



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision to requirements for the Ph.D. in Speech and Hearing Science

SPONSOR: Pamela Hadley, Associate Professor of Speech and Hearing Science, 333-1968, phadley@illinois.edu

COLLEGE CONTACT: William Stewart, Associate Dean, College of Applied Health Sciences, 244-4532, wstewart@illinois.edu

BRIEF DESCRIPTION:

1. Add a requirement that PhD students take SHS 590 History of Communication Sciences and Disorders (new course proposal)
2. Add a requirement that PhD students complete at least 2 credits of SHS 592 Proseminar in SHS
3. Add a requirement that PhD students take 6-8 credit hours of SHS 594 Early Research Project (ERP)
4. Add a requirement that PhD students take 1-2 advanced seminars in SHS
5. Reduce the restricted elective hours that PhD students take from 28 to 8-12 for students entering in Stage II with an MA/MS and from 52 to 40-42 for students entering in Stage I with a BA/BS
6. Delete reference to other requirements when missing fundamental courses.
7. Add a requirement that all PhD students must complete a qualifying exam, in the middle of Stage II, before the Preliminary Exam.

JUSTIFICATION:

Students enter the PhD program in Speech and Hearing Science from prior training in the field of communication sciences and its disorders as well as from backgrounds in psychology, linguistics, neuroscience, education, and other related disciplines. The PhD program in Speech and Hearing Science is designed to be flexible enough to reflect the broad interdisciplinary nature of research and scholarship in the field, allowing students to develop expertise in speech, language, or hearing sciences/disorders. The proposed changes are intended to enhance the scholarly and research training experiences for PhD students, formalize their progression through specific milestones, and increase the consistency of research training experiences. The changes are in response to the PhD program assessment conducted by the Graduate College, comparison of PhD program requirements with peer institutions, and extensive program-internal evaluation from current faculty and PhD students. See Appendix A for a summary of the changes.

During AY2012, the SHS Educational Policy committee worked to identify core courses and formalize the scholarly requirements for the PhD program. Task forces of faculty volunteers, led by members of the committee, were created to study requirements in peer institutions and to make recommendations for revitalizing our program. During AY2012, a formal proposal for SHS 594 Early Research Project in SHS was developed and approved by department, college, and campus committees, receiving final approval from the Provost's office on June 7, 2012. In AY2012, the faculty also voted in favor of adding core courses, formalizing the early research project, re-establishing the qualifying exam with a revised structure, and exploring other requirements. In AY 2013, the Graduate Programs Committee was charged with developing the course proposals, the implementation details for new requirements, and developing the curriculum revision. Two new PhD courses were offered as SHS 593s, forming the basis of new required courses. In addition, specific details regarding the purpose and format of the qualifying exam were developed and presented to the faculty. The proposal for the qualifying exam was supported by faculty vote in December, 2012.

Current enrollment in the PhD program is 8 students. When taking into account the number of faculty and building capacity, the target enrollment for Ph.D. students is about 25. These curricular revisions are intended to provide additional structure and research experiences that will appeal to prospective PhD students.

1. Add course requirement for SHS 590 History of Communication Sciences and Disorders (CSD). This course has been developed and offered in Spring 2013 as SHS 593. A new course proposal is currently under review as SHS 590 History of Communication Sciences and Disorders. This doctoral level seminar focuses on critical research and practice issues that emerged as the field of CSD has developed over the last 80 years. The course is designed to help students identify and situate their research program within the context of the research traditions and major figures that shaped CSD. This course provides an opportunity to socialize students coming from different disciplinary backgrounds into the history and current challenges facing the field and lays a critical foundation for building an academic research career within CSD.
2. Add a requirement for at least 2 credits of SHS 592 Proseminar in SHS. PhD students currently enroll in SHS 592 for 0 credits. A course revision was approved by the department and college in Fall 2012 and by the campus/Provost's office April 1, 2013. This revision allows PhD students to enroll for 0 or 1 credit each semester. PhD students will be required to enroll for 1 credit during at least 2 semesters, and be involved in additional scholarly work. This work will involve assigned readings prior to discussion topics related to academic research careers and as part of selecting seminar speakers and participating in discussions of seminar presentations.
3. Add a requirement for 6-8 credit hours of SHS 594 Early Research Project (ERP). PhD students previously completed an early research project through enrollment in SHS 593: Special Problems. The SHS 594 Early Research Project in SHS course proposal was approved by department, college and campus committees in AY2012. It received approval from the Provost's office on June 7, 2012. This curriculum change requires students to complete an ERP as the first of three research milestones. For students entering the PhD program directly from a BA/BS degree, the ERP may be undertaken and completed in Stage I or Stage II. For students entering with an MA/MS, the ERP occurs early in Stage II. Successful completion of the ERP provides an opportunity for the faculty to evaluate the student's aptitude for conducting and disseminating mentored research early in their program. All students will be required to complete an ERP before

- the Qualifying Exam, regardless of whether the student has previously completed an MA thesis.
4. Add a requirement to take 1-2 advanced seminars in SHS. Currently, PhD students are not required to complete any advanced seminars within the department. Although the study of speech, language, and hearing sciences/disorders is inherently interdisciplinary, this change will increase students' foundational knowledge of SHS as their chosen field, including but not limited to advanced seminars in developmental and acquired communication disorders, communication and aging, research methods, and evidence-based practice. Advanced seminars currently include: SHS 500, 501, 510, 520, and selected courses offered as 593 Special Problems. New course proposals are under development to differentiate advanced level seminars offered under the SHS 593 number from seminars designed primarily for students in the clinically-oriented MA and AuD curricula. Students must obtain permission of the instructor before enrolling in advanced seminars to ensure they have sufficient background knowledge to participate at an advanced level.
 5. Reduce the restricted elective hours from 28 to 8-12 for PhD students entering in Stage II with an MA/MS and from 52 to 40-42 for PhD students entering in Stage I with a BA/BS. Currently, PhD students plan a course of study together with their mentor and advising committee. Restricted elective courses, requiring approval by the mentor with input from the advising committee, are identified to support students' individualized areas of study within the broad field of communication sciences and disorders. The proposed reduction in restricted elective hours reflects the increase in required courses listed above. There is no change in the total number of credit hours required.
 6. Delete reference to other requirements when missing fundamental courses. This requirement is no longer appropriate. Students plan an individualized academic program of study with their advisor, supported by members of their advising committee. The addition of core course requirements together with the individualized program of restricted electives ensures that PhD students develop a strong academic foundation to meet their scholarly and research objectives.
 7. Add a requirement for PhD students to complete a qualifying exam. The Department proposes to reinstitute the qualifying exam requirement in a new form. The Qualifying Exam is intended to assess students' (a) depth of knowledge in a specialty topic area and (b) ability to identify, integrate, synthesize, and critically evaluate research in this area. In-depth knowledge of scholarly topic(s) is necessary for PhD students to identify gaps in the knowledge base or significant barriers to scientific progress that future research must address; and to generate innovative solutions to existing problems that may contribute to major advances in the field. The SHS Qualifying Exam will take the form of a critical analysis and original synthesis of the scholarly literature and oral defense, evaluated by a committee. The Qualifying Exam is the second of three research milestones in the SHS PhD program, after the ERP. It will be completed in the middle of Stage II, but must be completed before the Preliminary Exam. Successful completion of the Qualifying Exam provides evidence of the student's satisfactory progress toward scholarly independence and indicates the student is qualified to begin the planning stages of a dissertation proposal, which serves as the Preliminary Exam in the SHS PhD program.

BUDGETARY AND STAFF IMPLICATIONS:

- a. Additional staff and dollars needed: no new staff is needed, see details in (b) below.
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.): Teaching loads have already been adjusted to offer the SHS 590 History of CSD, advanced level PhD seminars, and a section of SHS 592 Proseminar for credit. During AY 2012-2013, three advanced seminars were offered for PhD students. These teaching load adjustments have been feasible because of recent faculty hires. A system for rotating the offerings for advanced PhD seminars between faculty is currently being developed to increase the variety of advanced seminars available to PhD students. This departmental reallocation may reduce the number of elective seminars offered for professional students (MA, AuD); however, the advanced seminars will be open to graduate students from the professional programs as well. In addition, the SHS 594 Early Research Project does not require additional faculty work insofar as these projects have been previously supervised under SHS 593.
- c. Effect on course enrollment in other units and explanations of discussions with representatives of those departments: All new program requirements are for courses offered by SHS. None will require resources from other units.
- d. Impact on the University Library: see letter of support from Paula Kaufman, Juanita J. and Robert E. Simpson Dean of Libraries and University Librarian
- e. Impact on computer use, laboratory use, equipment, etc.: Because this proposal does not necessarily increase the number of Ph.D. students in the program, there will not be a significant impact on computer and laboratory use connected with number of students. However the impact is expected to increase scholarly productivity due to specific research-based requirements in the proposal. There are 13 faculty labs in the Speech and Hearing Science Building, and several faculty have access to research labs elsewhere on campus to which Ph.D. students would have access. The faculty labs include space and equipment to support Ph.D. students' research programs in normal and disordered speech, language, hearing, voice, and swallowing across the lifespan with training opportunities in behavioral methods and non-invasive brain imaging technologies. These labs are sufficient to support any additional impact on computer, laboratory, and equipment use.

DESIRED EFFECTIVE DATE: Fall Semester, 2014

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Doctor of Philosophy

Required Courses:	Required Hours - Entering with approved M.A./M.S. degree	Required Hours - Entering with B.A./B.S. degree
3 courses in statistics-related areas	12	12
SHS 590 History of CSD	4	4
SHS 592 Proseminar in SHS	2-4	2-4
SHS 594 PhD Early Research Project	6-8	8
1-2 advanced SHS 500-level seminars	4	4
Restricted elective hours (not including SHS 592, 594, 599) ¹	8-12	40-42
Thesis Hours Required – SHS 599 (min/max applied toward degree):	24	24
Total Hours	64	96
Other Requirements:*		
Minimum GPA:	3.0	3.0
Qualifying Exam Required	Yes	Yes
Preliminary Exam Required	Yes	Yes
Final Exam/Dissertation Defense Required	Yes	Yes
Dissertation Deposit Required	Yes	Yes

Admission to the doctoral program requires completion of a bachelor's degree. The doctoral program is divided into three stages: Stage I, which includes the master's degree or its equivalent; Stage II, which is advanced course work and completion of all departmental requirements, with the exception of the dissertation defense and deposit; and Stage III, which is the conduct of the dissertation, its defense and deposit.

The program may be planned with specialization in many areas of audiology, speech-language pathology, and speech, language or hearing science. Individual programs of study will be tailored to the student's areas of scholarly and research interests and are planned by the student and the adviser. The minimum academic course requirements for this degree are 40 graduate hours of course work beyond those required for a master's degree or equivalent, a qualifying exam, and a dissertation.

¹ Restricted elective courses, requiring approval by the mentor with input from the advising committee, are identified to support students' individualized areas of study within the broad field of communication sciences and disorders. If minimum credits are completed in SHS 592/594, then the maximum of restricted electives are required. If maximum credits are taken in SHS 592/594, then the minimum of restricted electives are required.

The first two to four years of the doctoral program are typically devoted to coursework, including the completion of an Early Research Project (ERP), in the area of concentration selected by the student. For students entering with a M.A./M.S., the ERP occurs early in Stage II and must be completed before the Qualifying Exam. For students entering the PhD program directly from a B.A./B.S. degree, the ERP may be undertaken and completed in Stage I or Stage II. In the middle of Stage II, students will take a Qualifying Exam. Successful completion of the Qualifying Exam provides evidence of the student's satisfactory progress toward scholarly independence and indicates the student is qualified to begin the planning stages of a dissertation proposal. A preliminary exam on the dissertation proposal occurs at the end of Stage II and marks the transition to Stage III. The doctoral program culminates with a Final Exam/Dissertation Defense, an oral examination over the written document.

Exam provides evidence of the student's satisfactory progress toward scholarly independence and indicates the student is qualified to begin the planning stages of a dissertation proposal. A preliminary exam on the dissertation proposal occurs at the end of Stage II and marks the transition to Stage III. The doctoral program culminates with a Final Exam/Dissertation Defense, an oral examination over the written document.

CLEARANCES: (Clearances should include signatures and dates of approval. *These signatures must appear on a separate sheet. If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.*)

Signatures:

Pamela A. Hadley, Director of Graduate Studies
Unit Representative:

12/20/13
Date:

[Signature]
College Representative:

1/8/13
Date:

[Signature]
Graduate College Representative:

3/7/2014
Date:

Council on Teacher Education Representative:

Date:

Appendix A: Proposed Curriculum Revisions

Doctor of Philosophy

Required Courses:	Current Required Hours - Entering with approved M.A. degree	Revised Required Hours - Entering with approved M.A./M.S. degree	Current Required Hours - Entering with B.A. degree*	Revised Required Hours - Entering with B.A./B.S. degree
3 courses in statistics-related areas	12	12	12	12
SHS 590 ²	0	4	0	4
SHS 592	0	2-4	0	2-4
SHS 594	0	6-8	8 (as 593)	8
Restricted elective hours ³ (in combination with SHS 592, 594, 599), and with approval of mentor/ committee	28	8-12	52	40-42
1-2 500-level SHS advanced seminars with permission of instructor	0	4	0	4
Thesis Hours Required – SHS 599 (min/max applied toward degree):	24	24	24	24
Total Hours	64	64	96	96
Other Requirements:*				
Minimum GPA:	3.0	3.0	3.0	3.0
Qualifying Exam Required	No	Yes	No	Yes
Preliminary Exam Required	Yes	Yes	Yes	Yes
Final Exam/Dissertation Defense Required	Yes	Yes	Yes	Yes
Dissertation Deposit Required	Yes	Yes	Yes	Yes

² SHS 590 History of Communication Sciences and Disorders (under review as new course proposal)

³ Restricted elective courses, requiring approval by the mentor with input from the advising committee, are identified to support students' individualized areas of study within the broad field of communication sciences and disorders. If minimum credits are completed in SHS 592/594, then the maximum of restricted electives are required. If maximum credits are taken in SHS 592/594, then the minimum of restricted electives are required.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

University Library
Office of Dean of Libraries
and University Librarian
230 Main Library, MC-522
1408 West Gregory Drive
Urbana, IL 61801



May 1, 2013

Pamela Hadley
Associate Professor of Speech and Hearing Science
901 South Sixth Street
M/C 482

Dear Professor Hadley:

Thank you for providing the University Library with the opportunity to review the College of Applied Health Sciences' proposal to the Senate Committee on Educational Policy to revise requirements for the Ph.D. in Speech and Hearing Science. Based upon the proposal that we reviewed, we do not believe that there will be any substantive impact on existing library offerings—either in terms of library materials or personnel.

Our subject specialist in Applied Health Sciences has a long-standing relationship with the College and if additional services or materials are required as the program develops, I have every confidence that we will be able to work together to meet the needs of the students.

Sincerely,

A handwritten signature in cursive script that reads "Paula Kaufman".

Paula Kaufman
Juanita J. and Robert E. Simpson
Dean of Libraries and University Librarian

c: Thomas Teper
Mary Beth Allen

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

EP.14.32

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



March 21, 2014

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Applied Health Sciences and the Graduate College to revise the PhD in Speech and Hearing Science.

The proposal has been reviewed and approved by the College of Applied Health Sciences Educational Policy Committee as well as the Graduate College Executive Committee. It now requires Senate review.

Sincerely,

A handwritten signature in cursive script that reads 'Kristi A. Kuntz'.

Kristi A. Kuntz
Assistant Provost

Enclosures

c: M. Lowry
W. Stewart

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN



Graduate College

204 Coble Hall
801 South Wright Street
Champaign, IL 61820-6210

March 7, 2014

Executive Committee

2013-2014 Members

Debasish Dutta, *Chair*

Members

David Ceperley

Dilip Chhajed

Susan Cole

Susan Garnsey

Tina Greenlee

David Hays

Christine Jenkins

Ashleigh Jones

Jack Juvik

Ramona Oswald

Yoon Pak

Glaucio Paulino

Dana Rabin

Joseph Rosenblatt

Carla Santos

Renee Trilling

Kristi Kuntz
Office of the Provost
207 Swanlund MC-304

Dear Kristi,

Enclosed please find the proposal seeking revision to the requirements for the Ph.D. in Speech and Hearing Science.

The Graduate College Executive Committee has approved this proposal. I send it to you now for further review.

Sincerely,

Deba Dutta
Dean, Graduate College

c: A. Edwards
A. Kopera
M. Lowry

RECEIVED
JAN 16 2014
GRADUA...

January 10, 2014

Dean Debasish Dutta
Graduate College
204 Coble Hall
MC-322

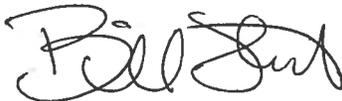
Dear Dean Dutta:

The College of Applied Health Sciences approves the following revisions to the Speech and Hearing Science PhD program and new course outline.

- Speech and Hearing Science Ph.D Program
- Speech and Hearing Science 590 – History of Communication Sciences and Disorders (CSD)

If further information is needed, please let me know.

Sincerely,



William P. Stewart, Ph.D.
Associate Dean for Academic Affairs

cc: Laura Chandler

Name of existing Illinois (UIUC) degree: _____

Name of non-Illinois partnering institution: _____

Location of non-Illinois partnering institution:

State of Illinois US State: _____ Foreign country: _____

- B. Proposal to create a new academic unit (college, school, department, program or other academic unit):

Name of proposed new unit: _____

- C. Proposal to rename an existing academic unit (college, school, department, or other academic unit):

Current name of unit: _____

Proposed new name of unit: _____

- D. Proposal to reorganize existing units (colleges, schools, departments, or program):

1. Proposal to change the status of an existing and approved unit (e.g. change from a program to department)

Name of current unit including status: _____

2. Proposal to transfer an existing unit:

Current unit's name and home: _____

Proposed new home for the unit: _____

3. Proposal to merge two or more existing units (e.g., merge department A with department B):

Name and college of unit one to be merged: _____

Name and college of unit two to be merged: _____

Proposed name and college of new (merged) unit: _____

4. Proposal to terminate an existing unit:

Current unit's name and status: _____

- E. **Other educational policy proposals** (e.g., academic calendar, grading policies, etc.)

Nature of the proposal: _____

Revised 10/2012