

Program Change Request

New Program Proposal

Date Submitted: 01/26/18 9:25 am

Viewing: **SPLH-CONC : Accelerated M. A. Speech-Language Pathology Program**

Last edit: 03/15/18 11:23 am

Changes proposed by: kgrosche

In Workflow

A. CLAS Dean or Associate Dean

B. Provost's Office

C. COGA Director

D. CGS Committee

E. CAC

F. CLAS Final Approval

G. Graduate Studies

H. OIRP CIP Approval

I. Provost's Office

J. COCAO 1st Reading

K. Future Academic Catalog

Approval Path

A. 02/19/18 11:51 am
Kristine Latta (klatta):
Approved for CLAS Dean or Associate Dean

B. 03/13/18 2:09 pm
Aileen Ball (aball):
Approved for Provost's Office

C. 03/16/18 3:39 pm
Kristine Latta (klatta):
Approved for COGA Director

D. 03/30/18 8:49 am
Rachel Schwien (rschwien):
Approved for CGS Committee

Academic Career	Graduate, Lawrence		
Program Type	Concentration		
Department/Program	Speech-Language-Hearing		
School/College	College of Lib Arts & Sciences		
Consulting School(s)/College(s)	<table border="1"> <tr> <th>School(s)/College(s)</th> </tr> <tr> <td>School of Health Professions</td> </tr> </table>	School(s)/College(s)	School of Health Professions
School(s)/College(s)			
School of Health Professions			
Consulting Department(s)	<table border="1"> <tr> <th>Department(s)</th> </tr> <tr> <td>Hearing and Speech</td> </tr> </table>	Department(s)	Hearing and Speech
Department(s)			
Hearing and Speech			
Program Name	Accelerated M. A. Speech-Language Pathology Program		
Location(s) of Instruction	Lawrence Kansas City		
Do you intend for this program to be offered online?	No		
Effective Catalog	2018 - 2019		

Program Description

The Accelerated M.A. Speech-Language Pathology program enables qualified students to earn a Bachelor's degree in Speech-Language-Hearing: Sciences and Disorders and count 12 hours of 700-level or above course work in the major completed in Year 4 of study for both the Bachelor's and M.A. Speech-Language Pathology degrees. The M.A. is completed in the fifth year or beyond.

Demand/Need for the Program

The M.A. degree is the entry level degree for certification as a speech-language pathologist. Speech-language pathologists have excellent career prospects that are projected to continue according to the U.S. Occupational Outlook Handbook with a 29 percent increase in job openings through 2024. The 3-year average employment rate for students graduating from our M.A. program is 94%. Moreover, our M.A. speech-language pathology program is ranked 7th in the nation (4th out of public institutions). An Accelerated M.A. program allows us to leverage our top ranked M.A. program to recruit undergraduate students to KU and to accelerate time-to-degree to better meet the growing need for speech-language pathologists across the nation.

Comparative/Locational Advantage

According to the American Speech-Language-Hearing Association, of the over 300 institutions that offer degree programs in audiology and speech-language pathology, only 15 institutions offer an Accelerated M.A. Speech-Language Pathology program. None of the institutions are in the immediate area. The only programs in the Midwest are in Ohio, Michigan, and Wisconsin, and the remaining programs are in the East. Moreover, few of the existing programs are at comparable institutions or comparably ranked programs, with the exception being Boston University (ranked 12th in the nation for speech-language pathology).

Admission

Requirements

Careful course selection and steady progression through the undergraduate career is necessary to ensure all requirements for both degrees may be completed within the approximately 5-year timeframe. All prospective students should discuss their interest in admission to the Accelerated M.A. track with their SPLH advisor and faculty mentor no later than the student's Sophomore year (Year 2).

Prospective students are eligible to apply to the graduate program in Spring semester (Jan 15 deadline) of their Junior year. The following requirements must be met by this time:

- Major and cumulative GPA of at least 3.00;
- On track to complete all requirements for a B.A. degree in SPLH from KU by the end of the Spring semester of the Senior Year (Year 4)
- The following courses must be complete at the time of application: SPLH 120, SPLH 261, SPLH 462, SPLH 463, SPLH 465, SPLH 466, SPLH 568, SPLH 571

Applicants must complete an [Application for Graduate Study](#) online following the [typical procedures for MA SLP admissions](#). The following information should be gathered in advance and uploaded with the application:

- GPA in the major calculator
- Course checksheet
- Personal statement
- GRE scores
- Resume
- **Three** references provide a professional recommendation. It is preferred that college instructors provide these recommendations, but past supervisors during employment or volunteer positions are also acceptable. The recommendations may not be obtained from family members, friends, etc.
- A copy of the student's KU transcript

Upon review of the Application for Admission, SPLH will notify the student of his or her eligibility to begin coursework in the program. Final acceptance to the graduate program will be contingent upon the following:

- Successful completion of all requirements for the bachelor's degree;
- Grades of B- or above in all SPLH graduate-level coursework taken in Year 4;
- A cumulative GPA of 3.0 for all coursework completed in Years 1-4;
- A GPA of 3.0 for all graduate coursework completed in Year 4.

Please note that admission to the graduate program through the traditional process is highly competitive. Students applying to the Accelerated M.A. program will be reviewed with other students applying to the M.A. SLP program. Similar criteria will be used to select students for both programs. If a student is not admitted to the Accelerated M.A. program, they are encouraged to meet with their undergraduate advisor to discuss undergraduate activities to pursue in Year 4 to become more competitive and to re-apply to the M.A. SLP program through the traditional process in Year 4.

Degree

Requirements

The course requirements for this accelerated program are fulfilled by a combination of graduate-level courses taken for both undergraduate and graduate credit in Year 4, and graduate credit courses taken in Year 5 (and beyond). Numerous graduate-level courses are regularly offered that fulfill distribution requirements for both the Bachelor's and M.A. degrees.

The student must be approved to begin coursework toward the Accelerated M.A. program prior to enrolling any 700 level or above courses that are to count for both undergraduate and graduate credit.

During the Senior Year (Year 4), the student must take the following SPLH courses:

SPLH 860	Evaluation of Speech and Language	2
SPLH 862	Clinical Processes	1
SPLH 864	Advanced Clinical Practice in Speech-Language Pathology	3
SPLH 888	Multicultural Considerations in Speech-Language-Hearing I	1
SPLH 700+ level basic electives, as defined by the MA SLP handbook		4-5

These courses (11-12 credit hours) will count toward the master's degree and the 120 hour requirement for the undergraduate degree.

In addition to the 11-12 credit hours of graduate coursework taking during Year 4, students must complete an additional 34-39 credit hours of graduate study to obtain a total of 46-50 graduate credits. This will consist of 22-23 credits of basic electives, as defined by the [MA SLP handbook](#), and 12-16 advanced electives, as defined by the [MA SLP handbook](#). Thus, all requirements outlined in the MA SLP handbook must be met to confer the MA degree and be eligible for ASHA

certification as a speech-language pathologist.

Comprehensive Examination

All candidates for the M.A. degree, including students enrolled in the Accelerated M.A. program, must maintain a portfolio of work, pass both formative and summative exams, and complete a research requirement (thesis or non-thesis option). Typically, the formative exam will occur in the summer between Year 4 and Year 5, and the summative exam will occur in the last semester of enrollment.

Progression Requirements

Given the accelerated nature of this program, each student’s progress will be closely monitored at various points during the program:

- A. Upon approval to begin coursework toward the Accelerated M.A. track, the student must meet with their assigned SPLH faculty mentor to plan the final year of undergraduate study (Year 4). Performance in graduate coursework during Year 4 must meet the academic standing and student performance expectations outlined in the [MA SLP handbook](#) or the consequences detailed in the handbook will be enacted (e.g., remediation plan created).
- B. In the final semester of undergraduate work and prior to being formally admitted, the student must meet with their assigned SPLH faculty mentor to review the student’s performance in SPLH courses. The student must earn a grade of “B-” or better in these courses and have a cumulative GPA of 3.0 to be eligible for regular admission to the master’s degree. If these conditions are not met, then the following actions are possible.
 - A. For grade(s) of C+ or C: Students may be admitted with monitoring by the Advising Committee;
 - B. For grade(s) of C-, D, F: Students may be admitted with monitoring by the Advising Committee and will need to re-take the course(s) because grades below C cannot count towards graduate requirements;
 - C. For a cumulative GPA below 3.0: Students may be admitted with provisional status with monitoring by the Advising Committee.
- C. During Year 5 (and beyond), performance must meet the academic standing and student performance expectations outlined in the [MA SLP handbook](#) or the consequences detailed in the handbook will be enacted (e.g., remediation plan created).
- D. If the baccalaureate degree is not completed at the end of Year 4, the student will not be permitted to enroll in courses for graduate credit toward the master’s degree until the baccalaureate degree has been conferred.
- E. Students should complete all requirements for the Accelerated M.A. within 1-1.5 years of receiving the bachelor’s degree. If unforeseen circumstances prevent the timely completion of the master’s degree, the student must consult with their graduate advisor to develop an alternative plan for completion

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Mindy Bridges, Assistant Professor; Debora Daniels, Clinical Associate Professor; Lindsey Heidrick, Clinical Instructor; Susan Jackson, Associate Professor; Kathy Johnston, Clinical Instructor; Peggy Waggoner, Clinical Assistant Professor; Nancy Brady, Associate Professor; Julie Gatts, Clinical Assistant Professor; Matthew Gillispie, Clinical Associate Professor; Stephanie Meehan, Clinical Assistant Professor; Ana Paula Mumy, Clinical Assistant Professor; Kristin Pedersen, Clinical Associate Professor; Holly Storkel, Professor; Steven Warren, Professor; Jane Wegner, Clinical Professor	8 PhD; 7 MA	14

Student Profile

Anticipated student enrollment			
	Full Time	Part Time	Total
Year 1	5	0	5
Year 2	8	0	8
Year 3	10	0	10

Anticipated number of program graduates	
After 5 Years	40
After 7 Years	70

Academic Support

The program’s existing resources are adequate to support this program. Students will be advised by our existing undergraduate and graduate advisors.

Facilities and Equipment

None

Program Review, Assessment, Accreditation

We will use our existing advising system to track program requirements. Both our BA/BGS and MA program track requirements using the DPR.

We will employ the department's existing Bachelor's and M.A. degree assessment plans to evaluate the Accelerated M.A. program.

Our M.A. program is accredited by the Council of Academic Programs (CAA) of the American Speech-Language-Hearing Association. At our next annual accreditation report, we would report the details of this new concentration in our M.A. Given that all M.A. requirements are being met, this concentration will meet national accreditation standards. See attached note from the CAA.

Costs, Financing

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

What is the source of the new funds?

no new funds are needed

Rationale for proposal

This proposal allows us to leverage the strength of our M.A. program to recruit high-achieving high school students to KU for undergraduate study and retain them in our graduate program. This is a significant advantage over our competitors in the region, none of whom offer an Accelerated M.A. program. Given that most students self-finance their M.A. studies, reducing the number of years of study is a significant cost savings, allowing students to graduate with less debt. Currently, 37% of our M.

Additional Information

Currently our M.A. SLP program operates at 100% of capacity (i.e., n = 30 new M.A. students enrolled each year) with current demand outweighing current capacity (i.e., only 40% of students who apply to our M.A. SLP program are admitted). Our intent is that this new Accelerated M.A. program will re-distribute students within our existing capacity (e.g., n = 10 Accelerated M.A. students & n = 20 MA students = 30 total students enrolled in graduate classes). However, it is possible that this new option will attract even more students to our program, creating an even greater imbalance between interest and capacity (i.e., an even smaller percentage of students admitted each year). If that occurs, additional financing may be needed to better accommodate the level of student interest.

Supporting Documents

[SPLH Accelerated MA, Sample Plans.docx](#)

Program Reviewer Comments

Kristine Latta (klatta) (02/15/18 11:05 am): After confirmation with department, made minor edits to section in degree requirements on progression requirements, and changed the number of expected grads after 7 years to 70.

Kristine Latta (klatta) (02/19/18 11:50 am): Approved by Dean Lejuez and 2/15/18. Department contact is Nancy Brady.

Key: 609



Program Change Request

New Program Proposal

Date Submitted: 11/08/17 10:34 am

Viewing: **LDST-CRTG : Leadership Studies, Graduate Certificate**

Last edit: 02/20/18 10:08 am

Changes proposed by: amyley

In Workflow

A. CLAS Dean or Associate Dean

B. Provost's Office

C. COGA Director

D. CGS Committee

E. CAC

F. CLAS Final Approval

G. Graduate Studies

H. OIRP CIP Approval

I. Provost's Office

J. Future Academic Catalog

Approval Path

A. 01/29/18 8:05 am
Kristine Latta (klatta):
Approved for CLAS Dean or Associate Dean

B. 02/20/18 10:08 am
Aileen Ball (aball):
Approved for Provost's Office

C. 02/21/18 11:06 am
Kristine Latta (klatta):
Approved for COGA Director

D. 03/30/18 8:49 am
Rachel Schwien (rschwien):
Approved for CGS Committee

Academic Career Graduate, Lawrence

Program Type Certificate

Department/Program Leadership Studies

School/College College of Lib Arts & Sciences

Consulting School(s)/College(s)

Consulting Department(s)

CIP Code

Program Name Leadership Studies, Graduate Certificate

Location(s) of Instruction Lawrence

Do you intend for this program to be offered online?

Yes

Other Resources

[Describe Other Resources](#)

Blackboard via The College Online (CLAS)

Effective Catalog 2018-2019

Program Description

The focus of the Graduate Certificate in Leadership Studies is to build foundational knowledge of the history, theory, and practice of leadership with a focus on ethical decision making and understanding the dynamics of power in doing the work of leadership. The primary objectives are to offer graduate students and working professionals tools and techniques to better understand and navigate leadership opportunities within professional and community environments, and to respond efficiently and effectively to the demands of a changing social, cultural, and political landscape while doing the work of leadership.

Demand/Need for the Program

MA level leadership degree programs and graduate certificates at both the University of Kansas and peer institutions are housed overwhelmingly in Schools of Education and are geared toward program and building administration. Omitting Educational Leadership opportunities, the remaining eight programs include:

1. Certificate in Dialogue, Deliberation, and Public Engagement (Kansas State)
2. Certificate in Organizational Leadership (Kansas State)
3. MA in Communication and Leadership (Washburn)
4. MS in Nursing - 4 tracks (University of Kansas School of Nursing)
5. Certificate in Organizational Leadership (University of Kansas School of Nursing)

The proposed certificate and fills a gap in both graduate-level coursework and professional preparation by focusing on generalizable leadership education that is applicable across all professions and augments existing management-focused leadership training opportunities.

Comparative/Locational Advantage

See above for a description of existing graduate level certificates and MA degrees in Leadership Studies offered by Kansas Board of Regents Institutions.

The Graduate Certificate in Leadership Studies will feature all online courses, allowing participants the benefit of graduate level instruction in their individual localities and at a rate complementary to their existing personal and professional obligations.

Admission

Requirements

For information on admission to a graduate certificate program at KU, see the policy on [Admission to Graduate Study](#). Applications may be submitted at www.graduate.ku.edu/apply.

Degree

Requirements

Completion of 12 credit hours across 4 online courses:

LDST 710	History and Theory of Leadership Studies	3
LDST 720	Leadership Ethics	3
LDST 730	Managing the Work of Leadership	3
LDST 740	Leadership and Power	3
Total Hours		12

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Debra Ford, Associate Professor	Ph.D.	.25
Ann Morrill, Lecturer	Ph.D.	.25
Jacob Stutzman, Lecturer	Ph.D.	.25
Emily Vietti, Lecturer	M.A. (Ph.D. Candidate)	.25

Student Profile

Anticipated student enrollment			
	Full Time	Part Time	Total
Year 1	3	3	6
Year 2	6	6	12
Year 3	12	6	18

Anticipated number of program graduates

After 5 Years	6
After 7 Years	12

Academic Support

Students will have access to the full complement of College Online support mechanisms, including the KU Libraries, KU Writing Center, University Career Center, and AAAC.

Facilities and Equipment

None

Program Review, Assessment, Accreditation

Ongoing programmatic assessment to assure that student outcomes are realized will take the form of faculty interviews, student portfolio evaluations, and student exit interviews.

Costs, Financing

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	20000	0	0	24000	44000
Year 2	20000	0	0	0	20000
Year 3	20000	0	0	0	20000

What is the source of the new funds?

College of Liberal Arts and Sciences

Rationale for proposal

Interdisciplinary, theoretically-focused, and research-based programs in leadership meet the burgeoning demand for generalizable leadership skill education that extends beyond typical "management" approaches to the subject. Employers repeatedly cite complex problem solving, emotional intelligence, coordinating with others, creativity, and cognitive flexibility as the top leadership skills in demand by 2020 (World Economic Forum 2016, Forbes Magazine Jan. 17, 2017).

Additional Information

This graduate certificate in Leadership Studies will stack with a similar graduate certificate in Diversity, Equity, and Inclusion to form a non-thesis MA degree in Diversity, Equity, Inclusion, and Leadership through the College of Liberal Arts and Sciences. The degree is designed as a hybrid residential/online program, making it an attractive path to graduate education for both traditional residential students and working professionals.

Supporting Documents**Program Reviewer Comments**

Kristine Latta (klatta) (01/24/18 10:25 am): Edits completed to clarify language and update admissions language.

Kristine Latta (klatta) (01/29/18 8:03 am): Approved by Dean Lejuez on 1/26. Program contacts are Amy Leyerzapf and Mary Banwart.

Kristine Latta (klatta) (01/29/18 8:05 am): Corrected ACCC to AAAC in Academic Support section.

Aileen Ball (aball) (02/20/18 10:08 am): Note from Rick Ginsberg, from 2 week review (please take this into consideration as you proceed): given that we offer a degree in educational leadership, which draws on general leadership literature in many of its courses, the proposed courses to include should probably be expanded to include some of ours, likely the same could be said about Business, perhaps Social Welfare. Moreover, we are concerned that opening courses to anybody, especially as they list only one tenure-track professor and three Lecturers (one who only has an MA) could be a problem. For example, if doctoral students wanted to take the certificate, all classes would need be taught by faculty with doctorates.

Key: 591

