The Department of Communicative Disorders offers a graduate program in speech pathology leading to the master of science (MS) degree. Our program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

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
• insight into their own professional strengths and limitations

Students completing the requirements for the MS 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 MS degree program provides the following:

• a prescribed sequence of courses in human communication sciences and disorders and related disciplines
• 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
• experience in the assessment and treatment of individuals with speech, language and hearing disorders
• opportunities for research experiences which may include the writing of a thesis

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

• GRE scores
• Three letters of recommendation
• Curriculum vita/resume, and video submission.

Please make sure to check the department’s website for a complete listing of all required application materials.

See the Admission Criteria section of this catalog for more information.

Deficiencies:

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

Curricular Requirements

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Clinic: 5-10 Hours</td>
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<td>CD 501</td>
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<td>CD 512</td>
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<tr>
<td>Elective Course</td>
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| Total | 16 | 13 | 12 |

Second Year

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| Total | 12 | 9 |

Total Hours: 62

Degree Requirements

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<tr>
<td>CD 501</td>
<td>Intro To Research Meth</td>
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<tr>
<td>CD 508</td>
<td>Diagnostic Practicum</td>
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<td>CD 509</td>
<td>Language Development</td>
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<td>CD 512</td>
<td>Language Disorders</td>
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<td>CD 515</td>
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<td>Adv Clin Pract Speech</td>
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<td>CD 518</td>
<td>Advanced Clinical Practicum II</td>
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<td>CD 545</td>
<td>Audiology Lab Experience</td>
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<td>CD 551</td>
<td>Phonolog Dev Assesmnt Intervn</td>
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<td>Neurology I</td>
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<td>Neuro II</td>
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<td>Sem In Voice Disorders</td>
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<td>CD 556</td>
<td>Acquired Motor Speech Disorder</td>
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<td>CD 575</td>
<td>Dysphagia In Children</td>
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<td>CD 576</td>
<td>Dysphagia In Adults</td>
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<td>CD 505</td>
<td>Augmentative/Alt Communication</td>
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<td>CD 514</td>
<td>Autism Spectrum Disorders</td>
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<tr>
<td>CD 525</td>
<td>Applied Research in CD</td>
</tr>
<tr>
<td>CD 535</td>
<td>Medical SLP</td>
</tr>
</tbody>
</table>

In unusual cases certain requirements or procedures may be modified or waived by the Graduate Faculty of the Department.
CD 544 Aural Rehabilitation  
CD 546 Aural Rehab for SLP  
CD 549 Sociolinguistics in SLP  
CD 550 Independent Study  
CD 578 Counseling in CD  

Total Hours 61-63

Footnotes
1. Electives offered each semester are subject to change.

Transfer Credit
Graduate School information about Transfer Credit.

Comprehensive Exam
Nature of Written of Comprehensive 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. Students must achieve a passing grade on comprehensive exams to graduate. 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

Supplementary Examination
The purpose of this examination is to provide a mandatory re-write question for any student who fails a question, and the opportunity to demonstrate knowledge in that content area. The re-write may or may not be the original question. This decision will be determined by the primary faculty member responsible for the question.

Graduate School information on Comprehensive Exams.

Time Limits for Degree Completion
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.

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).

Graduate School information on Time Limits.

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.

Prohibition
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. 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 semester in which the probation was incurred. Failure to do so will result in dismissal from the Graduate School. If a student’s overall average drops below a B during the last 12 hours of prescribed course work this will result in dismissal from the program and academic suspension from the Graduate School.

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.

Clinical Practicum
Clinical Practicum Experience Step 1: Pre-Professional Observations
Each student majoring in Speech-Language Pathology is required to complete 25 clock hours of observation of appropriate clinical activities prior to enrollment in the first practicum course. Some observations will be completed via video tape while other observations will be of live sessions.

Undergraduate students at UA typically gain this experience while enrolled in CD 277 Preprofess Lab Experic: Pre-professional Laboratory Experience. During this course, the student completes a minimum of 25 hours of observation of diagnostic and/or intervention activities with individuals representing a variety of age groups and types of speech, language, and hearing disorders.

Students will complete the Observation Hour Form as a log of the observations completed. These hours will be verified by the instructor at the end of the course. The student must turn in the form to the course instructor before a grade will be posted. The student should keep a copy of the form for his/her records.

Students who enter the program from another university must provide written documentation of observation hours before receiving any clinical
assignments. Students who have not completed 25 hours of observation must do so before participating in clinical practicum.

Step 2: In-House Clinical Practicum

At the Speech and Hearing Center, clients range from infants to geriatrics with a wide variety of speech, language, and hearing disorders often complicated by additional problems such as cognitive, behavioral, and social challenges. Clients from diverse multicultural backgrounds are common.

Step 3: Off-Campus Clinical Practicum

Undergraduate students are not assigned to off-campus practicum. All graduate students are expected to complete practicum at sites outside The Speech and Hearing Center once they have demonstrated acceptable professional conduct, academic performance, and clinical performance. A variety of settings are available. Ideally, students will complete at least one pediatric placement (i.e. public school) and one adult placement (i.e. skilled nursing facility, rehabilitation or hospital).

The student's preference for a particular site will be accommodated when possible if it is compatible with the knowledge and skill requirements that are appropriate for the student at that point in the clinical training process.

Decisions regarding off-campus clinical practicum placement will be made on a student-by-student basis by the Internship Coordinator with input from the Clinical Educators and Academic Faculty and approval from the Clinic Director and In-house clinical practicum is available to both undergraduate and graduate students. Students typically complete a minimum of 1 in-house clinical practicum before being assigned to an off-campus facility. Most students will complete at least 2 in-house placements. Undergraduate students participate in in-house clinical practicum through enrollment in CD 447 Clinical Practicum I. Graduate students participate in in-house practicum through enrollment in CD 517 Adv Clin Pract Speech.

Students must abide by the terms for placement agreed upon by the site and The Speech and Hearing Center.

Some travel by the student may be required to provide adequate hours and experiences. Costs associated with all off-campus travel will be incurred by the student. Off-Campus Clinical Practicum sites considered to be in-area include the following counties: Bibb, Fayette, Green, Hale, Jefferson, Pickens, Tuscaloosa and Walker.

Only students in good standing are assigned to off-campus clinical practicum. Good standing is defined by a student's professional conduct, academic performance and clinical performance. Students with a remediation plan are not eligible for off-campus placement until the terms of the remediation plan are met. Students under review for misconduct will not be assigned to an off-campus placement or might be removed from the site. If a student is on Academic Probation or demonstrates questionable academic misconduct (i.e. poor class attendance), the student may be required to complete the 5th semester practicum locally. Students who are not performing to the standards and expectations outlined prior to the placement (See Appendix X: Expectations for the Student Intern at an Off-Campus Site) will be required to complete a remediation plan. If a practicum experience is delayed or not completed due to review of good standing, the student will complete a rotation the following semester and graduation will be delayed one semester.

For information regarding the out-of-area clinical practicum requirements refer to Appendix VIII: Guidelines for Requesting Out-Of-Area Sites for Clinical Training.

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. 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 when you decide to complete the thesis option so that this accommodation can be made.

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.


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.

Additional Academic/Clinical Requirements

A remediation plan may be put in place following a clinical practicum mid-term evaluation, a final evaluation, a diagnostic evaluation, or at any time when a student's clinical performance is not in good standing. A remediation plan is developed for any student who receives an "F" or "I" grade in clinic.

The remediation plan will be developed by a remediation committee and will include:

- A description of the problem(s) or area(s) of concern
- Plan/process for remediation
- Explanation of how outcome/success will be measured/determined

Timeline for completion will be specified in the remediation plan.

The remediation committee may include the Department Chair, at least one Clinical Educator, and the Clinic Director.

If the student successfully meets the terms of the remediation plan within the timeline specified, the student proceeds with graduate study as normal. If the student does not successfully complete the remediation process, a second remediation plan may be developed. A maximum of 2 remediation plans may be implemented for a student during their graduate program. If after a second remediation plan, the deficits in clinical performance are not successfully resolved, as determined by the remediation committee, the student will be dismissed from the graduate program, even if the student is not on academic probation.

A student who earns an "F" or Fail grade in clinic is not awarded the clinical clock hours earned that semester. A student who earns an "F" or Fail grade in clinic will be required to complete an additional semester of clinical work.

A student who earns an "F" or Fail grade in clinic may be at risk for academic probation. See Probation in the Academic Section of this manual.

Evaluation of Clinical Performance

Clinical Educators will observe treatment (therapy sessions) a minimum of 25% of the student's contact time and each diagnostic session a minimum of 50% of the time. Observation is not the only method used in determining competency. The student will also be evaluated on quality of written work, professionalism, as well as other pertinent indicators of professional development.

Clinical Educators will consider a variety of factors when evaluating clinical performance. Some factors are objective while others are more subjective in nature. Although the Calipso, web-based evaluation forms, will be used as the primary tool for evaluating clinic, the Clinical Educator’s subjective opinion of student performance will be considered when determining the student's grade.

Students will be given verbal and written feedback periodically during the semester as an evaluation of performance. The student is expected to review this feedback and discuss it with the Clinical Educator if he/she has any questions or requires additional help. The student is also expected to incorporate the feedback when planning and executing future clinical sessions.

The Clinical Educator will have a mid-term and end-of-term conference with each student to discuss overall clinical progress and, if needed, concerns. Electronic performance evaluations will be completed in Calipso by the clinical Educator and serve as a reference point for these conferences. The Clinical Educator is responsible for informing the student during these meetings if there are concerns about the student's competencies. Again, the student is expected to incorporate the feedback provided by the Clinical Educator in future clinical sessions/experiences. Additionally, if the Clinical Educator has concerns regarding non-academic traits (Appendix V) exhibited by the students, which could adversely affect success in the field of Speech-Language Pathology, they will be addressed in the midterm and/or end of term meeting.

From the beginning of each semester to the end of the semester, the student clinician should become increasingly independent (refer to Anderson's 1988 Continuum of Supervision diagram below), improving in his/her ability to solve problems and make decisions, and apply critical thinking skills to the clinical process in an increasingly sophisticated manner. Clinical success involves a range of abilities including (1) integration of academic knowledge into the planning and execution of clinical service (2) application of evidence-based clinical procedures and strategies (3) the ability to establish an appropriate and successful relationship with clients and their families (4) the professional persona necessary for counseling and multidisciplinary case management and (5) the organizational skills necessary for accountability and effective time management. The successful clinician therefore must be able to combine academic knowledge, clinical expertise, and appropriate personal/professional traits.

Academic Misconduct
Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence Information
Graduate School information on Withdrawals and Leave of Absence.

Academic Grievances Information
Graduate School information on Academic Grievances.

Scholastic Requirements
Graduate School information on Scholastic Requirements.

Graduate School Deadlines Information
Information on Graduate School Deadlines.
Application for Graduation Information

Information on the Application for Graduation.

Master's Degrees

The primary purpose of master's degree programs is to provide students with subject matter at an advanced level in their fields of study. Master's degrees are designed to assist students either to continue their graduate studies or to meet the goals of their professions. In most cases, master's programs also help students become familiar with methods of independent investigation.

Program Requirements

Two plans are offered for the master's degree:

- **Plan I.** Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework plus earn a minimum of 6 additional hours of thesis research hours, for a total of 30 hours.

- **Plan II.** Candidates for the master's degree under Plan II must earn a minimum of 30 semester hours of coursework credit and pass the comprehensive examination or complete a culminating or "capstone experience" as described under the Comprehensive Examinations section below.

Both plans require a minimum of 18 semester hours in the major subject. With the approval of the major department, the remainder of the coursework may be completed in either the major or a related field.

In some divisions and in many departments of the University, candidates are required to do their work under Plan I. Candidates working under Plan II may be required to participate successfully in seminar or problem courses that will give them an acquaintance with the methods of research and an appreciation of the place and function of original investigation in the field.

Residency Requirements

A student's program at the master's level must provide sufficient association with the resident faculty to permit individual evaluation of the student's capabilities and achievements.

Graduate Credit

A student must be admitted to the Graduate School and must register as a graduate student in order to receive graduate credit. Approval for graduate registration must be obtained from program advisors prior to registration.

Graduate Credit for Noncredit Experiences

All course credit used toward a UA graduate degree must be taught at the graduate level. No graduate credit may be earned for experiential learning not conducted under the direct supervision of graduate faculty of The University of Alabama. UA does not offer graduate credit for noncredit workshops, seminars, continuing education experiences, professional development, internships, work/life experience, and so forth.

Transfer of Credit

Courses of full graduate-level credit earned in a regionally accredited institution where a student was enrolled in the graduate school, may be submitted for review for inclusion in a master's degree program. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama. Acceptance of credit requires the approval of the student's advisory committee and the dean of the Graduate School.

A student initiates the Request for Transfer of Graduate Credit form and must ensure that the Graduate School receives an official transcript from the outside institution. This should be done well in advance of the final semester, otherwise it may delay graduation and awarding of the degree.

With the approval of the student's department and the dean of the Graduate School, the greater of 12 hours or 25 percent of the required coursework for a master's degree may be transferred from an outside institution. Some master's degree programs allow fewer hours to be transferred. Be sure to check with your department's graduate program director regarding your department's transfer policy. Eligible coursework will have been earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA master's program. Only courses in which a student earned a "B" grade or better may be transferred. Thesis Research (599) may not be transferred in from an outside institution. If approved, such coursework can be counted toward the minimum hours and coursework requirements for the master's degree.

In some cases, foreign educational credentials may not meet the Graduate School's criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from World Education Services Inc. (WES), an external foreign credential evaluation service. Additional information on their services can be found at their website.

400-Level Courses

A maximum of 6 semester hours of 400-level course credit may be accepted for graduate credit and used toward a master's degree. The department needs to submit the Approval of 400-Level Course Work for Master's Credit form through the UA DocuSign system in myBama. This form must be submitted for approval to the Graduate School by the last day to add a course for the semester in which the course will be taken.

Time Limit

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. Previously approved transferred coursework that falls within six years of admission to the master's degree program can be counted toward the minimum hours requirement. There is no provision for an extension of the time limit beyond six years for master's students.

Revalidation of Expired Credits

There may be particular and limited instances where a student is re-admitted to a graduate program, and revalidation of expired credits is justified. In such cases, where the department and Graduate School feel it is appropriate to do so, the student may work with the graduate program director to petition for such revalidation, on a course-by-course basis. For each course for which revalidation is requested, the student must demonstrate, to the department's satisfaction, that the knowledge and skills gained in that course are still current. Currency will be evaluated by a committee of faculty, composed of at least three graduate faculty members within the degree program to which the student is requesting re-admission, and two from a separate department.

The committee will then issue a recommendation to the dean of the Graduate School, who will rule on the petition.

Some methods for demonstrating currency may include but are not limited to 1) a professional portfolio; 2) an exam or essay linked to each course and demonstrating up-to-date knowledge; 3) a re-take of the comprehensive exams under current program guidelines, and/or 4) other methods deemed appropriate by the committee.
Students may request revalidation of up to 50% of the required minimum coursework for their degree. Credits earned from an institution other than The University of Alabama may not be revalidated.

Consideration of revalidation, and a plan of study based on the demonstration-of-currency and other remaining requirements, must be completed as part of the student’s re-admission to the Graduate School. Revalidation of credits is not guaranteed. From the time of re-admission, students must complete the degree within the standard time limit, as specified in the Graduate Catalog at the time of the student’s re-admission.

**Thesis**

A thesis evidencing research capacity, independent thought, and the ability to interpret materials is required of all master's degree candidates who pursue Plan I. The subject chosen must be in the major field and must be approved by the graduate committee of the major department or school and by the head of the student's major department or division.

A thesis committee must consist of at least three members appointed by the dean of the Graduate School. Students set up their committee through the Graduate Academic Activities portal on the Graduate School website. The request normally is made as soon as the successful defense of the thesis proposal has been completed. All members of a thesis committee must be members of the Graduate Faculty. The Committee Chair must be a full or associate member of the Graduate Faculty. One member must be from outside the student’s major department. The majority of the thesis committee must be full-time regular University of Alabama faculty. If the outside member is not a full or associate member of the UA Graduate Faculty (e.g., a highly qualified person from another university, a business, or industry), the graduate dean needs to appoint that member by approving Affiliate Graduate Faculty status for the specific purpose of serving on the student’s thesis committee. Unless there are extraordinary circumstances meriting approval by the graduate dean before the final oral defense of the thesis, all members of the thesis committee must attend the defense.

The candidate must give members of the examining committee a minimum of two weeks to read the thesis before the date of the final oral examination. All members must agree that the student is ready for the final oral thesis defense. A final oral thesis defense is required of all students completing a thesis. All members of the thesis committee must be members of the UA graduate faculty and must attend the final oral thesis defense unless there are extraordinary circumstances warranting the graduate dean’s approval of the absence prior to the defense meeting.

The final oral thesis defense is the culminating experience in the master’s program. As such, all members of the thesis committee are expected to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. In circumstances where virtual participation is necessary, all participants must follow the Virtual Participation guidelines found below.

**Virtual Participation in Committee-Based Exams/Defenses**

All members of a student’s graduate committee are expected to attend and participate, usually in person, in any oral examination as part of the student's graduate (Master's or Doctoral) degree program. Traditionally, oral examinations are conducted with the student meeting their committee while gathered in one physical location on campus. However, the need occasionally arises for virtual participation in the oral examination.

If a department or program chooses to allow virtual participation in oral examinations, they must ensure adherence to the following technical requirements. Departments or programs may enforce stricter guidelines than those outlined, including an on-campus-only policy if deemed necessary and appropriate.

**Technical Requirements**

In cases where departments or programs allow any level of virtual participation, from one virtual member to a fully virtual event, they must adhere to the following requirements:

1. Prior to any oral exam, the student and Committee Chair coordinate with other committee members regarding the protocol for the exam.
2. All participants must join using university-adopted videoconferencing tools that allow for fully interactive audio and video communications along with screen-sharing capabilities, which must be maintained throughout the examination and any related discussion.
3. The use of audio-only communications is not permitted.
4. Participation merely by viewing a recording of the oral examination is specifically prohibited.
5. All members of the committee, on- or off-site, must participate in the final evaluation of the examination or defense; provisions must be made to record their votes and collect their signatures as necessary using the digital signature system approved by the Graduate School.
6. The Committee Chair, or another non-student designee, shall be the host of the virtual meeting. A co-host may be assigned so that the event will not be interrupted by technical difficulties. The host should mute all participants (or ask participants to mute themselves) and ask the student to share their screen, if a presentation is involved, in order to make the presentation visible to all attendees. The host must also ensure that appropriate security precautions are taken to prevent the interruption of the event.
7. Following the public portion of the defense, the host shall ask all non-committee members to leave the meeting, or the host may manually remove them. In programs where the defense has both a public and a private portion, the committee may then continue the event as outlined in their program protocols.
8. Once the committee has completed the examination of the student, the host shall place the student into the waiting room (or have the committee members use a breakout room) so the committee can conduct their deliberations in private.

The committee chair must have a secondary videoconferencing system available as a back-up in the case of technical difficulties. Cancellation of the examination should only occur in the case where both the primary and secondary back-up systems fail. If an examination must be rescheduled, it will be done without prejudice to the student. Since committee deliberations are an essential aspect of the examination, completing the examination and final discussion via email or other non-audiovisual means is not an option. If the student or any committee member(s) have a disability that will be impacted by virtual participation, accommodations for participation must be provided.

**Article Style vs. Journal Format for Master’s Theses**

**Article Style.**

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master’s degree.
Journal Format.

A "journal-format thesis" is acceptable. Such a thesis follows the format of a particular journal in which the student and advisor want the thesis to be published. To prepare a journal-format thesis, the student uses the journal’s "information for authors" or similarly titled guidelines in conjunction with the Graduate School’s Student Guide to Preparing Electronic Theses and Dissertations.

All theses are submitted electronically rather than on paper. See the Graduate School’s homepage for a link to information on Electronic Theses and Dissertations (ETD) for details.

Theses must comply with the regulations set out in A Student Guide to Preparing Electronic Theses and Dissertations, available on the Graduate School’s website. Approval of the thesis by the graduate dean is necessary before graduation.

The thesis should be completed, if possible, while the student is in residence at the University. To request permission to complete a thesis in absentia, the student must, before leaving the University, submit a satisfactory outline of the thesis, as well as evidence that adequate facilities are available where the work will be done, to the head of the student’s major department.

Protection of Human Subjects for Research

Scientific research involving human subjects has produced substantial benefits for society, but it also can pose troubling ethical questions. The mission of the University’s Institutional Review Board (IRB) for Protection of Human Subjects is to ensure that research involving human subjects is conducted ethically. University and federal policies require that review and approval to use human subjects in research precede the research. In the case of thesis research that involves the use of human subjects in any way, the principal investigator is responsible for contacting the college Human Research Review Committee to obtain approval for the planned research.

Final Thesis Defense

The final oral thesis defense is the culminating experience in the master’s program. As such, all members of the thesis committee are expected to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"Completed" means submitted to ProQuest after being successfully defended, carefully edited following the defense meeting, and having the Committee Acceptance Form (CAF) signed by all committee members, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama. The examination must be given at least six weeks before the date of graduation (two weeks before for Plan II) and reported promptly to the dean of the Graduate School on appropriate forms. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. A student may take the final oral or written examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Application for Graduation

Each candidate for a master’s degree must submit an Application for Degree via myBama no later than the last day to add a course for the semester (or first term of the summer semester) in which requirements for the degree are to be completed. That specific date is published each semester at the Graduate School’s website under Current Students/Deadlines for Graduate Students.

Second Master’s Degree

Six (6) semester hours of eligible credit from one master’s degree at The University of Alabama may be applied to the requirements for a second master’s degree, but only if the department of the second master’s agrees to the courses in the plan of study. Any hours from the previous master’s degree must have been earned during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the second degree is to be awarded. **Please note that if a student double counts six hours between two master’s degrees, no hours may double count toward any additional master’s degrees.

Faculty

Chair
Dr. Memorie Gosa

Clinic Director
Mrs. Mary Ray-Allen

Coordinator, Audiology Services
Dr. JoAnne Payne
Graduate Research Professor Emeritus
Dr. Charles Formby

Full Professor
Dr. Marcia Hay-McCutcheon

Associate Professors
Dr. Angela Barber
Dr. Anthony Buhr
Dr. Memorie Gosa
Dr. Evie Malaia

Assistant Professors
Dr. Spyridoula Cheimariou
Dr. Paul Reed
Dr. HyunJoo Yoo

Clinical Educators
Dr. Christy Albea
Mrs. Mary Bryan
Mrs. Kandis Chatman
Mrs. Candace Cook
Mrs. Claire January
Mrs. Sara Shirley
Mrs. DeLaine Stricklin