

**The University
of
KANSAS**

**Intercampus Program in
Communicative Disorders**

**M.A. SPEECH-LANGUAGE PATHOLOGY
HANDBOOK**



University of Kansas – Lawrence
University of Kansas Medical Center - Kansas City

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INTRODUCTION

The University of Kansas Intercampus Program in Communicative Disorders offers the M.A. and Ph.D. degrees in Speech-Language Pathology and the Au.D. and Ph.D. degrees in Audiology. The M.A. program in Speech-Language Pathology has been planned to meet the academic and clinical requirements of the American Speech-Language-Hearing Association (ASHA). The ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology accredits this program.

This set of guidelines includes the M.A. degree requirements. It is supplementary to the Graduate Catalog which lists the official requirements for the M.A. degrees. In addition, the Graduate School (Lawrence) and the School of Allied Health (Medical Center) have prepared special instructions for students who complete a thesis.

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I. PARTICIPATING 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 four standing committees: curriculum, clinical, advising, and admissions.

Two students will be selected to serve as representatives to the Intercampus Executive Committee. Responsibilities of the student representatives will include, but not be limited to: attendance at Intercampus Executive Committee meetings (except during student reviews and personnel discussions), and participation in the standing committees.

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II. THE M.A. PROGRAM

A. Administration

All graduate degrees offered by the Intercampus Program in Communicative Disorders are conferred through the Graduate School of the University of Kansas. The Department of Hearing and Speech at the University of Kansas Medical Center is administered by the School of Allied Health. The Department of Speech-Language-Hearing: Sciences and Disorders of the Lawrence campus is administered by the College of Liberal Arts and Sciences.

B. Location of Coursework

Coursework, clinical, and research practica for the M.A. program are offered on both campuses (KUMC and Lawrence). Students are encouraged to experience both campus sites.

C. Length of Program

Most students will be able to complete the SLP program in four full-time semesters and one or two summers with a common entry point in the fall semester. Exceptions may occur for the student who has a number of prerequisites to complete or who is conducting an extensive research project. A minimum of 46 graduate hours is required and most students complete the degree requirements with 46-50 graduate hours (see Section V for details).

At times it has been necessary for a student to take a leave of absence. A student should notify his/her advisor before taking a leave of absence. A student in good standing who has voluntarily not enrolled in graduate course work for one or more semesters may continue in the program by requesting an enrollment card from the Graduate School (Lawrence) or Office of Graduate Studies and Research (KUMC). The maximum time allowed for completion of the degree is seven years unless an extension is granted by the Graduate Council of the College or School.

D. Course Load

A full-time student usually enrolls in 10 to 14 credit hours each semester and 6 to 8 credit hours in the summer session (including clinical practicum or field study).

E. Balancing Program Load and Outside Work

A number of graduate students have the opportunity to participate as a graduate research or teaching assistant while in the SLP program. Others find employment outside of the university because of financial need. The faculty recognizes that an assistantship, or other employment, may be necessary and potentially positive experience for a graduate student, to the extent that the student's academic and clinical obligations are not negatively impacted. Students must carefully consider the total number of hours required for an assistantship or outside employment and also the flexibility of the work schedule. As a general guideline, 10-16 hours per week of assistantship or outside work is typically compatible with an acceptable level of performance

within the SLP program for most students. A heavier workload often places significant time restrictions and added stress that negatively impacts academic and clinical performance. If the student's performance within the program is suffering because of a heavy work load, the student should consider reducing the workload or reducing the academic/clinical 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 advisor 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 included in Appendices J and K.

G. Student Accommodation

Students needing assistance are encouraged to inform the Program following the procedures outlined in Appendix L in sufficient time to allow for adequate accommodation.

III. ADVISING

A. Initial Assignment

At the time of admission, the Student Admissions Committee appoints a regular member of the Intercampus Executive Committee as an initial program advisor. Occasionally, students choose to change advisors. A *Change of Advisor* form (available from your respective departmental office) should be completed when students change advisors. A student may request a change in advising assignments by submitting the *Change of Advisor* form to the Student Advising Committee.

B. Academic Advisor

The advising process is a joint venture between student and advisor. The student's advisor will be responsible for acquainting the student with the policies and procedures of the University of Kansas and the Intercampus Program; 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 student's academic program may be influenced by the certification requirements established by ASHA, and the academic background of the student. The advisor 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, clinical reports, records of feedback from other faculty members, check lists, etc.

If an advisor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the Student Advising Committee upon notification by either the student or advisor.

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

C. Thesis Advisor

A thesis is completed under the direction of a thesis advisor. The selection of this individual is based on the mutual consent of both the student and the advisor and typically is made not later than the beginning of the second year of study. The thesis advisor and the academic advisor may be different individuals; however, it is recommended that the thesis advisor become the student's academic advisor. If the thesis director is a courtesy faculty member, he/she should consult regularly with the academic advisor about the student's academic program.

D. Progress to Degree Forms

A graduate student's progress through the program is reported to the Graduate School using Progress to Degree forms. These forms are used to report successful completion of the final summative exam (see section XII Summative Assessment for details) to the Graduate School, which is required for graduation. *It is the student's responsibility to contact departmental staff at least two weeks before an exam to request departmental processing of the form.*

IV. ENTRANCE REQUIREMENTS

A. Academic Prerequisites

A baccalaureate degree is a prerequisite to enter the M.A. program in Speech-Language Pathology. It is expected that students will have obtained a broad general education to serve as a background prior to their graduate study. Specifically, ASHA certification requires that applicants must demonstrate knowledge through transcript credit in each of the following areas: biological sciences, physical sciences, mathematics, and social/behavioral sciences. Courses in biological and physical sciences specifically related to communication sciences and disorders cannot be applied to this requirement. See http://www.asha.org/certification/slp_standards/ for details on this (and other) requirements.

Students who enter the graduate program with a Bachelor's degree from an accredited program in Speech-Language Pathology or Communication Disorders automatically meet the prerequisites needed for admission to the graduate program. However, students who have not taken a course in statistics and a course in research methods will be admitted on a provisional basis. These courses must be taken prior to graduation and students are strongly encouraged to take them during their first semester of graduate study.

Students who do not have a Bachelor's degree in Speech-Language Pathology or Communication Disorders, but have an undergraduate degree in another area of study are required to complete the following courses or equivalents at KU or another institution:

Physics of Speech
Survey of Communication Disorders
Neuroscience of Human Communication
Fundamentals of Clinical Phonetics
Language Science
Language Analysis Lab
Language Development
Research Methods in Speech-Language-Hearing
Principles of Speech Science
Principles of Hearing Science
Introduction to Audiological Assessment and Rehabilitation
Introduction to Speech-Language Pathology
Statistics

Students who have taken some or all of these courses at a university other than KU should meet with an academic advisor on the Lawrence campus to determine which courses could transfer and which requirements remain. Appendix I contains a worksheet that can be used as a guide for the advisor and student.

B. Clinical Prerequisites

The student must present records, with supervisors' signatures(s), to show completion of 25 clock hours of directed clinical observation. In the event that a student has not completed the 25 clock hours of clinical observation prior to the start of the graduate program, then there are two options:

1. If the student has completed 15 or more clock hours of direct clinical observation, the student may enroll in practicum but must complete the final 10 clock hours of direct clinical observation in an expedient and timely manner, typically during the first week of the semester.
2. If the student has completed fewer than 15 clock hours of direct clinical observation, then these hours must be obtained prior to clinic participation.

All records of previous clinical contact hours, with supervisors' signature(s), will be maintained for each student. These records should be submitted to the Program in a timely fashion. Up to 50 undergraduate practicum hours can be applied toward the minimum requirements for the Certificate of Clinical Competence.

V. PROGRAM REQUIREMENTS

The program requires 34 credits of experiences for breadth (listed in A below) and an additional 12-16 credits for depth (listed in B below). Pre-requisite classes that need to be taken during the graduate program are **in addition to** requirements described below (but see Appendix I for help determining this).

A. REQUIRED GRADUATE EXPERIENCES FOR BREADTH:

The goal of the experiences listed below is to provide students with opportunities to acquire knowledge & skills in 9 content areas (Articulation/Phonology, Fluency, Phonation/Resonance, Receptive/Expressive Language, Hearing, Swallowing, Cognition, Social, Modalities) that represent the full scope of practice in Speech-Language Pathology and additional foundations of clinical practice (Sciences, Ethics, Research, Professional Issues). Students should consult the KU ASHA Knowledge Standards Grid (Appendix B) to determine which courses will help the student develop knowledge and skills in each area. Courses offering primary and secondary experiences are noted in each area. Primary and secondary experiences for practicum will vary by placement and thus should be confirmed with the advisor. Generally, 30 or more hours in a given area across 2 or more clients in a single semester/experience will constitute a primary experience, and 15 or more hours in a given area in a single semester/experience will constitute a secondary experience. Due to the variability of clinical options/experiences, it is recommended that students **NOT** expect to obtain primary experiences in clinical settings, particularly in the areas of fluency, swallowing, hearing, and modalities. The likelihood of obtaining a primary clinical experience should be discussed with the student's academic advisor and the Clinic Directors on the KU-L and KUMC campuses.

The following graduate experiences are required:

	Minimum Credits Required
*SPLH764F Multicultural Issues	1
*SPLH764G Multicultural Issues	1
SPLH 860 Evaluation of Speech and Language	2
SPLH 862 Clinical Processes	2
SPLH 864 Clinical Practice	7
**SPLH 868 Professional Seminar	2
Research experience (see Section VII thesis/non-thesis option)	3
***SPLH electives (8 2-credit seminars)	16

Note: letter designates following course numbers are for internal use with the Knowledge Standards Grid in Appendix

*Students who plan to participate in an out-of-area field study during their final semester(s) should plan to take the Multicultural Issues courses during their first year in the program.

**Students are required to enroll in Professional Seminar in each of their final two semesters of graduate study (1 credit hour per semester). Students who plan to participate in an out-or-area field study during their final semester(s) must make arrangements to participate in Professional Seminar.

***Students are encouraged to take SPLH764D Neural Basis of Speech and Voice as one of their SPLH electives or as one of their advanced electives (see section B below)

B. REQUIRED GRADUATE EXPERIENCES FOR DEPTH:

It is intended that the experiences listed below will allow the student to specialize in particular areas of interest to better prepare him/her for a chosen career path.

The following graduate experiences are required:

	Minimum Credits Required
SPLH 866 Field Study in Speech-Language Pathology	5
2nd field study (SPLH 866) or 4th practicum experience (SPLH 864)	1-5
Advanced electives (courses in SPLH, other departments, thesis, ind study)	6*

*Advanced electives can be taken within the department or from outside departments and also can include advanced research experience, such as completion of a master's thesis. Additional clinical experiences (i.e., SPLH 864 & 866) can NOT count as advanced electives.

C. NOTES ABOUT CLINICAL PRACTICE

1. Practicum

A minimum of three terms of enrollment and 7 hours of credit (approximately 150 clock hours) in SPLH 864 must be completed prior to enrolling in SPLH 866 (Field Study). The first two semesters of the student's graduate practicum enrollment are to be for a minimum of 3 hours each. The subsequent semesters will be for a minimum of one hour credit. Reductions can be requested for the summer term if that occurs in the first two semesters of enrollment. The total credits acquired, though, must still equal 7. A list of clinical placements is available in Appendices G and H.

2. Field Study

Master's students must enroll in a minimum of 5 credit hours of field study in their second year. The field study can be clinical or research activities. If the field study is research, it must be in addition to other research requirements.

Clinical field study enrollment corresponds to 2 days per week for one semester or 4 days per week for half a semester. If summer enrollment, it will be 4 days per week. Clinical activities can include non-patient contact responsibilities. Non-patient responsibilities can include administrative activities, in-service teaching, or other service-related duties. Students are placed at sites that have been vetted by IEC clinical faculty and routinely used with past students to ensure a high quality clinical experience. If a student wishes to use a non-approved site for field study, the procedures in Appendix F, Section III must be followed.

Should a student ultimately wish to work in the school system, field study can be taken (and is highly recommended) in a public school setting. Traditionally such a field study will include at least 256 duty hours (which may include planning time, testing, conferences, staffings, etc.).

3. Background Checks

Many of our clinical sites, including all sites on the KUMC campus and Kansas City area, require student background checks. A questionable history from the results of this check may limit/prevent placement in clinic/field study sites that are available to students within the IPCD, and the Program may not be able to guarantee the provision of sufficient clinical hours to meet accreditation/licensure standards. Licensing boards may have their own standards regarding such issues beyond the purview of the IPCD. It is the responsibility of the student to familiarize themselves with these standards.

4. University-Student Health Requirements

Health requirements (immunizations, physicals, etc.) for clinic placement may vary by clinic training site. Failure to complete those requirements may limit the clinic/field study sites that are available to students within the IPCD. Students should contact the clinical placement coordinators to determine specific requirements.

5. SLP paid clinical traineeships

Occasionally, MA SLP graduate students will have the opportunity to apply for paid traineeships (e.g., Center for Child Health and Development, VA, etc.). A paid traineeship must meet field study requirements (as noted in the MA Handbook and the Field Study manual) to count as field study enrollment.

Potential traineeship sites will complete the Field Study Site application. The application must be reviewed/approved by the Intercampus Clinical Committee. Once approved, a traineeship is subject to the same review process as all other field studies.

D. ASHA CERTIFICATION REQUIREMENTS: See Appendices B & E

1. Knowledge & Skills

For those students interested in obtaining the CCC in Speech-Language Pathology, Knowledge and Skills must be demonstrated in Articulation/Phonology, Fluency, Phonation/Resonance, Receptive/Expressive Language, Hearing, Swallowing, Cognition, Social, Modalities, Sciences, Ethics, Research, and Professional Issues. Knowledge and Skills in these areas may be gained through coursework, clinical placements, research activities, independent study, workshops, and conferences. These experiences need to be documented on the KU ASHA Knowledge Standards Grid (Appendix B). The program requirements described in A and B above should provide these experiences.

Due to the variability of clinical options/experiences, it is recommended that students NOT expect to obtain primary experiences in clinical settings, particularly in the areas of fluency, swallowing, hearing, and modalities. The likelihood of obtaining a primary clinical experience should be discussed with the student's academic advisor and the Clinic Directors on the KU-L and KUMC campuses.

2. Clock Hours

For those students interested in obtaining the CCC in Speech-Language Pathology a minimum of 400 clock hours (includes 25 observation hours) of clinical experience (supervised by ASHA certified clinical supervisors) must be completed while enrolled in an accredited educational program. See Appendices E and O.

E. REGULARLY OFFERED COURSES IN SPEECH-LANGUAGE PATHOLOGY

1. Undergraduate Courses

Course#	Title	Instructor	Semester
PSYC300/210	Statistics (3)	Varies	All 16
SPLH 120	Physics of Speech (4)	Kokkinakis	F/Spr 16
SPLH 261	Survey of Communication Disorders (3)	Brady/ Gillispie/Pedersen	F/Spr 16
SPLH 320	Neuroscience of Human Communication (2)	Choy/ Barlow	F/Spr 16
SPLH 465	Fundamentals of Clinical Phonetics (1)	GTA	F/Spr 16
SPLH 466	Language Science (3)	Storkel/Catts/ Choy	F/Spr 16
SPLH 565	Language Analysis Lab (1)	GTA	F/Spr 16
SPLH 566	Language Development (3)	Loeb	F/Spr 16
SPLH 660	Research Methods (3)	Brady	F/Spr 16
*During Spring semester SPLH 660 will avoid conflicts with graduate classes			
SPLH 662	Speech Science (3)	Barlow	Fall 16
SPLH 663	Hearing Science (3)	Kokkinakis	Spr 16
SPLH 668	Introduction to Aud Assessment & Rehab (4)	TBA GTA	F/Spr 16
*During Fall semester SPLH 668 will avoid conflicts with graduate classes			
SPLH 671	Introduction to SLP	Gatts	F/Spr 16

2. M. A. Courses (see also Appendix C)

Course#	Title	Instructor	Semester
SPLH 764 A	Social Relationships, Comm, & Autism (2)	Wegner	Spr13 16 (odd years)
SPLH 764 B	Advocacy and Leadership (2)	Wegner	Spr12 16 (even years)
SPLH 764 C	Communication and Autism (3)	Wegner	Cont Ed
SPLH 764 D	Neural Bases of Speech and Voice (2)	Barlow	Fall 2 nd 8
SPLH 764 E	Infant Development (2)	Brady/Barlow	Spr13 2 nd 8 (odd years)
SPLH 764 F	Multicultural Issues I: Diagnostic(1)	Bunce	Fall 16
SPLH 764 G	Multicultural Issues II: Treatment (1)	Bunce	Spr 16

SPLH 764 H	Children who are Deaf/Hard of Hearing (2)	Varies	Varies
SPLH 764 I	Aerodynamics of Speech (2)	Varies	Sum
SPLH 764 J	Circuit Theory and Instrumentation (2)	Barlow	Varies
SPLH 764 K	Communication Neuroscience (3)	Varies	Varies
SPLH 764 L	AAC in the Schools (2)	Wegner	Fall 2 nd 8
SPLH 764 M	AAC and Literacy (2)	Wegner	Spr **
	** 764 M will be spring 1 st 8 for 2012 but then spring 2 nd 8 for 2013 forward		
SPLH 764 O	ASL (3)	Roberts	Fall 16
SPLH 764 P	AAC Technology Lab (1)	Wegner	All Semesters
SPLH 764 Q	AAC: Issues and Research (2)	Wegner	Sum
SPLH 764 R	Fluency (1)	Turner	Not planned
SPLH 816	Language Development (3)	Loeb	Spr 16
SPLH 820	Developmental Phonological Disorders (2)	Fey	Fall 2 nd 8
SPLH 822	Dysarthria and Apraxia (2)	Jackson	Spr 1 st 8
SPLH 824	Fluency Disorders (2)	Turner	Sum
SPLH 826	Phonatory Disorders (2)	Searl	Fall 1 st 8
SPLH 828	Speech Disorders of Special Populations(2)	Searl	Spr 1 st 8
SPLH 832	Dysphagia (2)	Searl	Spr 2 nd 8
SPLH 840	Lang Dis of Children: Infants and Toddlers (2)	Fey	Spr 2 nd 8
SPLH 842	Lang Dis of Children: Preschool Children (2)	Loeb/Bunce	Spr 1 st 8
SPLH 844	Lang Dis of Children: School-Aged Children (2)	Daniels	Spr 2 nd 8
SPLH 846	Language Disorders of Adults (2)	Jackson	Sum
SPLH 848	Language Disorders of Special Populations (2)	Wegner	Spr **
	**848 will be spring 2 nd 8 for 2012 but then spring 1 st 8 for 2013 forward		
SPLH 850	Lang Dis: Closed Head Injury and Dementia (2)	Jackson	Fall 2 nd 8
SPLH 852	Alternative/Augmentative Communication (2)	Wegner	Fall 1 st 8
SPLH 854	Reading Disorders (2)	Catts/Bunce	Fall 1 st 8
SPLH 860	Evaluation of Speech and Language (2)	Daniels	Fall 1 st 8 & Sum
SPLH 862	Clinical Processes (min = 2)	Wegner/Daniels	
SPLH 864	Advanced Clinical Practice (min = 7)	Wegner/Daniels	
SPLH 866	Field Study in Speech-Language Pathology (5)	Gatts/Daniels	
SPLH 868	Professional Seminar (1+1)	Varies	F/Spr 16
SPLH 874	Research Practicum (1-3, but must accumulate 3 total credits for research req)		
SPLH 876	Independent Study (1-6)		
SPLH 880	Seminar in Speech-Language Pathology	Varies	Varies
SPLH 880A	Clinical Treatment of Phonological Disorders	Storkel	Spr12 2 nd 8 (even years)
SPLH 899	Master's Thesis		

Courses available when sufficient demand exists (dependent on faculty availability)

SPLH 764S (n = 6+ students)/SPLH 876 (n < 6 students) Laryngeal Endoscopy/Stroscopy Lab & Readings – Searl -- Fall 2nd 8 – email Instructor if interested.

F. RECOMMENDED COURSES BY INTEREST

As students develop their plan of study, they may decide to focus on one particular patient population or setting (e.g., geriatrics). Completion of a focal area is not required, but is the option of the student. Students also should consider how their coursework will prepare them for their field study plans. The following is a list of core courses that are deemed foundational for different populations/field study settings. Students who plan to do both an adult/medical and child/school field study should consider the core courses listed under Generalist when developing their plan of study.

Adult/Rehabilitation

Neural Bases of Speech & Voice (2)
Language Disorders of Adults (2)
Language Disorders CHI/Dementia (2)
Alternative/Augmentative Comm. (2)
Dysarthria/Apraxia (2)
Phonatory Disorders (2)
Dysphagia (2)

Child

Devel. Phonological Disorders (2)
Language Disorders Infants/Toddlers (2)
Language Disorders Preschool (2)
Language Disorders School-Aged (2)
Language Disorders Spec. Populations (2)
Alternative/Augmentative Comm. (2)
Reading Disorders (2)

Generalist

Language Disorders of Adults (2) OR Language Disorders CHI/Dementia (2)
Dysphagia (2)
Dysarthria/Apraxia (2)
Language Disorders Infants/Toddlers (2) OR Language Disorders Preschool (2)
Any 2 of the following:
 Language Disorders School-Age (2)
 Reading Disorders (2)
 Developmental Phonological Disorders (2)
 Alternative/Augmentative Communication (2)
 Language Disorders Special Populations (2)

Students are advised, however, that their academic background should be sufficiently broad to prepare them for the national exam (PRAXIS) in speech-language pathology.

G. KANSAS STATE LICENSURE – SPEECH-LANGUAGE PATHOLOGY

You may not practice our profession at any level without some form of licensure.

a. Licensure Standards

You must:

- possess at least a master's degree in Speech-Language Pathology.
- have completed a Clinical Practicum of at least 400 hours (including 25 observation hours), of which at least 325 were completed at the graduate level.
- have successfully completed a supervised postgraduate professional experience of at least nine months full-time equivalent (CFY).

- have scored at least 600 on the NTE Specialty Area Test in Speech-Language Pathology, administered by Educational Testing Services.

b. Temporary License

- Temporary licensure is for those who have completed a master's degree and at least 400 clinical practicum hours, but have yet to complete a supervised postgraduate experience or the NTE exam, or both. A temporary license is granted for one year but may be extended for one additional year. (Temporary licensure can be for two consecutive years.)

"Completed a Master's degree" is interpreted to mean **all** requirements for the degree have been met in order to be awarded the degree. For example, if a student finishes everything in June and will not receive the degree until August, the licensure board will accept a letter from the educational institution indicating that all requirements have been met and the student is simply awaiting the processing of the transcript. A full license (above) requires an official transcript indicating award of the Master's degree.

A temporary license **must** be obtained **prior** to starting your supervised postgraduate experience (CFY). In addition, you must file a supervised postgraduate professional experience plan with your application for temporary licensure.

H. EDUCATIONAL CERTIFICATION

Teacher certification by the Kansas Board of Education (KSDE) is **no longer required** to work in the public schools of **Kansas**. If a student plans to work in the school systems in another state, it is strongly advised that the student find out what that state's teacher certification requirements are. Requirements vary from state to state, therefore, students are encouraged to contact the Administrative Professional (Lawrence campus, 864-0634) to obtain a contact number for the state in which the student plans to seek employment.

Speech-Language Pathology in the Public Schools

You may not practice our profession at any level in the public schools of Kansas without first obtaining either a regular or temporary license from the State.

Remember, **all** academic and clinical requirements for the M.A. degree **must** be completed before the license is granted. Additional academic requirements beyond the professional degree must be met before the regular license is granted (see section C).

Students may wish to enroll in educational courses (see below) should they wish to have an additional perspective appropriate to a school setting:

- *A Teaching and Leadership* course (T&L 450 Foundations of Education or T&L 650 Governance and Organization of Schools)

- A *Special Education* course: (SPED 425 Introduction to Exceptional Children and Youth or SPED 725 Introduction to the Psychology and Education of Exceptional Children and Youth)
- It is recommended that a student complete 256 duty hours in a school setting.

VI. MODIFICATION OF PROGRAM REQUIREMENTS

Following discussions with and approval by the academic advisor, students should direct requests for modification of academic course requirements, in writing, to the Advising Committee of the Intercampus Program. (See Appendix D).

Following discussions with and approval by the academic advisor, students should direct requests for modification of clinical requirements, in writing, to the Clinic Committee of the Intercampus Program (See Appendix F).

For students who want to take courses that are not currently listed on the KU ASHA Standards Grid, the student could count these courses as “advanced electives” (see B Required Graduate Experiences for Depth). Alternatively, if the student wanted to use these courses to document knowledge and skills in a particular area, the following steps are used:

1. If knowledge and skills in a particular area are being acquired under the supervision of KU SPLH faculty (e.g, independent study, research practicum), the supervising faculty member will evaluate the knowledge and skills acquired.
2. If the course is from another department, university, workshop, or conference, the student must consult the Advising Committee by sending a request describing the experience with supporting documentation to the chair of the Advising Committee via e-mail. The student also should indicate the knowledge and skill area and KU faculty with expertise in that area. The Advising Committee will consult with KU faculty to determine whether the experience will count as primary or secondary in which areas. See Appendix D for detailed procedures.

Students are encouraged to complete these steps prior to initiating the activity to ensure that the activity will meet the program requirements.

In addition to the usual lecture courses, special seminars are also offered. Generally, a minimum enrollment of 6 students is required for a seminar to be taught. Should a group of students be interested in a special seminar in an agreed upon subject, they should contact a faculty member with expertise in that subject area to assess the possibility of offering the desired special seminar.

VII. THESIS/NON-THESIS OPTION

The student should choose either the thesis or non-thesis option after completing the first year or earlier. If the thesis option is selected, the student should enroll in SPLH 899 as directed by the thesis advisor for each semester in which thesis work is in progress. The total number of thesis hours ranges from the required minimum of 4 to a maximum of 6 credit hours.

Under the non-thesis option, the student has the choice of enrolling in 3 credit hours of (1) additional research-related coursework, (2) research practicum experience (SPLH 874), or (3) independent study (SPLH 876). The latter two options may include independent research projects or participation in on-going laboratory activities. The student should contact a faculty member in the IEC with whom they would like to work. The faculty member and the student determine the goals and expectations of the research project.

Some care should be taken in choosing the thesis/non-thesis project. It is expected that if one chooses the thesis option, the thesis research must be completed according to established thesis guidelines set forth by the Graduate School (www.graduate.ku.edu) or the School of Allied Health.

VIII. HUMAN EXPERIMENTATION

The University requires that any research to be undertaken with human subjects must be approved first by the Human Subjects Committee Lawrence Campus (HSC-L), or the Human Subjects Committee KUMC Campus (HSC-KUMC). Students doing research under a faculty member on the Lawrence campus must file a request for approval with the Lawrence Committee. Those working under a faculty member on the Kansas City campus must file with the Medical Center Committee. No research can be started without the HSC approval. Forms should be submitted several weeks prior to the planned initiation of the research. Your advisor will help with these requirements.

IX. CONTINUOUS ENROLLMENT

A. 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.

B. A graduate student who has completed all required coursework and clinical practica, but continues to work on a research project for the thesis should be enrolled in thesis, independent study, or advice and conference hours appropriate to the use of faculty time and university facilities. Such enrollment should continue until two bound copies of the thesis are delivered to the department.

C. It is required that the student be enrolled in the program during the semester in which the final examination (see section XII) and dissertation defense (see section XIII) are taken.

D. A waiver of this requirement for continuous enrollment by Master's degree candidates may be granted only by a majority vote of the IEC upon the recommendation of the Student Advising Committee.

X. CLINICAL PRACTICUM

Students are responsible for completing two copies of their Clinical Practicum Hours Sheet each semester. Both copies must be submitted to the clinical supervisor(s) for their signature. The supervisor(s) will return one copy to the student and place the other in the student's file. . The Administrative Officer maintains an electronic database of student practicum hours.

Documentation of all previous (non-KU) practicum and observation hours with supervisor signature must be on file.

All hours required by ASHA, with the appropriate distributions, must be completed before graduation. (See Appendices E and N).

The minimum requirement for clinic enrollment in the first year fall and/or spring semester is to be 3 credit hours and at least one credit hour in the summer term. A minimum of three terms of enrollment and 7 hours of credit must be completed prior to enrolling in SPLH 866 (Field Study). The student must have a grade of B- or higher in 7 credits of clinical practicum. If a student receives a grade of C or below in the clinical practicum immediately prior to field study, he/she is ineligible to enroll in field study. This student will take a fourth semester of practicum and achieve a minimum grade of B- in order to be eligible for field study. The Clinic Director on the appropriate campus will inform the Field Study Coordinators of a student's ineligibility to enroll in field study.

The student must sign a written release form concerning audio and videotape materials.

XI. FORMATIVE ASSESSMENT

Formative assessment will occur through course grades and evaluations by practicum supervisors. In addition, beginning Summer 2009, all entering MA SLP students will be required to maintain an electronic portfolio on the KU Keep Toolkit to document their acquisition of knowledge and skills in diagnosing and treating communication disorders in at least 6 of the 9 content areas identified by ASHA (articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). The portfolio will be formally reviewed by the student's academic advisor midway through the student's program (i.e., formative assessment) and will be formally reviewed by a committee of three faculty during the final semester of the student's program (i.e., summative assessment, see next section). This final committee review meets the KU requirement of a final general examination for an MA degree, and thus requires reporting to the University via a "progress to degree" form (previously called "do-all" form). A **mandatory** portfolio orientation meeting will be held on **Tuesday, September 6, 7:00-8:00 pm, Dole 3049, Lawrence campus**. Note that many forms and instructions related to portfolios can be found at <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml>.

Below are the portfolio requirements for a student beginning the program in the Fall semester. Alternative scenarios for different program entry points appear at the end of this section. Students not following these standard degree plans need to complete an Alternative Portfolio

Plan available at <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml>. The alternative plan must be created with the advisor and copy should be archived in the student's departmental file.

1st Semester in Program (Fall)

Students must upload **one clinical artifact** and **two coursework artifacts** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., grade, comments, rubric, etc.).

2nd Semester in Program (Spring)

Students must upload **one clinical artifact** and **two coursework artifacts** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Summer). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., grade, comments, rubric, etc.).

At the end of the 2nd semester, students should have at least one artifact related to evaluation and one artifact related to treatment. In addition, the 6 total artifacts should relate to at least 3 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities).

3rd Semester in Program (Summer): Mid-Program Review

During the third week of classes of the 3rd semester, the student must upload mid-program review materials to their KU Keep Toolkit portfolio. The mid-program review materials include: (1) completed self-evaluation of her/his diagnostic **and** treatment skills using the ICD rubrics (i.e., 2 separate rubrics); (2) completed preliminary plan of action, setting her/his own goals for the second year of the program; (3) share portfolio with advisor. Once these materials have been completed and uploaded and the portfolio has been shared with the advisor, the student should contact the advisor via e-mail to set a meeting time for the mid-program review. **Any student who fails to complete and share his/her portfolio AND e-mail his/her advisor for a mid-program review appointment by the end of the fourth week of class will be referred to the Advising Committee for disciplinary action.** At the meeting, the advisor will review the portfolio, the self-evaluation, and plan. The advisor will help the student further develop the plan for the remainder of the student's program. This is considered the "official" formative assessment. The advisor will e-mail a copy of the final action plan to the student to upload to his/her KU Keep Toolkit portfolio and will print a copy for the student's departmental file. The mid-program review must be completed by the last day of class for the semester.

Students must upload **one clinical artifact** and **one coursework artifact** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Fall). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., grade, comments, rubric, etc.).

4th Semester in Program (Fall)

Students must upload **one clinical artifact** and **two coursework artifacts** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring). Uploaded artifacts **must** include feedback from the course/clinic instructor/supervisor (e.g., grade, comments, rubric, etc.).

5th and Final Semester in Program (Spring): Summative Assessment

No new artifacts are required for this semester. By this semester, students should have at least two artifacts related to evaluation and two artifacts related to treatment. In addition, the 11 total artifacts should relate to at least 6 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). Refer to next section for details of the Summative Assessment.

NOTE: Coursework artifacts must be taken from different courses. That is, the two coursework artifacts in a given semester can NOT be from the same course. In addition, research practica, thesis projects, and independent studies are considered coursework.

NOTE: Students have the option of substituting an “outside” artifact (e.g., an artifact from a research, training, volunteer, etc. experience) for ONE of the 11 artifacts described above.

NOTE: The knowledge area identified for a given artifact should be specific to the artifact. For example, some courses are listed in multiple knowledge areas, if the artifact only relates to one of those areas, then the ONE knowledge area is what should be identified on the portfolio. Similarly, some courses are not listed in a knowledge area (e.g., Proseminar, Multicultural Issues). However, artifacts can be used from these courses. If the artifact relates to one (or more) of the knowledge areas, then that area should be identified (e.g., an artifact on multicultural issues in language assessment would be identified as receptive/expressive language). If the artifact does not relate to a knowledge area, then the knowledge area would just be “foundations.”

Guidelines for Clinical Artifacts:

A. Lawrence Clinical Practicum

Clinical artifacts from experiences from the Schiefelbusch Clinic on the Lawrence campus ***may not include any actual client reports*** even if de-identified. Acceptable artifacts include:

1. Session/assessment plans with no identifying data.
2. Support materials that contain no identifying information.
3. Student K-TEAM Guided Learning Plans from midterm and final conferences.

All artifacts should be approved by the student’s clinical faculty mentor.

B. KUMC Clinical Practicum

Documents from your clinical practicum experience at KUMC are eligible to be uploaded as portfolio artifacts under one (or more) of the following conditions:

1. Client evaluation, and/or treatment and discharge summaries may be used as artifacts

- a. Student must de-identify **all** patient information within the report (i.e., no names, no KUMC number, no address, no specific school names, etc.)
 - b. Student's supervisor reviews de-identified artifact to make sure all identifying information has been removed.
 - c. Student must upload a first or second draft (with supervisor comments); not the final report.
2. Student lesson plans may be used as artifacts.
 - a. Student may use lesson plans if the client attends therapy for the entire semester. Student would upload three lesson plans (first lesson plan, one from the middle of the semester, and final lesson plan).
 - b. Uploaded lessons must have supervisor comments written on them, or attached.
3. Therapy support materials may be used as artifacts.
 - a. Unique therapy support materials may be appropriate artifacts. They should demonstrate clinician creativity and problem solving.
 - b. Student is responsible for de-identifying any selected materials.
 - c. Student's supervisor agrees that client de-identifying information has been removed.
 - d. Student included a one page summary to provide some context as to what it is and why it is being included.
 4. Student clinical skills assessment may be used as artifact.
 - a. The clinical skills assessment form (containing mid-term and final evaluative comments from the supervisor) may be uploaded as a clinical artifact.
 - b. Student and supervisor make sure that document does not have client-specific information included.

C. Field Study (all sites)

Because field study sites are not uniform in HIPPA requirements (i.e., whether de-identified patient reports or lesson plans can be shared) **no student or patient clinical documentation from a field study site is acceptable as a clinical artifact.**

Items from a field study placement that are appropriate clinical artifacts include the following:

1. Field Study Student Evaluation Form (i.e., Field Study supervisor's evaluation of student performance)
2. Student presentation (assigned by the site) of relevant disorder information. For example, a pediatric site requires the student to present on treatment methodologies for Developmental Apraxia of Speech; or an adult site requires a presentation on swallowing interventions for head & neck cancer patients. The presentation must be evaluated by the field study supervisor (see Appendix P). Both documents must be uploaded.
3. Student created materials for the field study site (e.g., visual schedules, treatment notebook, data collection system, etc.). **Materials must be de-identified.** The material must be evaluated by the field study supervisor (see Appendix P). Both documents must be uploaded.

Alternative Portfolio Schedules

The above set of guidelines is based on a "standard" program with entry in the fall semester, a clinical placement every semester, and approximately 4 courses completed every semester

(except summer). Students who do not follow this “standard” program (e.g., start in summer or spring semester; delay start of clinical work, etc.) will require some adjustment to the schedule outlined above. Some potential options for different program start dates are listed below.

Summer Start* (6 semester program)	Summer Start** (5 semester program)	Spring Start (6 semester program)	Spring Start (5 semester program)
Summer 1 = 1 clinical OR 1 coursework Fall 1 = 1 clinical + 2 coursework Spring 1 = 1 clinical + 2 coursework	Summer 1 = 1 clinical + 1 coursework Fall 1 = 1 clinical + 2 coursework Spring 1 = <i>Mid-program evaluation</i> ; 1 clinical + 2 coursework	Spring 1 = 1 clinical + 2 coursework Summer 1 = 1 clinical OR 1 coursework Fall 1 = 1 clinical + 2 coursework	Spring 1 = 1 clinical + 2 coursework Summer 1 = 1 clinical + 1 coursework Fall 1 = <i>Mid-program evaluation</i> ; 1 clinical + 2 coursework
Summer 2 = <i>Mid-program evaluation</i> ; 1 clinical OR 1 coursework Fall 2 = 1 clinical + 2 coursework Spring 2 = <i>final exam</i>	Summer 2 = 1 clinical + 1 coursework Fall 2 = 1 coursework (1 st 8 weeks) <i>final exam</i> (2 nd 8 wks)**	Spring 2 = <i>Mid-program evaluation</i> ; 1 clinical + 2 coursework Summer 2 = 1 clinical OR 1 coursework Fall 2 = <i>final exam</i>	Spring 2 = 1 clinical + 2 coursework Summer 2 = <i>final exam</i>
Total Portfolio: 4 clinical + 7 coursework	Total Portfolio: 4 clinical + 7 coursework	Total Portfolio: 4 clinical + 7 coursework	Total Portfolio: 4 clinical + 7 coursework

*Summer Start (6 semester program) alternative: could archive 0 artifacts during first summer and then follow the original schedule for a Fall Start.

**Summer Start (5 semester program) alternative: Clinical and coursework artifacts for Summer 2 and Fall 2 could be re-arranged depending on plan for field study (i.e., 2 coursework artifacts in Summer 2 and 1 clinical artifact in Fall 2 (1st 8 weeks) OR 1 clinical artifact in Summer 2 and 2 coursework artifacts in Fall 2 (1st 8 weeks)).

Alternatives to any of the schedules listed to this point are possible. However, ANY alternative schedule should be outlined with the advisor on the Alternative Portfolio Plan available at <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml> during the first semester of the student’s program, with a copy of the schedule placed in the student’s departmental file. The alternative plan must result in a final portfolio consisting of **4 clinical artifacts** and **7 coursework artifacts** for a **total of 11 artifacts**. Evaluation, treatment, and ASHA areas must be represented as outlined above. Mid-program and final evaluations must be completed as outlined above. The timing of these evaluations should be similar as outlined above in terms of the number of artifacts available in the portfolio (i.e., mid-program evaluation should occur after 2 clinical and ~4 coursework artifacts have been archived in the portfolio; final evaluation should occur after all required artifacts have been archived in the portfolio).

Because of the pivotal role that advisors will play in monitoring the student’s program progress via the portfolio, any request to change advisors should occur as early as possible in the student’s program, ideally before the mid-program portfolio review.

XII. SUMMATIVE ASSESSMENT

(Additional forms and instructions can be found at <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml>.)

The final examination (i.e., summative assessment) will occur during the final semester of enrollment. Students will receive an e-mail in the preceding semester asking them to register for the final exam in the following semester (e.g., students graduating in spring will respond to an e-mail in the fall to register for the spring exam). **Failure to register for the exam by the stated deadline may delay graduation!** Be sure that the department (i.e., Diane Wright-Cook and Becky Harris) always have your updated e-mail address to ensure that you do not miss important announcements and reminders. Final exams are only administered on certain dates each semester. **ALL students will take the exam on the scheduled date. There will be no opportunities for re-scheduling!** Once students have registered for exams, faculty will be grouped into exam committees consisting of three faculty. Students will be assigned to the committee that includes his/her academic advisor and randomly assigned to a 45-minute exam slot. The advisor will serve as the chair of the final exam committee for each student. Specific exam times and committee composition will be e-mailed to each student. The exam schedule also will be posted on the SPLH website. Exams are open, meaning that any student in the program may attend the exam as an observer.

At least 2 weeks before the scheduled final examination, the student must upload final program review materials to their KU Keep Toolkit portfolio. The final program review materials include: (1) completed self-evaluation of her/his diagnostic **and** treatment skills using the IPCD rubrics (i.e., 2 separate rubrics); (2) completed preliminary plan of action, setting her/his own goals for continuing education activities post-graduation; (3) up-to-date plan of study; (4) share portfolio with advisor. An e-mail should be sent to the advisor as soon as this step has been completed. The advisor will review these materials in detail. **Failure to complete these steps at least 2 weeks before the scheduled final examination will result in cancellation of the exam, potentially delaying graduation.**

The student also will prepare a **CD archive** of his/her portfolio. The student should store a copy of every artifact and artifact description sheet on a CD and all program review materials. Standard filenames should be used that correspond to the KU Keep Toolkit (i.e., sem1_course1_artifact1.doc; sem1_course1_art1descr.doc). In addition, the student should print their KU Keep Toolkit Portfolio on one sheet of paper (this will just show the documents that should be on the CD). The CD and printed portfolio **must** be brought to the final examination. **Failure to bring these materials to the final exam will result in cancellation of the exam, potentially delaying graduation.**

The student will then prepare a presentation of his/her portfolio for the final exam. During the final exam, the student will present **1 clinical artifact** and **2 coursework artifacts**. Each artifact should be from a **different** ASHA area (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). At least one artifact should demonstrate diagnostic skills and at least one artifact should demonstrate treatment skills. The student should determine the order of presentation of each artifact prior to the exam. The student will have **two minutes** to introduce the first artifact. This introduction

should include (1) a description of the artifact; (2) foundational knowledge demonstrated in the artifact; (3) application and use demonstrated in the artifact; (4) analytical processes demonstrated in the artifact. Follow additional instructions and tips available at <http://splh.ku.edu/ipcd/MASLP/forms.shtml>. The student may refer to notes to guide his/her presentation but the presentation should NOT be read. The committee will then have **eight minutes** to ask questions about the artifact. This cycle of two minute student presentation and eight minute committee questioning will be followed for the second and third artifacts. All time limits will be **strictly** enforced so students should plan presentations accordingly. After all three artifacts have been examined, the student will be excused from the exam so that the committee can discuss the student's performance and generate a consensus rating on the exam rubric (~10 minutes) and a final score of Pass or Fail.

In the event of a final score of Pass, the committee will then reconvene with the student to discuss the student's strengths and weaknesses as well as provide suggestions for continuing education activities during the CFY (~5 minutes). These suggestions will be noted on the final action plan. A copy of the action plan will be given to the student and the original, along with the portfolio CD and the completed final exam rubric, will be placed in the student's departmental file. At the conclusion of the exam, the progress to degree form will be completed and submitted to the university to report the outcome of the 45-minute exam.

In the event of a final score of Fail, the committee will reconvene with the student to discuss the student's strengths and weaknesses and a plan for a second attempt at the exam. If the student scored in the Unacceptable category on the **communications element** of the rubric, the second exam **must** include an oral component (and could also include a written component). If the student scores in the Acceptable or Outstanding category on communication, then it will be at the discretion of the committee to decide whether the second exam should include a written component, an oral component, or both. Of the remaining three elements of the rubric, if the student scored **Unacceptable for only one element**, then the student will be required to **revise his/her first exam**. This means that the second exam will focus on all or a subset of the artifacts from the first exam. The details of the revision will be determined by the exam committee and the original exam committee will judge the revision. The committee, with the student, will complete a Plan for Second Attempt Final Exam form (available at <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml>), detailing the requirements and timeline for the second exam.

If the student scored **Unacceptable for two or three elements**, then the student will be required to complete **a new exam**. This means that the entire exam will be repeated with **new artifacts**. The timeline for the new exam will be outlined by the committee with the student, using the Plan for Second Attempt Final Exam form (available at <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml>). The second exam will again be judged by the same committee with the addition of a representative from the department's administration (e.g., Chair, Associate Chair, Curriculum Committee Chair, or Graduate School Representative). At the conclusion of the exam, the Plan for Second Attempt Final Exam, the final exam rubric, portfolio CD, and action plan will be saved in a temporary file which will be used at the Second Attempt Exam. Note that the action plan will be completed when the student passes the second attempt at the final exam.

Note that either of the above scenarios (revision or new exam required) will be reported as a failure on the progress to degree form and the second attempt final exam will need to follow all rules and procedures for scheduling final exams, INCLUDING deadlines for exam completion. Deadlines for final exams are available under the graduate calendar from this page: <http://clas.ku.edu/students/graduate.shtml>. These typically correspond to the last day of class for Fall and Summer semesters and about 3 to 4 weeks before the last day of class for Spring semesters.

A de-identified copy of the portfolio print-out, final action plan, and final exam rubric also will be placed in a file for the SLP Curriculum Committee. Data from these items will be summarized and discussed annually by the SLP Curriculum Committee, typically at the first fall meeting of the IEC.

XIII. ADDITIONAL REQUIREMENTS FOR STUDENTS COMPLETING A THESIS

Prior to initiation of the primary thesis research, the student will present a prospectus of the thesis study to a committee of at least three faculty members (including the advisor who serves as chair), at least two of which must be members of the IEC. The role of the Prospectus Committee will be to evaluate the study and provide constructive feedback. Following completion of the thesis, the Committee will reconvene as the Oral Examination Committee.

Students completing a thesis will follow the general formative and summative exam guidelines detailed above. Artifacts from the thesis can be included in the portfolio and typically would count as coursework artifacts. The only departure from the above guidelines for thesis students is in the scheduling and content of the final examination. Thesis students will choose a three person committee based on the content of the thesis and will schedule the final examination at a mutually agreeable time (i.e., outside of the pre-scheduled final exam dates for non-thesis students). This examination will likely be much longer than 45-minutes. The bulk of the thesis final examination will be devoted to presentation and defense of the thesis. Thus, students should be prepared to answer questions related to the thesis. However, the student should still prepare to present **1 clinical and 1 non-thesis coursework artifact** from his/her portfolio following the guidelines above (i.e., 2 minute presentation and 8 minutes of questions for each artifact). The committee will still judge the student's performance on the portfolio section of the exam using the final exam rubric and will still complete an action plan for the student. Majority vote of the Committee will determine Satisfactory or Unsatisfactory performance. The vote will be based primarily on the oral defense of the thesis and the oral presentation of the portfolio artifacts. In the event of satisfactory performance, the thesis committee will further determine whether a designation of Honors is appropriate through an anonymous and unanimous vote of the committee. In the event of an unsatisfactory performance, the Committee will decide whether the student should be allowed to repeat the examination and plan appropriately. After the defense is completed, the advisor shall sign the progress to degree form to the Department and forward it to the Graduate School.

APPENDIX A

MA SLP ADVISING CHECKLIST / PLAN OF STUDY

Student _____ Advisor _____

Career Goals _____

Experiences for Breadth

	Course #	Title	Credits	Semester	Notes
Year 1	SPLH 860	Evaluation	2	_____	_____
Year 1	SPLH 862	Clinical Processes	1	_____	_____
Year 1	SPLH 862	Clinical Processes	1	_____	_____
Year 1	SPLH 864	Clinical Practice	3	_____	_____
Year 1	SPLH 864	Clinical Practice	3	_____	_____
Year 1	SPLH 864	Clinical Practice	1	_____	_____
E1	_____	_____	2	_____	_____
E2	_____	_____	2	_____	_____
E3	_____	_____	2	_____	_____
E4	_____	_____	2	_____	_____
E5	_____	_____	2	_____	_____
E6	_____	_____	2	_____	_____
E7	_____	_____	2	_____	_____
E8	_____	_____	2	_____	_____
	SPLH 764F	Multicultural 1	1	_____	_____
	SPLH 764G	Multicultural 2	1	_____	_____
Year 2	SPLH 868	Prosem 1	1	_____	_____
Year 2	SPLH 868	Prosem 2	1	_____	_____
Research			3	_____	_____

Experiences for Depth

	SPLH 866	Field Study	5	_____	_____
Clinic	_____	_____	1-5	_____	_____
E1	_____	_____	2*	_____	_____
E2	_____	_____	2*	_____	_____
E3	_____	_____	2*	_____	_____

*Need 6 credits total. Courses could be outside SPLH so may not be 2 credits. Could include independent study, additional research activities/thesis hours, etc.

Additional Issues Related to ASHA Certification

Student is following portfolio plan:

fall start 5 semesters 3 artifacts fall+3 artifacts spring+ **formative summer+2 artifacts summer+3 artifacts fall+spring summative**

summer start 6 semesters 1 artifact summer+3 artifacts fall+3 artifacts spring+**summer formative+1 artifacts summer+3 artifacts fall+spring summative**

summer start 5 semesters 2 artifacts summer + 3 artifacts fall+**spring formative+3 artifacts spring+2 artifacts summer+1 artifacts fall+ fall summative**

spring start 6 semesters 3 artifacts spring+2 artifacts summer+3 artifacts fall+ **spring formative+3 artifacts spring+2 artifacts summer+fall summative**

spring start 5 semesters 3 artifacts spring+2 artifacts summer+**fall formative+3 artifacts fall+ 3 artifacts spring+summer summative**

alternative plan List summary here and complete a detailed Alternative Portfolio Plan

Completion of mid-program portfolio review & action plan: Planned Semester: _____ Actual Date of Meeting: _____

Student gives action plan and plan of study to Becky Harris for departmental file. Date: _____

Completion of final portfolio review, final exam, & action plan: Planned Semester: _____ Actual Date of Exam: _____

Student gives action plan, portfolio print-out, portfolio CD, final exam rubric, final plan of study to Becky Harris for dept. file. Date: _____

Advisor signs committee report form and student gives to Becky Harris for CLAS/University routing. Date: _____

Completion of knowledge & skills in all 9 areas (1 primary or 2 secondary experiences in each area): YES DATE: _____

Form version: 07/15/2011 (pending IEC approval)

Online link to this form on the bottom of this page: <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml> noted as: [Advising Checklist/Plan of Study](#)

APPENDIX B

KU ASHA Knowledge Standards Grid

III-B; III-C; III-D Normal Processes; Communication Disorders; Clinical Application										
Program Goals	Foundations	Articulation/ Phonology	Fluency	Phonation/ Resonance	Receptive/ Expressive Language	Hearing	Swallowing	Cognition	Social	Modalities
1. Understand basic concepts, terminology, & theory	120	465/466*	(764R)*	764D	466*	663*	764D	764D	565/566	565/566
	261	565/566	824*	764I	565/566*	668	832*	764E	816	816
	320	816	864*	822	816*	669	840	(764N)	(764A)*	764C
	662	764D	864	826*	764C	698	864*	844	764C	764E
	671	764E		828	764E	SPED 745	864	850*	(764N)	764L*
	680	820*		864*	764M			854*	840	764M
	764F	822		864	840*			864*	842	764P#
	764G	828			842*			864	848	822
	860	864*			844*				850	840
	862	864			846*				864*	846
		880A*			848				864	848
					854*					852*
					864*					864*
					864					864
2. Develop an assessment plan.	671	820*	(764R)*	764I*	764M	N/A	832*	842	(764A)*	764L*
	764F	822	824*	822	840*		864*	844	764C	764M
	860	828	864*	826*	842*		864	850*	(764N)	764P#
	862	864*	864	828	844*			854*	840	822
		864		864*	846*			864*	842	840
		880A*		864	848			864	848	846
					854*				850	848
					864*				864*	852*
					864				864	864*
										864
3. Analyze and integrate assessment findings	671	465/466	(764R)*	764I*	565/566	668*	832*	844	(764A)*	764L*
	764F	565/566	824*	822	816	669*	864*	850*	764C	764M
	860	816	864*	826*	764M	698	864	854*	764N	764P#
	862	820*	864	828	840*	764H*		864*	840	822
		822		864*	842*	SPED 745		864	842	840
		828		864	844*				848	846
		864*			846*				850	848
		864			848				864*	852*
		880A*			854*				864	864*
					864*					864
				864						
4. Determine presence of disorder and related factors	671	820*	(764R)*	764I*	764M	668*	832*	844	(764A)*	764L*
	764F	822	824*	822	840*	669*	864*	850*	764C	764M
	860	828	864*	826*	842*	764H*	864	854*	840	764P#
	862	864*	864	828	844*			864*	842	822
		864		864*	846*			864	848	840
		880A*		864	854*				850	846
					864*				864*	848
					864				864	852*
									864*	
									864	
5. Develop a treatment plan based on available evidence	671	820*	(764R)*	764I*	764C	668*	832*	844	(764A)*	764C
	764G	822	824*	822	764M	698*	864*	850*	764C	764L*
	860	828	864*	826*	840*	764H*	864	854*	(764N)	764M
	862	864*	864	828	842*	SPED 745		864*	840	764P#
		864		864*	844*			864	842	822
		880A*		864	846*				848	840
					848				850	846
					854*				864*	848
				864*				864	852*	
				864					864*	
									864	

Courses in () are offered irregularly or may have been offered in past semesters but future offerings are not planned.

* = primary experience, pass (grade of A, B, or C) = knowledge & skills
 Unmarked = secondary experience, 2 secondary = 1 primary = knowledge & skills
 864 primary = ≥30 clinical hours across 2+ clients in a single semester/experience.

#764P is an individually tailored course so knowledge & skills will vary by student. Consult instructor (Wegner) to determine

864 secondary = 15+ clinical hours obtained in a single semester/experience

how this will count for you.

III-A Biological, physical, mathematical, social/behavioral sciences (list UG courses)	
III-E; III-F; III-G; III-H	
III-E Standards of ethical conduct	764B (optional), 862 (required), 864 (required), 868 (required)
III-F Research methods	statistics 210/300/365 or similar (req); research methods 660 or similar (required), 874/899 (reqd).
III-G Professional issues	764B (optional), 862 (required), 868 (required)
III-H Licensure & certification	868 (required)

APPENDIX C

SPEECH-LANGUAGE PATHOLOGY GENERAL COURSE SCHEDULE

Fall Courses			Spring Courses		
First 8 Weeks		Days	First 8 Weeks		Days
826	Phonatory Disorders	MW	822	Dysarthria/Apraxia	MW
860	Evaluation of Speech & Language *Students should take this course their FIRST semester.	M	828	Speech Disorders. Spec. Pops.	MW
852	AAC	TR	764M	AAC and Literacy -- 2012	TR
854	Reading Disorders	TR	848	Lang Dis Spec Pops-2013 forward	TR
			842	Language Disorders Preschool	TR
Second 8 Weeks			Second 8 Weeks		
820	Developmental Phonological Disorders	MW	832	Dysphagia	MW
850	Closed Head Injuries & Dementia	MW	840	Lang Disorders Infants/Toddlers	MW
764L	AAC in Schools	TR	844	Lang Disorders School Aged	W
764D	Neural Bases of Speech & Voice	TR	848	Lang Disorders Spec Pops-2012	TR
			764M	AAC and Literacy – 2013 forward	TR
			880A	Tx of Phonological Disorders	TR even yrs 2012,14
			764E	Infant Development	TR odd yrs 2013,15
16 Weeks			16 Weeks		
668	Intro to Aud Assess & Rehab	TR	660	Research Methods	TR
764F	Seminar: Multicultural Issues	R	764A	Social Rel, Comm, & Autism	W odd yrs 2013,15
764O	Seminar: Intro to Sign Language	R	764B	Sem: Advocacy & Leadership	W even years 2012,14
764P	AAC Technology Lab	By appt.	764G	Seminar: Multicultural Issues	R
			764P	AAC Technology Lab	By appt.
			764A	Sem: Comm & Social Rltships	W
			764K	Communication Neuroscience	W
Offered Both Fall and Spring			Summer Courses		
862	Clinical Processes: 2 sections; 1 at each campus	W-KUMC F-Lawrence	764I	Aerodynamics of Speech	TR
864	Advanced Clinical Practice in SLP 2 sections; 1 at each campus		764P	AAC Technology Lab	By appt
866	Field Study in SLP		764Q	AAC: Issues and Research	By appt
868	Professional Seminar	R	824	Fluency Disorders	TR
874	Research Practicum (non thesis option)		846	Language Disorders Adults	MW
876	Independent Study		860	Evaluation of Speech & Language	MW
899	Thesis			Seminar in Aural Rehabilitation	
			Continuing Ed Courses		
			764C	Communication & Autism	

NOTE: Typically, MW courses meet in Kansas City and TR courses meet in Lawrence. 16 week courses are usually offered in Lawrence. 868 Professional Seminar alternates meeting locations. *Check the SPLH website for updates on course offerings*

APPENDIX D

GUIDELINES FOR PETITIONING INTERCAMPUS ADVISING COMMITTEE

The Intercampus Advising Committee reviews all requests for modification of academic course requirements. To request a modification, a student needs to complete a petition with the aid of her/his advisor.

I. TIMING OF PETITION REQUESTS

Petitions are evaluated as they are received by the IAC. Advisors may submit petitions at any time. The IAC usually makes decisions on petitions within 2 weeks of submission, but students should allow 1 month before expecting a resolution.

II. PETITION PROCESS

A. Fulfillment of undergraduate requirements

Students who have completed an undergraduate degree in a Speech, Language, Hearing program typically have fulfilled all undergraduate requirements. However, there are several areas that need to be evaluated if the undergraduate degree was not from KU: statistics, research methods, and audiological assessment and rehabilitation. If any of these courses are absent from the undergraduate record, the courses must be completed during the graduate program. Typically, these courses are in addition to the graduate requirements. The only exception occurs when a student has completed coursework at the undergraduate level that would normally be completed at the graduate level. In this case, an undergraduate course can be substituted for a graduate program requirement. This will be determined by the Advising Committee.

Students who have not completed an undergraduate degree in a Speech, Language, Hearing program will have their full coursework reviewed to assess whether any courses are absent from the undergraduate record. Again, these courses must be completed during the graduate program and are in addition to the graduate requirements.

Appendix I contains a list of expected undergraduate courses and their description.

1. Process of documenting completion of undergraduate requirements:

- Student and advisor review undergraduate transcript.
- Advisor approves obvious equivalencies (i.e., student completed a psychology course entitled “Research Methods”) and notes obvious deficiencies (i.e., student did not complete any course related to statistics). Deficiencies are added to the plan of study.
- When the equivalency is unclear, student petitions the Advising Committee using the form in Section D (below).

B. Documenting knowledge and skills (Appendix B grid) from undergraduate courses

Most undergraduate programs focus on normal processes and development, leaving in-depth instruction in clinical methods and specific communication disorders for graduate programs. Thus, the expectation is that students entering the program will have had only broad preliminary exposure to clinical methods and specific communication disorders. In the event that a student has completed in-depth instruction in clinical methods and/or specific communication disorders at the undergraduate level, the student may petition the Advising Committee to determine whether the undergraduate course counts as a primary or secondary experience in a particular knowledge area (see Appendix B). Experience at the undergraduate level typically **does not reduce** the graduate program requirements, but rather allows the student flexibility in selecting courses to meet the required basic and advanced electives.

Process for evaluating knowledge and skills from undergraduate courses:

- Student and advisor review undergraduate transcript, identifying courses that involve in-depth instruction in clinical methods and/or specific communication disorders.
- Student petitions the Advising Committee using the form in Section D (below).

C. All other requests

Sections A & B (above) describe the typical types of requests submitted to the Advising Committee. Any other requests for modification of academic course requirements also should be submitted to the Advising Committee using the form in Section D (below). In the rare event that the form does not sufficiently capture the student's request, the student can submit a letter to the Advising Committee Chairperson that includes the following information:

1. Information about your request:
 - What it is that you are requesting to do.
 - Why you are requesting it.
 - When and where the variation will take place.
 - What you have done to investigate the possibility that your request can be arranged.
2. Information about you:
 - How many courses have you taken (project through current semester and provide documentation)?
 - Distribution of knowledge and skills (i.e., a completed Knowledge Standards Grid).
 - What is your GPA?
 - How many clinic hours do you have (provide documentation)?
 - What courses and clinics do you plan to take and when?
3. A statement from your advisor which indicates that you have met with him/her and discussed this request. The statement should indicate that you will meet all program requirements if the request is granted.

D. Form for Petitioning Advising Committee

To request evaluation of course equivalency, please complete this petition with the aid of your advisor and ***have your advisor sign and submit it electronically to the Chair of the IAC.*** Scanned or hard copies of additional materials documenting course content (e.g., course syllabi) should be submitted by the student to the Chair of the IAC at the time of the advisor submission.

1. Student name and KU ID:

2. Name, number, and instructor/expert of the relevant KU course/knowledge area:

Course/Knowledge 1:

Course/Knowledge 2:

Course/Knowledge 3:

3. University (or other offering unit), course name and number (or other description of the experience), course level (i.e., undergraduate or graduate), semester, instructor, and grade (if course/experience already completed) of the class(es)/experience(s) you propose are equivalent:

Course/Experience 1:

Course/Experience 2:

Course/Experience 3:

4. Have you submitted additional support materials (e.g., course descriptions, syllabi, conference materials) to the IAC Chair? (Yes or No):

5. Signature of your academic advisor indicating approval, in principle, of this request:

Advising Committee Decision:

Online link to this form on the bottom of this page: <http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml> noted as: [Form for Petitioning Advising Committee](#)

NOTE: **Undergraduate** courses CAN be counted as demonstrating Knowledge & Skills for ASHA certification but can NOT be counted towards the minimum number of credits needed for an MA degree. **Graduate** courses CAN be counted as demonstrating Knowledge & Skills for ASHA certification and MAY or MAY NOT be counted towards the minimum number of credits needed for an MA degree. IF the course was taken as an UNDERGRADUATE student, the course can NOT count towards the minimum number of credits needed for an MA degree. IF a student received a B or higher in a graduate level course not taken as a requirement for a degree at a regionally accredited graduate school (e.g., a course taken as a non-degree seeking GRADUATE student), AND the course is approved by the Program, credit may be transferred to the student's KU graduate plan of study. Up to 6 graduate credits may be so transferred; up to 8 if the student's baccalaureate degree is from KU.

Updated 9/8/2011

APPENDIX E

Intercampus Program in Communicative Disorders Requirements for ASHA Observation and Contact Hours (effective 8/03)

1. Clinical Contact Hours

Students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation and 375 hours must be spent in direct client/patient contact.

At least 325 of the 400 clock hours must be completed at the graduate level.

Observation Hours:

Students must complete 15 of 25 hours of clinical observation prior to participating in their first clinical practicum. The remaining 10 clinical observation hours may be obtained concurrently with clinical practicum participation.

Distribution of Hours:

Students will obtain a minimum of 40 contact hours of speech-language evaluation. The hours must include assessment of children and adults and must represent experience in a minimum of 5 of the 9 areas designated by ASHA. Screening hours will not count toward the 40 hour minimum.

Students will obtain a minimum of 100 contact hours of speech-language intervention. The hours must include intervention with children and adults and must represent experience in a minimum of 5 of the 9 areas designated by ASHA.

Students must have at least 150 graduate contact hours in KU-IPCD sponsored clinical activities prior to field study.

2. Supervision of Clinical Experiences

Students must be supervised for at least 25% of each speech-language assessment.

Students must be supervised for at least 25% of each client/patient's total intervention sessions.

The amount of supervision will be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

3. Policy for counting Graduate Research Assistant hours toward ASHA contact hours

By working as a graduate research assistant, graduate students *may be asked* to participate in research experiences that incorporate speech-language assessment and/or treatment. The student may petition the Clinical Committee to request that a small portion of those hours be counted toward his/her ASHA contact hour requirements. The Clinical Committee will review each petition on an individual basis. Because ASHA mandates that students complete a breadth of clinical experiences, it is likely that only a small portion of research activities would be approved as contact hour experiences.

The student and his/her director of the research project should petition (in writing) for contact hour credit to the Clinical Committee. The petition should be submitted to the Clinical Committee *prior to* actually performing the activities. The Clinical Committee will respond within one month of receiving the petition.

The request should contain the following information.

- Description of the research project and what clinical opportunities occur (i.e., assessment or intervention and specific information about the protocol or procedures)
- Estimate the number of clinical hours that could be accrued in this setting
- Describe how assessment results are documented (i.e., is there a written report completed by the student?) and provide a sample
- Describe how treatment plans are documented (i.e., is there a written report completed by the student?) and provide a sample
- Describe **how** the student is being supervised (minimum requirements are 50% of evaluation and 25% of treatment) and by **whom** (provide ASHA number)
- Describe how feedback is provided to students regarding improvement of clinical performance
- Research advisor (and/or direct CCC's supervisor) agrees to sign ASHA contact hour form at the end of the experience (or each semester, as needed)
- Petition must be signed by both the student and the director of the research project

APPENDIX F

GUIDELINES FOR PETITIONING INTERCAMPUS CLINIC COMMITTEE

The Intercampus Clinic Committee reviews all requests for modification of clinical requirements. To request a modification, a student needs to complete a petition with the aid of her/his advisor.

I. PETITION DEADLINES -- GENERAL

- A. Petitions for requests that affect Fall semester are due by the end of the summer session (last day of summer classes).
- B. Petitions for requests that affect Spring semester are due by the end of the fall semester (last day of fall classes).
- C. Petitions for requests that affect Summer session are due by the end of the spring semester (last day of spring classes).

II. PETITION PROCESS -- GENERAL

A. The petition should take the form of a letter to the Clinical Committee Chairperson that includes the following information:

1. Information about your request:

- What it is that you are requesting to do.
- Why you are requesting it.
- When and where the variation will take place.
- What you have done to investigate the possibility that your request can be arranged.

2. Information about you:

- How many total clock hours do you have (project through current semester and provide documentation)?
- Distribution of current clock hours.
- What is your GPA?
- What courses have you taken (provide documentation)?
- What courses do you plan to take and when?

3. A statement from your advisor which indicates that you have met with him/her and discussed this request. The statement should indicate that you will meet all program requirements if the request is granted.

III. PETITION PROCESS -- NON-APPROVED FIELD STUDY SITE

If a student wants to complete a Field Study experience at a site not previously approved they must submit a request in writing to the Clinical Committee. The request must be submitted at least 3 months in advance if it is in the Kansas City, Kansas, Lawrence, or Topeka area and at least 6 months in advance if the site is outside of Kansas.

The student will need to make contact with the site they are requesting, confirm that the site is interested in providing a Field Study experience and identify a certified speech-language pathologist that is willing to mentor them. The student should obtain a contact name and number so that the University Coordinator can speak with the site, provide a Field Study Site Application if the student has not already done so, and conduct a verbal site review.

The student's written request must contain the following information:

1. The site name and location;
2. The proposed Field Study Site Coordinator and/or Mentor's name and certification number;
3. Rationale for seeking an experience in a site not previously approved;
4. The type of experience that the student is seeking;
5. Why the requested site can provide that experience better than an available approved site;
6. A completed Field Study Application;
7. In the case of an out-of-area site, a plan for completing multi-cultural issues and proseminar also must be included;
7. A written recommendation from the student's academic advisor.

The Clinical Committee will only consider requests if the student had a grade of "A" in their most recent clinical practicum and that practicum must have been completed within the last calendar year.

APPENDIX G

Clinical Opportunities at KUMC

Please see brief descriptions of the specialty clinics available through SPLH 864 enrollment on the KUMC campus. Each clinic description includes *preferred (but not required)* coursework taken prior to, or concurrent to the assignment. However, we recognize that practicum opportunities may precede coursework. In those instances, our clinical faculty provide additional readings and supervisory support as needed, in order to ensure a positive learning experience for the student. Students may enroll in practicum on the KUMC campus *any semester* during their graduate program, including the first semester, pending space available. Please note that specialty clinic times/locations may vary from semester to semester, given the needs of the patient population and the other KUMC departments in which our faculty work.

Aphasia Group – This intervention group focuses on conversational skills for adults who are post-CVA. Students also stress teaching compensatory strategies for these individuals with communication disorders. It *typically* meets in the greater Kansas City community on the 1st and 3rd Mondays mornings of each month. Two student slots are available each term. Although not required, it is helpful if students have taken (or are taking concurrently) a course in adult language disorders. Areas covered on ASHA grid (Receptive/Expressive Language)

Children’s Place – This community preschool program provides intensive, interdisciplinary diagnostic and intervention services for children (0-5 years) who have been abused or neglected. A KUMC clinical supervisor is on site on Monday, Tuesday and Wednesday mornings throughout the year. Multiple student slots are available in this setting. Although not required, it is helpful if students have taken (or are taking concurrently) a course in child language disorders and a course on phonological disorders, as well as an evaluation course. Areas covered on ASHA grid (Receptive/Expressive Language, Articulation/Phonology, Social, Fluency)

Community Living Opportunities (CLO) Diagnostic Clinic – This is a diagnostic clinic for adults with severe developmental disabilities. Students focus on assessing functional communication skills for these clients, and develop recommendations for their caregivers at home, at work, and in the community. Two student slots typically are available in the fall and spring, with two slots *possibly available* in the summer session. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes. Areas covered on the ASHA grid (Receptive/Expressive Language, Modalities)

Garden Terrace Diagnostic Clinic – This is a screening clinic for communication disorders in a retirement home and long-term care facility. Students will screen multiple individuals and determine the need for further follow-up. Students also will develop recommendations for staff/families to assist these individuals. It meets in the community on the 2nd and 4th Monday mornings of the month. Two student slots are available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in dementia. Areas covered on the ASHA grid (Cognition)

Hartley Family Center – The 0-3 program focuses on the development of age appropriate communication for deaf and hard-of-hearing infants and toddlers. Typically, one or two student slots are available each semester for home visits. Home visits typically are scheduled for mornings. Although not required, it is helpful if students have taken (or are taking concurrently) a course in sign language, a course in child language disorders, and/or a course on phonological disorders. Areas covered on the ASHA grid (Hearing, Receptive/Expressive Language, Social, Modalities, Articulation/Phonology)

KUMC Adult Diagnostic Clinic – This clinic focuses on assessment of adult communication disorders. Assessments are individually scheduled to meet client, student and supervisor schedules. Two student slots are available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes, adult language disorders, closed head injury/dementia, and/or motor speech disorders. Areas covered on the ASHA grid (Receptive/Expressive Language, Cognition, Articulation/Phonology, Modalities)

KUMC ALSA Clinic – This interdisciplinary clinic addresses the needs of the individual with ALS. Students in this clinic will focus on assessing interval changes in communication and swallowing, and recommending compensatory strategies. This clinic meets every Monday morning at the Center on Aging at KUMC. Two student slots are available each term. Although not required, it is helpful if students have taken (or are taking concurrently) a course in swallowing, a course in motor speech disorders, and/or a course on modalities. Areas covered on the ASHA grid (Swallow, Modalities)

KUMC CARE Clinics – These interdisciplinary clinics address the initial diagnosis of autism and other behavioral/developmental diagnoses in children under the age of 5 years. This clinic meets from 8:00 to noon on Thursday mornings throughout the year. *Occasionally*, other CARE clinics are available for student participation; they are staffed by faculty in the Center for Child Health and Development. One student slot per clinic per each 8 weeks is the maximum. Preferably, student schedules allow for participation across the entire semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes, a course in child language disorders and/or a course in autism. Areas covered on the ASHA grid (Social, Modalities, Receptive/Expressive Language, Articulation/Phonology)

KUMC Cleft Palate Clinic – This interdisciplinary clinic addresses the communication and other related needs of children and adults with cleft lip/palates and other cranio-facial anomalies. It meets on the first Friday of the month from 7:00 am to 1:00 pm. Two student slots are available each semester. It is preferable that these students also be available to do the MARCII clinic (see below). Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation processes, resonance disorders, child language disorders and phonological disorders. Areas covered on the ASHA grid (Phonation/Resonance, Articulation/Phonology, Receptive/Expressive Language)

KUMC Developmental Clinic – This interdisciplinary clinic assesses the developmental status (health, behavior, communication, cognition, fine/gross motor development, and socialization) in children 0-3 years. It meets each Tuesday morning. One student slot is available each 8 weeks; although it is preferable if students can attend for an entire semester. Although not required, it is

helpful if students have taken (or are taking concurrently) a course in evaluation processes, child language disorders and/or a course on autism. Areas covered on the ASHA grid (Social, Modalities, Receptive/Expressive Language, Articulation/Phonology)

KUMC ENT Clinic – Students will participate in the assessment and treatment of phonatory and swallow disorders. This clinic primarily sees adult patients. One-two slots are available each semester **at the discretion of ENT staff**. Although not required, it is helpful if students have taken (or are taking concurrently) a course in phonatory disorders and dysphagia. Areas covered on the ASHA grid (Phonation/Resonance, Swallow, Modalities)

KUMC Hearing & Speech Clinic – Students will participate in assessment/intervention sessions for pediatric and adult outpatients with communicative disorders. Pediatric outpatients primarily are scheduled on Mondays and Wednesdays (some variation will occur). Adult outpatients are seen at times that match patient, student and supervisor schedules. Most first and/or second semester graduate clinicians will see at least one outpatient for assessment/intervention each semester in addition to specialty clinic assignments. Areas covered on the ASHA grid (all except swallow)

KUMC Swallow Clinic – Students will participate in clinical and instrumental assessments of adults with swallowing disorders. The clinic meets on Friday mornings. Two student slots are available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a dysphagia course. Areas covered on the ASHA grid (Swallow).

KUMC Parkinson Clinic – This diagnostic clinic focuses on screening the communication abilities for individuals with Parkinson’s disease. It meets at The Center on Aging (KUMC campus) on Tuesday and Wednesday mornings. One student slot is available per each clinic, each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in phonatory disorders, motor speech disorders, and dysphagia. Areas covered on the ASHA grid (Articulation/Phonology, Phonation/Resonance, Cognition, Modalities)

KUMC Parkinson Group – This intervention group focuses on compensatory strategies for individuals with Parkinson disease. It meets on Friday afternoons at the KUMC Westwood campus (different days/times for summer semester). Two student slots are available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in phonatory and motor speech disorders. Areas covered on the ASHA grid (Articulation/Phonology, Phonation/Resonance, Cognition, Modalities)

KUMC-Prairie Village Pediatric Diagnostic Clinic – Students will plan and conduct pediatric communication assessments. A variety of communication disorders is seen in this clinic; however, the primary focus is 0-5 years. It meets on Fridays throughout the semester. Two student slots are available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation, phonological disorders, and child language disorders. Areas covered on the ASHA grid (Articulation/Phonology, Receptive/Expressive Language, Social, Fluency)

KUMedWest Pediatric Diagnostic Clinic - Students will plan and conduct pediatric communication assessments. A variety of communication disorders is seen in this clinic; however, the primary focus is 0-5 years. It meets on Wednesdays throughout the semester. One student slot is available each semester. Although not required, it is helpful if students have taken (or are taking concurrently) a course in evaluation, phonological disorders, and child language disorders. Areas covered on the ASHA grid (Articulation/Phonology, Receptive/Expressive Language, Social, Fluency)

MARCII Cleft Clinic - This interdisciplinary clinic addresses the communication and other related needs of children and adults with cleft lip/palates and other cranio-facial anomalies. It meets on the third Tuesday afternoon of the month from 12:00 – 5:00 pm. Two student slots are available each semester. It is preferable that these students also be available to do the KUMC Cleft clinic (see above). Although not required, it is helpful if students have taken (or are taking concurrently) a course in resonance disorders, child language disorders and phonological disorders. Areas covered on the ASHA grid (Phonation/Resonance, Articulation/Phonology, Receptive/Expressive Language)

APPENDIX H

Clinical Opportunities at the Schiefelbusch Speech-Language-Hearing Clinic

The Schiefelbusch Clinic uses the K-Team Model of clinical teaching. Students participate in practicum as a member of one of the following teams during the semester. Services are provided in the Clinic as well as homes and community sites.

Communication and Advocacy Team (CAT)

The CAT team provides services to individuals of all ages who have more significant disabilities such as autism, cerebral palsy, and Down syndrome as well as individuals who use augmentative and alternative communication. (Receptive/Expressive Language, Modalities, Social, Articulation/Phonology)

Essential Audiological Reference (EAR)

The EAR team operates the Clinic's audiological services which include comprehensive assessments, hearing aid dispensing, and hearing conservation. (Hearing)

Facilitating Adult Communication Team (FACT)

The FACT team provides services to individuals with acquired neurological disorders (head injury, stroke, and degenerative diseases) as well as individuals with fluency and voice disorders. (Fluency, Phonation/Resonance, Receptive/Expressive Language, Cognition, Social, Modalities)

Language Acquisition Preschool/Reading Activities Program (LAP/RAP)

The LAP/RAP team provides service through the Language Acquisition Preschool for children 3-5 years old as well as to children and youth with reading and writing difficulties.(Receptive/Expressive Language, Articulation/Phonology, Social)

Learning through Everyday Activities and Partnerships (LEAP)

The LEAP team provides services to young children ages birth through 8 and their families. Services are provided to infants and toddlers in home and community settings. Weekly play and social groups are offered for children 4-8 in community settings. (Receptive and Expressive Language, Modalities, Social, Articulation/Phonology and Fluency)

PLUS Team

The PLUS team provides intervention services to children and adolescents with developmental speech, language and reading disorders. In addition, the team facilitates three preschool playgroups, one on the KU Lawrence campus and two in cooperation with the Haskell Indian Nations University Little Nations Academic Center.

Schiefelbusch Assessment Team (SAT)

The members of the SAT team participate in assessments with individuals of all ages and types of communication challenges.(all nine areas)

APPENDIX I

KU Undergraduate Course Equivalency Worksheet

KU UG Course	Description of KU UG Course		Equivalent Course(s) from Other UG Program(s)		Approval
SPLH 120	<p>Physics of Speech Introduction to the acoustic structure of speech. Topics include simple harmonic motion, the propagation of sound waves, aerodynamic aspects of vocal fold vibration, resonance, digital speech processing, frequency analysis, and speech synthesis.</p>				
SPLH 261	<p>Survey of Communication Disorders Provides a general understanding of normal and deviate speech, language, and hearing in adults and children.</p>				
SPLH 320	<p>Neuroscience of Human Communication Introduction to basic neuroanatomy and neurophysiology and methodologies used to investigate the functional neuroanatomy of human communication.</p>				
SPLH 465	<p>Fundamentals of Clinical Phonetics Introduction to classification of American English speech sounds based on articulatory phonetics and phonetic transcription.</p>				
SPLH 466	<p>Language Science Introduction to the structure/function of human languages; processes involved in the expression and reception of language.</p>				
SPLH 565	<p>Language Analysis Lab The study of the analysis of language produced by children with respect to the phonological, lexical, morphological, syntactic and pragmatic characteristics of language.</p>				
SPLH 566	<p>Language Development Study of language acquisition in children, including the phonologic, morphologic, syntactic, and semantic components.</p>				
SPLH 660	<p>Research Methods An introduction to basic concepts of scientific methodology and of statistical and psychophysical measurement. Study of the application of these concepts to research in speech, language, and hearing. The complimentary nature of the research and clinical process will be emphasized.</p>				

SPLH 662	Principles of Speech Science Survey of the physiology of speech production and the physics of sound. Emphasis upon methodologies in the laboratory study of normal speech.				
SPLH 663	Principles of Hearing Science Concepts and principles related to normal hearing processes: gross anatomy, psychophysical methods, and basic subjective correlates of the auditory system.				
SPLH 668	Introduction to Audiological Assessment & Rehabilitation Introduction to methods for assessing and treating hearing disorders in adults and children, as well as conditions that result in hearing loss.				
SPLH 671	Introduction to Speech-Language Pathology Overview of the clinical process in speech-language pathology.				
Math365/ Psyc300/Psyc 210	Statistics Basic inferential statistics including t-test, ANOVA, regression.				

KUMC FELLOWS, RESIDENTS, STUDENTS

Patients are entitled to confidentiality with regard to their medical and personal information. The right to confidentiality of medical information is protected by state law and now by federal privacy regulations known as the Health Insurance Portability and Accountability Act (“HIPAA”). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information regardless of my educational or clinical settings(s) and must be held in strict confidence. This confidential information must not become casual conversation anywhere in or out of a hospital, clinic or any other venue. Information may only be shared with health care providers, supervising faculty, hospital or clinic employees, and students involved in the care or services to the patient or involved in approved research projects who have a valid need to know the information.
2. Under strict circumstances, upon receipt of a properly executed medical authorization by the patient or a subpoena, medical information may be released to the requesting party. Inquiries regarding the appropriateness of the authorization or subpoena should be directed to the medical records department, the Hospital’s counsel or the University’s Office of Legal Counsel at 913-588-7281, depending on the situation.
3. Hospital Information System’s user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information to which he/she is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.
4. If a violation of this policy occurs or is suspected, immediately report this information to your supervising faculty.
5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I, _____, acknowledge receipt of this Confidentiality Policy. I have read the policy and agree to abide by its terms and requirements throughout my education/training at K.U. Medical Center and as a part of my participation in patient care activities.

Signature _____

Date received and reviewed _____

CONFIDENTIALITY AND SECURITY AGREEMENT -- LAWRENCE

Information concerning past or present clients is strictly confidential. The following information is not to be divulged in any manner to anyone.

1. Name of client.
2. Type or nature of problem
3. Family information
4. Any identifying information concerning the client
5. Tape recording or videotaping of the client
6. Lesson plans for intervention sessions
7. Test results or other assessment information
8. Observation reports
9. Individual Educational Programs; goals or objectives
10. Rough draft or final clinical reports

In addition, I agree to the following security standards:

1. I recognize that I will have access to confidential data that is governed by University policy and state and federal law. Examples of confidential data include but are not limited to information pertaining to individual's physical or mental health and treatment, individual's financial information and other personally identifiable data, such as Social Security Numbers.
2. I recognize that data accessed by me is for conducting official University business and may only be used for the purposes outlined in University and Schiefelbusch Speech-Language-Hearing Clinic policies and procedures. I will not **store, use or access** data except as permitted by the official policies and procedures of the University and my unit.
3. I recognize that disclosure of data is governed by the policies and procedures of the University and the Schiefelbusch-Speech-Language-Hearing Clinic, as well as by state and federal law. I will not release data in any circumstances other than those defined by the policies and procedures of the University of the clinic; or as otherwise permitted or required by law and only after proper identification and verification of identify and authority is ensured.
4. I will not share sign-on passwords or log-on information with anyone except as requested by the clinic director or my clinical faculty, by an information services professional in order to resolve a technology problem, or by a University official or law enforcement official in an emergency situation (as permitted or required by applicable law) and only after proper identification and verification of identity and authority is ensured.
5. I agree to report loss of a password, or any actual or attempted unauthorized access, use or disclosure of confidential data to the clinic director and to other University personnel or officials as required by the policies or procedures of the University or the Schiefelbusch Speech-Language-Hearing Clinic.

6. I understand that violation of these policies and procedures may result in disciplinary action, including but not limited to, privilege revocation and/or suspension or termination.

7. I understand that my obligations under this agreement will continue after termination of my relationship with the University. Upon termination, I will immediately return any documents or media containing confidential data to the University.

8. I have read and understand this document and agree to abide by the standard set by the Schiefelbusch Speech-Language-Hearing Clinic.

Signature

Date

Student Name (printed)

APPENDIX K

EXPECTATIONS FOR STUDENT PERFORMANCE

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

I. ACADEMIC PERFORMANCE

A. Expected Performance

1. Receipt of two or more grades of C+ or lower in Program courses is grounds for dismissal from the Intercampus Program.

B. Notification

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

C. Determination

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

II. STUDENT CONDUCT

A. Definition of Misconduct

1. Academic misconduct is defined by the University Senate Rules and Regulations (Sec. 2.6.1) as follows: Academic misconduct by a student shall include, but not be limited to, disruption

of classes, giving or receiving unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, knowingly misrepresenting the source of academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research.

2. Clinical misconduct by a student shall include, but not be limited to, placing a client in jeopardy through inappropriate actions or performance, breaching client confidentiality, inappropriate alteration, elimination or inadequate documentation or reporting of client information, violations of the Code of Ethics of the American Speech-Language-Hearing Association or the Kansas Speech-Language-Hearing Association.
3. Nonacademic misconduct includes, but is not limited to conviction of a felony involving moral turpitude, material misrepresentation concerning past achievements or present endeavors, habitual drug/alcohol/substance abuse, and any other acts or omissions which, if the student were a credentialed practitioner, could result in discipline by the credentialing agency (refer to Code of Ethics of the American Speech-Language-Hearing Association and the Kansas Speech-Language-Hearing Association).

B. Sanctions

1. Nature

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

2. Implementation

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

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

If still not satisfied, either party may appeal the decision through the appropriate Dean to the Graduate School and the University Judicial Board. Speech-language pathology students should direct their appeals to the Dean of the College of Liberal Arts and Sciences.

APPENDIX L

STUDENT ABILITIES

The MA degrees in Speech Language Pathology signify that the holder will satisfy the Academic and Practicum requirements as stated by the American Speech-Language-Hearing Association to be eligible to continue on to the Clinical Fellowship Year. 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).

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

Carol Wagner
ADA/504 Coordinator
Equal Opportunity Office
KU Medical Center
3901 Rainbow Blvd
Kansas City, KS 66160
(913) 588-781

OR

Mary Ann Rasnak, Director
Disability Resources
1450 Jayhawk Blvd., Room 22
The University of Kansas
Lawrence, KS 66045
(785) 864-2620

The culminating activity in the preparation of an audiologist or speech-language pathologist is clinical reasoning. Therefore, a candidate for the master's degree must be able to make correct observations and have the skills of measurement, calculation, reasoning, analysis, and synthesis.

In addition, with or without accommodation, the following abilities and expectations must be met by all students admitted to the KU Intercampus Program in Communicative Disorders.

Observation/Sensory Motor

- Observe demonstrations and learn from experiences in the classroom, laboratory, and clinical situations.
- Carry out speech/language/hearing assessments and intervention strategies/techniques including the operation of complex, electronic instrumentation. Diagnosis, assessment, and intervention of speech/language/hearing problems typically necessitates the functional use of the senses of vision, hearing, and touch such as palpating certain areas of the patient's head and neck.
- Read and comprehend text, numbers, and graphs displayed in print and video.
- Observe and respond to subtle cues of patient's moods, temperament, and social behavior.

Physical/Psychomotor

- Perform actions requiring coordination of both gross and fine muscular movement, equilibrium and use of tactile, hearing, and visual senses.
- Respond quickly in clinic situations, not only for safety, but also therapeutically.
- Travel to numerous clinical sites for practical experience.

- Use an electronic keyboard to operate instruments and to calculate, record, evaluate, and transmit information.

Communication

- Be able to share and to elicit information from patients/clients, supervisor, peers and other health professionals verbally and in a recorded format.
- Effectively, confidently, and sensitively converse with patients and their families.
- Read and comprehend technical and professional materials.
- Prepare papers, produce reports, and complete documentation for patient records.
- Assimilate information from written sources (texts, journals, medical/school records).
- Take paper, computer, and laboratory examinations and prepare scholarly papers.

Judgment

- Demonstrate judgment in the classroom, laboratory, and clinic situations that shows the intellect and emotional health necessary to make mature, sensitive, and effective decisions in the following areas:
 - relationships with professors, supervisors, peers, and patients/clients
 - professional and ethical behavior
 - effectiveness of diagnostic, assessment, and intervention strategies.
- Demonstrate an understanding of the rationale and justification for one's performance.
- Critically evaluate one's own performance and be flexible toward change to promote professional and clinical process.
- Recognize and correct behaviors disruptive to classroom teaching, research, and patient care.
- Manage the use of time to complete clinical and academic assignments within realistic constraints.
- Recognize potentially hazardous materials, equipment, and situations and proceed in a manner to minimize risk of injury to those in the area.
- Make correct observations and have the problem solving skills necessary for measurement, calculation, reasoning, analysis, and synthesis.

APPENDIX M

INFORMATION ON STUDENT ORGANIZATIONS

**The University of Kansas Department of Speech-Language-Hearing,
The Kansas Speech and Hearing Association (KSHA),
and
The Student Component of the American Speech-Language-Hearing
Association: The National Student Speech-Language-Hearing Association
(NSSLHA)
invite you to join your professional organization:**

**The Kansas University Student
Speech-Language-Hearing Association (KUSSHA)**

It is important in your new field to stay current with methodologies and research in order to have all of the tools that you need to assist your clients. Creating your own network of experts is essential for that time in the field when nothing seems to work. Professional organization membership, whether at a student level or post-graduate level, is one way to stay on top of events and problem solving in Speech-Language Pathology and in Audiology. KUSSHA sponsors seminars and guest speakers as well as field trips to assist in reaching the top.

Stop by KUSSHA's new quarters in 3001 Dole and ask about membership, or see the KUSSHA advisor Julie Gatts. There is a \$5.00 fee to join.

KUSSHA Office
3001 Dole

Julie Gatts
2102-D Haworth Hall
(785) 864-0652

Kansas Speech Language Hearing Association: 3900 17 th Great Bend, KS 67530 800-248-5743 www.KSHA.org	A state association of speech-language pathologists and audiologists who advocate for people with communication disabilities.
American Speech Language Hearing Association: 10801 Rockville Pike Rockville, MD 20852 800-498-2071 www.ASHA.org	National Student Speech Language Hearing Association: 10801 Rockville Pike Rockville, MD 20852 800-498-2071 e-mail: nsslha@asha.org

APPENDIX N

REQUIREMENTS FOR CERTIFICATION & KANSAS LICENSURE

REQUIREMENTS FOR ASHA CERTIFICATION IN SPEECH-LANGUAGE PATHOLOGY

For a complete version of the ASHA standards and code of ethics, please contact the Administrative Professional at KU Speech-Language-Hearing, (785-864-0634), or ASHA at www.asha.org.

STATE LICENSURE INFORMATION – KANSAS KANSAS STATE & LEGISLATIVE INFORMATION

Important Contacts: <http://professional.asha.org/resources/states/kansas.cfm>

Regulatory Agency for Hearing Aid Dispensing:

Board of Hearing Aid Examiners
600 North St. Francis
P.O. Box 252
Wichita, KS 67210
(316) 264-8870

Language, Speech, and Hearing contacts in State education agency:

Kansas State Board of Education Special Outcomes Team
120 East 10th
Topeka, KS 66612

State Licensing Agency:

Speech-Language Pathology/Audiology Advisory Board
Department of Health Occupations Credentialing
109 W. 9th St.
Topeka, KS 66612-2218
(785) 296-0056
FAX: (785) 296-3075

Kansas State and Legislative Information:

<http://www.accesskansas.org/government/index.html>

State Gateway to Action: Guide to the Kansas Legislature:

Kansas State Home Page <http://www.accesskansas.org>

Kansas Speech-Language-Hearing Association: <http://www.ksha.org>

APPENDIX O

STUDENT GRIEVANCE PROCEDURES

The following is a description of the protocol that should be followed by the student when he/she has a complaint regarding faculty or the program. If the issue cannot be resolved by the following means, the student may then seek the involvement of the Dean of the College of Liberal Arts and Sciences (Speech-Language Pathology students).

1. Whenever a problem arises, the individuals directly involved with the incident should make a concerted effort to resolve the issue. This implies simple one-to-one communication.
2. If the individuals directly involved cannot resolve the problem, then it will be the student's responsibility to inform his/her advisor about the incident. A new advisor will be appointed (in accordance with the policies in section III "Advising" in this handbook) if the incident involved the original advisor. The advisor will act as a neutral intermediary between the two parties. If the advisor is one of the Program Co-directors, a new neutral intermediary advisor will be assigned by the Co-director not involved. The advisor will informally notify the Program Directors of the incident at this time.
3. If, at the end of two full working days, the problem persists, the advisor will request written documentation from both parties regarding the incident. These so-called "incident reports" will become part of the grievance file as established by the advisor. The intermediary must receive the incident reports within one week after they have been requested.
4. When the advisor receives the incident reports, he/she will direct the grievance files to the Program Directors. Once the Directors have reviewed this file, they will meet with the parties involved. The student or Program Directors also have the option to include other neutral faculty or students in consultation in an attempt to resolve the problem. If the issue is resolved at this point, the grievance files will not become a part of the student's or faculty member's files. The decision reached is final.
5. If the student is dissatisfied with the resolution, he/she may then seek the involvement of the Dean of the College of Liberal Arts and Sciences (speech-language pathology students).

A complaint about any accredited program may be signed and submitted in writing by the student to the Chair of the Council on Academic Accreditation, American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852. The complaint must be given in detail and the relationship between the complainant and the accreditation standards should be described. Supporting data should accompany any letter of complaint to the CAA.

The Department of Speech-Language-Hearing University of Kansas, Lawrence Grievance Procedure

Pursuant to Article XIV of the University Senate code and Articles V and VI of the University Senate Rules and Regulations of the University of Kansas, Lawrence, the Department of Speech-Language-Hearing (hereafter, the Department) established the following procedure to hear grievances arising within the Department.

- For disputes involving alleged academic misconduct, see the College of Liberal Arts and Sciences policy on academic misconduct.
- For alleged violations of student rights, the initial hearing normally will be at the departmental level. There is an option to hold an initial hearing at the Judicial Board level if both parties agree, or if either party petitions the Judicial Board chair to have the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the department level; the opposing party has an opportunity to respond to the petition (USRR 6.4.3.1).

Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.

The Department chairperson shall provide a copy of this procedure to anyone who requests it.

Whenever a problem arises, the individuals directly involved with the incident should make a concerted effort to resolve the issues(s). This implies simple one-to-one communication. If the individuals cannot resolve the problem a more formal process will follow.

1. To start the grievance process, the complainant must submit a written grievance to the Department chairperson. The complaint shall contain a statement of the facts underlying the complaint and specify the provisions(s) of the Faculty Code of Conduct, University Senate Code, the University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law allegedly violated. The complaint shall also indicate the witnesses or other evidence relied on by the complaining party. The copies of any documents relevant to the complaint shall be attached to the complaint.
2. At the time the complaint is submitted to the Department chairperson, the complaining party shall provide a copy of the complaint, with accompanying documents, to the respondent(s).
3. Upon receipt of the complaint, the Department chairperson shall contact the respondent to verify that the respondent has received a copy of the complaint and to provide the respondent with a copy of these procedures.
4. Pursuant to the University Senate Code 14.2.c, a respondent has the privilege of remaining silent and refusing to give evidence in response to a complaint. The respondent also has the right to respond and give evidence in response to the complaint.

5. The respondent shall submit a written response to the Department chairperson within 14 calendar days of receiving the complaint. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response shall also identify the witnesses or other evidence relied on by the respondent and shall include copies of any documents relevant to the response. The respondent shall provide a complete copy of the response to the complaining party.
6. Upon receipt of the response, the Department chairperson shall contact the complaining party to verify that a copy of the response has been provided.
7. Upon receiving the complaint and response, or if the respondent fails to respond within the 14-day time period, the Department chairperson shall appoint a faculty committee selected from the Department to consider the complaint. The committee members shall be disinterested parties who have not had previous involvement in the specific situation forming the basis of the complaint.
8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies within the University to determine whether a grievance or complaint involving the underlying occurrence of events is currently pending before or has been decided by any other hearing body.
9. Time limits. To use this procedure, the complainant must file the written complaint with the Department within six months from the action or event that forms the basis of the complaint. The six-month time period shall be calculated using calendar days (including weekends and days during which classes are not in session).
10. Upon receiving the complaint, if the Department committee determines that any of the following grounds exist, they may recommend to the Department Chairperson that the complaint be dismissed without further proceedings. The grounds for such dismissal are: (a) the grievance or another grievance involving substantially the same underlying occurrence or events has already been, or is being, adjudicated by proper University procedures; (b) the grievance has not been filed in a timely fashion; (c) the Department lacks jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a University or Department rule; (e) the party filing the grievance lacks standing because he or she has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances pursuant to USRR 6.5.4.
11. If the Departmental committee determines that a grievance on its face properly should be heard by another body, the committee chair will send the grievance to the appropriate hearing body without further proceedings in the Department. The committee chair will send a copy of the referral to the complainant(s) and any responding parties.
12. Prior to scheduling a hearing, the parties shall participate in mediation of the dispute unless either party waives mediation. Mediation shall be governed by USRR 6.2.3.
13. If mediation is successful, the mediator will forward to the Department chairperson, the committee chair, and all parties a letter describing the outcome of the mediation and the terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the Department chairperson who will notify the mediator, the committee chair, and the parties that the recommendation has been accepted, modified, or rejected.

14. If mediation is not successful, the mediator will notify the Department chairperson, the departmental committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the grievance committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.
15. Each party may represent himself or herself or be represented by an advisor or counsel of his or her choice.
16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.
17. Each party shall be entitled to question the other party's witnesses. The committee may question all witnesses.
18. Witnesses other than the parties shall leave the hearing room when they are not testifying.
19. The chair of the departmental committee shall have the right to place reasonable time limits on each party's presentation.
20. The chair of the departmental committee shall have the authority and responsibility to keep order, rule on questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.
21. The hearing shall not be governed by the rules of evidence, but the chair of the departmental committee may exclude information he or she deems irrelevant, unnecessary, or duplicative. Statements of admissions made as a part of the mediation process are not admissible.
22. The departmental committee will make an audiotape of the hearing but not of the deliberations of the committee. The audiotape will be available to the parties, their authorized representatives, the committee, and the Department chairperson. If a party desires a copy of the audiotape or a transcript of the tape, that party will pay for the cost of such copy or transcript. In the event of an appeal, the audiotape will be provided to the appellate body as part of the record of the case.
23. After the presentation of evidence and arguments, the committee will excuse the parties and deliberate. The committee's decision will be a written recommendation to the chairperson of the Department. The committee shall base its recommendations solely upon the information presented at the hearing.
24. The departmental committee will send its written recommendation to the chairperson and the parties as soon as possible and no later than 14 days after the end of the hearing.
25. Within 14 calendar days of receiving the committee recommendation, the chairperson will notify the parties of the acceptance, modification, or rejection of the recommendation. The chairperson will advise the parties of the procedure available to appeal the decision.
26. In the event that the complainant or respondent is the chairperson of the Department, all matters will be adjudicated initially within the department committee assigned to that purpose and the committee's recommendation will be forwarded to the Dean.

APPENDIX P

Rubrics for Field Study Artifacts

Field Study Student Presentation Rubric

Student _____ Presentation
Title _____

- 1. Content of student presentation thoroughly addresses assigned topic.

Inadequate Adequate Superior
1 2 3 4 5

- 2. Student’s presentation evaluates the quality of evidence for the assigned topic.

Inadequate Adequate Superior
1 2 3 4 5

- 3. Student’s presentation identifies the clinical relevance to the population served at the field study site.

Inadequate Adequate Superior
1 2 3 4 5

- 4. Student makes effective use of supportive materials to enhance presentation (e.g., ppt., handouts, models, etc.).

Inadequate Adequate Superior
1 2 3 4 5

- 5. Student demonstrates appropriate verbal presentation skills (e.g., knowledge of material, ease of presenting, ability to answer questions, etc.).

Inadequate Adequate Superior
1 2 3 4 5

Field Study Supervisor

Date

Field Study Materials Rubric

Student _____

Specialized materials Developed _____

1. Developed materials thoroughly address unique client needs.

<u>Inadequate</u>		<u>Adequate</u>		<u>Superior</u>
1	2	3	4	5

2. Student provides appropriate evidence for the effectiveness of developed materials.

<u>Inadequate</u>		<u>Adequate</u>		<u>Superior</u>
1	2	3	4	5

3. Student provides adequate explanation of how materials are to be used to appropriate individuals (e.g., client, client's family or caregivers, teacher, client's nurse, etc.).

<u>Inadequate</u>		<u>Adequate</u>		<u>Superior</u>
1	2	3	4	5

4. Student takes the initiative to create individualized treatment materials with little or no prompting from field study supervisor.

<u>Inadequate</u>		<u>Adequate</u>		<u>Superior</u>
1	2	3	4	5

5. Student demonstrates appropriate time management skills in creating individualized treatment materials.

<u>Inadequate</u>		<u>Adequate</u>		<u>Superior</u>
1	2	3	4	5

Field Study Supervisor

Date

APPENDIX Q

MISCELLANEOUS FORMS

The following are forms that you will likely need to use during your time at the University of Kansas. Copies to be filled out may be obtained online (<http://www2.ku.edu/~splh/ipcd/MASLP/forms.shtml>) or in your respective campus departmental office.

Independent Study Form

Progress to Degree Forms

Advising Checklist/Plan of Study: Speech-Language Pathology

Program Academic Requirements

Request for Change of Academic Advisor

Thesis Approval Form

Clinical Practicum Hours Sheet: SLP-KUMC, and SLP-Lawrence