



**The University of Alabama
College of Arts and Sciences**

**Department of
Communicative Disorders
Speech and Hearing Center**

Policies and Procedures Manual

Revised May 2011

Department of Communicative Disorders

Academic Program

Bachelor's and Master's Degree
Communicative Disorders

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FOREWORD

The University of Alabama's Department of Communicative Disorders administratively houses the Speech and Hearing Center. The Speech and Hearing Center serves not only as a practicum facility for students enrolled in the department, but also as a service delivery program for Tuscaloosa and the surrounding communities. This Policies and Procedures Manual was developed for use by faculty, staff, and students. It includes materials pertaining to both the academic and clinical programs. It is a requirement that all students enrolled in the program become familiar with its contents.

Disclaimer: Every effort was made to provide you as a student in this department with the most up-to-date general information; however, there are times when there are changes that may have occurred. It is your responsibility as a student to confer with the department chair and your advisor about any specific questions you may have.

DEPARTMENT OF COMMUNICATIVE DISORDERS SPEECH AND HEARING CENTER

A HISTORY

In September, 1938, T. Earle Johnson, Chairman of the University of Alabama, Department of Speech, began offering undergraduate academic coursework in what has come to be known as the discipline of human communication sciences and disorders. At the same time, he announced the opening of a speech and hearing clinic to serve both the local and the university communities. Thus, since 1938, the University of Alabama Speech and Hearing Center has been serving citizens of Alabama, and the academic program is the oldest continuing program in Alabama. The first graduate-level seminar was begun in September, 1939, with the first master's thesis being completed in 1941.

The early program concentration was entirely in "speech therapy." The appointment in 1953 of the Department's first full-time audiologist allowed expansion in that curriculum. With the assistance of a federal grant in 1962, a program for training educators of the hearing impaired at the master's level was initiated. The program continued in the Department until 1989 when it was moved to the College of Education. Throughout the 1970s, 1980s and early 1990s certification programs at the Class B, A, and AA were provided through the Department. Changes in certification in the 1990s resulted in cessation of those programs.

Dr. T. Earle Johnson, in addition to being chair of the Department of Speech, served as director of the University of Alabama Speech and Hearing Center until 1953. In all, Dr. Johnson served the university for forty-two years before his retirement in 1970. Dr. Johnson received many honors for his pioneering efforts, not only in communication sciences and disorders, but in theater and speech communication as well. He was awarded the Honors of the Speech and Hearing Association of Alabama in 1977, by then president, Dr. Gerald Culton, at the spring convention in Gulf Shores, Alabama. He was awarded an honorary doctorate from the University in 1991. Theater Tuscaloosa named a rehearsal hall in his honor. The fiftieth anniversary ceremony for the University of Alabama Speech and Hearing Center, which took place in September, 1988, was dedicated to him. The granite and bronze plaque bearing his name with the adjacent oak tree in front of Rowand-Johnson Hall are reminders of that celebration. In the fall of 1989 the Music and Speech Building was renamed Rowand-Johnson Hall in honor of Dr. Johnson and Dr. Wilbur Rowand (long-time chair of the music department which the building housed until the completion of the Moody Fine Arts Building). Dr. Johnson served as chair of the Department of Speech until his retirement in 1970. It was soon after his retirement that the Department of Speech was reorganized into three departments (Communicative Disorders, Speech Communication, and Theater and Dance).

Dr. Ollie Backus succeeded Dr. Johnson as director of the University of Alabama Speech and Hearing Center in 1953 and served until she left the university in 1960. Dr. Backus was nationally and internationally known for her pioneering work in parent counseling, group therapy, and the use of homogeneous grouping in treating children with various communication disorders. The "Backus and Beasley Text" in speech-language pathology was one of the best known and widely used texts in the field for more than two decades. In the early 1950's Dr. Backus helped design the layout of the space occupied by the

department and the center until 2005. Dr. Backus was a dynamic, charismatic teacher who attracted "disciples" to her emphasis on the significance of the client-clinician relationship. She held that an emotionally significant interpersonal relationship between the client and the clinician is the key to establishing clinical milieus that facilitate and enhance the client's communicative skills. Many of today's most prominent techniques used in developing pragmatic language competencies in children are more than reminiscent of Dr. Backus' early work.

Dr. Elizabeth J. Webster served as director of the Speech and Hearing Center from 1960 to 1963. Dr. Webster achieved a national reputation for her work with Louise Ward in parent counseling and in pursuing and extending the concepts pioneered by Dr. Backus. Dr. Webster and Mrs. Ward left the university in the late 1960s to teach at Memphis State University until their retirement in the late 1980s. Beginning in 1963, Drs. Thomas G. Giolas and Edwin W. Martin served as co-directors of the Speech and Hearing Center for three years. Dr. Giolas served one additional year as director (1966-67) after Dr. Martin left the university to take a position with the Bureau of Education for the Handicapped in Washington, D.C. Dr. Martin is credited with having significantly and positively influenced the development and passage of federal legislation that has become known as the Individuals with Disabilities Education Act (IDEA). Dr. Giolas, authored a widely known text in audiology.

Dr. Eugene B. Cooper came to Alabama in September, 1967 to serve as chair of the Communicative Disorders Area in the Department of Speech and as director of the Speech and Hearing Center. Dr. Eugene C. Sheeley joined the faculty at the same time as coordinator of the Audiology Program. Among the individuals who, in addition to the current faculty, have served on the communicative disorders faculty since the late 1960s are Dr. Daniel E. Martin, Dr. Ronald Evelsizer, Dr. Willie P. Cupples, Dr. John Muma, Dr. Richard E. Peach, Dr. Marilyn Newhoff, Ruth E. Walker, Dr. Joseph E. Hannah, Dr. Joan Hannah, Dr. Ronald Goldman, Dr. Arthur J. Dahle, Dr. David A. Daly, Dr. Arthur J. Schwartz, Beth Hardaway, Dr. E. Thayer Curry, Glen Baquet, Dr. Faye McCollister, Dr. Skip Testut, Dr. Elizabeth Blodgett, and Dr. John F. Schmitt, currently Associate Dean of The Graduate School. In 1976 the area of communicative disorders was granted departmental status and Dr. Eugene B. Cooper was appointed chair. Dr. E. Thayer Curry died in 1990. Dr. Eugene C. Sheeley retired in 1994. Following Dr. Sheeley's retirement Dr. Derrin C. Wester, Dr. Lori Swanson, Dr. Mark Hedrick and Dr. Mary Beth Armstrong served the department before moving on to other positions. Dr. Carmen Taylor, who joined the faculty in 1995 as program director for audiology, is currently Associate Dean for the College of Arts and Sciences. In 1996,

Dr. Eugene B. Cooper retired after 30 years of service. His contributions and service to the profession on both the local and national levels were outstanding. His expertise in the area of stuttering continues to be acknowledged nationally and internationally. Dr. Gerald L. Culton, who joined the faculty in 1972, was appointed chairman of the Department and director of the Center in 1997 and served until 2003. Dr. Wendy Shiau also joined the faculty in 1997 as an assistant professor in audiology and speech and hearing science. She left in 2000. In 1999, Dr. Sandra Laing joined the faculty as an assistant professor in speech-language pathology. In January 2000, Dr. Beth Macauley joined the faculty as an assistant professor in speech-language pathology. In February of 2003, Dr. Karen F. Steckol joined the faculty in Speech-Language Pathology as professor, chair and clinic director. In January of 2004 Dr. Priscilla N. Davis joined the faculty in speech-language pathology as a professor. In the summer, 2006, several changes took place. Dr. Sandra Laing (now Gillam) left the faculty. Laura Moss (A.B.D.) joined the faculty as an instructor. Dr. Chris Gaskill joined the

faculty from the University of Tennessee in August, 2006, with specialty in voice disorders. Although the audiology master's program was phased out in 2003, the audiology clinical continued to be an active part of the department. In 2007, Dr. Craig Formby, whose interests included hearing and balance disorders, joined the faculty as a Distinguished Graduate Researcher. In August 2008 Dr. Marcia Hay-McCutcheon, with an interest in cochlear implants, joined the faculty. Also in 2008, Dr. Laura Moss, whose background is adult neurological disorders, became a full-time faculty member. Lastly, Dr. Angela Barber joined the faculty in 2008 (with a background in autism).

The clinical faculty has been a stable and committed asset to the department for many years. Betty Carver joined the clinical faculty in 1976 and served as Coordinator of Speech-Language Services before retiring in 2006 after 30 years of service. Brenda McClellan replaced Betty Carver in March, 2006. Kathy Due replaced Brenda McClellan in June of 2008. Laura Moss replaced Kathy Due in Fall 2010. Debra McCrary has been in charge of the Tuscaloosa County Speech-Language Preschool since 1979. She retired in May 2011. Pat Tulloss started the Tuscaloosa City Speech-Language Preschool in 1987. She retired 2004 and was replaced by Betsy Hope. Glen Baquet was Coordinator of Audiological services followed by Steve Gibbs. In 1986 Rebecca Brooks replaced Mr. Gibbs. Barbara Kucharski joined the clinical faculty in 1987 to oversee the Head Start contracts. The demand for clinical services continued to grow leading to the addition of Linda Lochman in 1996 as a clinical supervisor. Linda Lochman retired in May 2009 and was replaced by Candace Cook. In 2009, Mary Ray-Allen joined the clinical faculty to meet the increasing demands of the adult neurogenic population. In Fall 2010, DeLaine Stricklin joined the clinical faculty.

The Center's clinical service programs have undergone extensive changes since 1938. Designed originally to provide services for university students, the Center began operation in 1938 by serving twenty-five students. Inclusion of children as clients followed in 1940. The years during World War II and shortly thereafter saw a temporary suspension of clinical services. The initiation of expanded services took place in 1947 through a contract between the University and the Veterans Administration. This agreement continued for fifteen years, providing speech and hearing services for hundreds of veterans throughout the Southeast and resulting in a significant growth in the faculty and staff in communicative disorders. A residential children's speech program was begun in 1950 and was continued until 1970. For several years after 1952, the Center provided classes for children with cerebral palsy. In 1952, a residential Adult Therapy Program, supported through the Alabama Vocational Rehabilitation Service was begun. Both the child and adult residential programs became well known throughout the southeast and attracted regional and national attention to the Alabama "program." The development in the 1970s of service programs in the schools along with the establishment of rehabilitation facilities throughout the state and region led to the termination of these residential programs by the late 1970s.

Since that time, The University of Alabama Speech and Hearing Center, through its contracts and grants with various agencies throughout west central Alabama, has maintained its prominence as a major healthcare provider in the area. In the late 1970s, this center became the first university speech and hearing center in the southeast and one of the first in the nation to dispense hearing aids. The cooperative agreements established in the 1970s between the Center and local school systems, industries, and various Head Start agencies became widely known and frequently replicated by other university speech and hearing centers throughout the region and nation. Thus, The University of Alabama Speech and Hearing Center, one of the first such facilities in the southeast, has a tradition for innovation

and excellence. The faculty and staff currently associated with the Department of Communicative Disorders and The University of Alabama Speech and Hearing Center are proud of the tradition they strive to maintain.

A hallmark event occurred for the program in May, 2005. The Department of Communicative Disorders and the Speech and Hearing Center left the Rowand-Johnson Building after more than fifty years of cramped occupancy in the basement. The program moved to newly renovated space at 700 University Boulevard East, which was formerly Capstone Medical Center. The new space more than adequately met the needs of the program for clinic, teaching, research, and parking, and will continue to be a source of pride for everyone involved in the department.

As a representative of a new generation of students embarking on a career in speech-language pathology at The University of Alabama, you are welcomed. You too can be proud of the academic, research and clinical program of which you are now a part. The faculty and staff anticipate that knowing something of its history may help you feel at home at Alabama.

DEPARTMENT OF COMMUNICATIVE DISORDERS MISSION STATEMENT

The field of communication sciences examines the behavioral, cognitive, and neurological features of communication across the life-span. Communicative Disorders students at The University of Alabama explore all aspects of speech and language development and disorders in individuals. They explore the syntax, semantics, and pragmatics of language, in addition to the articulatory and motor aspects of speech, in typically developing children, children with speech and language impairments, and adults.

We teach and engage in research associated with the principles of speech and language development and disorders, including research skills associated with the evidence-based practice of the Speech-Language Pathology profession. In addition, we provide service to the department, the university, the community, and the profession.

The Department is further committed to maintaining national accreditation by the Council on Academic Accreditation through the American Speech-Language-Hearing Association. The purpose of accreditation is to ensure that nationally established standards related to the quality of education and training have been met by academic programs. Accreditation is intended to protect the interests of students, benefit the public, and improve the quality of teaching, learning, research, and professional practice.

Standards of excellence have never held greater responsibility as scope of practice has expanded. The Department is committed to preparing professionals to meet the challenges of the future in this dynamic and continuously expanding field of study. The Department of Communicative Disorders embodies the mission of the College of Arts and Sciences and The University of Alabama.

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)

The University of Alabama Chapter of the National Student Speech-Language-Hearing Association received its charter in 1972. Membership consists of both undergraduate and graduate students. Officers are elected by student members by a majority vote. Officers are composed of president, vice-president, secretary, treasurer, and social chair. A faculty member, appointed by the department chair, serves as sponsor of the group.

NSSLHA's mission is to promote unity and fellowship among the students in the Department of Communicative Disorders as well as sponsor professional development opportunities for these students. NSSLHA members participate in fund raising activities each year. Every summer the organization sponsors The Cooper Lecture Series in Communicative Disorders, which is a one day continuing education event open to the university and professional community as well as students. During the semester, various workshops are held covering topics of interest to students preparing to enter the profession of speech-language pathology. Students often attend conferences, such as the Annual Convention of the American Speech-Language-Hearing Association.

Students involved in NSSLHA have an opportunity to develop leadership skills. The activities sponsored by the organization help students mature professionally. The success of the organization is directly related to the commitment of the membership. All students are strongly encouraged to join.

FACILITY

The Department of Communicative Disorders and the Speech and Hearing Center are located at 700 University Boulevard East. The Speech and Hearing Center is open from 8:00 a.m. to 4:30 p.m. Monday through Friday. The Center is closed on university holidays.

Students are asked to park in the areas designated by their parking permit. The bus system runs to and from the Speech and Hearing Center during operating hours.

Academic faculty offices are housed in the building outside the rear door down Hallway D. Clinical faculty offices are housed in the main building down Hallway B-1.

The Student Workroom (Room 169) is open to students at anytime the Center is open. Students are responsible for the general appearance of the room. Purses and other valuables should never be left unattended in the workroom. A refrigerator and microwave are available for student use across from the workroom. Students needing access to the workroom after hours should see the office staff to check out an outdoor key and get the punch code for access to the Student Workroom. A \$25.00 fee is charged for any key that is lost or not returned to the office. Other parts of the building are off limits after hours.

Student mailboxes are housed in Hallway 2-B. Mailbox assignments will be updated each semester. Students are expected to check their mailboxes regularly. Lockers are in the Student Workroom and are available on a first come basis.

The majority of graduate classes are taught in the Room 178 in the Speech and Hearing Center. Undergraduate classes are taught in buildings in the center of campus as designated in the class schedule guide for each semester.

The Department of Communicative Disorders

The Department of Communicative Disorders offers an undergraduate major in Communicative Disorders (Speech-Language Pathology), and a minor in Communicative Disorders (Speech-Language Pathology). Students majoring in Communicative Disorders are expected to matriculate to graduate study in Speech-Language Pathology.

Major

Total Required Credit Hours: Students earning the Bachelor of Arts degree with a major in Communicative Disorders must complete all University, college and departmental degree requirements. This includes the general education requirements (see University of Alabama Undergraduate Catalogue), the major requirements defined below, and all requirements for an approved minor and sufficient other credits to total 120 credit hours.

Pre-Requisites for Admission to Major: A grade of B- (or higher) in CD 275, Anatomy of the Speech and Hearing Mechanism is required.

Grade Point Average: An overall GPA of 2.5 is required to enroll in Communicative Disorders classes. To be considered for clinical practicum (CD 377) one must have an overall GPA of 3.3 and a 3.0 GPA in the major. The following classes: CD 225, 226, 244, 275 and 308 are used to compute the CD GPA.

Courses Required in the Major:

CD 225 Introduction to Communicative Disorders	3 hours
CD 226 Language and Speech Development	3 hours
CD 244 Phonetics	3 hours
CD 275 Anatomy & Physiology of the Speech & Hearing Mechanism	3 hours
CD 277 Pre-professional Video Lab Experience	1 hour
CD 308 Speech and Language Disorders I	3 hours
CD 309 Speech and Language Disorders II	3 hours
CD 351 Hearing Science	3 hours
CD 411 Speech Science	3 hours
CD 443 Basic Audiology	3 hours
CD 444 Aural Rehabilitation	3 hours

Take one (1) of these three tracks after taking above classes.

1. Clinical Track –3 hour clinical practicum (CD 377)
2. SLP Track –3 hour elective from 400 level elective classes below
3. AUD Track – 3 hour Advanced Audiology Lab (CD 445)

ELECTIVES

CD 455	Voice Disorders
CD 454	Fluency Disorders
CD 416	Multicultural Issues

Residency Requirement: A minimum of 12 hours at the 300-and 400-level in this major must be earned on this campus.

Required Ancillary Courses: The major in Communicative Disorders requires the following courses outside the major. Grades in these courses are not computed into the major GPA:

- 1) Two courses from the following:
 - Intro to Deductive Logic (PHL 101)
 - Intro to Inductive Logic (PHL 102)
 - Critical Thinking (PHL 104)
 - Intro to Ethics (PHL 200)
 - Medical Ethics (PHL 204)
 - Ethical Theory (PHL 304)
 - Philosophy of Language (PHL 355)
 - Humanities I: Perspectives (NEW 211)
 - Humanities I: Creativity (NEW 212)
 - Humanities II: Do the Right Thing: Moral Inquiry (NEW 415)
 - Humanities II: Human Futures (NEW 414)
 - Critical Decision Making (COM 122)
 - Interpersonal Communication (COM 220)
- 2) One Statistics Class (BER 345 or PY 211 or ST 260)
- 3) One Introductory Biological Science with a lab (BSC 108, 109, 114, 115, 116, 117, 118, 120)
- 4) One Introductory Physical Science with a lab (AY 101/102, CH 101, CH 107, GY 101, GY 102, GEO 101, GEO 102, GEO 105, PH 101)
- 5) PY 101
- 6) Technical Writing course (EN 319) or other Arts & Sciences *W*-designated course

Requirement of the Major for a Minor: This major requires the completion of a minor.

Other Academic Policies Governing Completion of the Major:

Admission to clinical practicum: Only communicative disorders majors are admitted to clinical practicum and only by application. Prior to admission to CD 377, clinical practicum, or CD 445, the audiology practicum, the student must meet the following criteria:

*The student must have been evaluated favorably by two faculty members in the department who have knowledge of the student's abilities.

*The student must give an acceptable performance on a speech and language proficiency test and on a hearing screening. If students fail the speech and language test, they will be required to enroll in speech-language therapy in order to correct or control the disorder to the extent that it would not interfere with their functioning as a clinician. At the termination of therapy, students must pass the required speech and language proficiency test to the satisfaction of the Evaluation Committee. If a student fails the hearing screening, appropriate follow-up steps must be taken upon the recommendation of the Evaluation Committee.

*During the practicum, a student judged to be experiencing difficulty will be evaluated by his or her clinical supervisor and one additional clinical staff member in order to determine if performance is satisfactory. If not satisfactory, a remediation plan will be implemented by a minimum of two clinical faculty and one academic faculty members. The effectiveness of *each* practicum student will be evaluated by faculty and supervisors.

Special Opportunities for Undergraduate Students:

Students are encouraged to become involved in research with a departmental faculty member.

Students are encouraged to become active in the local and national chapters of the National Student Speech-Language-Hearing Association.

Students are encouraged to apply for scholarship awards within the department at the junior and senior levels.

Students with an overall 3.3 GPA or higher are encouraged to apply to participate in the clinical experience.

Minor:

Pre-Requisites for Admission to Minor: An overall grade point average of 2.5 or higher is required to enroll in CD classes.

Courses Required in the Minor:

CD 225	Introduction to Communicative Disorders	3 hours
CD 226	Language and Speech Development	3 hours
CD 275	Anatomy and Physiology of the Speech and Hearing Mechanism	3 hours
CD 308	Speech Disorders I	3 hours
CD 309	Speech Disorders II	3 hours
CD 443	Basic Audiology	3 hours

Residency Requirement: A minimum of 6 hours at the 300-and 400-level in this minor must be earned on this campus.

Required Ancillary Courses: This minor does not require outside courses.

**APPLICATION FOR ADMISSION TO SPEECH-LANGUAGE PATHOLOGY
CLINICAL PRACTICUM***
Department of Communicative Disorders

Name _____ CWID _____
Catalog Year _____

1. These courses in Communicative Disorders must be completed:

CD 225, CD 226, CD 244, CD 275, CD 277, and CD 308

2. These minimum admission criteria must be met:

- a. GPA of 3.0 in CD courses listed above GPA _____ Certified by _____
- b. Overall GPA of 3.3 GPA _____ Certified by _____
- c. Completed Major Form Certified by _____
- d. Favorable evaluation by two Communicative Disorders faculty/staff members
(signatures below)
- e. Acceptable performance on speech, language, and hearing
screenings Certified by _____

I hereby apply for admission to the undergraduate clinical practicum in Communicative Disorders.

I have read the requirements for the program in my Undergraduate Catalog and certify that I meet them.

Student's Signature _____ Date _____

Recommended by _____ Date _____

Recommended by _____ Date _____

Laura Moss, SLP.D., CCC-SLP
Coordinator, Speech-Language Pathology Services

Date Admitted To Clinical Practicum

Original: Student's Advising File

Copy: Student

Revised 5-20-11

*This application is for students who are under the 2008 undergraduate catalog.

**THE UNIVERSITY OF ALABAMA
COLLEGE OF ARTS AND SCIENCES**

**DEPARTMENT OF COMMUNICATIVE DISORDERS
MASTER OF SCIENCE ADMISSION AND PROGRAM
REQUIREMENTS**

I. Master of Science Admission and Program Requirements*

General Requirements for the Master of Science Degree: See the Graduate School Catalog that is in effect at the time of admission or graduation, and see the Description of the degree program in speech-language pathology.

A. Admission

Graduate students in the Department of Communicative Disorders must meet the Undergraduate GPA of the Graduate School regulations governing admission. The minimum requirement is that the applicants meet the Graduate School's unconditional admission standard of a 3.0 overall undergraduate GPA on a 4.0 scale. A 3.0 on a 4.0 scale for the last 60 hours of Undergraduate may be considered in unusual circumstances.

Following unconditional admission by the Graduate School, the student must be accepted by the graduate faculty of the Department. In addition to the 3.0 GPA standard, the GRE or MAT score, letters of recommendation, oral and written communication skills, the statement of purpose, potential for success and attitude may also be considered for admission.

B. Probation

1. Academic GPA

A graduate student with unconditional standing who drops below a B average in grades at any time after earning 6 semester hours will be placed on probation and will not be permitted to apply for admission to candidacy for the master's degree. Probationary status must be removed by raising the overall average to a B or better during the next 12 hours of graduate work following the period in which the probation was incurred. Failure to do so will result in dismissal from the Graduate School. Any student whose overall average drops below a B during the last 12 hours of prescribed course work will be dropped from the graduate program in communicative disorders.

2. Clinic Grades

A “Fail” grade in clinic will place you on probation. A remediation plan will be instituted. If a “fail” grade is earned after implementation of the remediation plan the student will be dismissed from the program. A student will not be allowed to graduate with a “Fail” grade in clinic in their last semester.

C. Deficiencies

Undergraduate course deficiencies must be removed as soon as possible, but such courses may be taken concurrently with ones for graduate credit.

*In unusual cases certain requirements or procedures may be modified or waived by the Graduate Faculty of the Department.

D. Advising

1. After being admitted to the Graduate School, a student will be assigned an academic advisor.
2. A student must meet with an advisor in order to plan a course of study. A student's course of study must meet the minimum requirements of the Graduate School, the Department, and the American Speech-Language-Hearing Association requirements for the certification of clinical competence.

E. Hour or Credit Requirement

1. The Graduate School requires a minimum of 30 graduate semester hours of academic course work*, six hours of which may be for writing a thesis. Requirements of a Master's degree in speech-language pathology vary but generally average 36-39 hours over 5 semesters of study.
2. Subject to the approval of the student's advisory committee and the dean of the Graduate School, up to one-half of the required course work may be transferred from another institution. These hours must be in communicative disorders, or in a closely allied subject, and must contribute to the educational objectives of the student.

*Graduate courses that do not count as academic course work are CD 517, Advanced Clinical Practicum, Speech; CD 542, Public School Internship, Speech-Language Pathology; and CD 518, Externship.

F. Program Length

The MINIMUM length of the program for the master's degree is the equivalent of five semesters for a student with an undergraduate background in communicative disorders, or seven semesters for a student without such a background. The Graduate School requires that the degree be completed within six years.

G. Admission to Candidacy for the Degree

1. Admission to the Graduate School to pursue the master's degree does not mean that the student has been admitted to candidacy for the degree. Admission to candidacy is a separate act and application cannot be filed until 12 semester hours of graduate credit have been earned at The University of Alabama. (Application forms are obtained at the office of the Graduate School, or can be obtained online at www.ua.edu).
2. Each graduate student will apply to the chair of the Department for admission to candidacy. The chair will certify that the candidate has fulfilled the graduate requirements and that undergraduate deficiencies have been, or are in the process of being removed.
3. Approval of admission to candidacy must be secured by the time of registration for the semester in which the requirements for the degree are completed.

H. Application for the Degree

Each candidate for a master's degree must apply for graduation through the Graduate School no later than the registration period of the semester, or of the first term of the summer session, in which the requirements for the degree are completed. Candidates should note that application is made for a Master of Science degree with a major in speech-language pathology.

II. Thesis Requirement for Plan I

The Department encourages the writing of theses by its more talented and capable students pursuing the Master of Science degree. A graduate student who wishes to write a thesis must secure the approval of a member of the graduate faculty to direct the study. Approval for a thesis that uses human subjects must be secured from the Institutional Review Board. Forms for the thesis option are at: <http://web.as.ua.edu/cd/wp-content/uploads/2009/07/Thesis-Option-Forms.pdf>

A. Thesis Scope

The scope of the thesis will be carefully considered and then limited according to the following:

1. Normally a student will take six hours of CD 599, Thesis Research--hence the effort required by the thesis problem should be comparable to the work expected from a superior student for two seminar courses. A student must be enrolled in CD 599 continuously once work on a thesis has begun and during the semester that the Graduate School approves the thesis.
2. The scope of the problem must permit the student to complete the thesis within five months.

B. The Thesis Committee

1. The Thesis Committee is composed of graduate faculty members and is appointed by the dean of the Graduate School. It includes two members of the Department of Communicative Disorders, thesis advisor and one other member from outside the Department all holding current graduate faculty status. An additional member may be included if the nature of the study justifies it.
2. A typed prospectus will be presented to each committee member at least one week prior to the first meeting. At the initial meeting the committee may approve the prospectus as it is or instruct a student to make alterations in the proposal. At this meeting it will be decided whether the committee will convene again prior to the final meeting.
3. If there is no interim meeting, individual members of the Thesis Committee must be consulted during the study as needed. A meeting of the entire committee will be called by the chair to consider any major changes.
4. After the chair of the Thesis Committee approves a draft of the thesis, a copy will be prepared for each committee member. A copy along with a list of corrections will be submitted to each member of the Thesis Committee one week prior to its final meeting.
5. At the final meeting, the student will orally present the thesis to the] committee. Also, the committee may approve the thesis, approve it with minor changes, recommend major changes with another meeting to consider the revision, or disapprove the thesis. The committee may also supply additional corrections. The thesis may be accepted if a majority of the Thesis Committee approves it.

C. Thesis Style

1. A copy of an online Manual for Students Preparing Theses and Dissertations should be obtained from the web.
<http://graduate.ua.edu/etd/index.html>
2. Except when it conflicts with the Graduate Schools, online manual, the Publication Manual of the American Psychological Association (latest edition) will be followed. Copies are sold at the University Supply Store.

D. The Thesis

1. A student who plans to engage a typist proofreader for the thesis should do so early.
2. After the final meeting of the Thesis Committee any typographical errors should be corrected and recommended revisions should be made.
3. Consult the on-line Manual of the Graduate School for what constitutes acceptable paper and reproduction process for copies.
4. A student will need at least four bound copies of the thesis: two for the Graduate School, one for the Department, and one for the chair of the Thesis Committee.
5. A student should consult the Graduate Office about any question of form that cannot be answered by the two publications listed above.
6. Students choosing the thesis option will not be required to take comprehensive exams.
They will however be required to complete a KASA form* that will be reviewed by the chair of the department at an exit interview upon graduation.

III. Comprehensives for Plan II

A. Written Comprehensive Examination

1. Students will take a written comprehensive examination during the semester in which they expect to complete the requirements for the master's degree. The examination will be administered during a two-day period, with four hours of writing time scheduled for each day.
2. Students taking the examination will be relieved of all academic and clinical duties on the examination days. The time and place will be set and announced

by the Chair of the Department, but will take place in a campus computer lab with internet access disabled, unless announced otherwise.

3. All answers will be typed and the student's answers will be assigned a number, ensuring anonymity for grading purposes. The student may bring only paper and pen or pencil to the examination in order to draft answers before typing, if desired.
4. The examination is designed to reveal the knowledge of the candidates in multiple content areas, and their ability to express that knowledge in acceptable form. Therefore, in addition to content, clarity and grammar will be assessed.
5. Each answer will be rated by at least 2 members of the graduate faculty on a 4.00 point scale: 3.60-4.00 (commendation), 2.80-3.59 (pass), 2.00-2.79 (poor), or 1.00-1.99 (fail). The ratings of each faculty member will be averaged to determine the score for each question. Two fail (1.00-1.99) scores on one question will result in a mandatory re-write on that knowledge area. Otherwise:
 - a. A mean rating of 3.60 to 4.00 means the student passed the comprehensive examination with a commendation from the faculty.
 - b. A mean rating of 2.80 to 3.59 means the student passed the comprehensive examination.
 - c. A mean rating of 2.00 to 2.79 means the student will take an oral examination to help the faculty make a pass/fail decision. The written and oral examination are considered together in giving a pass/fail grade for the question. If the student chooses not to take an oral examination, the student is considered to have failed that question, and must re-write the answer (see below).
 - d. A mean rating of 1.00 to 1.99 means the student failed that question and must re-write the answer. The re-write question may or may not be the same question originally asked. This second (and last) attempt may be taken at anytime but no later than the end of the semester. Depending on the score for the re-write, an oral exam may still be necessary (see 3c).
 - e. A passing score (either written or oral) must be earned for every question for the student to pass the comprehensive examination.

B. Supplementary Oral Examination

The purpose of this examination is to give a student, whose mean rating was 2.0 to 2.79 for one or more comprehensive examination questions, an opportunity to demonstrate knowledge in that content area. The supplementary oral examination shall be given by an Examination Committee comprised of two graduate faculty

members and one clinical supervisor. The oral examination will not exceed one hour. The Examination Committee may ask the student anything relevant to that content area during the oral examination in order to determine the student's knowledge.

C. Nature of Written of Comprehensive Questions

The student will answer four questions each day, with a suggested time for completion for each question of 30 to 60 minutes. As this is a comprehensive examination, the topics of the questions may overlap across course lines, requiring the student to integrate information from more than one content area. Since the eight questions will be chosen to reflect the content areas represented on the ASHA Praxis exam for speech-language pathology, all areas must be studied in preparation for the comprehensive examination. Not all areas will be necessarily included in the test questions. The twelve content areas from which questions will be drawn are:

- Child language development
- Child language disorders
- Phonological/articulation disorders
- Fluency disorders
- Motor speech disorders
- Voice disorders
- Neurogenic language disorders
- Dysphagia
- Multicultural issues
- Audiology
- Research methods
- Professional issues

Examples of the type and scope of comprehensive questions:

Attached you will find a completed Goldman-Fristoe. Compute the age and review the results. Explain what you think might be the diagnosis, any articulation or phonological disorders you might suspect, etc.

When you graduate one of the ways you will continue learning is by reading articles and turning the information into clinical use. Critique the attached article. In addition to outlining what you have learned from the article, evaluate the strengths and weaknesses of the study regarding methodology, sample size, analysis, etc.

Describe the speech and language development implications for a 3 year old diagnosed with a moderate bilateral conductive hearing loss, and discuss the various treatment options to rehabilitate/habilitate both hearing and verbal communication.

Using the information given from this cranial nerve and speech, language and swallowing evaluation, describe the most likely nature of this neurologic damage, including lesion site, potential communication issues, and rehabilitation options.

Revised May 2011

**THE UNIVERSITY OF ALABAMA
COLLEGE OF ARTS AND SCIENCES**

**DEPARTMENT OF COMMUNICATIVE DISORDERS
DESCRIPTION OF THE MASTER OF SCIENCE DEGREE
PROGRAM
IN SPEECH-LANGUAGE PATHOLOGY**

GOALS

The University of Alabama Master of Science degree program in speech-language pathology is designed to prepare speech-language pathologists to contribute to the prevention, assessment, and treatment of communicative disorders. Through formal academic coursework, clinical experience, and exposure to research, students enrolled in the program acquire knowledge of the literature in human communication sciences and disorders, skill in the administration and interpretation of speech, language and hearing measures, the ability to apply therapy techniques, an appreciation of related behavior, physical and biological sciences, an awareness of, and an appreciation for, the multicultural nature of our society, and insight into their own professional strengths and limitations.

Students completing the requirements for the Master of Science degree at The University of Alabama meet the academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in speech-language pathology and for state licensure in Alabama.

The Master of Science degree program in Speech-Language Pathology provides the following:

1. A prescribed sequence of courses in human communication sciences and disorders and related disciplines.
2. Opportunities to observe, discuss, and participate in the assessment and treatment of individuals of all ages with a wide range of communication disabilities at The University of Alabama Speech and Hearing Center and various off-campus facilities.
3. Experience in the assessment and treatment of individuals with speech, language and hearing disorders.
4. Opportunities for research experiences which may include the writing of a thesis.

GENERAL ACADEMIC AND CLINICAL REQUIREMENTS

After completing requirements for the Master of Science degree in speech-language pathology at The University of Alabama, a student will have had academic and/or clinical experience in the following areas at the graduate or undergraduate level.

- 1. Language development**
- 2. Phonetics**
- 3. Speech and hearing science**
- 4. Anatomy and physiology of the speech and hearing mechanism**
- 5. Hearing problems and basic hearing testing**
- 6. Principles of aural rehabilitation**
- 7. Fluency disorders**
- 8. Phonological and articulation disorders**
- 9. Diagnostic procedures in speech and language**
- 10. Language disorders and intervention**
- 11. Orofacial and resonance disorders**
- 12. Adult neurogenic disorders**
- 13. Voice disorders**
- 14. Augmentative communication systems**
- 15. Dysphagia and motor speech disorders**
- 16. Multicultural factors**
- 17. Research methods, including experimental design**
- 18. Four hundred plus hours of practicum with clients of all ages who present a variety of disorders of communication**
- 19. Study in related areas such as:**
 - a. Education of the deaf and hard-of-hearing**
 - b. Child development**
 - c. Learning disabilities**
 - d. Counseling**
 - e. Psychological tests and measurements**
 - f. Multiple disabilities**
 - g. Mental retardation**
 - h. Geriatrics**
 - i. Cognitive disorders**
 - j. Autism**

SPECIFIC COURSE REQUIREMENTS

Students without an undergraduate emphasis in communicative disorders must complete the following courses (31 Hours):

- CD 226: Language and Speech Development**
- CD 244: Phonetics**
- CD 275: Anatomy and Physiology of the Speech/Hearing Mechanism and Brain**
- CD 277: Pre-Professional Lab (1hr)**
- CD 308: Speech Disorders I**
- CD 351: Hearing Science**
- CD 411/511: Speech Science**
- CD 416/516: Multicultural Issues**
- CD 443/543: Basic Audiology**
- CD 444/544: Aural Rehabilitation**

Graduate students at the master's level majoring in speech-language pathology are required to complete the following courses:

- CD 501: Introduction to Research Methods**
- CD 507: Technical Writing**
- CD 509: Language Disorders**
- CD 512: Language Development**
- CD 515: Professional Issues**
- CD 516: Multicultural Issues or an elective***
- CD 517: Clinical Practicum (5 semesters)**
- CD 529: Diagnostics**
- CD 551: Articulation and Phonology**
- CD 552: Neuro I**
- CD 553: Neuro 2**
- CD 556: Motor Speech Disorders**
- CD 576: Dysphagia-Adults**
- CD 544: Aural Rehab or an elective***
- CD 554: Fluency Disorders or an elective***
- CD 555: Seminar in Voice Disorders or an elective***

***Electives may be taken outside the CD Department with prior approval from the chair of the department.**

DURATION OF TRAINING

Students with a typical pre-professional undergraduate background in communicative disorders generally can complete the above requirements in five continuous semesters beginning either in the Summer or Fall Semester (S, F, Sp, S, F or F, SP, S, F, Sp).

Students with no undergraduate background in communicative disorders typically are able to complete the above requirements in seven continuous semesters beginning only in Fall Semesters (F, Sp, S, F, Sp, S, F).

CERTIFICATION AND LICENSURE

In addition to having completed all the academic and clinical requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology, students completing this program will be eligible to apply for a state license granted by the Alabama Board of Examiners in Speech Pathology and Audiology.

Graduates may also become employed in the public schools of Alabama on a provisional basis prior to becoming licensed, and on a permanent tenure earning basis after obtaining licensure and receiving a Class A teacher's certificate from the State Department of Education.

5/09

GRADUATE CURRICULUM COURSE SEQUENCE

SUMMER	FALL	SPRING	SUMMER	FALL
Diagnostics (3) Research Design (3) Elective* (3-6) Clinic (2)	Technical Writing (2) Neuro I (3) Language (3) Artic/phon (3) Clinic (2)	Neuro II (3) Language (3) Dysphagia (3) Clinic (3)	Professional Issues (1) Elective* (3-6) Audiology Practicum (1) Clinic (3)	Elective* (3) Motor Speech (3) Clinic (3)

FALL	SPRING	SUMMER	FALL	SPRING
Diagnostics (3) Neuro I (3) Language (3) Artic/phon (3) Clinic (2)	Tech Writing (2) Neuro II (3) Language (3) Dysphagia (3) Clinic (2)	Research Design (3) Clinic (3) Professional Issues (1) Elective* (3-6)	Elective* (3-6) Motor Speech (3) Clinic (3)	Elective* (3) Clinic (3) Audiology Practicum (1)

***12 hours of electives are required; one or more can be taken in any semester**

If any of the following courses have not been taken, then they must be taken in lieu of an elective:

CD 416/516: Multicultural Issues (Fall Course)

CD 444/544: Aural Rehab (Spring Course)

CD 454/554: Fluency Disorders (Fall Course)

CD 455/555: Voice Disorders (Fall Course, some Summer)

THE UNIVERSITY OF ALABAMA
DEPARTMENT OF COMMUNICATIVE DISORDERS
SPEECH AND HEARING CENTER

POLICY STATEMENT

The ASHA requirements for clinical practicum and minimum supervision are specified below. Each supervisor is asked to maintain a record of therapy sessions and evaluations supervised.

1. Students must observe a minimum of 25 clock hours of evaluations and management of disorders with a variety of clients prior to being assigned clients for clock hours credit. This requirement is achieved by each student's completion of CD 277: Preprofessional Laboratory Experience, a 1 credit hour pass-fail course.
2. The student's first 25 clock hours of practicum must be supervised by a member of the staff or faculty.
3. Students must complete a minimum of 50 supervised clock hours in the area of their major (speech-language pathology) in each of 3 distinctly different settings.
4. In all practicum sites, at least 50% of each evaluation session must be directly observed by the clinical supervisor.
5. In all practicum sites, at least 25% of each student's total contact time in clinical treatment must be directly observed by the clinical supervisor.
6. In all practicum sites, students earn clock hours only for the portion of the time spent in direct provision of services to the client or client's family.
7. In all practicum sites, major decisions made by the student clinician regarding evaluation and treatment of a client are implemented or communicated to the client only after approval by the clinical supervisor.
8. At least 325 of the required 400 clock hours must be earned at the graduate level.

SUMMARY

The Department of Communicative Disorders is dedicated to providing excellence in undergraduate and graduate training in the study of human communication sciences and disorders. In support of the educational mission of the program, the Speech and Hearing Center is committed to providing quality clinical services to persons with communicative disorders while preparing students to meet the challenges of this dynamic profession.

Students who enter the Department of Communicative Disorders will be held to the highest academic and clinical standards. The Department strives to mentor each student in an environment that is both positive and challenging.