The University of KANSAS	Intercampus Program in Communicative Disorders

CLINICAL SPEECH-LANGUAGE PATHOLOGY DOCTORATE PROGRAM (SLPD)

HANDBOOK

University of Kansas **– Lawrence**

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

August 2020

Table of Contents

INTRODUCTION

The University of Kansas Intercampus Program in Communicative Disorders (IPCD) offers the B.A., M.A., SLPD and Ph.D. Degrees in Speech-Language Pathology. This set of guidelines includes the requirements for the SLPD degree and is supplementary to the University of Kansas Graduate Catalog. Guidelines for the MA and Ph.D. degrees are available in separate handbooks.

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(913) 588-5937
(913) 588-5923 (fax)

To reach the Speech-Language-Hearing Department in Lawrence, Kansas:
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(785) 864-0630
(785) 864-3974 (fax)

I. INTERCAMPUS EXECUTIVE COMMITTEE FACULTY

The Intercampus Executive Committee (IEC) is the coordinating body for the graduate programs. It includes all regular faculty in the Departments of Hearing and Speech (KUMC faculty/staff) and Speech-Language-Hearing: Sciences and Disorders (Lawrence faculty/staff) with the rank of instructor or higher. Co-directors from both departments head the Intercampus Program in Communicative Disorders. Much of the work of this committee is channeled to five standing committees: curriculum, clinical, advising, audiology admissions, and speech-language pathology admissions.

Student representation is included on appropriate IEC committees. Responsibilities of the student representatives include, but are not limited to attendance at IEC meetings (except during student reviews and personnel discussions), and participation in the standing committees. Please access our intercampus faculty through the links below.

http://www.kumc.edu/school-of-health-professions/ipcd/our-faculty.html

http://www.kumc.edu/school-of-health-professions/ipcd/our-faculty/ku-lawrence-campus-faculty.html

II. SLPD Program

A. Administration

The Department of Hearing and Speech at the University of Kansas Medical Center (KUMC) is administered by the School of Health Professions. The Department of Speech-Language-

Hearing: Sciences and Disorders of the Lawrence campus (KU-L) is administered by the College of Liberal Arts and Sciences. The SLPD degree is conferred by the KUMC campus.

B. Location of Coursework

The required evidence-based course sequence SLPD 801 and SLPD 802 will be taught on the Medical Center campus. SLPD 801 is taught in the spring semester only (for the academic year 2020-21); SLPD 802 is taught only in the summer semester. (for the academic year 2020-21).

Depending on the student's area of focus, elective classes primarily could be on the Medical Center campus (e.g., anatomy and physiology classes, nursing classes, public health classes), primarily on the Lawrence campus (education classes, psychology classes, applied behavioral sciences classes), or distributed between both campuses

C. Length of Program

The SLPD (Clinical Doctor of Speech-Language Pathology) degree currently is designed to be completed in one year (including summer and with a common entry point in the fall semester), if a student is going full-time **AND** can complete the capstone project within that time frame. Exceptions to these timelines may occur for the student who chooses to complete the program on a part-time basis (Note that the majority of students in the SLPD program maintain part-time status).

Students must maintain continuous enrollment once accepted into the program. At times it may be necessary for a student to take a leave of absence. The student must contact the advisor to discuss the need for a leave of absence. See the following link for guidance about taking a Leave of absence (http://www.kumc.edu/studenthandbook/graduate.html#loa). A petition for leave of absence (with intended return to the program) will be approved/denied by the IEC Admissions committee. A student in good standing who has voluntarily not enrolled in graduate coursework for one or more semesters may continue in the program by requesting an enrollment card from the Office of Graduate Studies (http://www.kumc.edu/student-services/office-of-the-registrar/current-students/dropping-and-withdrawing-from-classes.html). The maximum time allowed for completion of the doctoral degree (SLPD, Au.D. or Ph.D.) is eight years unless an extension is granted by the Graduate Council of the College or School. Students are required to make adequate progress each year which will be monitored by the SLPD Advisory Committee.

D. Course Load

A full-time student usually enrolls in 10 to 14 credit hours each semester and 6 to 8 credit hours in the summer session. Minimum credit hour requirements for financial aid/medical insurance/etc. may differ from these numbers. The minimum number of credit hours needed to be considered a full-time student is 9 during the fall and spring semesters, and 6 in the summer. Part-time study is allowed and anticipated with many students working full-time. See University enrollment definitions http://www.kumc.edu/academic-affairs/graduate-studies/gta-and-gra/full-time-half-time-enrollment-definition.html

E. Balancing Program Load and Outside Work

Students pursuing **full-time SLPD study** typically are only able to work 10-16 hours per week outside the university or within the university (e.g., as a graduate teaching assistant or as a graduate research assistant). In contrast, students pursuing **part-time SLPD study** may be able to work 20-40 hours per week depending on the credit hour/course enrollment. To assist with workload planning, students should

keep in mind that a 1 credit course enrollment typically entails 1 hour of in class time and 2-3 hours of out of class time for a typical commitment of 3-4 hours per week. See the following link for additional information on university policy on the definition of a credit hour (http://www.policy.ku.edu/registrar/credit-hour). Students should work closely with their advisory committee to plan a course of study that is consistent with their outside professional and personal commitments. If the student's performance within the program is suffering because of a heavy workload, the student should consider reducing the workload or reducing the academic/clinic load. Reducing the academic or clinical load will likely increase the total number of semesters needed to complete the program. Students are encouraged to discuss their work plans with their academic mentor for assistance in balancing program load and outside work.

F. Academic Standing

Students are expected to maintain the highest standards of academic and clinical performance and conduct. Minimal standards, sanctions, and probation information may be found at the following link http://www.kumc.edu/studenthandbook/graduate.html#grading .

G. Student Accommodation

Students needing assistance are encouraged to inform the Program in sufficient time to allow for adequate accommodation. For additional information, please contact Student Services http://www.kumc.edu/student-services.html .

III. ADVISING

A. SLPD Academic Mentor Assignment

A faculty member must agree to mentor the applicant **prior to program** admission. The advising process is a joint venture between student and mentor. The student's academic mentor will be responsible for acquainting the student with the policies and procedures of the University of Kansas and the IPCD; for helping the student plan an academic program; and, when necessary, for providing information about the student and the student's progress to other faculty members. The academic mentor will keep such information on the student as is necessary for the direction of the student's program. Examples of such information include grade reports, program plans, and records of feedback from other faculty members, check lists, etc. If an academic mentor 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 Student Advising Committee upon notification by either the student or advisor.

The student should work with his/her academic mentor and keep the mentor informed as to the student's program of study and clinical and research activities. Although the academic mentor is not the sole counselor to the student, the academic mentor is the primary counselor. Communication between the academic mentor and the student is necessary to make advising a meaningful and productive process. Students are required to meet with their academic mentor at least once every semester in advance of the enrollment period for that semester. Enrollment timelines can be found here: http://www.kumc.edu/student-services/enrollment-services/current-students/academic-calendar.html.

Each student will have an SLPD Advisory Committee of three members, which will be selected by the student in consultation with the academic mentor during student's first semester of enrollment. Committee membership is flexible, based on student interest, but will be composed of at least two members of the IEC faculty and must include the academic mentor as chair of the committee. The student's SLPD Advisory Committee will annually monitor progress toward degree.

B. Capstone Project Advisor

Capstone projects are completed under the direction of a Capstone project advisor. The selection of this individual is based on the mutual consent of both the student and the advisor. Typically, the student will identify a Capstone project advisor no later than the midterm point of SLPD 802. The Capstone project advisor and the academic mentor may be different individuals; however, it is recommended that the Capstone project advisor and the student meet regularly with the student's academic mentor. If the Capstone project advisor is a courtesy faculty member, he/she should consult regularly with the academic mentor about the student's academic program. Capstone examples completed by previous SLPD program graduates are available for review on the SLPD program Blackboard website. https://courseware.ku.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_5419144_1& course_id=_220796_1&mode=reset

C. Student Reviews

The student's Advisory Committee or Capstone Committee (depending on point in the program) will conduct an annual review of the student. The purpose of the annual review is to provide feedback to students early in the SLPD program by more faculty than just the academic mentor. In addition, the annual review is a time for students to set goals for the coming year. 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. Each student will complete a form and submit it to the advisory (or Capstone) committee by October 1 of each year. The report will include a listing of coursework completed (including grade earned) and progress toward completion of the Capstone Project. 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 academic mentor 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.

D. Student Grievance Procedures

A student grievance procedure is in place for students who have complaints about faculty and/or the program (http://www.kumc.edu/studenthandbook/graduate.html#grievances).

IV. ENTRANCE REQUIREMENTS

A. A master's degree in speech-language pathology is a prerequisite to enter the SLPD graduate program. The ASHA Certificate of Clinical Competence is a prerequisite to enter the SLPD program and must be maintained throughout completion of the program. Additionally, preference is given to those applicants who have been working in the field for at least three years (CFY + 2 additional years).

V. SLPD PROGRAM REQUIREMENTS

Program Applied Research Concentration

The Applied Research Concentration is composed of **15 credits**.

BioStats 704 Principles of Stats in Public Health -3 credits (recommended to be taken in the summer prior to SLPD 801; or concurrently with SLPD 801)
SLPD 801 Seminar in Evidence Based Practices in Communication Disorders A – 3 credits
SLPD 802 Seminar in Evidence Based Practices in Communication Disorders B – 3 credits
Applied Research Experience – 6 credits (a student may enroll in more credits but only 6 may be applied toward SLPD program completion)

Capstone Project SLPD 903 – Students enroll for a total of 6 credits in SLPD 903. Students design and complete a clinical research project. Examples of research could include quality assurance studies, outcomes research, meta analyses, or small clinical experiments that contribute to the body of work in a particular clinical area. At the completion of the experience, students present a plan for dissemination and future study. Examples of possible capstone projects are listed on the SLPD community Blackboard site.

Primary Concentration of Study

The primary concentration of study is composed of 10-12 credits composed of advanced courses not present in the student's MA course of study. Courses may be taken from within the IPCD program or other graduate programs on the KUMC and KU campuses. Examples of primary areas of concentration could include:

Child Language disorders
Clinical Supervision
Early Literacy
Clinical Leadership

Secondary Concentration of Study

The secondary concentration of study is composed of 8 – 10 credits.
Courses are selected jointly by student and advisor and represent a correlative area of study. For example, if the student's primary area of study is cleft lip/palate, secondary areas of concentration might come from genetics, anatomy and physiology, etc.

See example Plans of Study in the Appendix.

VI. Capstone Project

The Capstone Project reflects the culmination of academic and advanced clinical study and may take many forms (e.g., small original research study, original analysis of data collected by another researcher, research literature meta-analysis, program design and analysis, quality assurance measure, professional program development project, etc.). The Capstone project will comprise a written report that involves both literature and field activity. A Capstone project represents the research and application of knowledge, as well as an articulated plan for dissemination of the outcomes. The Capstone project is driven by student professional/clinical interests. The student, with the guidance of the academic mentor, will submit in writing a Prospectus that details a proposed original study to the Capstone Committee. The Capstone Committee will be comprised of a minimum of three members including the student's program

mentor and at least one other member of the IEC faculty. Members of the Capstone Committee should have a minimum of two 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 project. A major goal of the Prospectus meeting is to obtain advice and suggestions from Committee members that will result in a strong, clinically relevant project. At the completion of the meeting, the Committee may meet with or without the student to determine if the student should proceed with the project and/or any other recommendations. It is the role of the academic mentor to summarize the Committee's recommendations to the student.

At the completion of the Capstone project, the student will prepare a written document following departmental guidelines, and with the Capstone project advisor's guidance. A written copy of the project will be disseminated to the members of the Capstone Committee for review approximately 2-3 weeks prior to the oral examination. The written document is scored by each committee member using the approved department rubric (see Appendix). Completed rubrics will be collected by the academic mentor at the oral exam. The written project must meet a minimum threshold for the oral exam to take place.

VII. Capstone Oral Exam

When the majority of all coursework has been completed and during the last semester of enrollment, each student will undergo a summative assessment in the form of an oral exam. The Capstone Oral Examination is open to all members of the University community. The Capstone Oral Examination Committee is responsible for carrying out the evaluation of the student's performance, in a closed session following the examination. Guidelines for scheduling the oral exam may be found at http://www.kumc.edu/Documents/graduate%20studies/CklistPhDOralCompFinalDefense.pdf.

The oral exam is roughly two hours in length. Students will begin the oral exam with a twenty-minute presentation on their Capstone project. Following the presentation, members of the committee will ask questions about the project. This exam also will include questions that emphasize the primary and secondary areas of concentration related to the project. When questioning is completed, the Capstone Oral Examination Committee will meet in private to evaluate the student's performance. **Majority** vote of the Capstone Oral Examination Committee determines satisfactory or unsatisfactory performance. In the event of a judgment of unsatisfactory performance, the Capstone Oral Examination Committee will recommend remediation to overcome deficiencies. This remedial activity will be defined by the Capstone Committee and may be in the form of additional readings/projects/clinical experience/courses/etc. Once the student has completed these additional requirements, a second review by the faculty will take place to determine whether the student is eligible to graduate. Students identified as needing additional help who fail to meet the requirements defined by the faculty for overcoming deficiencies will not be allowed to graduate from the program.

VIII. HUMAN EXPERIMENTATION

The University requires that any research to be undertaken with human subjects must be approved first by the Human Subjects Committee (HSC) at KUMC (http://www.kumc.edu/compliance/human-research-protection-program/institutional-review-board.html), or the Human Subjects Committee – Lawrence Campus (http://research.ku.edu/human_subjects). Students doing research under a faculty member on the Kansas City campus must file with the KUMC Committee. Those working under a faculty member on the Lawrence campus must file a request for approval with the Lawrence Committee. No research can be started without HSC or HSCL approval. Forms should be submitted several weeks prior to the planned initiation of the research. Your Capstone project advisor will help with these requirements.

IX. ENROLLMENT POLICY

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

APPENDICES

A. EXPECTATIONS FOR STUDENT PERFORMANCE

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

I. ACADEMIC PERFORMANCE
A. Expected Performance
1. Receipt of two or more grades of C or lower in Program courses is grounds for dismissal from the Intercampus Program (http://www.kumc.edu/studenthandbook/graduate.html#grading)
B. Notification
1. Any faculty member assigning a final course grade of C or lower must notify the Chair of the Student Advising Committee of the student's name, course name and number, and grade at the time the grade is assigned.
2. Upon notification that a student will be receiving a mark of C or below, the Chair of the Student Advising Committee will examine the student's record to determine whether a total of two or more marks of C or below have been received. The Chair will also notify the student's academic advisor, and the Co-Directors of the Intercampus Program, of the student's grade and standing in the Department.
3. The Chair of the Student Advising Committee will notify by letter any student who has received two or more grades of C or lower. This notification will be sent as soon as possible. It will inform the student that the Student Advising Committee, in consultation with the student's academic advisor and the faculty member who assigned the grade(s) of C or below. The student will be invited to provide written materials in support of her/his continuation in the program. The student may also request an interview with the Student Advising Committee and other faculty to present her/his case.
C. Determination
1. The Student Advising Committee will decide whether the student should be dismissed from the program or whether she/he will be allowed to continue on probation (http://policy.ku.edu/graduate-studies/academic-probation). This decision will be based on the Committee's judgment of the student's prognosis for academic and clinical success in the program and profession. The student's academic record, the supportive materials provided by the student to the Committee, and the views of the student's academic advisor and the faculty member(s) issuing grades of C or below must be considered in making this judgment.
2. If the Committee decides that the student should be dismissed, written notification of this dismissal will be sent to the student and a copy sent to the Graduate School within one week after the Committee's deliberations.
3. A student who is allowed to continue in the program will be placed on probation and will be notified that receipt of one more grade of C may result in dismissal. At the discretion of the Student Advising Committee, such students may be required to repeat courses in which they received grades of C or lower.

II. STUDENT CONDUCT

A. Definition of Misconduct
1. Academic misconduct is defined by the University Senate Rules and Regulations (Sec. 2.6.1) as follows: Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, knowingly misrepresenting the source of

academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research http://www.kumc.edu/studenthandbook/graduate.html#misconduct.

2. Clinical misconduct by a student shall include, but not be limited to, placing a client in jeopardy through inappropriate actions or performance, breaching client confidentiality, inappropriate alteration, elimination or inadequate documentation or reporting of client information, violations of the Code of Ethics of the American Speech-Language-Hearing Association or the Kansas Speech-Language-Hearing Association.

B. Sanctions

1. Nature

The University Senate Rules and Regulations (Sect. 2.6.5) state that the following sanctions may be imposed for misconduct: warning, censure, reduction of grade, disciplinary probation, suspension and expulsion.

2. Implementation

An instructor may, with due notice to the student, treat as unsatisfactory any student work which is a product of academic, scientific or clinical misconduct.

If an instructor believes that additional action is appropriate, he/she should submit a written description to the Co-Directors. The Co-Directors will, in turn, notify both the student and the instructor in writing, of their recommended action. If both parties are satisfied with the recommendation, it will be forwarded to the Intercampus Executive Committee for final approval. Approval will require a majority vote of the IEC.

If either the student or the instructor is not satisfied with the Co-Directors' recommendation, she/he may file an appeal. The Advising Committee of the Intercampus Program will hear appeals of charges of misconduct. At the student's choosing, a neutral faculty member and/or a neutral student (from inside or outside of the Program) will be invited to attend the appeals hearing. At the appeal, both parties will be permitted to present their cases including written documentation and witnesses where appropriate. All proceedings will be audiotape recorded. The Committee's recommendation will be forwarded to the IEC for approval. The IEC's decision will be determined by a majority vote.

If still not satisfied, either party may appeal the decision through the appropriate Dean to the Graduate School and the University Judicial Board.

B. STUDENT ABILITIES

The SLPD degree in Speech-Language Pathology is an advanced clinical degree. Prior to entering this program, students already will have satisfied the Academic and Clinical Practicum requirements as stated by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence. It follows that graduates must have the knowledge and skills to practice in the area of Speech-Language Pathology. Therefore, all individuals admitted to the University of Kansas (KU) Intercampus Program in Communicative Disorders must meet the following
abilities and expectations with or without accommodation(s).

KU/KUMC is an AA/EO/Title XI institution.

NOTE: Reasonable accommodation will be made to qualified individuals who disclose a disability, request accommodation, and provide appropriate documentation to

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Academic Accommodations for Students and Residents
3013 Student Center
The University of Kansas Medical Center 3901 Rainbow Boulevard, Mail Stop 4029 Kansas City, KS 66160
cukoko@kumc.edu
913-945-7035
https://medconsult.kumc.edu

Student Access Services
Academic Achievement & Access Center 1450 Jayhawk Blvd., Room 22 University of Kansas Lawrence, KS 66045
(785) 864-4064
https://access.ku.edu/academic-accommodations

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

Problem Solving:

The culminating activity in the preparation of the clinical doctorate in speech-language pathology is advanced clinical reasoning. The SLPD student is expected to develop advanced expertise and demonstrate leadership, teaching, advanced practice, and evidence-based practice skills. Therefore, a candidate should be able to understand research, make correct observations, and engage in reasoning, analysis, and synthesis.

Communication:

- Written Communication – The student must be able to assimilate information from a variety of written sources (e.g., medical/school records, professional journals and texts, etc.). Students are required to use information from written sources and to produce appropriate written documentation for a variety of readers. Students demonstrate the ability to prioritize written information based on the needs of the reader.
- Verbal Communication – Students must be able to communicate factual information effectively to a variety of audiences. Student communication must be appropriate to the setting (e.g.,

patients/clients, caregivers, professional colleagues, etc.). Students demonstrate the ability to prioritize verbal information based on the needs of the audience.

Sensorimotor:

Students must have sufficient gross motor, fine motor, and equilibrium functions, and functional use of sensory systems to enable them to perform all tasks essential to their career paths.

Behavior and Social Attributes:

Students are expected to exhibit professional behaviors and attitudes during their participation in classroom, clinical, and research experiences. The student must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to, an ability to establish rapport and communicate with others, to use appropriate language, possess flexibility toward changes, and to accept responsibility for one's own conduct.

C. Policy for Reviewing SLPD Student Petition to Count Previous Coursework toward SLPD Degree

The SLPD Plan of Study requires the following:

- 10-12 credits in the Primary Concentration
- 8-10 credits in the Secondary Concentration
- 15 credits in the Program Applied Research Concentration

The SLPD Committee has determined that a ***minimum of half*** of the credits taken in the Primary and Secondary concentrations must be taken while in residence.   All students will complete the 15 credits in the Program Applied Research Concentration while in residence.

In rare cases, a student may petition to count previous post-MA graduate coursework toward the SLPD degree. The following policy will serve as a guideline for petition submission.

- The student may petition the SLPD Committee to count graduate level coursework taken at the University of Kansas prior to acceptance in the program (to a maximum of 10 credits). The student should provide thorough documentation as to how those previous credits are relevant to the current proposed plan of study. Preference will be given to coursework completed within the past five years prior to acceptance into the program.
- Such petition first should be discussed with the student's academic mentor. The petition is submitted to the SLPD Committee for review/comment/approval. Once the petition is approved by the SLPD Committee, the petition will be forwarded to the KUMC Hearing & Speech program chair for approval. If program approval is obtained, the petition is forwarded to the KUMC Office of Graduate Studies for final review.

D. Speech-Language Pathology Clinical Doctorate (SLPD)

This is a program for post MA-SLP students. SLPD students create a plan of study with the advice of their mentors. This plan of study provides a primary concentration of study that enhances the knowledge and skills required in advanced clinical practice and administration/leadership (e.g., coursework, directed teaching, etc.) in the field of communication disorders. Possible areas of focus are listed below. A minimum of 18 graduate credit hours must be taken from courses offered within the program (e.g., MA-SLP graduate courses not taken during the master's degree; independent studies, etc.); 6 graduate credit must be obtained outside of the program (e.g., ENT resident curriculum, Special Education, Public Health, Applied Behavior Sciences, etc.). A minimum of 30 credits is required for program completion.

Plan of Study

Courses	Number	Credits
Primary Concentration examples: • Voice • Autism • Leadership • Early literacy • Supervision •	Selected courses should reflect *advanced knowledge* not included in the student's MA course of study. Courses may come from within or outside the program.	10-12 credits (an additional 9 credits from the Program Applied Research Concentration will be in the student's primary concentration of study)
Secondary Concentration	Student/advisor determined (parallel to correlative area of study in PhD).	8-10 credits
Program Applied Research Concentration BIOStats 704 Principles of Stats in Public Health SLPD 801Seminar in Evidenced Based Practices in Communicative Disorders A SLPD 802Seminar in Evidenced Based Practices in Communicative Disorders B SLPD 903Applied Research experience (Capstone Project)	Mandatory program requirement 3 credits 3 credits 3 credits 6 credits	12 credits (related to primary concentration of study) (related to primary concentration of study)
Minimum number of credits required for degree		33 credits

Example Plan of Study

Primary Concentration: Clinical Supervision & Leadership		
ELPS 853 Staff Evaluation & Leadership	Fall 2016	3 credits
SPLH 876 Independent Study: Early Learning Project	Spring 2017	1 credit
SLPD 805 Independent Study in Clinical Course Development	Summer 2016	1 credit
SLPD 805 Independent Study in Course Instruction	Fall 2016	1 credit
ELPS 780 Intro into Higher Education Administration	Fall 2017	3 credits
SPLH Directed Teaching in Clinical Supervision	Spring 2017	1 credit
TOTAL CREDITS PRIMARY CONCENTRATION		**10 CREDITS**
Secondary Concentration: Prelinguistic & Early Communication		
SPLH 876 Independent Study in Communication & Behavior	Summer 2016	1 credit
SPLH 869 Independent Study in Narrative Development	Spring 2017	1 credit
SPLH 876 Independent Study Early Learning Project	Spring/Summer 2017	2 credits
SPED 731 Supporting Learners with Significant Challenges	Spring 2017	3 credits
SPLH 876 Independent Study in Infant Feeding and Swallowing	Summer 2017	1 credit
TOTAL CREDITS SECONDARY CONCENTRATION		8 CREDITS
Applied Research Concentration		
BIOStats 704 Prin. Stats in Public Health	Summer 2016	3 credits
SLPD 801 Evidence Based Practices A	Fall 2016	3 credits
SLPD 802 Evidence Based Practices B	Spring 2017	3 credits
SLPD 903 SLPD Capstone	Fall 2017	3 credits
SLPD 903 SLPD Capstone	Spring 2018	3 credits
TOTAL CREDITS APPLIED RESEARCH CONCENTRATION		**12 CREDITS**
TOTAL PROGRAM CREDITS		**33 CREDITS**
SLPD DEGREE CONFERRED SUMMER 2018		

F. Program Assessment Plan and Report Template

Department: Intercampus Program in Communicative Disorders **Program:** SLPD **Degree Level:** ☐ Doctoral

Student Learning Outcomes for Majors (Student learning outcomes are what students are expected to know and be able to do when they graduate. Questions like "What should students know? What should they be able to do? How should students do so?" help define program learning outcomes.)

Majors in the SLPD in Speech-Language Pathology program will be able to
1. Demonstrate in depth knowledge of theory and prior research within the student's primary and secondary areas of concentration
2. Demonstrate acceptable knowledge of evidence-based practice.
3. Competently and ethically complete original applied research project
4. Effectively communicate to a variety of audiences about issues in the field.

Program Assessment Plan and Report Template

Department: <u>Intercampus Program in Communicative Disorders</u> **Program:** <u>SLPD</u>   **Degree Level:** ☐ <u>Doctoral</u>

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

Student:

Chairperson/Advisor:

Other Members of SLPD Advisory Committee:

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

Planned Last Semester of Required Coursework:

Planned Capstone Prospectus Semester:

Planned Capstone 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.

No.	Course	Semester	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List in progress coursework for the current semester.

No.	Course	Semester	Hours
_____	_____	_____	_____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

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 capstone prospectus or capstone defense this semester, please describe the progress you have made since the last annual review and your planned timeline for the coming year.

Research (Please note that you may/may not have information to include in each of these sections.)

- 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.

- List your presentations for this academic year.

- List your publications for this academic year.

- 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.

Teaching & Mentoring (Please note that you may/may not have information to include in each of these sections.)

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).

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 SLPD Advisory Committee via email by October 1.