



PhD Student Handbook

2014-2015

University of Arkansas for Medical Sciences

University of Arkansas at Little Rock

University of Central Arkansas

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Dear Student:

Welcome to central Arkansas and to our doctoral program. Thank you for considering the Arkansas Consortium for the PhD in Communication Sciences and Disorders to pursue your Ph.D. degree. Our program offers a unique opportunity to participate in a consortium between three universities: University of Arkansas for Medical Sciences (UAMS), University of Arkansas at Little Rock (UALR), and University of Central Arkansas (UCA) all located in central Arkansas. This handbook is designed as a resource to introduce you to our doctoral program and to help guide you through your educational process.

The overall goal of our program is to prepare high-quality teacher-scholars who will engage in research to expand the knowledge base in communication sciences and disorders and will educate the audiologists and speech pathologists of the future. The mission is to develop students' intellectual curiosity and abilities so that they desire to discover and disseminate knowledge. This in turn will benefit persons with communication disorders, their families and the community as a whole, while encouraging a lifelong desire to learn. We are committed to recruiting, admitting, retaining, and graduating students with the highest ethical and academic qualities.

On behalf of the institutions' administration, faculty and staff we welcome you to this new endeavor. Please do not hesitate to e-mail us or stop by if you have questions about our program, research opportunities, or to discuss financial assistance possibilities. We look forward to the opportunity to talk with you. We are here to assist you in any way that we can.

Sincerely,

Betholyn Gentry

Betholyn Gentry, Ph.D.
Consortium Co-Director

Dee Lance

Dee Lance, Ph.D.
Interim Consortium Co-Director

TABLE OF CONTENTS

I. Consortium Program Overview	1
A. One Program-Two Departments-Three Institutions	1
1. Program Mission.....	1
2. Program Goals	2
3. Accreditation.....	2
II. Institutional Handbooks and Program Policies	3
A. Graduate Student Handbook for Students in Joint UALR/UAMS and UALR/UAMS/UCA Graduate Programs	3
1. Grievance Procedures	3
2. Monies Owed On Any Campus	3
3. Academic Calendar	3
4. Student Data.....	4
5. Items Unique to UAMS	4
6. Academic Progression	4
7. Acknowledgement of Joint Program Handbook and UALR, UCA and UAMS Graduate School Catalogs and Handbooks.....	4
8. Items Not Covered in Handbook	5
B. Consortium Program Specific Policies	5
1. Full-Time/Part-Time Status	5
2. Transfer Credit Policy.....	5
3. Retention/Probation Policy	5
4. Leave of Absence Policy	6
C. Institutional Handbook Links	6
D. Essential Functions Document.....	6
III. Curriculum	9
A. Curriculum Overview	9
B. Core Requirements.....	9
IV. Program Matriculation	10
A. Assignment to a Faculty Mentor.....	10
B. Program Advisory Committee	10
C. Candidacy Examinations	11
1. Eligibility	11
2. Candidacy Examination Committee	11
3. Written Candidacy Examination Process.....	11

4. Written Candidacy Examination Evaluation	11
5. Oral Candidacy Examination Process.....	12
6. Oral Candidacy Examination Evaluation.....	12
D. Dissertation Process.....	13
E. Dismissal Policy.....	13
F. Graduation.....	15
V. Registration and Payment of Tuition and Fees	16
A. Registration	16
B. Tuition and Fees.....	16
VI. Financial Support.....	17
A. Federal Student Loans.....	17
B. Graduate Assistantships	17
C. Grant Support.....	17
D. Institutional Support for Student Research	17
VII. Institutional Resources	19
A. Links to Institutional Student Resources	19
B. Student Identification Numbers	19
C. Student Identification Badges	19
D. Building Keys for Student Offices.....	20
E. Remote Access to Libraries	20
F. Student Parking.....	21
Appendix A Program Administrators' Contact Information	22
Appendix B Joint Program Handbook Acknowledgement Form	25
Appendix C Retention/Probation Policy Acknowledgement Form	27
Appendix D Leave of Absence Policy Acknowledgement Form	29
Appendix E Essential Functions Acknowledgement Form	31
Appendix F Program Course Bulletin Descriptions	33
Appendix G Statistics Course Sequences and Bulletin Descriptions	36
Appendix H Cross Listing of Program Course Numbers per Institution	40
Appendix I Academic Planning Form.....	42

Appendix J	Program Advisory Committee Membership Signature Form.....	44
Appendix K	Schedule per Semester Form	46
Appendix L	Annual Performance Evaluation Form	54
Appendix M	Annual Ph.D. Student Self-Evaluation Form	60
Appendix N	Approval of Pre-Dissertation Completion Form	62
Appendix O	Sample Candidacy Examination Schedule	64
Appendix P	Results of Candidacy Examination Form.....	66
Appendix Q	Dissertation Committee Approval Forms.....	68
Appendix R	Forms Flow Chart.....	72

**ARKANSAS CONSORTIUM FOR THE PHD IN
COMMUNICATION SCIENCES AND DISORDERS
STUDENT HANDBOOK**

I. CONSORTIUM PROGRAM OVERVIEW

A. One Program-Two Departments-Three Institutions

The Arkansas Consortium for the PhD in Communication Sciences and Disorders is the only program in the state which culminates in a Doctor of Philosophy degree (Ph.D.) in Communication Sciences and Disorders. It was designed in response to both state and national shortages of doctoral prepared faculty members at institutions of higher education. For this reason a “teacher-scholar” model of training is utilized.

At a departmental level, the program is housed on two campuses: the University of Arkansas at Little Rock, Department of Audiology and Speech Pathology, and the University of Central Arkansas, Department of Communication Sciences and Disorders.

The program is supported by three state institutions of higher education: the University of Arkansas at Little Rock (UALR), the University of Arkansas for Medical Sciences (UAMS), and the University of Central Arkansas (UCA). The program designated the University of Arkansas for Medical Sciences as the “host” institution. As the host institution for the program, UAMS is responsible for applications for admission, student transcripts, and processing federal student financial loan applications.

The Program Co-Directors will assist you in all aspects of this program. See **Appendix A** for the Program administrators and their contact information. Website addresses for campus maps are listed below:

UAMS <http://healthprofessions.uams.edu/about/campus-directory/uams-campus-map/>

UALR http://ualr.edu/www/wp-content/uploads/2009/02/html_map.html

UCA <http://pplant.uca.edu/MFP/CampusMaps/B-W%20Map.pdf>

1. Program Mission

The mission of the Communication Sciences and Disorders Doctoral Program is to develop students’ intellectual curiosity and abilities to discover and disseminate knowledge. Development of these skills will encourage a lifelong desire to learn as well as benefit persons with communication disorders, their families and the community as a whole.

2. Program Goals

The goals of the program are to prepare high-quality teacher-scholars who will engage in research to expand the knowledge base in communication sciences and disorders and will educate the audiologists and speech-language pathologists of the future.

3. Accreditation

All three Institutions are accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. The address and telephone number of the Commission are as follows: 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, 1-800-621-7440.

II. INSTITUTIONAL HANDBOOKS AND PROGRAM POLICIES

A. Graduate Student Handbook for Students in Joint UALR/UAMS and UALR/UAMS/UCA Graduate Programs

[The following in bold type is the complete Joint Graduate Program Handbook]

Students in joint UALR/UAMS and UALR/UAMS/UCA graduate programs will have a designated host campus. Generally the provisions of the catalog and Graduate Student Handbook for the student's host campus will be applicable to the student throughout his/her academic career. The purpose of this handbook is to address only those matters where the possibility of ambiguity or misunderstanding may exist due to differing policies and procedures among the three campuses.

1. Grievance Procedures

In the event that a student desires to file a grievance, regardless of the student's host campus, policies and procedures contained in the Graduate Student Handbook on the campus where an event precipitating the grievance occurred will be applicable. For example, should a student whose host campus is UCA instigate a grievance relating to a UAMS course or event that occurred on the UAMS campus, the UAMS grievance policies and procedures would be applicable. Should a student whose host campus is UAMS instigate a grievance relating to a UALR course or event that occurred on the UALR campus, the UALR grievance policies and procedures would be applicable. Should a student whose host campus is UALR instigate a grievance relating to a UAMS course or event that occurred on the UAMS campus, the UAMS grievance policies and procedures would be applicable.

2. Monies Owed On Any Campus

All students on any campuses who are in joint graduate programs are responsible for any funds they might owe any of the campuses as a result of library fines, traffic violations, billing for damaged property, or any other similar expense. Failure to pay such obligations will result in denial of registration for the subsequent academic term. In the event funds are owed to any of the participating institutions at conclusion of the student's final academic term; failure to pay any balance due will result in withholding the awarding of the degree until such time as the matter is resolved.

3. Academic Calendar

UALR, UCA and UAMS operate on different academic calendars. Dates for registrations, holidays, spring breaks, and term beginning and ending dates may vary widely among the campuses. It is the student's responsibility to be aware of all calendars and plan accordingly. In those situations where a student is taking classes on several or all campuses the same academic term, the calendar of one campus in no way excuses the

student from responsibilities they might have on additional campuses. Prior to the beginning of each academic term, it is the student's responsibility to resolve with the appropriate instructor and/or their advisor any conflicting dates that might arise.

4. Student Data

The three institutions maintain separate student databases, registration systems, and statements of student accounts. Changes to items such as address, telephone number, individual to notify in case of emergency, e-mail addresses, etc. that are made on one campus will not change such data on any of the other campuses. It is the student's responsibility to relay any such changes to all campuses.

5. Items Unique to UAMS

Health Insurance and TB Skin Tests

As a health science campus, UAMS has certain student requirements not applicable to students on the UALR or UCA campus. Full time status in the UAMS Graduate School is nine semester credit hours or more. Regardless of the student's host campus, in the event a student whose host campus is UALR or UCA takes nine hours or more during one academic term on the UAMS campus, that student will be required to sign a statement affirming that they have hospitalization insurance. The student may also be required to provide the UAMS Graduate School office with proof of such insurance.

All students taking graduate classes at UAMS are required to have a TB Skin Test on file with the UAMS Student Employee Health Service. All students taking graduate classes at UAMS are required to complete a brief HIPPA training program that deals with issues of patient confidentiality and rights. These requirements apply to all graduate students, regardless of course of study, any possible patient contact or any clinical experiences in their coursework.

6. Academic Progression

Regardless of the provisions for academic progressions contained within the catalogs and/or handbooks of the three institutions, the graduate program determines the standards for academic progression within its program. Students are required to sign a form acknowledging these standards at the time of their initial enrollment in the program.

7. Acknowledgement of Joint Program Handbook and UALR, UCA and UAMS Graduate School Catalogs and Handbooks

All students in joint UALR/UAMS and UALR/UAMS/UCA graduate programs are required to annually sign a form affirming that they are responsible for all of the provisions contained within this document as well as the appropriate handbooks and catalogs (depending upon their program). The joint program handbook, as well as the

catalogs and campus handbooks will be available on the respective graduate school web sites.

See Appendix B for the signature form acknowledging receipt of the Joint Program Handbook.

8. Items Not Covered in Handbook

Those items pertaining to student issues that may arise relating to joint UALR/UAMS and UALR/UCA/UAMS graduate programs that are not covered in this handbook will be referred to the Joint UALR UAMS UCA Graduate Council for adjudication.

[End-Joint Program Handbook].

B. Consortium Program Specific Policies

1. Full-Time/Part-Time Status

For students in the consortium program a 9 semester credit hour load is considered full time during the fall or spring semesters. During the summer term, students who have stipends are considered full time when enrolled in 1 semester credit hour. Students who do not have stipends need to be enrolled in a minimum of 5 semester credit hours in order to be considered full time.

2. Transfer Credit Policy

Students who have been accepted into our program may transfer a maximum of 12 credit hours, pending approval of the student's Program Advisory Committee and by the Dean of the UAMS Graduate School. The Co-Directors of the program will serve as the individuals petitioning the Dean of the UAMS Graduate School regarding the credit transfer.

3. Retention/Probation Policy

Students must maintain a minimum cumulative grade point average of 3.00 in order to remain in the program. A student whose cumulative grade point average falls below a 3.00 will be put on academic probation and will have one semester (9 semester credit hours) to increase his/her cumulative grade point average to the minimum of 3.00. If the student's grade point average is so low that it is not mathematically possible to increase his/her cumulative grade point average to the minimum of 3.00, he/she will be dismissed from the program. Additionally, a grade of "D" in any course is not considered acceptable, regardless of the student's cumulative grade point average. Any course for which a student receives a grade of "D" or below will need to be retaken. See **Appendix C** for the Retention/Probation acknowledgement of receipt of policy form.

4. Leave of Absence Policy

A student may request a leave of absence in writing to the Co-Directors of the program. Leaves will be considered after a written request and an interview with the Co-Directors and the chair of that student's Program Advisory Committee. Additionally, all leaves must be approved by the Graduate Dean at UAMS. If the leave is approved, it will be for one semester only. If a student would like to apply to extend their leave, it will require an additional written request and interview before being considered, and must be approved by the Graduate Dean as well.

Once on leave, it is the student's responsibility to contact the Co-Directors of the program prior to the early registration period for the following semester. Failure to do so may result in dismissal from the program. See **Appendix D** for the Leave of Absence acknowledgement of receipt of policy form.

C. Institutional Handbook Links

UAMS <http://gradschool.uams.edu/>

UALR <http://ualr.edu/gradschool/graduate-student-handbook/>

UCA <http://www.uca.edu/gbulletin/>
http://www.uca.edu/student/dean/student_handbook.php

D. Essential Functions Document

Essential Functions of Doctoral Students for Program Admission and Continuance

In order to acquire a Ph.D. degree in Communication Sciences and Disorders students must have certain essential skills to be successful. Competency requires both academic achievement and development of professional attributes. The following skills have been identified as essential functions for student success: Communication Skills, Professional/Ethics/Social, Observation Skills, Technical Skills, and Intellectual Skills. These skills are mandatory for admission to, retention in, and completion of the CSDPHD. Therefore, all applicants are expected to minimally meet these requirements with reasonable accommodations in order to participate and continue in the CSDPHD doctoral program. Deficiencies in demonstrating these essential functions may be grounds for course failure and possible dismissal from the program. The CSDPHD program is committed to providing appropriate assistance to help students with a documented disability. Reasonable accommodations are available for students registered with Disability Resource Center at UALR and Disability Support Services at UCA. All accommodations must be approved by student support services located on the campus of the student's mentor. Ph.D. students will be assessed for both academic and professional attributes during the program, and the consortium's

admissions committee will consider an applicant's ability to meet all of these requirements as part of the admissions process. By accepting admission, signing the *Essential Functions of Doctoral Students for Program Admission and Continuance* form and enrolling in the CSDPHD program the student certifies that he/she has read materials and understands the essential functions needed to be successful in the program. See **Appendix E** for the Essential Functions Acknowledgement Form.

A doctoral student in the CSDPHD program must possess aptitude, abilities and skills in the five areas described below. The program faculty mentor will monitor maintenance of these standards.

Communication Skills: Doctoral students in the CSDPHD program must be able to communicate effectively with students, patients, caregivers, as well as colleagues. Communication skills include written, verbal and nonverbal elements such as listening and observing. Students must be able to use written and verbal communication skills that are appropriate and understandable. Doctoral students must demonstrate advanced writing skills that are logical, understandable and correct for the writing assignments (research papers, reports, pre-dissertation projects, and dissertation) to be successful in the program. In addition, they must be able to communicate basic information (oral and written) in their area of research and related fields to others.

Professional Skills: Doctoral students in the CSDPHD program must be able to relate to professors, colleagues, staff, patients and other students with honesty, academic integrity, non-discrimination, and respect. Students should demonstrate the capacity to examine and reason critically about the social and ethical questions that define the roles and responsibilities of a doctoral student. When difficult situations or differences of opinion arise, the doctoral student must be able to conduct himself/herself in a professional manner, regardless of the behavior of others. Doctoral students should be able to relate to professors and colleagues with courtesy, maturity, good judgment and respect for their dignity.

Observation Skills: Doctoral students in the CSDPHD program must possess adequate visual and hearing senses (with accommodations) to accurately observe students and patients to interpret and analyze behaviors. Adequate vision is required to perform reading assignments, observe illustrated materials, observe classroom or laboratory demonstrations, discriminate numbers and patterns associated with laboratory instruments and tests. Adequate hearing is required to interact with students and patients and to use laboratory equipment independently.

Technical Skills: Doctoral students in the CSDPHD program must possess the motor abilities to operate instruments and equipment (with accommodations). Students must be able to execute movements reasonably required to move from area to area, maneuver in small spaces, use

equipment, materials and technology. Student should be able to access transportation to clinical, research and academic placements and participate in classroom, research and clinical activities.

Intellectual Skills: Doctoral students must be able to problem solve, measure, calculate, reason, analyze, synthesize, integrate, remember and apply information for the purposes of developing models, analyzing data, writing papers, and making presentations. Doctoral students must have the cognitive abilities necessary to master relevant content in advanced science courses and in discipline specific doctoral level seminars at a level deemed appropriate by the faculty and professional staff. He/she must be able to develop reasoning and decision making skills appropriate to faculty in the field of communication sciences and disorders. Doctoral students must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to coursework and research related to communication sciences and disorders.

The Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders (CSDPHD) does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran or Vietnam era veteran status. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly certified disabilities.

Approved by the Consortium Faculty 9/20/13

III. CURRICULUM

A. Curriculum Overview

The PhD requires a minimum of 70 semester credit hours to completion. Included in the degree requirements are the successful completion of the Candidacy Examination and the Dissertation. The program was designed using a “teacher-scholar” model and as such, prepares graduates with the skills needed to be successful faculty at institutions of higher education.

B. Core Requirements

The curriculum is divided into the following categories and *minimum* requirements:

Research and Statistics -36 semester credit hours

3 schs	Advanced Research Methods
6 schs	Research Project (variable credit)
9 schs	Statistics Sequence- three courses
18 schs	Dissertation

Major Area of Study -12 semester credit hours

12 schs Doctoral Seminars in (Speech, Language, or Hearing)-4 courses

Minor Area of Study -6 semester credit hours

6 schs Doctoral Seminars in (Speech, Language, or Hearing)-2 courses

Collateral Area of Study -6 semester credit hours

6 schs Courses from departments outside of the program-2 courses

Professional Development -10 semester credit hours

3 schs	Teaching Pedagogy
2 schs	Teaching Internship
2 schs	Grant Writing
1 sch	Grant Writing Internship
2 schs	Supervision Internship

Please see **Appendix F** for Program Course Bulletin Descriptions, **Appendix G** for Statistics Sequences and Bulletin Descriptions and **Appendix H** for a Cross Listing of Course Numbers per Institution.

IV. PROGRAM MATRICULATION

A. Assignment to a Faculty Mentor

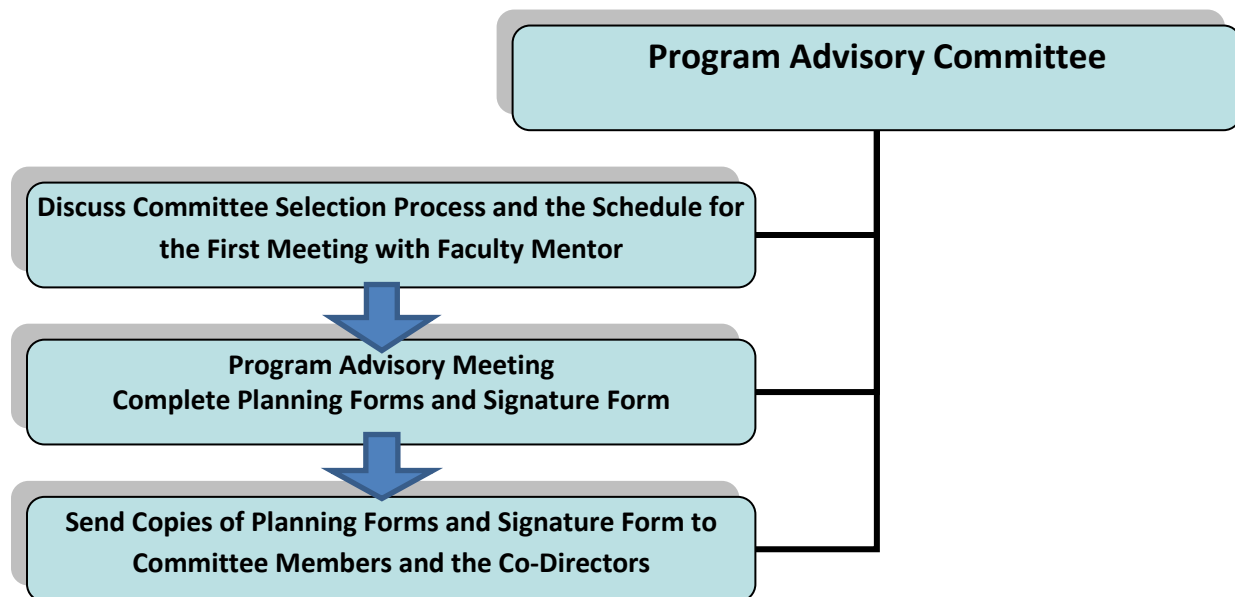
Each student, upon acceptance into the program, is assigned a faculty mentor. The faculty mentor serves as the chair of the student's Program Advisory Committee and additionally serves as the student's first year Research Project instructor/director.

B. Program Advisory Committee

During the first semester of study the student and faculty mentor will discuss the composition of the student's Program Advisory Committee. The purpose of the committee is to develop topics in the major and minor areas of study (Doctoral Seminars) and in the Collateral courses. A minimum of two additional graduate faculty members will serve on this committee, in addition to the student and the student's mentor. Students are to work with their faculty mentors to determine the process for contacting faculty to invite them to be members of the Program Advisory Committee.

Plans the Committee approves need to be forwarded to the program Co-Directors. The Co-Directors are responsible for ensuring these courses can be offered and are entered into each institution's registration systems. Any changes the student wishes to make in his/her course sequence and/or content must be approved by the committee chair or, in some cases, approved by the entire committee.

See **Appendix I** for a copy of an Academic Planning Form and **Appendix J** for the Program Advisory Committee Membership Signature Form. Additionally, a Schedule per Semester form is included in **Appendix K**.



All students register for pre-dissertation research (Research Project). The students' mentors direct the research and students present the results of the research to their Program Committee. See **Appendix L** for the Approval of Pre-Dissertation Completion Form.

C. Candidacy Examinations

1. Eligibility

The Ph.D. student is eligible to take his/her candidacy examinations (written and oral) after completion of all major course work (not including the dissertation) and consent of the student's candidacy examination committee. Enrolling for dissertation requires candidacy status which is granted after successful completion of the candidacy examination.

2. Candidacy Examination Committee

The candidacy examination committee shall consist of a minimum of *four* faculty members who have taught the student in Ph.D. level course work. The faculty mentor will coordinate the candidacy examination process for the student. The decision to include collateral course work as part of the candidacy examination will be decided by the faculty mentor.

3. Written Candidacy Examination Process

The program will utilize a traditional format for the written examination process in which the student takes a "sit down test" and responds to various questions in his/her major area. *Each student will write a traditional candidacy examination for 24 hours over a two week period of time with adaptations and/or accommodations made for students with documented disabilities.* This process will consist of sections designed to test the student's advanced knowledge of communication disorders and expertise in specialty areas of research and course work. The written candidacy examination should be designed to allow the student to demonstrate mastery of knowledge at the doctoral level. The written candidacy examinations should be taken in the location(s) specified by the student's candidacy examination committee.

4. Written Candidacy Examination Evaluation

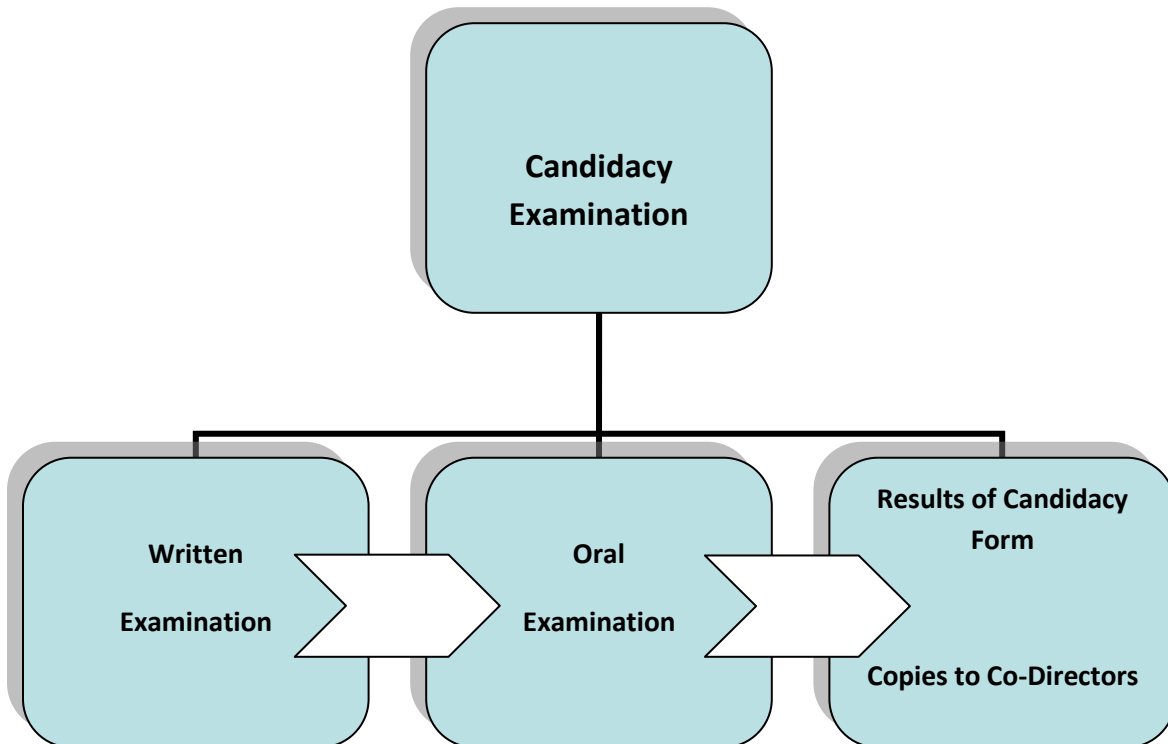
Evaluation categories for the written candidacy examination will be: *Pass, Rewrite/Revise, and Fail.* If the student does not pass their written examination on his/her second attempt, the candidacy examination committee will meet to decide whether or not the student will be allowed to redo one or more areas, or if the student will be dismissed from the program. In the event that the student does not receive the same evaluation category from all faculty on the written candidacy examination committee, the faculty will be polled and a majority vote will be used to make the evaluative determination.

5. Oral Candidacy Examination Process

There will be a general expectation that a student will complete his/her oral examination within *two weeks* of passing the written examination *and that the oral candidacy examination will be no more than two hours in length.*

6. Oral Candidacy Examination Evaluation

Evaluation categories for the oral examination will be: *Pass and Fail*. If the student does not pass the oral examination on his/her second attempt, the candidacy examination committee will meet to decide whether or not the student will be allowed to redo one or more areas, or if the student will be dismissed from the program. In the event that the student does not receive a Pass from all faculty on the oral candidacy examination, the faculty will be polled and a majority vote will be used to make this evaluative determination. Please see **Appendix M** for a Sample Candidacy Examination schedule and **Appendix N** for the Results of Candidacy Examination form to be submitted to the UAMS and UCA Graduate Offices.



D. Dissertation Process

Students, with their dissertation director, will form a dissertation committee with a *minimum* of **four** program faculty (including the dissertation director), and one graduate faculty member from outside of the program. The Dean of the UAMS Graduate School will review the proposed dissertation committee for approval. See **Appendix O** for the Dissertation Committee Approval forms and **Appendix P** for a Flow Chart of all Consortium forms.

All doctoral students in the consortium will follow the UAMS rules, guidelines, and deadlines for preparation of the dissertation as outlined on the link below:

<http://www.uams.edu/gradschool/students/thesis.asp>

Students are to provide hardbound copies of their completed dissertations to the UALR Library and the UCA Graduate School, as well as to their committee members.

E. Dismissal Policy

Care is taken during the admission process to accept students who demonstrate good potential to complete all academic courses, the qualifying examination, the dissertation, and who have the *essential skills* necessary for the PhD in Communication Sciences and Disorders. Students will be evaluated on a semester and yearly basis. Students admitted to the program need to be aware of the following conditions that result in dismissal from the doctoral program and the policies for appeal.

- **A GPA below 3.0 that is not raised to 3.0 or higher with the next 9 hours of coursework.** The 9 hours of coursework must be approved by the student's Program Advisory Committee prior to registration. If at the time the student is placed on academic probation (for an average lower than 3.0) it is mathematically impossible for the student to raise his or her GPA to 3.0 with 9 additional hours of approved graduate coursework, the student will be dismissed from the program.
- **A grade of "D" or "F," in any CSD PhD (CSD-, ASP-) course.** If a student receives a grade of a "D or an "F" in a CSD PhD course (excluding collateral and statistics courses), the student will immediately be dismissed from the program regardless of overall GPA. (Note: If a student makes a grade of "D" or "F" in a collateral or statistics course, the course will not count toward program requirements and the student will be required to either retake the course or, as determined by the student's Program Advisory Committee, take an additional course to meet program requirements.)

- **A grade of “C” in any two CSD PhD (CSD-, ASP-) courses.** If a student receives a grade of “C” in a CSD PhD course (excluding collateral and statistics courses), the student will receive a letter stating that obtaining one additional “C” in a program course will result in immediate dismissal from the program.
- **Failure to pass the Candidacy/Qualifying examination.** If a student does not pass the Candidacy/Qualifying Examination, the student will be dismissed from the program.
- **Failure to complete the dissertation within seven years of passing the Candidacy/Qualifying examination.** Students have seven years to complete their doctoral work after they have passed the Candidacy/Qualifying examination. If the work is not complete at that time, the student will be dismissed from the program.
- **Lack of progress toward completion of degree.** If the members of the student’s Program Advisory Committee determine that the student is not making consistent satisfactory progress toward degree completion (i.e. failure to follow policies in the CDS PhD Student Handbook or the UAMS Student Handbook), the student can be dismissed from the program.
- **Inability to demonstrate or maintain the essential skills needed for program admission and continuance as set forth in the document, “*Essential Functions of Doctoral Students for Program Admission and Continuance.*”**

Appeals Policies

Grade: To appeal a grade, the student must follow the policy for appealing that is associated with the institution through which the course was offered.

Dismissal: To appeal dismissal, the student must follow the procedures outlined in the current UAMS Student Handbook.

The Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders (CSDPHD) does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran or Vietnam era veteran status. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly certified disabilities.

F. Graduation

Students may attend a commencement ceremony at any one of the three institutions. Commencement paper work will be completed for all three campuses for inclusion of the student's name on the commencement programs for all three institutions. The fees for graduation, however, will be paid only to the UAMS Graduate School regardless of which institution's ceremony the student chooses to attend. Additionally, students may wish to attend commencement at several or all of the institutions' commencement ceremonies.

UAMS holds commencement once a year in spring. Please go to the UAMS Graduate School web site at: <http://gradschool.uams.edu/students/forms/> for the Graduation Form and Campus Clearance Form.

UCA holds commencement ceremonies each semester, including summer terms. Please go to the UCA Graduate School web site at: <http://uca.edu/graduateschool/graduationinfo/> for the Application for Graduation Form.

UALR holds commencement ceremonies in December and in May each year. Please go to the UALR Graduate School web site at: <http://ualr.edu/gradschool/> for commencement processes.

V. REGISTRATION AND PAYMENT OF TUITION AND FEES

A. Registration

Registration for courses in a consortium program with three participating institutions can present challenges. The Consortium Co-Directors provide maximum support in the process for each student. UAMS is the host institution and is the record keeper of the student transcripts. Therefore, *all courses* the student plans to enroll in for a semester (regardless of which institution's faculty members teach the courses) are recorded on the UAMS registration document. One of the program Co-Directors will assist you in the completion of this form.

Students who enroll in courses taught by UCA faculty, will be registered by computer by the program Co-Director from UCA.

For courses on the UALR/UAMS campuses that are program and non-program courses (other departments), please see the UALR/UAMS program Co-Director for assistance.

B. Tuition and Fees

Tuition and fees for specific courses are assessed by where the course is taken and where the faculty member who teaches the course is employed. For instance, for all Consortium Program courses, if the course is taught by a UALR/UAMS faculty member in Little Rock, the UAMS tuition and fees apply. If a course is taught by a UCA faculty member, the UCA tuition and fees apply. In instances where a student enrolls in a non-program course (statistics or collaterals), the tuition and fees will be assessed from the institution where the course is taught.

The processes for paying tuition and fees to the consortium institutions vary depending upon if students have external or internal funding, have applied for federal student loans, and for those not funded. Please contact the UCA Co-Director for instructions on how your tuition and fees should be paid each semester.

The source and type of student funding will be reported to the UAMS Student Financial Aid office and may affect the total amount of federal loans a student may be able to receive. Questions about student federal financial aid should be directed to the UAMS Student Financial Aid Office at <http://www.uams.edu/studentfinancialservices/>.

For information about current tuition and fees per institution please see:

UCA Tuition and Fees: <http://uca.edu/studentaccounts/tuition-fees/>

UAMS Tuition and Fees: <http://gradschool.uams.edu/students/tuition-and-fees/>

UALR Tuition and Fees: <http://ualr.edu/bursar/home/tuitionandfees/graduatetuitionfees/>

VI. FINANCIAL SUPPORT

Most students in the program receive some financial assistance. Financial assistance may be in the form of stipends, monies applied toward tuition and fees, book scholarships, and costs associated with student research. Students are encouraged to visit the Financial Aid Section of the Consortium program's web page for updated information pertaining to different types of financial support from local, private agencies to national, professional organizations.

<http://www.uams.edu/chrp/audiospeech/phd/default.asp>

A. Federal Student Loans

All students in the program who intend to apply for Federal Student Loans must do so through the UAMS Student Financial Services Office. This office is located in the Administration West Building, first floor, room 1.106. The UAMS Student Financial Services Office's web site can be found at: <http://www.uams.edu/studentfinancialservices> . *Students will not be able to apply for student aid through UCA or UALR.*

B. Graduate Assistantships

Occasionally there are openings for Graduate Assistantships from UCA and UALR. Please notify the Consortium Program Co-Directors if you are interested in exploring this option for financial support. Institutional Graduate Assistantships are for full-time students.

C. Grant Support

Faculty members within the Consortium actively pursue funding for their research which may also have money dedicated to student research assistant positions. Please contact the Consortium Co-Directors if you are interested in exploring this option for financial support.

D. Institutional Support for Student Research

Each of the three institutions is committed to providing students with financial assistance in their research endeavors.

UAMS <http://www.uams.edu/gradschool/students> Graduate Student Research Funds (GSRF) Information about these funds is described here along with the application.

The Graduate School at UAMS also supplies travel funds for students presenting their research. Please see: http://www.uams.edu/gradschool/students/fellows_grants.asp for more information about these funds.

UCA The McNiece Endowed Doctoral Fellowship Research Award through the UCA Foundation was created to support the Consortium program's doctoral students' research. Annual announcements inviting submission of proposals are made each spring. See the UCA Co-Director for more information about this fund.

Additionally, the UCA Department of Communication Sciences and Disorders offers doctoral students opportunities for financial assistance. Please see the UCA Co-Director for more information.

UALR The Department of Audiology and Speech Pathology offers opportunities for financial assistance. Please see the UALR Co-Director for more information.

VII. INSTITUTIONAL RESOURCES

A. Links to Institutional Student Resources

One of the unique features of our program is that students who have been formally accepted have access to all of the institutional student resources from UALR, UCA and UAMS. We invite you to take a look at these opportunities by visiting the “Student Resources” links below:

UAMS Student Resources: http://www.uams.edu/gradschool/pro_students/

UALR Student Resources: <http://ualr.edu/www/currentstudents/>

UCA Student Resources: <http://www.uca.edu/atoz/>

We have provided some information below to get you started as a student in this degree program. Please remember to ask for assistance any time you have additional questions.

B. Student Identification Numbers

UAMS Identification numbers: Students will receive a student data form with their acceptance letter. When the student data form is returned, it will be entered into the system and will generate an identification number, which will be available when students obtain their identification badge.

UALR Identification numbers: During registration, students will complete a student information sheet. The UALR graduate school will manually register students, which will generate an identification number. When available, students will be notified of their T# by a staff member from within the Department of Audiology & Speech Pathology via their **official UAMS email**.

UCA Identification numbers: You will receive a letter from the UCA Graduate School which will tell you your ID number as well as your UCA login for the “My UCA” web page.

C. Student Identification Badges

All students must have student identification badges for each of the three institutions. Directions for how to obtain these badges follows:

UAMS Student Identification Badge: Students will need to bring a state-issued photo ID to the Education II bldg during one of the following designated times (subject to change) to obtain student identification badges:

1. I.D. Badges (ED II, Room B104)
2. (A-N on Mondays, all others on Tuesday or Thursday)
3. Mondays 3:00 – 4:30; Tuesdays 7:30 - 8:30am.; and Thursdays 8:30 – 9:00 am.

UALR Student Identification Badge: Students will need to bring a state-issued photo ID and student ID number to the Donaghey Student Center - Information Desk to obtain their identification badge during regular school hours.

UCA Student Identification Badge: Students will need to bring a photo ID and a copy of their current schedules to Bernard Hall, Room 207 to obtain their identification badges.

D. Building Keys for Student Offices

UALR Doctoral Student Office Assignments and Keys: Please contact the UALR Co-Director to receive an office assignment and Key Authorization Form.

Students must take their signed Key Authorization Form along with state-issued photo ID to the Physical Plant to obtain their office key.

UCA Doctoral Student Office Assignments and Keys: Please contact the UCA Co-Director for office assignments. She will notify you when your keys are available from the UCA Physical Plant. Students will need their Student Identification Badges to pick up their keys.

E. Remote Access to Libraries

UAMS Off-Campus Library Access: Students will need to contact the IT Helpdesk at 686-8555 to obtain their username and password.

1. Go to www.uams.edu
2. Click library link
3. Select service to use
4. Enter username and password when prompted to access selected service

UALR Off-Campus Library Access: Students will need to complete the following steps to access library services from off-campus:

1. Go to www.ualr.edu
2. Click Libraries & Collections
3. Select Ottenheimer Library

Go to services and select Off-Campus (additional instructions are provided).

UCA Off-Campus Library Access: Students will need to create a library Personal Identification Number (PIN). To create your PIN, go to the following website:

<https://ucark.uca.edu/patroninfo~S0>

F. Student Parking

UAMS Parking Procedures: Students have the following options:

1. Outpatient Parking Deck- charges an hourly fee
2. Free Parking at War Memorial Stadium (near the zoo) and catch the UAMS shuttle.
No parking decal is required.

UALR Parking Procedures: Students have the following options:

1. Free Open Parking- Go to Public Safety with your UALR student identification badge to register your automobile and obtain an open parking decal.
2. Reserved Parking- Go to Public Safety with your UALR student identification badge; charges vary.

UCA Parking Procedures: Students may obtain their parking permits from the UCA Police Department. A campus map detailing where students may park is distributed with the permit.

APPENDIX A

Program Administrators' Contact Information

**The Arkansas Consortium for the PhD in Communication Sciences and Disorders
Program Administrators**

University of Arkansas for Medical Sciences-Little Rock **Host Institution**

Robert McGehee, Ph.D.
Dean of the Graduate School
(501) 603-1998
REM@uams.edu

Douglas Murphy, Ph.D.
Dean, College of Health Related Professions
(501) 686-5731
DLmurphy@uams.edu

Thomas Guyette, Ph.D.
Chair, Department of Audiology and Speech Language Pathology
(501) 569-8902
GuyetteThomasW@uams.edu

Betholyn Gentry, Ph.D.
Co-Director-Consortium
Office Phone: (501) 569-8913
GentryBetholynF@uams.edu

University of Arkansas at Little Rock

Paula Casey
Interim Dean of the Graduate School
(501) 569-8659
pjcasey@ualr.edu

Ann Bain, Ph.D.
Dean, College of Education and Health Professions
(501) 569-3113
abbain@ualr.edu

Thomas Guyette, Ph.D.
Chair, Department of Audiology and Speech Language Pathology
(501) 569-8902
GuyetteThomasW@uams.edu

Betholyn Gentry, Ph.D.
Co-Director-Consortium
Office Phone: (501) 569-8913
bfgentry@ualr.edu

The University of Central Arkansas-Conway

Stephanie Bellar, Ph.D.
Dean of the Graduate School
(501) 450-3124
SBellar@uca.edu

Dee Lance, Ph.D.
Interim Chair, Department of Communication Science and Disorders
(501) 450-5480
DLance@uca.edu

Dee Lance, Ph.D.
Interim Co-Director-Consortium
(501) 450-5480
DLance@uca.edu

APPENDIX B

Joint Program Handbook Acknowledgement Form

Joint Program Acknowledgement Form

I, (Please Print) _____, a student in the Arkansas Consortium for the PhD in Communication Sciences and Disorders, hereby acknowledge that I have received a copy of the Graduate Student Handbook for Students in Joint UALR/UAMS and UALR/UAMS/UCA Graduate Programs. I understand that I am to abide by the provisions contained within this document as well as the appropriate handbook(s) and catalog(s) of the campuses participating in my program.

Signature

Date

APPENDIX C

Retention/Probation Policy Acknowledgement Form

**The Arkansas Consortium for the PhD in
Communication Sciences and Disorders**

**University of Arkansas for Medical Sciences
University of Arkansas at Little Rock
University of Central Arkansas**

The Ph.D. in Communication Sciences and Disorders is offered through a consortium of the University of Arkansas for Medical Sciences, University of Arkansas at Little Rock, and the University of Central Arkansas. The University of Arkansas for Medical Sciences is the host institution and custodian of the academic records for this program. Enrollment in courses for the program may occur at any or all of the institutions. See the program Co- Directors for specific registration information each semester. The Co-Directors of the consortium program will be responsible for submitting each student's grades for all courses from each of the campuses where the student has been enrolled, to the UAMS Graduate School's Registrar's Office. These grades will be used to compute semester and cumulative grade point averages.

The Retention/Probation policy is as follows:

Students must maintain a minimum cumulative grade point average of 3.00 in order to remain in the program. A student whose cumulative grade point average falls below a 3.00 will be put on academic probation and will have one semester (10 semester credit hours) to increase his/her cumulative grade point average to the minimum of 3.00. If the student's grade point average is so low that it is not mathematically possible to increase his/her cumulative grade point average to the minimum of 3.00 on the next 10 hours applicable to the program, he/she will be dismissed from the program. Additionally, a grade of "D" in any course is not considered acceptable, regardless of the student's cumulative grade point average. Any course for which a student receives a grade of "D" or below will need to be retaken. The grade of "D" or "F" however, will remain on the student's transcript and will be factored into the overall grade point average even with successful completion of the course at a later date.

I, _____, have read and understand the Retention-Probation policy for the Arkansas consortium for the PhD in Communication Sciences and Disorders.

Student Signature

Date

Consortium Co-Director

Date

APPENDIX D

Leave of Absence Policy Acknowledgement Form

**The Arkansas Consortium for the PhD in
Communication Sciences and Disorders
Leave of Absence Policy**

A student may request a leave of absence in writing to the director of the program. Leaves will be considered after a written request and an interview with the director of the program and the chair of that student's curriculum advisory committee. Additionally, all leaves must be approved by the Graduate Dean at UAMS. If the leave is approved, it will be for one semester only. If a student would like to apply to extend their leave, it will require an additional written request and interview before being considered, and must be approved by the Graduate Dean as well.

Once on leave, it is the student's responsibility to contact the director of the program prior to the early registration period for the following semester. Failure to do so may result in dismissal from the program.

I, _____ acknowledge that I have received a copy of the Arkansas Consortium for the PhD in Communication Sciences and Disorders Leave of Absence Policy. Should I apply for a Leave, I understand the procedures of the policy.

Student Signature

Date

Co-Director Signature

Date

APPENDIX E

Essential Functions Acknowledgement Form

Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders (CSDPHD)
Essential Functions of Doctoral Students for Program Admission and Continuance

In order to acquire a Ph.D. degree in Communication Sciences and Disorders students must have certain essential skills to be successful. The following skills have been identified as essential functions for student success: Communication Skills (oral & written), Professional/Ethics/Social Skills (respectful, honest behavior), Observation Skills (visual, hearing, sensory), Technical Skills (motor abilities to execute instruments and equipment), and Intellectual Skills (conceptual, emotional, cognitive). These skills are mandatory for admission to, retention in, and completion of the CSDPHD. Therefore, all applicants are expected to minimally meet these requirements with reasonable accommodations in order to participate and continue in the CSDPHD doctoral program. Reasonable accommodations are available for students registered with the Disability Resource Center at UALR and Disability Support Services at UCA. *Deficiencies in demonstrating these essential functions when reasonable accommodations have been made may be grounds for course failure and possible dismissal from the program.* Your signature indicates that you have read, understand, and possess these skills.

I certify that I have read and understand the *Essential Functions of Doctoral Students for Program Admission and Continuance* document and the program dismissal policy. I believe to the best of my knowledge that I can meet each of these standards. I understand that if I am unable to meet these standards, I may be dismissed from the program.

_____ Date _____
Signature of Applicant

Printed Name of Applicant

Statement for Students Requesting Accommodations

I certify that I have read and understand the *Essential Functions of Doctoral Students for Program Admission and Continuance* document and I believe to the best of my knowledge that I can meet each of these standards with reasonable accommodations. I will contact the UALR Disability Resource Center or the UCA Disability Support Services within 10 days of the onset of classes to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I may be dismissed from the program.

_____ Date _____
Signature of Applicant

Printed Name of Applicant

APPENDIX F

Program Course Bulletin Descriptions

Program Course Bulletin Descriptions

ASP 6003 Advanced Research Methods Theory, principals and practices of research design in communication science and disorders. Emphases on methodology of collecting, analyzing and resenting qualitative and quantitative data. Topics will include: research questions, literature review, research design, data organization and manipulation, scientific writing, and the publication and presentation process. No pre-requisites (UALR-AUSP 8304; UCA-SPTH 7300)

ASP 6013 Doctoral Seminar in Hearing The exploration of research and practice related to hearing science and hearing disorders. Course reflects recent developments in the literature and interests of participants. Topics may include: the anatomical basis of hearing science, acoustics and instrumentation, psychoacoustics, physiological acoustics, evaluation of hearing, hearing conservation, amplification, and aural habilitation and rehabilitation. (UALR-AUSP 8301; UCA-SPTH 7310)

ASP 6023 Doctoral Seminar in Speech The exploration and evaluation of research, practice, and technology related to speech development and disorders. Course reflects recent developments in the literature and interests of participants. Topics may include: motor speech disorders, speech science, physiological and neurophysiological bases of speech production, voice, dysphagia, fluency, articulation, craniofacial anomalies, gerontology, AAC, multicultural issues. (UALR-AUSP 8302; UCA-SPTH 7330)

ASP 6033 Doctoral Seminar in Language The exploration and evaluation of current research, practice, and technology related to language development and disorders. Course reflects recent developments in the literature and specific interest of participants. Topics may include: developmental disorders, neurophysiological bases of language and communication, neurogenic cognitive-linguistic disorders, phonology, AAC, multicultural issues, gerontology. (UALR-AUSP 8303; UCA-SPTH 7320)

ASP 604V Research Project This course covers skills necessary to complete a research project consisting of a research question, review of the literature, methodology, data collection, data analysis and written report. (UALR-AUSP 8131-8631; UCA-SPTH 7103-7603)

ASP 6052 Grant Writing Pedagogy This course covers strategies for identifying funding agencies appropriate for research and special programs. Techniques for writing grant proposals for both private and public funding will be emphasized. (UALR-AUSP 8205; UCA-SPTH 7210)

ASP 6062 Supervision Pedagogy Exploration of the art and science of clinical teaching, supervision of clinical services, management of clinical programs, and instruction in communication disorders. Specific emphases will target clinical problem solving, maximizing student and client feedback, supervisory conferencing, evaluating student and client performance, clinical scheduling/record keeping, and clinical and program efficacy. (UALR-AUSP 8206; UCA-SPTH 7220)

ASP 6072 Teaching Pedagogy Principles and practices of course development and teaching skills in communication sciences and disorders. Emphases on understanding and integrating course content, targeted levels of learning, specific objectives, instructional strategies, and assessment. Additional topics include: motivating students, attributes of good teaching, professional development in teaching, distance education, and team/interdisciplinary teaching. (UALR-AUSP 8207; UCA-SPTH 7320)

ASP 6083 Multicultural Issues This course will engage students in discussions of multicultural and linguistic variables that must be recognized and applied in teaching, research, and clinical supervision in the field of speech-language pathology and audiology. (UALR-AUSP 8343; UCA-SPTH 7321)

ASP 6091 Grant Writing Internship This course involves the development, completion, and submission of a grant proposal to a private or public funding agency. Pre-requisite: ASP 6052. (UALR-AUSP 8109; UCA-SPTH 7110)

ASP 610V Teaching Internship This course provides doctoral students with supervised experience in academic instruction. (UALR-AUSP 8123-8223; UCA-SPTH 7101-7601)

ASP 611V Supervision Internship This course provides doctoral students with supervised experience in clinical supervision/instruction. Pre-requisite: ASP 6062 (UALR-AUSP 8111-8211; UCA-SPTH 7102-7602)

ASP 700V Dissertation Pre-requisites: Doctoral candidacy and consent of Instructor. (UALRAUSP 9199-9999; UCA-SPTH 8150-8950)

APPENDIX G

Statistics Course Sequences and Bulletin Descriptions

Statistics Course Sequences and Bulletin Descriptions On the UCA-UAMS-UALR campuses

UCA – Psychology Department PhD Program

- **PSYC 6330** – Advanced Statistics
*Prerequisite – one approved undergraduate or graduate statistics course
- **PSYC 7315** – General Linear Models to Experimental Designs
*Prerequisite – PSYC 6330
- **PSYC 7320** – Regression and Multivariate Analyses
*Prerequisite – PSYC 6330

Prerequisite UCA Undergraduate courses are: MATH 2311 or PSYC 2330
Courses taken at another institution require Psychology Chair approval.

UAMS – Biostatistics

- **BIOM I 5013** – Biometrical Methods I
Prerequisite – none (FALL)
- **BIOM II 5023** – Biometrical Methods II
Prerequisite – BIOM I (SPRING)
- **BIOM III 5033** – Biometrical Methods III
Prerequisite – BIOM II (FALL)

UALR – Educational Foundations Statistics

- **EDFN 7304 Basic Statistics (on-line only) ***
Prerequisite – None
- **EDFN 8305 Intermediate Statistics (Web-enhanced & some on-line sections planned) ****
Prerequisite – EDFN 7304
- **EDFN 8308 Advanced Statistics (In the classroom & web-enhanced) *****
Prerequisite – EDFN 8305

*(offered Spring, Summer and Fall, but recommended that students start in the **Fall**)

** (offered Spring)

*** (offered Summer)

Statistics Course per Campus per Institution

TERM	UCA	UAMS	UALR
Summer 2012	7315 (10 weeks)	No stats	8308 7304 (on-line)
Fall 2012	7320	5013 (I) 5033(III)	7304 (on-line)
Spring 2013	6330	5023 (II)	8305 7304 (on-line)
Summer 2013	7315 (10 weeks)	-	8308 7304 (on-line)
Fall 2013	7320	5013 (I) 5033 (III)	7304 (on-line)
Spring 2014	6330	5013 (I)	8305 7304 (on-line)
Summer 2014	7315 (10 weeks)	-	8308 7304 (on-line)
Fall 2014	7320	5013 (I) 5033 (II)	7304 (on-Line)

Bulletin Descriptions for Statistics Courses by Institution

University of Central Arkansas

PSYC 6330 Advanced Psychological Statistics: Provides an overview of statistics, focusing on how to conduct and interpret various statistical tests. Descriptive and inferential statistics are covered. Prerequisite: PSYC 2330. Spring.

PSYC 7315 Application of General Linear Models to Experimental Design: Covers the analysis of factorial, noise-reducing, and multivariate experimental designs through use of linear models. Prerequisites: PSYC 6330 or equivalent and PSYC 6331.

PSYC 7320 Regression and Multivariate Analysis: Covers multiple regression and related multivariate analyses commonly used in the behavioral sciences. Prerequisites: PSYC 6330, PSYC 6331.

University of Arkansas for Medical Sciences

BIOM 5013 Biostatistics I: Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample-size estimation, power of tests, frequency cross-tabulations, correlation, nonparametric test, regression, randomization, multiple comparisons of means and analysis of variance for one and two-factor experiments.

BIOM 5023 Biostatistics II: Non-parametric analyses of variance. Multiple regression and linear models for analysis of variance. Experimental designs (randomization, data handling, analysis) with factorial treatment arrangements, repeated measures and multiple covariates. Introduction to logistic regression and survival analysis.

BIOM 5033 Biostatistics III: Survival analysis with covariates and grouping factors. Introduction to non-linear regression and pharmacokinetic models. Multivariate regression and multivariate analysis of variance. Principle component and factor analysis. Introduction to clustering and classification methods. Introduction to time series. Prerequisite: BIOM 5023.

University of Arkansas at Little Rock

EDFN 7304 Basic Statistics: Introduction to descriptive and inferential statistics used in education and data-driven decision making. Topics include commonly used descriptive statistics, exploratory data analysis, standardized scores, inferential reasoning, hypothesis testing, and parametric and nonparametric procedures and their assumptions including t-tests, one-way analysis of variance, correlation coefficients, bivariate regression, and chi-square. Emphasis is on understanding the logical bases of statistical tests of significance, selecting appropriate data analysis techniques, and using statistical software and interpreting its output.

EDFN 8305 Intermediate Statistics: A second course in statistics that covers the more complex analyses used in education and data-driven decision making. Topics include simple and multiple linear regression, on- and two-factor fixed factor analysis of variance, random and mixed model analysis of variance, randomized block, hierarchical analysis of variance, and analysis of covariance. Emphasis is on further understanding the logical bases of statistical tests of significance, selecting appropriate data analysis techniques, and using statistical software and interpreting its output.

EDFN 8308 Advanced Statistics: An advanced course in statistics that covers complex analyses used in education and data-driven decision making. Topics include multivariate analysis of variance, loglinear analysis, discriminate function, canonical correlations, and an introduction to structural equation modeling and confirmatory factor analysis. emphasis is placed on providing solid skill in the use of the major statistical software packages for the purposes of program evaluation or other advanced analysis requirements.

APPENDIX H

Cross Listing of Program Course Numbers per Institution

The Arkansas Consortium for the PhD in Communication Sciences and Disorders

Cross Listing of Course Numbers per Institution

Ph.D. Courses-Revised May, 2009

<u>Course Title</u>	<u>UCA</u>	<u>UALR</u>	<u>UAMS</u>
Advanced Research Methods	7300	8304	6003
Grant Writing Pedagogy	7210	8205	6052
Grant Writing Internship	7110	8109	6091
Supervision Pedagogy	7220	8206	6062
Teaching Pedagogy	7230	8207	6072
Dissertation	8150-8950	9199-9999	700V
Doctoral Seminar in Hearing	7310	8301	6013
Doctoral Seminar in Speech	7330	8302	6023
Doctoral Seminar in Language	7320	8303	6033
Multicultural Issues	7321	8343	6083
Research Project	7103 - 7603	8131-8631	604V
Supervision Internship	7102 - 7602	8111-8211	611V
Teaching Internship	7101 - 7601	8123-8223	610V

Note: The “Special Topics” courses were changed to “Doctoral Seminar” courses at UAMS as of June 2009. Now UAMS, UALR and UCA all use the same term “Doctoral Seminar”.

Note: “V” designates “variable credit” on the UAMS Campus

APPENDIX I

Academic Planning Form

Academic Planning Form

Name:

Date:

Required Classes	Hrs Req	Hrs	Course	Instructor	Semester
Statistics	9	3			
		3			
		3			
Research Method	3	3	Advanced Research Methods		
Research Project (Pre-Dissertation)	6		Research Project		
			Research Project		
			Research Project		
Doctoral Seminar (major area)- Speech, Hearing, or Language	12	3			
		3			
		3			
		3			
Doctoral Seminar (minor area)	6	3			
		3			
Collateral- Outside Department	6				
Dissertation	18		Dissertation		
			Dissertation		
			Dissertation		

Minimum semester credit hours per area.

APPENDIX J

Program Advisory Committee Membership Signature Form

**Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders
Program Advisory Committee Form**

Student:

Mentor:

Areas of Study:

The following intercampus faculty will serve as the program advisory committee for the Ph.D. student listed above:

Program Advisory Committee Members:

_____ Signature	(Mentor)	_____ Date
--------------------	----------	---------------

_____ Signature	(Student)	_____ Date
--------------------	-----------	---------------

_____ Signature		_____ Date
--------------------	--	---------------

_____ Signature		_____ Date
--------------------	--	---------------

_____ Signature		_____ Date
--------------------	--	---------------

_____ Signature		_____ Date
--------------------	--	---------------

_____ Signature		_____ Date
--------------------	--	---------------

Note: Completed form should be filed in student's advising folder.

APPENDIX K

Schedule per Semester Form

Schedule per Semester Form

Name:

Date: _____

Semester:				
Sch.	Course #/Institution	Course Title	Faculty	Comments

Semester:				
Sch.	Course #/Institution	Course Title	Faculty	Comments

APPENDIX L

Annual Performance Evaluation Form

**ARKANSAS CONSORTIUM FOR THE PHD IN COMMUNICATION SCIENCES AND
DISORDERS (CSDPHD)**

Annual Performance Evaluation of Ph.D. Students

Student: _____ Year in Program: _____ Date: _____
Mentor: _____
Advisory Committee: _____

Please rate the doctoral student's performance of the essential functions/skills listed below using the following rating scale: : **1=Consistently does not meet expectations; 2= Occasionally does not meet expectations; 3=Meets expectations; 4=Occasionally exceeds expectations; 5=Consistently exceeds expectations.**

ESSENTIAL FUNCTIONS	RATINGS	COMMENTS
Communication Skills (oral & written)		
Professional Skills (respectful, honest behavior)		
Observation Skills (visual, hearing, sensory)		
Technical Skills (motor abilities to execute instruments & equipment)		
Intellectual Skills (conceptual, emotional, cognitive)		
Total Overall Rating		
Total Overall Self-rating		

PROFESSIONAL DEVELOPMENT PLAN (List all skills that received a rating of 1 or 2):

Essential Function: _____

Explain how student did not meet expectation:

Suggestion(s) for improvement of performance:

Timeline for improvement:

Essential Function: _____

Explain how student did not meet expectation:

Suggestion(s) for improvement of performance:

Timeline for improvement:

MENTOR COMMENTS:

STUDENT COMMENTS:

Student Signature: _____ Date _____

Mentor Signature: _____ Date _____

(Note: Please attach student's self-evaluation form.)

Annual Performance Evaluation of Ph.D. Student Progress Checklist

Name: _____ **Date:** _____ **GPA:** _____

(Check the appropriate column for each significant milestone listed.)

Milestone	Completion Date	In Progress	Not Started	Comments
Admitted to Ph.D. program				
Assigned program mentor				
Completed on site writing sample				
Received CSDPHD Student Handbook and signed acknowledgement form				
Read Joint Program Handbook and signed acknowledgement form (CSD)				
Read CSDPHD Student Handbook and signed acknowledgement form (CSD)				
Read Essential Functions Document and Signed acknowledgement form (CSD)				
Formed Program Advisory Committee				
Filed Ph.D. Advisory Committee Form (CSD)				
Completed and filed Program of Study plan (CSD)				
Approval of Pre-Dissertation Form completed (CSD)				
Completed pre-dissertation project				
Presented pre-dissertation project				

Milestone	Completion Date	In Progress	Not Started	Comments
Filed Report of Doctor of Philosophy Candidacy Examination form (UAMS)				
Formed Dissertation committee				
Filed Doctoral Advisory Committee Form (UAMS)				
Presented pre-prospectus Idea to full faculty				
Presented Prospectus to dissertation committee				
Filed Approval of Prospectus form (CSD)				
Obtained IRB Approval (if required)				
Began Dissertation data collection				
Defended dissertation				
Filed Successful Completion & Defense of Dissertation form (CSD)				
Completed Statistics course sequence (9 hours)				
Completed Research Methods course (3 hours)				
Completed Doctoral seminars (12 hours min)				
Completed Seminars in minor (6 hours min)				
Completed outside collateral (6 hour min)				
Completed Dissertation hours (18 hours min)				

Milestone	Completion Date	In Progress	Not Started	Comments
Submitted dissertation to UAMS, UCA & UALR libraries				
Cleared the campus(es) (returned keys, etc.)				
Completed Child Abuse Training Module				
Yearly TB Skin Test				
Yearly Flu Shot				
Yearly HIPPA Training				
Other:				

Approved by Consortium Faculty 9.20.13

APPENDIX M

Annual Ph.D. Student Self-Evaluation Form

**ARKANSAS CONSORTIUM FOR THE PHD IN COMMUNICATION SCIENCES AND
DISORDERS (CSDPHD)
Annual Ph.D. Student Self-Evaluation of Performance**

Student: _____	Year in Program: _____	Date: _____
Mentor: _____	PT/FT: _____	Total Credits: _____

Please rate your performance of the essential functions/skills listed below prior to your annual review using the following rating scale: **1=Consistently does not meet expectations; 2= Occasionally does not meet expectations; 3=Meets expectations; 4=Occasionally exceeds expectations; 5=Consistently exceeds expectations.**

ESSENTIAL FUNCTIONS	RATINGS	COMMENTS
Communication Skills (oral & written)		
Professional Skills (respectful, honest behavior)		
Observation Skills (visual, hearing, sensory)		
Technical Skills (motor abilities to execute instruments & equipment)		
Intellectual Skills (conceptual, emotional, cognitive)		

Accomplishments this year:
Areas for improvement:

Student Signature: _____

Approved by Consortium Faculty 9/20/13

APPENDIX N

Approval of Pre-Dissertation Completion Form

Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders

Approval of Pre-Dissertation Completion Form

Doctoral Student: _____

Pre-Dissertation Topic: _____

The doctoral student listed above has successfully completed a presentation of the proposal for their pre-dissertation research to the Program Committee on the topic listed above and has been approved to start data collection.

Approval Date: _____

Program Committee: _____

(Chair)

(Date)

(Member)

(Date)

(Member)

(Date)

(Member)

(Date)

(Member)

(Date)

(Member)

(Date)

Doctoral Student Signature: _____

(Date)

APPENDIX O

Sample Candidacy Examination Schedule

SAMPLE Candidacy Examination Schedule

The following sample Candidacy examination plan is an example of one possible scenario developed by the student's Candidacy examination committee for the written Candidacy examination process.

Candidacy Examination Plan for Ms. Jane Doe

Ms. Jane Does' Candidacy examination is scheduled for the week of November 2nd (Year). She will write for 3 hours in the morning and 3 hours in the afternoon for 4 days (total of 24 hours). She will write on Monday, Tuesday, Thursday and Friday of that week. Below is a schedule for Ms. Does' examination, identifying who she will be writing for on which day.

Date	AM (9 – 12)	PM (2 – 5)
November 2 (Monday)	Dr. A	Dr. B
November 3 (Tuesday)	Dr. C	Dr. C
November 4 (Wednesday)	-----	-----
November 5 (Thursday)	Dr. D	Dr. D
November 6 (Friday)	Dr. D	Dr. D

Ms. Doe will write 3 hours for Dr. A on research design and methods, 3 hours for Dr. B on craniofacial prosthodontics and surgery, 6 hours for Dr. C (3 hours on laryngeal anatomy and physiology and 3 hours on voice disorders) and 12 hours for Dr. D on aspects of craniofacial speech disorders.

Guidance in preparing for the examination will be given by the above professors but no specific question will be given in advance. Ms. Doe will not be able to bring any materials into the examination room. She must pass all 8 units of the written examination before taking the oral examination. The oral examination will be held within 2 weeks of passing the written exam unless there are extenuating circumstances.

APPENDIX P

Results of Candidacy Examination Form

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

GRADUATE SCHOOL

Report of Doctor of Philosophy Candidacy Examination

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations in specified fields of study in accordance with the requirements of the department in which the student is working. These examinations may be either written or written and oral. Upon satisfactory completion of these examinations the student may be admitted to candidacy and may proceed to work toward completion of the remaining requirements.

Department _____ Date _____

This is to certify that _____ has taken the

Doctor of Philosophy Candidacy Examination and has been given a rating of:

pass _____ fail _____

Signatures of Committee Members

Please submit the results of the examination to the Graduate School Office immediately following examination.

APPENDIX Q

Dissertation Committee Approval Forms

Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders

Approval of Prospectus Form

Doctoral Candidate: _____

Prospectus Topic: _____

The doctoral candidate listed above has successfully completed a presentation of the prospectus for their dissertation to the Dissertation Committee on the topic listed above and has been approved to start data collection.

Prospectus Approval Date: _____

Dissertation Committee: _____

(Chair) (Date)

(Member) (Date)

(Member) (Date)

(Member) (Date)

(Member) (Date)

(Member) (Date)

Doctoral Candidate Signature: _____

(Date)

Note: This form should be signed by the Dissertation Committee and the student and filed in the student's advising folder. This form serves as a documentation of the initial prospectus topic but does not prohibit changes approved by the Dissertation Committee.

Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders

Successful Completion & Defense of Dissertation

Student name:

Title of Dissertation:

Date of Defense: _____

Committee Members:

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

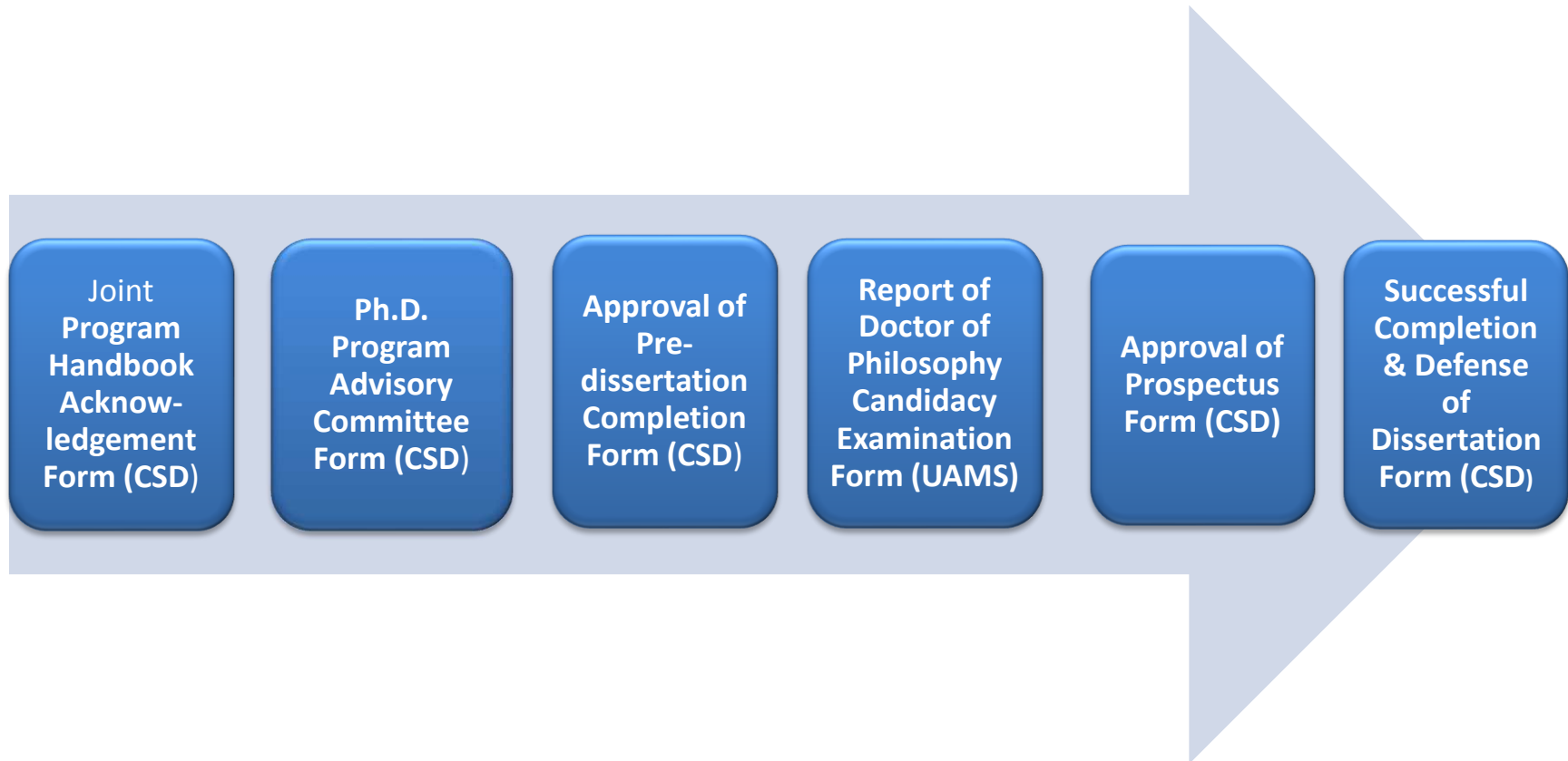
Date

Note: Completed form should be filed in student's advising folder.

APPENDIX R

Forms Flow Chart

Forms Flow Chart



Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders