

**The University
of
KANSAS**

Intercampus Program in
Communicative Disorders

**CLINICAL SPEECH-LANGUAGE PATHOLOGY DOCTORATE
PROGRAM (SLPD)**

HANDBOOK



University of Kansas – Lawrence

University of Kansas Medical Center - Kansas City

August 2025

Table of Contents

Introduction	3
I. Intercampus Executive Committee Faculty	3
II. SLPD Program	3
A. Administration.....	3
B. Location of Coursework.....	3
C. Length of Program.....	4
D. Course Load.....	4
E. Balancing Program Load and Outside Work.....	4
F. Academic Standing.....	5
G. Student Accommodation.....	5
III. Advising	5
A. Academic Advisor.....	5
B. Project Advisor.....	5
C. Student Reviews.....	6
D. Student Grievances.....	6
IV. Entrance Requirements	6
V. SLPD Requirements	6
VI. Capstone Project	7
VII. Capstone Oral Exam	8
VIII. Human Experimentation	8
IX. Enrollment Policy	8
X. Appendices	9
A. Expectations for Student Performance.....	10
B. Student Abilities.....	12
C. Policy for Reviewing SLPD Petition to count previous graduate coursework toward degree.....	13
D. SLPD	13
E. Example Plan of Study.....	14
F. Program Assessment Plan.....	16
• Learning Outcomes; Capstone Grading Rubric; Annual Program Review Form	

Introduction

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

To reach the Hearing and Speech Department in Kansas City, Kansas:

Contact: Emily Van Dyke evandyke@kumc.edu

(913) 588-5935

(913) 588-5923 (fax)

(711 TTY)

To reach the Speech-Language-Hearing Department in Lawrence, Kansas:

Contact: Michaela Edwards edwardsm@ku.edu

(785) 864-1961

(785) 864-3974 (fax)

I. INTERCAMPUS EXECUTIVE COMMITTEE FACULTY

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

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

II. SLPD Program

A. Administration

The Department of Hearing and Speech at the University of Kansas Medical Center (KUMC) is administered by the School of Health Professions. The Department of Speech-Language-Hearing: Sciences and Disorders of the Lawrence campus (KU-L) is administered by the College of Liberal Arts and Sciences. The SLPD degree is conferred by the KUMC campus.

B. Location of Coursework

The required statistics course BIOSTATS 704 is taught at KUMC and is currently taught online. Newly admitted SLPD students must take this course prior or concurrent to SLPD 801. The evidence-based course sequence SLPD 801 and SLPD 802 will be taught on the Medical Center campus. Currently, SLPD 801 is taught in the fall semester only.; SLPD 802 is taught in the spring semester only. Currently, these two courses are taught in-person, with the possibility of some hybrid components.

Depending on the student's area of focus, elective classes primarily could be on the Medical Center campus (e.g., classes in anatomy and physiology; nursing; public health), primarily on the Lawrence

campus (e.g., classes in education; psychology; applied behavioral sciences), or distributed between both campuses. Elective courses should be selected by students and approved by the advisor and student's Advising Committee. Students may take courses on the Edwards campus, however, if students elect to take courses on the Edwards campus, they will incur additional campus fees.

C. Length of Program

The SLPD (Clinical Doctor of Speech-Language Pathology) degree is currently designed to be completed within 18 months (including summer and with a common entry point in the fall semester) if a student is going full-time **AND** can complete the Capstone Project within that time frame. Exceptions to these timelines will likely occur for the student who chooses to complete the program on a part-time basis. (Note that the **majority** of students in the SLPD program maintain part-time status and the average time to completion is three years).

Students must maintain continuous enrollment during the fall and spring semesters once accepted into the program, with most students enrolling in the summer semester as well. At times it may be necessary for a student to take a leave of absence. The student must contact the advisor to discuss the need for a leave of absence. A petition for leave of absence (with intended return to the program) will be approved/denied by the SLPD Admissions Committee. A student in good standing who has voluntarily not enrolled in graduate coursework for one or more semesters may continue in the program by requesting an enrollment card from the Office of Graduate Studies. The maximum time allowed for completion of the doctoral degree (SLPD, Au.D. or Ph.D.) is eight years unless an extension is granted by the Graduate Council of the College or School. Students are required to make adequate progress each year which will be monitored by the students Advising Committee.

D. Course Load

The SLPD degree requires completion of a minimum of 33 credits.

A **full-time** student usually enrolls in 9 to 14 credit hours each semester and 6 to 8 credit hours in the summer session. Minimum credit hour requirements for financial aid/medical insurance/etc. may differ from these numbers. The minimum number of credit hours needed to be considered a full-time student is 9 during the fall and spring semesters, and 6 in the summer. Part-time study is allowed and anticipated with many SLPD students working full-time. A part-time SLPD student might choose to take 3-6 credits per semester.

E. Balancing Program Load and Outside Work

Students pursuing **full-time SLPD study** typically are only able to work 10-20 hours per week outside the university or within the university (e.g., 20 hours per week as a graduate teaching assistant or as a graduate research assistant). In contrast, students pursuing **part-time SLPD study** may be able to work 20-40 hours per week depending on the credit hour/course enrollment. To assist with workload planning, students should keep in mind that a 1 credit course enrollment typically entails 1 hour of in class time and 2-3 hours of out of class time for a typical commitment of 3-4 hours per week per credit. Students should collaborate closely with their Advising Committee to plan a course of study that is consistent with their outside professional and personal commitments. If the student's performance within the program is suffering because of a heavy workload, the student should consider reducing the workload or reducing the academic/clinic load. Reducing the academic or clinical load will likely increase the total number of semesters needed to complete the program. Students are encouraged to discuss their work plans with their academic mentor for assistance in balancing program load and outside work.

F. Academic Standing

Students are expected to maintain the highest standards of academic and clinical performance and conduct. Minimal standards, sanctions, and probation information are found in the KUMC Handbook.

G. Student Accommodation

Students needing assistance are encouraged to inform the Program in sufficient time to allow for adequate accommodation. For additional information, please contact Student Services.

III. ADVISING

A. SLPD Academic Mentor Assignment

A faculty member must agree to mentor the applicant **prior to program admission**. The advising process is a joint venture between student and Academic Mentor. The student's Academic Mentor will be responsible for orienting and acquainting the student with the policies and procedures of the University of Kansas and the IPCD; for helping the student plan an academic program; and, when necessary, for providing information about the student and the student's progress to other faculty members. The Academic Mentor will keep such information on the student as is necessary for the direction of the student's program. Examples of such information include grade reports, program plans, annual reviews, and records of feedback from other faculty members, check lists, etc. The program plan and annual review will be submitted to the Academic Mentor and Advising Committee each year on October 1, beginning in the second year (see Annual Review section below) and will be housed by the department. If an Academic Mentor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the department's Student Advising Committee upon notification by either the student or Academic Mentor.

The student should work with his/her Academic Mentor and keep the mentor informed as to the student's program of study and clinical and research activities. Although the Academic Mentor is not the sole counselor to the student, the Academic Mentor is the primary counselor. Communication between the Academic Mentor and the student is necessary to make advising a meaningful and productive process. Students are required to meet with their academic mentor at least once every semester in advance of the enrollment period for that semester.

Each student will have an SLPD Advising Committee of three members, which will be selected by the student in consultation with the Academic Mentor during the student's first year of enrollment. Committee membership is flexible, based on student interest and faculty availability, but will be composed of at least two members of the IEC faculty holding a PhD, SLPD, EdD, or AuD degree. The third member may be a member of the IEC faculty holding an M.A. or M.S. degree. The Academic Mentor is the Chairperson of the committee. The student's SLPD Advising Committee will annually monitor progress toward degree.

B. Capstone Project Advisor

Capstone Projects (also called "Applied Research Experience") are completed under the direction of a Capstone Project Advisor. The selection of this individual is based on the mutual consent of both the student and the Advisor. Typically, the student will identify a Capstone Project Advisor no later than the semester before the Capstone Prospectus is planned to occur. The Capstone Project Advisor and the Academic Mentor may be different individuals; however, it is recommended that the Capstone Project Advisor and the student meet regularly with the student's Academic Mentor. If the Capstone Project Advisor is a courtesy faculty member, he/she/they should consult regularly with the Academic Mentor about the student's academic program.

The student's Advising Committee, led by the Capstone Project Advisor will oversee the planning and progress of the Capstone Project.

C. Student Reviews

The student's Advising Committee will conduct an Annual Review of the student. The purpose of the Annual Review is to provide feedback to students early in the SLPD program by more faculty than just the Academic Mentor. In addition, the Annual Review is a time for students to set goals for the coming year. The outcome of the review will be (1) Satisfactory Performance; (2) Unsatisfactory Performance. In the case of unsatisfactory performance, the student will be (1) placed on probation, with specific benchmarks for satisfactory performance for the coming year, or (2) dismissed from the program, which occurs after 2 years of unsatisfactory performance. Each student will complete the Annual Review (see Appendix) and submit it to the Advising Committee by October 1 of each year. The report will include a listing of coursework completed (including grade earned) and progress toward completion of the Capstone Project. The student's Advising Committee will meet to discuss the student's performance and the outcome (i.e., Satisfactory/Unsatisfactory Performance) will be determined by majority vote of the Committee. The Academic Mentor will write a brief report of the committee's evaluation and recommendation, which will be reviewed, approved, and signed by the Committee and shared with the student. Once the review process is completed, the student will submit the Annual Review Form and signed Committee Summary with Recommendation to the SLPD Program Chair (currently, Marion Leaman, mleaman@kumc.edu) and the Administrator of the program (currently, Emily Van Dyke, evandyke@kumc.edu), who will maintain this documentation with department records.

D. Student Grievance Procedures

A student grievance procedure is in place for students who have complaints about faculty and/or the program.

IV. ENTRANCE REQUIREMENTS

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

V. SLPD PROGRAM REQUIREMENTS

Program Applied Research Concentration

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

BIOS 704 Principles of Stats in Public Health -3 credits (required to be taken in the summer prior to SLPD 801 or concurrently with SLPD 801)

SLPD 801 Seminar in Evidence Based Practices in Communication Disorders A – 3 credits

SLPD 802 Seminar in Evidence Based Practices in Communication Disorders B – 3 credits

Applied Research Experience/Capstone Project SLPD 903 – 6 credits (a student may enroll in more credits but only 6 may be applied toward SLPD program completion)

Typically, students enroll for three credits during consecutive semesters; however, variations may be discussed and approved with the student's Advising Committee See Section VI. Capstone Project.

Primary Concentration of Study

The primary concentration of study is composed of 10-12 credits of advanced courses not present in the student's MA/MS course(s) of study. Courses may be taken from within the IPCD program or other graduate programs on the KUMC and KU campuses (i.e., courses at 700-level and above). Examples of primary areas of concentration could include:

Counseling
Program Management in Communication Disorders
Alternative Augmentative Communication
Child Language Disorders
Adult Language Disorders
Clinical Supervision
Early Literacy
Clinical Leadership

Secondary Concentration of Study

The secondary concentration of study is composed of 8 – 10 credits.

Courses are selected jointly by student and Advisor(s) (i.e., Academic and/or Capstone if these are two different faculty members) and represent a correlative area of study. For example, if the student's primary area of study is cleft lip/palate, secondary areas of concentration might come from genetics, anatomy, and physiology, etc.

See example Plans of Study in the Appendix.

VI. Capstone Project

The Capstone Project (also referred to as Applied Research Experience) reflects the culmination of academic and advanced clinical study and may take many forms (e.g., small original research study, original analysis of data collected by another researcher, research literature meta-analysis, intervention program design and analysis, quality assurance measure, professional program development project, website development, etc.). The Capstone Project will include a written document that involves both literature review and field activity. A Capstone Project represents the research and application of knowledge, as well as an articulated plan for dissemination of the outcomes. The Capstone Project is driven by student professional/clinical interests.

Prior to beginning the Capstone Project, the student, with the guidance of the Capstone Project Advisor, will submit in writing a Prospectus that details a proposed original project to the Advising Committee, a minimum of two weeks ahead of the Prospectus Meeting.

The Prospectus Meeting will begin with the student's presentation of the major elements of the proposed project. A major goal of the Prospectus Meeting is to obtain advice and suggestions from Committee members that will result in a strong, clinically relevant project that advances the student's career goals. At the completion of the meeting, the Committee may meet with or without the student to determine if the student should proceed with the project and/or any other recommendations. It is the role of the Academic Mentor to summarize the Committee's recommendations to the student.

At the completion of the Capstone Project, the student will prepare a written document following departmental guidelines, and with the Capstone Project Advisor's guidance. A written copy of the project will be disseminated to the members of the Capstone Committee for review 2 weeks prior to the oral examination. The written document is scored by each committee member using the approved department

rubric (see Appendix). Completed rubrics will be collected by the Academic Mentor at the oral exam. The written project must meet a minimum threshold for the oral exam to take place.

VII. Capstone Oral Exam

When the majority of all coursework has been completed and during the last semester of enrollment, each student will undergo a summative assessment in the form of an oral exam. The Capstone Oral Examination is open to all members of the University community. The Advising Committee is responsible for conducting the evaluation of the student's performance, in a closed session following the examination.

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

VIII. Human Experimentation

The University requires that any research to be undertaken with human subjects must be approved first by the Institutional Review Board at KUMC or the Human Subjects Committee – Lawrence Campus. Students doing research under a faculty member on the Kansas City campus must file with the KUMC Committee. Those working under a faculty member on the Lawrence campus must file a request for approval with the Lawrence Human Subjects Committee. No research can be started without IRB or HSC-L approval. Forms must be submitted several weeks prior to the planned initiation of the research. The Capstone Project Advisor will help with these requirements.

IX. Enrollment Policy

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

APPENDICES

A. EXPECTATIONS FOR STUDENT PERFORMANCE

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

I. ACADEMIC PERFORMANCE

A. Expected Performance

1. Receipt of two or more grades of C or lower in Program courses is grounds for dismissal
2. from the Intercampus Program. A failing grade would be equivalent to a C- and the course may not be counted towards the degree.

B. Notification

1. Any faculty member assigning a final course grade of C or lower must notify the Chair of the
2. Student Advising Committee of the student's name, course name and number, and grade at
3. the time the grade is assigned.
4. Upon notification that a student will be receiving a mark of C or below, the Chair of the
5. Student Advising Committee will examine the student's record to determine whether a total
6. of two or more marks of C or below have been received. The Chair will also notify the
7. student's Academic Mentor, the SLPD Program Chair and the Co-Directors of the Intercampus Program, of the student's grade and standing in the Department.
8. The Chair of the Student Advising Committee will notify by letter any student who has
9. received two or more grades of C or lower. This notification will be sent as soon as possible.
10. It will inform the student that the Student Advising Committee, in consultation with the
11. student's Academic Mentor and the faculty member who assigned the grade(s) of C or below.
12. The student will be invited to provide written materials in support of her/his continuation in
13. the program. The student may also request an interview with the Student Advising
14. Committee and other faculty to present her/his case.

C. Determination

1. The Student Advising Committee will decide whether the student should be dismissed from
2. the program or whether she/he will be allowed to continue on probation (see KU/KUMC policies), and will be based on the Committee's judgment of the student's prognosis for academic and clinical success in the program and profession. The student's academic record, the supportive
3. materials provided by the student to the Committee, and the views of the student's academic
4. advisor and the faculty member(s) issuing grades of C or below must be considered in
5. making this judgment.
6. If the Committee decides that the student should be dismissed, written notification of this
7. dismissal will be sent to the student and a copy sent to the Graduate School within one week
8. after the Committee's deliberations.
9. A student who is allowed to continue in the program will be placed on probation and will be
10. notified that receipt of one more grade of B- or below will result in dismissal. At the discretion of the Student Advising Committee, such students may be required to repeat all courses in which they received grades of B- or lower.

II. STUDENT CONDUCT

A. Definition of Misconduct

1. Academic misconduct is defined by the University Senate Rules and Regulations (Sec. 2.6.1)
2. as follows: Academic misconduct by a student shall include, but not be limited to, disruption
3. of classes, giving or receiving unauthorized aid on examinations or in the preparation of
4. notebooks, themes, reports, or other assignments, knowingly misrepresenting the source of
5. academic work, falsification of research results, plagiarizing of another's work, violation of
6. regulations or ethical codes for the treatment of human and animal subjects, or otherwise
7. acting dishonestly in research,
8. Clinical misconduct by a student shall include, but not be limited to, placing a client in
9. jeopardy through inappropriate actions or performance, breaching client confidentiality,
10. inappropriate alteration, elimination or inadequate documentation or reporting of client
11. information, violations of the Code of Ethics of the American Speech-Language-Hearing
12. Association or the Kansas Speech-Language-Hearing Association.

B. Sanctions

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

B. STUDENT ABILITIES

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

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

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

Academic Accommodations for Students and Residents

3013 Student Center

The University of Kansas Medical Center 3901 Rainbow Boulevard, Mail Stop 4029 Kansas City, KS 66160

Student Access Services

Academic Achievement & Access Center 1450 Jayhawk Blvd., Room 22 University of Kansas
Lawrence, KS 66045
(785) 864-4064

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

Problem Solving:

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

Communication:

- **Written Communication** – The student must be able to assimilate information from a variety of written sources (e.g., medical/school records, professional journals, and texts, etc.). Students are required to use information from scholarly sources and to produce appropriate written documentation for a variety of readers. Students may produce written work using assistive technology. Students demonstrate the ability to prioritize written information based on the needs of the reader.
- **Live Presentation of Information** – Students must be able to communicate factual information effectively to a variety of audiences. Students may communicate this information using assistive technology. Student communication must be appropriate to the setting (e.g., patients/clients, caregivers, professional colleagues, etc.). Students demonstrate the ability to prioritize verbal information based on the needs of the audience.

Behavior and Social Attributes:

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

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

The SLPD Plan of Study requires the following:

- 10-12 credits in the Primary Concentration
- 8-10 credits in the Secondary Concentration
- 15 credits in the Program Applied Research Concentration
- The SLPD Committee has determined that a *minimum of half* of the credits taken in the Primary and Secondary concentrations must be taken while in residence. All students will complete the 15 credits in the Program Applied Research Concentration while in residence.
- In rare cases, a student may petition to count previous post-MA graduate coursework toward the SLPD degree. The following policy will serve as a guideline for petition submission.
- The student may petition the SLPD Committee to count graduate level coursework taken at the University of Kansas prior to acceptance in the program (to a maximum of 10 credits). The student should provide thorough documentation as to how those previous credits are relevant to the current proposed plan of study. Preference will be given to coursework completed within the past five years prior to acceptance into the program.
- Such petition first should be discussed with the student's Academic Mentor. The petition is submitted to the SLPD Committee for review/comment/approval. Once the petition is approved by the SLPD Committee, the petition will be forwarded to the KUMC Hearing & Speech Chair for approval. If program approval is obtained, the petition is forwarded to the KUMC Office of Graduate Studies for final review.

D. Speech-Language Pathology Clinical Doctorate (SLPD)

This is a program for individuals who already possess a Master's degree in Speech-Language Pathology. SLPD students create a plan of study with the advice of their mentors. This plan of study provides a primary concentration of study that enhances the knowledge and skills required in advanced clinical practice and administration/leadership (e.g., graduate coursework, directed teaching, etc.) in the field of communication disorders. Possible areas of focus are listed below. **A minimum of 18 graduate credit hours must be taken from courses offered within the program** (e.g., Master's-level graduate courses not taken during the master's degree; independent studies, etc.); 6 graduate credits must be obtained outside of the program (e.g., ENT resident curriculum, Special Education, Public Health, Applied Behavior Sciences, etc.). A minimum of 33 graduate credits is required for program completion. Please note that acceptable graduate courses for the SLPD program **are numbered 700 or higher in the graduate catalogue.**

Plan of Study Example

Courses	Number	Credits
<p>Primary Concentration Examples:</p> <ul style="list-style-type: none"> • Autism • Leadership • Early literacy • Supervision • Child Language Disorders • Adult Language Disorders 	<p>Selected courses should reflect <i>advanced knowledge</i> not included in the student’s MA course of study. Courses may come from within or outside the program.</p>	<p>10-12 credits</p>
<p>Secondary Concentration</p>	<p>Student/advisor determined (parallel to correlative area of study in PhD). Courses may come from within or outside the program.</p>	<p>8-10 credits</p>
<p>Program Applied Research Concentration, must be while in Residence at KU/KUMC</p> <p>BIOS 704 Principles of Stats in Public Health (online at this time)</p> <p>SLPD 801 Seminar on Evidenced Based Practices in Speech-Language Pathology and Other Healthcare Sciences</p> <p>SLPD 802 Seminar in Evidenced Based Practices in Communicative Disorders</p> <p>SLPD 903 Applied Research experience (Capstone Project)</p>	<p>Mandatory program requirement</p>	<p>15 credits total, delineated as noted below</p> <ul style="list-style-type: none"> • 3 credits • 3 credits • 3 credits • 6 credits
<p>Minimum number of credits required for degree</p>		<p>33 credits</p>

Example Plan of Study

Primary Concentration: Clinical Supervision & Leadership		
ELPS 853 Staff Evaluation & Leadership	Fall 2016	3 credits
SPLH 876 Independent Study: Early Learning Project	Spring 2017	1 credit
SLPD 805 Independent Study in Clinical Course Development	Summer 2016	1 credit
SLPD 805 Independent Study in Course Instruction	Fall 2016	1 credit
ELPS 780 Intro into Higher Education Administration	Fall 2017	3 credits
SPLH Directed Teaching in Clinical Supervision	Spring 2017	1 credit
TOTAL CREDITS PRIMARY CONCENTRATION		10 CREDITS
Secondary Concentration: Prelinguistic & Early Communication		
SPLH 876 Independent Study in Communication & Behavior	Summer 2016	1 credit
SPLH 869 Independent Study in Narrative Development	Spring 2017	1 credit
SPLH 876 Independent Study Early Learning Project	Spring/Summer 2017	2 credits
SPED 731 Supporting Learners with Significant Challenges	Spring 2017	3 credits
SPLH 876 Independent Study in Infant Feeding and Swallowing	Summer 2017	1 credit
TOTAL CREDITS SECONDARY CONCENTRATION		8 CREDITS
Applied Research Concentration		
BIOS 704 Principles of Statistics in Public Health	Summer 2016	3 credits
SLPD 801 Evidence Based Practices A	Fall 2016	3 credits
SLPD 802 Evidence Based Practices B	Spring 2017	3 credits
SLPD 903 SLPD Capstone	Fall 2017	3 credits
SLPD 903 SLPD Capstone	Spring 2018	3 credits
TOTAL CREDITS APPLIED RESEARCH CONCENTRATION		15 CREDITS
TOTAL PROGRAM CREDITS		33 CREDITS

F. Learning Outcomes

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

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

Majors in the SLPD in Speech-Language Pathology program will be able to

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

CAPSTONE GRADING RUBRIC

Student:
Title of Capstone:
Committee Chair:
Date:

ORAL PRESENTATION

Components	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Introduction/ Statement of the Problem	<ul style="list-style-type: none"> • In depth/detailed knowledge in content area • Exemplary critical analysis (sensitive to large & small details) • Detailed understanding of differences of opinion/conflicts • Objectives clearly and comprehensively stated 	<ul style="list-style-type: none"> • Basic knowledge in content area but lacking depth/detail • Adequate critical analysis (sensitive to larger issues) • Awareness and presentation of differences of opinion/conflicts in topic area • Objectives stated adequately 	<ul style="list-style-type: none"> • Limited/narrow/cursory knowledge in content area • Absence of critical analysis of relevant literature • Unaware of differences of opinion/conflicts in topic area • Objectives lack clarity
Clinical Relevance	<ul style="list-style-type: none"> • Thoroughly applies and synthesizes evidence relevant to a clinical problem • Effectively adapts/modifies methods to meet unique needs/characteristics/requirements 	<ul style="list-style-type: none"> • Adequately applies and synthesizes evidence relevant to a clinical problem but may not be comprehensive 	<ul style="list-style-type: none"> • Unable to adequately apply and synthesize foundational research relevant to a clinical problem
Dissemination Plan	<ul style="list-style-type: none"> • Presents thorough dissemination plan including multiple strategies for project dissemination. • Identifies need for potential content modification, based on project audience(s). 	<ul style="list-style-type: none"> • Presents adequate plan for dissemination of capstone project results, including identification of more than one relevant audience 	<ul style="list-style-type: none"> • Presents vague or incomplete plan for dissemination of capstone project results or • Does not identify relevant audiences for project dissemination
Oral Presentation	<ul style="list-style-type: none"> • Presentation and responses to questions were well organized, clear, professional. Overall, communication abilities were excellent. 	<ul style="list-style-type: none"> • Presentation and responses to questions varied in terms of organization, clarity, and professionalism. Overall, communication abilities were adequate with only occasional misunderstandings. 	<ul style="list-style-type: none"> • Presentation and responses to questions were difficult to follow due to issues with organization, clarity, professionalism. Overall, communication was difficult, limiting the material covered during the exam.

Written Product			
Components	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Introduction/ Statement of the Problem	<ul style="list-style-type: none"> Content presented in logical order & organized by headings/sub-headings. Presented complete understanding of the problem & related considerations. Descriptive and compelling rationale. Author's language was interesting & important question(s) are presented. 	<ul style="list-style-type: none"> Content presented in logical order BUT lack headings/sub-headings to support the reader. Presents acceptable understanding of the problem with some gaps. Rationale for studying the problem presented. Author's language adequately communicated the important question(s) related to the problem(s). 	<ul style="list-style-type: none"> Content organization is confusing and may lack headings/sub-headings to support the reader. Problem not clearly introduced. Insufficient information to generate adequate rationale for the project. Author's language did not communicate question(s) and/or questions were incongruent w/ the problem.
Grounding in the Literature	<ul style="list-style-type: none"> Comprehensive summary of current, relevant literature. Critical analysis & synthesis of the literature 	<ul style="list-style-type: none"> Summary of current, relevant literature but with some gaps Adequate synthesis of the literature w/ some analysis. 	<ul style="list-style-type: none"> Content mostly conjecture & failed to cite much of the relevant literature. Misinterpreted the literature Lacked analysis and synthesis of the literature
Methodology/Approach	<ul style="list-style-type: none"> Method presented in logical order & organized by headings/sub-headings. Unique and/or complex method/approach & design yielded a valid & reliable result. Author answered the problem/question. 	<ul style="list-style-type: none"> Method presented in logical order BUT lacked headings/sub-headings to support content. Basic method/approach & design yielded a valid & reliable result. Author answered the problem/question. 	<ul style="list-style-type: none"> Method is confusing and may lack headings/sub-headings to support the reader. Method/approach & design did not yield a valid & reliable result and/or did not help the author answer the research problem/question.
Results/Analysis	<ul style="list-style-type: none"> Results presented in logical order & organization supported by headings, tables, and/or figures. Comprehensive presentation of measurement & statistical tools (if applicable to the project) Analysis was complete, logical, and answered the problem/question. 	<ul style="list-style-type: none"> Results presented in logical order BUT lacked headings, tables, and/or figures to support content. Basic presentation and implementation of measurement & statistical tools (if applicable to the project) Basic analysis that answered the problem/question. 	<ul style="list-style-type: none"> Results were disorganized & confusing, and may lack headings, tables, and figures to support content. Measurement & statistical tools statistics were not appropriate for the project (if applicable to the project). Analysis was absent or incomplete.

<p>Discussion/Conclusion</p>	<ul style="list-style-type: none"> • Discussion presented in logical order & organized by headings/sub-headings. • Discussion addressed all of the project's problems/questions. • Conclusions integrated previous research w/ new findings. • Presented comprehensive limitations & future areas of research. 	<ul style="list-style-type: none"> • Discussion presented in logical order BUT lacked headings/sub-headings to support the reader. • Discussion addressed most of the project's problems/questions. • Conclusions supported by project results but did not comprehensively integrate previous research. • Presented some limitations & future areas of research. 	<ul style="list-style-type: none"> • Discussion was disorganized & confusing and may lack headings/sub-headings to support the reader. • Discussion addressed half or fewer of the project's problems/questions. • Few relevant conclusions were presented. • Project limitations & future areas of research were not addressed.
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Capstone Outcomes

ORAL EXAM

<i>FAIL (Circle one below)</i>		<i>PASS</i>	<i>HIGH PASS</i>
<i>New Exam</i>	<i>Revise this Exam</i>		
Unacceptable in 2 or more content areas	Unacceptable in 1 content area	Mid/Acceptable to top/Outstanding in all 4 Areas	Top/Outstanding in all 4 Areas

WRITTEN CAPSTONE

Is a revision of the written Capstone required? YES NO

If Yes, what is the agreed upon due date between the Committee and the Student? _____

If revisions were required, were they completed as requested? YES NO

Successful Completion of All Requirements

Signatures Below Indicate All Revisions Have Been Successfully Completed and Approved by the Committee

Committee Chair _____

Date _____

Committee Member _____

Date _____

Committee Member _____

Date _____

Notes if any:

Annual SLPD Review for the 20XX-20YY Academic Year
(update the year)

Student:

Chairperson/Advisor:

Other Members of SLPD Advisory Committee:

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

Primary Area of Concentration:

Secondary Area of Concentration:

Planned Last Semester of Required Coursework:

Planned Capstone Prospectus Semester:

Planned Capstone Defense Semester:

Funding for Current Academic Year:

Requested/Planned Funding for Next Academic Year:

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

Coursework & Exams

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

<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 Capstone Prospectus or Capstone Defense this semester, please describe the progress you have made since the last annual review and your planned timeline for the coming year.

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

- Briefly describe the research activities you participated in during this academic year. Your description should include your mentor for the project, the scientific/clinical purpose of the project, the tasks you have completed thus far, the tasks that are planned for the coming year, and the skills you are acquiring through this participation.
- List your presentations for this academic year.
- List your publications for this academic year.
- List any scholarships or grants you have applied for and have completed the review process (note as funded or not funded), that you have submitted (In Review), or that you plan to submit (In Preparation) in the coming year.

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

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

EXAMPLE: I am working as a GTA for SPLH 466 Language Science (Primary Instructor: XXX). 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.

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.

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

- 1.

SLPD Academic Advisor's Brief Summary of Annual Review Meeting: *(student and Committee members sign below; **final Annual Review with signatures to be submitted by the Academic Mentor** to the Program Director (Marion Leaman, mleaman@kumc.edu) and Program Administrative Assistant (Emily Van Dyke, evandyke@kumc.edu)*

Date:

Summary:

Student Signature:		Date:
Advisor's Signature:		Date:
Committee Member Signature:		Date:
Committee Member Signature		Date:

Student to submit this annual report, an updated plan of study, updated CV, and any supporting materials (e.g., summary of student evaluations of teaching) to the members of the SLPD Advising Committee via email by October 1 annually, beginning in Year 2 of the program.