



COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF SPEECH PATHOLOGY &
AUDIOLOGY

GRADUATE STUDENT HANDBOOK
2018-2020

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NOTES:

**NON-DISCRIMINATION & AFFIRMATIVE ACTION STATEMENT
(From the Graduate School Catalog 2017-2019)**

Tennessee State University is an EO/AA employer and does not discriminate on the basis of race, color, national origin, gender, gender identity, sexual orientation, age, religion, disability, veteran status, genetic information, or any other legally protected class with respect to employment programs or activities. Tennessee State University is committed to providing the highest quality of employment, education, research, and service. In support of this commitment, the University seeks to ensure that all educational and employment programs are administered in a non-discriminatory manner. The University's non-discrimination and anti-harassment policy is applicable to faculty, staff, applicants for employment, students and applicants for educational programs and other activities. This policy is fundamental to the effective functioning of the University as an institution of teaching, scholarship and public service.

The University has also developed an affirmative action plan to guide in working toward the creation and maintenance of a diverse environment in which students and employees are encouraged to think, work and serve. The affirmative action plan is designed to aid in University compliance with all applicable federal laws and regulations. For more information regarding these policies, please contact the Equal Opportunity and Inclusion ("OEI") at the phone number or address below.

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities receiving federal financial assistance. Examples of the types of discrimination prohibited by Title VI include racial harassment, school segregation, and denial of language services to students who are limited in their English.

To file an employment discrimination/harassment complaint or a Title VI discrimination/harassment complaint, please contact:

Stephanie Roth, Director of Equity and Inclusion
3500 John Merritt Blvd.
Ned McWherter Administration Bldg., Ste. 260
Nashville, Tennessee 37209
615-963-7435 (office) 615-963-7463 (fax)
www.tnstate.edu/equity/

TITLE IX NOTIFICATION GENDER DISCRIMINATION, SEXUAL HARASSMENT, SEXUAL ASSAULT, STALKING & DOMESTIC VIOLENCE

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Examples of the types of discrimination that are prohibited under Title IX include sexual harassment, sexual assault/sexual violence, discrimination based on pregnancy and the failure to provide equal opportunity in athletics.

Complaints of violations under Title IX may be directed to TSU's Title IX Coordinator:

Stephanie Roth, Director (Title IX Coordinator)
Rita Williams-Seay, Asst. Director (Deputy Coordinator)

Equal Opportunity & Affirmative Action Office
3500 John Merritt Blvd.
Ned McWherter Administration Bldg., Ste. 260
Nashville, Tennessee 37209

615-963-7435 (Office)
615-963-7463 (fax)
www.tnstate.edu/equity/

Complaints involving student on student sexual harassment, sexual assault/violence, stalking or domestic/dating violence:

Erica Gilmore (Deputy Coordinator)
Assistant Dean of Students
Office of Student Conduct and Judicial Affairs
Floyd-Payne Campus Center, Ste. 103
615-963-2156
<http://www.tnstate.edu/mediation/>

Complaints of gender equity in athletics:

Valencia Jordan (Deputy Coordinator)
Associate Athletic Director/Senior Women's Administrator Gentry Complex, Room 318
3500 John Merritt Blvd. Nashville, Tennessee 37209
615-963-5754
<http://www.tsutigers.com/>

Sexual assault/violence may also be reported to:

Tennessee State University Police Department
3500 John Merritt Blvd. Queen Washington Bldg., 2nd Floor
Nashville, Tennessee 37209 615-963-5171 (non-emergency)/ 911 (emergency)
www.tnstate.edu/police/

Counseling:

Services are also available in the TSU Counseling Center for individuals seeking assistance with personal decision making, intra/interpersonal relationships, social relations, and crisis issues. The Counseling Center may be contacted at the address or phone number below:

Main Campus Student Success Center/LRC, Ste. 114
615-963-5611 or
<http://www.tnstate.edu/counseling/>

If you want to learn more about your rights, or if you believe that a school, district, college or university is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at 800-421-3481 or ocr@ed.gov

File a Complaint

Students or prospective students, who wish to file a complaint related to accreditation or regarding violations of state law not resolved at the institution, may submit a Student Complaint Form to the Tennessee Board of Regents at 1415 Murfreesboro Road, Suite 340, Nashville Tennessee 37217, or complete an on-line form electronically at: <http://www.tbr.edu/contact/StudentComplaintForm.aspx>.

Under Tennessee's open records law, all or parts of complaints will generally be available for review upon request from a member of the public.

Complaints regarding accreditation can also be made by contacting the Commission of Colleges of the Southern Association of Colleges and Schools, 1866 South Lane, Decatur Georgia 3033 (www.sacs.org).

Complaints of fraud, waste or abuse may be made by email at reportfraud@tbr.edu or by calling the Tennessee Comptroller's Hotline for Fraud, Waste and Abuse at 1-800-232-5454.

Please Read

Although the information in this handbook was current and accurate at the time of publication, please read:

1. In preparing applications for state licensing, teacher certification/ licensure and ASHA certification, consult the most recent information issued by the granting agency;
2. Consult the University's most current graduate catalog and semester bulletin for information on academic processes, dates, services and deadlines;
3. This handbook may be revised once a year. University, School and Departmental policies may change. As stated above “Specific courses or activities constituting the degree requirements for any program are subject to substitution at any time prior to completion by the student.” **It is your responsibility to become informed of current policies that may influence your program.**
4. The University imposes a six-year limitation for completing a graduate degree. The six-year limitation begins on the date of the first course you take in your graduate program.
5. Any compliments or complaints regarding the academic and clinical program may be directed to The Council on Academic Accreditation (CAA) in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA).

Scope

“The provisions of this Catalog do not constitute a contract between a student at TSU and the University. This Catalog presents requirements, regulations, course offerings and degree programs, which are in effect at the time of publication. TSU reserves the right to change the regulations in this Catalog at any time during the period for which it is in effect and to add, modify, or withdraw courses at any time.

Degree requirements are subject to change during such period only to the extent required by federal or state laws or accreditation standards. The specific courses or activities constituting the degree requirements for any program are subject to substitution at any time prior to completion by the student.” ...From the Graduate School Catalog, 2017-2019

INTRODUCTION

The Department of Speech Pathology and Audiology is within the College of Health Sciences. The Department serves two Deans: The Dean of the College of Health Sciences and the Dean of the Graduate School.

The Department of Speech Pathology and Audiology offers a Masters of Science Degree in Speech and Hearing Science within two separate modes of delivery (Traditional/On Campus and Distance/Online). Students are admitted into either the Traditional program or the Distance Education cohort. Switching modes of delivery is prohibited. The Department also offers an undergraduate concentration in Speech Pathology and Audiology. Courses in the undergraduate program may be required as prerequisites to graduate program courses.

The Department houses two public service University subsidized clinical facilities for the diagnosis and treatment of speech-language-hearing disorders. The Speech-Language Clinic and Audiology Testing and Research Clinic serve as training facilities for the Department.

The graduate program in Speech-Language Pathology is accredited by The Council on Academic Accreditation (CAA) in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA).

GENERAL INFORMATION

Campus Locations and Shuttle Service:

The Speech Language Pathology Department and the Speech Language and Hearing Clinic are located on the Avon Williams Campus at 330 Tenth Avenue North. All graduate classes in the Department are held on the Avon Williams Campus. The Graduate School is also located on the Avon Williams Campus. The College of Health Sciences is located on the main campus at 3500 John Merritt Blvd. Most official University business is conducted on the main campus. The University provides shuttle service between campuses daily. Check the current semester's shuttle schedule for exact times of departure/arrival.

New Student Orientation:

Once each academic year, at the start of the fall semester, the Department holds a new student orientation meeting. All newly matriculated students are required to attend.

Student Matriculation Folder:

Students are advised to develop a folder containing copies of all documentation concerning the Department, University, ASHA, Teacher certification, and other professional agencies.

All information that refers to program activities, clinical clock hours, certification or licensure is the student's responsibility to retain. The Department and University will also store all critical documentation, however, cannot be held responsible for lost or misplaced documents.

Students should keep copies of all university catalogs and semester bulletins that pertain to the semester in which they are taking courses. Course dates, titles, instructors and course catalog descriptions may be required by certification and/or licensing agencies after you graduate.

University Broadcast Announcements:

University weather closing and other critical information concerning University operations may be obtained over most local broadcast stations, myTSU email and the TSU homepage.

University Student Identification Card:

The University provides a student picture I.D. Card. The card will identify you as a TSU student for entrance into University events and for the use of University services. **It is currently required that all students obtain an official TSU I.D. card and wear or openly display the ID card at all times when on campus.**

Use of University Computers:

Word processing and scholastic activities, which require computers, must be completed using personally owned devices, departmental computers in the Student Workroom or at the University Computer Center. There are several Computer Centers available to students throughout the campus. The Department maintains a computerized speech science-language laboratory for clinical and academic uses and computers in the Student Workroom. Become familiar with the location, operating hours, and procedures of the computer center(s).

Department General Information

Clinical Equipment and Supplies:

The Department maintains clinical equipment and supplies for student use. The clinical supervisors are responsible for monitoring the proper and appropriate use of clinical equipment and supplies. (See Clinic Handbook for details)

Clinical Placement Requirements and Clinical Practica

See Clinic Handbook

Departmental Computer Work Room

See Clinic Handbook for details on the use of the computer workroom related to clinical activities.

Departmental Equipment and Supplies:

The Department maintains office equipment and office supplies for the exclusive use of the departmental faculty and professional staff. Do not use any of the departmental office equipment and supplies unless formally requested to do so by the faculty or staff. The Departmental office equipment includes all office computers, typewriters, copy machines, FAX machines, and any incidental equipment such as staplers, paper cutters, hole puncher, etc. Office phones may be used in an emergency, or for clinical work with supervisor approval. We ask for full cooperation on this matter. It is the student's responsibility to supply all school supplies and equipment necessary for successful work in the academic and clinical programs.

Essential Functions of Speech-Language Pathologists

The Essential Functions of Speech-Language Pathologists establishes the expectations and requisite abilities considered necessary in the field of speech-language pathology. Graduate students in the Department of Speech Pathology and Audiology program are to achieve the level of competency required for graduation and clinical practice. Students who believe they may not be able to acquire the essential functions set forth are encouraged to contact the department of Speech Pathology and Audiology at 615-963-7081. Any student that may require accommodations to fulfill the essential functions due to a disability are encouraged to contact the Office of Disabled Student Services at 963-7400 (phone) or 963-5051 (fax).

Below are the essential functions that someone who enters the Speech-Language Pathology program must meet. The ability to perform, either independently or with reasonable accommodation, the following essential functions for clinical practicum in Speech/Language Pathology and Audiology:

1. Critical thinking skills sufficient for clinical judgment;
2. Interpersonal skills sufficient for effective interaction with individuals and families from a variety of cultural backgrounds;
3. Communication skills with proficiency in English and/or other languages of service delivery sufficient for effective written and spoken interaction with others;
4. Able to comprehend and read professional literature/reports and write university level papers and clinical reports in English
5. Physical mobility sufficient to move from room to room and maneuver in small spaces;
6. Able to participate in classroom or clinical activities for 2-4 hour blocks of time with 1 or 2 breaks
7. Able to move independently to, from and in academic/clinical facilities
8. Gross and fine motor abilities sufficient for manipulation of evaluation and treatment instruments and materials;
9. Able to respond quickly enough to provide a safe environment for clients in emergency situations, including fire, choking, etc. and in application of universal precautions (standardized approach to infection control).
10. Visual acuity, hearing sensitivity and auditory discrimination sufficient for client evaluation and treatment;
11. Able to implement speech, language diagnostic and hearing screening procedures; administer and score instruments, interpret results and make appropriate recommendations and decisions, including the ability to evaluate and generalize appropriately without immediate supervision
12. Able to select, develop and implement comprehensive intervention strategies for treatment of communication and related disorders
13. Able to maintain attention and concentration for sufficient time to complete academic/clinical activities, typically 2-4 hours with 1-2 breaks.
14. Able to maintain appropriate work place behavior, including understanding and respect for supervisory authority, punctuality and regular attendance.

Criminal Background Check

The department requires that all graduate students complete a criminal background check prior to an onsite clinical case assignment or an external clinical placement. The current agency that has been approved by the university is IDENTOGO at www.identogo.com.

Additional criminal background checks and/or drug screens may be a requirement at some affiliated externship clinical sites. Based on the results of these checks, an affiliated clinical site may disallow students at their facility. This could result in the inability to successfully complete the requirements of the program. Additionally, a criminal background may preclude licensure or employment. If criminal background checks or drug screens are required, students are expected to cooperate fully with the process and pay all associated costs. Tennessee State University and the Speech Pathology and Audiology Department are not liable if the results of a criminal background check or a drug screen indicate that a student is unable to complete the requirements of the program or if such results preclude one from obtaining licensure or employment. *[Note: All applicants for initial speech-language pathology licensure in Tennessee must obtain a criminal background check]*

Speech Science – Language Laboratory Regulations:

The Department equips and maintains a Speech Science –Language Laboratory for faculty, staff and student use. In order to keep the laboratory in working order the following regulations are presented:

1. Bringing or consuming food or drink in the laboratory is prohibited.
2. The laboratory may be used only during official operation times.
3. Individuals may not use equipment unless they have been instructed in its use.
4. Individuals are responsible for restoring equipment to its original condition and place unless it is part of a research project.
5. When leaving, remove all belongings. Materials will be disposed of if left in the laboratory.

Student Mailboxes:

Mailboxes for each graduate student are located in the Speech Pathology Suite. Students are advised to check mailboxes daily, as it is the primary means of communication from the faculty and staff.

myTSU Accounts:

Students are encouraged to activate their myTSU e-mail account. Students may check email, register for courses, explore the intranet and much more with the University sponsored intranet and internet services. It is important to register your myTSU e-mail address with the Office Assistant. Information and/or instructions regarding classes may be e-mailed to the entire class via myTSU with one message. If myTSU is not a student's primary account, it is strongly recommended that students check the myTSU e-mail regularly. The "myTSU" username is the same username used for all university computer access.

To initially log into myTSU, use the assigned username and password. If the username is unknown, a student may enter his/her social security number at the myTSU website to lookup the TSU assigned username. Typically, the username is a combination of the student's first initial and last name and the password is the first six digits of the student's social security number. The system will then prompt the student to change his/her password after the initial login. **Please change your password.** Remember to record the new password for future use. If a password is forgotten, call the helpdesk at 963-7777 for assistance.

Student Work Room

A workroom located in the Department has been equipped for student use. Various office supplies (stapler, tape, puncher, etc.), computers, lockers, printer and table space are available for use by students. Bringing or consuming food or drink in the workroom is discouraged.

ADVISEMENT

All students enrolled in Speech Pathology classes and/or admitted to the Speech Pathology and Audiology program (whether as a non-degree seeking student, an undergraduate student or as a graduate student in the MS program in Speech and Hearing Science) must be assigned an advisor and must participate in an advisement session each semester prior to registering for any course in the Department. **The Advisement sessions occur during the months of March and October.** Failure to participate in advisement may result in the student being dropped from classes within the Department.

Academic Advisors:

Advisors are assigned the first few weeks of the first semester of matriculation. First year students will be assigned a faculty advisor, who will provide guidance throughout the program of study. Prior to the first semester of matriculation, the Graduate Coordinator

will be the initial advisor for new first year students using the traditional mode of delivery and first year students using the Distance Education/online mode of delivery.

The Coordinator of Clinical and Teacher Education or the Department Chair will advise students who are interested in licensure within school systems. A complete list of faculty office and telephone numbers is available from the Office Manager or visit our website at www.tnstate.edu/speechpath.

Demographic Information

Students are required to complete an Information Update Form (Appendix A) for each semester of enrollment or the semester advisement form. Report any changes of the following: **local and permanent** addresses, local, permanent and cell telephone number(s), email and other demographic information. Visit the department's website at www.tnstate.edu/speechpath to access the update form. Click on "Student File Update Form" on the left side of the page. Complete the form and click "submit".

American Speech Language and Hearing Association, (ASHA) Required Certification Courses

In addition to successful completion of a graduate program and a passing score on the PRAXIS, the 2014 ASHA certification standards require that certification applicants complete undergraduate math and science courses such as: one biological science course, a physics or chemistry course, a statistics course, and a sociology/psychology course. These undergraduate courses are not required to complete the graduate program in Speech Pathology, but must be completed prior to submitting an application for ASHA certification. Many graduate students attempt to complete these requirements prior to, during or immediately after completion of their graduate studies. Students should discuss their options with the assigned advisor.

Program of Graduate Studies (PGS)

The planned Program of Graduate Studies (PGS) show the courses that must be completed to satisfy certification, licensing, and degree requirements. The Department's sequence of graduate courses is located in Appendix B. The course sequence, shown by semester, outlines the number of courses to be taken per term. The course sequence is based on the **2014 ASHA certification standards**, which require documented evidence of knowledge and skills in specific areas related to prevention, assessment and intervention in:

1. articulation;
2. fluency;

3. voice and resonance, including respiration and phonation;
4. receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities ;
5. hearing, including the impact on speech and language ;
6. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction);
7. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
8. social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities); and
9. communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)¹

http://www.asha.org/certification/slp_standards.htm

In addition, the Council on Academic Accreditation in Audiology and SLP (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology has developed Interprofessional Practice (IPP) and Interprofessional Education (IPE) standards, effective August 1, 2017 to which the program must adhere. These standards are outlined below:

CAA Standard 3.1.1A – The program will be held accountable for students’ understanding of how to work on interprofessional teams to maintain a climate of mutual respect and shared values.

Interprofessional Practice (IPP) and Interprofessional Education (IPE) examples threaded throughout TSU’s graduate program may include: Multi-disciplinary conferences, workshops, class lectures, clinical case conferences, and clinical practice opportunities. IPP and IPE activities will be integrated through each student’s program.

Program of Study: Each student and an advisor will plan and approve the sequence of courses in anticipation of graduation in a minimum of five (5) semesters. Course sequences are also planned for eight (8) semesters and twelve (12) semesters for part-time students. A sample advisement form is located in Appendix A.

Students must apply for admission to Candidacy after earning at least nine (9) semester hours of graduate credit but before having earned fifteen (15) credit hours. Therefore, the Department requires all graduate students to complete the application for admission to Candidacy after the first semester of full time graduate course work or equivalent. The "Program of Study and Advancement to Candidacy" form must be completed in consultation

with the advisor, signed by the Department Head, the Dean of the College of Health Sciences and the Dean of the Graduate School. The form is available on the web at www.tnstate.edu/grad;. Click on forms and publications.

Changing The Planned Program:

If Departmental, University or personal conditions arise that, require changing the planned Program of Graduate Study, an official University "Change of Program or Personnel" form must be completed and signed by the appropriate parties named on the form. This form is available on the web at www.tnstate.edu/grad . The planned Program of Graduate Study must also be revised in the departmental records. It is required that the student arrange a meeting with the assigned advisor to complete the “planned program change” process within the department. If this process is not followed, the student runs the risk of having inaccurate graduate records. Graduation may be delayed, because a graduation audit may reveal record inconsistencies.

Students, who cannot complete their “Program of Study” in the course sequence recommended (for example, he/she needs to retake a course), should expect an extension of their graduation date.

Changing The Course Sequence:

To revise a planned course sequence, an appointment must be made with an advisor so that departmental records may be updated via the change to advisement profile form. If a student fails to follow this process, his/her name will not appear on the Departmental pre-registration lists that ensures adequate course availability and proper sequencing, which may affect clinical practica, subsequent course enrollment, and funding, if applicable. A copy of the form is available in Appendix B.

Changing Your Mode of Delivery (Traditional or Distance):

Students are prohibited from taking courses outside of their admitted mode of delivery. If a student is pursuing the Master of Science in Speech and Hearing Science degree via distance (online), he/she can not switch to the traditional (on-campus) mode of delivery.

Registration:

In order to enroll in SPTH courses, students must register via myTSU at <http://mytsu.tnstate.edu>. Failure to seek appropriate advisement may influence future course sequencing, clinical practica and funding, if applicable. Students are requested to register for

courses during the University designated period. Late registration increases the risk that a student may be closed out of a course or that the University may cancel a course due to presumed low enrollment. Departmental registration is critical for clinical practicum assignment and funding, if applicable.

DEPARTMENTAL ACADEMIC STANDARDS

GRADES

***Graduate instruction assumes that the student has both the interest and the ability to do independent study and research of outstanding quality. Thus, a graduate student must maintain a minimum cumulative average of “B” (3.0 quality points on a 4.0 point system) in all graduate work for graduation. In master’s degree programs, grades less than “C” are counted in compiling the general average, but courses with grades of less than “C” are not included in the requirements for the degree. Therefore, students must re-enroll in courses with grades of less than “C” and achieve a grade of “C” or above to include any course to fulfill degree requirements.

Grading Scale

The following grading scales are used for students in the concentration and graduate programs: (UG = undergraduate students; G = graduate students)

A = 100% to 90%. (UG)
100% to 93% (G)

Performance:

- Excellent understanding of academic course content or activity
- Exceeds basic expectations and standards set for undergraduate/graduate study.
- Exceeds academic and/or skill objectives set for the overall course or a specific activity

B = 89% to 80% (UG)
92% to 85% (G)

Performance:

- Good understanding of academic course content or activity
- Meets basic expectations and standards set for undergraduate/graduate study
- Meets academic and/or skill objectives set for overall course or a specific activity.

C = 79% to 70% (UG)

84% to 77% (G)

Performance:

- General understanding of academic course content or specific activity
- Meets basic expectations and standards set for undergraduate study
- Meets minimal expectations and standards set for graduate study; with remediation of specific course activity, as necessary to demonstrate academic proficiency

D = 69% to 60% (UG)

76% to 69% (G)

Performance:

- Inadequate understanding of academic course content or activity
- Does not meet expectations and standards set for undergraduate or graduate study
- Courses **must** be repeated to receive academic credit

F = 59% and below (UG)

68% and below (G)

Performance demonstrates

- Failure to understand academic course content
- Does not meet minimum expectations and standards set for undergraduate or graduate study work.
- Courses **must** be repeated to receive academic credit

Note: Students should check each course syllabus and discuss with each instructor specific course requirements.

Remediation

The goals of remediation are to 1) improve a student's overall grade for a course and 2) improve students' academic and clinical competencies on the knowledge and skills outcomes outlined in the 2014 and 2020 CFCC standards

All students are encouraged to participate in review sessions and/or remediation activities to strengthen their knowledge foundation and skills outcomes. However, students, who fail to attain the set criteria on a required competency task (attempt 1), are required to remediate for an additional attempt to pass the competency and/or improve their grade. A remediation policy is included in the syllabus of each course.

The course objectives, associated with related ASHA standards for the certificate of certification, are evaluated via several course activities such as exams, case studies and

assignments. The department established a competency level of 80% or higher to evaluate the knowledge and skills outcomes as measured by the course activities.

Students who participate in remediation include:

1. Students who earn an 80% or less for an exam or assignment. This student is at risk for academic probation.
2. Students who demonstrate weaknesses for knowledge and skills outcomes related to specific ASHA standards as suggested by student clinical appraisals, exams, quizzes or assignments. These students may not be at risk for academic probation.
3. Students who request remediation

Instructors notify students of remediation activities and timelines via

1. Email notification by instructor
2. Class announcements
3. Course syllabus for prescheduled remediation activities
4. Meetings with clinical educators

The instructor schedules dates/times for individual or group remediation activities. The instructor also implements the remediation activity as outlined in the syllabus or in class lecture. Prior to the remediation appointment, students must schedule an appointment with the instructor for an individual or group review.

These activities may include but not limited to the following:

- Teacher led study sessions (group or individual)
- Written Reassessments
- Oral Reassessments (allows students to use a different strategy for learning)
- Group Assignments
- Special projects

Clinical educators refer students who do not meet their semester clinical goals and who score below the expected rating on competencies to the Academic Standards Committee (ASC). The committee reviews the student's strengths and weakness and works with the student to develop a remediation action plan. The supervisor implements the action plan agreed upon by the student and the committee. The supervisor retrains the student in his/her areas of weaknesses and monitors the student's progression towards meeting the knowledge and skills competencies outlined in the remediation action plan. Supervisors schedule weekly meetings with the student to discuss the student's progression toward the anticipated outcomes described on the action plan. Supervisor's document a student's progression on the student clinical appraisal forms.

Academic Evaluation: The instructor describes in the syllabus how the remediation score from the impacts the original score on the exam or assignment. The instructor determines whether the remediation score demonstrates 1) progression in learning from the original grade to the grade achieved after remediation and 2) whether the competencies are met. Instructors record scores in the instructor's gradebook and document competency progression in the KASA record managed by CALIPSO, a web-based application for academic and clinical tracking and record keeping.

Outcomes: If a student does not meet the criterion established for knowledge and skills competencies after course remediation, the instructor will refer the student to the Academic Standards Committee (ASC). The ASC will develop a program remediation plan with the student. The ASC will monitor the student's knowledge and skills competency. Students, who are participating in clinical remediation are also monitored by the ASC.

Note: For students failing to attain the set criteria on a required competency assessment after the third attempt, the department and university are not able to recommend their application for ASHA certification and state licensure, even though they may receive an acceptable course/clinic grade or exceed the minimum GPA

Incomplete Grades in Academic Courses:

An incomplete grade will be assigned for incomplete work in an academic course, or for clinical work in which clinical hours or clinical activities have not been completed. The grade of "I" (incomplete) indicates that the student's work in a course is incomplete but otherwise satisfactory. The "Conditions For Removal of Incomplete Grade" form must be signed by the student and the instructor and submitted with course grades at the end of the semester. Incompletes must be removed by the end of the following semester. If all requirements for removal of the "I" are not met within this period, the "I" grade will be change to "F" by the Office of Admissions and Records.

When an incomplete grade has been assigned, it is the student's responsibility to assure that the incomplete grade is officially changed using a University "I" removal form. Although the instructor who assigned the incomplete grade is responsible to change the grade, it remains the student's responsibility to confirm that all the necessary academic work and administrative forms are satisfactorily completed in order to assure that an "F" will not automatically be assigned.

***Grade Appeal

The University recognizes the right of a student to appeal a grade which she/he believes is incorrect and does not reflect the student's class performance. Issues related to harassment (sexual, racial, or other) should be referred to the Affirmative Action office.

Students who believe an incorrect grade was awarded should seek a resolution with the instructor as soon as possible. If the student is not satisfied after attempting to reconcile the matter with the instructor, the student may appeal to the head of the department.

The grade appeal must be in writing, accompanied by relevant supporting documents, and must be initiated within 30 calendar days of the beginning of the semester immediately following the semester in which the grade was awarded (excluding summer school).

The department head will provide a copy of the student's letter to the instructor and request a written response from the instructor. The instructor will provide the Department Chair with a written response within 10 working days. Exceptions will apply when the instructor is not teaching, as in summer session, or when the instructor is on leave. In instances where an instructor indicates to a student that a grade adjustment is warranted, and fails to make the adjustment within ten working days, the student should inform the instructor's Department Chair.

If the student is not satisfied with the decision of the Department Chair, a written appeal may be made to the Dean of the College/School. This appeal must be made within ten calendar days of the decision of the Department Chair. After reviewing the appeal record, the Dean must render a decision within ten days of the receipt of the appeal, after which the Provost and Executive Vice President is the next level of appeal.

***Repeating A Course

A given course may be repeated one time only, and the second grade will replace the first. A student may repeat a maximum of two courses in a given program for the purpose of improving grades.

DEPARTMENTAL ACADEMIC STANDARDS COMMITTEE

Academic Integrity

(retrieved from <http://www.tnstate.edu/graduate/academicintegrity.aspx>)

Conferral of a graduate degree implies personal integrity and knowledge of scholarly methods. There are three areas in which graduate students should be particularly cautious: (1) proper citation of works by others, (2) the use of copyrighted material, and (3) adherence to research ethics.

Any material taken from another work must be documented, and in no case should one represent another's work as one's own: this includes information received from others during examinations or submitting another's assignments, papers, etc. as one's own. In order to avoid questions of plagiarism, students involved in collaborative research should exercise extreme caution. If in doubt, students should check with the major professor and the graduate school about the project. Plagiarism will be investigated when suspected and sanctioned if established. (Based on: Tennessee Conference of Graduate Schools Guide to the Preparation of Theses and Dissertations (1992).

Because the purpose of any university is the origination and honest dissemination of knowledge, any act that fails to forward those aims must be judged unethical. Plagiarism is such an act, and is defined as the presentation of another's works or ideas as one's own. This includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is copied, quoted, paraphrased or summarized in whole or in part in one's own words. All violations of academic honesty are subject to appropriate administrative sanction, and any student who submits plagiarized work to satisfy an academic requirement will be subject to dismissal from his or her graduate program and the University.

Academic and Classroom Misconduct

(Retrieved from http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf)

1. The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the institution. Extended or permanent exclusion from the classroom

or further disciplinary action can be effected only through appropriate procedures established by the institution.

2. Academic dishonesty may be defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating and giving or receiving of unauthorized aid in tests, examinations or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. The instructor has the authority to assign an appropriate grade for the exercise or examination, proportional to the nature and extent of academic misconduct, including an “F” for the assignment/test or an “F” in the course. Disciplinary sanction will be imposed only through the appropriate institutional disciplinary process.

3. Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary action, through appropriate institutional academic grade appeal procedures. Courses may not be dropped pending the final resolution of an allegation of academic misconduct.

4. Disruptive behavior in the classroom may be defined, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., repeated outbursts from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, the presence of non-enrolled visitors in the classroom, the continued use of any electronic or other noise or light emitting device which disturbs or interrupts the concentration of others (e.g., disturbing noises from beepers, text messaging, cell phones, palm pilots, laptop computers, games, etc.).

5. Class attendance and punctuality requirements are established by the faculty through the printed syllabus for each course. Students are expected to attend class regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student’s serious injury or incapacitating illness), for which student(s) are unable to make immediate contact with faculty, the student may contact the Office of the Vice President of Student Affairs, the Office of Academic Affairs and the One Stop Center for assistance in providing such immediate notification to faculty. However, the student remains responsible for verifying the emergency circumstances to faculty and for discussing arrangements with faculty for possible completion of coursework requirements, if feasible.

The Academic Standards Committee (ASC) through the departmental faculty:

1. Sets and maintains departmental academic standards
2. Monitors academic standing
3. Determines a student's departmental academic probationary status
4. Tracks incomplete grades
5. Mediates and renders decisions regarding problematic clinical, academic, and/or behavioral performance.

Referral to the ASC

An instructor/clinical educator may refer students, who have one or more unsatisfactory progress indicators, to the departmental ASC. The purpose of ASC is to provide support to instructors/supervisors and students in (1) early identification of failing clinical and academic performance; and (2) making decisions regarding program continuance or termination.

Students who qualify for remediation have one or more inadequate progression indicators which include, but are not limited to:

1. Falling below a 3.0 overall GPA after 6 credit hours
2. Failing grades (D or F) in any course
3. Failing grades or ratings in the clinic
4. Unprofessional conduct in the educational/clinical environment
5. Failing the comprehensive exam
6. Disciplinary problems and other conduct and professionalism violations that fall within the scope of the university's or department's expectations.
7. Inadequate demonstration of entry level competencies for knowledge and skills described in the current CFCC standards.
8. Student self-referral

Notification: The student receives written notification of referral to the ASC by the graduate coordinator or department chair. Appropriate faculty and staff will also be notified of the student's status. Students, who are on probation or who are suspended, will receive written notification from the graduate school and the graduate coordinator

Procedures: The ASC develops the recommendation/remediation plan, which outlines student or faculty concerns, student academic or clinical deficiencies, assigned remediation **activities**, and activity timelines. The members of the ASC committee may vary based on the concerns or deficiencies identified from the referral. The standing committee members for the ASC are the department chair, academic advisor, and a clinical advisor. Appropriate

faculty and clinical supervisors may be added to the ASC committee. The ASC committee members and the student sign the plan. The plan will be filed in the student's academic and clinical folders.

If students are not making satisfactory progress on the remediation plan, students may request a modified remediation plan through an appeal with the program chair.

If students do not satisfactorily meet the criteria established in the remediation/intervention plan and is not making satisfactory progress with the academic criteria for the department and the graduate school, then the student may be considered for dismissal from the program.

Academic Probation:

The ASC monitors midterm grades and reviews grades at the end of each academic semester. Any student "at-risk" of receiving a grade lower than a "B" in departmental course work may be referred to the ASC by their advisor at midterm. In accordance with Graduate School policy, if a grade point average (GPA) falls below 3.0, the student will be placed on academic probation. Probationary status must be removed by raising the cumulative grade average to a 3.0 or better during the next nine (9) hours of graduate work. Failure to do so would result in suspension from the Graduate School. Students who have been suspended may apply for readmission after one full semester. Summer terms are not counted toward this requirement. Readmission is subject to the approval of the Dean of the Graduate School in consultation with the Departmental Admissions Committee, Coordinator of Graduate Studies, Departmental Head and Dean of the College of Health Sciences.. If a readmitted student fails to maintain the minimum cumulative average of 3.0 during any semester after readmission, he/she will be dropped permanently from the Graduate School.

Note: Students may not register or continue in clinical practicum while on academic probation. When a student improves his/her cumulative grade point average to 3.0, he/she is required to return to the TSU speech/language clinic as their practicum site and meet the established clinical standards prior to an externship assignment. For students who are placed on probation or suspension, the length of their tenure within the Department may increase due to the course sequence timetable.

Mediation

ASC extends an "open door" policy regarding any matter, academic or clinical, which a student and/or a faculty member/supervisor feel requires mediation. However, some minimal steps must be followed before an approach to the ASC will be recognized:

1. A reasonable effort must be made to resolve concerns by the student and the

faculty member/supervisor involved. If the student is not satisfied after a discussion with the faculty/supervisor, then the student may appeal to the head of the department before approaching ASC.

2. A student must submit to ASC a written statement of concerns and the steps that have already been taken to resolve the concern. Attach any supporting documents to the statement. Further, this statement should include a presentation of how the concern might be resolved .
3. After reviewing the statement, the ASC determines if it is appropriate to continue investigation of the concern. ASC may render a decision based on the statement without further deliberation or consultation. If, however, ASC determines a continued investigation is warranted, the student will be requested to meet with the ASC in order to present his/her case. ASC also request statements and documentation from the faculty member/supervisor or administrator involved. After all data has been gathered, ASC will render a decision. All documentation will be placed in your departmental file. The decision of ASC within the department is final. The student will have further recourse through the University Student Affairs Office for appeal to reverse or modify ASC decisions.

ASC Risk Management

An instructor/supervisor may engage the Departmental ASC regarding problematic student clinical performance. The purpose of ASC is to provide support to instructors/supervisors and students in (1) early identification of failing clinical performance; and, (2) making decisions regarding program continuance or termination.

EVALUATIONS: COURSE AND SUPERVISORY

Course Evaluations:

At the end of each SPTH course, the student will be asked to complete an electronic course evaluation form. The evaluation offers each student an opportunity to assess a course on several levels. Please participate in this evaluation because the information is used for course modifications, and instructor evaluation. The forms are submitted to the departmental office.

The University provides a statistical analysis of results to the Department Head. The Department Head shares the results with faculty, discussing strong and weak areas, and what course revisions, if any, need to be made.

Supervisory Evaluations:

The University does not have a form designed specifically for supervisory evaluation. The Department, in collaboration with students, faculty and others, has developed a supervisory evaluation form that is completed by the student at the end of each semester. Students return completed supervisory evaluation forms to the Coordinator of Clinical Education/Department Head. The results of the supervisory evaluation are used to improve supervisory practices. Supervisors do not see these forms..

Clinical Practica

See Clinic Handbook

Professional E-Portfolio

All students are required to develop a professional portfolio. The portfolio is a component of the formative and summative evaluation process. (See Portfolio Manual for details). The Departmental E-Portfolio conceptually links curriculum and instruction with assessment.

The first submission of required information to be included in the e-portfolio occurs at the end of the first semester of clinical and academic work. Subsequent submissions are made through out the program of study. In the ePortfolio Semester Collection, the student includes evidence (academic projects, practicum evaluations...) of coursework and clinical knowledge and skills progress towards meeting knowledge and skills outcomes described in the ASHA 2014 standards.

Faculty advisors monitor students' clinical and academic performances as documented in the TSU E-Portfolio. Each student will invite (share) TSU SPTH faculty members to view their E-portfolios.

Based on the submitted information in the E-Portfolio, recommendations may be made by a faculty committee including goals for remediation of any deficit areas or progression to the next level of academic work and practicum experiences.

The E-portfolio is also used to review and determine whether current national or state standards were met for licensure (if appropriate) and ASHA certification.

DEPARTMENTAL COMPREHENSIVE EXAMINATIONS

If the non-thesis option is chosen, the student must successfully complete the departmental comprehensive examinations in order to fulfill graduation requirements. The departmental comprehensive examinations (computerized multiple choice and case studies) are taken toward the end of the academic and clinical experiences. The comprehensive exam has two distinct summative assessment components —120 multiple-choice questions, two case studies. The multiple-choice component provides a summative assessment of academic, clinical and professional knowledge of the field. The case studies provide summative writing assessments of a student’s ability to integrate academic knowledge with clinical application. In addition, the case studies reflect different academic and clinical skill sets for which students must demonstrate proficiency.

Eligibility

Students are eligible to take comprehensive exams the semester in which graduation is anticipated. An application and copy of fee receipt must be submitted to Graduate Coordinator at least three (3) weeks prior to the date of test administration (Check the most recent Graduate School Calendar for the date). The Coordinator of Clinical Externships (Tyese Hunter) must confirm that the minimum clock hour requirements will be completed by the end of the semester. It is the student’s responsibility to confirm that all academic and clinical requirements have been met.

Scheduling

The comprehensive examination is typically administered each semester. The examination is administered over two sessions.

| | |
|-------------------|--|
| Morning session | 9:00 - 12:00 (120 multiple choice questions) |
| Afternoon session | 1:00 - 4:00 (one adult and one child case study) |

Scheduled dates:

| | |
|---------------|--|
| <u>Fall</u> | – 1 st Saturday of November |
| <u>Spring</u> | – 1 st nonholiday Saturday in April |
| <u>Summer</u> | – 1 st Saturday in July |

Scoring

Composition of Exam:

The exam consists of two portions: A. Multiple Choice Portion B. Case Studies
Both portions are worth 50 points (50% of the exam). A passing score is 80.

- A. Multiple Choice: The 120 item multiple choice portion is similar to the PRAXIS and includes faculty prepared questions in ASHA's "Big Nine" areas of service delivery as well as other aspects related to evidence based clinical practice. Each question is worth roughly .42 points ($120 \times .42 = 50.4$ points).

NOTE: When calculating the student's score in the objective portion, points will be rounded up if over .5 (e.g. 42.6 will be 43 points).

- B. Case Studies: Each student will randomly be assigned two cases studies to complete. Each case study will be worth 25 points (for a total of 50 points). A scoring rubric will be utilized to grade each case study. (See Appendix A).

Case Studies

Each case study is scored separately by a faculty reader using a scoring rubric. (See Appendix A.)

Case studies scored by a first reader at less than 80% are considered failed. If a student fails one or both case studies, the following procedures will be followed:

1. The case study is presented to a second reader. If the second reader rates the failed case study a score of less than 80%, then the score is final and the student must retake the failed case study component of the comprehensive exam.
2. If the second reader rates the failed case study a score of 80% or greater, then the case study is presented to a third reader.
3. The third reader will review the case study for the final and decisive score.

Pass/Fail of Comprehensive Examination:

Students must obtain an overall score of 80 or greater to pass the comprehensive examination. A score of less than 80 is a failing score. Comprehensive exams are administered once a semester.

Conferring of the Exam Results

Students are informed of the comprehensive examination results by the Graduate School. Results of the exam are indicated in a pass/fail format.

THE THESIS OPTION

The thesis option may be chosen at the initial program-planning meeting or at any time during work toward the Master's Degree even though the comprehensive option was initially chosen. If the thesis option is selected, the student must list SPTH 5120 - Thesis, on the "Program of Study Advancement to Candidacy" form. If the thesis option is not chosen, then a "Change in Program or Personnel" form must be submitted to add SPTH 5120 to the program of study

The thesis option requires that students :

1. Explore a viable research question
2. Discuss the research question with a faculty member, who has agreed to serve as the thesis advisor for the project.
3. Select at least two other faculty members to serve on the committee. Consult with the thesis advisor for recommendations.
4. Obtain from the Graduate School the requirements and guidelines for graduate theses. Begin the recommended process for application and for completion of the thesis project
5. Register for SPTH 512 - Thesis for 4 credit hours. Consult with the advisor for direction for the appropriate time for registration of this course.
6. Complete thesis. Schedule oral defense of thesis. If approved by the department, submit completed thesis to the Graduate School Dean with appropriate papers and signatures.

The completed thesis is reviewed by the Graduate School. A bound copy of the completed thesis is submitted to the Chair of the Department.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

The National Student Speech-Language -Hearing Association (NSSLHA):

The Department NSSLHA Chapter membership is open to any University master's degree candidate or undergraduate student who is interested in the study of normal and disordered human communication behavior. Regular meetings are held during academic semesters. Activities are planned for the benefit of the Department, student, clinical community and University. Some advantages of NSSLHA membership are:

1. Reduced rates for professional Liability insurance through Seabury & Smith.
2. Receiving the annual "NSSLHA Journal", the "ASHA" magazine and two other ASHA journals.
3. Ordering ASHA publications at reduced rates.
4. Registering for ASHA conventions, conferences, and workshops at reduced rates.
5. Qualifying for savings in ASHA's Student-to-Certified Member Conversion Program.

NSSLHA Membership Applications maybe obtained from Dr. Iris Johnson-Arnold, NSSLHA Faculty Sponsor, on the web at www.nsslha.org, or by writing or calling NSSLHA at the following address and phone number:

National Student Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, Maryland 20852
Phone: (301) 897-5700

Tennessee Association of Audiology and Speech-Language Pathology

TAASLP offers a reduced rate for student associate membership. Full-time students in Speech-Language-Pathology, Audiology and Speech Science are eligible for membership. Proof of full-time student status must accompany the membership application, convention registrations, and other TAASLP opportunities for which student members receive reduced rates. Obtain application forms from the Clinic Secretary or by writing or phoning:

Tennessee Association of Audiology and Speech-Language Pathology
P.O. Box 331307, Nashville, TN 37203-7513
www.taaslp.org

PREPARING FOR GRADUATION AND BEYOND

Graduation Check List

Please consult the list below and follow the guidelines presented for a trouble-free graduation.

1. Check the University Calendar for the deadline for filing for graduation and payment of graduation fees.
2. Obtain a graduation application. Download the forms from the graduate school website at www.tnstate.edu/grad. Click on “Forms & Publications”. Click on current students. Click on “Graduation Application” to download the word document. Complete the form and save using your name. Email to the Graduate School at Gradschool@myTSU.tnstate.edu. Email or fax a copy of the form or receipt to the Department’s Coordinator of Graduate Studies’ office .
3. Students who choose the Comprehensive Examination option must download forms on the graduate school website at www.tnstate.edu/grad. Click on “Forms & Publications”. Click on “current students”. Click on “Comprehensive Examination Application”. Complete the form, and return it along with the fee receipt to the Coordinator of Graduate Studies. The Coordinator will route the application to the appropriate University personnel for signatures.
4. Coursework listed on the Program of Study Advancement to Candidacy form must be completed or near completion. Schedule a meeting with your Academic Advisor.
5. Four hundred clinical clock hours must be completed prior to or within the semester of graduation. Schedule a meeting to confirm clinical clock hours with the Clinical Coordinator of Externships.
6. After official notification of a passing score on the comprehensive examination or submission of an approved thesis, schedule an appointment with the Departmental Office for an exit audit/interview.
7. Tennessee State University confers degrees at its Fall, Spring, and Summer Commencements.
8. Graduates who cannot participate in commencement exercises must inform the Graduate School in writing.

PRAXIS: ASHA NATIONAL EXAMINATION IN SPEECH PATHOLOGY AND AUDIOLOGY (NESPA)

Applicants for certification must pass the national examination in the area for which the certificate is sought. The Educational Testing Service (ETS) administers the national examination in speech-language pathology three times a year as a Specialty Area test of the Praxis Series. The examination is designed to measure the examinee's academic preparation in and knowledge of the profession. Currently the passing score is 600.

The suggested time for taking the examination is during the semester of anticipated graduation. The student is responsible for contacting ASHA or NTE (ETS) to obtain an application to take the PRAXIS Examination. Exam sites, times and costs will be indicated in the application. When completing the application, students are required to indicate on the application that results be forwarded to the University so that the Department can complete the application for ASHA certification (see ASHA Certificate of Clinical Competence below).

If the examination is not successfully passed within a 2-year period, the applicant's certification file will be closed. If the examination is passed at a later date, the individual will need to reapply for certification under the standards in effect at the time of reapplication and will be required to pay the appropriate application fees.

The National Teacher Examination address and phone # are:

The Praxis Series
Educational Testing Service
PO Box 6051
Princeton, NJ 08541-6051
Phone (800) 722-9476

TENNESSEE STATE LICENSURE

Individuals, who practice speech-language pathology and/or Audiology in work settings outside of the public school system in the state of Tennessee, must be licensed by the Tennessee Department of Health, Division of Health Related Boards and approved for ASHA's Certificate of Clinical Competence (CCC). Students are eligible for licensing when degree requirements and practicum requirements are met. Students must register with the Tennessee Board of Examiners upon entering into the Clinical Fellowship Year. The Clinical Fellowship Year (CFY) is a requirement for ASHA's Certificate of Clinical Competence.

Maintenance of the State of Tennessee Board of Health Licensure requires Continuing Education Units. See Communication Disorders and Sciences under the Health Related Boards website at www.tennessee.gov for details.

TENNESSEE DEPARTMENT OF EDUCATION CREDENTIAL

Individuals, who practice Speech-Language Pathology in the public school setting in Tennessee must seek a Professional School Service Personnel License from the State of Tennessee's Department of Education. **Please note: a professional credential from the Department of Education is not a license to practice Speech Pathology and Audiology outside of public school settings.** Students must be recommended for the School Speech Language Pathologist credential by the College of Education at Tennessee State University. A Portfolio documenting mastery of State Standards, completion of a public school clinical externship and completion of SPTH 5250: Methods in the Public School Setting, in addition to the Masters of Science in Speech and Hearing Science degree are required for the public schools credential. Contact the Department's Coordinator of Clinical and Teacher Education, Dr. Fitzgerald, for additional information.

ASHA CERTIFICATE OF CLINICAL COMPETENCE (CCC-SLP):

The ASHA Certificate of Clinical Competence (CCC) may be awarded after successful completion of: the master's degree from a Council of Academic Accreditation (CAA) accredited program, passing the NESPA exam and completion of the Clinical Fellowship Year. The Certificate permits the holder to provide independent clinical speech-language services and to supervise clinical practice. Individuals who hold CCC are required by signature to subscribe to the ASHA Code of Ethics.

An ASHA CCC application may be obtained from the ASHA website at www.asha.org. Carefully read the application and follow all directions for completing the forms. Academic advisors are available to assist with any questions .

Graduates with a Master's Degree from a CAA accredited program must complete the 2014 application for membership and certification

Please note: The entire, completed application must be submitted to the Department Chair for endorsement. **The application will be signed by Department Chair after an official receipt of a passing NESPA score and proof of completion of the ASHA required science and math courses. Please do not submit a check with the application.** The Department will not send an application to ASHA. Students are responsible for sending the completed application to ASHA.

ASHA's address and phone number are:

The American Speech-Language-Hearing Association
2200 Research Boulevard,
Rockville, MD 20850-3289.
(800) 498-2071

THE CLINICAL FELLOWSHIP YEAR

Arrangements for completion of the Clinical Fellowship Year (CFY) are made between the student, the Clinical Fellow, and the CFY supervisor. The Department is not responsible for the CFY requirement for certification. Carefully read about Fellowship Year requirements in ASHA's Membership and Certification Handbook.

PROFESSIONAL DEVELOPMENT

Speech/language pathologists are expected to maintain and up-date professional knowledge on a regular basis after graduation. Many opportunities exist within local and national professional organizations to accomplish this. Some certifications, in order to maintain continuance, require the mandatory accumulation of Continuing Education Units (CEUs). The current CEU requirement is: 30 hours over a three year period for ASHA. To maintain state licensure, 10 hours of CEUs are required per year.

American Speech-Language-Hearing Association (ASHA) Continuing Education (ACE) Plan:

There are currently mandatory continuing education requirements needed for continuance of ASHA membership or for the Certificate of Clinical Competence. ASHA has developed a plan for accumulating continuing education units to satisfy requirements. ASHA Continuing Education units may be accumulated through an ASHA approved sponsor. There is usually a nominal charge for clerical work. A designated form must be completed and validated for each continuing education experience achieved. Professionals may obtain prior approval from ASHA to engage in independent study as a means to accumulate ASHA CEUs. Other

Continuing Education opportunities are available from a variety of providers and institutions that are applicable to the ASHA, CCC requirement.

Membership In the State ASHA Affiliate

As a working professional , consider joining the state affiliate. Membership includes special pricing for annual conferences, a listing in the state's membership directory, a newsletter describing community events and the opportunity to become involve on committees that affect the profession statewide. Through numerous committees, members will have an opportunity to shape the role of the speech-language pathologist in the state. The state affiliate is closely allied with ASHA through legislative participation.

Job Opportunities

The Department maintains a bulletin board listing of all position vacancies reported to faculty and staff. Those seeking positions should check the boards frequently as new notices are placed on it regularly.

ASHA lists position vacancies at the national level in the Leader. Students receive the Leader as a member of the NSSLHA and as a regular member of the Association.

ASHA also offers information on preparing a resume and organizing an approach to job hunting. Prospective job seekers are encouraged to take advantage of this information. Write or call ASHA for more details.

APPENDIX A

FILE UPDATE FORM

SAMPLE ADVISEMENT FORMS

ADVISEMENT WORKSHEET

SAMPLE GRADING RUBRIC- COMPREHENSIVE EXAMS

TENNESSEE STATE UNIVERSITY
DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY
FILE UPDATE FORM
(GRADUATE STUDENT)

This information will be placed in your permanent file. This form will be used as a means for us to contact you in case of any emergency or any unexpected change within the department. Please turn this form to the LeJeun Watson as soon as possible.

Name _____
Last First Middle

Permanent Address _____

Permanent Telephone _____

Local Address _____

Local Telephone _____ Mobile _____

Place of Employment _____

Employer's Address _____

Employer's Telephone _____ Extension _____

Email _____@myTSU.tnstate.edu

Personal Email _____

This form indicated student's status for _____ Semester _____ 20_____
(Fall, Spring, Summer)

Number of credit hours enrolled for current semester _____
(If you are uncertain, indicate full or part-time)

Sample Advisement Form

As a full-time graduate student, you are required to enroll in the graduate courses indicated below for the _____ semester. Please complete the information below, sign the form, and hand deliver, mail or fax it to 615-963-7119. If you have any questions or concerns, please call - 615-963-7057 (Dr. Tina Smith, Interim Department Head). Please discuss with your advisor any academic or clinical concerns or suggestions.

Name _____ T # _____ Email _____

You are granted permission to enroll in the following courses for the _____ semester:

_____ Semester

| Course | Section | Credit | Title | CRN |
|-----------|---------|---------|-----------------------------|--------|
| SPTH 5510 | 80 | 1 hour | Advanced Clin Practicum | 80268 |
| SPTH 5710 | 80 | 1 hour | Advanced Clin Prac – Aud | 80273* |
| SPTH 6550 | 80 | 3 hours | Sem in Language Development | 80276 |
| SPTH 5520 | 80 | 3 hours | Studies in Articulation | 80270 |
| SPTH 5570 | 80 | 3 hours | Anatomy and Physiology | 80271 |

Approved: _____ Disapproved: _____

Signature of Advisor _____ Date _____

Signature of Student _____ Date _____

I understand that I must maintain a minimum grade point average of 3.0 in the graduate curriculum in which I am enrolled to progress satisfactorily through the MS Degree Program in Speech and Hearing Science. In addition, I understand that I must maintain a minimum grade point average of 3.0 in the graduate curriculum to enroll and participate in Speech/Language and/or Audiology Clinical Practica.

Initial _____

SAMPLE ADVISEMENT WORKSHEET (This form may vary with advisors)

**Advisement Sheet AD
ADMITTED STUDENTS**

| | | |
|-------|------------------|----------|
| Name: | Undergrad Major: | |
| | T#: | Phone #: |

| | |
|----------|--------|
| Address: | Email: |
|----------|--------|

| | |
|------------------------------|--------------------------------------|
| PREREQUISITE COURSES: | ASHA BACKGROUND REQUIREMENTS: |
|------------------------------|--------------------------------------|

| COURSES | Taken | General Area/Course Examples | # Required | # Taken |
|--|-------|--|------------|---------|
| SPTH 2500 A & P SPTH 3100 Into Comm SPTH 3500 Lang Deve SPTH 2600 Phonetics *SPTH 3300 Artic *SPTH 3740 Audiolgy *SPTH 3720 Appraisal SPTH 4800 Spch Sci **SPTH 3514 Observation | | Social Science----Psychology; Sociology | 6 hours | |
| | | Physical - Physics, Chem, Astronomy, Geography | 3 hours | |
| | | Biology | 3 hours | |
| | | Math | 3 hours | |
| | | NOTES: | | |

GRADUATE CLASSES

| Classes | Hours | Semester | Grade | Clinic | Semester |
|---------------------------|-------|----------|-------|--------------------|----------|
| SPTH 5570 A & P | 3 | F | | SPTH 5510 A | Fall |
| SPTH 6550 Lang Dev | 3 | | | SPTH 5710 (Audiol) | |
| SPTH 5520 Artic | 3 | | | SPTH 5510 B | |
| SPTH 5530 Neuro | 3 | Spr | | SPTH 5510 C | |
| SPTH 6560 Lang Dis | 3 | Spr | | SPTH 5510 D | |
| SPTH 6540 Organ/Dyspha | 3 | Spr | | SPTH 5510 E | |
| SPTH 5110 Research | 3 | | | NOTES: | |
| SPTH 5630 Aphasia | 3 | Sum | | | |
| SPTH 6530 Stuttering | 3 | Sum | | | |
| SPTH 5740 Audiology | 3 | F | | | |
| SPTH 5580 Voice | 3 | F | | | |
| SPTH 6400 Motor Spch | 3 | F | | | |
| SPTH 6420 Multicult. | 3 | | | | |
| SPTH 5750 Aural Rehab | 3 | Spr | | | |
| SPTH 5250 Methods Schools | 3 | | | | |

Teacher Ed: Y N

| Important Dates | Date Registered | Date Completed |
|-----------------|-----------------|----------------|
|-----------------|-----------------|----------------|

| | | |
|----------------------------------|--------|-----------|
| Candidacy Form Submitted | Yes No | |
| Comprehensive Exam | | Pass/Fail |
| Application for Graduation Filed | Yes No | |
| ASHA Papers | | Pass/Fail |

| | |
|-------------------------|--------------------------|
| Advisement Session Date | Student Signature: _____ |
| | Advisor Signature: _____ |

COMPREHENSIVE EXAMS GRADING RUBRIC - SAMPLE

Test Booklet #: _____ **Semester/Year:** _____ **Reader:** _____

| Criterion | Performance Rating | | | | Score |
|---------------------------------|---|--|--|---|-----------|
| | Exceptional (High Pass) | Thorough (Pass) | Adequate (Low Pass) | Inadequate (Fail) | |
| Overall Case Study Evaluation | 100-93% | 92-87% | 86-80% | 79-0% | |
| Overall Content | 1. Content is accurate, very specific, well-organized & communicated well using appropriate professional terminology 15.0-14.0 pts | Content is accurate, specific, organized & communicated using appropriate professional terminology 13.9-13.0 pts | Content is generally accurate; lacks specifics & organization with limited use of appropriate professional terminology 12.9-12.0pts | Content is vague to inaccurate, disorganized & presented using minimal to no appropriate professional terminology. 11.9-0.0 pts | ____ pts. |
| Professional Writing | 2. Excellent professional writing style with strong supporting material 5.0-4.65 pts | Good professional writing style with good supporting material. 4.6-4.35 pts | Minimally adequate professional writing style with limited supporting material. 4.3-4.0 pts | Poor professional writing style; unfocused; poor word choice or tone. Little or no supporting material. 3.95-0.0 | ____ pts. |
| Assessment Selection | 3. Excellent ability to select appropriate assessment tools 15.0-14.0 pts | Good ability to select appropriate assessment tools 13.9-13.0 pts | Adequate ability to select multiple, appropriate assessment tools 12.9-12.0 pts | Poor ability to select multiple, appropriate assessment tools 11.9-0.0 | ____ pts. |
| Assessment Analyses & Synthesis | 4. Evidence of excellent ability to analyze & synthesize information from a variety of sources to evaluate client needs 15.0-14.0 | Evidence of good ability to analyze & synthesize information from a variety of sources to evaluate client needs 13.9-13.0 | Evidence of adequate ability to analyze & synthesize information from a variety of sources to evaluate client needs 12.9-12.0 | Little evidence of sufficient ability to adequately analyze & synthesize information from a variety of sources to evaluate client needs 11.9-0.0 | ____ pts. |

| | | | | | |
|--|--|--|---|--|-----------|
| Planning | 5. Demonstrates excellent ability to plan appropriate goals and related objectives. 15.0-14.0 | Demonstrates good ability to plan appropriate goals and related objectives. 13.9-13.0 | Demonstrates adequate ability to plan appropriate goals; objectives are somewhat vague. 12.9-12.0 | Demonstrates weak ability to plan appropriate goals; objectives are vague or inappropriate. 11.9-0.0 | ____ pts. |
| Service Delivery & Consultation Referral | 6. Demonstrates excellent skills in managing service delivery and needed consultation/ referrals. 15.0-14.0 | Demonstrates good skills in managing service delivery and needed consultation/ referrals. 13.9-13.0 | Demonstrates adequate skills in managing service delivery and needed consultation/ referrals. 12.9-12.0 | Demonstrates weak skills in managing service delivery and needed consultation/ referrals. 11.9-0.0 | ____ pts. |
| Evidence-Based Practice Integration | 7. Integrates case with extensive EBP professional literature, course readings, lectures or discussions. 5.0-4.65 | Integrates case with strong EBP professional literature, course readings, lectures, or discussions 4.6-4.35 | Integrates case with adequate EBP professional literature, course readings, lectures, or discussions 4.3-4.0 | Integrates case with little or no EBP professional literature, course readings, lectures, or discussions 3.95-0.0 | ____ pts. |
| Professional Standards Application | 8. Excellent ability to apply case to professional standards & to self as a clinical practitioner. 15.0-14.0 | Good ability to apply case to professional standards & to self as a clinical practitioner. 13.9-13.0 | Limited ability to apply case to professional standards & to self as a clinical practitioner. 12.9-12.0 | Weak ability to apply case to professional standards & to self as a clinical practitioner. 11.9-0.0 | ____ pts. |

TL Raw Score: /100

Converted Score: (Raw Score/4): /25

Comments:

**Department of Speech Pathology and Audiology
Remediation Plan Request and Recommendations**

Student _____ Faculty/Clinical Educator _____

Date: _____

Number of Remediation Reports: 1 2 3 4 Early/Midterm Final

Type of Concern (check all that apply):

- Academic
- Attendance
- Clinical Performance
- Professionalism

Explanation: _____

Please explain concerns/deficiencies. _____

In order to remedy noted concern or deficiency, it is recommended that the student will:

Will student need to provide any documentation/artifact for proficiency Yes No. If yes, explain

Student will be expected to address recommendation of this plan by _____.
Date

I, _____, have reviewed the attached remediation plan and acknowledge that the noted recommendations and action steps will assist in my professional development. I agree to adhere to the expectations of this plan within the required timeframe. Furthermore, I am aware that any additional deficiency reports may require further remediation plans and possibly affect my progression in the program.

Student Signature

Date

Faculty Member/ Clinical Educator

Date



Remediation/Intervention Plan

Student Name: _____

Date: _____

Please complete the following intervention plan, clearly explaining how each deficiency/concern will be addressed. Identify weaknesses/areas of improvement and specific action steps. Include how the faculty and clinical educators or off-supervisors can assist.

Concern/Area for Improvement #1:

Action Plan

Concern/Area for Improvement #2:

Action Plan

Concern/Area for Improvement #3:

Action Plan

Concern/Area for Improvement #4:

Action Plan

Anticipated Outcome

Student Signature

Date

Faculty Member/ Clinical Educator

Date

APPENDIX B
PROGRAM OF STUDY

TRADITIONAL/ON CAMPUS SEQUENCE OF GRADUATE COURSES
(5 Semesters)

DISTANCE EDUCATION/ONLINE
(PART-TIME 8 Semesters)

TRADITIONAL/ON CAMPUS SEQUENCE OF GRADUATE COURSES
(PART-TIME 8 Semesters)

TRADITIONAL/ON CAMPUS SEQUENCE OF GRADUATE COURSES
(PART-TIME 12 Semesters)

TRADITIONAL/ON-CAMPUS PROGRAM OF STUDY

Sequence of Graduate Courses for the Completion of the
M.S. Degree in Speech and Hearing Science
Five semesters (5) Full time

| | Credit Hours | Total |
|---|--------------|-------|
| FALL I | | |
| SPTH 5570 Anatomy & Physiology of Speech | 3 | |
| SPTH 6550 Seminar in Language Development | 3 | |
| SPTH 5520 Studies in Articulation | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | |
| SPTH 5710 Practicum in Audiology | 1 | 11 |
| SPRING I | | |
| SPTH 5530 Neuroanatomy & Neurophysiology | 3 | |
| SPTH 6560 Studies in Language Disorders | 3 | |
| SPTH 6540 Studies in Organic Speech Disorders (Dysphagia) | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 10 |
| SUMMER I | | |
| SPTH 5250 Methods in the Public Schools* | 3 | |
| SPTH 5630 Adult Aphasia | 3 | |
| SPTH 6530 Seminar in Stuttering | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 10 |
| FALL II | | |
| SPTH 5740 Advanced Audiology | 3 | |
| SPTH 5580 Voice Disorders | 3 | |
| SPTH 6400 Neurogenic (Motor Speech) Disorders | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 10 |
| SPRING II | | |
| SPTH 5110 Methods of Research | 2 | |
| SPTH 6420 Multicultural & Cultural Diversity | 3 | |
| SPTH 5750 Aural Rehabilitation | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 9 |
| Focus Courses: | | |
| SPTH 5250 Methods in the Public Schools* | 3 | |
| SPTH 5800 Speech Science & Instrumentation** | 3 | |
| SPTH 5120 Thesis (Optional)*** | 4 | |

* Required for students desiring Education Endorsement

**Required for students lacking undergraduate coursework.

*** Required only for students writing thesis

DISTANCE EDUCATION/ONLINE PROGRAM OF STUDY

Sequence of Graduate Courses for the Completion of the Online
M.S. Degree in Speech and Hearing Science
Eight (8) semesters Part time

| SEMESTER | | Credit Hours | Total |
|-------------------|--|---------------------|--------------|
| Spring I | | | |
| SPTH 6550 | Language Development | 3 | |
| SPTH 5570 | Anatomy & Physiology | 3 | 6 |
| Summer I | | | |
| SPTH 5520 | Studies in Articulation Disorders | 3 | |
| SPTH 5530 | Neuroanatomy & Neurophysiology | 3 | |
| SPTH 5510 | Practicum in Speech-Language Pathology | 1 | 7 |
| Fall I | | | |
| SPTH 6560 | Studies in Language Disorders | 3 | |
| SPTH 6540 | Organic Speech Disorders Dysphagia | 3 | 6 |
| Spring II | | | |
| SPTH 5630 | Adult Aphasia | 3 | |
| SPTH 6530 | Seminar in Stuttering | 3 | 6 |
| Summer II | | | |
| SPTH 5580 | Voice Disorders | 3 | |
| SPTH 5740 | Advanced Audiology | 3 | |
| Fall II | | | |
| SPTH 6400 | Neurogenic (Motor Speech Disorders) | 3 | |
| SPTH 5510 | Practicum in Speech-Language Pathology | 1 | |
| SPTH 5710 | Practicum in Audiology | 1 | |
| SPTH 5110 | Methods of Research | 2 | 7 |
| Spring III | | | |
| SPTH 5510 | Practicum Speech-Language Pathology | 1 | |
| SPTH 5250 | Methods in the Public Schools* | 3 | |
| SPTH 6420 | Multicultural & Cultural Diversity | 3 | 7 |
| Summer III | | | |
| SPTH 5800 | Speech Science & Instrumentation** | 3 | |
| SPTH 5750 | Seminar in Aural Rehabilitation | 3 | |
| SPTH 5510 | Practicum in Speech-Language Pathology | 1 | |
| SPTH 5120 | Thesis (Optional)*** | 4 | 7/11 |

* Required for students desiring Education Endorsement

**Required for students lacking the undergraduate coursework.

*** Required only for students writing thesis

TRADITIONAL/ON-CAMPUS PROGRAM OF STUDY

Sequence of Graduate Courses for the Completion of the
M.S. Degree in Speech and Hearing Science
Eight (8) semesters part-time

| | Credit hours | Total |
|---|--------------|-------|
| FALL I | | |
| SPTH 5570 Anatomy & Physiology of Speech | 3 | |
| SPTH 6550 Seminar in Language Development | 3 | 7 |
| SPTH 5710 Clinical Practicum in Audiology | 1 | |
| SPRING I | | |
| SPTH 5530 Neuroanatomy & Neurophysiology | 3 | |
| SPTH 6560 Studies in Language Disorders | 3 | 6 |
| SUMMER I | | |
| SPTH 5630 Adult Aphasia | 3 | |
| SPTH 5520 Studies in Articulation | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 10 |
| SPTH 5250 Methods in the Public Schools* (Elective) | 3 | |
| FALL II | | |
| SPTH 5580 Voice Disorders | 3 | |
| SPTH 6400 Neurogenic (Motor Speech) Disorders | 3 | 7 |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | |
| SPRING II | | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | |
| SPTH 6540 Studies in Organic Speech (Dysphagia) Disorders | 3 | 7 |
| SPTH 5800 Speech Science and Instrumentation** | 3 | |
| SUMMER II | | |
| SPTH 6420 Multicultural Literacy & Cultural Diversity | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 7 |
| SPTH 6530 Seminar in Stuttering | 3 | |
| FALL III | | |
| SPTH 5740 Advanced Audiology | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 4 |
| SPRING III | | |
| SPTH 5750 Aural Rehabilitation | 3 | |
| SPTH 5110 Methods of Research | 2 | 6 |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | |

* Required for students desiring Education Endorsement

**Required for students lacking the undergraduate coursework.

TRADITIONAL ON-CAMPUS PROGRAM OF STUDY

Sequence of Graduate Courses for the Completion of the
M.S. Degree in Speech and Hearing Science
Twelve (12) semesters part time

| | Credit hrs | Total |
|---|------------|-------|
| FALL I | | |
| SPTH 6550 Seminar in Language Development | 3 | |
| SPTH 5710 Clinical Practicum in Audiology | 1 | 4 |
| SPRING I | | |
| SPTH 6560 Studies in Language Disorders | 3 | 3 |
| SUMMER I | | |
| SPTH 5520 Studies in Articulation | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | |
| SPTH 5250 Methods in the Public Schools * (Focus Course) | 3 | 7 |
| FALL II | | |
| SPTH 5570 Anatomy & Physiology of Speech | 3 | 3 |
| SPRING II | | |
| SPTH 5530 Neuroanatomy & Neurophysiology | 3 | |
| SPTH 5110 Methods of Research | 2 | 5 |
| SUMMER II | | |
| SPTH 5630 Adult Aphasia | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | 4 |
| FALL III | | |
| SPTH 6400 Neurogenic (Motor Speech) Disorders | 3 | 3 |
| SPRING III | | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | |
| SPTH 6540 Studies in Organic Speech (Dysphagia) Disorders | 3 | 4 |
| SUMMER III | | |
| SPTH 6420 Multicultural Literacy & Cultural Diversity | 3 | |
| SPTH 5510 Practicum in Speech-Language Pathology | 1 | |
| SPTH 6530 Seminar in Stuttering | 3 | 7 |
| FALL IV | | |
| SPTH 5740 Advanced Audiology | 3 | |
| SPTH 5580 Voice Disorders | 3 | 6 |
| SPRING IV | | |
| SPTH 5750 Aural Rehabilitation | 3 | |
| SPTH 5800 Speech Science and Instrumentation ** | 3 | 6 |
| SUMMER IV | | |
| SPTH 5510 Clinical Practicum Speech-Language Pathology | 1 | 1 |

* Required for students desiring Education Endorsement

**Required for students lacking the undergraduate coursework.

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Justin Harris, Assistant Director, Office of Equity and Inclusion, jharri11@tnstate.edu,

3500 John Merritt Blvd.,
McWherter Administration Building, Suite 260,
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