

**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. Students also are encouraged to contact the Intercampus Co-Directors (Tiffany Johnson, KUMC; David Slusky, Lawrence) or the Director of the PhD Program (Nancy Brady) 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 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].

#### Change in 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 due to impending retirement, in the semester prior to the retirement, the advisor will meet with the student, and together the advisor and student will identify a new potential advisor. The student and/or current advisor will ask the potential advisor if they are willing to take on this role, and if so, the students' advising committee will be informed of this change.

If an advisor is unable to perform advising duties for any other reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment, agreed upon by the student, will be made by the student's Advising Committee. The Director of the Ph.D. program may temporarily serve as an advisor until a new advisor is identified.

#### Student initiated change.

For a variety of reasons, students may request to change advisors. Typically, a change is requested due to differences in research interests, personality, or location. 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. However, in situations where a student, or advisor, requests a change in advising, the program will be guided by the following processes:

If the student requests a change in advisor due to a change in research/academic goals, and the student remains in good academic standing, the student's Advising Committee will work with the student to identify a new advisor in the IPCD program with graduate faculty status. The current advisor will continue to serve as the advisor until the replacement advisor has been identified. A new advisor must be identified within 1 full academic term (from the point of the advisor notifying the program). If the student

fails to secure a new advisor with the assistance of their advising committee, within the 1 academic term, the student will be considered out of good academic standing and the program can elect to place the student on academic probation and/or dismiss the student from the program.

Advisor initiated change. If the advising relationship dissolves due to a lack of compatibility (including situations of ongoing unsatisfactory performance in academic responsibilities) the advisor will notify the Ph.D. coordinator and program. The PhD. Coordinator will provide temporary advising for the student until a new advisor can be identified. The student may work with their advising committee to locate a new advisor. A new advisor must be identified within 1 academic term.

In all situations, students will complete the Change in Advisor form (available on the PhD canvas site or from the COGA graduate program coordinator) and submit the completed document to the COGA coordinator for recording. In all situations, a new advisor must be willing to assume advising responsibilities, as indicated by signing the Change in Advisor form.

## **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 4. Steps 1 & 2 should also be completed before Step 3 unless the student has completed an MA thesis or research publication either before entering the Ph. D program or concurrently with Steps 1 & 2. Students that are admitted to the program with a completed MA thesis or research publication may have the thesis or publication counted as the Preliminary research participation, pending committee approval. Steps 4 through 8 occur sequentially, although a student may petition for an exception to the sequence of coursework and the beginning of written comprehensive examinations. Steps 1, 2, 3, 4, and 6 are specified by the IPCD; steps 5, 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.

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

<b>Double Degree/Full Time</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b> (28 MA credits)	12 credits	12 credits	4 credits
<b>Year 2</b> (21 MA credits; 4 PhD)	11 credits	10 credits	4 credits
<b>Year 3</b> (23 PhD credits)	10 credits	10 credits	3 credits
<b>Year 4</b> (24 PhD credits)	11 credits	10 credits	3 credits
<b>Year 5</b> (comps)	Written comps	Written & oral comps	Dissertation
<b>Year 6</b> (dissertation)	Dissertation	Dissertation	Dissertation
<b>Year 7</b> (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 and COGA graduate program 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 Program Coordinator 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 Program Coordinator. The GPC 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 the end of the semester that the oral comprehensive exams are passed.

- A **maximum of 4 credits** of Prosem can be counted toward the **24-credit minimum** (see section 1.0 above).
- Students in the combined M.A./Ph.D program do not begin SPLH 900 until they have completed their clinical degree (M.A.) and are beginning the coursework for the Ph.D.
- Students in the combined Au.D./Ph.D. program do not begin SPLH 900 until at least two years of Au.D. coursework has been completed. Students in the combined Au.D./Ph.D. program should meet with their advisor to create a plan of study that outlines the agreed upon timeline to begin their enrollment in SPLH 900.
- 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 6<sup>th</sup> or more fall/spring semester in

coursework). 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) is required. If there are 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. All students, in conjunction with their instructor, should complete a Directed Teaching Form (provided on canvas and in the appendix) prior to enrollment in the course. This form should detail the expectations (activities, product of the course). This form should be filed with the COGA Program Coordinator.
  - 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 <https://www.kumc.edu/school-of-health-professions/academics/departments/hearing-and-speech/academics/clinical-education.html>. Students can contact individual faculty or clinic directors

(Gillispie, Heidrick, 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 the designated deadline 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 Program Coordinator for placement in the student's file. The review will be completed and filed no later than May 1<sup>st</sup>.

### **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 Good Academic Standing policy of Graduate Studies must be met at all times.

- To review this policy please visit: <https://services.ku.edu/TDCClient/818/Portal/KB/ArticleDet?ID=20745>.

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. *Students may submit a petition via email to the PhD coordinator to begin written comprehensive exams prior to the completion of all coursework. The petition should outline why coursework cannot be completed prior to the written comprehensive exam (for example, due to course scheduling) and how the student will ensure that they are prepared to move forward with the written comprehensive exam. The exception should be limited to one or two courses. The student's faculty advisor must approve of this change in sequence **prior** to the petition being submitted to the PhD Coordinator, and the faculty advisor and COGA program coordinator must be copied on the exception request. After review, the PhD Coordinator will email the student, advisor, and COGA coordinator the exception outcome. The email petition and outcome will be saved in the student's file.*

**B. Comprehensive Exam Committee**

In consultation with their faculty advisor, students will determine their Comprehensive Exam Committee. The Comprehensive Exam Committee must adhere to all conditions outlined in the [Graduate Studies Doctoral Student Oral Exam Committee Composition](#) policy.

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 Program Coordinator 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 Program Coordinator 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 Program Coordinator 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 Program Coordinator 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 Program Coordinator to schedule the date/time of the exam. When these arrangements are finalized, the COGA Graduate Program Coordinator complete a PTD (Progress to Degree) form to route to COGA (College Office of Graduate Affairs) and Graduate Studies for exam pre-approval. 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. These may include retaking the exam up to three times with a minimum duration between attempts as determined by the Exam Committee. 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. 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. 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 (<https://coga.ku.edu/post-comprehensive-enrollment>) and speak with your COGA Graduate Program Coordinator. 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 Graduate Program Coordinator 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. Proseminar Presentation**

Students are encouraged to present 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 presentation 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, GSR, (this faculty member must have Graduate Studies Privilege). This committee shall consist of the dissertation committee and GSR for a minimum of 4 committee members (the majority of committee members must be tenured or tenure-track faculty in the candidate's unit or program of study). The chair and student will notify the COGA Graduate Program Coordinator of the committee as soon as possible and will notify the coordinator 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. 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 My Graduation Checklist at: <https://coga.ku.edu/doctoral-degree-checklist> for more information. Electronic Dissertation Submission (see Appendix VI for links):

- Doctoral Surveys

Appendix I. Pathways to PhD

## Pathways to PhD – Undergraduate Entry

<b>BA entry – research emphasis (any specialty)</b>	<b>BA entry – SLP clinical certification</b>	<b>BA entry – AuD clinical certification (i.e., AuD/PhD program)</b>
<ul style="list-style-type: none"> <li>• 16 credits in major</li> <li>• 6 credits RS/RS</li> <li>• 6 credits in correlative area</li> <li>• 4-6 credits thesis</li> <li>• Thesis defense</li> </ul>	<ul style="list-style-type: none"> <li>• 16 credits in major</li> <li>• 6 credits RS/RS</li> <li>• 8 credits professional coursework (eval, prosem, multicultural, clinical process)</li> <li>• 12 credits clinical practice (400 hours)</li> <li>• 4-6 credits thesis</li> <li>• Thesis defense</li> <li>• MA SLP portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• 62 credits in major</li> <li>• 29 credits clinical practice (2000 clinical hours)</li> <li>• 4 credits research project</li> <li>• 15 elective credits including minimum of 6 RS/RS</li> <li>• Students generally complete the AuD first (which includes most PhD courses)</li> </ul>
<b>PhD Prerequisites Completed (32-34 credits)</b>	<b>MA SLP degree earned (46-48 credits)</b>	<b>AuD degree earned</b>
<b><i>PhD Track = PhD Prereq continuation</i></b>	<b><i>PhD Track = MA SLP continuation</i></b>	<b><i>AuD/PhD Track</i></b>
<ul style="list-style-type: none"> <li>• 24 credits in major (including colloquium, grant writing, directed teaching)</li> <li>• Thesis satisfies prelim research requirement</li> <li>• <b>9 credits RS/RS</b></li> <li>• <b>6 credits correlative</b></li> <li>• Satisfactory performance on annual reviews</li> <li>• Satisfactory performance on written and oral comps</li> <li>• Satisfactory completion of dissertation prospectus</li> <li>• Satisfactory completion of dissertation and oral defense</li> </ul>	<ul style="list-style-type: none"> <li>• 24 credits in major (including colloquium, grant writing, directed teaching)</li> <li>• Thesis satisfies prelim research requirement</li> <li>• <b>9 credits RS/RS</b></li> <li>• 12 credits correlative</li> <li>• Satisfactory performance on annual reviews</li> <li>• Satisfactory performance on written and oral comps</li> <li>• Satisfactory completion of dissertation prospectus</li> <li>• Satisfactory completion of dissertation and oral defense</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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)</li> <li>• 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.</li> </ul>
<b>PhD earned (39 credits + comps + diss)</b>	<b>PhD earned (45 credits + comps + diss)</b>	<b>PhD earned</b>
<b>71-73 credits + comps + diss</b>	<b>91-93 credits + comps + diss</b>	<b>120-130 credits</b>

### 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)
<b><i>PhD Track = MA SLP/AUD entry</i></b>	<b><i>PhD Track = AuD entry</i></b>	<b><i>PhD Track = graduate entry outside field</i></b>
<ul style="list-style-type: none"> <li>• 24 credits in major (including colloquium, grant writing, directed teaching)</li> <li>• Preliminary research experience (or prior thesis)</li> <li>• 15 credits RS/RS</li> <li>• 12 credits correlative</li> <li>• Satisfactory performance on annual reviews</li> <li>• Satisfactory performance on written and oral comps</li> <li>• Satisfactory completion of dissertation prospectus</li> <li>• Satisfactory completion of dissertation and oral defense</li> </ul>	<ul style="list-style-type: none"> <li>• 10 credits in major (including colloquium, grant writing, directed teaching credits)</li> <li>• Preliminary research experience (usually fulfilled by the prior AuD research project)</li> <li>• 9-15 credits RS/RS</li> <li>• 6-12 credits correlative</li> <li>• Satisfactory performance on annual reviews</li> <li>• Satisfactory performance on written and oral comps</li> <li>• Satisfactory completion of dissertation prospectus</li> <li>• Satisfactory completion of dissertation and oral defense</li> </ul>	<ul style="list-style-type: none"> <li>• <b>36 credits in major + correlative</b> (including colloquium, grant writing, directed teaching)</li> <li>• Preliminary research experience (or prior thesis)</li> <li>• 15 credits RS/RS</li> <li>• Satisfactory performance on annual reviews</li> <li>• Satisfactory performance on written and oral comps</li> <li>• Satisfactory completion of dissertation prospectus</li> <li>• Satisfactory completion of dissertation and oral defense</li> </ul>
<b>PhD earned (51 credits + comps + diss)</b>	<b>PhD earned (25-37 credits + comps + diss)</b>	<b>PhD earned (51 credits + comps + diss)</b>



**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.*

<b>Task to be completed by the student and others</b>	<b>Timing</b>
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 <sup>nd</sup> 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., Aschenbre, 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			
<b>Coursework</b>	<b>Good Progress; No Concerns</b>	<b>Slower Progress; Concerns</b>	<b>N/A</b>	<b>Comments</b>
Grades				
Incompletes				
Progress on Plan of Study				
<b>Overall Progress</b>				
<b>Exams/Dissertation</b>	<b>Good Progress; No Concerns</b>	<b>Slower Progress; Concerns</b>	<b>N/A</b>	<b>Comments</b>
Meeting Deadlines				
Quality of Activities				
Plan for the Coming Year				
<b>Overall Progress</b>				
<b>Research &amp; Professional Development</b>	<b>Good Progress; No Concerns</b>	<b>Slower Progress; Concerns</b>	<b>N/A</b>	<b>Comments</b>
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				
<b>Overall Progress</b>				
<b>Milestones</b>	<b>Planned</b>	<b>Actual Date</b>	<b>Comments</b>	
Plan of Study Approved				
Written Comps Plan Approved				
Written Comps Passed				
Oral Comps Passed				
Dissertation Prospectus Approved				
Dissertation Defense Passed				
	<b>Good Progress; No Concerns</b>	<b>Slower Progress; Concerns</b>	<b>Comments</b>	
<b>OVERALL PROGRESS</b>				

## 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

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Member

Date

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Member

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Date

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Member

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Date

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Student

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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	
<b>Introduction/ Statement of the Problem</b>	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)	
<b>Grounding in the Literature</b>	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	
<b>Methodology/ Approach</b>	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.	
<b>Results/ Analysis</b>	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	
<b>Discussion/ Conclusion</b>	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 writing/organization Integrates previous research Conclusions are supported by the evidence Indicates future research & limitations of the study	
<b>Overall</b>	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. [Graduate Policies & Petitions \(Lawrence\)](#)
2. [School of Health Professions Student Handbook \(KUMC\)](#)
3. [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-semester for doctorate degree or admitted to pursue more than one degree in a single department

#### ***Internal Funding***

1. [Funding Opportunities on internal awards/scholarships](#)

## **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. [Engagement and Enrollment in Doctoral Programs](#)-Dictates minimum program engagement equivalent to two full-time semesters through either 1) Two semesters (fall/spring) full-time enrollment or 2) at least 18 hours of enrollment spread out over several part-time semesters. 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 4 voting members. The majority of members must have the privilege to serve on a doctoral committee, and be tenured/tenure-track, 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
  - Chair master's-level committees
  - Chair doctoral committees
  - Serving as the Graduate Studies Representative on doctoral committees
4. Policy Library: Oral Exam Attendance – All members of the exam committee must participate in student oral examinations. One or more members, as well as the student, may participate via video-conferencing technology.
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. No more than three exam attempts are allowed.

### ***Comprehensive Exams***

1. Course Portfolio– 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. The candidate must enroll in 6 hours for fall and spring, 1 hour must be dissertation hours, 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. Doctoral Degree Comprehensive Oral Exams – 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 4 voting members. Majority of members must have privilege to serve on doctoral committees in the candidate's program and be tenured/tenure track. 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 members of the exam committee must participate in student oral examinations. One or more members, as well as the student, may participate via video-conferencing technology.
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 Canvas Community

IPCD PhD Coordinator: Nancy Brady

Graduate Administrators:

MA/PhD Programs Contact:

Brittney Tyler-Milholland (Lawrence)

AuD/SLPD Programs Contact:

Administrative Officer Position at KUMC

Co-Directors: David Slusky, Lawrence; Tiffany Johnson, 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.

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. The University's Doctoral Hooding Ceremony is coordinated by Graduate Studies.

**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***

<b>Course #</b>	<b>Course Title</b>	<b>Prereqs</b>
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 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 824	Auditory Processing Disorders (2)	
AUD 826	Tinnitus Management	
AUD 842	Interprofessional Education for Audiologist	
AUG 846	Independent Study in Problems in Audiology	
AUD 940	Seminar in Audiology	
AUD 858	Business Audiology (1)	
AUD 828	Genetics of Hearing Loss (2)	
AUD 853	Pharmacology in Audiology (2)	
AUD 941	Grand Rounds (1)	

<b>Course #</b>	<b>Course Title</b>	<b>Prereqs</b>
SPLH 838	AAC in Schools	
SPLH 764	AAC Technology Lab	
SPLH 834	AAC & Literacy	
SPLH 764	Social Relationships, Communication & Autism	
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 888	Multicultural Issues 1	
SPLH 889	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	Cognitive-Linguistics Disorders of Adults	
SPLH 852	Intro to AAC	
SPLH 854	Reading Disorders	
SPLH 900	Proseminar in Communicative Disorders	
SPLH 964	Seminar in : _____	

### ***Language Structure and Acquisition***

<b>Course #</b>	<b>Course Title</b>	<b>Prereqs</b>
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**

<b>Course #</b>	<b>Course Title</b>	<b>Prereqs</b>
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	
<b>SOC 767</b>	<b>Gerontology Proseminar (see other courses under dual title PhD in Gerontology)</b>	

### **Education Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Prereqs</b>
<b>EPSY 704</b>	<b>Advanced Ed Psy: Learning Processes in Education*</b>	
<b>SPED 742</b>	<b>Assessment Methods in Inclusive Education*</b>	
<b>SPED 844</b>	<b>Advanced Methods in Inclusive Education**</b>	

### **Neuroscience Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Prereqs</b>
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 989	Meth Obtaining External Research Funds	
BIOL 701	Doctoral Diss Improvement Grant	
BIOL 925	Research Grant Proposal Preparation	
SPED 930	Praxis Seminar: Scholarship & Writing**	Special permission may be needed
PRVM 872	Grant Writing	
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**

<b>Course #</b>	<b>Course Title</b>	<b>Purpose</b>
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**

<b>Course #</b>	<b>Course Title</b>	<b>Prereqs</b>
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)

**Directed Teaching** (course description form)

Original- student's file  
1 copy to instructor 1 copy  
to student

**Dept. Name:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_ **# of Credits:** \_\_\_\_\_  
(i.e., AUD, SPLH, SLPD, SPED, etc.)

**Instructor Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Student KUID #:** \_\_\_\_\_

**Semester/Year Offered:** \_\_\_\_\_  
semester year

**Course Title:** *Directed Teaching in SLP or AUD* (select one)

**Course Sub-Title:** \_\_\_\_\_  
(Example: Infant Feeding and Swallowing.)

**Course Description and Expectations:** *Describe the specific teaching activities to be completed by the student; required readings; meeting frequency and any required product (could be part of their teaching portfolio, a paper, or lecture plans/slides etc.) Indicate how the student will receive evaluation/feedback from the course's students (if applicable). For example, the student could develop an evaluation. Note: students will **not** receive university given course evaluations for a directed teaching course.*

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Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Once signed and completed:** Please return form to [tylermil@ku.edu](mailto:tylermil@ku.edu), 3001 Dole Building, Lawrence campus for recording.