



UNIVERSITY OF
SOUTH ALABAMA

UNIVERSITY OF SOUTH ALABAMA

COLLEGE OF ALLIED HEALTH PROFESSIONS

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

**DOCTOR OF PHILOSOPHY IN
COMMUNICATION SCIENCES AND DISORDERS**

Associate Dean for Graduate Affairs: Elizabeth Adams, PhD, CCC-A

PhD Program Coordinator: Ashley Flagge, AuD/PhD, CCC-A

PROGRAM HANDBOOK

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**For all forms required by the Graduate School, students should go directly to the [Graduate School](#) website to ensure the most up-to-date form is being submitted.*

Dear Student:

Welcome to the Ph.D. program in Communication Sciences and Disorders (CSD) at the University of South Alabama in Mobile, AL! This program is housed within the Department of Speech Pathology and Audiology in the Pat Capps Covey College of Allied Health Professions. We thank you for considering or pursuing your Ph.D. at our prestigious institution. Our specialized program offers a unique interprofessional opportunity for your program of study with nationally- and internationally-recognized faculty. This Handbook was designed to introduce you to our doctoral program and help guide you through your educational pursuits.

The overarching mission of the Ph.D. program is to prepare high quality teacher-scholars to engage in scholastic pursuits within basic or applied areas related to the CSD field. The Ph.D. program was designed to foster student intellectual curiosity and abilities to discover, as well as disseminate, knowledge. Development of such skills will foster a lifelong desire to benefit individuals with CSD, their caregivers and families, and the community in its entirety. The faculty is committed to recruiting, admitting, retaining, and graduating students with the highest qualifications. Graduates from our program have assumed faculty and administrative positions in colleges/universities and federal institutions across the United States.

The University of South Alabama is accredited by the Southern Association of Colleges and Schools, 1866 Southern Ln, Decatur, GA 30033, USA. Further, the master's program in speech-language pathology (MS SLP) and clinical doctoral program in audiology (AuD) are both accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, USA.

On behalf of the administration, faculty, and staff, I welcome you as you pursue this exciting new endeavor. I am here to assist you in any way that I can, so please do not hesitate to contact me if you have any questions related to the Ph.D. program, including curriculum, research opportunities, funding opportunities, etc. I look forward to the opportunity to communicate with you. Additionally, we welcome students interested in our Ph.D. program for an on-campus visit where you will meet faculty, staff and students, as well as see our facilities. We simply request that prior to the on-campus visit, we encourage you to identify specific faculty members whose research interests may align with yours, so that we can match individual faculty meetings during the visit.

Sincerely,



Ashley G. Flagge, AuD/PhD, CCC-A, Ph.D. Program Coordinator
Assistant Professor
Department of Speech Pathology and Audiology
Pat Capps Covey College of Allied Health Professions
5721 USA Drive North, HAHN 1119
Mobile, AL 36688
E-mail: aflagge@southalabama.edu
Tele: 1-251-445-9363

Ph.D. PROGRAM HANDBOOK

A. Ph.D. PROGRAM OVERVIEW

The Doctor of Philosophy (Ph.D.) program in Communication Sciences and Disorders at the University of South Alabama is currently the only program in the state which offers students specialization in speech-language pathology, audiology, or communication sciences and disorders (CSD). This individualized, mentored, and interdisciplinary program is designed to provide a formal course of academic instruction and advanced research training in CSD aimed at developing leaders in research, teaching, and professional service. The mission of the Ph.D. program is to prepare students for responsible and successful careers as scholars by enabling them to gain the necessary knowledge and skills in the CSD discipline. Graduates will be prepared for research, scientific writing, teaching and supervision/mentorship through pedagogy, mentorship, and internship activities. The student's ability to engage in original research and scholarship is enhanced by coursework in experimental research design and statistics, as well as various out-of-department opportunities. Therefore, course work and other requirements of the program are designed to prepare students for academic and research careers for leadership positions in higher education institutions (colleges, universities), research settings, and clinical agencies.

Students will have the opportunities to collaborate and be mentored by faculty specializing in a variety of areas within and outside of the CSD field. The graduate faculty in the Ph.D. program are nationally- and internationally-recognized as researchers, educators, and clinicians. All faculty members are active researchers and instructors, and all maintain active professional collaborations with colleagues within and outside the University. Each faculty member is committed to the success of the Ph.D. program and to future education and research within the CSD field. Students will have access to research laboratories directed by the graduate faculty. For further information regarding faculty and research/clinical areas of interests, please refer to the Faculty and Staff page on the Department's website ([SPA Faculty and Staff](#)).

Ph.D. Program Opportunities

The PhD program provides far more than pursuit of academic coursework and additional requirements to meet the formal requirements for the degree designation. Pursuit of the PhD provides numerous opportunities both within and outside of the department. For example, the PhD program provides the following opportunities to enrolled students:

- Academic coursework in CSD and related areas
- Research training and experiences in various methodologies
- Mentoring from and collaborations with nationally- and internationally-recognized faculty
- Training in state-of-the-art research methods and technology
- Scholarly writing and grantsmanship
- Development of high quality academic and teaching skills
- Engagement in activities at the department, college, and university levels
- Interprofessional collaboration opportunities within and outside the department

Ph.D. Program Objectives

Upon completion of the Ph.D., the student will have demonstrated a broad understanding of the field of CSD, as well as knowledge and proficiency in the following core competencies within a specialized area related to the CSD field:

- Research methodologies and theoretical frameworks
- Critical thinking and analytical skills
- Scientific writing and grantsmanship skills
- Development of programmatic line of research
- Application of statistical theory and experimental design for conducting novel research
- Incorporation of research ethics in scholarly pursuits
- Dissemination of scientific findings to the professional and lay communities
- Critical appraisal of disciplinary research
- Contribution to peer review process
- Effective teaching practices
- Essentials for interprofessional collaborations

Overview of Requirements

Completion of the Ph.D. in CSD requires the following:

1. Admission to Ph.D. program
2. Admission to doctoral candidacy by achieving the following:
 - a. Required coursework
 - b. Completion of predissertation project
 - c. Passing comprehensive examination
3. Writing and successfully defending a dissertation
4. Completion of additional program requirements (e.g., training in human subjects research)

This handbook further outlines these requirements and was developed by the CSD Ph.D. faculty to provide assistance to students in maneuvering their new environment. Students should be thoroughly familiar with the requirements listed here as well as those of the [Graduate School](#) and the University Bulletin (Some program requirements are more extensive than those of the Graduate School ([CSD PhD Bulletin](#))). *If you have any suggestions, updates, or corrections for this handbook, please notify the Ph.D. Coordinator (Dr. Flagge).*

Student Responsibility

While the University of South Alabama, faculty of the Department of Speech Pathology and Audiology, and the student's Major Advisor will endeavor to provide timely and accurate advisement for successful completion of the Ph.D. program, it is the *responsibility of the student* to know and satisfy the degree requirements of the Ph.D. program, to be aware of the University calendar, and to understand and comply with University academic policies and procedures.

B. ADMISSION REQUIREMENTS

In addition to the general admission requirements of the University's Graduate School, the most up-to-date minimum requirements for admission to the CSD Ph.D. program by the Department of Speech Pathology and Audiology are included in the USA University [Bulletin](#).

C. ADVISING

Major Advisor

The Major Advisor is responsible for monitoring the student's academic and research progress. The Major Advisor serves as Chair for the Predissertation Committee, Comprehensive Exam Committee, and Dissertation Committee. S/He must be a Full Member of the Graduate Faculty and a faculty member in the Department of Speech Pathology and Audiology. Upon entering the program, the student selects a Major Advisor who the student envisions to be a potential Committee Chair. This selection will be based on the student's area of interest, as well as the particular faculty member's area of interest and availability. If the student has not identified a specific faculty member, the Department Chair will assign a Major Advisor based upon availability of faculty and tentative areas of interest of the student. In either case, as the student progresses through the program, s/he may request reassignment to a different Major Advisor depending upon changes in academic and research interests. In addition to the Major Advisor, the student may also receive guidance from the Ph.D. Coordinator, Graduate Coordinator for Speech Pathology, Graduate Coordinator for Audiology, and/or Department Chair. Students who are planning to apply for the Ph.D. program are *encouraged* to contact the faculty member(s) in their area of interest(s) prior to application submission. For a student enrolled in the Ph.D. program, s/he is *encouraged* to initiate a meeting at least once a semester with their Major Advisor to discuss program progress.

Plan of Study

Early in the program (i.e., first semester), each student is *strongly encouraged* to seek guidance from other faculty in the development of this plan by meeting individually with each member of the faculty within the Department. The purpose of the meeting is to acquaint students with faculty expertise and research interests, as well as to inform the faculty of the student's interests, background, and goals.

The student will prepare a Plan of Study (POS) under the direction of their Major Advisor. The purpose of the plan is to provide structure to the student's academic experiences. The POS is composed of a letter and course outline that should cover the following five topics:

1. A breakdown of coursework to indicate major and minor areas of interest.
2. A description of relevant previous training and experience.
3. A description of the student's goals with respect to career and research interests, and a rationale of how the POS meets these goals.
4. Suggestions for the members to make up the student's Comprehensive Examination Committee and the proposed semester when comprehensive examinations will be attempted.

5. A chronological listing of all graduate courses to be completed by the student.

The student and Major Advisor present the plan to the POS Committee for review and approval. The committee must contain at least three members of the University's Graduate Faculty from the Department of Speech Pathology and Audiology. The POS should be reviewed and approved by the end of the second semester of the first year of the Ph.D. program. When the committee accepts the student's POS, a copy is placed in the student's file. It is important to note that a student's POS is not "set in stone" and may change during the student's course of studies. Should revision(s) to the POS become necessary, a memo detailing the revision(s) approved by the POS Committee should then be placed in the student's file. Appendix A provides a sample POS Letter. Appendix B provides a sample POS Course Outline.

D. STUDENT ANNUAL REVIEW

Each student is required to undergo an annual review with their Major Advisor to discuss progress, including completed objectives/activities/training from the previous year and goals for the upcoming year. Prior to the meeting, the student will need to complete an Individual Development Plan (IDP) ([Appendix E](#)) and submit to their Major Advisor, as well as a current Curriculum Vitae (CV). The Major Advisor will also complete the Skills Assessment section. The IDP and CV will be reviewed during the annual review meeting. A copy of the completed Graduate Student Review Form and copy of the IDP should be placed in the student's file. If you are unfamiliar with how to construct a CV, [Career Services](#) can help.

E. CURRICULUM REQUIREMENTS

Students will develop expertise in a major content area and related content areas throughout the program. The curriculum requirement involves formal study in traditional coursework, as well as courses of independent study and directed research. The curriculum requirement for the Ph.D. is the completion of a **minimum of 65 credit hours** of approved graduate coursework. If a student entering the doctoral program has identified gaps in their general knowledge of the CSD field, the student may be encouraged by their Major Advisor and Committee to pursue additional academic coursework to address these limitations. Students may also be required to complete prerequisite graduate coursework and may have additional curriculum requirements to meet the ASHA standards for earning the Certificate of Clinical Competence (CCC). Courses may *not* be taken as PASS/FAIL. Further, if the course is offered at the master's level, additional requirement(s) to ensure doctoral level credit for course completion will need to be pre-arranged by the course instructor and student.

Although each student's course of study is individualized to reflect previous experiences and areas of interests, all Ph.D. students are required to complete a minimum of 65 credit hours, including a minimum of 18 credit hours of coursework in the student's content area, 9 credit hours of advanced statistical coursework, and 21 credit hours for dissertation. Because of the diverse areas of interest within the CSD field, the content courses are determined individually by agreement between the student and the Plan of Study Committee. The 65 credit hours are divided as follows:

Content Courses/Directed Studies – minimum of 18 credit hours

Course work within and outside (minimum of 6 hours) of the department that will provide the student with knowledge in relevant areas related to the student's research interests.

For example, a student interested in dysphagia resulting from neurological conditions may choose to take CSD directed studies focused on critical content related to swallowing and swallowing disorders. Additionally, that student might opt for directed studies in the related content areas of aphasia, acquired cognitive-communication disorders, and/or acquired motor speech disorders. Contrastively, a student interested in pediatric communication disorders may enroll in directed studies addressing relevant content in child language disorders and pediatric speech sound disorders. The goal(s) and end product(s) of the directed study experience will be developed between the faculty member and student at the start of the semester.

In addition to these courses within CSD, students determine out of department related course work that supports their expertise. These may be, but are not limited to, fields such as medicine, psychology, education, and various other allied health programs. Additionally,

international students may wish to enroll in the graduate section of the International Student First Year Experience course (IST050).

Research Design and Statistical Procedures – minimum of 9 credit hours

All Ph.D. students will be required to complete a 2 course sequence and one additional course as appropriate for the student's research interests. Although the listing below is not exhaustive, options may include:

IDE 620 – Quantitative methods I
 IDE 621 – Quantitative methods II
 IDE 630 – Multivariate statistics (quantitative methods III)
 IDE 631 – Introduction to qualitative/mixed methods research

PSY 501 – Research design & statistics
 PSY 502 – Research design & statistics II

ST 525 – Application statistics for clinical trials
 ST 540 – Statistics in research I
 ST 545 – Statistics in research II
 ST 555 – Categorical data
 ST 560 – Application design & analysis of experiments

*If these courses are not available, others may be used as substitute with approval from Plan of Study Committee.

Responsible Conduct of Research – minimum of 1 credit hour

All Ph.D. students will be required to complete 1 course related to the responsible conduct of research. Topics may include authorship, research misconduct, and authorship and peer review.

GIS 501 – Responsible conduct of research

Directed Research-minimum of 12 hours

Directed research credit hours are designed to give the student direct experience in the design, analysis and interpretation of experimental questions. This directed experience is intended, in part, to provide the student with a project for their Predissertation Research Project and oral presentation (See Predissertation Project, [Section G](#)). These experiences are also designed as prerequisites to the preparation of the Dissertation Prospectus.

The directed experience includes Lab Rotations with *at least 3 different labs*, which may be within or outside of the department. The purpose of lab rotations is to expose the student to a variety of research methodologies and analyses, develop writing skills, to potentially generate pilot data for predissertation project, and to assist in selection of lab for dissertation research. Students are expected to be present at the minimum hours equivalent to a course (a 3-credit hours course is equivalent to 9 hours of work) and attend all lab meetings.

The goal(s) and end product(s) of the directed research experience will be developed between the faculty member and student at the start of the semester.

Teaching Practicum – minimum 3 credit hours

Teaching practicum experiences are designed to give direct experience with one or more of the following areas: principles of adult learning; instructional design and methods; practical

experience in teaching; evaluation of instruction; etc.

CSD 698 – Teaching practicum

The Faculty Member assigned to oversee the teaching practicum will complete a Student Teaching Feedback Form ([Appendix I](#)) to be reviewed with the student after the teaching observation and placed in the student's file.

Further, a student may want to engage in teaching instruction courses available outside of the department. Options include:

IDE 650 – Instructional techniques

IDE 640 – Instructional development

The Innovation Learning Center (ILC) also has opportunities for Ph.D. students during their doctoral studies. All students are able to partake in regular ILC workshops/seminars available to all faculty. Further, the ILC will offer a Certificate in University Teaching through the Fundamentals in Teaching (FIT) course. For more information about upcoming events and additional resources, students are referred to the [ILC](#) website.

Grant Writing – minimum of 1 credit hours

The ability to effectively communicate in writing is crucial to academic success. The purpose of a practical course in grant writing provides experience in scientific writing and introduction to the grant proposal process.

IDL 641 – Effective Scientific Writing

Dissertation – minimum of 21 credit hours

TOTAL – Minimum of 65 credit hours *Note.* The above represent *minimum* requirements. With departmental approval, the student may need to take additional coursework in a specific area if it is needed to support the student's specialization area or to obtain knowledge in an ancillary area; e.g., the student has a graduate degree outside the CSD field. Also, the student must be continuously enrolled until the dissertation is completed and accepted. Participation in various seminars and colloquia may be required at the discretion of the Plan of Study Committee.

F. TRANSFER CREDIT

Information regarding the transfer of credit hours towards degree completion can be found in the [Bulletin](#). However, all transfer credits toward the Ph.D. requires approval of the Admissions Committee, Department Chair, Director of Graduate Studies for the Pat Capps Covey College of Allied Health Professions, and the Dean of the Graduate School.

G. CANDIDACY REQUIREMENTS

The student's admission to doctoral degree candidacy is based upon successful completion coursework, Predissertation Research Project and Comprehensive Examination. It is strongly recommended that students who enter the program with a Master's degree complete these requirements by the end of their 2nd year in the program and no later than the end of their 3rd year.

The student may be admitted to candidacy when the following requirements have been satisfactorily completed/met:

- POS approval by POS Committee
- Completed all required academic coursework
- GPA of 3.0 has been maintained on all academic coursework
- Earned passing of Predissertation Research Project
- Earned passing of Comprehensive Examination

[Appendix D](#) provides a working model of the general steps necessary for completing the Ph.D. program.

Predissertation Research Project

Through a series of coursework, directed (independent) studies, and lab rotations, the student is expected to complete an original research project. It represents an early opportunity for students to gain experience in developing research questions and methodologies that s/he may wish to explore further in their doctoral studies. The project results in the production of an original scholarly work. The student will also deliver a scholarly presentation. The intent of this candidacy requirement is to assess the student's ability to succinctly convey information orally and to allow the faculty to assess the quality of the student's research. The project will also allow the student to gain familiarity with much of the process necessary for successful completion of the Dissertation. The student should design this project with submission for publication in mind.

The student and Major Advisor determine the preliminary topic for the research project and develop the Predissertation Committee. The committee must contain at least three members of the University's Graduate Faculty and may include one or members from outside the Department of Speech Pathology and Audiology. The Committee is charged with specifying the format of the document to be prepared. The role of the committee is to guide and advise the student in the development of the project, review and approve the predissertation proposal, and serve as the examining committee for the final defense of the Predissertation Project. The student prepares a Predissertation Proposal consisting of introduction, literature review, purpose, and method sections. The prospectus is presented orally in a public forum. The student must submit the written document to the Committee a minimum of two weeks prior to the oral presentation. Changes in this timeline

must be approved by all Predissertation Committee members. Following the oral presentation, the committee meets with the student for review and approval of the project. The committee may require changes before the project is approved. The results of the prospectus meeting are recorded on a Proposal Approval Form (see Appendix C) and placed in the student's file.

In addition to the departmental requirements, students must also meet specific requirements set forth by the University for conducting research. The Institutional Review Board (IRB) at the University of South Alabama is responsible for the review of all research projects involving human subjects carried out on the campuses of the University. Students must complete the Collaborative Institutional Training Initiative (CITI) Human Subjects Protection Training and USA Health Information Portability and Accountability Act Training before they are eligible to submit an IRB Application for the project. All information pertaining to IRB policies, forms, guidelines, and regulatory requirements, including those specific to student researchers are available online through the University of South Alabama's [Research Compliance and Assurance](#).

Subsequent to Committee approval and IRB approval, the student may begin data collection. At the completion of the data collection, the student prepares a written document with help from their Major Advisor and Committee. The student must submit the written document to the committee a minimum of two weeks prior to the oral presentation. The completed study is presented orally in a public forum. Changes in this timeline must be approved by all Predissertation Committee members. Following the oral presentation, the committee meets with the student in a closed session for review and PASS/FAIL of the project. The Committee must vote unanimously for a PASS. The results of this meeting are recorded and filed in the Departmental office and a copy is placed in the student's file. The committee may require changes before the project is accepted. This may include revisions to the document, changes to research protocol, additional data collection, and/or project redesign. Upon completion of the project, the student must submit one copy of the final manuscript to the Departmental office. This copy will be retained by the Department.

The Predissertation Research Project is successfully completed prior to attempt at the Comprehensive Examination. The predissertation project typically requires three semesters.

If the student completed a Thesis project as part of their previous graduate coursework, the student can submit a request for consideration to have the Predissertation Research Project requirement waived. *This is completed at the time of the Ph.D. Application submission.* This waiver consists of items pertaining to level of student involvement throughout research project (from conception to final written document). If the student is admitted into the Ph.D. program, the Ph.D. Academic Committee at that time will also vote on acceptance/denial of waiver request. Student will be notified of decision at time of decision letter. This waiver is found in [Appendix G](#).

Comprehensive Examination

The purpose of the Comprehensive Examination is for the student to demonstrate within their specialized area of interest: significant knowledge of the literature and skills in critical analysis; develop competence in application of terminology, theories, concepts, procedures and issues; understanding of current research and practice; understanding and application of basic principles of research design and methods; invoke reasoning and development of

arguments to support observations; critical appraisal of one's own work and that of others; logical organization and clear articulation of written and oral responses; and integration of their interest(s) within the larger discipline of CSD. Thus, the Comprehensive Examination is intended to reflect the culmination of significant study and acquisition of expertise by the student through demonstration of the student's breadth and depth of knowledge at doctoral-level mastery. The Comprehensive Exam also assists faculty in determining whether the student's knowledge and experience is sufficient to render the student capable of undertaking research in the CSD field, as well as other forms of scholarship required or expected of persons with a Ph.D. degree designation.

Students are encouraged to begin preparation for the Comprehensive Examination well in advance of the examination dates since the knowledge and expertise required for successful completion requires a significant time commitment. Preparation includes, but is not limited to, academic coursework, meetings with faculty, conferences, and independent reading and study.

The Comprehensive Examination is guided by the student's POS. The student attempts the Comprehensive Examination after all academic work listed in the student's plan has been completed or during the last semester that required courses are being taken. The student may enroll in the Externship course (AUD 676) and/or additional coursework in ancillary areas (e.g., psychology, early childhood education, geriatrics) after taking the comprehensive examination. The student and Major Advisor develop the Comprehensive Examination Committee. The committee is comprised of at least three members of the University's Graduate Faculty and may include one or more graduate faculty members from outside the Department of Speech Pathology and Audiology. The Major Advisor is responsible for submitting the list of committee members to the Graduate School for approval. The committee should be formed as far in advance of the written component as possible. The Comprehensive Examination Committee and Predissertation Committee can be comprised of the same faculty members. Once the Committee is established, [Appointment of Comprehensive Exam Committee Form](#) will be submitted to the Graduate School.

Similar to the Predissertation Research Project, the Comprehensive Examination is also comprised of written and oral portions. It is up to the Faculty on the Comprehensive Examination Committee to write the Comprehensive Exam, although it will encompass **3 areas: major content area, minor content area, and research design and statistical procedures**. Examination questions are designed to assess overall knowledge, integration, and understanding for a maximum total of 24 hours of writing spread across 3 days within a one-week period. The Major Advisor is responsible for compiling the questions from the committee members and administering the written examination. The Comprehensive Examination is open book format. However, students are to work alone and not communicate with any other person (orally or in writing) about the questions or their answers. Answers will be submitted electronically to the Committee through the University's Learning Management System (LMS) or Canvas and will undergo Turnitin review for plagiarism. The oral component must be attempted within 10 business days of the completion of the written component. Generally, the purpose of the oral examination is to allow the student to provide additional information on questions presented in the written component and allow the committee members to pursue areas in which they feel further information is needed. The number of questions the student will respond will be dependent upon the quality of the written portion, quality of responses, nature of topic, etc.

After the oral portion is completed, the faculty votes on whether or not to admit the student to candidacy. The comprehensive examination is graded as PASS, REWRITE/REVISE, or FAIL for *each* area. To pass, the student must have adequately addressed all questions, provided relevant citations to support the evidence and claims put forth by the student, and demonstrate professional composition (written) and demeanor (oral). Meeting such requirements successfully is determined by the professional judgment of the Committee. The Committee must vote unanimously for a PASS. If the student receives a REVISE/REWRITE or a FAIL on one or more sections of the written or oral examination components, s/he meets with the appropriate faculty to determine the course of action to address the deficiencies (e.g., rewrite questions, answer related questions orally or in written form, take additional coursework, etc.). The student will have only two opportunities to revise each answer not passed. If the student receives a PASS, the student has earned doctoral candidacy and may proceed with their dissertation. If the student receives a FAIL, this will result in dismissal from the PhD program. The Chair of the Comprehensive Examination Committee will inform the student of the faculty's vote following the examination and will review the Committee's evaluation with the student. The [Comprehensive Exam Report](#) will then be submitted to the Graduate School.

H. DISSERTATION REQUIREMENT

The doctoral dissertation is a scholarly record of the student's independent research, the results of which are an original and novel contribution to the discipline that is theoretically-motivated and addresses a question(s) of theoretical significance. The student will find many similarities in the preparation and execution of the dissertation that were also a part of the predissertation research project. The intent of the dissertation is to evaluate the candidate's ability to: conceptualize a research study that contributes substantially to the CSD field; conduct an original research study in a rigorous scientific manner; and to present the dissertation in written and oral format in a scholarly manner.

To fulfill the requirements of the doctoral dissertation, the candidate must demonstrate independence to:

- Identify an important research question
- Design an empirical study to answer proposed research question
- Conduct the study using appropriate data collection techniques
- Analyze results and interpret study findings
- Discuss theoretical and clinical implications
- Prepare written report (dissertation)
- Orally defend dissertation in public format

After admission to candidacy, the student and Major Advisor determine the dissertation topic and develop the Dissertation Committee. The role of the committee is to guide and advise the student in the development of the project, review and approve the prospectus, and serve as the examining committee for the final dissertation defense. The committee is comprised of at least four members of the University's Graduate Faculty. There must be a minimum of two members from within the Department of Speech Pathology and Audiology and a minimum of one member from outside the department. Faculty members from outside of the department are frequently members of Dissertation Committees. The Dissertation Committee Chair

(Major Advisor) must be a Full Member of the Graduate Faculty. An Associate Member of the Graduate Faculty may Co-Chair the Dissertation with a Full Member of the Graduate Faculty. Additionally, a member of the Committee may be from outside the University. If a student wishes to have a member on the Dissertation Committee from outside the University, the outside member must receive approval from the Graduate School. To request a member that is not a member of the Graduate Faculty (i.e., outside the University), a written memo (including student's name and J number) must be submitted to the Dean of the Graduate School (Dr. Pardue) requesting an administrative appointment to the Committee, along with a copy of their CV. The student and Major Advisor are responsible for submitting the list of Dissertation committee members to the Graduate School for approval ([Appendix J](#)). It should also be noted that the Dissertation Committee can be comprised of the same members as the Predissertation and/or Comprehensive Examination Committees but is not required. The student should maintain close contact with all Committee members during the implementation of the study to discuss progress and trouble-shoot problems as necessary. The Dissertation Committee will provide formative evaluation of the dissertation as it progresses, including the identification of strengths/weaknesses and suggestions revisions to improve the project. Students are encouraged to discuss their research outside of their Committee, including peers and other faculty members as appropriate through coursework, meetings, etc.

After determining the topic and Committee, the student prepares a Dissertation Prospectus consisting of a research question(s), hypothesis(-es), statement of critical problem, supportive literature review, and research methodology to address the question/problem. The prospectus is presented orally in a public forum. The student is required to post signs in the department to notify individuals of the upcoming presentation, e-mail SPA faculty, and forward a notice to the Dr. Frazer, Dean of the Pat Capps Covey College of Allied Health Professions. It is the Major Advisor's responsibility to contact the Graduate School to have the notification posted to the entire university. The student must submit the written document to the committee a minimum of two weeks prior to the oral presentation. Changes in this timeline must be approved by all Dissertation Committee members. Following the oral presentation and question-and-answer period, the committee meets with the student for review and approval of the project. The committee may require changes before the project is approved. The results of the prospectus meeting are recorded on a Proposal Approval Form (see Appendix C) and placed in the student's file. If further steps are required, the committee will determine the procedure to be followed; for example, the Committee meets again to review revisions. Once the Prospectus is approved, the student may move forward with completion of the Dissertation. It is important to note that approval of your Dissertation Prospectus does not imply acceptance of a Dissertation.

Students should not be surprised that their dissertation may require more or less time or apparent effort to complete than their peers. It is natural for experiments, time and work requirements, etc. vary depending on factors related to the research question(s) of interest, as well as variables involving the student, Committee members, etc.

As with the Predissertation Research Project, the student must meet specific requirements set forth by the University for conducting research (See G. CANDIDACY REQUIREMENTS, Predissertation Research Project). It is possible that some of these requirements were completed by the student previously. Subsequent to project committee approval and IRB approval, the student may begin data collection. At the completion of the data collection, the student prepares a written document conforming to the University's manual entitled "Guide

for Preparing Theses and Dissertations” ([Dissertation Guide](#)). *At least 1-2 weeks* in advance of your scheduled dissertation defense, you must place signs advertising the dissertation announcement around the SPA Department, which must include the following information: student name, dissertation title, Committee Chair and other members, date, time, and location. This serves to notify individuals of the upcoming presentation. It is the Major Advisor’s responsibility to contact the Graduate School *at least 2 days* prior to dissertation defense date to have the notification sent to the entire university. It is the Major Advisor’s responsibility to send the dissertation announcement via e-mail to all SPA faculty and CC Drs. Adam and Gordon-Hickey. The student must submit the written document to the committee and copy Drs. Adam and Gordon-Hickey *a minimum of 1-2 weeks* prior to the oral presentation. A hard copy must be made available during the oral presentation. Following the oral presentation and question-and-answer period, the committee meets *without* the student for discussion and PASS/FAIL vote. The Committee must vote unanimously for a PASS. The student will then immediately be called in once the vote is finalized and made aware of the Committee’s decision.

The committee’s acceptance of the dissertation is the final component needed at the departmental level before granting the Ph.D. degree. After making any final changes requested by the committee, the student should submit the document for an originality review through www.turnitin.com. The originality review will ensure that the document is free of plagiarism and that sources are properly cited and referenced. After successful completion of the originality review, the student must submit the final document to the Dean of the Graduate School in accordance with the University’s preparation manual. The content and style should be carefully reviewed for accuracy and clarity prior to final submission. The dissertation process requires substantial time and effort. All students must abide by the deadlines for final oral examination and final dissertation submission set by the Graduate School. The deadlines for submission to the Dean of the Graduate School are provided in the latest edition of the Graduate School Bulletin. While only 21 credit hours of dissertation research count towards the degree, a student must continually enroll in CSD 799 (Dissertation Research) until the final document has been approved by the Dean of the Graduate School. The Dissertation must be completed by the end of the 7th year of enrollment into the Ph.D. program.

The dissertation process should not end with the completion of the oral examination and final dissertation submission. The expectation is the research from the Dissertation be published in peer-reviewed scholarly journals and presented at scientific meetings. This serves to bring the research findings before a scientific community as well as to promote the student’s career. Further, dissemination of the research will advance the CSD field. Since the work reflects the student’s scholarship, Committee, and the University, all submitted manuscripts and abstracts for scientific proceedings must be approved by the Dissertation Committee prior to submission. Even though these submissions will likely occur after the student has graduated, the student has an ethical obligation to secure approval from the Committee. If the research was supported by grant funds, appropriate acknowledgements should be made. Authorship and order of authorship should be discussed early by the student and Committee Members.

I. TEACHING EXPERIENCES

One or more teaching experiences is required of all students. Required coursework related to teaching allows students the opportunity to teach some or all content of a bachelors- or masters-level

Ph.D. in CSD Handbook
course (refer to [E. Curriculum Requirements](#)). Additional opportunities may take place when student may take on roles similar to a teaching assistant as part of their graduate assistantship.

The Innovation Learning Center (ILC) also has opportunities for Ph.D. students during their doctoral studies. All students are able to partake in regular ILC workshops/seminars available to all faculty. Further, the ILC will offer a Certificate in University Teaching. For more information about upcoming events and additional resources, students are referred to the [ILC](#) website.

J. CLINICAL FELLOWSHIP YEAR / EXTERNSHIP

Currently, the Ph.D. in Communication Sciences and Disorders does not provide provisions for students undertaking and completing a CFY (or Externship as required for the Au.D. degree). It is recommended that students do not attempt to complete a CFY or Externship until they have passed their comprehensive examinations.

K. TIME

Commitment

Scientific research is not a 9-to-5 job. Requirements for the Ph.D. often require the students to work in the evenings and on weekends. Students are expected to demonstrate maturity, as evident by use of common sense, cooperation, and professional courtesy during their studies. Further, students are encouraged to *take initiative* to be involved as an active participant in required and elective opportunities both within and outside the Ph.D. program. The skills ascertained during the doctoral program will help to foster a long successful career, including critical thinking, intellectual curiosity, self-initiative, proactive problem-solving, and collaborative teamwork (to name a few).

Leave of Absence

Under special conditions, written requests for leaves of absence from the program should be directed to the Department Chair (Dr. Adams). Leaves are typically granted for medical or personal reasons but may also be requested for those who wish to complete a clinical fellowship during the program. If a student wishes to extend their leave, an additional request must be made and approved. The student should also document circumstances with [Student Disability Services](#) as appropriate. Failure to submit appropriate paperwork and receive approval may result in dismissal from the Ph.D. program. Specific plans regarding the student's absence and return, as well as plans for fulfilling program requirements, are handled on a case-by-case basis. The student is also responsible for notifying Committee members of any planned leave of absence.

Students receiving financial aid should contact the [Office of Financial Aid](#) for information regarding loan-deferment guidelines.

Time Limit

Students will complete all requirements for the Ph.D. degree within seven calendar years from admission to the Ph.D. program. After reaching candidacy, students have three years to complete the dissertation. Extensions may be requested and granted under appropriate circumstances.

L. TUITION AND FEES

Please visit Student Accounting for the most up-to-date information regarding tuition and fees ([Tuition and Fee Schedule](#)). Tuition and fees are based on a per credit hour rate. Tuition and fees are subject to change without advanced notice. Additional fees may be required depending on coursework. A graduation application fee is applied to your student account upon application submission ([Graduation Application](#)).

M. FUNDING OPPORTUNITIES

A limited number of graduate assistantships are available as a Ph.D. student. Although assistantships must be renewed annually, doctoral students receiving funding are typically guaranteed funding for a maximum of three years. However, extension of funding beyond the three years may be available. Assistantships typically provide an annual stipend and a 10-credit tuition waiver for each semester. Students must be registered for a minimum of 10 credit hours each semester to maintain an assistantship. Graduate assistants are expected to provide up to 20 hours of work per week. Work assignments are reviewed each semester with assignments based upon departmental need. Students may be assigned to one or more faculty members. Assistantships may be removed at any time should students fail to complete assigned duties.

Students are strongly encouraged to seek external funding opportunities (e.g., NIH or NSF fellowships; foundation scholarships/grants; etc.) with the assistance of their Major Advisor and other mentors.

Potential sources of **external funding**:

- American Academy of Audiology Foundation
<https://www.audiologyfoundation.org/scholarships-grants>
- American Society for Engineering Education – National Defense Science and Engineering Graduate Fellowship
<http://ndseg.asee.org/>
- ASHA Foundation Graduate Scholarships
<https://www.ashfoundation.org/apply/#Grants>
<https://www.ashfoundation.org/apply/#Scholarships>
- Council on Academic Programs in Communication Sciences and Disorders
<http://www.capcsd.org/funding-opportunities/scholarships/>
- Department of Education
<http://www2.ed.gov/programs/jacobjavits/index.html>
- Ford Foundation
<http://www.fordfoundation.org/grants/individuals-seeking-fellowships>
- Google PhD Fellowship Program
<http://research.google.com/programs-and-events/phd-fellowship/>
- National Academy of Education

- <https://naeducation.org/naedspencer-dissertation-fellowship-program/>
- National Science Foundation Graduate Research Fellowship Program
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201
 - NIH National Research Service Award – National Institute on Deafness and Other Communication Disorders
<http://www.nidcd.nih.gov/funding/types/pages/training.aspx>
 - Paul and Daisy Soros Fellowship for New Americans
<http://www.pdsoros.org/>
 - Sertoma Scholarships in Communicative Disorders
<http://www.sertoma.org/scholarships>
 - Spencer Foundation
<http://www.spencer.org/fellowship-awards>
 - Student Academy of Audiology
<https://saa.audiology.org/educational-opportunities/grants-and-scholarships>
 - University of South Alabama External Scholarship Listing
<http://www.southalabama.edu/departments/financialaffairs/scholarships/externalscholarships-a-z.html>

Potential sources of **internal funding**:

- College of Allied Health
<http://www.southalabama.edu/departments/financialaffairs/scholarships/departmentalscholarshipdirectory.html>
- University of South Alabama Internal Scholarship Listing
<http://www.southalabama.edu/departments/financialaffairs/scholarships/a-zscholarshipdirectory.html>

Student Loans

Students in the program who intend to apply for federal student loans must do so through the Office of Financial Office. This office is located at 390 Alumni Circle, Meisler Hall, Suite 1200, Mobile, AL 36688 (Telephone: 1-251-460-6231). Further information can be found on the [Office of Financial Aid](#) webpage.

Travel

Limited support for travel to professional meetings for purpose of scholarly presentation is available through the Department of Speech Pathology and Audiology and the Pat Capps Covey College of Allied Health Professions. The student must complete a Student Travel Authorization Request (Appendix K) and submit to the Department Chair (Dr. Adams).

Additional travel support may be available through funding provided by the Major Advisor or other mentors, the Graduate School ([Graduate School Funding Opportunities](#)), and student associations, such as the National Student Speech Language Hearing Association (ASHA) and Student Academy of Audiology (SAA). Lastly, students are encouraged to seek travel funding opportunities that may be available through the specific conference/association.

N. RESIDENCY

Students enrolling in the Ph.D. program who come to the state of Alabama from another state (with the exception of Escambia and Santa Rosa counties in Florida and George, Greene, Harrison, Jackson, Perry and Stone counties in Mississippi) for the purpose of attending school is considered a “non-resident” for tuition purposes. Further information regarding residency, including reclassification of residency status, may be found through the Office of the Registrar ([Residency](#)).

O. INTERNATIONAL STUDENT POLICY

The University’s Office of International Services determines a foreign applicant’s eligibility for admission to the University. If the applicant’s native language is not English, the applicant is required to take a test of English proficiency, such as the Test of English Foreign Language. Applicants should note that the SPA Department may have more stringent criteria than the scaled score requirement of the Office of International Services. Further information may be found at:

<http://www.southalabama.edu/bulletin/current/admissions-enrollment/international.html>.

P. ACADEMIC ACCOMMODATIONS

The University of South Alabama provides services to students with physical, psychological, or learning disabilities. Students in need of accommodations should make contact with the Office of Student Disability Services located at 320 Alumni Circle, Educational Services Building, Suite 19. Further information may be found on the [Student Disability Services](#) webpage.

Q. RESOURCES

- **Assessment and treatment materials:** Room 1064 houses an extensive collection of assessment and treatment materials you are likely to use in clinic, courses, or in research. These materials cannot be removed from the department unless permission is given by the Ms. Brown.
- **Computers and Printers/Photocopiers:** A dedicated computer lab for SPA graduate students is in Room 1065. It houses desktop computers and a printer/copier machine for free use.
- **Graduate Student Mailbox:** Each student has a departmental mailbox. Mailboxes are housed in the Student Lounge area, Room 1066.
- **Graduate Student Lounge:** Room 1066 provides a refrigerator, microwave, sink and cubby storage space for SPA graduate students.
- **E-mail:** Upon admission, each student is provided with a .jagmail.southalabama.edu e-mail address. It is crucial that you manage your mailbox frequently and respond to all inquiries within an appropriate amount of time; for example, within 24 hours during the workweek and 72 hours during the weekend. All departmental e-mail communications will be sent to your .jagmail.southalabama.edu e-mail only.
- **Software:** Microsoft Office is available for free to all students at <https://www.southalabama.edu/departments/csc/microsoftoffice/>.
- **Technical Support:** IT support is provided for free by the College of Allied Health. For IT related issues, please contact the Management Systems Specialist, Ms. Sheila Wesson at swesson@southalabama.edu.

R. STUDENT FILES

Student files are confidential, but students may request permission from the Ph.D. Coordinator to examine materials in the file. The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) prohibits us from sending copies of letters and/or other materials in your file to other individuals or institutions. The terms of this Act, protecting your rights as a student, prevent us from using material in your file for any purpose other than for what it was originally intended.

S. DISMISSAL POLICY

Substantial care is taken during the admission process to accept students who demonstrate high likelihood for successful completion of the Ph.D. program. Students admitted to the program should be aware of the conditions that would result in their dismissal from the program including:

- Failure to pay tuition and fees
- Course grade of “D” or “F” in any course
- Course grade of “C” in two or more courses
- GPA falls below 3.0
- Failure to pass Predissertation Research Project
- Failure to pass Comprehensive Examination
- Failure to complete Dissertation within 7 years of program enrollment
- Lack of demonstrated progress towards completion of degree
- Student is found guilty of sexual or academic misconduct (further information can be found in the USA Student Handbook [[the Lowdown](#)])
- Student violates professional code of conduct ([the Lowdown](#))

T. GREVIANCE RESOLUTION

If a student believes their rights have been violated, feels that s/he has been dealt with unfairly, and/or has another issue/concern within the Department, the student is encouraged to seek a resolution of the problem. For example, if the problem pertains to a specific course, the student should first contact the course instructor. Grievances can be filed in accordance with University’s policy and procedures described in detail in the USA Student Handbook ([the Lowdown](#)). Types of complaints that can be filed include general complaints, sexual harassment/sexual violence complaints, and final grade grievances. Please note, final grade grievances must be filed no later than 20 class days into the following semester.

U. POLICY WAIVERS

If a student or Major Advisor thinks that any policy stated in this handbook should be waived, a formal request, signed by both the student and Major Advisor, may be submitted for consideration by the Department’s Doctoral Committee. The request must fully justify the waiver.

V. ADDITIONAL POLICIES and RESOURCES

- **Active Student Organizations:**
http://www.southalabama.edu/departments/studentactivities/a_zorg.html
- **Counseling and Testing Services:** <https://www.southalabama.edu/departments/counseling/>
- **Financial Aid:** <http://www.southalabama.edu/departments/finaid/>
- **Graduation Commencement:**
<http://www.southalabama.edu/departments/registrar/commencement/>
- **Libraries:** <https://www.southalabama.edu/libraries/>
- **On Campus Housing:** <http://www.southalabama.edu/departments/housing/>
- **Parking Services:** <https://www.southalabama.edu/departments/parkingservices/>
- **Student Center:** <https://www.southalabama.edu/departments/studentcenter/>
- **Student Health Center:** <https://www.southalabama.edu/departments/studenthealth/>
- **Title IX:** <http://www.southalabama.edu/departments/studentaffairs/titlenine/index.html>
- **USA Student Handbook (the Lowdown):**
<http://www.southalabama.edu/departments/studentaffairs/lowdown/>
- **Graduate School Website:** <https://www.southalabama.edu/colleges/graduateschool/>
- **International Admissions and Student Programs:**
<https://www.southalabama.edu/departments/international/>
- **City of Mobile:** <https://www.cityofmobile.org/>
- **Academic Calendar:** <https://www.southalabama.edu/academiccalendar/>
- **Counseling and Testing Services:** <https://www.southalabama.edu/departments/counseling/>

APPENDIX A: SAMPLE PLAN OF STUDY LETTER

Month Day, Year

Dear Plan of Study Committee:

Jane Doe, Ph.D.

Jeffrey Doe, Ph.D.

Mickey Mouse, Ph.D.

Minnie Mouse, Ph.D.

Please find attached my plan of study proposal for the doctoral degree in Communication Sciences and Disorders, which includes coursework, teaching practicums, lab rotations, and dissertation hours. The proposed plan stems from my previous clinical and research experiences as a XXX. I was fortunate to work with a variety of patient populations (e.g., XXX) across various settings, including XXX. Primary clinical services included assessment and management of XXX. As a practicing clinician in XXX, I frequently came across questions unable to be answered by available evidence. Thus, I wanted to pursue advanced education to gain skills and competencies required to participate in clinical research and provide high quality rehabilitation for patients with XXX.

The proposed plan of study includes a major area of study in XXX with a minor concentration area in XXX intervention, including neuromuscular fatigue. Coursework and research-related experiences will afford me opportunities for advanced learning of XXX.

Upon completion of my doctoral degree, I look forward to obtaining a position in XXX. Further, successful completion will afford me the opportunity to teach at the XXX. I wish to be competitive in securing external and internal grant funding as an independent investigator.

I am grateful for the opportunity to earn a Ph.D. in Communication Sciences and Disorders at the University of South Alabama. The valuable education I will receive through coursework, research experiences and mentorships will undoubtedly help me to achieve my career goals. Thank you for your guidance and support.

Sincerely,

A Student

APPENDIX B: SAMPLE PLAN OF STUDY COURSE OUTLINE*This is a template only. Please revise as appropriate.*

Student Name: Alexa Doe							
Chair/Major Advisor: Dr. Major Mentor							
Committee Members: Dr. Mentor Two, Dr. Mentor Three, and Dr. Mentor Four							
FIRST YEAR (20XX)		SECOND YEAR (20XX)		THIRD YEAR (20XX)		FOURTH YEAR (20XX)	
Course/Faculty		Course /Faculty		Course /Faculty		Course /Faculty	
Spring 20XX	Credits	Spring 20XX	Credits	Spring 20XX	Credits	Spring 20XX	Credits
CSD 694 Directed Study – <i>insert title and faculty member name</i>	1	IDE 621 Quantitative methods II	3	CSD 698 Professional Practicum Teaching (<i>insert course number and title, and faculty member name</i>)	4	CSD 799 Dissertation	7
CSD 695 Directed Research – <i>insert title and faculty member name</i>	3	CSD 694 Directed Study – <i>insert title and faculty member name</i>	3	CSD 695 Directed Research – <i>insert title and faculty member name</i>	3	Total	7
CSD 695 Directed Research – <i>insert title and faculty member name</i>	3	CSD 694 Directed Study – <i>insert title and faculty member name</i>	3	Kin 594 Directed Study and Research – <i>insert title and faculty member name</i>	3	Plan to defend dissertation in XX.	
IDE 620 Quantitative Methods I	3	CSD 698 Professional Practicum Teaching (<i>insert course number and title, and faculty member name</i>)	1	Total	10	Guest Lectures <i>Use APA format to cite.</i>	
Total	10	Total	10	Graduate Assistantship <i>Insert lab name(s) for GA assignment</i>	10 hrs	Conference Proceeding <i>Use APA format to cite.</i>	
Graduate Assistantship <i>Insert lab name(s) for GA assignment</i>	10 hrs	Graduate Assistantship <i>Insert lab name(s) for GA assignment</i>	10 hrs		10 hrs	Manuscript Preparation (or Submission) <i>Use APA format to cite.</i>	
	05 hrs				10 hrs	Publication <i>Use APA format to cite.</i>	
	05 hrs					Other <i>Use APA format to cite.</i>	

<p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p> <p><u>Other</u> <i>Use APA format to cite.</i></p>		<p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p> <p><u>Other</u> <i>Use APA format to cite.</i></p>	<p>05 hrs</p> <p>05 hrs</p>	<p>Successfully defended predissertation project (XX/XX/20XX) – Insert title</p> <p>Plan to complete comprehensive exams in XX.</p> <p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p> <p><u>Other</u> <i>Use APA format to cite.</i></p>			
<p>Summer 20XX</p>	<p>Credits</p>	<p>Summer 20XX</p>	<p>Credits</p>	<p>Summer 20XX</p>	<p>Credits</p>		
<p>CSD 694 Directed Study – <i>insert title and faculty member name</i></p> <p>CSD 694 Directed Study –</p>	<p>3</p> <p>1</p>	<p>IDE 631 Introduction to Qualitative/mixed methods</p> <p>CSD 694 Directed Study – <i>insert title and</i></p>	<p>3</p> <p>2</p>	<p>CSD 799 Dissertation</p> <p>Total</p> <p><u>Graduate Assistantship</u> <i>Insert lab name(s) for GA assignment</i></p>	<p>7</p> <p>7</p> <p>10 hrs</p> <p>10 hrs</p>		

<p><i>insert title and faculty member name</i></p> <p>CSD 695 Directed Research – <i>insert title and faculty member name</i></p> <p>CSD 698 Professional Practicum Teaching (<i>insert course number and title, and faculty member name</i>)</p> <p><u>Total</u> <u>Graduate Assistantship</u> <i>Insert lab name(s) for GA assignment</i></p> <p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p>	<p>3</p> <p>2</p> <p>9</p> <p>10 hrs</p> <p>10 hrs</p>	<p><i>faculty member name</i></p> <p>CSD 694 Directed Study – <i>insert title and faculty member name</i></p> <p>Kin 594 Directed Study and Research – <i>insert title and faculty member name</i></p> <p><u>Total</u> <u>Graduate Assistantship</u> <i>Insert lab name(s) for GA assignment</i></p> <p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p>	<p>2</p> <p>2</p> <p>9</p> <p>10 hrs</p> <p>05 hrs</p> <p>05 hrs</p>	<p>Plan to defend dissertation prospectus in August.</p> <p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p> <p><u>Other</u> <i>Use APA format to cite.</i></p>				
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Other <i>Use APA format to cite.</i>		Other <i>Use APA format to cite.</i>					
Fall 20XX	Credits	Fall 20XX	Credits	Fall 20XX	Credits		
CSD 695 Directed Research – <i>insert title and faculty member name</i>	3	IDE 630 Multivariate Statistics/Quantitative Methods III	3	CSD 799 Dissertation	7		
CSD 698 Professional Practicum Teaching (<i>insert course number and title, and faculty member name</i>)	2	CSD 695 Directed Research – <i>insert title and faculty member name</i>	1	Total	7		
GIS 501 Responsible Conduct of Research	1	CSD-695 Directed Research – <i>insert title and faculty member name</i>	3	Guest Lectures <i>Use APA format to cite.</i>			
IDL 641 Effective Scientific Writing	1	Kin 594 Directed Study and Research – <i>insert title and faculty member name</i>	3	Conference Proceeding <i>Use APA format to cite.</i>			
PT 603 Neuroscience in Physical Therapy	3	Total	10	Manuscript Preparation (or Submission) <i>Use APA format to cite.</i>			
Total	10	Graduate Assistantship <i>Insert lab name(s) for GA assignment</i>	10 hrs	Publication <i>Use APA format to cite.</i>			
Graduate Assistantship <i>Insert lab name(s) for GA assignment</i>	05 hrs		10 hrs	Other <i>Use APA format to cite.</i>			
	05 hrs	Successfully defended predissertation					

<p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p> <p><u>Other</u> <i>Use APA format to cite.</i></p>	<p>10 hrs</p>	<p>proposal (XX/XX/20XX) – Insert title.</p> <p><u>Guest Lectures</u> <i>Use APA format to cite.</i></p> <p><u>Conference Proceeding</u> <i>Use APA format to cite.</i></p> <p><u>Manuscript Preparation (or Submission)</u> <i>Use APA format to cite.</i></p> <p><u>Publication</u> <i>Use APA format to cite.</i></p> <p><u>Other</u> <i>Use APA format to cite.</i></p>					
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APPENDIX C: RESEARCH PROJECT PROPOSAL APPROVAL FORM

**Department of Speech Pathology & Audiology Proposal
Approval Form Predissertation/Dissertation**

This form constitutes an agreement between the student and their Predissertation or Dissertation Committee. The form is signed by each committee member and the student after a formal written proposal is presented and the student has successfully completed an oral presentation and committee meeting. The signed form and a copy of the title page of the written proposal are to be placed in the student's file.

Student Name: _____ **Date:** _____

Student Jag Number: _____ **Term:** _____

(check one): Predissertation _____ Dissertation _____

I agree that the attached project proposal represents an accurate summary of the project I plan to complete as part of the requirements of the program of study in the Department of Speech Pathology and Audiology at the University of South Alabama.

Student's Signature: _____

Following completion of the oral presentation and subsequent committee meeting, the committee agrees to one of the following:

_____ PASS (No additional approval required.)

_____ REVISE/REWRITE (Nature of condition to be specified below.)

_____ FAIL (Unacceptable in current form. Further committee meeting required. Another signed form authorizing PASS is required for the project to move forward.)

We (the undersigned) have reviewed the project proposal and agree that it is an acceptable plan for the student to pursue. We agree to serve on the student's Research Project Committee.

Typed or Printed Name

Signature

Committee Chair

Committee Member

Committee Member

Committee Member

APPENDIX D: MODEL OF DOCTORAL STUDY COMPLETION

Task	Responsible Party	Additional Information
Complete POS	Student, with help from the Major Advisor and Committee as needed	Appendices A and B
Annual Review (IDP and CV review)	Student and Major Advisor	Appendix E
Annual Graduate Student Review (for students with a graduate assistantship)	Student and Major Advisor	Appendix F
Select a research topic	Student and Major Advisor	
Form the Predissertation Committee	Student and Major Advisor	
Propose Predissertation Project	Student, with help from the Major Advisor and Committee as needed	Appendix C
Complete Predissertation Project	Student, with help from the Major Advisor and Committee as needed	
Form Comprehensive Exam Committee	Student and Major Advisor	https://www.southalabama.edu/departments/eforms/graduateschool/thesisdissertationcompcommitteeappt.pdf
Complete Comprehensive Exams	Student, with help from the Major Advisor and Committee as needed	https://www.southalabama.edu/departments/eforms/graduateschool/compsexamform.pdf
Form the Dissertation Committee	Student and Major Advisor	https://www.southalabama.edu/departments/eforms/graduateschool/thesisdissertationcompcommitteeappt.pdf Appendix H
Prepare the Dissertation Prospectus	Student, with help from the Major Advisor and Committee as needed	Appendix C
Complete the CITI Human Subjects Protection Training and USA HIPAA Training	Student	Usually only necessary to complete once during the student's program Further information is available at http://www.southalabama.edu/departments/research/compliance/humansubjects/training.html

Submit IRB application	Student, with help from the Major advisor as needed	Further information is available at http://www.southalabama.edu/departments/research/compliance/irbnet/
Submit written Prospectus document to Dissertation Committee	Student, with help from the Major Advisor and Committee as needed	Minimum 2 weeks prior to oral presentation
Oral presentation of the Prospectus	Student, with help from the Major Advisor and Committee as needed	
Data collection and analysis	Student, with help from the Major Advisor and Committee as needed	Subsequent to Dissertation Committee approval and IRB approval
Submit written Dissertation document to Dissertation Committee	Student, with help from the Major Advisor and Committee as needed	Minimum 2 weeks prior to oral presentation
Oral defense of Dissertation	Student, with help from the Major Advisor and Committee as needed	
Originality review through turnitin.com or a similar service	Student	Performed after making any final changes requested by the Research Committee
Submit final Dissertation document to the Graduate School	Student	https://www.southalabama.edu/departments/eforms/graduate-school/thesisdissertationsubmissionform.pdf Appendix J

Note. The model identifies the general steps necessary for completing the predissertation and dissertation requirements. It is not intended to represent every student's plan. For some students, the order of tasks or particular tasks may be inappropriate. For example, IRB approval can occur prior to or after the prospectus meeting depending on the student's specific situation.

APPENDIX E: INDIVIDUAL DEVELOPMENT PLAN FOR GRADUATE STUDENTS FORM

The Individual Development Plan (IDP) provides a planning tool that identifies academic and scientific progress, professional development needs, and career objectives for graduate students and post docs. The IDP serves as a communication tool between the student and their mentor. This process will help students clarify expectations and recognize milestones. Each new graduate student along with the mentor must complete and submit an IDP within three months of the program start date. Subsequently, a revised IDP must be submitted annually.

Goals of the IDP:

Help the graduate student identify:

- Short-term needs for improving current performance.
- Long-term career options and necessary tools to meet these objectives.

Benefits of the IDP:

Identifying short-term goals will give graduate students a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. Graduate students will have a process that assists in developing and achieving long-term career goals. The IDP provides a tool for communication between the graduate student and the mentor.

Outline of the IDP process:

The development, implementation, and revision of the IDP requires a series of steps to be followed by the graduate student and the mentor. These steps are an interactive effort. Thus, both the graduate student and the PI must participate fully in the process.

How to complete the IDP:

Basic Steps	For Graduate Student	For Mentor
Step 1	Perform self-assessment Write an IDP Share IDP and assessment	Assess student's research/professional skills Review IDP and assessments
Step 2	Implement the plan Revise IDP as needed	Establish yearly progress review
Step 3	Survey opportunities with mentor	Discuss opportunities with graduate student

Additional Information:

http://www.acd.od.nih.gov/documents/reports/Biomedical_research_wgreport.pdf

<http://myidp.sciencecareers.org/>

http://www.nationalpostdoc.org/page/Career_Resources

Student Name: _____

Student Signature: _____ Date: _____

Major Advisor Name: _____

Major Advisor Signature: _____ Date: _____

I. Skills Assessment **Year Assessed:** 1 2 3 4 5

Evaluate skills / abilities (1 = Needs improvement; 2 = Emerging proficiency; 3 = Proficient; 4 = Highly proficient; NO = Not Observed / No Opportunity for Assessment) in the following areas: research, professional, leadership / management, and interpersonal. While benchmarks will be individualized based on your particular needs, it is anticipated your skills will improve throughout your degree program, with no scores less than 3 by the time you complete the Ph.D. program.

Research	Formulation of research question	1	2	3	4	NO
	Knowledge of the literature	1	2	3	4	NO
	Technical abilities / bench skills	1	2	3	4	NO
	Experimental design	1	2	3	4	NO
	Lab records / data management	1	2	3	4	NO
	Problem solving / troubleshooting	1	2	3	4	NO
	Data analysis	1	2	3	4	NO
	Computer skills / software	1	2	3	4	NO
Other:	1	2	3	4	NO	
Professional	Oral presentation	1	2	3	4	NO
	Writing	1	2	3	4	NO
	Teaching	1	2	3	4	NO
	Mentoring	1	2	3	4	NO
	Being mentored	1	2	3	4	NO
	Self-motivation / work ethic / perseverance	1	2	3	4	NO
	Other:	1	2	3	4	NO
Leadership / Management	Leading / motivating others	1	2	3	4	NO
	Budgeting	1	2	3	4	NO
	Managing projects and time / punctuality	1	2	3	4	NO
	Organizational skills	1	2	3	4	NO
	Other:	1	2	3	4	NO
Interpersonal	Getting along with others	1	2	3	4	NO
	Conflict resolution	1	2	3	4	NO
	Networking / meeting new colleagues	1	2	3	4	NO
	Collaboration / teamwork	1	2	3	4	NO
	Reliability	1	2	3	4	NO
	Other:	1	2	3	4	NO

II. Goals / Plans for Upcoming Year

- A. Research project goals for the upcoming year including anticipated completion dates, including research techniques to be learned, conference abstract / manuscript preparation / submission, etc. (be brief):

- B. Plans for improving your scientific writing skills and your oral presentation skills in the upcoming year (include anticipated meeting / workshop attendance):

- C. Scholarship, grant or other funding applications planned for the upcoming year:

- D. Collaborations to establish in the upcoming year:

- E. Do you have plans for other professional training in the upcoming year (e.g., teaching, leadership, etc.)?

- F. How can your mentor help you achieve your goals for the upcoming year? What specific plans would you like your mentor to implement?

APPENDIX F: GRADUATE STUDENT REVIEW FORM



Graduate Student Review Form

Graduate Student Name: _____ J#: _____

Overall Knowledge of the Research/Creative Activity (Competency and understanding to perform duties; learning and retaining instructions):

Goals, Objectives, Projects, Special Assignments, and Professional Development (List below the goals, objectives, or training which should be continued and/or completed):

Discussion of Individual Development Plan:

Mentor Signature: _____ Date: _____

Graduate Student Signature: _____ Date: _____

(Attach additional pages if needed)

DEADLINE: Forms must be submitted to the Graduate School (AD 301) by May 1st

APPENDIX G: PREDISSERTATION RESEARCH PROJECT WAIVER REQUEST FORM



Predissertation Research Project Waiver Request Form

Applicant Name: _____

Thesis Title: _____

Thesis Chair (include credentials): _____

Date Thesis Completed: _____

Thesis Advisor: Please mark below the level of student your involvement in the table below. Please return to student once completed.

Item	Student Led under Supervision	Chair Led/ Completed	Not Applicable	Comments
Conceptualization of project				
Development of aim(s)/research question(s)				
Development of statistical analysis plan				
IRB compliance				
Participant accrual				
Data collection				
Completion of statistical analysis				
Funding to support project				
Written thesis document				
Dissemination (e.g., conference abstract or manuscript)				
Award(s) related to project				

Signature of Thesis Chair

Date

**FOR OFFICE USE ONLY:
PhD Committee Decision**

ACCEPT

REJECT

(If you have any questions pertaining to this form, please contact the PhD Program Coordinator)

APPENDIX H: THESIS/DISSERTATION COMMITTEE APPROVAL FORM

UNIVERSITY OF SOUTH ALABAMA GRADUATE SCHOOL APPOINTMENT OF GRADUATE FACULTY TO A COMP, THESIS, OR DISSERTATION COMMITTEE

Student Name: _____ Student Number: **J00** _____

Student E-mail Address: _____ Student Program: _____

This form will appoint the student's:

Dissertation committee

Thesis committee

COMP committee

Proposed research topic (for thesis/dissertation students only):

Graduate Faculty Membership (See [Graduate Faculty Membership information](#) for status and appointment date)

Committee Member Names	Status (Assoc/Full/Admin)	Appointment Date
Chair:		

1. A **dissertation committee** must include at least **four** members of the Graduate Faculty, and must include at least **one full Member**, who is the **committee chair**.
2. A **thesis committee** or **COMP committee** must include at least **three** members of the Graduate Faculty.
3. **Dissertation/thesis committees** must include at least **one member from outside the student's program**, please indicate this member in list above.
4. The **majority** of a thesis/dissertation/COMP committee must be **USA graduate faculty**.
5. A thesis/dissertation/COMP **committee member** may be chosen who is not a USA graduate faculty member or from **outside our University**, if this benefits the student's research. This person cannot serve as solo chair, but can serve as co-chair. Submit the outside member committee appointment form with this form for this option.
6. The Dean of the Graduate School may grant an **exception to the current committee member requirements** on a case by case basis if requested/required.
7. Remit this form as **soon as the committee is formed** for **thesis or dissertation committees**.
8. Remit this form at least **one week** before the COMP exam for the **COMP committee**.

RECOMMENDATION for appointment of committee:

(Department Chair or Graduate Coordinator) Date

(Director of Graduate Studies) Date

APPROVAL of appointment of committee:

(Dean of the Graduate School) Date

Final Distribution (Thesis/Dissertation only): Registrar, Graduate Dean, Graduate Director, Department, Committee Members, Student. Revised 5.31.19

APPENDIX I: TEACHING FEEDBACK FORM**Student Teaching Observation Feedback Form****Student Name:** _____ **Date of Observation:** _____**Course Name / Lecture Title:** _____**Scale:**

- 1 = No evidence of skill; requires maximum support from faculty member for development; re-assessment will be needed
 2 = Emerging; skill needs improvement with moderate support from faculty member; re-assessment will be needed
 3 = Satisfactory; skill is demonstrated; minimal support from faculty member required for further fine-tuning
 4 = Mastered; skill is demonstrated independently
 5 = Excellent; skill is demonstrated independently and in a manner that exceeds expectations

CONTENT AND DELIVERY	1	2	3	4	5	N/A	Comments
Appropriate use of time (begins and ends on time)							
Provides introduction/overview of topic/daily goals							
Appropriate level of presentation (depth and breadth)							
Clarity of presentation (seems prepared; explains jargon)							
Relevance of information (stays on topic)							
Knowledge (uses citations; answers questions clearly)							
Logical flow (well organized, useful transitions)							
Pace of presentation							
Poses appropriate and clear questions							
Repeats students' questions and comments							
Use of relevant examples in presenting topic							
PowerPoint (avoids direct reading off of screen)							
PowerPoint (grammar and spelling)							
PowerPoint (clarity—proper font size and visual clarity)							
Use of demonstration/links to concepts							
Use of active learning/student engagement techniques							
Handouts (useful in understanding topic)							
Provides conclusion/take home message							
Overall originality and creativity							
PHYSICAL PRESENCE	1	2	3	4	5	N/A	Comments
Makes eye contact with general audience							
Makes eye contact while speaking to individuals							
Facial expression							
Movement about room							
Posture							
Professional attire							
Use of appropriate hand gestures							
Voice – Audible							
Voice – Variation in inflection and tone							
Voice – Appropriate pace of speaking							
SOCIAL PRESENCE	1	2	3	4	5	N/A	Comments
Composure/Confidence							
Reinforces student participation							
Relaxed teaching style (may include sense of humor)							
Engaging (interesting and informative)							
Respectful							
Use of student names							

Other Comments:

APPENDIX J: THESIS/DISSERTATION SUBMISSION FORM

UNIVERSITY OF SOUTH ALABAMA GRADUATE SCHOOL THESIS/DISSERTATION SUBMISSION FORM

This form must be completed in full and must accompany the thesis/dissertation to be submitted to the Graduate School by the First Submission Deadline.

Student Name: _____ Student Number: J _____

College: _____ Program: _____

Degree: _____ Date of Defense: _____

Approval of Thesis/Dissertation for Submission to Graduate School

The attached thesis/dissertation is approved for submission to the Graduate School for final review and also signifies the student has successfully defended. *It is the student's responsibility to gather all of these signatures, including Graduate Director of College.*

Print Name:

Signature:

Chair of Thesis/Dissertation

Chair signature also attests that this thesis/dissertation has been checked for plagiarism through Turnitin or a similar program and found to be satisfactory (Committee Chairs can contact the ILC for Turnitin instructions).

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Department Chair

Graduate Director of College

APPENDIX K: STUDENT TRAVEL AUTHORIZATION REQUEST

STUDENT TRAVEL AUTHORIZATION REQUEST

Name _____ Student # _____

Graduate Student: _____ Undergraduate Student: _____

Present Address _____ Phone # _____

Permanent Address _____ Phone # _____

E-mail Address _____ Work Phone # _____

I, _____ request permission for travel from _____
a.m./p.m. on _____ (date) until _____ a.m./p.m. on _____ (date)

Specific purpose for this travel: _____

Destination of travel: _____

Is reimbursement of expenses requested? no yes. If yes, complete expense estimate below.

Transportation
Plane _____
Private/University Car _____

Lodging and Meals
Per Diem (In-State) _____
Lodging (Out-of-State) _____
Meals (Out-of-State) _____

Other _____

Total Estimated Cost (not necessarily amount of reimbursement): _____

Signature of Requester Date

(Over)

Travel Authorization Form

Complete the following for International Travel:

Passport No. _____ Expiration Date _____ Date/Place of Issue _____

Emergency Contact _____ Relationship _____

Address _____

Telephone/FAX Day _____ Night _____

Are you covered by medical insurance? Yes No

Name of insurance provider _____

All USA students traveling abroad are required to have a STA International Identification Card for the duration of their stay overseas. For information and application forms, contact the office of International Programs at 460-7053.

AUTHORIZATION FOR STUDENT LEAVE OR TRAVEL

I approve the leave or travel requested on the reverse side of this form as being in the best interest of the University. Reimbursement for expenses incurred is approved in the following amounts:

Account _____ Amount _____

Account _____ Amount _____

Account _____ Amount _____

Travel is approved, but no reimbursement is approved.

APPROVED BY:

DEPARTMENT CHAIR DATE

DEAN DATE

V.P. STUDENT AFFAIRS DATE OR SR. V.P. FOR ACADEMIC AFFAIRS DATE

(Only applicable if funds from Student Affairs area are being used)

(VP of Academic Affairs signature is only needed for international travel)

DIRECTOR OF INTERNATIONAL PROGRAMS DATE

PRESIDENT DATE
(Required only for travel beyond the contiguous forty-eight states and the District of Columbia)