*Appendix B-4: Ph.D. Record of Progress*

Division of Speech and Hearing Sciences

University of North Carolina

Chapel Hill, NC

A copy of this *Record of Progress*, completed to date, must be on file as part of your Ph.D. program record in the Office of the Division of Speech and Hearing Sciences. You may copy the *Record of Progress* for meetings with your program or dissertation advisor, program advisory committee, or dissertation advisory committee. This is your Ph.D. program plan and progress record, and must be updated regularly and completed for matriculation through the Ph.D. program. All forms, including those for the Graduate School, must be submitted to the Coordinator of Doctoral Studies in the DSHS once all signatures are obtained.

Step 1: Demographic Information

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Mailing Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Mailing Address (if other than local address): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date Entered Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Anticipated Graduation Date \_\_\_\_\_\_\_\_\_\_\_\_

Step 2: PLAN of Study \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the following two pages is the Plan of Study form. This form is a listing of academic coursework the student will take as part of the Ph.D. program. An initial draft of this form should be completed by the Ph.D. student and the Program Advisor (PA) and then presented to the Program Advisory Committee (PAC) at the end of the first semester of classes. The PAC will review the Plan with the student and recommend any changes they think may help better accomplish the student’s personal and program goals. Once approved and signed by the PAC, the form will be placed into the student’s *Record of Progress* and will remain in the student’s permanent file in the DSHS. As there are subsequent changes made to the student’s Plan of Study, a revised Plan of Study form (clearly marked as a Revision) should be completed and signed by the PAC. The revised form will then be placed in the *Record of Progress* in front of the original Plan of Study form. For further details see “Academic Program Requirements” section within the Handbook (page 6).

# PH.D. PLAN OF STUDY

# Division of Speech and Hearing Sciences

Student \_\_ Program Advisor \_\_\_\_ \_\_\_\_Date \_\_\_\_\_\_

Revision Date(s)

Specialization Area\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ Supporting Area(s) \_\_\_

Degrees held (University and date of each): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Program Advisory Committee

Printed Names Signatures Date

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COURSES COMPLETED AND APPLICABLE AS Ph.D. GRADUATE CREDIT

List course prefix (SPHS, EDUC), number, title, and hours of credit. If an independent study, give the prefix, mark as IS, give the area of study, instructor's name, and hours of credit.

**1) Specialization Courses (Within the Division): 2) Cognate Areas (Outside the Division):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3) Doctoral Seminars**: **4) Statistics/Design/Methodology**:

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Subtotal of credit hours at UNC: \_\_\_\_\_

If student has completed graduate work at another institution that is applicable toward the major at UNC-CH, list those courses here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of credit hours earned there:\_\_\_\_\_

Number of transfer credit hours approved by PAC \_\_\_\_\_\_\_\_\_\_\_\_

Total credit hours taken to date (include those on page 1): \_\_\_\_\_\_\_\_\_

PROPOSED COURSEWORK

List course prefix, number, title, and hours of credit. If an independent study, give the prefix, mark as IS, give the area of study, and the instructor's name

**1) Specialization Courses (Within the DSHS):** **2) Cognate Areas (Outside the DSHS):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3) Doctoral Seminars**: **4) Statistics/Design/Methodology**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Dissertation credits = (At least 6 required)\_\_\_\_\_\_

Grand Total of all credit hours taken or proposed: \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student Date

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Signature of Program Advisor Date

Signature of Coordinator of Doctoral Studies Date

Step 3: Research Experiences

Each year the student will complete the following Research Experience form to document each research experience that occurs during the doctoral program. Before the experience, the student and research mentor will complete and sign the first section of the form and the student will gain the PA’s signature. Once the experience has been completed, the student and mentor will evaluate the experience and complete the bottom half of the form. Both will sign the form and it will be inserted into the *Record of Progress* after this page in the student’s permanent file in the DSHS. For further details see the “Research Experiences” section within the Handbook (page 14).

Step 4: teaching Experiences

Each year the student will complete the following Teaching Experience form to document each teaching experience that occurs during the doctoral program. Before the experience, the student and prospective mentor will complete and sign the first section of the form and the student will gain the Primary Advisor’s signature. Once the experience has been completed, the student and mentor will evaluate the experience by filling in the bottom half of the form. Both will sign the form and it will be inserted into the *Record of Progress* behind this page in the student’s permanent file in the DSHS. For further details, see the “Teaching Experiences” section in the Handbook (page 13).

Step5: Pre-Dissertation Project

By the end of the first year, the student will develop along with the student’s mentor a plan to complete a Pre-Dissertation Project. This plan will be submitted to the PAC by the end of the first year. For further details, see the “Pre-Dissertation Project” section in the Handbook (page 15).

Step6: Competencies checklist

The student will complete the following Competency Checklist in an ongoing manner, but not less than once per year before the annual review. The student will document the way each competency was achieved and the date achieved. For further details, see the “Competencies” in the Handbook (page 7).

Step 7: teaching portfolio

Each student will develop a teaching portfolio as described on page 14 and provide the completed portions during the annual review. For further details, see “Portfolio Development” in the Handbook (page 14).

Step 8: First Year Review of Student

The student will prepare the materials (listed below) that will be submitted to the student’s PA and the PAC. The materials include the ***Record of Progress*** (Plan of Study, completed and proposed coursework; Research experiences, completed and proposed; Status of Pre-Dissertation Project (1st years) or Project (2nd years); Teaching experiences, completed and proposed; Competencies, completed and dates and mechanism for completion; an example of written work completed such as a course/seminar paper, publication, or publication submitted; overview of other activities and responsibilities such as presentations at local, state, or national conferences; completed aspects of the teaching portfolio; and any questions for the PAC. Once the review is complete, all materials and the review form will be included in the student’s permanent file in the DSHS. For further details, see the “Annual Review” section in the Handbook (page 15).

Step 9: annual review of Program

On an annual basis, students will be asked to review the doctoral program and to provide feedback from which to make modifications to the program. At the time of the review, students will be given a website and will use their PID numbers to enter their anonymous review. The Coordinator of the PhD student, as administrator to the site, will only have access to whether a student has completed the review. Once all reviews are completed, the administrator will access the reviews to share with the faculty and doctoral students (page 15).

Steps 8 & 9: second Year Review of Student & Annual Review of Program

Repeat the process for the first year reviews. For further details, see the “Annual Review” section of the Handbook (page 15). Annual reviews are required of all students until they have completed their written and oral examinations. At that point, the primary mentor and Dissertation Committee will monitor students’ progress and a formal annual review will not be necessary.

Research Experiences (Complete a different page for each experience)

**PROPOSED**

**1. Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# 2. Dates: \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ Anticipated hours/semester/year:\_\_\_\_\_\_\_\_

**(Include your best estimate of anticipated weeks/semester/years)**

**Faculty Mentor:**

**Topic/Subject:**

Expected outcomes/goals (Research):

**Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## *Advisor approval*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_

**Brief of Description of the Experience:(Fill in after completion)**

Dates:\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_ Hours completed/semester/year:\_\_\_\_\_\_\_\_

**Based on expectations agreed upon by the student and mentor, what were the results?**

**Student’s assessment of experience (add extra sheet if needed):**

**Faculty assessment of student performance/suggestions (add extra sheet if needed):**

Overall the student’s performance was: satisfactory unsatisfactory

**Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor signature: \_\_ \_\_ \_\_\_Date:\_\_\_\_\_\_**

Teaching Experiences (Complete a different page for each experience)

**PROPOSED**

**1. Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# 2. Dates:\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_ Anticipated hours/semester:\_\_\_\_\_\_\_\_\_\_\_\_

**(Include your best estimate of hours/semester)**

**Faculty Mentor:**

**Course:**

**Expected outcomes/goals (Teaching):**

**Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## *Advisor approval:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INDEPENDENT STUDY FORM**

Individual members of the faculty may agree to sponsor independent studies on topics of mutual interest. A **Course Description Form** (below) must be completed prior to registration.

## Course Description Form

Student’s Name

### Semester/Year

Course Number & Title

Graduate Credit Undergraduate Credit:

Principal Text(s) Assigned Readings

Description of Independent Study

.

Name (Print or Type)

Faculty Sponsor (Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Title:

Date:

**Brief of Description of the Experience :(Fill in after completion)**

**Based on expectations agreed upon by the student and mentor, what were the results?**

**Student’s assessment (add extra sheet if needed):**

**Faculty assessment of student performance/suggestions (add extra sheet if needed):**

Overall the student’s performance was: satisfactory unsatisfactory

**Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_**

Ph.D. Competency Checklist

Students will complete the checklist in an ongoing basis, at least annually, noting the mechanism of achievement and date of achievement for each competency. The mechanism of achievement includes coursework, research experiences, teaching experiences, writing experiences, presentations, publications, and other professional development activities. Expected completion: by end of first year (1), by end of second year (2), by end of program (P).

|  |  |  |
| --- | --- | --- |
| Research Competency and Required Experience | Mechanism for Achievement | Date |
| Students will: |  |  |
| 1. Apply critical perspectives in evaluating of scholarly writing and research.(1) |  |  |
| 2. Understand ethical guidelines for the protection of human subjects by:   1. completing appropriate training in the Rights of Human Subjects, (1) 2. reviewing an IRB application for a proposed or completed research study, (1) and 3. taking a primary role in preparing an IRB application. (P) |  |  |
| 3. Demonstrate an awareness and knowledge of the strengths and limitations of different types of research design. (1) |  |  |
| 4. Identify and use appropriate data analysis software to analyze and display the results of specific statistical analyses. (1) |  |  |
| 5. Interpret results obtained from statistical analysis procedures that are most commonly used in current speech and hearing science research. (2) |  |  |
| 6. Discuss and evaluate the appropriateness of specific statistical analysis procedures and research designs to address different types of research questions. (2) |  |  |
| 7. Demonstrate the ability to investigate questions of relevance to the field using systematic and well-designed research approaches. (2) |  |  |
| 8. Demonstrate the ability to apply research to practice and policy. (2) |  |  |
| 9. Present research findings to a professional audience in a regional or national conference. (2) |  |  |
| 10. Author or co-author a report of research findings that is submitted to a peer reviewed journal. (2) |  |  |
| 11. Demonstrate use of technological resources to keep abreast of the field’s changing knowledge base, including (at a minimum) conducting a targeted literature search using an electronic article database (such as PubMed or PsycInfo), identifying and accessing relevant online journals, and creating a personal reference library using a citation software program (such as RefWorks, ProCite or Endnote). (2) |  |  |
| 12. Demonstrate the ability to collaboratively:   1. identify one or more testable hypotheses, (2) 2. build a rationale through a focused review of the literature, (2) 3. specify an appropriate research design and methodology to address research aims, (2) 4. collect research data, (2) 5. code research data, (2) 6. write research results, (2) 7. interpret and discussing results, and (2) 8. identify the potential next steps in a line of research. (2) |  |  |
| 13. Demonstrate the skills to complete an independent research project and successfully defend the project. (P) |  |  |
| 14. Other: |  |  |

|  |  |  |
| --- | --- | --- |
| Teaching Competency and Required Experience | Mechanism for Achievement | Date |
| Students will: |  |  |
| 1. Demonstrate ability to plan an effective presentation for a specific audience, with identified objectives and designated length (e.g., 10 minutes; 3 hours). (1) |  |  |
| 2. Demonstrate awareness of the UNC-CH Honor Code and the responsibilities of both students and faculty. (1) |  |  |
| 3. Demonstrate research-based approaches to meeting the needs of adult learners in the teaching and learning process at the pre-service level. (1) |  |  |
| 4. Prepare a written evaluation of their own and /or a colleague’s presentation, noting strengths and areas for improvement. (2) |  |  |
| 5. Implement an appropriate grading system to evaluate student learning in an undergraduate- and/or graduate-level course. (P) |  |  |
| 6. Demonstrate effective use of course design for a course taught or co-taught by a student. (P) |  |  |
| 7. Demonstrate effective use of teaching methods that result in achievement of stated learning objectives by participants. (2) |  |  |
| 8. Prepare a course syllabus, including all required components. (2) |  |  |
| 9. Develop an appropriate grading system to evaluate student learning in an undergraduate and/or graduate level course. (2) |  |  |
| 10. Use technological resources needed to perform their teaching roles to keep abreast of the field's changing knowledge base, including (at a minimum) use of “PowerPoint” [or comparable] presentation software and “Blackboard” [or comparable] web-based course software. (2) |  |  |
| 11.Other: |  |  |
|  |  |  |
| Students may: |  |  |
| 1. Submit a proposal for an applied presentation to a refereed regional or national conference. |  |  |
| 2. Make a presentation at a regional or national conference. |  |  |
| 3. Demonstrate effective feedback and instruction techniques in the supervision of undergraduate or graduate students in fieldwork, internship, or practicum placements. |  |  |

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| **Teaching Competency** (continued) | Mechanism for Achievement | Date |
| 4. Demonstrate collaborative interdisciplinary teaching with a professional from another discipline. |  |  |
| 5. Demonstrate effective design of instruction for participants from another profession (may include presentations to parent groups). |  |  |
| 6. Demonstrate effective design of instruction for a group of interdisciplinary professionals. |  |  |
|  |  |  |
| Writing Competency and Required Experience |  |  |
| Students will: |  |  |
| 1. Complete formal reviews of two manuscripts. (2) |  |  |
| 2. Write a proposal for grant funding. (2) |  |  |
| 3. Collaborate on a manuscript on which the student is not the primary author that is submitted for publication in a refereed journal. (2) |  |  |
| 4. Write a manuscript on which the student is the first or sole author that is submitted for publication in a refereed journal. (P) |  |  |
| 5. Other: |  |  |
|  |  |  |
| Students may: |  |  |
| 1. Write a manuscript for a newsletter or non-refereed journal. |  |  |
| 2. Have a manuscript published in a newsletter or non-refereed journal. |  |  |
| 3. Have a manuscript published in a refereed journal. |  |  |
| 4. Edit or co-edit a newsletter, technical report, or manual. |  |  |
| 5. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  |  |  |
| Other Professional Competency |  |  |
| Students will: |  |  |
| 1. Establish intra- and inter-disciplinary professional networks for teaching, research, and/or service to the field. (2) |  |  |
| 2. Demonstrate their ability to engage in learning communities with professionals within and across disciplines for continuous growth and reflection. (2) |  |  |
| 3. Participate effectively in intra- and inter-disciplinary collaborative projects. (2) |  |  |

|  |  |  |
| --- | --- | --- |
| **Other Professional Competency** (continued) | Mechanism for Achievement | Date |
| Students may: |  |  |
| 1. Provide consultation or technical assistance to an agency or group  of individuals. |  |  |
| 2. Manage or coordinate a learning opportunity or other activity within or outside of the university community. |  |  |
| 3. Other. |  |  |

Step 10: Pre-Dissertation Project

By the end of the second year, the student will complete the Pre-Dissertation Project and present the Project at the Annual Research Seminar. The student will prepare a presentation approximately 20 minutes and will submit a manuscript in journal format to the mentor and PAC. For further details see page 15.

Step 11: Comprehensive Ph.D. Exam committee

A Comprehensive Exam Committee (CEC) will be identified when the student has completed her/his course work. The exam will be developed, administered, and evaluated by the CEC. For further details, see page 16 of the Handbook.

Step 12: Comprehensive Exams

Ph.D. students must pass a two part comprehensive examination. These consist of a written examination (area specific), and an oral examination. Complete the appropriate form <http://gradschool.unc.edu/forms.html>) with CEC signatures, and include in the *Record of Progress* (following this page) in the student’s permanent file in the DSHS. A copy of the form will be sent to the Graduate School. For further details, see page 16 of the Handbook.

Step 13: Dissertation Committee

After the successful completion of the comprehensive exams, the student will select a Dissertation Advisor (DA) with similar research interests. The student will select a Dissertation Committee (DC) of at least four University of North Carolina at Chapel Hill Graduate Faculty. The Dissertation Committee may or may not be different from the student’s Program Advisory Committee. The Dissertation Committee is responsible for overseeing and evaluating the student’s dissertation. For further details, see page 22 of the Handbook.

Step 14: Approval of Dissertation Prospectus

A dissertation prospectus consisting of an appropriate set of research question(s) or hypotheses, supported with literature relevant to the dissertation topic and providing a plan for use of a scientifically sound methodological approach to address the research questions must be submitted and presented to the dissertation committee for their approval. Approval of the prospectus by the committee means the student may conduct the study and write the dissertation. The DA and DC complete the appropriate form with signatures (<http://gradschool.unc.edu/forms.html>) and submit it to the Graduate School with a copy placed in the student’s *Record of Progress* in the DSHS permanent student file. For further details, see page 24 of the Handbook.

Step 15: Application for Admission to Candidacy

The student may apply for “admission to candidacy” following the completion of course work, passing the comprehensive examinations, completing residency requirements, and securing approval of a dissertation prospectus. (Confers “ABD” status). The DA and DAC complete and sign the appropriate form (<http://gradschool.unc.edu/forms.html>), submit it to the Graduate School, and place a copy in the *Record of Progress* in the student’s permanent file in the DSHS. For further details, see page 21 of the Handbook.

Step 16: Dissertation Completion

The student conducts the approved study and writes the dissertation under the supervision of the DA; however, all members of the DC are expected to provide assistance when called upon by the student or the DA.

Step 17: Dissertation Defense

All other requirements for the degree must be satisfied prior to the dissertation defense. The DA will determine when the candidate is ready for the final oral defense of the dissertation. All members of the Dissertation Committee should be present at the defense. The student is responsible to notify the DSHS faculty, current doctoral students, and larger university community of the scheduled date, time, location, and topic of the dissertation defense meeting. This defense serves as the final examination for the Ph.D. degree. Once the dissertation has been approved by the student’s DC, the student is eligible to apply for conferral of the Ph.D. degree. It is the student’s responsibility to secure the necessary signatures and submit the appropriate forms to the Graduate School (<http://gradschool.unc.edu/forms.html>). For further details, see page 23 of the Handbook.

Step 18: Application for Graduation\_\_\_

Submit the appropriate form (<http://gradschool.unc.edu/forms.html>) to the Coordinator of Doctoral Studies in the DSHS. Do not submit the form earlier than the semester before you are going to defend your dissertation.

Commencement Application Deadline

Fall (December) 2nd Friday in October

Spring (May) 2nd Friday in February

2nd Summer (August) 2nd Friday in June

Step 19: complete exit review of program with Coordinator of PhD. Studies

The student will complete the written review of the Ph.D. program and complete an oral review with the CDS.