

**University of Central Florida**  
**Department of Communication Sciences and Disorders**  
**Ph.D. in Education**  
**Communication Sciences and Disorders Track**  
**Language and Literacy**

**Companion to the Ph.D. in Education Handbook**

Dr. Barbara J. Ehren, CCC-SLP, ASHA Fellow  
Board Recognized Specialist in Child Language  
Professor, Chair and  
Director of the Doctoral Program

HPA2-101U  
Phone: (407) 823-4793  
Fax: (407) 823-4816  
Email: [barbara.ehren@ucf.edu](mailto:barbara.ehren@ucf.edu)

**NB: Please see the Ph.D. in Education Handbook for general policies and procedures affecting this track.**

## **Program Description**

The University of Central Florida (UCF) Department of Communication Sciences and Disorders (DCSD) in the College of Health and Public Affairs offers a doctoral program in collaboration with the College of Education, known as the Ph.D. in Education-Communication Sciences and Disorders Track. The focus of this program is on language and literacy in children and adolescents.

The major purpose of this program is to prepare doctoral level scholar/leaders to serve as (1) faculty in colleges or universities who will prepare the next generation of school-based SLPs or other educators with expertise in language and literacy; (2) researchers who will play a vital role in advancing the knowledge base in the language basis of literacy (3) professional developers/consultants for national, state or local educational agencies to facilitate implementation of evidence-based practice in language and literacy; (4) change agents who will affect policy and procedures in language and literacy initiatives.

Although the program is primarily intended for professionals in the field of speech-language pathology, students from related disciplines who are interested in children and adolescents struggling with literacy acquisition and who wish to explore the language correlates of literacy difficulties may be admitted. Students without a master's degree in speech-language pathology take a minimum of 6 hours of prerequisite courses.

## **Program Competencies**

The curriculum is designed to develop doctoral student expertise in the professional domains targeted in the *Doctoral Program Competencies Inventory*, organized into the following competency areas: core, research, language and literacy, leadership/system change, college teaching, professional development and clinical education (for those with the Certificate of Clinical Competence in Speech-Language Pathology). The major competencies are listed below. For a complete list of these competencies see *Doctoral Program Competencies Inventory* (Appendix A.)

### **I. CORE COMPETENCIES**

1. Communicate effectively.
2. Employ a multicultural approach.
3. Use technology effectively.
4. Maintain personal wellness.

### **II. RESEARCH COMPETENCIES**

1. Analyze and critique published literature.
2. Design and use an observational measurement system in research.
3. Demonstrate knowledge of psychometric reliability and validity.

4. Identify a research question or hypothesis and design a research study to address this problem.
5. Conduct and describe appropriate analyses of research data.
6. Implement research in a community setting or natural environment.
7. Prepare a manuscript on a research project designed and implemented by the participant.
8. Present a research report at a state or national conference.

### III. LANGUAGE AND LITERACY COMPETENCIES

1. Integrate theoretical constructs involved in language processes to ground approaches to assessment and intervention.
2. Evaluate language and literacy literature for technical soundness and formulate new research questions that can lead to promising findings.
3. Design and evaluate procedures for performance assessment of language and literacy.
4. Select, implement and evaluate evidence-based practices for students at risk for or identified with language and literacy disabilities including those from diverse cultural and linguistic backgrounds.
5. Generate strategies to enhance collaboration in inclusive educational settings.
6. Demonstrate understanding of design and implementation of school-wide literacy approaches, including Response to Intervention (RTI).

### IV. LEADERSHIP/SYSTEM CHANGE COMPETENCIES

1. Differentiate practices and policies in the schools that contribute to positive outcomes for students with disabilities and those that do not.
2. Employ research-based change facilitation practices.
3. Demonstrate leadership.

### V. COLLEGE TEACHING COMPETENCIES

1. Design a course syllabus.
2. Plan and conduct diversity sensitive learning activities for courses.
3. Design methods of evaluating student performance for each content unit.

### VI. PROFESSIONAL DEVELOPMENT COMPETENCIES

1. Demonstrate knowledge of adult learning theory.
2. Demonstrate a knowledge of high quality professional development (HQPD).
3. Design and conduct HQPD.

### VII. CLINICAL EDUCATION COMPETENCIES (for doctoral students with the Certificate of Clinical Competence in Speech-Language Pathology)

1. Establish and maintain effective, goal-directed collaborative relationships within a program model.
2. Supervise students within a community education program.

## Areas of Expertise

Many subspecialties are possible within language and literacy. Some doctoral students will be interested in infants, toddlers or preschool age children, some in primary or intermediate school age children and others in adolescents. Specific disorders may also be of interest; for example, students with language learning disabilities, hearing impairments, autism spectrum disorders, intellectual disabilities, severe multiple disabilities. Further certain aspects in the field may be of special interest; for example: specific areas of language (phonology, morphology, syntax, semantics, pragmatics) and literacy (word recognition, reading comprehension, written expression), evidence based practice, specific assessment and intervention approaches, systemic reform issues, to name a few.

Students will identify seven areas in which they choose to develop expertise, areas in which they want to be known as experts and in which their scholarly work will be focused. See Appendix B for examples.

## Program Components

The department recognizes that the induction of scholars into our field requires more than learning in individual courses. It requires the cultivation of scholarship within a robust research culture. Therefore, this doctoral program consists of the following major components:

1. 81 hours of coursework beyond the master's degree, including the writing of a dissertation and internships in various scholarly roles, including college teaching and professional development.
2. Leadership in Language and Literacy -a required bi-monthly non credit seminar in semesters preceding candidacy
3. Individual mentoring scheduled on a bi-monthly basis.
4. Production of scholarly works
5. Comprehensive examinations requiring an 8 clock-hour written examination and 3-hour oral examination.

### 1. Coursework

Core Courses – 24 Hours	
*EDF 7475 Qualitative Research in Education	3
*EDF 7403 Quantitative Foundations of Educational Research	3
*EDF 7463 Analysis of Survey, Record and Other Qualitative Data	3
IDS 7501 Issues and Research in Education	3
IDS 7500 Seminar in Educational Research	6
IDS 7502 Case Studies in Research Design	3
SPA 7492 Evidence-Based Practice in Speech Language-Pathology	3
* Prerequisite: EDF 6401 Statistics	3

<b>Speech-Language Pathology Courses – 15 Hours</b>		
SPA 6843	Severe Language-Based Reading and Writing Disabilities	3
SPA 7490	Advanced Studies in Language Disorders	3
SPA 7493	Advanced Studies in School Speech-Language Pathology	3
SPA 7494	Doctoral Seminar I: Spoken and Written Language Disorders (Preschool/Primary)	3
SPA 7495	Doctoral Seminar II: Spoken and Written Language Disorders (Intermediate/Secondary)	3

<b>Interdisciplinary Courses – 12 Hours</b>		
IDS 7657	Professional Collaboration around Language Issues	3
	One course from Reading; e.g.	3
RED 6116	Trends in Reading	
RED 7697	Literacy for the 21st Century	
	One course from Exceptional Education; e.g.	3
EEX 7936	Current Trends in Special Education;	
EEX 7320	Program Evaluation and Planning in Special Education	
	One course from Teaching English to Speakers of Other Languages; e.g.	3
TSL 6379	Second Language Literacy	
TSL 6440	Problems in Evaluation in ESOL	
TSL 6643	Diachronic Analysis of SLA Processes	

<b>Internship – 6 Hours</b>		
SPA 7945	Internship in Clinical Supervision	2
SPA 7947	Internship in College Instruction	2
SPA 7948	Internship in Professional Development	2

<b>Dissertation – 24 Hours</b>		
--------------------------------	--	--

**TOTAL 81**

## ***2. Leadership in Language and Literacy Seminar.***

All students participate in a bi-monthly, non-credit Leadership in Language and Literacy Seminar during semesters prior to candidacy. Seminar participants include students, select UCF faculty, and community partners. The purpose of the seminar changes as a cohort advances through the program. In the beginning, seminars serve to orient students to the program, introduce them to faculty and their lines of research and provide a forum for discussing program development and policy issues in language and literacy. Seminars may also serve students as peer and faculty review opportunities for publications and presentations.

### ***3. Individual Mentoring***

Conscientious, caring and consistent mentoring is a linchpin in this program. Program advisors meet with each student individually bi-monthly on weeks that alternate with the doctoral seminar. Performance in courses, progress toward the doctoral program competencies, specific assistance in the production of scholarly works and discussion of personal issues that may affect success (e.g. balancing coursework and family responsibilities) are among the issues addressed.

### ***4. Production of Scholarly Works***

It is expected that the students exit this program with a body of scholarly work related to language and literacy that includes at a minimum submission of:

- One article to a peer-reviewed journal
- Two presentations to national or international conferences
- At least two proposals to the UCF Graduate Research Forum
- A completed research study in addition to the dissertation

### ***5. Comprehensive Examinations***

Students are required to engage in an 8 clock-hour written examination and 3-hour oral examination as described below. Examinations are constructed around the seven declared areas of expertise described above.

## **Comprehensive Examinations**

### **Committee**

#### ***Composition***

- The DSCD Comprehensive Examination Committee typically consists of the Program Director and two other DCSD members of the Dissertation Committee. However, when there are only two DSCD members of the Dissertation Committee which includes the Program Director, a Dissertation Committee member outside of the department will be asked to serve.
- The Program Director will chair the committee.

#### ***Responsibilities***

- The Program Director will be responsible for formulating the questions with input from the other members of the committee.
- Each DSCD Comprehensive Examination Committee member will rate the responses in the designated time frame according to the procedures listed below under “Grading.”
- Each committee member will attend the oral exam.
- The Program Director will file the required paperwork with the Graduate Dead of the College of Education.

### **Format**

***Total:*** 11 hrs.

### ***Written***

- Part 1 – 4 hours on one day
- Given two questions written around the 7 identified areas of focus, answer one of the two.
- Part 2 – 4 hours on another day during the same week
- Given two questions written around the 7 identified areas of focus, answer one of the two.

### ***Oral***

Part 3 – 3 hours (+ time for committee deliberation)

- First hour – general questions
  - Give background sketch and future plans
  - Identify the first question up front
  - Draw questions from gaps in written responses or from untapped focal areas of expertise.
- Last hour – research proposal

## **Written Exam Test Taking Procedures**

- Students will make individual appointments to take the written exam during the designated week from 9-1 on the given days.
- The exam will be taken on campus.
- Students can use whatever paper or electronic resources they wish. The only resource not permitted is another person.
- They may use their own laptop computers or the computers in the doctoral office.
- They will submit responses to Turnitin.com

## **Written Exam Grading**

- Responses will be read individually (without discussion) by each committee member within a week of submission. Student numbers, not names will be used for each question.
- Each question will be graded using the DCSD Comprehensive Examination Rubric-Written (Appendix C). Each question must receive a “Pass” rating from all committee members for the written exam to be completed satisfactorily. (Note: Responses do not have to be perfect to pass. There may be follow-up questions which committee members may want to ask the student during the oral exam to clarify responses.)
- Committee members will submit rubrics and any notations on the response copy to the Program Director who will notify the committee, then the student of the result.
- Students will receive a pass/fail notification and no other written information.
- If students pass the written portion, the oral exam is scheduled. (A tentative date should be set in advance. It is the responsibility of the student to arrange the day and time with committee members and to secure a location for the oral exam.)
- If the student does not pass the written comprehensive examination then s/he must retake it during the following semester. Only one retake is permitted.

## **Oral Exam Grading**

- The oral part of the exam will be evaluated on DCSD Comprehensive Examination Rubric-Oral (Appendix C). A rating of “pass” by all committee members must be received for successful completion on this portion.
- If the student does not pass the oral portion of the comprehensive examination then s/he must retake it during the following semester. Only one retake is permitted.
- Immediately after completing the oral exam, the student will be asked to leave the room. The committee will discuss the student’s performance. The student will then be called in to learn the result.

## **Student Responsibilities**

- Make appointments for written comps.
- Come prepared on the appointed dates.
- Set tentative date with the DCSD Comprehensive Examination Committee for the oral exam. Find location with assistance from Valamere Mikler - Front Office; allocate 4 hours.
- File Dissertation Committee form with Program Director.

## **APPENDIX A**

# Communication Sciences And Disorders Doctoral Program Competencies Inventory

Student \_\_\_\_\_

Year \_\_\_\_\_

## I. CORE COMPETENCIES

1. COMMUNICATION	Target Date	Date Achieved	Activities/Products Comments
a. Present ideas in oral and written form that are coherent, concise, and well organized to a wide variety of audiences.			
b. Adhere to ethical practices for confidential communication to others about individuals with exceptional learning needs.			
c. Use copyrighted educational materials in an ethical manner.			
d. Prepare multimedia communication packages for a variety of purposes.			
e. Develop scholarly works in a professional oral or written communication style.			
f. Use APA style for professional writing.			
2. MULTICULTURALISM	Target Date	Date Achieved	Activities/Products Comments
a. Demonstrate understanding of multicultural and diversity issues in the following areas: culture, race/ethnicity, social class, language, geographical location, gender, sexual orientation, religion, and differing abilities.			
b. Demonstrate respect, sensitivity, and intercultural competence when working with diverse groups.			
c. Apply knowledge of cultural and linguistic diversity in research and development work related to language and literacy.			
3. TECHNOLOGY	Target Date	Date Achieved	Activities/Products Comments
a. Use a variety of computer skills, including word-processing, multimedia presentation, and graphic design.			
b. Employ technology for communication; e.g. email, online groups, teleconferencing, distance learning.			

c. Use the WWW to search and retrieve information from a variety of databases.			
d. Analyze data using statistical packages.			
<b>4. WELLNESS</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Identify personal strengths and needed growth areas with respect to doctoral study.			
b. Engage in a process of continual learning and renewal.			
c. Sustain at high levels efforts to reach goals and master competencies.			
d. Strike a balance between doctoral study and other areas of responsibility.			

## II. RESEARCH COMPETENCIES

<b>1. Analyze and critique published literature.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Analyze and critique published literature found in peer-reviewed journals and elsewhere.			
b. Critique research in RTI-related areas.			
c. Review literature in sufficient detail to justify and design a study.			
d. Evaluate a research report, using an accepted format.			
e. Provide corrective feedback to another regarding his/her review of a manuscript.			
<b>2. Design and use an observational measurement system in research.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Select evidence-based observational measurement systems for recording at least three different behaviors and obtain at least 85% inter-rater agreement.			
b. Design a training manual for observational recording.			

c. Train a person without specific prior experience to use the protocol designed in 2b, with at least 85% inter-observer agreement.			
<b>3. Demonstrate knowledge of psychometric reliability and validity.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
b. Differentiate types of reliability and compute internal consistency, split-half reliability, and alternate form reliability.			
d. Design a measure to assess a behavioral, social, or attitudinal construct (e.g., a parent- or teacher-report form), demonstrating adequate reliability.			
e. Differentiate types of validity and measure concurrent and predictive validity.			
d. Explain the relationship between reliability and validity.			
<b>4. Identify a research question or hypothesis and design a research study to address this problem.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Differentiate purposes and features of experimental group research designs, including between subjects, within subjects, and mixed subjects.			
b. Differentiate purposes and features of non-experimental research designs, including correlational and survey designs.			
c. Differentiate purposes and features of various single-subject research designs.			
d. Explain purposes and features of qualitative research designs, including field notes, coding, use of metaphors, synthesis of data, and relevant literature reviews.			
e. Outline threats to validity associated with different experimental and quasi-experimental research designs, including pre-post, repeated measures, and time series.			
f. Select an appropriate research design(s) for answering a research question(s) in the participant's own area of research, identifying potential limitations and advantages of the design.			
g. Devise procedures for appropriate subject selection of both the experimental and control groups.			
h. Propose appropriate stimulus materials.			
i. Select appropriate instruments and measurement procedures.			
j. Summarize procedures for establishing reliability and validity of dependent variables.			
h. Design a study in an RTI-related area.			

<b>5. Conduct and describe appropriate analyses of research data.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Compare qualitative and quantitative data analyses.			
b. Contrast different methods of displaying data gathered through a research activity (i.e., chart of raw scores, equal-interval graph, semi-logarithmic graph, summary table).			
c. Explain and demonstrate appropriate non-parametric statistics for analyzing different data sets.			
d. Explain and demonstrate appropriate parametric statistics for analyzing different data sets.			
e. Select appropriate method for displaying data gathered in participant's own research.			
f. Select an appropriate method for displaying data gathered in the participant's RTI-related study.			
<b>6. Implement research in a community setting or natural environment.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Obtain approval from the appropriate IRB Human Use Committees, by developing acceptable research protocols and informed consent forms.			
b. Complete course in the protection of human research subjects, provided by the university.			
c. Obtain cooperation of participating school(s) or other agencies, as reflected by letter of support for research and participation of staff and/or subjects.			
d. Complete 2 RTI-related research studies in connection with the SLP Leadership Academy.			
<b>7. Prepare a manuscript on a research project designed and implemented by the participant.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Design a research proposal.			
b. Use American Psychological Association conventions and format in preparation and of research reports.			
<b>8. Present a research report at a state or national conference.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Develop an acceptable proposal in an RTI-related area for a research presentation at a state or national conference.			
b. Develop suitable audiovisual aids for a conference presentation.			

c. Present a research report a state, regional, or local group of practitioners and/or parents.			
---	--	--	--

### III. LANGUAGE AND LITERACY COMPETENCIES

<b>1. Integrate theoretical constructs involved in language processes to ground approaches to assessment and intervention.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Analyze key theories in listening and speaking.			
b. Analyze key theories in reading and writing.			
c. Integrate theories to formulate an approach to literacy.			
<b>2. Evaluate language and literacy literature for technical soundness and formulate new research questions that can lead to promising findings.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Appraise current research on prevention, identification, assessment, intervention, and collaboration and advocacy related to language and literacy.			
b. Specify criteria for evaluating the technical soundness of research in language and literacy.			
c. Identify weaknesses and gaps that exist in the current literature in the areas of language and literacy.			
d. Formulate a research question to improve the effectiveness of current practice.			
<b>3. Design and evaluate procedures for performance assessment of language and literacy.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Explain basic terms used in assessment of language and literacy.			
b. Define relevant language and literacy behavior in objective terms.			
c. Design and evaluate an instructional program for language and literacy that can be implemented across settings.			
d. Conduct a functional assessment of language variables related to students' reading and writing skills.			
e. Design effective classroom management techniques supportive of children with language and literacy disorders.			

<b>4. Implement and evaluate appropriate and effective practices to address the unique learning problems of students with language and literacy disabilities.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Gather baseline data and adapt the learning environment to meet the needs of students with language and literacy disorders in the regular education environment.			
b. Conduct an ecological assessment of language and literacy and prescribe instructional supports or other classroom adaptations.			
c. Create culturally competent practices to prepare students to perform harmoniously and productively in a multi-class, multi-ethnic, and multi-cultural world.			
d. Review and assess student outcome data and develop recommendations for improving the student's educational program.			
e. Select and use strategies for facilitating inclusion of students with language and literacy disorders in regular education settings.			
g. Explain to family members and others the advantages and disadvantages of different management techniques.			
<b>5. Select, implement and evaluate evidence-based practices for students at risk for or identified with language and literacy disabilities from diverse cultural and linguistic backgrounds.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Compare first and second language acquisition and use.			
b. Explain principles and features of non-standard American English language acquisition and use.			
c. Select and conduct appropriate procedures for identifying, placing, and serving CLD students at risk for or identified with language and literacy disabilities.			
d. Adapt the learning environment to meet the needs of students with or at risk for language and literacy disabilities from diverse CLD backgrounds in the regular education classroom.			
e. Conduct an appropriate evidence-based assessment for CLD students, other staff, and the general classroom teacher as a consultant.			
f. Implement appropriate evidence-based management techniques for CLD students, other staff, and the general classroom with regard to instructional supports or other adaptations.			
g. Review and evaluate student outcome data and develop recommendations for improving the student's educational program.			

h. Outline school district policies and state and federal laws related to practice with CLD students at risk for or identified with language and literacy disabilities.			
i. Compare and contrast the advantages and disadvantages of various management techniques to family members of CLD students.			
<b>6. Generate strategies to enhance collaboration in inclusive educational settings.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Summarize advantages and disadvantages of collaborative approaches and consultative models.			
b. Develop strategies for partnerships, problem solving, and conflict resolution among families and professionals.			
c. Select and use evidence-based collaborative strategies with parents, teachers, and others involved in assessment and management of students with language and literacy disorders.			
d. Explain cultural biases that may affect assessment, management, and other interactions with students with disabilities, families, and others.			
f. Explain adaptive and coping behaviors used by families of students with language and literacy disorders.			
<b>7. Demonstrate understanding of design and implementation of school-wide literacy approaches, including RTI.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Analyze issues related to implementing school-wide literacy practices at elementary, middle and high schools.			
b. Explain RTI as systematic school improvement approach to meeting students' needs.			
c. Describe a variety of tiered systems of instruction and intervention used in schools.			
d. Identify the key features of RTI approaches across iterations.			
e. Describe roles and responsibilities of SLPs within RTI models that make use of their expertise in the language basis of literacy.			
f. Compare and contrast differentiated, but complementary roles of classroom teachers, reading specialists, special education teachers, school psychologists and other service providers within RTI models.			

g. Explain the roles of families as partners in RTI.			
h. Analyze the contributions of administrators and other school leaders in successful RTI initiatives.			
i. Design collaborative procedures for school-wide literacy approaches.			

#### IV. LEADERSHIP/SYSTEM CHANGE COMPETENCIES

<b>1. Differentiate practices and policies in the schools that contribute to positive outcomes for SWD and those that do not.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Demonstrate an understanding of the impact of legal mandates, especially ESEA and IDEA, on school practice.			
b. Analyze policies related to language and literacy at national, state and local levels.			
c. Formulate language and literacy policies that support participation and achievement of SWD in the general education curriculum.			
<b>2. Employ research-based change facilitation practices.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Explain research-based change theory and principles.			
b. Discuss how the Concerns-Based Adoption Model (CBAM) can be used to facilitate adoption on an innovation.			
c. Utilize CBAM to facilitate adoption of a practice associated with RTI within the SLP Leadership Academy.			
<b>3. Demonstrate leadership.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
d. Explain research-based leadership principles.			
e. Apply leadership dimensions and principles to improvement of school-wide literacy practices			
f. Evidence leadership skills in work done within the SLP Leadership Academy.			

e. Facilitate the development of leadership skills within school and district leaders involved in the SLP Leadership Academy.			
---	--	--	--

**V. COLLEGE TEACHING COMPETENCIES**

<b>1. Design a course syllabus.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Develop a course syllabus, including the course description, objectives/outcomes, evaluation procedures, readings, lecture topics, and policies.			
b. Include RTI-related constructs in courses where that content would be appropriate.			
c. Design summative and formative evaluation procedures used to evaluate student learning.			
<b>2. Plan and conduct diversity sensitive learning activities for course.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Select effective evidence-based teaching styles based on adult learning models for a specific course.			
b. Develop and present lectures, using a variety of teaching formats for facilitating diversity sensitivity.			
c. Generate strategies for using class time effectively.			
d. Present topics in a logical sequence, to summarizing major points and relating current discussion to previous or future topics.			
e. Integrate into instruction, appropriate evidence-based research and theoretical or clinical models.			
f. Present material at an appropriate level for course objectives and student learning.			
g. Provide appropriate feedback to students to enhance their achievement of course objectives/outcomes.			
<b>3. Design methods of evaluating student performance for each content unit.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Select culturally, competent procedures for evaluating student performance both inside and outside of the classroom.			
b. Explain how feedback from assignments and evaluations may be used to improve achievement of learning outcomes.			

c. Develop evaluation rubrics and implement their use reliably in scoring assignments; and, convert scores into course grades.			
--	--	--	--

**VI. PROFESSIONAL DEVELOPMENT COMPETENCIES**

<b>1. Demonstrate knowledge of adult learning theory.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Demonstrate a knowledge of and sensitivity toward cultural differences in adult learners.			
b. Discuss differentiated PD based on adult learning needs.			
<b>2. Demonstrate a knowledge of high quality professional development (HQPD)</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Analyze the Standards for Staff Development of the National Staff Development Council (NSDC).			
b. Use the NSDC standards to develop a PD proposal that epitomizes high quality professional development (HQPD).			
c. Plan a professional development sequence from launching to sustaining an innovation in collaboration with school district personnel.			
d. Plan a professional development sequence related to school-wide literacy.			
e. Conduct a workshop, demonstrating competencies in engaging adult learners using a PowerPoint presentation and hands on activities.			
f. Conduct a workshop on RTI.			
g. Work collaboratively with colleagues in the design and delivery of HQPD.			
h. Employ electronic tools in the delivery of HQPD.			
i. Integrate coaching into a PD implementation plan.			
j. Coach school district SLP leaders in RTI implementation.			

k. Employ Guskey's five-level model to evaluate PD.			
l. Utilize the Concerns-Based Adoption Model to measure teacher growth.			
m. Use CBAM tools in facilitating change among school district SLP leaders.			

## VII. CLINICAL EDUCATION COMPETENCIES

<b>1. Establish and maintain effective, goal-directed collaborative relationships within a program model.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Select and implement an appropriate collaborative model based on a needs assessment and a review of current research.			
b. Assign student responsibilities, establish timelines, conduct team meetings, monitor progress, and revise program as needed.			
c. Using current research findings develop culturally competent information, resources, and training materials to support program students and families.			
e. Devise a plan for involvement of students and families in the evaluation and instructional process.			
<b>2. Supervise students within a community education program.</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Activities/Products Comments</b>
a. Select a supervisory model after a careful review and develop a plan for implementation.			
b. Develop strategies to establish and maintain a professional and supportive relationship that enhances growth for student clinicians.			
c. Demonstrate variety of clinical techniques and participate with supervisee in clinical management.			
d. Develop strategies to assist supervisees in conducting and evaluating effective assessment and management plans.			
e. Evaluate supervisee effectiveness in assessment of students and their families.			

f. Evaluate supervisee effectiveness in a implementing an effective instructional program.			
e. Conduct culturally, competent supervisee conferences that increase critical thinking, problem solving, and self-reflection.			

---

**Signature of Student** **Date**

---

**Signature of Faculty Advisor** **Date**

## Appendix B

### Doctoral Students' Areas of Focused Expertise

<b>Example 1</b>	Story Grammar	Adolescents and Adults with Asperger's-Pragmatics	Workforce Literacy	Disciplinary Literacy	HQPD	Inference	Systematic Reviews
<b>Example 2</b>	Assistive Technology (L/L intervention)	Motivation and Engagement	Adolescent Literacy Intervention-Struggling Adolescent Readers	Disciplinary Literacy	HQPD – Clinical Education	AAC with L/L Intervention	Metacognition
<b>Example 3</b>	Preschool Vocab-	Print Awareness/Print Concepts	Emergent Writing	Assessment Design Standards Language/Literacy Assessment Instruments	HQPD	Narrative Development in Preschool student	Systematic Reviews
<b>Example 4</b>	Adolescent Reading Comprehension	Graphic Organizers	Metas/Motivation	Disciplinary Literacy	HQPD	RTI - Secondary	EBP Process
<b>Example 5</b>	Phonemic Awareness Interventions K-5	Print Awareness in Young Children	Counseling in SLP	Collaboration in Education	HQPD in Schools	Vocabulary-Elementary-Expository Text  LLD	EBP-Decision Making

Appendix C

**Department of Communication Science and Disorders  
Written Comprehensive Examination Rubric**

**Student Number:** \_\_\_\_\_

**Question Number:** \_\_\_\_\_

<b>Criteria</b>	<b>With Distinction (2)</b>	<b>Acceptable/Pass (1)</b>	<b>Unacceptable/Fail (0)</b>
<b><i>Organization and Presentation</i></b>	Very clearly focused with identifiable thesis; exceptionally organized with very apparent structures and transitions (e.g., introduction, middle, conclusion, other organizational headings); on topic; written with intact paragraphs; coherent; highly appropriate style/tone.	Generally focused and logical with identifiable thesis; generally well organized with apparent structures and transitions; with clearly stated ideas; appropriate style/tone.	Somewhat unfocused or unclear; weak; not related to thesis; abrupt in transition; disconnected with random thoughts with no discernable point;
<b><i>Quality of Response</i></b>	Thoughtful and well stated in all sections; clear, persuasive, interesting; credible with verifiable ideas; convincing with clear thesis and argument; answered very thoroughly; appropriately difficult; representative of experts in the topical area; relevant and accurate in content; very insightful and inclusive of new ideas; very competent in demonstrating understanding of research design.	Thorough and relevant; competent in the development of argument and information; thoughtful and reflective; adequate in evidence; adequately original; generally insightful and inclusive of new ideas; accurate information; adequate in demonstrating understanding of research design.	Overly simplified in thesis; insufficient in development of ideas; weak in textual evidence; inadequate in demonstrating understanding of research design; sketchy with important details missing; inaccurate with erroneous information provided.
<b><i>Knowledge of the Literature</i></b>	Significant with ideas, claims and methods supported with publications from peer-reviewed journals and other respected scholarly sources; thorough and competent in documenting sources; very insightful in identifying where gaps in the literature exist.	With only a few exceptions, significant with ideas, claims and methods that are supported with publications from peer reviewed journals and other respected scholarly sources; adequate in identifying where gaps in the literature exist.	Either unsupported or support provided comes from less reliable sources; inadequate in reviewing relevant literature.
<b><i>Quality of Writing</i></b>	Precise, interesting, specific, and accurate; excellent in standard professional writing conventions (e.g., spelling, punctuation, capitalization, grammar, word usage, paragraphing; APA style); generally ready for publishing with minor touch-ups.	Readable and the writer's meaning on a general level is clear; adequate in standard professional writing conventions (e.g., spelling, punctuation, capitalization, grammar, word usage, paragraphing, APA style); moderately ready for publication.	Limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard professional writing conventions (e.g., spelling, punctuation, capitalization, grammar, word usage, paragraphing; APA style); not ready for publication.

**Overall:**                      **Pass**                      **Fail**

**DCSD Comprehensive Examination Committee Member:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Appendix C

**Department of Communication Science and Disorders  
Oral Comprehensive Examination Rubric**

**Student Name:**

<b>Criteria</b>	<b>With Distinction (2)</b>	<b>Acceptable/Pass (1)</b>	<b>Unacceptable/Fail (0)</b>
<i>Organization and Presentation</i>	Responses focused with identifiable thesis; exceptionally organized; on topic; coherent; with clear transitions; highly appropriate style/tone.	Responses generally focused and logical with identifiable thesis; generally well organized with apparent transitions; clearly stated ideas; appropriate style/tone.	Somewhat unfocused or unclear; weak; not related to thesis; abrupt in transition; disconnected with random thoughts with no discernable point.
<i>Quality of Response</i>	Thoughtful and well stated responses; clear, persuasive, interesting; credible with verifiable ideas; convincing with clear thesis and argument; answered very thoroughly; representative of experts in the topical area; relevant and accurate in content; very insightful and inclusive of new ideas; very competent in demonstrating understanding of research design.	Thorough and relevant responses; competent in the development of argument and information; thoughtful and reflective; adequate in evidence; relevant and accurate adequately original; generally insightful and inclusive of new ideas; adequate in understanding of research design.	Overly simplified responses; insufficient in development of ideas; weak in textual evidence; sketchy with important details missing; inaccurate with erroneous information provided; inadequate in demonstrating understanding of research design.
<i>Knowledge of the Literature</i>	Responses reveal exceptional depth of subject knowledge; are thoroughly grounded in scholarly sources; very insightful in identifying where gaps in the literature exist.	Responses reveal some depth of knowledge in subject matter; with only a few exceptions ideas, claims and methods are supported with scholarly sources; adequate in identifying where gaps in the literature exist.	Responses reveal critical weaknesses in depth of knowledge in subject matter Responses are either unsupported or support provided comes from less reliable sources;
<i>Quality of Oral Communication</i>	Respondent exhibits superior oral communication skills; precise, interesting, specific; excellent use of Standard American English; exemplary professional style (word usage, tone); eloquent.	Respondent exhibits effective oral communication skills; meaning on a general level is clear; adequate use of Standard American English; appropriate professional style with only minor problems in word usage or tone; error free speech.	Respondent exhibits ineffective oral communication skills; limited vocabulary; unclear discourse; misuse of grammar; unprofessional style in tone; speech that interferes with communication.

**Overall:                      Pass                      Fail**

**Signature:**

**Date:**

**DCSD Comprehensive Examination Committee Member**