



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

**Department of
Communicative Disorders**

Speech and Hearing Center

Policies and Procedures Manual

Revised August 2023



College of
Arts & Sciences
Communicative Disorders

Department of Communicative Disorders

Academic Program

Bachelor of Arts in Communicative Disorders
and Master of Science in Speech Language Pathology

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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.

FACULTY AND STAFF

Faculty

Memorie Gosa, Ph.D., CCC-SLP, Associate Professor, Chair
Luca Campanelli, Ph.D., Assistant Professor
Litsa Cheimariou, Ph.D., Assistant Professor
Craig Formby, Ph.D., CCC-A, Professor Emeritus
Marcia Hay-McCutcheon, Ph.D., CCC-A, Professor
Evie Malaia, Ph.D., Associate Professor
Laura Moss, SLP.D, CCC-SLP, Instructor
Paul Reed, Ph.D., Associate Professor, Graduate Director
Rebecca Summy, Ph.D., Assistant Professor
HyunJoo Yoo, Ph.D., Assistant Professor

Clinical Staff

JoAnne Payne, AuD., CCC-A, Clinic Director
Christy Albea, Au.D., CCC-A, Audiologist, Audiology Coordinator
Jennifer Baggett, M.S., CCC-SLP, Clinical Educator
Emma Brothers, Au.D, CCC-A, Audiologist
Mary Bryan, M.Ed., CCC-SLP, Clinical Educator
Candace Cook, M.S., CCC-SLP, Clinical Educator
Kayce Hinton, M.S., CCC-SLP, Clinical Educator
Abigail Hubbard, Au.D., CCC- A, Audiologist
Amanda Mennen, M.S., CCC-SLP, Clinical Educator
Mary Ray-Allen, M. Ed., CCC-SLP, Clinical Educator
Sara Shirley, M.S, CCC-SLP, Clinical Educator, UG Director
DeLaine Stricklin, M.S., CCC-SLP, Clinical Educator

Office Staff

Lacey Watts, M.S., Academic Administrative Assistant
Mary Price, Accounting Assistant
Melissa Jordan, Office Associate
Sam Dowling, Office Assistant

**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. 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 Eversizer, 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. 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 joined the faculty in 1995 as program director for audiology.

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. 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 August 2008, Dr. Marcia Hay-McCutcheon, with an interest in cochlear implants, joined the faculty and became chair of the department in August of 2012 until 2015. Dr. Angela Barber became chair in Fall 2015 and served until May 2021 when she was succeeded by Dr. Memorie Gosa.

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. Glen Baquet was Coordinator of Audiological services followed by Steve Gibbs. In 1986 Rebecca Brooks replaced Mr. Gibbs. In 2009, Mary Ray-Allen joined the clinical faculty to meet the increasing demands of the adult neurogenic population, then served as Clinic Director from 2016 to 2021. Also in 2009, Dr. JoAnne Payne, clinical audiologist, joined our department, became Coordinator of Audiological Services in 2016 when Becca Brooks retired, and Clinic Director in 2021. Dr. Christy Albea joined the department in 2017 as a clinical audiologist and was named the Audiology Coordinator in 2022.

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.

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 Department of Communicative Disorders at The University of Alabama exists to create and disseminate evidence-based information for the provision of the highest quality 1) education for undergraduate and graduate students, 2) clinical services for individuals in need, and 3) research for the advancement of the fields of audiology and speech-language pathology.

VISION STATEMENT

Our vision is to be the Southeast's premier educational program for training in the fields of audiology and speech-language pathology; to build a world-class learning environment that promotes the discovery, dissemination, and adoption of evidence-based practices to advance the practice of audiology and speech-language pathology.

Values: Innovation, Diversity, Integrity, and Quality

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. While NSSLHA membership is not required, students are strongly encouraged to participate.

Faculty Advisory Board

Dr. Paul Reed- Graduate Liaison

Mrs. Mary Ray-Allen- Advisor

Dr. Christy Albea – Co-Advisor

Mrs. Sara Shirley- Additional Advisor

FACILITY

The Department of Communicative Disorders and the Speech and Hearing Center are located at 700 University Blvd. 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 any time 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.

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.

SPEECH AND HEARING CENTER WEATHER POLICY

In case of inclement weather, the Speech and Hearing Center will follow the Tuscaloosa City Schools weather plan. If TCS dismisses, the Speech and Hearing Center will also close. Families will be notified of this policy when services begin.

ACADEMIC HONOR CODE

Communicative Disorders students are expected to adhere to the University of Alabama Academic Honor Code, which states:

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline.

Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity:

Cheating: Using or attempting to use unauthorized materials, information, study aids, or computer-related information.

Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.

Fabrication: Presenting as genuine, any invented or falsified citation or material.

Misrepresentation: Falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

All cases of academic misconduct will be submitted and investigated within the College of Arts and Sciences, where penalties will be determined. The complete Academic Misconduct Policy can be found at <https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/>.

CODE OF STUDENT CONDUCT

Communicative Disorders students are also required to comply with the University of Alabama Code of Student Conduct which can be found at <https://studentconduct.sa.ua.edu/code-student-conduct/>.

The Code of Student Conduct encourages students to pursue, honesty, fairness, integrity, and respect both on and off campus. Specifically, the Capstone Creed states,

"As a member of the University of Alabama community, I will pursue knowledge, act with fairness, integrity, and respect; promote equality and inclusion; foster individual and civic responsibility; and strive for excellence in all I do."

ATTENDANCE POLICY

Students are expected to attend all their scheduled classes. Graduate course work requires regular class attendance as well as careful preparation outside of class (see credit hour policy in appendix). Class attendance is necessary for timely completion of this graduate program and for verification of the Standards and Implementation Procedures for the Certificate of Clinical Competence in SLP designated for each class. The student is expected to carry out all assigned work and to take examinations during the designated class period. Failure to carry out assignments or to take examinations at the designated times may result in grade reduction, assignment of makeup work/makeup time in class, and/or repeating the course for which excessive absences were accrued. Additionally, failure to meet the assigned standards for a class may necessitate a prolongation of the graduate program.

Absence from class and clinic may be excused in cases of illness, emergency, attendance at university sponsored event and/or professional meeting/conference (i.e., illness with doctor's note that includes dates the student should be excused, death of an immediate family member, ASHA attendance, and/or accident). In the event of an emergency absence, the student should contact the professor for their course and the graduate program director. Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty will inform students in writing at the beginning of the course the effect of absences on the determination of grades and ability to meet standards of each individual class. At a minimum, students must attend more than 80% of scheduled classes to earn a passing grade in the course without requiring make-up class time and/or assignments. Students that do not attend at least 80% of scheduled classes understand that repeating the course may be necessary in order to successfully verify the Standards and Implementation Procedures for the Certificate of Clinical Competence in SLP designated for each class.

Examples of absences that are not excused include: attendance at a wedding/bachelorette party/shower, concert attendance, travelling home early before school/holiday break, going on a cruise, vacation, etc..... If students choose to miss class for an unexcused reason, they should inform faculty and discuss the impact of that absence on their resulting grade and ability to verify the Standards and Implementation Procedures for the Certificate of Clinical Competence in SLP designated for each class. There is no obligation to provide make-up opportunities for class assignments and/or examinations when students have an unexcused absence. Students that choose to miss class for unexcused absences understand that their absence may result in grade reduction and/or repeating the course.

ACADEMIC PROGRAM

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 Pre-professional Lab Experience) is required for enrollment in 300- and 400-level CD courses. To be considered for clinical practicum (CD 447 Clinic 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 Communication Disorders, CD 244 Phonetics, CD 275 Anatomy & Physiology of Speech and Hearing, CD 305 Language Development, and CD 420 Pediatric Disorders. 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:

	Hours
CD 225 Intro Comm Disorders	3
CD 244 Phonetics	3
CD 275 Anat Physio Sech Hear Mechanism	3
CD 277 Preprofessional Lab Experience	1
CD 305 Language Development	3
CD 310 Acoustics of Speech	3
CD 351 Hearing Science	3
CD 352 Neuro for CD	3
CD 420 Pediatric Disorders	3

		Hours
CD 422	Neurological Disorders	3
CD 443	Basic Audiology	3
CD 444	Aural Rehabilitation	3
Total Hours		34

Students may choose to take elective CD courses:

CD 102/103	CD First-Year Overview	3
CD 350	Independent Study	1-3
CD 360	Independent Study- Honors	1-3
CD 402	Psychology of Language	3
CD 425	Applied Research in CD	3
CD 445	Clinical Practicum- Audiology	1-3
CD 447	Clinical Practicum- Speech	3
CD 449	Sociolinguistics in SLP	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.

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

¹ 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

² 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.

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 447 Clin Practicum I Speech 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:

		Hours
CD 225	Intro Comm Disorders	3
CD 244	Phonetics	3
CD 275	Anat Physio Sech Hear Mechanism	3
CD 277	Pre-professional Lab Experience	1
CD 305	Language Development	3
CD 420*	Pediatric Disorders	3
CD 443**	Basic Audiology (for CD 445 students only)	3

Applications for summer and fall clinics are due February 1st and applications for spring clinics are due September 1st. Admission is limited between 15-20 students per semester for CD 447 and a maximum of 3 students per semester for CD 445. Upon admission to an undergraduate clinical practicum, a permit will be issued to the student to enroll in CD 447 or CD 445.

*Students may be enrolled in CD 420 at the time of application submission. The course must be completed prior to the beginning of the clinical practicum and GPA must maintain minimum requirements upon completion.

**Students may be enrolled in CD 443 concurrently with CD 445.

RESEARCH OPPORTUNITIES

The Department of Communicative Disorders provides students an opportunity to participate in research with a departmental faculty member. Students may contact faculty members whose research matches their interests. Undergraduate, graduate, and thesis opportunities are available. Research experiences are not required but are encouraged.

DEPARTMENT AWARDS

Undergraduate and graduate awards are available to students who demonstrate exceptional performance in clinical, academic, and service areas. Students are nominated and voted on by faculty and clinical supervisors. Awards are presented at the University of Alabama Honors Day.

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:

		Hours
CD 225	Intro Comm Disorders	3
CD 275	Anat Physio Sech Hear	3
CD 305	Language Development	3
CD 420	Pediatric Disorders	3
CD 422	Neurological Disorders	3
CD 351	Hearing Science	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 and GRE score, additional application requirements include: letters of recommendation (for students that did not complete undergraduate program at The University of Alabama), video submission, written essay, and resume/curriculum vitae. The University of Alabama graduate program in Speech-Language Pathology completes a holistic application review taking into consideration applicants' experiences, attributes and academic metrics as well as the value an applicant will bring to learning, clinical practice, and research efforts within this learning environment/department.

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 any student 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 (Director of Graduate Studies).
2. Students must meet with the Director of Graduate Studies once each semester to plan and review their 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. If a student needs additional time with their academic advisor they may request additional meetings at any time during their course of study.

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 61-64 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 is:

CD 508: Diagnostic Practicum

CD 517: Advanced Clinical Practicum Speech
CD 518: Advanced Clinical Practicum II

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

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. A student will take six hours of CD 599, Thesis Research (these hours count towards required elective courses)--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 when you decide to complete the thesis option so that this accommodation can be made.

B. The Thesis Committee (graduate.ua.edu/current-students/forms-students/td-committee/)

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 (ETD) (services.graduate.ua.edu/etd/)

The following is the sequence of events in the ETD process:

- The student completes all of the normal thesis and dissertation steps and submits the ETD to ProQuest (PQ) at the PQ website.
- PQ automatically sends you an e-mail confirming that your submission to PQ is completed. **Please print and keep this e-mail**--it is your proof that you submitted online and before the deadline.
- PQ notifies the Graduate School of the submission.
- The Graduate School verifies that the submission meets Graduate School standards.
- The Graduate School notifies PQ and the student that the submission is accepted.
- When the ETD is accepted, UA Libraries receives a copy of the ETD file and archives it.

Now that you know the basic steps, be sure to review the sections on master's and doctoral degrees in the online [Graduate Catalog](#) for information on completing a thesis or dissertation.

Discuss with your committee which style guide you need to follow and the arrangements they want you to make for having your work edited. Remember, however, that it is your responsibility to edit the manuscript according to the appropriate style guide, to follow the guidelines in [A Student Guide to Preparing Electronic Theses and Dissertations](#), and to submit to ProQuest (PQ) a manuscript whose content, formatting, and style are correct.

Prepare for the thesis or dissertation **proposal** to be defended at least one full semester before final defense. In most cases, dissertation proposal defenses typically occur two, three or more semesters before final defense. Plan for the final **defense** of your thesis or dissertation at least 8 weeks before your commencement date.

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Forms to Complete

1. As soon as possible after the successful oral defense of your thesis or dissertation **proposal**, submit the form for **Appointment or Change of Master's Thesis Committee** or form for **Appointment or Change of Doctoral Dissertation Committee**. With [this form](#), your advisor, department, and you are asking the graduate dean to evaluate the qualifications of the proposed committee and approve your going forward with that committee. The dean will inform you and your committee chair of any problems in constituting the committee or that the committee meets requirements.
2. No later than the end of the 1st week of classes in the semester you intend to graduate, submit your [Application for Degree](#).
3. If any changes have occurred in the composition of your committee since its members were first approved by the graduate dean, these changes must be submitted to the Graduate School on the thesis or dissertation committee appointment form whose link is above.
4. At or immediately after your final (oral) **defense meeting**, obtain the original signatures of your committee members and your department chairperson on the [Committee Acceptance Form for Electronic Thesis or Dissertation](#). Submit that form with original signatures to the Graduate School as soon as possible after it has been signed, but no later than the date when the ETD is submitted to ProQuest. Unlike paper-submitted theses and dissertations, there is **NO "Signature Page" included at the beginning of your ETD**. The Committee Acceptance Form takes the place of the Signature Page and is turned in to the Graduate School. Be sure not to include the Committee Acceptance form as part of the PDF file you upload at the PQ site. Although the committee Signature Page is no longer included, please list your Committee Chair and the names of your committee members on the Title Page of your thesis or dissertation (see "[Sample Preliminary Pages](#)" for layout).
Note. The Graduate School needs the original Committee Acceptance Form with original signatures and cannot accept this form via e-mail or fax.
5. At least 6 weeks before the date of commencement, the [Survey of Earned Doctorates](#) must be submitted to the Graduate School (doctoral students only). See Graduate School [Deadlines](#) for the specific due dates for each semester. Follow the link above to the NORC web site to electronically complete the survey. Once you have completed the survey you must send confirmation to the Graduate School. You can either send us a copy of the certificate of completion which you receive at the end of the web survey or send us the confirmation email which you can request near the end of the survey. Confirmation emails should be sent to: grad.etsd@ua.edu.

PLEASE NOTE: Your thesis or dissertation will **not be approved** unless and until you have completed and submitted the above form 4 (for all master's and doctoral candidates) and 5 (for all doctoral candidates).

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Final (Oral) Defense. Each master's or doctoral candidate **must** be given a final oral examination by the thesis or dissertation committee. Well in advance of your intended graduation date, check with all members of your committee to determine their availability for the final defense. Remember that your committee members have numerous other obligations.

Discuss the date, time, and location for your defense and the date by which you are expected to submit a completed, error-free, paginated paper or electronic copy of your thesis or dissertation to each committee member. At UA the minimum lead time for submitting the advisor-approved, ready-to-defend manuscript to all of your other committee members for review is 2 weeks before final defense.

After the Oral Defense. Prepare your final document for submission. You must edit carefully your successfully defended document and then prepare a PDF file of the manuscript, ready for submission to PQ.

You may need assistance in preparing a PDF for submission. There is an excellent [tutorial](#) available for you, and if you choose, [ProQuest](#) will convert your final document to PDF for you at their website and e-mail it to you.

Once the PDF is prepared, you submit your thesis or dissertation online at the [ProQuest Submission Site for UA Students](#). Follow PQ's detailed online instructions.

The PQ site has the following “Submission Steps” checklist to assist you through the process:

- ☒ Instructions
- ☒ Publishing Options
- ☒ Contact Information
- ☒ Dissertation/Thesis Details
- ☒ PDF
- ☒ Supplemental Files (optional)
- ☒ Notes (optional)
- ☒ Register U.S. Copyright
- ☒ Order Copies
- ☒ Shipping Address

Note. You can practice as often as you want at the ProQuest (PQ) site before you make your final submission. At the PQ site click the “About ETD Administrator” tab. In the demo box click “Test student submission.” To save time whenever you return to the site, make a note of the PQ username and password you select the first time you log in.

The Graduate School will review your submitted manuscript. When the Graduate School completes its review of the thesis or dissertation you submitted to PQ, we will notify you by

email. Typically you can expect to receive the Graduate School's email within 14-21 business days of when you hit the Submit button at the PQ site. The email from the Graduate School either will say that the thesis or dissertation has been accepted or that it requires more editing. If editing and resubmission are required, you will be given specific information regarding what needs to be edited.

Requirements for Graduation are Completed When

- The thesis/dissertation submission and approval processes are completed
- All grades have been cleared
- All outstanding fees have been paid

Until you have completed this process, the Graduate School cannot offer assurance to a third party (such as a prospective employer) that you have completed the degree.

Once the degree has been officially awarded, degree verification can be obtained through [Student Clearinghouse](#). Official transcripts can be requested 24 hours per day/7 days per week online from the Office of [University Registrar](#) or call (205) 348-2020.

Note. Leaving the Tuscaloosa area before the approval process is completed does not in any way alter these requirements or extend these deadlines.

Signatures

No signatures are permitted anywhere in an ETD. For example, you first must remove signatures from the IRB approval notice if you include it in an appendix.

III. Comprehensives for Plan II

A. Written Comprehensive Examination

1. Students will take written comprehensive examinations over the course of the five semesters Master's program. Students must pass comprehensive exams in order to graduate.
2. Students taking the examinations will be relieved of academic and clinical duties on the examination days. The time and place will be set and announced by the Chair of the Department and will take place in a campus computer lab with internet access disabled, unless announced otherwise.
3. The examination is designed to reveal the knowledge gained by students in multiple content areas, and their ability to express that knowledge in professional, clinical written communication. Therefore, in addition to content, clarity and grammar will be assessed. Comprehensive exams are the summative assessment for the educational program in speech-language pathology, CAA Standard 5.2.

4. Each answer will be reviewed by a graduate faculty member with expertise in the content area. Answers that do not receive a passing mark will be reviewed by a second faculty member.

B. Supplementary Examination

The purpose of this examination is to provide a mandatory second comprehensive exam question for any student who fails one of the original questions given during the comprehensive examination period. The second question may or may not be the original question and the examination format may be written or oral depending. This will be determined by the primary faculty member responsible for the question. A supplementary exam can be administered a maximum of two times.

If a student does not pass their supplementary examination(s) then the relevant academic faculty will meet to determine the plan for future academic remediation. The remediation plan may include additional coursework and/or enrollment in additional semesters of graduate study. The plan will be communicated to the student and a signed copy of the remediation plan will be uploaded to the student file. Failure of the supplementary examination(s) may result in the student not finishing the graduate program in the typical 5 semester sequence.

C. Nature of Comprehensive Exam Questions

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

**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, swallowing 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 diverse assortment of diagnoses that result in speech, language, swallowing and hearing challenges 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, swallowing and hearing challenges and 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 (31 Hours):

- CD 244: Phonetics
- CD 275: Anatomy and Physiology of the Speech/Hearing Mechanism
- CD 277: Pre-Professional Lab (1hr)
- CD 305 : Language Development
- CD 310 : Acoustics of Speech
- CD 420: Pediatric Disorders
- CD 422: Neurological Disorders
- CD 351: Hearing Science
- CD 352: Neuro for CD
- 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: Research Methods
- CD 508: Diagnostic Practicum
- CD 509: Language Development
- CD 512: Language Disorders
- CD 515: Professional Issues
- CD 517: Advanced Clinical Practicum I
- CD 518: Advanced Clinical Practicum II
- CD 545: Audiology Lab
- CD 551: Phonology and Articulation
- CD 552: Neuro I
- CD 553: Neuro II
- CD 554: Fluency
- CD 555: Voice
- CD 556: Motor Speech
- CD 575: Dysphagia in Children
- CD 576: Dysphagia in Adults

CD Graduate Curriculum Updated 05/2022

Total Required Credits: 61

Fall 1 Credits: 13-16 Clinic: 5-10	Spring 1 Credits: 15 Clinic: 10-15	Summer Credits: 9-12 Clinic: 15-20	Fall 2** Credits: 12-15 Clinic 15-20	Spring 2*** Credits: 9 Clinic: 40
CD 509: Lang 1 (3) CD 501: Research (3) CD 551: Phon (3) CD 552: Neuro 1 (3) CD 517: Clinic (1) * If students are planning to write a thesis, they should enroll in CD 525- no other electives allowed in Fall 1	CD 553: Neuro 2 (3) CD 512: Language 2 (3) CD 545: AuD lab (1) CD 554: Fluency (3) CD 576: Dysphagia 1 (3) CD 517: Clinic (2)* Research Comprehensive Exam Question	CD 517: Clinic (3) * CD 515: Prof Issues (3) 1-2 electives (3-6)	CD 556: Motor Spch (3) CD 575: Dysphagia 2 (3) CD 517: Clinic (3)* CD 555: Voice (3) 0-1 elective (3) Pediatric Comprehensive Exam Question	CD 518: Clinic (6) CD 508: Dx clinic (3) Adult Comprehensive Exam Question

2 Electives Required (CD 599 can sub for electives)

*Note number of 517 credits varies across semesters, students are responsible for registering for the correct number of credits each semester

**Students will take all their academic credits during the first eight weeks of their Fall 2 semester and will then only have clinic hours during the last eight weeks of their Fall 2 semester. Specific dates of class and clinic will be communicated to students prior to the beginning of the Fall 2 semester.

***Students can take a full-time clinical placement in any location during their Spring 2 semester. Students who are in an out of area clinical placement and unable to be present on campus for 10 hours each week during their final semester may forfeit their GTA position. Additionally, students will take their Adult Comprehensive Exam Question during their Spring 2 semester and will have to take the exam in person at The University of Alabama. The exam question will be administered prior to the beginning of their clinical placement. Any plans to re-locate to an out of town clinical placement should be made in consideration of being present at The University of Alabama to take the Adult Comprehensive Exam at the beginning of the semester.

Electives: CD 514 Autism (3); CD 502 Psych of Lang (3); CD 516 Multicultural Issues (3); CD 550 Aphasia (3) or Advanced Research Practicum (3) or Independent Study (1-3); CD 546 Advanced Aural Rehab (3); CD 549 Sociolinguistics (3); CD 505 AAC (3); CD 535 Med SLP (3); CD 599 Thesis Hours (1-3)

Electives offered are subject to change based on faculty/instructor availability.

CLASS AUDITING GUIDANCE

Class auditing provides participants with the opportunity to attend classes to access the information and materials shared in those courses, often for professional development or lifelong learning goals. Students who audit a class do not receive course credit. While auditing a course, students will have access to all class materials and will be encouraged to participate in the class. At the end of the course, students will not receive a grade. What is required of the student auditing the course depends on the faculty/instructor.

Students may consider auditing a course if:

- 1) Students do not have available hours in their schedule to register for the course without going into overload, requiring additional tuition payments.
- 2) Students have already completed their academic/elective requirements but are interested in the subject being taught.

A class must have sufficient enrollment to make (five or more students for graduate courses) prior to students being given the opportunity to audit. Additionally, students must meet the criteria outlined above before auditing a course can be considered by the faculty for approval.

The ability of a student to audit is subject to the understanding that:

- a. There be no additional classroom/laboratory space requirements or increased instructional costs resulting from auditors to the course
- b. The auditor obtains approval of the faculty member in charge of the class

If a student is interested in auditing a class, they should discuss this opportunity with their academic advisor (graduate program director).

VIRTUAL CLASS/MEETING GUIDELINES

Throughout the course of this graduate program, students may have the opportunity to participate in classes and/or meetings that utilize a virtual platform (i.e. Zoom). To ensure a successful virtual classroom or meeting attendance and engage in a productive learning environment, please adhere to the following guidelines whenever attending classes or meetings through a virtual platform (i.e. Zoom)

Students should find a clean, quiet space, and dress appropriate for the class/meeting. Students should have cameras on during the duration of the class/meeting. It is unacceptable for students to not have a working camera option for attending virtual classes or meetings. Students should not be engaged in other activities (i.e. salon/day-spa

appointments, work/job functions, lounging by the pool, etc...) during the virtual class/meeting. Students should ensure that their full name shows up appropriately in the virtual platform. Students should mute until they need to talk- use the virtual platform functions (i.e., chat, raise your hand, answer yes/no, polling, etc...) as needed. Turn off/silence cell phones and close other extraneous windows on your computer. Be on time- communicate with your instructor if you will be late and/or lose your connection during class/meeting. Stay engaged during the class/meeting- maintain eye contact with the speaker on the screen. Students should take notes and actively participate in all virtual classes/meetings.

Students should not share virtual platform access information for classes/meetings with others or enter the virtual platform under an alias. No one should take screenshots, cell-phone pictures, or otherwise record the meeting, your classmates, or your instructor without express permission to do so. No one should use the chat function for side conversations. Finally, students should not engage in texting, social media, work from other classes, or other extraneous activities while engaged in virtual classes/meetings.

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).

Failure of the supplementary examination(s), and/or excessive absences from class and/or clinic, may result in the student not finishing the graduate program in the typical 5 semester sequence.

STANDARDS BASED EDUCATIONAL PROGRAM

The M.S. degree in Speech-Language Pathology offered by the Department of Communicative Disorders at The University of Alabama is a standards-based education program. Standards based educational programs are systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their educational programs. Our degree program is based on the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (Council for Clinical Certification in Audiology and Speech-Language Pathology of

the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from www.asha.org/certification/2020-SLP-Certification-Standards.)

Students will work systematically through all of the required standards during their clinical training and academic coursework. Students must maintain an overall GPA of 3.0 or higher throughout their graduate program to avoid academic probation. However, regardless of overall grade earned in the course- the professor for each course will evaluate a student's mastery of standards on each summative assessment offered in the course. If a student fails to show mastery on any of the targeted standards in a course, the professor will meet with the student to outline a remediation plan to ensure that the standard is met prior to the end of the course. The professor will document the plan and student and professor will sign the documented plan and it will be filed within the professor's records for the course. Successful completion of the plan should also be documented within the professor's records for the course.

At the conclusion of the course, the professor of record will evaluate each student's mastery of targeted standards for each course. They will provide a list of students that require remediation due to failing to meet mastery criteria for standards addressed in their courses by the due date for final grade reporting. This list will be provided to the Chair and Director of Graduate Studies. The Chair, Director of Graduate Studies, Professor, and student will meet to discuss and finalize the remediation plan for the standards that require additional work to demonstrate mastery by the first week of the following semester. The remediation plan will include the standards to be targeted, activities to teach/remediate understanding of the standards, assessment of mastery for each standard, and the timeline for accomplishing the tasks. This will be signed by all parties and filed in the student's department record.

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. 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.

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.