

SCHOOL OF ALLIED HEALTH PROFESSIONS

Kathleen McEnerney, D.A., Dean
162 Clement Hall
(615) 963-5871

General Statement

The School of Allied Health Professions is jointly supported and administered by Meharry Medical College and Tennessee State University. The purpose of the School is to offer educational programs designed to produce practitioners and prepare individuals who are interested in pursuing careers as educators in the health professions; to encourage, develop and support interest in research; and to provide health care, when appropriate, and continuing educational services to the community. The purposes cited are consistent with the stated missions of both Tennessee State University and Meharry Medical College.

Objectives

The objectives of the School of Allied Health Professions are as follows:

1. To develop and implement educational programs designed to produce allied health practitioners and educators based on employment demands and the availability of resources.
2. To recruit students interested in careers in the health care field in programs offered in the School and to provide these students with career counseling, academic advisement, and tutoring designed to assist them in their effort to achieve their career goals.
3. To maintain full accreditation by appropriate agencies for all programs offered by the School.
4. To recruit and maintain a faculty capable of making significant contributions to the basic and applied research efforts of the supporting institutions.
5. To encourage and promote the rendering of service to the community through the sponsorship of seminars, workshops, consultations, and the delivery of health care whenever appropriate.
6. To identify and develop the talents of students whose prior educational and cultural experiences have heretofore prevented them from participating in allied health careers.

In addition to the master's degree in Speech and Hearing Science and Physical Therapy, the School of Allied Health Professions offers undergraduate degrees in the following areas:

Cardio-Respiratory Care Sciences

Dental Hygiene

Health Care Administration and Planning

Health Information Management

Medical Technology

Occupational Therapy

Speech Pathology and Audiology

DEPARTMENT OF PHYSICAL THERAPY

Gene E. Gary-Williams, Ph.D., Head

Office: 368 Clement Hall

(615) 963-7081

MAJOR: PHYSICAL THERAPY

**DEGREE: MASTER OF PHYSICAL
THERAPY (M.P.T.)**

ACCREDITATION

The Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association has mandated that all baccalaureate physical therapy programs convert to an entry level post-baccalaureate professional degree program by the year 2002 to be considered for accreditation. The Department of Physical Therapy has successfully completed the application process to gain candidate for accreditation status in preparation to offer the Master of Physical Therapy (MPT). The Department will accept an initial class to enter in summer, 2002. Information concerning the admissions process and related issues may be received from the Department's Office at (615) 963-5881 or via e-mail – TCONLEY@TNSTATE.EDU. Interested students are invited to call, mail or visit the Department to solicit all information preparatory for admission to the MPT program.

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

Harold R. Mitchell, Ph.D., CCC/SLP, Head

Avon Williams Campus

Office: 330 10th Avenue Suite A

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**MAJOR: SPEECH AND HEARING
SCIENCE**

DEGREE: MASTER OF SCIENCE (M.S.)

The Speech and Hearing Science major has a curriculum that leads to certification by the American Speech-Hearing-Language Association (ASHA), to teaching certification in public schools, and to licensure from the State of Tennessee and other states. The curriculum requires approximately two years of full-time study beyond an acceptable Bachelor's degree. The curriculum consists of forty-seven (47) semester hours of required courses.

Students entering the program may be required to enroll in undergraduate or prerequisite courses.

The curriculum emphasizes comprehensive understanding of normal communicative processes, including reception, integration, and expression. It also emphasizes in-depth analyses of communicative disorders, giving special attention to techniques for diagnosis, remediation, and management. Students plan their curriculum in consultation with an advisor. For employment in the school systems, graduate students may complete requirements for the Teacher Education Program; however, these requirements are in addition to those required for the degree.

The Department supplements classroom instruction with required, supervised, clinical observation and practicum experiences in speech-language pathology and audiology. To meet requirements for graduation, students must formally enroll in practicum each semester in residence and must obtain the minimum requirement of clock hours for certification by ASHA.

A maximum of one hundred (100) clock hours may be applied toward ASHA certification requirements by those students who participated in practicum at the undergraduate level.

Practicum experiences, applicable toward ASHA certification, are provided by the on-campus Speech and Hearing Center. The Center provides diagnostic and clinical services to children and adults in the Nashville-Davidson County area. To further accomplish training objectives, students are assigned to off-campus practicum sites for diagnostic and clinical experiences and involvement in interdisciplinary team approaches to case management.

Opportunities exist for students to obtain diverse clinical experiences by means of the Department's affiliations with Meharry Medical College, the public-school system, child-care centers, habilitation and rehabilitation facilities, hospitals, and health-care facilities in the Nashville-Davidson County area as well as other areas.

The Department of Speech Pathology is accredited by the Council on Academic Accreditation of the American Speech, Language, and Hearing Association.

ADMISSION REQUIREMENTS

Formal admission to the Department of Speech Pathology and Audiology is made through the Graduate School of Tennessee State University. All admission materials should be filed with the Graduate School by March 15th prior to the fall semester in which the student wishes to enroll.

The applicant must submit three letters of recommendation highlighting strengths, weaknesses, and general abilities. Students are encouraged to include a statement of intent with their application. Acceptance into the Program is highly competitive.

Unconditional admission to the master's degree program requires a bachelor's degree and completion of the necessary prerequisite courses. If evaluation of an applicant's undergraduate degree program shows prerequisite deficiencies, the student must complete each of the prerequisite courses prescribed before unconditional status is achieved.

For admission with unconditional classification, in addition to the above, the student must have a grade point average (GPA) of 3.5; a minimum combined score (verbal + quantitative) on the Graduate Record Examination (GRE) of 800 or a minimum score on the Miller Analogies Test (MAT) of 30.

For admission with conditional classification, the student may possess a GPA between 2.5 and 3.4 with an acceptable GRE or MAT score. The student with an acceptable GPA and a minimal combined score (verbal + quantitative) on the GRE of 600 or a minimum score on the MAT of 25 may also be considered for conditional admission. The student's classification is changed to unconditional if a 3.00 or better GPA is attained in the first 9 credit hours of graduate coursework. Any exception to these standards must be approved by the Graduate Selection Committee of the Department, Department Head, School Dean and Graduate Dean.

Applicants with practicum experiences in speech-language pathology and audiology must have proper documentation, including appropriate signatures and certification status (CCC/SLP or CCC/A).

Financial Assistance

Upon acceptance into the graduate program, students may apply for available stipends or other financial aid.

DEGREE REQUIREMENTS

Students must apply for admission to candidacy after earning nine (9) to fifteen (15) semester hours of graduate credit. Students must choose the thesis or non-thesis option at the time they are admitted to candidacy.

The master of science degree requires a minimum of forty-seven (47) semester hours of coursework plus a comprehensive examination for the non-thesis option.

Students electing the thesis option must enroll in SPTH 512: Thesis Writing the semester in which they anticipate graduation.

Additionally, students must formally enroll in practicum (SPTH 551 or SPTH 571) each semester in residence and must obtain the minimum requirement of clock hours for certification by ASHA.

PROGRAM OF STUDY

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| SPTH 511 | Methods of Research | 2 |
| SPTH 512 | Thesis Writing (Optional)* | 4 |
| SPTH 550 | Regional Dialect and Urban Language | 3 |
| Studies | | |
| SPTH 551 | Advanced Clinical Speech Language Practicum | 1-6 |
| SPTH 571 | Advanced Clinical Practicum in Audiology | 1-6 |
| SPTH 574 | Advanced Audiology | 3 |
| SPTH 575 | Seminar in Aural Rehabilitation | 3 |
| SPTH 655 | Seminar in Language Development | 3 |
| SPTH 656 | Studies in Language Disorders | 3 |
| SPTH 553 | Neuroanatomy and Neurophysiology of Speech and Hearing | 3 |

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| SPTH 640 | Neurogenic (Motor) Speech Disorders 3 |
| SPTH 558 | Voice Disorders 3 |
| SPTH 552 | Studies in Articulation 3 |
| SPTH 557 | Anatomy and Physiology of Speech 3 |
| SPTH 563 | Adult Aphasia 3 |
| SPTH 653 | Seminar in Stuttering 3 |
| SPTH 654 | Studies in Organic Speech Disorders 3 |
| SPTH 525 (Optional)** | Methods in Public School Setting 3 |

* Required only for students writing thesis

** Required for students desiring teaching certification

COURSE DESCRIPTION

SPTH 511. METHODS OF RESEARCH. (2) Course which provides an overview of the nature of research designs. The course introduces students to the classification of research. It helps students design and conduct an original piece of research, introducing acceptable writing styles and statistical data.

SPTH 512. THESIS WRITING. (4) A course designed to provide the student with an opportunity to germinate, develop, and study a special area of interest. The student is guided by the principles of the scientific method, and collects and interprets data in accordance with these principles.

SPTH 525. METHODS OF SPEECH AND HEARING SERVICES IN THE SCHOOL SETTING. (3) Prepares the student for effective performance in the school setting in providing treatment programs for the various communication disorders within the pre-K-12 grades. This course addresses the logistics and specifics of providing speech, hearing, and language services within the educational team's multidisciplinary format.

SPTH 550. REGIONAL DIALECTS AND URBAN LANGUAGE STUDIES. (3) Study of American-English speech sounds and language usage in the context of the historical development of the English language. Major consideration is given to dialectal variations with emphasis on differences versus disorders. Multicultural education and intercultural-communication studies are featured throughout the course. Linguistics and sociolinguistics are included.

SPTH 551. ADVANCED CLINICAL PRACTICUM: SPEECH-LANGUAGE. (1-6) Clinical opportunities in the diagnosis evaluation, remediation, management, and counseling of persons with speech-language impairments. All clinical practica are under the supervision of ASHA certified personnel. A required course offered each semester or summer session in residence and that is repeatable (a thru f) up to 6 semester hours.

SPTH 552. STUDIES IN ARTICULATION. (3) Current research studies in articulatory acquisition and behavior. A review of research related to the diagnosis, nature, etiology, and treatment of articulatory disorders is also included.

SPTH 553. NEUROANATOMY AND NEUROPHYSIOLOGY OF SPEECH AND HEARING. (3) Structure, function and vascular supply of the central nervous system. Signs, symptoms, and treatment and prognosis of disorders resulting from damage to specific areas of the central nervous system with emphasis on speech, language, and auditory function.

SPTH 556. EXPERIMENTAL PHONETICS. (3) Overview of the physiological and acoustical analyses in speech perception. Integration of these areas are included with emphasis on the development of the theories associated with speech production and perception.

SPTH 557. ANATOMY AND PHYSIOLOGY OF SPEECH. (3) Detailed study of the anatomical and physiological structures as well as functions of the speech mechanism and its processes.

SPTH 558. VOICE DISORDERS. (3) An interdisciplinary approach to the detection, diagnosis, and therapy in the management of structural, functional and psychogenic voice disorders, and laryngectomy.

SPTH 560. INDEPENDENT STUDY. (3-9) Independent research or literature survey of an area appropriate to communication disorders. consent of the instructor and the major advisor are required.

SPTH 563. ADULT APHASIA. (3) Study of the characteristic nature (etiology and symptomatology) of aphasic disturbances, including principles of evaluation, treatment and management.

SPTH 567. INTRODUCTION TO HUMAN COMMUNICATION AND ITS DISORDERS. (3) A course designed to acquaint teachers, special educators and graduate students with the nature and types of speech, hearing, and language disorders. Rehabilitation and management techniques are explained.

SPTH 571. ADVANCED CLINICAL PRACTICUM: AUDIOLOGY. (1-6) Practical experience in the management of the hearing impaired population. Includes case history, report writing, diagnostic procedures, aural rehabilitation and counseling.

SPTH 574. ADVANCED AUDIOLOGY. (3) The theory and practices of advanced techniques for the assessment of the audiological function; emphasis upon the use of tests in differential diagnosis of auditory lesions and functional hearing losses.

SPTH 575. SEMINAR IN AURAL REHABILITATION. (3) Principles, methods and electroacoustical instrumentation involved in the aural habilitation/rehabilitation of hearing impaired persons. Includes oral and manual communication.

SPTH 580. SPEECH SCIENCE & INSTRUMENTATION. (3) A study of the properties of sound, mechanisms of speech production and perception, and relevant speech science instrumentation. Two lecture periods and one laboratory (1 hour) per week.

SPTH 640. NEUROGENIC (MOTOR) SPEECH DISORDERS. (3) A study of conditions that affect individuals affected by motor disturbances. Differential assessment of dysarthria and apraxia will be taught. Therapeutic programs will include the mechanisms of Phonation, Articulation, Resonation, and Respiration. Neuropathologies of motor speech disorders including etiologies and treatment strategies will be addressed.

SPTH 642. MULTICULTURAL LITERACY AND CULTURAL DIVERSITY. (3) This course will examine: cross-cultural attitudes toward speech disorders; fluency disorders in multicultural populations; hearing disorders in multicultural populations; different learning styles in multicultural populations; and sociolinguistic tools and techniques.

SPTH 643. CLINICAL PRACTICUM WITH MINORITY CHILDREN. (3) This course involves completing a practicum working with minority children. The clinical field experience will focus on assessment and remediation with minority children.

Prerequisite: SPTH 642.

SPTH 653. SEMINAR IN STUTTERING. (3) Studies of traditional theories, and learning theory and conditioning (instrumental and respondent) in stuttering therapy. Examples of behavior modification in the treatment of stuttering will be analyzed and evaluated. Illustrations of operant conditioning therapy and two-factor (operant and classical) theory and therapy will be discussed.

SPTH 654. SEMINAR IN ORGANIC SPEECH DISORDERS. (3) The study of the causes, diagnostic procedures, preventive measures, management techniques, and treatment of Cleft Palate, Cerebral Palsy, Laryngectomy and related organic disorders.

SPTH 655. SEMINAR IN LANGUAGE DEVELOPMENT. (3) Study of the behavioral characteristics of language acquisition and developmental psycho-linguistics. The structure and function of language are included.

SPTH 656. STUDIES IN LANGUAGE DISORDERS. (3) A course designed to acquaint the student with traditional and contemporary methods of diagnosing, treating and managing various disabilities associated with impaired language capacity, with emphasis on current research and methods of investigation of language deficits.

Clinical Instructional Staff

Sheila Heard, CCC/SLP, B.S., 1984; M.S., 1987, Tennessee State University

Valeria Roberts Matlock, CCC/A, B.S., 1983; M.Ed., 1986, Tennessee State University

Brenda McClellan, CCC/SLP, B.S., 1991; M.Ed., 1992, Tennessee State University

Graduate Faculty

Faud Abdulla, Associate Professor

B.Sc., 1983, M.Sc., 1987, Kuwait University; Ph.D., 1993, University of London

G. Pamela Burch-Sims, CCC/A, Associate Professor and Assistant Dean

B.S., 1977, Hampton Institute; M.A., 1978, University of Tennessee; Ph.D., 1993, Vanderbilt University

James C. Cantrell, CCC/SLP, Associate Professor

A.B., 1973, Catawba College; M.A., 1975, M.A., 1977, Marshall University; Ph.D., 1986, The Ohio State University

Deborah A. Edmondson, P.T., Assistant Professor

B.S., 1977, University of Tennessee; M.S., 1994, College of St. Francis; Ed.D., 2001, Tennessee State University

Iris A. Johnson, CCC/SLP, Assistant Professor

B.A. 1991, M.A., 1995, South Carolina State University; Ph.D., 1999, University of Memphis

Harold R. Mitchell, CCC/SLP, Professor and Head

B.S., 1962, South Carolina State College; M.S., 1964, University of Denver; Ph.D., 1972, The Ohio State University

Gene Gary-Williams, Professor and Head

A.B., 1956, Spelman College; M.A., 1958, State University of Iowa; Ph.D., 1986, University of Maryland