

University of Kansas
Intercampus Program in Communicative Disorders

Ph.D. Guidelines

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INTERCAMPUS PROGRAM IN COMMUNICATIVE DISORDERS

University of Kansas - Lawrence
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GUIDELINES FOR THE PH.D.

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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 School Catalog (available at <http://www.ur.ku.edu/Acadpub/gradcat/contents.html>). In addition to this document and the catalog, students are advised to consult the Graduate School Handbook, available at http://www.ku.edu/~graduate/pdf_files/Grad_handbook.pdf. Students doing work on the medical center campus should consult the Student Planner and Handbook for KUMC.

I. 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. Students can change advisors at anytime in their program. The student is responsible for requesting and reporting any change to the Student Advising Committee. Typically, when the dissertation advisor is selected, that individual becomes the student's academic/program advisor.

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

The student should work with and through her/his 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 school requirements. The student is bound to observe Graduate School regulations in effect at the time he/she is admitted to the graduate school. If graduate school requirements or IPCD guidelines change after admission to graduate school, 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.

Grade Point Average

The grade point average requirements of the graduate school must be met at all times. In addition, a doctoral student will not be allowed to continue in the program if his/her semester GPA falls below 3.0 more than one time prior to the written comprehensive examination. In addition, students whose performance does not meet these criteria for dismissal, but whose performance suggests to the Doctoral Advisory Committee that they will not be able to successfully complete all requirements for the Ph.D., may be advised by the Committee to withdraw from the program.

II. PRELIMINARY RESEARCH REQUIREMENTS FOR THE DOCTORAL STUDENT

The graduate catalog of the University of Kansas states, “The degree of Doctor of Philosophy (Ph.D.) is the highest degree offered by the University. It is awarded for mastering a field of scholarship, for learning methods of investigation appropriate to that field, and for completing a substantial piece of original research.”

The faculty of the Intercampus Program requires each doctoral student to demonstrate some research experience beyond academic course work prior to the written comprehensive examination (preferably as soon as possible after entrance into the program). Such experiences can include completion of a project or thesis that has undergone academic or peer review, or a comparable body of work deemed appropriate by the student’s Doctoral Advising Committee for meeting this requirement. No student may begin the written comprehensive examination until the preliminary research requirement has been satisfied.

III. FOREIGN LANGUAGE OR RESEARCH SKILLS REQUIREMENT (FLORS)

The Graduate School requires doctoral students to demonstrate competency in a research skill "distinct from the dissertation itself but strongly supportive thereof." Requirements for research skills are established by individual programs; completion of Research Skills requirements is reported to the Graduate Division using a Do-All form. This requirement must be completed before the student can be certified as prepared to proceed to the Comprehensive Oral Examination. See the Research Skills section of the Graduate Catalog for general guidelines; detailed departmental guidelines regarding this requirement may be found in Appendix I.

IV. STEPS TOWARD THE PH.D. IN IPCD

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

1. Completion of academic coursework
2. Preliminary research participation
3. Completion of the Graduate School Foreign Language or Research Skills (FLORS) requirement
4. Written comprehensive examinations
5. Comprehensive oral examinations
6. Dissertation
7. Oral defense of the dissertation

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

V. REQUIRED COMMITTEES FOR PH.D. STUDY

A student's progress toward completion of a Ph.D. degree will be guided and evaluated by a series of **5 committees**:

1. The **Doctoral Advisory Committee**, which will guide the student through steps 1, 2, and 3 and determine when the student is ready to move to step 4.
2. The **Written Comprehensive Committee**, which will oversee the written comprehensive examination. This committee may or may not be composed of the membership of the Doctoral Advisory Committee.
3. The **Comprehensive Oral Examination Committee**, which will oversee the comprehensive oral examination. Typically, the Written Examination Committee then serves as the Comprehensive Oral Examination Committee, although changes in membership are possible, pending advisor consent.
4. The **Dissertation Committee**, which will oversee the planning and execution of the dissertation study. This committee may or may not be the same as the Comprehensive Oral Examination Committee.
5. The **Oral Defense Committee**, which will oversee the oral defense of the dissertation and which is typically the same as the Dissertation Committee (but may have changes in membership).

The intent of the committee structure is to provide timely guidance to the student working through the various levels of Ph.D. preparation, with enough flexibility to accommodate possible changes in a student's interests as the student's scholarly interests mature, and to accommodate possible changes in faculty resources during that time. At the upper levels of the Ph.D. preparation, the committee structure is designed to provide fair and appropriate evaluations of student progress and achievements. Throughout the time of Ph.D. preparation, the student can change advisors and committee members as needed to match current interests and resources, although there are obvious advantages to continuity, as well. Details regarding the makeup and activities of each committee follow.

A Note about Committee Membership

Several committees require that faculty members be listed by the Graduate school as members of the Graduate Faculty. Please note that faculty and staff are *not* automatically members of the Graduate Faculty. The student should inquire to determine whether a faculty member holds a Graduate Faculty appointment. If not, it is often possible to arrange for an Ad Hoc appointment for service on a student committee, although this step requires a little additional time.

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). 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 IEC. All faculty members serving on this committee must also be

listed at the Graduate School 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).

Written Comprehensive Committee

The structure of the **Written Comprehensive Committee** will be determined by the student and the student's advisor, in consultation with the Doctoral Advisory Committee. The student, in consultation with the Written Comprehensive Committee, will select the procedure to be followed for the Written Comprehensive Examinations [see Section VII below].

Comprehensive Oral Examination Committee

The **Comprehensive Oral Examination Committee** is required by the Graduate School. It is at this level that review of the Graduate School requirements becomes more explicit. In addition, note that prior approval by the Graduate School is required for scheduling the Oral Examination. See section VIII below.

The Comprehensive Oral Examination Committee will consist of at least five members, all of whom must be members of the Graduate Faculty. The academic advisor will serve as committee chairperson (note: in order to serve as chair, the advisor must have Dissertation Chair Status with the Graduate School). At least three members of the committee will be members of the IEC. One committee member must hold an academic appointment in the correlative area *outside the department*. One committee member will be the Graduate School Representative; this person must not have any appointment, either full time or courtesy, in the Department of Speech-Language-Hearing: Sciences and Disorders or the Department of Hearing and Speech. The Graduate School Representative will be selected on the recommendation of the chairperson and student, subject to review by the Graduate School. It is recommended that the majority of the committee members be selected from those who served on the Written Comprehensive Committee.

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 Dissertation Chair Status with the Graduate School). The Dissertation Committee will have the responsibility of directing the candidate in her/his preparation of the dissertation. The chairperson and at least one other member of the Dissertation Committee shall be from the IEC. Faculty members from outside the IEC can serve as Chair if approval is obtained from the IEC. It is the joint responsibility of the Chair of the Dissertation Committee and the student to be knowledgeable about the Graduate School requirements for residency, enrollment, and other regulations that apply to completion of the dissertation.

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 to the department, will be nominated to represent the Graduate Faculty. This committee shall consist of the dissertation committee and at least two additional members from the Graduate Faculty, for a total of at least five members.

Prior to the formation of this committee, at least five months must have elapsed since the comprehensive oral examination, and the Dissertation Committee must have accepted the dissertation for defense. This requires that a written copy of the dissertation be disseminated to the members of the Dissertation Committee for review prior to the oral examination. Please also see the Graduate School 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.

VI. PROPOSED DOCTORAL PLAN OF STUDY

The doctoral student and the Doctoral Advisory Committee (see Section V) 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 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.

VII. WRITTEN COMPREHENSIVE EXAMINATION GUIDELINES

Graduate School regulations charge the faculty with responsibility for determining the readiness of a student to be admitted into candidacy for the Ph.D. In making a judgment regarding the student's admission to candidacy, the Written Comprehensive Committee will consider the student's readiness to conduct research by evaluating her or his knowledge base, ability to integrate information, and clarity of written and oral expression. The written 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 comprehensive examination is scheduled after the student has (a) completed all of the required coursework on the student's program plan of study, (b) has satisfied the IPCD research requirement (see Section II), and (c) has satisfied the Graduate School FLORS requirement (see Section III).

The nature, content, and format of the examination will be determined by the members of the Written Comprehensive Committee in consultation with the student. The committee should consider the student's chosen area(s) of research in planning the written comprehensive Examination. Because the Ph.D. is an individualized program of study, it is understood that there is not a standard method of examining that applies to all doctoral students in the IPCD. The Written Comprehensive 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. The Committee, with the approval of the student, may request one or more non-committee faculty members to participate in the examination of the student. A variety of possible examination options exist, four of which are as follows:

- (1) The student prepares for a series of written examinations in areas designated by the Written Comprehensive Committee. Under this option, the written examinations should not exceed 8 hours per day and should be limited to no more than 20 hours in five days.

- (2) The Written Comprehensive Committee may also utilize a take-home format. In this case the examination period may be distributed over a longer period of time, but not to exceed 12 months.
- (3) The student prepares a number of written papers on topics agreed upon by members of the Written Comprehensive Committee.
- (4) Some combination of the written examinations, papers, or research projects described above.

A mechanism for grading the student's written comprehensive examination will be determined by the student's Written Comprehensive Committee. The recommended procedure is for the Committee to assign each paper or other project to three members of the Written Comprehensive Committee. The readers may assign a mark of pass, fail, or revise. To pass, at least two members must assign a grade of pass. A paper or project may be revised no more than two times. Failure to receive a passing mark after a total of three attempts on any paper or project constitutes failure of the examination.

Examination Report

The student's advisor shall report the results of the written comprehensive examinations to the student and to the respective department chairperson on each campus. This report must include appropriate recommendations for the student's admission to candidacy, continued preparatory study, or discontinuation. If the report is unfavorable, the student may repeat the examination after the lapse of at least one semester if the Written Comprehensive Committee so recommends. Should the written comprehensive examinations be failed twice, the student may not be given a third examination, except upon the recommendation of the Written Comprehensive Committee and with special approval of the IEC.

VIII. COMPREHENSIVE ORAL EXAMINATION

The Comprehensive Oral Examination is open to all members of the University community. The Comprehensive Oral Examination 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 but no later than two weeks following successful completion of the written examinations. To accomplish this, the student should contact the members of the Comprehensive Oral Examination Committee and arrange for the date and time with each member of the committee. When these arrangements are finalized, the information should be given to the secretary of the department who will fill out the student's Do-All Form and send it to the Graduate School Office for approval. It is the student's responsibility to assure that the form has been filed with the graduate office. The student should also ask the department secretary for assistance in reserving a room for the examination.

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. 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 Oral Examination 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.

IX. PROSPECTUS MEETING FOR DISSERTATION COMMITTEE APPROVAL OF PROPOSED DISSERTATION PROJECT.

The student, with the guidance of the dissertation advisor, will submit in writing a Prospectus that details a proposed original study. Members of the Dissertation Committee should have a reasonable amount of time prior to the prospectus meeting to review the prospectus. 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 Thesis Advisor to summarize the Committee's recommendations to the student.

X. COLLOQUIUM PRESENTATION

Students are encouraged to present a colloquium to the IPCD faculty prior to the Dissertation Defense, preferably in the proposal stage. The student and his/her academic advisor are responsible for scheduling a colloquium.

XI. 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. 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. 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.

XII. SUMMARY OF ORDER OF EVENTS

1. Meet with academic advisor to prepare a tentative plan of study and decide on members to serve on Doctoral Advisory Committee
2. No later than the end of the second semester in residence, Doctoral Advisory Committee plans coursework, preliminary research experience (if this requirement has not been met), and completion of FLORS requirement.

3. Written Comprehensive Committee establishes guidelines for student's written comprehensive examination.
4. Written Comprehensive Committee determines that student has passed the written comprehensive examination.
5. Comprehensive Oral Examination Committee determines that student has passed the comprehensive oral examination.
6. Student works with dissertation advisor to develop a dissertation prospectus
7. Student presents the prospectus to dissertation committee
8. Dissertation committee approves prospectus
9. Student may present prospectus at a colloquium
10. Student completes dissertation
11. Student gives public dissertation defense
12. Student submits two unbound completed dissertations and abstract to the graduate school

APPENDIX I. DEPARTMENT GUIDELINES FOR MEETING FLORS REQUIREMENT

Within the Intercampus Program for Communicative Disorders three options are available to the student to fulfill the Foreign Language or Research Skills requirement. Most students in the program choose the Research Skills Option. Within each option, a student has a choice of procedures for meeting the requirements. Each student should consult with her or his Advisor and Doctoral Advisory Committee about fulfilling the FLORS requirement.

Please note: If skills gained prior to enrollment in the Ph.D. program are to be used to fulfill this requirement, the skill must have been demonstrated within the 5 years immediately preceding enrollment.

1. Research Skills Option:

There are a variety of ways in which a student may demonstrate enhanced research skills beyond the 15 required hours of coursework in the Research Area. Please note that if coursework will be used to fulfill this option, those courses **may not** be used to fulfill other course requirements. A master's thesis, in and of itself, will not suffice to fulfill this option. If a research project will be used to fulfill this option, this project **may not** be used to fulfill the **departmental** preliminary research requirement.

Enhanced research skills may be demonstrated through:

- a. A written record of publication or presentation at professional meetings.
- b. Research skills in instrumentation, techniques, or analyses relevant to the student's career objectives (e.g., ERP, MRI, aerodynamic measures, acoustic analysis, electronics, linguistic analysis).
- c. Demonstration of enhanced skill in a different research methodology from that of the required 15 research hours. Most students typically complete 15 required research hours in experimental group 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). To fulfill the FLORS requirement, students may take an additional course from a different research perspective such as applied behavioral analysis (e.g., HDFL 803), clinical trials (e.g., PRVM 810), qualitative research, ethnographic research, or research ethics (e.g., SPLH/PSYC 982, PRVM 806). These topics may also be covered through independent study with a faculty member (SPLH 970 or AUD 846).
- d. Completion of a research project in consultation with a faculty mentor.

2. Language Option

An aspirant who wishes to demonstrate knowledge of a foreign language (i.e., language other than English including sign language) ordinarily may do so in one of the following ways:

- a. Demonstrated competence in reading, writing, and speaking one language other than English that is relevant to research in Communicative Disorders:
 - i. Native competence in a language other than English, or
 - ii. Undergraduate major in a language other than English, or

- iii. Completion of a fourth course in a language other than English, or
- iv. Satisfactory performance on an examination administered by a member of the University Graduate Faculty

OR

- b. Demonstrated reading proficiency in two languages other than English that are relevant to research in Communicative Disorders:
 - i. Satisfactory performance on examinations administered by language departments, or
 - ii. Satisfactory performance on language examinations administered by Educational Testing Service, or
 - iii. Satisfactory performance on examinations administered by a member of the University Graduate faculty

OR

- c. Demonstrated competence in the structural analysis of two languages other than English. If coursework will be used to fulfill this option, the courses may not be used to fulfill other course requirements.

NOTE: Requirements for demonstrating competence in a foreign language are set by the language departments. The student should ask these departments for further information and advice. In all cases, the Graduate Division should be notified which method each student has used to satisfy these requirements (e.g., courses vs. competency exam).

3. Computing Option:

To establish competence in computer science, a student must (a) demonstrate proficiency in a commonly used programming language *and* (b) create at least one original program on a problem that is certified by the student's Doctoral Advisory Committee as important and relevant to the field of study. In consultation with the department, the Department of Electrical Engineering and Computer Science provides certification of requirement (b). Requirement (a) may be met by:

- a. Passing an examination developed and administered by the Department of Electrical Engineering and Computer Science.
- b. Satisfactorily completing an appropriate graduate course in computer science such as CS650. Note that this coursework in computer science **may not** be used to fulfill other course requirements.
- c. Complete 16 hours in computer science at this or another university as a graduate or undergraduate student.
- d. Undergraduate major in computer science.

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)

FLORS REQUIREMENT: _____

(Provide a listing of coursework or research experience used to fulfill this requirement and completion dates. NOTE: Any coursework or projects listed to fulfill this requirement can NOT be used to fulfill any other program requirements.)

