



College of  
Arts & Sciences

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

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

**Policies and Procedures Manual**

Revised August 2016

# Department of Communicative Disorders

## **Academic Program**

Bachelor's and Master's Degree  
Communicative Disorders

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## FORWARD

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.

### UA Severe Weather Protocol

In the case of a tornado warning (tornado has been sighted or detected by radar, sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life-saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the **National Weather Service** and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take. The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisories are broadcast via WUOA/WVUA-TV, which can be viewed across Central Alabama. Also, visit wvuatv.com for up-to-the-

minute weather information. A mobile Web site is also available for your convenience.

**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, former Associate Dean of The Graduate School at UA. 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, served as Senior Associate Dean for the College of Arts and Sciences at UA until 2014, and currently serves as the Dean of Arts and at Univ. of Alabama at Huntsville.

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, but sadly passed away in the fall of 2011 after a long illness. 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. He left for the University of Montevallo in the fall of 2012. 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. Dr. Hay-McCutcheon became chair of the department in August of 2012. Also in 2008, Dr. Laura Moss, whose background is adult neurological disorders, became a full-time faculty member. Dr. Angela Barber joined the faculty in 2008 (with a background in autism). In 2011 Dr. Anthony Buhr and Dr. Rachel Saffo were hired as Assistant Professors. Dr. Buhr's research interests are in fluency disorders and Dr. Saffo is interested in bilingualism and language. Dr. Memorie Gosa joined the department in 2013. Her expertise is in swallowing and swallowing disorders. Dr. Katharine Bedsole joined the department in the fall of 2015 with expertise in phonological disorders.

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 and became the clinic director in August of 2012. Debra McCrary has been in charge of the Tuscaloosa County Speech-Language Preschool since 1979. She retired in May 2011 and Tonya Hickman became the new Speech-Language Pathologist from the Tuscaloosa County School System. 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. Also in 2009, JoAnne Payne, clinical audiologist joined our department. In Fall 2010, DeLaine Stricklin joined the clinical faculty. Kelly Dickey was hired as a full-time temporary instructor in 2012 to meet the increasing demands of clinical and academic programs. Kelly Dickey replaced Tonya Hickman as the county SLP in Fall 2014. Mary Bryan was hired as a full time temporary instructor and clinical supervisor in Summer 2015 to replace Kelly Dickey.

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 4:45 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 may come in the back door and open the door to Hallway B-2 with their Action Card. Other parts of the building are off limits after hours.

Student mailboxes are housed in Hallway B-2. 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 a Bachelor of Arts (BA) degree 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 or audiology.

### Communicative Disorders Major (BA)

#### Degree requirements

Students earning the Bachelor of Arts degree (BA) with a major in communicative disorders must complete all University, college, and departmental degree requirements. These include the general education requirements, the following major requirements, all requirements for an approved minor, and other sufficient credits to total a minimum of 120 applicable semester hours.

#### Admission into the major

Sophomore standing is required to enroll in any 200- 300- and 400- level CD course. Completion of all 200-level CD courses (except CD 277 Preprofess Lab Experience) is required for enrollment in 300- and 400-level CD courses. To be considered for clinical practicum (CD 377 Clin Practicum I Speech), students must have a minimum cumulative GPA of 3.30 and at least a 3.00 major GPA based on the following courses: CD 225 Intro Comm Disorders, CD 226 Lang & Speech Develop, CD 244 Phonetics, CD 275 Anat Physio Sech Hear Mechanism, and CD 308 Speech Disorders I. Students are expected to formally declare a major no later than the fourth semester of full-time enrollment (or at 61 semester hours for transfer students). With the assistance of an advisor in the major department, students should complete the "Declaration of Major" online.

#### Grade point average

A 2.00 grade point average in the major is required for completion of the degree. The major GPA is calculated based on all courses applicable to the major that the student has attempted at UA. Minimum GPA standards are required for clinical practicum and continuance in the major. See "Admission into the major" and "Admission to Clinical Practicum."

#### Major courses

The major in communicative disorders requires the successful completion of the following 34 semester hours:

		<b>Hours</b>
CD 225	Intro Comm Disorders	3
CD 226	Lang & Speech Develop	3
CD 244	Phonetics	3
CD 275	Anat Physio Sech Hear Mechanism	3
CD 277	Preprofessional Lab Experience	1

		<b>Hours</b>
CD 308	Speech Disorders I	3
CD 309	Speech Disorders II	3
CD 351	Hearing Science	3
CD 411	Speech Science	3
CD 443	Basic Audiology	3
CD 444	Aural Rehabilitation	3
CD 462	Neuroanatomy	3
<b>Total Hours</b>		<b>34</b>

Students may choose to take elective CD courses:

		<b>Hours</b>
CD 377	Clin Practicum I Speech	3
CD 445	Audiology Lab Experience	1-3

### **Upper-level residency**

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

### **Ancillary courses**

Grades in ancillary courses are not computed into the major GPA. The major in communicative disorders requires the successful completion of the following courses outside the major. Many of these courses can be used to satisfy general education requirements.

		<b>Hours</b>
PY 101	Intro To Psychology	3
BSC <sup>1</sup>		4
Physical Science <sup>2</sup>		4
Select one of the following:		3
BER 345	Educational Statistics	
PY 211	Elem Statistical Methods	
ST 260	Statistical Data Analysis	
CJ 381	Statistics	
<b>Total Hours</b>		<b>14</b>

<sup>1</sup> BSC course must be chosen from the following:

BSC 108	Intro Biology Non Maj I	4
BSC 109	Intro Biology Non Maj II	4
BSC 114 & BSC 115	Principles Of Biology I and Laboratory Biology I	4

BSC 116 & BSC 117	Principles Biology II and Biology II Laboratory	4
BSC 118	Honors General Biology I	4
BSC 120	Honors Gen Biology II	4

<sup>2</sup> Physical science course must be chosen from the following:

CH 101	General Chemistry	4
CH 102	General Chemistry	4
CH 104	Introductory Chemistry	4
CH 105	Introductory Org Chem	4
CH 117	Honors General Chemistry	4
CH 118	Honors General Chemistry	4
PH 101	General Physics I	4
PH 102	General Physics II	4
PH 105	General Physics W/Calc I	4
PH 106	General Physics W/Calc II	4
PH 125	Honors Gen Ph W/Calculus	4
PH 126	Honors Gen Ph W/Calculus	4

### **Required minor**

This major requires the completion of a minor.

### **Additional major requirements**

Students are advised that the major in communicative disorders is considered to be pre-professional. A master's degree or the equivalent is necessary for membership in and certification by the national professional organizations and for licensure by the state of Alabama and most other states. The Department of Communicative Disorders offers a program leading to the Master of Science degree in speech-language pathology (see UA graduate catalog).

Students are responsible for ensuring that they have met all University, college, major, and minor requirements. However, each student must meet with an advisor in the major department for academic planning and to be cleared for registration each semester. College advisors are also available for additional assistance with minor, college, and University requirements. Students majoring in communicative disorders who wish to participate in clinical practicum or audiology practicum must apply for admission into CD 377 Clin Practicum I Speech, CD 378 Clin Practicum II or CD 445 Audiology Lab Experience.

### **Admission into clinical practicum**

Admission requirements include the following:

- Minimum cumulative GPA of 3.30.

- Completion and minimum 3.00 GPA in all of the following:

	<b>Hours</b>
CD 225      Intro Comm Disorders	3
CD 226      Lang & Speech Develop	3
CD 244      Phonetics	3
CD 275      Anat Physio Sech Hear Mechanism	3
CD 277      Preprofess Lab Experience	1
CD 308      Speech Disorders I	3

- Overall performance review and favorable evaluation by two graduate faculty members.

Applications for summer and fall clinics are due February 1<sup>st</sup> and applications for spring clinics are due September 1<sup>st</sup>. Admission is limited to a maximum of 15 students per semester for CD 377. Upon admission to an undergraduate clinical practicum, a permit will be issued to the student to enroll in CD 377 or CD 445.

### **Special opportunities**

The Department of Communicative Disorders provides students an opportunity to participate in research with a departmental faculty member. Students are also encouraged to become active in the local and national chapters of the National Student Speech-Language-Hearing Association. Junior- and senior-level scholarship awards are available for students majoring in communicative disorders. For eligible students, the department also offers clinical practicums for hands-on experience in speech-language pathology and audiology

**Application for Admission to Clinical Practicum  
Department of Communicative Disorders  
The University of Alabama**

Office Use Only Date Submitted: ___/___/___ Received by: _____
--

Name \_\_\_\_\_ CWID \_\_\_\_\_

E-mail: \_\_\_\_\_ Number of Earned Hours: \_\_\_\_\_

Planned Graduation Date: \_\_\_\_\_

**Circle Term and Type practicum you are applying for:**

Summer Term Spring Term Fall Term

CD 377: Speech Pathology Practicum I

II CD 445: Audiology

**1. Mark each CD course you will have completed prior to the start of the practicum:**

<input type="checkbox"/> CD 225	<input type="checkbox"/> CD 308	
<input type="checkbox"/> CD 226	<input type="checkbox"/> CD 309	<input type="checkbox"/> CD 443
<input type="checkbox"/> CD 244	<input type="checkbox"/> CD 351	<input type="checkbox"/> CD 444
<input type="checkbox"/> CD 275		
<input type="checkbox"/> CD 277	<input type="checkbox"/> CD 411	

**2. These minimum admission criteria must be met.**

3.0 GPA in CD 225, 226, 244, 275, & 308: \_\_\_\_\_ GPA

3.3 or higher overall GPA: \_\_\_\_\_ GPA

CD Major declared:  Yes  No

25 hours of observation completed (CD 277):  Yes  No

**3. Obtain favorable evaluation by two CD faculty/staff members**

Recommended by \_\_\_\_\_ Date \_\_\_\_\_

Recommended by \_\_\_\_\_ Date \_\_\_\_\_

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 \_\_\_\_\_

<b>Office Use Only</b>
------------------------

Student meets minimum admission criteria:  Yes  No Certified by: \_\_\_\_\_

Student Admitted to undergraduate clinical practicum

Student Admitted to undergraduate clinical practicum pending \_\_\_\_\_

Student *not* admitted to the undergraduate clinical practicum.

Comments: \_\_\_\_\_

\_\_\_\_\_  
Director, UA Speech & Hearing Date

## Communicative Disorders Minor

### Admission into the minor

A cumulative GPA of at least 2.50 and sophomore standing are required for entry into 200-level CD courses. Completion of 200-level CD courses is required for enrollment in 300- and 400-level CD courses. Students are expected to formally declare a minor. With the assistance of an advisor in the minor department, students should complete the "Declaration of Minor" form online before or during the third year of full-time enrollment.

### Grade point average

A 2.00 grade point average in the minor is required. The minor GPA is calculated based on all courses applicable to the minor that the student has attempted at UA. Minor GPA standards are required for continuance in the minor. See "Admission into the minor."

### Minor courses

The minor in communicative disorders requires the successful completion of the following 18 semester hours:

	<b>Hours</b>
CD 225      Intro Comm Disorders	3
CD 226      Lang & Speech Develop	3
CD 275      Anat Physio Sech Hear Mechansm	3
CD 308      Speech Disorders I	3
CD 309      Speech Disorders II	3
CD 443      Basic Audiology	3
Total Hours	18

### Upper-level residency

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

### Ancillary courses

This minor does not require ancillary courses.

### Additional minor requirements

Students are responsible for ensuring that they have met all University, college, major, and minor requirements. However, each student must meet with an advisor in the major department for academic planning and to be cleared for registration each semester. College advisors are also available for additional assistance with minor, college, and University requirements.

**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 course that does not count as academic course work is CD 517: Advanced Clinical Practicum, Speech.

### **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. 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 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 within the first semester of graduate school. 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.
3. During the second or third semester of graduate school your data must be collected. To allow you to complete data collection, a flexible clinical placement will be granted for one of these semesters. Please discuss your expectations for data collection with the Clinic Director the semester prior to data collection.

### **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**

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> 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. After the final meeting of the Thesis Committee any typographical errors should be corrected and recommended revisions should be made.
2. Consult the on-line Manual of the Graduate School for what constitutes acceptable paper and reproduction process for copies.
3. 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.
4. A student should consult the Graduate Office about any question of form that cannot be answered by the two publications listed above.

5. 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 eight hours of writing time scheduled on the first day and four hours scheduled on the second day.
2. The student will write answers for six questions in total over the one and a half day exam period (i.e., 2 questions for each half-day four-hour session). For each four-hour session they will have the choice to write 2 questions from 3 provided questions.
3. 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.
4. All answers will be typed. The student will be allowed to bring one-sheet of prepared notes per subject. They also will be allowed to bring paper and writing tools to help them organize their answers.
5. 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.
6. 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), 1.00-2.79 (fail). The ratings of each faculty member will be averaged to determine the score for each question.
  - 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 1.00 to 2.79 means the student failed that question and must re-write it. 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.

- d. 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 1.0 to 2.79 on a mandatory re-write question, the opportunity to demonstrate knowledge in that content area. The supplementary oral examination shall be given by an Examination Committee comprised of at least two graduate faculty members. 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 six questions in total, with a suggested time for completion of each question 90 to 120 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

Revised April 2015

**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. Intellectual disabilities
  - h. Geriatrics
  - i. Cognitive disorders
  - j. Autism

## SPECIFIC COURSE REQUIREMENTS

Students without an undergraduate emphasis in communicative disorders must complete the following courses (28 Hours):

- CD 226: Language and Speech Development
- CD 244: Phonetics
- CD 275: Anatomy and Physiology of the Speech/Hearing Mechanism
- CD 277: Pre-Professional Lab (1hr)
- CD 308: Speech Disorders I
- CD 309: Speech Disorders II
- CD 351: Hearing Science
- CD 411/511: Speech Science
- CD 443/543: Basic Audiology
- CD 444/544: Aural Rehabilitation
- CD 462: Neuroanatomy

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 508: Diagnostics
- CD 509: Language Development
- CD 512: Language Disorders
- CD 515: Professional Issues
- CD 516: Multicultural Issues
- CD 517: Clinical Practicum (4 semesters)
- CD 518: Clinical Practicum
- CD 529: Diagnostics
- CD 545: Audiology Lab
- CD 551: Articulation and Phonology
- CD 552: Neuro I
- CD 553: Neuro 2
- CD 556: Motor Speech Disorders
- CD 576: Dysphagia-Adults
- CD 554: Fluency Disorders
- CD 555: Voice Disorders
- Plus two electives

**GRADUATE CURRICULUM COURSE SEQUENCE FOR STUDENTS ENTERING IN FALL SEMESTER**

<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>	<b>FALL</b>	<b>SPRING</b>
CD 507: Technical Writing (2) CD 509: Lang Develop (3) CD 517: Clinic Practicum (1) CD 529: Diagnostics (3) CD 551: Artic/Phon (3) CD 552: Neuro I (3)	CD 553: Neuro II (3) CD 512: Lang Disorders (3) CD 517: Clinic Practicum (2) CD 545: Audiology Lab (1) CD 554: Fluency (3) CD 576: Dysphagia (3)	CD 501: Research Design (3) CD 515: Profess Issues (3) CD 517: Clinic Practicum (3) 1 Elective e.g.: CD 514 CD 557 CD 544	CD 555: Voice Disorders (3) CD 516: Multiculturalism(3) CD 517: Clinic Practicum (3) CD 556: Motor Speech (3) 1 Elective e.g.: CD 575 CD 544	CD 518: Clinic Practicum (6) CD 508: Diagnostic Practicum (3)

Revised 5/15

## 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 in the fall semester (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.

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-hour 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. In all practicum sites, at least 50% of each evaluation session must be directly observed by the clinical supervisor.
4. 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.
5. 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.
6. 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.
7. At least 325 of the required 400 clock hours must be earned at the graduate level.

**Documented Complaint Process – University Student Handbook**  
**(<http://www.studenthandbook.ua.edu/studappellandgrievpolicies.html>)**

A student against a faculty member, administrator, or staff member at the University may file academic grievances. Written complaints should be filed as soon as possible after the alleged action took place and should be submitted to the department chairperson in the division where the action took place. Copies of the University Academic Grievance procedures are available in the Dean's Office of each college and school.

**Procedures for Complaints Against Graduate Education Programs**  
**Council on Academic Accreditation**  
**(<http://www.asha.org/academic/accreditation/accredmanual/section8/>)**

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

**Criteria for Complaints**

*Complaints about programs must meet the following criteria:*

- a) be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
- b) relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
- c) clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

*Complaints must meet the following submission requirements:*

- a) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA,
- b) include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information,

c) be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to the following address:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology

American Speech-Language-Hearing Association,

2200 Research Boulevard, #310

Rockville, MD 20850

d) will not be accepted by email or facsimile.

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. Complaints against a program may be submitted even if separate action is pending against the program by another body except as outlined above.

## **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.