitative research or ethnographic research (e.g., PRVM 806) may also be taken as relevant to the aspirant's research goals. More specialized research skills (e.g., specialized laboratory techniques such as acoustic analysis, neuroscience methods, etc.) may be covered through independent study or research practicum with a faculty member (SPLH 970/974 or AUD 846).

Responsible Scholarship (1 course)

Students are required to complete a departmentally approved course on Responsible Scholarship, specifically SPLH/PSYC 982 or PRVM 853. If a student wishes to complete this requirement through a course that has not been previously approved by the department, the student should submit the syllabus from the proposed course or independent study for approval by the student's Doctoral Advisory Committee. Topics covered in the course/independent study should include (as relevant to the student's research goals): protection of human subjects, welfare of laboratory animals, conflict of interest, data management, mentor/student responsibilities, collaborative research, authorship/publication/plagiarism/copyright, peer review, professional practices, maintenance of confidentiality, and appropriate research conduct and research misconduct. The course/independent study should include face-to-face meetings and a minimum of 8-hours of instruction distributed across several sessions. The pedagogical approach should include multiple opportunities for active participation in discussion, reading literature, and ethical decision-making.

Each student's plan for completing this RS/RS requirement should be detailed in his/her Plan of Study and approved by his/her Doctoral Advisory Committee.

G. Correlative Area

A minimum of 12 graduate hours in a correlative area of interest is required. The required graduate hours must be fulfilled by graduate credits outside the major area of emphasis. This requirement may be fulfilled by courses/seminars, independent studies, research practica, directed teachings, and colloquia enrollments in or outside the department. Generally, the correlative area should complement the major area and provide a perspective from outside the major area. Examples of correlative areas include: neuroscience, multicultural issues, psycholinguistics, reading curriculum and instruction, music therapy, advocacy & collaboration, developmental psychology, cognition, and cognitive science. Students are not limited to these examples.

H. Clinical Collaboration

Doctoral students are welcome in IEC clinics. Students who do not have a clinical background may wish to observe in clinics to gain a better understanding of clinical processes as it relates to their teaching and research interests. A list of clinics managed by the IPCD is available at <http://www.kumc.edu/school-of-health-professions/hearing-and-speech/clinics.html>. Students can contact individual faculty or clinic directors (Wegner, Daniels, Mann) to learn more about opportunities for observation and collaboration in our clinics. In addition, students with a clinical background are encouraged to pursue directed teaching in the clinics to develop clinical teaching skills, particularly if they intend to pursue post-graduation employment at smaller universities where clinical teaching may be required or if they have an interest in a clinically oriented setting (e.g., clinical faculty, medical center faculty). Finally, research collaborations are welcome in the clinic. Clinic-related faculty are willing to consult on participant recruitment for research projects and also are willing to discuss more collaborative research projects involving clinic clients and service delivery. On the Lawrence campus, summer or winter intersession collaborations would be ideal.

I. Annual Review

The purpose of annual review is to provide feedback to students early in the PhD program by more faculty than just the primary mentor and to provide feedback on academic performance and professional development. The annual review for students doing an MA/PhD does not kick in until the student completes the MA. In addition, the annual review is a time for students to set goals for the coming year to ensure that they are building a competitive CV throughout their doctoral studies. Lastly, annual review is intended to acclimate students to academic culture where annual reviews are typically used to evaluate progress towards tenure and recommend merit increases in salary. The outcome of the review will be (1) Satisfactory Performance; (2) Unsatisfactory Performance. In the case of unsatisfactory performance, the student may be (1) placed on probation, with specific benchmarks for satisfactory performance for the coming year, or (2) dismissed from the program, which generally occurs after 2 (or more) years of unsatisfactory performance.

Annual review is conducted by Student's Doctoral Advisory Committee. Each student will complete a form (see Appendix III) and submit this to the advisory committee by March 1 of each year. The report will include a listing of coursework completed (including grade earned); research participation including a listing of local and national presentations, publications, and funding applied for or received; teaching participation including student or faculty evaluations (when available); description of comprehensive exam or dissertation progress (when relevant); goals in each of these areas for the coming year. Students also will be required to present at the SPLH colloquium each year. A review of that presentation can be incorporated into the annual review, depending on the timing of the presentation and the review. The student's committee will meet to discuss the student's performance and the outcome (i.e., Satisfactory/Unsatisfactory Performance) will be determined by majority vote of the committee. The advisor will write a brief report of the committee's evaluation and recommendation, which will be reviewed and approved by the committee and shared

with the student and the COGA Graduate Academic Advisor for placement in the student's file.

Academic Integrity and Misconduct

The IPCD takes academic, clinical, and research integrity seriously. Academic misconduct is defined by the University Senate Rules and Regulations with appropriate disciplinary procedures outlined in that document (see Appendix VI for links). In addition, students who are engaged in clinical activities are bound by the Code of Ethics of the American Speech-Language-Hearing Association (see Appendix VI for links) as well as Kansas licensure standards for professional conduct (see Appendix VI for links). Lastly, PhD students are engaged in research and must adhere to appropriate standards for the ethical conduct of research as outlined by the University Office of Research (see Appendix VI for links) and the American Speech-Language-Hearing Association (see Appendix VI for links). Students are subject disciplinary actions if they violate these principles.

Good Standing

The grade point average requirements of Graduate Studies must be met at all times. In addition, a doctoral student will not be allowed to continue in the program if his/her semester GPA falls below 3.0 more than one time prior to the written comprehensive examination. In addition, satisfactory progress is expected on each annual review. Lastly, students are expected to adhere to principles of academic, clinical, and research integrity.

IV. COMPREHENSIVE EXAM PHASE

A. Comprehensive Examination

Graduate Studies regulations charge the faculty with responsibility for determining the readiness of a student to be admitted into candidacy for the Ph.D. The written and oral comprehensive examination is the formal method used for determining candidacy and ascertaining whether the student is prepared to undertake independent research for the dissertation. Thus, the written and oral comprehensive examination is scheduled after the student has (a) completed all of the required minimum coursework on the student's plan of study, (b) has satisfied the IPCD preliminary research requirement, and (c) has satisfied the Graduate Studies RS/RS requirement.

B. Comprehensive Exam Committee

In consultation with their faculty advisor, students will determine their Comprehensive Exam Committee. The Comprehensive Exam Committee will consist of at least five members, all of whom must be members of the Graduate Faculty. The academic advisor will serve as committee chairperson (note: in order to serve as chair, the advisor must have the privilege to chair doctoral committees with Graduate Studies). At least three members of the committee will be members of the IEC who have the privilege to serve on doctoral committees. One committee member will be the [Graduate Studies Representative](#) (outside member) and must have the privilege to serve as the Grad

Studies Representative; this person must not have any appointment, either full time or courtesy, in the Department of Speech-Language-Hearing: Sciences and Disorders or the Department of Hearing and Speech. The Graduate Studies Representative will be selected on the recommendation of the chairperson and student, subject to review by Graduate Studies.

At the time of the creation of the PhD Written Comprehensive Exam Plan (see Appendix IV), the student and advisor will also determine the role and involvement of each committee member. The chair and student will notify the COGA Graduate Academic Advisor of this committee.

C. Written Comprehensive Examination

Each student is required to produce three products. A variety of options are described below. Specific products will be approved by the Comprehensive Exam Committee based on the student's chosen area(s) of research, which are selected at the planning meeting prior to the student beginning work on the comps. The specific products will be outlined in the PhD Written Comprehensive Exam Plan (see Appendix IV). The PhD Written Comprehensive Exam Plan will be submitted to the COGA Graduate Academic Advisor along with an updated Plan of Study.

All questions/products will be developed in a take-home format. Guidelines for page and time limits are suggested for each product, but the Comprehensive Exam Committee (in consultation with the student) will confirm the format to be followed for each product. The Comprehensive Exam Committee has the ultimate responsibility for determining the nature and design of the written comprehensive examination and assuring that the standards specified by the IEC are carried out.

Options for comprehensive exam products:

1. Literature review or tutorial paper written in a style appropriate for journal publication.
 - a. Suggested Format: 40 double-spaced pages total (includes abstract, references, figures, tables)
 - b. Suggested Timeframe: 1 month
 - c. Suggested Evaluation Framework: Review criteria of journal appropriate to student's field of expertise (e.g., JSLHR requests that reviewers comment on: a) adequacy of the rationale for the study or paper; b) accuracy and scope of the literature review; c) appropriateness of research design, data analysis, and interpretation of results for research articles; d) organization; e) clarity; f) overall clinical or theoretical significance of the work; Reviewers also provide an overall recommendation of a) accept; b) minor revision; c) major revision; d) reject).
2. Original research paper written in a style appropriate for journal publication -- Brief Report or Research Note Option
 - a. Suggested Format: 20 double-spaced pages total (includes abstract, references, figures, tables)

- b. Suggested Timeframe: 1 month
 - c. Suggested Evaluation Framework: Review criteria of journal appropriate to student's field of expertise (see 1.c above for example)
3. Original research paper written in a style appropriate for journal publication -- Full-Length Article Option
 - a. Suggested Format: 40 double-spaced pages total (includes abstract, references, figures, tables)
 - b. Suggested Timeframe: 2 months
 - c. Suggested Evaluation Framework: Review criteria of journal appropriate to student's field of expertise (see 1.c above for example)
 4. Grant application following the style and conventions of an appropriate national funding agency.
 - a. Suggested Format: Follow instructions of funding agency (e.g., 6-page grant following instructions of NIDCD R03 grants)
 - b. Suggested Timeframe: 1 month
 - c. Suggested Evaluation Framework: Follow funding agency evaluation framework (e.g., NIH Critique Template for Research Grants soliciting comments on a) significance, b) investigator, c) innovation, d) approach, e) environment, f) overall impact; Reviewers provide feedback on a 9-point scale)
 - d. Note: This can serve as the foundation for the dissertation prospectus. [see Section 7.0]
 5. Teaching portfolio
 - a. Suggested Format: See CTE for suggestions (see Appendix VI for links)
 - b. Suggested Timeframe: 1 month
 - c. Suggested Evaluation Framework: See CTE for suggestions (see Appendix VI for links)
 6. Scholarly article on teaching
 - a. Suggested Format: Follow instructions for a journal focused on teaching (e.g., Teaching and Learning in Communication Sciences and Disorders, see <http://ir.library.illinoisstate.edu/tlcsd/policies.html> for formatting requirements and <http://ir.library.illinoisstate.edu/tlcsd/aimsandscope.html> for types of articles)
 - b. Suggested Timeframe: 1 month
 - c. Suggested Evaluation Framework: Review criteria appropriate to the selected journal and article type.

A mechanism for grading the student's written comprehensive examination will be determined by the student's Comprehensive Exam Committee. The recommended procedure is for the Committee to assign each product to two primary reviewers, establish evaluation criteria (refer to recommendations above), specify a method of feedback to the student (typically some type of written report to be given to the student), determine a timeline for feedback (typically 3-weeks from receipt of the product, excluding holidays and breaks), and a **minimum threshold** for moving forward to the oral comprehensive exam (e.g., paper must receive a score of major revision or better

from each reviewer to meet threshold; grant must receive an overall impact score of 6 or better from each reviewer to meet threshold). Products not meeting threshold will be revised once and will be re-evaluated by the same reviewers. The revised product must meet the established minimum threshold on this attempt (i.e., pass for the revised product) or the product will be considered failed. The Chair of the Comprehensive Exam Committee will report the outcome of each product to the student and to the COGA Graduate Academic Advisor for archiving in the student's file. Upon passing the final product, the Chair of the Comprehensive Exam Committee will report to the student and the COGA Graduate Academic Advisor that the student is now ready for the Comprehensive Oral Exam.

If a product is failed, the Comprehensive Exam Committee will convene to determine an appropriate next step (e.g., continued revision of the current product, formulation of a new product). The decision of the committee will be documented as an addendum to the original comprehensive exam plan, and the criteria for the revised/new product will be written using the same template as the other products (e.g., all elements should be specified including timeline, pass criteria, number of attempts). The committee also may require that the student engage in additional preparatory activities (e.g., an independent study, a professional writing class) to support successful completion of the comprehensive exam. If the student fails a second comprehensive product, whether it is the same product or a new product, the student may not be given an additional attempt and will be discontinued from the program. In exceptional circumstances, the Comprehensive Exam Committee may petition the IEC Advising Committee on behalf of the student to allow an additional attempt to pass the Comprehensive Exam. If the IEC Advising Committee approves this petition, the student may pursue a final attempt at passing the Comprehensive Exam Committee.

D. Comprehensive Oral Examination

The Comprehensive Oral Examination is open to all members of the University community. The Comprehensive Exam Committee is responsible for carrying out the evaluation of the student's performance, in a closed session following the examination. It is recommended that the candidate take the oral examination as soon as possible following successful completion of the written examinations. To accomplish this, the student should contact the COGA Graduate Academic Advisor to schedule the date/time of the exam, as well as reserve a room for the examination. When these arrangements are finalized, the COGA Graduate Academic Advisor will fill out and send the electronic PTD (Progress to Degree) form to route to COGA (College Office of Graduate Affairs) and Graduate Studies for approval. It is the student's responsibility to assure that the form has been filed with the graduate office. Final written comprehensive exam products should be shared with all members of the Comprehensive Exam Committee approximately 2- to 3- weeks prior to the exam date.

The comprehensive oral examination focuses primarily on the student's written examination topics, although the student must be prepared to answer questions from other areas as well. At the discretion of the student's committee, the student may be

asked to provide a very brief presentation related to each question. This will be discussed and decided when the comprehensive exam products are specified (see Section B). The comprehensive oral examination lasts approximately 2 hours with the majority of the time devoted to discussion. The student is free to discuss aspects of the examination with Committee members prior to the examination. Each member of the Committee is free to share information about their part of the examination with the student, although they are under no obligation to do so.

Majority vote of the Comprehensive Exam Committee determines satisfactory or unsatisfactory performance. In the event of failure, the Chairperson, in consultation with Committee members, will advise the student as to possible courses of action. On occasion a student may perform at an unusually high level during the oral exam. As a result, the committee may vote to grant the student “Honors” for oral exam performance. This action requires a unanimous vote of all committee members.

V. DOCTORAL CANDIDACY/DISSERTATION PHASE

A. Post-Comprehensive Enrollment

University policies are followed for post-comprehensive enrollment. See Appendix VI for relevant policy links. In planning post-comprehensive enrollment, students should also be aware of enrollment policies for GTA/GRA/GAs and student hourlies. Essentially, GTA/GRA/GA policies allow for reduced enrollment once 18 post-comprehensive credits have been accumulated but student hourly policies require full-time enrollment regardless of doctoral stage (i.e., no allowance for post-comprehensive credits).

B. Dissertation Committee

The **Dissertation Committee** will consist of at least three members, with the academic advisor as chairperson (note: in order to serve as chair, the advisor must have the privilege to chair doctoral committees approved by Graduate Studies). The Dissertation Committee will have the responsibility of directing the candidate in her/his preparation of the dissertation. The chairperson and at least one other member of the Dissertation Committee shall be from the IEC. Faculty members from outside the IEC can serve as Chair if approval is obtained from the IEC. It is the joint responsibility of the Chair of the Dissertation Committee and the student to be knowledgeable about Graduate Studies requirements for residency, enrollment, and other regulations that apply to completion of the dissertation.

C. Dissertation Enrollment and Grading

Per Graduate Studies Policy, upon passing the comprehensive oral exam, students must be continuously enrolled in dissertation hours or other enrollments that move the student’s work forward. The candidate must enroll in a minimum of 6 hours each fall and spring semester until the student has completed 18 post-comp hours, or until degree completion, whichever comes first. At least one of the required 6 hours must include one dissertation or dissertation equivalent hour every term. Summer enrollment is optional for post-comp doctoral students, with some exceptions. Therefore, please review the post-comp enrollment policy at (coga.ku.edu/progress-to-

degree/enrollment/post-comprehensive-enrollment) and speak with your COGA Graduate Academic Advisor. Upon completion of 18 post-comp hours, continuous enrollment may involve as little as one dissertation hour per semester. The number of dissertation credits should accurately reflect the candidate's demands on faculty time and university facilities. Dissertation hours will be graded SP – Satisfactory Progress, LP – Limited Progress, or NP – No Progress, as described in the table below.

| Grade | Description |
|-------|--|
| SP | Progress is consistent with the goals for the semester as agreed upon with the advisor. This semester's progress supports timely completion of the dissertation. |
| LP | Progress is less than what was agreed upon with the advisor. This semester's progress may cause delays in timely dissertation completion. Academic probation may be warranted. |
| NP | The student has provided no evidence of progress on the dissertation work, or the work completed was insufficient to move the dissertation project forward. Academic probation is warranted. Dismissal may be warranted. |

Advisors will report grades of LP and NP to the Dissertation Committee and will work to construct a mentoring agreement with the student. The Dissertation Committee will discuss and modify (if needed) the mentoring agreement and will recommend a course of action to the IEC Advising Committee. The course of action will include recommendations for academic probation and/or dismissal, any contingencies for continued grades of LP and/or NP, and the approved mentoring agreement. The IEC Advising Committee will endorse or modify the Dissertation Committee's recommendation and will communicate the final action to the student and the COGA Academic Advisor for archiving in the student's academic file.

D. Dissertation Prospectus and Committee Approval

The student, with the guidance of the dissertation advisor, will submit in writing a Prospectus that details a proposed original study to the Dissertation Committee. Members of the Dissertation Committee should have approximately 2- to 3-weeks prior to the prospectus meeting to review the prospectus. The Prospectus Meeting will begin with the student's presentation of the major elements of the proposed dissertation. A major goal of the Prospectus meeting is to obtain advice and suggestions from Committee members that will result in a strong, empirical study. The student may take this opportunity to present pilot data to support the plan set forth in the Prospectus. At the completion of the meeting, the Committee may meet with or without the student to determine if the student should move on to the data collection phase and/or any other recommendations. It is the role of the Dissertation Advisor to summarize the Committee's recommendations to the student.

E. Colloquium Presentation

Students are encouraged to present a colloquium in the SPLH 900 Proseminar prior to the Dissertation Defense, preferably in the proposal stage. The student should contact the SPLH 900 instructor to determine available dates and potential time formats in

advance of the start of the semester. At the student's request, the colloquium can be advertised to related departments beyond the IPCD.

F. Written Dissertation

When the dissertation research is completed, the student will prepare a written dissertation document following university guidelines and with the dissertation advisor's guidance. A written copy of the dissertation will be disseminated to the members of the Dissertation Committee for review approximately 2- to 3-weeks prior to the oral examination. The written dissertation is scored by each committee member using the approved departmental rubric (see Appendix IV). Completed rubrics will be collected by the dissertation chair at the defense. The written dissertation must meet a ***minimum threshold*** for the dissertation defense to take place.

G. Oral Defense Committee

The Chairperson of the Dissertation Committee, in consultation with the candidate, will select the **Oral Defense Committee**. As with the Comprehensive Oral Examination Committee, all members of this committee must have appointments to the Graduate Faculty. One member, who must not hold an appointment in the department, will be nominated to serve as the Graduate Studies Representative (this faculty member must have Graduate Studies Privilege). This committee shall consist of the dissertation committee and at least two additional members from the Graduate Faculty, for a total of at least five members. The chair and student will notify the COGA Graduate Academic Advisor of the committee as soon as possible and will notify the Advisor of any changes/revisions made to the committee.

Prior to the formation of this committee, at least one month must have elapsed since the comprehensive oral examination. Please also see Graduate Studies requirements for enrollment, residency, and related requirements. As is the case for the Comprehensive Oral Examination, a request for Graduate Division permission must be filed at least two weeks prior to the requested examination date.

H. Public Dissertation Defense

At a time scheduled with the consent of the dissertation advisor and Oral Defense Committee members, the student will present his/her dissertation with an opportunity for questions from the audience. Whenever possible, the public presentation should be scheduled in a venue that allows for videoconferencing between the campuses to facilitate intercampus participation. In addition, when the defense date is communicated by the student to the administrative professional, the student should indicate whether the defense should be advertised to related departments, specifying the relevant departments. Following the presentation of the dissertation, the student commences with the defense of the dissertation with the Oral Defense Committee and any members of the public who elect to attend the defense. Any individual may ask questions of the candidate at any time. The dissertation presentation and defense typically last two hours with the majority of the time devoted to discussion. At the end of the meeting, the Oral Defense Committee meets without the student or guests present to provide an evaluation of the defense. **Majority** vote of the committee determines satisfactory or

unsatisfactory performance. Honors performance is determined through anonymous ballot, and the awarding of honors requires a **unanimous** vote by the Oral Defense Committee.

Changes in the written dissertation may be required as a result of the oral defense. The dissertation advisor, in collaboration with the Oral Defense Committee, will decide the nature and extent of the changes. The advisor approves all required changes before the student submits the final, approved dissertation to Graduate Studies.

I. Submission of Dissertation to Graduate Studies. Please see the Doctoral Degree Checklist at: <http://coga.ku.edu/graduation/doctoral-degree-checklist> for more information.

Electronic Dissertation Submission (see Appendix VI for links):

- Submit the PDF version of your dissertation to the UMI/Proquest submission site: <http://www.etsadmin.com/>
- Dissertation formatting guidelines can be found at Graduate Studies (See Appendix VI)
- Your submission will be checked for formatting and completeness by the COGA. You will be notified via email after graduation if the work is accepted or needs revisions.

Submit these items to COGA (College Office of Graduate Affairs) via electronic submission at cogadocs@ku.edu:

- Title page and Acceptance page
 - Title page requires *all* committee members' signatures.
 - Acceptance page requires only committee chairperson's signature.
 - These pages must comply with the formatting guidelines. Please see the following links for templates: http://www.graduate.ku.edu/04-02_etd.shtml?FormattingInstructions
- ETD Release Form
 - Please review and sign the form: http://coga.ku.edu/sites/coga.ku.edu/files/docs/ETD-ReleaseForm-FALL2015_fillable.pdf
 - The title included on the ETD Release Form should match exactly the title on the acceptance page, UMI/ProQuest submission, and PTD (including punctuation and capitalization).
 - If you need to place an embargo on your dissertation, you must also obtain your Department Graduate Director's original signature.
- Doctoral Surveys

Appendix I. Pathways to PhD

Pathways to PhD – Undergraduate Entry

| BA entry – research emphasis (any specialty) | BA entry – SLP clinical certification | BA entry – AuD clinical certification (i.e., AuD/PhD program) |
|--|--|---|
| <ul style="list-style-type: none"> • 16 credits in major • 6 credits RS/RS • 6 credits in correlative area • 4-6 credits thesis • Thesis defense | <ul style="list-style-type: none"> • 16 credits in major • 6 credits RS/RS • 8 credits professional coursework (eval, prosem, multicultural, clinical process) • 12 credits clinical practice (400 hours) • 4-6 credits thesis • Thesis defense • MA SLP portfolio | <ul style="list-style-type: none"> • 62 credits in major • 29 credits clinical practice (2000 clinical hours) • 4 credits research project • 15 elective credits including minimum of 6 RS/RS • Students generally complete the AuD first (which includes most PhD courses) |
| PhD Prerequisites Completed (32-34 credits) | MA SLP degree earned (46-48 credits) | AuD degree earned |
| <i>PhD Track = PhD Prereq continuation</i> | <i>PhD Track = MA SLP continuation</i> | <i>AuD/PhD Track</i> |
| <ul style="list-style-type: none"> • 24 credits in major (including colloquium, grant writing, directed teaching) • Thesis satisfies prelim research requirement • 9 credits RS/RS • 6 credits correlative • Satisfactory performance on annual reviews • Satisfactory performance on written and oral comps • Satisfactory completion of dissertation prospectus • Satisfactory completion of dissertation and oral defense | <ul style="list-style-type: none"> • 24 credits in major (including colloquium, grant writing, directed teaching) • Thesis satisfies prelim research requirement • 9 credits RS/RS • 12 credits correlative • Satisfactory performance on annual reviews • Satisfactory performance on written and oral comps • Satisfactory completion of dissertation prospectus • Satisfactory completion of dissertation and oral defense | <ul style="list-style-type: none"> • The PhD portion of the program involves taking additional research-related coursework (e.g., RS/RS, correlative area) prior to completing the comprehensive exam and the dissertation. • Only change to PhD portion of this track would be the requirement for specific courses within the major (i.e., colloquium, grant writing, directed teaching) • An additional 30 hours of graduate credit is required beyond the completion of the minimum number of hours needed for either the Au.D. or Ph.D. degree alone. |
| PhD earned (39 credits + comps + diss) | PhD earned (45 credits + comps + diss) | PhD earned |
| 71-73 credits + comps + diss | 91-93 credits + comps + diss | 120-130 credits |

Pathways to PhD – Graduate Entry

| MA SLP or MA AUD entry | AuD entry | Other graduate degree entry (e.g., MA in LING, PSYC) |
|---|---|--|
| N/A (no interim degree earned) | N/A (no interim degree earned) | N/A (no interim degree earned) |
| <i>PhD Track = MA SLP/AUD entry</i> | <i>PhD Track = AuD entry</i> | <i>PhD Track = graduate entry outside field</i> |
| <ul style="list-style-type: none"> • 24 credits in major (including colloquium, grant writing, directed teaching) • Preliminary research experience (or prior thesis) • 15 credits RS/RS • 12 credits correlative • Satisfactory performance on annual reviews • Satisfactory performance on written and oral comps • Satisfactory completion of dissertation prospectus • Satisfactory completion of dissertation and oral defense | <ul style="list-style-type: none"> • 10 credits in major (including colloquium, grant writing, directed teaching credits) • Preliminary research experience (usually fulfilled by the prior AuD research project) • 9-15 credits RS/RS • 6-12 credits correlative • Satisfactory performance on annual reviews • Satisfactory performance on written and oral comps • Satisfactory completion of dissertation prospectus • Satisfactory completion of dissertation and oral defense | <ul style="list-style-type: none"> • 36 credits in major + correlative (including colloquium, grant writing, directed teaching) • Preliminary research experience (or prior thesis) • 15 credits RS/RS • Satisfactory performance on annual reviews • Satisfactory performance on written and oral comps • Satisfactory completion of dissertation prospectus • Satisfactory completion of dissertation and oral defense |
| PhD earned (51 credits + comps + diss) | PhD earned (25-37 credits + comps + diss) | PhD earned (51 credits + comps + diss) |
| | | |

APPENDIX II. FORMAT FOR PLAN OF STUDY

MAJOR AREA OF STUDY: _____

(Minimum of 24 graduate semester hours, including (1) SPLH 900 Proseminar in Communicative Disorders, (2) SPLH 964 Seminar in Grant Writing or SPLH 976 Independent Study in Grant Writing, (3) SPLH 975 Directed Teaching)

| <u>No.</u> | <u>Course</u> | <u>Semester</u> | <u>Hours</u> |
|------------|---------------|-----------------|--------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
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| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

CORRELATIVE AREA OF STUDY: _____

(Minimum of 12 graduate semester hours)

| <u>No.</u> | <u>Course</u> | <u>Semester</u> | <u>Hours</u> |
|------------|---------------|-----------------|--------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

RESEARCH SKILLS/RESPONSIBLE SCHOLARSHIP:

(Minimum of 15 graduate semester hours, including one course on responsible scholarship)

| <u>No.</u> | <u>Course</u> | <u>Semester</u> | <u>Hours</u> |
|------------|---------------|-----------------|--------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

PRELIMINARY RESEARCH REQUIREMENT:

(Provide a brief abstract of the research project used to fulfill this requirement with reference to scientific presentation or publication of the project, if any, and project completion dates. If this project entailed enrollment in SPLH 974 Research Practicum, please list the semesters of enrollment and the faculty supervisor)

COMPREHENSIVE EXAMINATION:

Students should enroll in SPLH 998 with their faculty advisor during semester(s) when they are working on written and/or oral comprehensive exams.

| <u>No.</u> | <u>Course</u> | <u>Semester</u> | <u>Hours</u> |
|------------|----------------------------|-----------------|--------------|
| SPLH998 | Investigation & Conference | _____ | _____ |
| _____ | _____ | _____ | _____ |

DISSERTATION:

(Minimum of 10 graduate semester hours)

| <u>No.</u> | <u>Course</u> | <u>Semester</u> | <u>Hours</u> |
|------------|-----------------------|-----------------|--------------|
| SPLH999 | Doctoral Dissertation | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

APPROVED: Doctoral Advisory Committee

Chairperson - Advisor

Date

Member

Member

Student Name

Appendix III. Format for Annual Review & Feedback Form**Annual PhD Review for the 20XX-20YY Academic Year**

Student:

Chairperson/Advisor:

Other Members of Doctoral Advisory Committee:

Current Year in Program (e.g., first year):

Planned Last Semester of Required Coursework:

Planned Comprehensive Oral Exam Semester:

Planned Dissertation Defense Semester:

Funding for Current Academic Year:

Requested/Planned Funding for Next Academic Year:

Instructions *Only include items below that are relevant to you. You may delete any irrelevant items.***Coursework & Exams**

List coursework completed since the last annual review and the grade earned.

| <u>No.</u> | <u>Course</u> | <u>Semester</u> | <u>Grade</u> |
|------------|---------------|-----------------|--------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

List in progress coursework for the current semester.

| <u>No.</u> | <u>Course</u> | <u>Semester</u> | <u>Hours</u> |
|------------|---------------|-----------------|--------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Provide a copy of an updated plan of study. Any requested changes to the plan of study since the last annual review should be described below and **highlighted on the plan of study with red font.**

If you are completing written comprehensive exams, oral comprehensive exams, dissertation prospectus, written dissertation, or defense of dissertation, please describe the progress you have made since the last annual review and your planned timeline for the coming year.

1. *EXAMPLE 1:* My three written comprehensive exam questions were approved by my committee in Fall 20XX. Since approval, I have completed and passed two of my three exam questions. I plan to submit my third exam response by March 1. Depending on the outcome of this question, I will schedule my comprehensive oral exam for April 20YY (if I pass my third exam) or early summer 20YY (if I need to revise my third exam).

2. *In some cases, a more detailed timeline is needed (i.e., when much future work is planned) -- EXAMPLE 2: I have just passed my comprehensive exams and am embarking on my dissertation.*

| Task to be completed by the student and others | Timing |
|--|---|
| Meet weekly with mentor to refine methods for dissertation study | Spring 20XX |
| Write first draft of introduction to prospectus | Give to mentor for comments by Spring Break |
| Feedback from mentor on intro draft | By April 1 |
| Revise draft of introduction to prospectus | By last day of class |
| Feedback from mentor on 2 nd draft | By grade deadline |
| Collect pilot data using agreed upon methods | Summer 20xx |
| Meet weekly with mentor and statistician to develop analysis plan for dissertation | August-mid Sept, 20XX |
| Revise intro and draft methods and analysis plan and predictions of prospectus | Give to mentor by Oct 1, 20XX |
| Feedback from mentor on prospectus | Oct 15, 20XX |
| Revise prospectus and send to committee | Nov 1, 20XX |
| Prepare presentation to prospectus committee and give practice talk to lab group | Nov 15, 20XX |
| Revise practice talk and get ready for defense | Nov 30, 20XX |
| Prospectus Defense | Dec 1, 20XX |
| Revise protocol and IRB per committee input | Dec 15, 20XX |

3. *EXAMPLE 3: You might have combination of 1 & 2 (e.g., a brief description of completing one step, such as comps, and smaller timetable for the new step, such as dissertation prospectus). When in doubt, seek guidance from your mentor.*

When detailed timetables are provided (as in #2), the committee feedback will often involve a return of this timetable with updates or additions to the table. This timetable then serves as a basis for gauging progress on the comprehensive exams or dissertation, which will be used when grading comprehensive or dissertation enrollments.

Research

Briefly describe the research activities you participated in during this academic year. Your description should include your mentor for the project, the scientific/clinical purpose of the project, the tasks you have completed thus far, the tasks that are planned for the coming year, and the skills you are acquiring through this participation.

1. *EXAMPLE: I am working on a word learning project with Dr. Storkel. This project investigates which words are easy or difficult for preschool children to learn by manipulating the neighborhood density (i.e., the number of phonologically similar known words) of the words to-be-learned. To date, I have generated the stimuli, programmed the computer for data collection, and initiated recruitment of preschool children. In the coming year, I will pursue data collection (Spring 20XX & Summer 20XX), data processing and analysis (Fall 20XX) and*

dissemination of findings (Spring 20YY and beyond) through conference presentations (e.g., SRCLD) and publication (e.g., JSLHR). Through this project I am learning how to (1) set up a common word learning paradigm, (2) recruit child participants, (3) collect and analyze accuracy data using ANOVA, (4) disseminate research findings.

2. YYY

List your presentations for this academic year. Mark invited presentations with **. Mark peer-reviewed presentations with *. Include presentations that you have submitted (In Review) or plan to submit (In Preparation) in the coming year.

1. *EXAMPLE: *Lee, S. Y. & Storkel, H. L. (2012, November). The influence of phonotactic probability on bilingual phonological processing. American Speech-Language-Hearing Annual Convention, Atlanta, GA.*

2. YYY

List your publications for this academic year. Mark invited publications with **. Mark peer-reviewed publications with *. Include publications that you have submitted (In Review) or plan to submit (In Preparation) in the coming year.

1. *EXAMPLE: *Storkel, H. L., Bontempo, D. E., Aschenbrenner, A. J., Maekawa, J., & Lee, S. Y. (In Press). The effect of incremental changes in phonotactic probability and neighborhood density on word learning by preschool children. Journal of Speech, Language, and Hearing Research.*

2. YYY

List any scholarships or grants you have applied for and have completed the review process (note as funded or not funded), that you have submitted (In Review), or that you plan to submit (In Preparation) in the coming year.

1. **Principal Investigator**, National Institutes of Health R01 Research Grant Award (Funded, 2013-2018); *Interactive book reading to accelerate word learning by children with SLI.*

2. YYY

Describe any additional research activities planned for the coming year that are not captured by the above listings.

1. XXX

Teaching & Mentoring

Briefly describe the teaching/mentoring activities you participated in during this academic year. This could include a brief description of (1) events you attended at the Center for Teaching Excellence or other local or national venues; (2) duties performed as a GTA (include, as relevant, course number and title, mentor, activities completed, documentation of performance such as student or faculty evaluations, and the skills you are acquiring through this participation); (3) duties performed as part of a directed teaching enrollment (include, as relevant, course number and title, mentor, activities completed, documentation of performance such as student or faculty evaluations, and the skills you are acquiring through this participation); (4) involvement with mentoring students in research (include, as relevant, student's name, student's degree program, activities completed with student, and the skills you are acquiring through this participation).

1. *EXAMPLE: I am working as a GTA for SPLH 466 Language Science (Primary Instructor: Storkel). My responsibilities are to attend class, create the weekly quiz, review quiz performance and re-teach skills where student performance is low, and teach the unit on*

phonology. Student and faculty evaluations are pending and will be submitted with the next annual report. I am learning (1) basic classroom management skills for undergraduate classes; (2) how to use Blackboard; (3) how to identify goals for a given topic, create learning activities around that topic, and assess student learning.

2. YYY

Describe your planned teaching activities for the coming year.

Service

List any service activities you participated in during this academic year.

1. *EXAMPLE*: President, SPLH-CLP Graduate Student Organization, 20xx-20yy
2. YYY

Describe your planned service activities for the coming year (if not captured in the above listing).

1. XXX

Submit this annual report, an updated plan of study, your updated CV, and any supporting materials (e.g., summary of student evaluations of teaching) to the members of your Doctoral Advisory Committee via e-mail by March 1.

Note: Students and mentors may wish to complete a Mentoring Agreement as part of the annual review process for students engaging in comprehensive exams or dissertation. See [http://clas.drupal.ku.edu/sites/clas.drupal.ku.edu/files/docs/COGA/Mentoring Agreement Template.docx](http://clas.drupal.ku.edu/sites/clas.drupal.ku.edu/files/docs/COGA/Mentoring%20Agreement%20Template.docx).

Note: If a student's time to degree has exceeded University limitations, a Graduate Degree Completion Agreement must be completed and accompany the Time Limit Extension Petition. See <http://clas.ku.edu/sites/clas.ku.edu/files/docs/COGA/CompletionAgreementCOGA20130823.pdf>.

| | | | | |
|--|-----------------------------------|----------------------------------|-----------------|-----------------|
| Student | | | | |
| Faculty Mentor | | | | |
| Committee Members | | | | |
| Start Date in Program (month/day/year) | | | | |
| Evaluation Date (month/day/year) | | | | |
| Current Time To Degree (in years) | 0.00 | | | |
| Coursework | Good Progress; No Concerns | Slower Progress; Concerns | N/A | Comments |
| Grades | | | | |
| Incompletes | | | | |
| Progress on Plan of Study | | | | |
| Overall Progress | | | | |
| Exams/Dissertation | Good Progress; No Concerns | Slower Progress; Concerns | N/A | Comments |
| Meeting Deadlines | | | | |
| Quality of Activities | | | | |
| Plan for the Coming Year | | | | |
| Overall Progress | | | | |
| Research & Professional Development | Good Progress; No Concerns | Slower Progress; Concerns | N/A | Comments |
| Research Activities | | | | |
| Local Presentations | | | | |
| External Presentations | | | | |
| Peer Reviewed Publications | | | | |
| Non-Peer Reviewed Publications | | | | |
| Scholarships or Grants | | | | |
| Plan for the Coming Year | | | | |
| Teaching Activities | | | | |
| Mentoring Activities | | | | |
| Teaching/Mentoring Plans for the Coming Year | | | | |
| Service Activities | | | | |
| Service Plans for the Coming Year | | | | |
| Overall Progress | | | | |
| Milestones | Planned | Actual Date | Comments | |
| Plan of Study Approved | | | | |
| Written Comps Plan Approved | | | | |
| Written Comps Passed | | | | |
| Oral Comps Passed | | | | |
| Dissertation Prospectus Approved | | | | |
| Dissertation Defense Passed | | | | |
| | | | | |
| | Good Progress; No Concerns | Slower Progress; Concerns | Comments | |
| OVERALL PROGRESS | | | | |

Appendix IV. PhD Written Comprehensive Exam Planning Template

Student:

Have the minimum number of credits in the major, correlative, and RS/RS areas been met? (pick one) YES NO

If NO, when will the minimum credits in all three areas be completed?

(Please note, that the comprehensive oral exam cannot be scheduled until the minimum number of credits has been completed.)

Product 1

1. **Description:** Provide a detailed description of the product or question (e.g., Literature Review: Summarize and critique the literature on working memory in preschool children with SLI. Pinpoint theoretical gaps in this literature and briefly suggest studies to fulfill these gaps.)
2. **Format:** (e.g., 40 double-spaced pages including text, references, figures and tables written in a style appropriate for a review in JSLHR)
3. **Timeframe:** (e.g., July 1 to July 31, 2013)
4. **Evaluation Framework:** (e.g., Paper will be evaluated using the typical criteria of JSLHR. Evaluators will consider the adequacy and scope of the rationale for the review; the accuracy and scope of the review; organization; clarity; the appropriateness of the suggested new studies. Reviewers will provide a recommendation of Accept, Minor Revision, Major Revision, Reject).
5. **Minimum Pass Criteria:** (e.g., None of the reviewers score the paper as Reject).
6. **Number of Revisions Allowed (if any):** (e.g., 1 revision will be allowed. Evaluation of the revision will use the same evaluation framework and minimum pass criteria as the original. The revision should include a 1-page response to each reviewer).
7. **Committee Members Evaluating This Product:** (e.g., Dr. XX and Dr. YY will evaluate this product within 3-weeks of receipt. They will communicate their reviews to Committee Chair Dr. ZZ, who will notify the student and the appropriate administrative professional).

Product 2

1. **Description:** Provide a detailed description of the product or question (e.g., Literature Review: Summarize and critique the literature on working memory in preschool children with SLI. Pinpoint theoretical gaps in this literature and briefly suggest studies to fulfill these gaps.)
2. **Format:** (e.g., 40 double-spaced pages including text, references, figures and tables written in a style appropriate for a review in JSLHR)
3. **Timeframe:** (e.g., July 1 to July 31, 2013)
4. **Evaluation Framework:** (e.g., Paper will be evaluated using the typical criteria of JSLHR. Evaluators will consider the adequacy and scope of the rationale for the review; the accuracy and scope of the review; organization; clarity; the appropriateness of the suggested new studies. Reviewers will provide a recommendation of Accept, Minor Revision, Major Revision, Reject).
5. **Minimum Pass Criteria:** (e.g., None of the reviewers score the paper as Reject).

6. **Number of Revisions Allowed (if any):** (e.g., 1 revision will be allowed. Evaluation of the revision will use the same evaluation framework and minimum pass criteria as the original. The revision should include a 1-page response to each reviewer).
7. **Committee Members Evaluating This Product:** (e.g., Dr. XX and Dr. YY will evaluate this product within 3-weeks of receipt. They will communicate their reviews to Committee Chair Dr. ZZ, who will notify the student and the appropriate administrative professional).

Product 3

1. **Description:** Provide a detailed description of the product or question (e.g., Literature Review: Summarize and critique the literature on working memory in preschool children with SLI. Pinpoint theoretical gaps in this literature and briefly suggest studies to fulfill these gaps.)
2. **Format:** (e.g., 40 double-spaced pages including text, references, figures and tables written in a style appropriate for a review in JSLHR)
3. **Timeframe:** (e.g., July 1 to July 31, 2013)
4. **Evaluation Framework:** (e.g., Paper will be evaluated using the typical criteria of JSLHR. Evaluators will consider the adequacy and scope of the rationale for the review; the accuracy and scope of the review; organization; clarity; the appropriateness of the suggested new studies. Reviewers will provide a recommendation of Accept, Minor Revision, Major Revision, Reject).
5. **Minimum Pass Criteria:** (e.g., None of the reviewers scores the paper as Reject).
6. **Number of Revisions Allowed (if any):** (e.g., 1 revision will be allowed. Evaluation of the revision will use the same evaluation framework and minimum pass criteria as the original. The revision should include a 1-page response to each reviewer).
7. **Committee Members Evaluating This Product:** (e.g., Dr. XX and Dr. YY will evaluate this product within 3-weeks of receipt. They will communicate their reviews to Committee Chair Dr. ZZ, who will notify the student and the appropriate administrative professional).

Oral Exam Format

1. **Tentative time of oral exam:** (e.g., Fall 2014)
2. **Communication:** Final products will be sent to the Oral Comprehensive Examination Committee 2-weeks prior to the scheduled exam date.
3. **Presentation:** (e.g., The student is expected to provide a brief (5-minute or less) PowerPoint presentation to introduce each exam product. The committee will then ask questions about that product until the Committee Chair calls time. This format will continue for the remaining products).

APPROVED: **Written Comprehensive Exam Committee**

Chairperson – Advisor

Date

Member

Date

Member

Date

Member

Date

Member

Date

Student

Date

Appendix V: Dissertation Rubric (approved October 2011, REV. 6/4/2019)

| CLAS | | Department of Speech-Language-Hearing: Sciences & Disorders | | | |
|---|---|---|--|---|--|
| Components | Outcome Quality Levels | | | | |
| | Unacceptable - 1 | Acceptable - 2 | Very Good - 3 | Outstanding - 4 | |
| Introduction/ Statement of the Problem | Poorly written/organized Presents lack of understanding of the problem Insufficient knowledge to generate adequate rationale Poorly articulated and unimportant questions. | Adequately written/organized Presents adequate understanding of problem Adequate rationale for studying the problem. Adequately articulated, important question(s) | Very well written/organized Presents very good understanding of problem Persuasive, convincing case Well-articulated, interesting and important question(s) | Exceptional writing/organization Comprehensive understanding of problem Compelling rationale Strongly articulated, significant question(s) | |
| Grounding in the Literature | Fails to cite relevant articles Misinterprets the literature Lacks critical analysis and synthesis. | Summary of current, relevant literature Analysis and synthesis of literature | Comprehensive summary of the relevant literature Critical analysis and synthesis of literature | Formidable summary of current, relevant literature Thoughtful, critical analysis and synthesis of literature | |
| Methodology/ Approach | Poorly written/organized, Chooses incorrect tools or methodology. Lack sufficient controls to yield valid and reliable results. | Adequately written/organized Basic level of competence in all aspects of design to yield a valid and reliable result. | Very well written/organized Highly developed level of competence in all aspects of design to yield a valid and reliable result. | Exceptional writing/organization Superior level of ability in all aspects of design to yield a valid and reliable result. | |
| Results/ Analysis | Poorly written/organized, Incomplete, poorly executed Shows poor understanding of statistical methods | Adequately written/organized Well executed, thorough Shows good understanding of statistical methods | Very well written/organized Well executed, thorough Very good understanding of statistical methods | Exceptional writing/organization Well executed, thorough Excellent understanding of statistical methods | |
| Discussion/ Conclusion | Poorly written/organized, Insufficient discussion of results and/or misinterprets the findings. | Adequately written/organized Well synthesized Conclusions are supported by the evidence Indicates where future research might improve upon what was done | Very well written/organized Integrates previous research Conclusions are supported by the evidence Indicates where future research might improve upon what was done | Exceptional writing/organization Integrates previous research Conclusions are supported by the evidence Indicates future research & limitations of the study | |
| Overall | Poorly written/organized, Lacks basic components | Adequately written/organized Competent execution | Very well written/organized Solid, Important | Beautifully written/organized Innovative, Significant | |

*Adapted from Barbara Lovitts & Ellen Wert, *Developing Quality Dissertations in the Social Sciences*, 2009.

Appendix VI. Relevant Policy Links

Note: Brief summaries of linked policies are provided below. These are intended only as a general guide and do not replace the full policy statement. Students and faculty should always consult the full policy statement.

General

College & University Policies

1. [College of Liberal Arts and Sciences Graduate Policies \(Lawrence\)](#)
2. [School of Health Professions Student Handbook \(KUMC\)](#)
3. [Graduate Studies Policies and Processes](#)
4. [Policy Library](#)

*Note: The PhD degrees are administratively housed on the Lawrence campus. Thus, PhD students will typically follow KU-Lawrence policies for degree requirements, graduate student policies, etc. However, since students can take classes at KUMC, they are required to follow general KUMC policies that affect all students.

Program Policies

1. [Graduate Studies Catalog Doctor of Philosophy in Speech-Language Pathology or Audiology](#)
2. Policy Library: [Grievance Procedures](#)
3. [Technical Standards](#)

Employment Policies

1. [Policy Library: GTA/GRA/GA Appointment Guidelines](#) – Describes FTE limits and links to more detailed policies on eligibility requirements (e.g., enrollment requirements)
2. [Policy Library: Spoken English Competency for GTAs](#) – Details minimum scores on tests of English proficiency; Notes that prospective GTAs must be interviewed by three institutional representatives including a student.
3. [Policy Library: Time Limits for GTAs](#) – 6-semester GTA limit for MA degree, 16- semesters for doctorate degree or admitted to pursue more than one degree in a single department
4. [Policy Library: Affordable Care Act](#) – Generally, student workers become eligible for faculty/staff benefits if they work an average of 30 hours or more per week over the measurement period in single or multiple positions. Students should let supervisors know if their aggregate employment will surpass 29 hours because this has financial implications for their employer(s). See also [Policy Library: Student Employee Limits](#).

Internal Funding

1. [Graduate Studies: Internal KU Funding](#) –

- a. Graduate Scholarly Presentation Travel Fund (eligible for one award);
- b. Doctoral Student Research Fund (eligible for two awards: (1) Pre-comprehensive exams; (2) Post-comprehensive exams)

Coursework & Preliminary Research Phase

General

1. Policy Library: Full-Time Enrollment – 9 credits for Fall and Spring (or 6 credits if GTA/GRA/GA) and 6 credits for Summer (or 3 credits if GTA/GRA/GA)
2. Policy Library: Leave of Absence (LOA) – LOA may be taken for a variety of extraordinary personal circumstances. LOA time does not towards program time constraints.
3. Policy Library: Doctoral Program Time Constraints – Student must spend three full academic years in resident study. Minimum of two semesters of full-time study in residence at KU is required. All degree requirements must be met within 8 years of start. For MA/PhD, maximum time is increased to 10 years.
4. Policy Library: Graduate Credit – No credit is transferred for doctoral students but prior work is taken into consideration when constructing the plan of study.
5. Policy Library: Graduate Coursework Expiration Dates – Courses counting toward degree requirements must have been taken within 10 years. This policy can be appealed.
6. Office of the Registrar: Academic Calendar – See the academic calendar for important dates related to enrollment, late fees, deadlines for completing degree requirements, etc.

Academic Integrity and Misconduct

1. University Senate Rules and Regulations, Section 6
2. Code of Ethics of the American Speech-Language-Hearing Association
3. [Code of Ethics of the Kansas Speech-Language Hearing Association](#)
4. Lawrence Office of Research
5. KUMC Office of Research
6. ASHA Research Ethics

Comprehensive Exam Phase

Comprehensive Oral Exam Committee

1. Policy Library: Committee Composition Policy – Committee must have at least 5 voting members. The majority of members must have the privilege to serve on a doctoral committee in the candidate's program. One member must meet the requirements for serving as the Graduate Studies representative (hold Grad Studies Representative privilege).
2. Policy Library: Graduate Studies Representative – Must be a member of the Graduate Faculty with Grad Studies Representative privilege. Must be an

independent participant observer without personal or professional duality/conflict of interest with other members of the committee or the student.

3. Policy Library: Graduate Faculty Status – It is the graduate program’s responsibility to nominate individuals for Graduate Faculty appointments and to provide appropriate evidence of scholarship and involvement in the graduate education program. Graduate Faculty are nominated to serve via one or more specific privileges which are individually recorded in university systems. The five privileges of Graduate Faculty are:
 - Serve on master’s-level committees
 - Serve on doctoral committees
 - Chairmaster’s-level committees
 - Chair doctoral committees
 - Serving as the Graduate Studies Representative on doctoral committees
4. Policy Library: Oral Exam Attendance – All committee members should be present at the exam but it is possible for a minority of members to participate in the exam virtually with consent of the student. However, the student, the committee chair, and the grad studies rep must be physically present.
5. Policy Library: General Statement on Comprehensive Oral Exam – Exam is scheduled when the student has completed coursework requirements and is in good academic standing (GPA 3.0+). The examination must be requested at least 2-weeks in advance. At least 5 months must have passed since the student’s first enrollment at KU. If the exam is graded as Unsatisfactory, the student may retake the exam, upon recommendation of the program, after 90 days have elapsed. No more than three exam attempts are allowed.

Comprehensive Exams

1. Teaching Portfolio Option – Center for Teaching Excellence Documenting Teaching

Doctoral Candidacy/Dissertation Phase

Post-Comprehensive Enrollment

1. Policy Library: Doctoral Candidacy – Upon passing the comprehensive oral exam, students must be continuously enrolled in one or more dissertation hours or other enrollments that move the student’s work forward. The candidate must enroll in 6 hours for fall and spring or 3 hours for summer until the degree is completed or until 18 post-comprehensive hours have accumulated. Dissertation credits should accurately reflect the candidate’s demands on faculty time and university facilities.
2. Policy Library: GTA/GRA/GA Enrollment Policy – See links to more specific eligibility requirements. GTA/GRA/GA eligibility allows for more minimal enrollment after the 18 post-comp hours are accumulated.
3. Policy Library: Student Hourly – Student hourlies must meet enrollment guidelines regardless of program phase.

Time Constraints

1. Policy Library: Maximum Lapse between Comps & Defense – The period between the doctoral comprehensive exam and the dissertation defense should be 5 years or less.

Dissertation Defense Committee

1. Policy Library: Committee Composition Policy -- Committee must have at least 5 voting members. Majority of members must have privilege to serve on doctoral committees in the candidate's program. One member must meet the requirements for serving as the Graduate Studies representative, including the privilege to serve as the Graduate Studies Representative.
2. Policy Library: Graduate Studies Representative -- Must be a member of the Graduate Faculty with Graduate Studies Representative privilege. Must be an independent participant observer without personal or professional duality/conflict of interest with other members of the committee or the student.
3. Policy Library: Graduate Faculty Status – It is the graduate program's responsibility to nominate individuals for Graduate Faculty appointments and to provide appropriate evidence of scholarship and involvement in the graduate education program. Graduate Faculty are nominated to serve via one or more specific privileges which are individually recorded in university systems. The five privileges of Graduate Faculty are:
 - Serve on master's-level committees
 - Serve on doctoral committees
 - Chair master's-level committees
 - Chair doctoral committees
 - Serving as the Graduate Studies Representative on doctoral committees
4. Policy Library: Oral Exam Attendance -- All committee members should be present at the exam but it is possible for a minority of members to participate in the exam virtually with consent of the student. However, the student, the committee chair, and the grad studies rep must be physically present.
5. Policy Library: General Statement on Defense – When the completed dissertation has been accepted by the committee and all degree requirements are met, the defense can be requested. Typically the request must occur 3-weeks prior to the defense date. At least 1 month must elapse between the comprehensive exam and the dissertation defense. If the defense is judged unsatisfactory, it may be repeated, upon recommendation of the program.

Dissertation

1. Graduate Studies: Formatting
2. Graduate Studies: Electronic Submission

Graduation

1. CLAS: Doctoral Degree Checklist

Appendix VII: Relevant Offices at KU

Your mentor, the IPCD PhD Coordinator, Graduate Administrator, or Co-Directors are your first stop for any questions related to graduate study or requirements. Many policies and resources also are available on the IPCD PhD Blackboard Community

IPCD PhD Coordinator: Steve Warren

Graduate Administrators:

MA/PhD Programs Contact:

Brittney Tyler-Milholland (Lawrence)

AuD/SLPD Programs Contact:

Angela Carrasco (KUMC)

Co-Directors: Steve Warren (Lawrence); John Ferraro (KUMC)

If you would like to research an issue in advance of speaking with your department or if you still have questions, the following offices can provide assistance:

College Office of Graduate Affairs (COGA)

COGA oversees graduate affairs and administers University policy for programs within the College of Liberal Arts and Sciences. The COGA website contains comprehensive information on requirements and processes pertaining to graduate education at KU. Most common questions can be answered with the information provided there, including questions regarding [enrollment changes or forms](#), University policies regarding [exams](#) and committee requirements, and University [graduation requirements](#). The College of Liberal Arts & Sciences' [Master's Hooding Ceremony](#) is coordinated by COGA.

COGA reviews all [student petitions of University and College policy, issuing decisions on behalf of the College or referring as required to a faculty committee and/or the Office of Graduate Studies](#). The more common student petitions relate to [Enrollment, Leave of Absence](#), and [Time Limit Extensions](#).

COGA is a resource if you have questions about petitions or graduation requirements that your department is unable to answer. Refer to the COGA website for current staff contact information.

Office of Graduate Studies

Graduate Studies is the office of the Dean of Graduate Studies at KU. The Executive Council of Graduate Studies sets policies and regulations governing graduate study, and offers various programs for graduate students throughout the year. While COGA

should be your first stop for any questions your department cannot answer, you may be referred to Graduate Studies for certain matters, especially for questions about GTA/GRA/GA appointments and policies. The University's Doctoral Hooding Ceremony is coordinated by Graduate Studies.

Graduate Admissions (Within the Office of Graduate Studies)

Contact Graduate Admissions for questions regarding, KU Online Application for Graduate Study, ADMIT system / Prospect, English proficiency requirements, and official transcripts.

Office of the Registrar (OUR)

Contact OUR for questions related to enrollment (if the question cannot be resolved via the enrollment changes link provided above under COGA), tuition, campus fees, the Academic Calendar, and fee petitions.

Financial Aid

Contact Financial Aid for questions related to the disbursement of scholarships, fellowship award, loans, and FAFSA.

International Support Services (ISS)

Contact ISS for questions related to international students, including enrollment requirements, international student insurance, obtaining a social security card, I-20 questions, and any issue related to student visas. While other offices on campus such as the AEC, Human Resources, or the Registrar may also handle related matters, because the students' legal status in the country may be affected, it is recommended that students contact ISS first.

Center for Teaching Excellence (CTE)

The Center for Teaching Excellence (CTE) is a University office dedicated to assisting instructors, including GTAs, to develop effective instructional techniques. The expert staff of CTE can introduce instructors to the pedagogical technology available at the University and help instructors develop new approaches to teaching. CTE specialists work with instructors individually, and also offer a diverse array of workshops and discussions. They also can guide instructors to useful scholarly literature on the subject of college teaching and learning.

Appendix VIII. Potential PhD Classes

** = Class recommended by past PhD students

Communication Disorders

| Course # | Course Title | Prereqs |
|-----------------|---|----------------|
| AUD 805 | Clinical Research (1) | |
| AUD 810 | Diagnostic Audiology (4) | |
| AUD 811 | Hearing Disorders (3) | |
| AUD 813 | Psychoacoustics (3) | |
| AUD 814 | Hearing Conservation (3) | |
| AUD 815 | Counseling (3) | |
| AUD 816 | Speech Perception (2) | |
| AUD 817 | Pediatric Audiology (3) | |
| AUD 818 | Vestibular Systems/Rehabilitation (3) | |
| AUD 819 | Hearing Aids I (3) | |
| AUD 820 | Rehabilitative Audiology (3) | |
| AUD 821 | Hearing Aids II (3) | |
| AUD 822 | Electroacoustics and Instrumentation (3) | |
| AUD 823 | Cochlear Implants and Hearing Assistance Technologies (2) | |
| AUD 829 | Anatomy and Physiology of the Hearing and Vestibular Mechanisms (3) | |
| AUD 851 | AUD 851: Auditory Evoked Potentials (3) | |
| AUD 940 | Auditory Processing Disorders (2) | |
| AUD 940 | Imaging (1) | |
| AUD 940 | Business Audiology (1) | |
| AUD 940 | Genetics of Hearing Loss (2) | |
| AUD 940 | Pharmacology in Audiology (2) | |
| AUD 941 | Grand Rounds (1) | |

| Course # | Course Title | Prereqs |
|-----------------|--|----------------|
| SPLH 764 | AAC in Schools | |
| SPLH 764 | AAC Technology Lab | |
| SPLH 764 | AAC & Literacy | |
| SPLH 764 | AAC: Issues & Research | |
| SPLH 764 | Social Relationships, Communication & Autism | |
| SPLH 764 | Advocacy & Leadership | |
| SPLH 764 | Atypical Language Development | |
| SPLH 764 | Neural Bases of Speech and Voice | |
| SPLH 764 | Imaging | |
| SPLH 764 | Speech Perception | |
| SPLH 764 | Laryngeal Endoscopy and Stroboscopy | |

| | | |
|----------|--|--|
| SPLH 764 | Multicultural Issues 1 | |
| SPLH 764 | Multicultural Issues 2 | |
| SPLH 820 | Developmental Phonological Disorders | |
| SPLH 822 | Dysarthria/Apraxia | |
| SPLH 824 | Fluency Disorders | |
| SPLH 826 | Phonatory Disorders | |
| SPLH 828 | Speech Disorders Special Populations | |
| SPLH 832 | Dysphagia | |
| SPLH 840 | Language Disorders Infants/Toddlers | |
| SPLH 842 | Language Disorders Preschool | |
| SPLH 844 | Language Disorders School Age | |
| SPLH 846 | Language Disorders Adult | |
| SPLH 848 | Language Disorders Special Populations | |
| SPLH 850 | Closed Head Injuries and Dementia | |
| SPLH 852 | AAC | |
| SPLH 854 | Reading Disorders | |
| SPLH 880 | Tx of Phonological Disorders | |
| SPLH 900 | Proseminar in Communicative Disorders | |
| SPLH 964 | Seminar in : _____ | |
| | | |

Language Structure and Acquisition

| Course # | Course Title | Prereqs |
|-----------------|-------------------------------|--------------------------|
| CLP 799 | Proseminar in Child Language | |
| CLP 880 | Seminar in Child Language | |
| CLP 964 | Seminar in Child Language | |
| LING 700 | Intro to Lang Science | Grad standing |
| LING 705 | Phonetics 1** | LING 700 (or equivalent) |
| LING 707 | Phonetics 2** | LING 705 |
| LING 709 | First Language Acquisition | LING 700 (or equivalent) |
| LING 712 | Phonological Theory 1 | LING 705 |
| LING 714 | Phonological Theory 2 | LING 712 |
| LING 715 | Second Language Acquisition | LING 700 (or equivalent) |
| LING 716 | Second Language Acquisition 2 | LING 715 |
| LING 725 | Syntax 1 | LING 700 (or equivalent) |
| LING 726 | Syntax 2 | LING 725 |
| LING 727 | Morphology | LING 712, LING 725 |
| LING 731 | Semantics | LING 725 |

| | | |
|----------|---------------------------------|--------------------------|
| LING 735 | Psycholinguistics 1** | |
| LING 737 | Psycholinguistics 2 | LING 735 |
| LING 738 | Neurolinguistics 1 | LING 700 (or equivalent) |
| LING 739 | First Language Acquisition 2 | LING 709; LING 725 |
| LING 742 | Neurolinguistics 2 | LING 738 |
| SPLH 966 | Seminar in Language Development | |

Development & Cognition

| Course # | Course Title | Prereqs |
|-----------------|---|---|
| PSYC 723 | Advanced Cognitive Psychology | |
| PSYC 757 | Theories of Perception | PSYC 104 |
| PSYC 825 | Social Development | A course in child psychology or development |
| PSYC 870 | Cognitive Development | A course in child psychology or development |
| PSYC 923 | Developmental Theory | |
| ABSC 701 | Parenting in Modern Society | ABSC 160 or similar |
| ABSC 702 | Curriculum Development Young Children | |
| ABSC 705 | Pediatric Psychology | ABSC 160, ABSC 632, or PSYC 602 |
| ABSC 710 | Community Health & Development | |
| ABSC 828 | Research in Early Intervention with Children | |
| SOC 767 | Gerontology Proseminar (see other courses under dual title PhD in Gerontology) | |

Education Courses

| Course # | Course Title | Prereqs |
|-----------------|--|----------------|
| EPSY 704 | Advanced Ed Psy: Learning Processes in Education* | |
| SPED 742 | Assessment Methods in Inclusive Education* | |
| SPED 844 | Advanced Methods in Inclusive Education** | |

Neuroscience Courses

| Course # | Course Title | Prereqs |
|-----------------|-------------------------|----------------|
| NURO 846 | Advanced Neuroscience** | |
| PHSL 844 | Neurophysiology** | |

Human Genetics Courses

| Course # | Course Title | Prereqs |
|----------|---------------------------------------|---------|
| CLDP 880 | Concepts in Human Molecular Genetics | |
| CLDP 964 | Principles to Study Genetic Disorders | |

Responsible Scholarship Courses

| Course # | Course Title | Prereqs |
|------------------|-----------------------------------|---------|
| CLP/ SPLH 982 | Issues in Scientific Conduct** | |
| PRVM 853 | Responsible Conduct of Research** | |

Research Skills Courses

| Course # | Course Title | Prereqs |
|----------|--|---|
| SPLH 861 | Seminar in Research Methods: Applications in MATLAB programming | Offered in even numbered summers 2018, 2020 |
| SLPD 801 | Seminar in Evidence Based Practice – SLP & Other Health Professions | |
| SLPD 802 | Seminar in Evidence Based Practice in Communication Disorders | SLPD 801 |
| LING 720 | Research Methods in Linguistics | LING 700 (or equivalent) |
| PSYC 815 | Design and Analysis for Developmental Research | |
| PSYC 983 | Methodology | |
| ABSC 725 | Research Methods and Application | |
| ABSC 735 | Within Subject Research methods and Direct Observation | |
| BIOS 810 | Clinical Trials | |
| BIOS 830 | Experimental Design | BIOS 820 recommended |
| SPED 990 | Small Sample Empirical Research Methods (covers single subject design) | |

Professional/Technical/Grant Writing Courses

| Course # | Course Title | Prereqs |
|----------|----------------------------------|--|
| SPLH 964 | Seminar in Grant Writing** | Offered in odd numbered summers 2017, 2019 |
| SPLH 976 | Ind Study in Grant Writing | |
| SW 840 | Program Design and Grant Writing | |
| SPED 983 | Proposal Development | |

| | | |
|----------|---|----------------------------------|
| ABSC 890 | Seminar in Grant Writing | |
| BIOL 701 | Doctoral Diss Improvement Grant | |
| BIOL 925 | Research Grant Proposal Preparation | |
| SPED 930 | Praxis Seminar: Scholarship & Writing** | Special permission may be needed |
| PRVM873 | Scientific Writing | Offered infrequently? |
| OCTH790 | Research Practicum & Professional Writing | |

Statistics Courses

| Course # | Course Title | Prereqs |
|-----------------|---|---|
| PSYC 790 | Statistical Methods in Psychology 1** | Beginning course in statistics; grad standing |
| PSYC 791 | Statistical Methods in Psychology 2** | PSYC 790 |
| PSYC 887 | Factor Analysis | |
| PSYC 892 | Test Theory | PSYC 790 |
| PSYC 893 | Multivariate Analysis | |
| PSYC 894 | Multilevel Modeling | PSYC 790 |
| PSYC 895 | Categorical Data Analysis | |
| PSYC 896 | Structural Equation Modeling 1 | |
| PSYC 991 | Longitudinal Data Analysis | PSYC 896 |
| PSYC 996 | Structural Equation Modeling 2 | PSYC 896 |
| BIOS 714 | Fundamentals of Biostatistics 1 | |
| BIOS 717 | Fundamentals of Biostatistics 2 | BIOS 714 |
| BIOS 720 | ANOVA | BIOS 714/717; 715 preferred |
| BIOS 730 | Applied Linear Regression | BIOS 714/717/720 |
| BIOS 735 | Categorical Data & Survival Analysis | BIOS 714/715/717 |
| BIOS 740 | Applied Multivariate | BIOS 730 |
| EPSY 710 | Intro to Stats Analysis** | |
| EPSY 711 | Lab Intro Stat Analysis** | |
| EPSY 725 | Educational Measurement | |
| EPSY 810 | Regression Analysis** | EPSY 710 |
| EPSY 812 | Meta-Analysis | EPSY 811 |
| EPSY 905 | Multivariate Analysis** | EPSY 810/811 |
| EPSY 921 | Theory & Application of Educational Measurement | EPSY 725/811 |
| EPSY 922 | Item Response Theory | EPSY 921 |
| EPSY 926 | Hierarchical Linear Modelling | EPSY 810 |

| | | |
|---------|--|-----------------------|
| CLP 945 | Advanced Multilevel Models | Instructor Permission |
| CLP 948 | Latent Trait Measures & Structural Equation Models | EPSY 905 |

Individual Enrollments

| Course # | Course Title | Purpose |
|----------------------|--|-----------------------------------|
| AUD 846/ SPLH 970 | Independent Study (1-6 credits) | Mentored readings; Paper required |
| SPLH 974 | Research Practicum (1-6 credits) | Mentored research activities |
| SPLH 976 | Independent Study in Grant Writing (1-3 credits) | Mentored grant writing activities |
| SPLH 998 | Investigation and Conference (1-8 credits) | Comprehensive exams |
| AUD 999/ SPLH 999 | Doctoral Dissertation (1-12 credits) | Dissertation |

Courses on Teaching

| Course # | Course Title | Prereqs |
|-----------------|---|--------------------------------|
| SPLH 975 | Directed Teaching (1-3 credits) | Mentored teaching activities |
| LA&S 792 | Being an Effective College Teacher** | |
| SPED 932 | Praxis Seminar: Scholarship of Teaching** | May require special permission |

** = Class recommended by past PhD students

Graduate Certificate Programs

Community Health and Development (Housed in Applied Behavioral Science)

Health Psychology (Housed in Psychology)

Autism Spectrum Disorders (Housed in Special Education)

Leadership in Special & Inclusive Education (Housed in Special Education)

Reading (Housed in Curriculum and Teaching)

Statistical Applications (Housed in Biostatistics)

Biostatistics (Housed in Biostatistics)

Graduate certificates are available in variety of fields of cultural study (e.g., Indigenous Studies, Latin American and Caribbean Studies). See the [academic catalog](#) for a full list of opportunities.

Dual-Title PhD Programs

Gerontology (Housed in Gerontology Program)