ANNOUNCING A NEW DOCTORAL TRAINING GRANT
BEGINNING JANUARY 2004

Leadership Training Partnership to Prepare Personnel in Communication Disorders: Improving Language and Literacy Outcomes for Children with Disabilities in High Poverty Communities

Preparation of Leadership Personnel (H84325D030046) awarded to FSU by U.S. Department of Education, Office of Special Education Programs

Abstract

A new program is proposed to train doctoral students in communication sciences and disorders to provide leadership in teaching, developing model programs and policy, and conducting research in natural environments. Trainees will develop in depth knowledge and skills in (1) language and literacy outcomes and interventions for populations identified or at high-risk for identification for special education services; (2) influences of family, culture, disability, and poverty on education and society; (3) personnel preparation, instructional design, and technology; and (4) research methods. During the four years of this project, doctoral students in communication disorders will acquire the expertise needed to develop research programs, educational programs, personnel preparation programs, and policies that will promote functional outcomes in language and literacy (and associated academic and social areas) among children who are at high risk for or have been identified for special education services. Students from special education, or other programs dedicated to serving students with special needs also will be invited to participate in project activities. Trainees will be collaborating weekly with public school personnel in Professional Development School partnerships or in other early intervention agencies targeting high poverty communities. Trainees will be developing improved educational programs through research and training partnerships to improve functional outcomes among students from high poverty and culturally diverse neighborhoods. These objectives will be achieved through the following experiences:

- Participation in three core courses and weekly leadership seminars.
- Completion of interdisciplinary coursework in four areas (language and literacy intervention; family, culture, and poverty influences; personnel preparation; and research methods).
- Involvement in language and literacy research activities at least 14 hours each week.
- Internships in community practica with state and regional leaders 6 hours each week.
- Participation in community outreach, continuing education/staff development activities, and college teaching.
- Completion of an outcome-based evaluation mechanism reflecting mastery of leadership competencies in translating research to practice and policy for cultural and linguistic diverse students, research, and personnel preparation.

Community representatives (professionals and parents) will help ensure that trainees are involved in experiences that are likely to produce personnel preparation, service delivery, and research programs that are comprehensive, compassionate, family-centered, and culturally-competent. These future leaders will acquire tools needed to bring about societal and educational reform, as well as socially valid behavior change. Project staff and trainees will be involved in several efforts to recruit, nurture, and mentor students with disabilities and students from underrepresented populations beginning at the high school level to enhance the diversity of the pool of prospective special educators, speech-language pathologists, and researchers.

Florida State University Communication Disorders Department participates in the Southside Professional Development Schools Network
Trainees will receive stipends (~$5700 per semester), tuition support, and funds for professional travel and research supplies. All candidates must be willing to commit to at least six consecutive semesters of full-time study and agree to the terms of the Doctoral Traineeship/Forgivable Loan Contract as required by the granting agency. Trainees are obligated to two years of employment in a setting related to their training (e.g., training SLPs in a university program or working for a professional organization or state agency that advocates or administers services to children with special needs) for every year of funding.

If you are interested in applying, please contact:
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**Entrance Requirements**

Students who desire project support will complete all university application materials. In evaluating an applicant for doctoral study, a student's grade point average, GRE scores, letters of recommendation, personal statements, and writing samples are all considered. Applicants falling short of the minimum requirements for full admission may still be admitted under the provisional category if there is some compensatory strength in the applicant's credentials. The criteria for full admission to the graduate school are a minimum Upper Division GPA of 3.0 and GRE of 1000 or higher. The department must be willing to offer admission to the doctoral program before recommending candidates for leadership training support. Recommended candidates are asked to review a description of the training program and its expectations and to prepare a 2-page personal statement describing their experiences and goals as they relate to the project. Candidates may submit additional references from individuals who can comment on their relevant experiences, interests, and potential for pursuing leadership positions.

Following a review of applications, the Project Directors and the Project Coordinator will interview finalists. Potential for leadership will be judged based on the following indicators:

1. Student has career goals compatible with the content of the program.
2. Student has good verbal and written communication skills.
3. Student is self-motivated.
4. Student has already acquired good clinical skills.
5. Student is flexible, adaptable, and creative.
6. Student has evidence of significant personal and academic achievement.
7. Student has a demonstrated interest in research.
8. Student possesses excellent interpersonal skills.
9. Student demonstrates maturity manifested in previous experiences.
Department of Communication Disorders Doctoral Program
Requirements and Program of Study

The first three to five semesters of enrollment in the program should be devoted to completion of the core requirements. By the end of the first year of the program, the student must present an approved program of study to fulfill all requirements for the Ph.D. The program of study should be prepared on the form included in Appendix B. It should include a narrative statement of the student’s career goals, all graduate level courses previously completed, and all courses that the student is planning on taking to meet the core requirements and additional requirements, as delineated below, as well as a timeline for completion. The doctoral supervisory committee must approve the program of study in writing and may approve any course(s) already completed to apply toward meeting the core requirements. The student is encouraged to ask the major professor for samples of programs of study completed by former students.

The program of study, once approved, should be viewed as an agreement between the student and the department defining the specific coursework that the student must complete for graduation. The student may make changes in the program of studies but any changes must be approved and initialed by all doctoral supervisory committee members on the program of studies. The student may take additional coursework but must complete courses specified on the program of studies for graduation. The Florida State University requires 24 semester hours in a one-year period to establish residency, after having finished 30 semester hours of graduate work or being awarded the master’s degree.

Core Course Requirements: The doctoral program in Communication Disorders is individualized to meet the student’s needs and interests based on his/her career goals. The student must demonstrate knowledge beyond the master’s level in three areas: 1) Research Methods; 2) Communication Processes in Normal and/or Disordered Populations; and 3) a Related Specialization area.

1. Research Methods: A minimum of 15 semester hours of graduate courses must be completed in the Research Methods Core. The student must demonstrate knowledge and competence with parametric statistics, nonparametric statistics, research design and evaluation, and basic computer use as a research tool for data analysis. Examples of course content include, statistics, single-subject experimental design, program evaluation, qualitative research methods, test and measurement development, and computer-based statistical applications.

2. Communication Processes and Disorders: A minimum of 9 semester hours in doctoral seminars (6000 level courses) must be completed in this core. The student must demonstrate an understanding of the communication processes in normal and/or disordered populations. Examples of course content include normal language development, neuropsychology, language and literacy, developmental disabilities, counseling, and neuropsychopathology of language, cognition, and perception.

Trainees are expected to enroll in three Core Courses for 3 credits per term that would satisfy the Communication Processes and Disorders requirement, including: (1) Current Issues in Developmental Communication Disorders; (2) Developmental Disabilities Seminar: Language and Literacy Interventions; and (3) Seminar in Meeting the Needs of Families that are Culturally and Linguistically Diverse.

If a student wants to have a 5000 level course count toward the 9-credit requirement, the student should write a memo to his/her major professor specifying the competencies that the student will gain from this course that will contribute to their doctoral studies and have the memo signed by the faculty teaching the course and the major professor. This memo should then be filed in the student’s folder in the departmental office.

3. Related Specialization Area Requirement: The student must choose a collateral area of study consisting of a minimum of 12 semester hours. These courses are not necessarily from a single department (although they may be) but should be selected as a package within an interest area related to communication sciences and disorders.
The student’s committee is allowed flexibility in determining the manner in which students will choose to acquire and demonstrate knowledge in the core areas. However, Directed Individual Studies (DIS) and Directed Individual Research (DIR) are not normally allowable in meeting minimum core requirements. Any exception must be petitioned in writing to the Doctoral Standards and Review Committee.

**Additional Requirements:** During the doctoral program, the student must meet three additional requirements.

1. The student must demonstrate teaching competencies by taking major responsibility for teaching at least one undergraduate lecture course. This would entail the student updating the course syllabus, presenting the majority of the lectures, and developing or updating tests or other grading tools. Some students may be involved in teaching 2 courses, if they are not ready to take the major responsibility for a course the first time round. The student must enroll in 3-5 semester hours of SPA 5940, Supervised Teaching.

2. The student also must demonstrate research competencies by participating in different roles in ongoing research of the major professor or more advanced doctoral students and taking major responsibility for initiating a research project. The student must enroll in 3-5 semester hours of SPA 5910, Supervised Research.

3. The student must enroll in the departmental Doctoral Research Colloquium (variable credit ranging from 1 to 3 credits, repeatable to 12 credits) for a minimum of 2 credits before advancing to candidacy. The Colloquium will be offered every fall and spring semester. The Colloquium is designed to provide students with the opportunity to give research presentations and demonstrate research competencies.

4. The student must enroll in the departmental Doctoral Seminar on Teaching and Supervision (variable credit ranging from 1 to 3 credits) for a minimum of 2 credits before advancing to candidacy. This Seminar is designed to provide students with the opportunity to develop knowledge and demonstrate competencies in teaching and supervision.

**Research, Teaching, and Supervision Competencies**

Students must demonstrate the competencies specified by the Doctoral Supervisory Committee in research, teaching, and supervision delineated in Appendix C. The student is responsible for compiling a portfolio of products relating to the competencies. The portfolio can be either web-based or kept in a file in the department program assistant's office. The student should present the portfolio and meet with the major professor each semester and the committee each year to document progress on competencies. It is expected that the competencies specified by the committee will be demonstrated by the time the student is advanced to candidacy.