



COLLEGE OF HEALTH SCIENCES

DEPARTMENT OF SPEECH PATHOLOGY &
AUDIOLOGY

GRADUATE STUDENT HANDBOOK
2020-2022

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 Sequence of Graduate Courses (Traditional Education 8 Semesters)
 Sequence of Graduate Courses (Traditional Education 12 Semesters)

NOTES:

Tennessee State University Mission Statement

Building on its heritage, TSU will be the Premier Comprehensive, urban institution that inspires students to innovatively transform Our City, State and World.

College of Health Sciences Mission Statement

Our College's mission is to promote academic quality and student success by preparing tomorrow's health care leaders through professional programs, interdisciplinary collaboration, clinical research, scholarly inquiry, evidence-based practice, practitioner engagement, and community service.

Speech Pathology and Audiology Mission Statement

The Department of Speech Pathology and Audiology at Tennessee State University is committed to providing a comprehensive program of academic and clinical instruction across the life span, leading to an applied knowledge of the complex processes underlying human communication. The faculty and staff are dedicated to providing a strong educational environment which facilitates the acquisition of knowledge and skills, encourages intellectual curiosity, engenders awareness of issues in culturally diverse populations and promotes responsible ethical behavior. The curriculum, consistent with the stated missions of both the University, and the College of Health Sciences, is professionally based, preparing its graduates to provide the highest quality assessment and treatment of communication disorders.

Non-Discrimination & Affirmative Action Statement

(Retrieved from the 2019-2021 Graduate Catalog)

Tennessee State University is an EEO/AA employer and does not discriminate on the basis of race, color, national origin, gender, gender identity, sexual orientation, age, religion, disability or veteran status in its 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 without regard to race, color, national origin, sex gender, gender identity, sexual orientation, religion, age, disability, or veteran status. The University's non-discrimination and anti-harassment policy is applicable to faculty, staff, applicants for employment, students, applicants for educational programs and other activities, and third-party beneficiaries of programs or activities receiving Federal financial assistance. This policy is fundamental to the effective functioning of the University as an institution of teaching, scholarship and public service.

Title VI of The Civil Rights Act of 1964

(Retrieved from the 2019-2021 Graduate Catalog)

Title VI of the Civil Rights Act of 1964 ("Title VI") is the federal law that prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance. As a recipient of these funds, TSU is required to follow the provisions of Title VI, and therefore, all facilities, programs, and services sponsored by the University are available to all eligible persons regardless of race, color, or national origin. Another important facet of Title IV involves providing meaningful access to programs and services for individuals that are considered to have Limited English Proficiency ("LEP").

Title IX Notification Gender Discrimination, Sexual Harassment, Sexual Assault, Stalking & Dating/Domestic Violence

(Retrieved from the 2019-2021 Graduate Catalog)

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. The Violence Against Women Act (VAWA) provides protections to individuals who are the target of sexual violence, domestic/dating violence, and stalking.

Contact the Office of Equity and Inclusion for the following: 1) to obtain additional information regarding the Nondiscrimination and Affirmative Action policy; 2) to file an employment discrimination/harassment complaint or a Title VI discrimination/harassment complaint, and 3) to file complaints of violations under Title IX or VAWA.

Report your complaints to:

Office of Equity and Inclusion

3500 John Merritt Blvd.

Nashville, Tennessee 37209

615-963-7435 (office) 615-963-7463 (fax)

Office email: equity@tnstate.edu

Website: <http://www.tnstate.edu/eoaa/>

Website: <http://www.tnstate.edu/eoaa/contact.aspx>

REPORT GREIVANCES AND COMPLAINTS

(Retrieved from the 2019-2021 Graduate Catalog)

Reports or complaints involving student on student sexual harassment, sexual assault/violence, stalking or domestic/dating violence may also be reported to:

Office of Student Conduct and Judicial Affairs

Floyd-Payne Campus Center, Ste. 103

615-963-2156

<http://www.tnstate.edu/mediation/>

Reports of 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)

<http://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 www.tnstate.edu/counseling/

Additional Grievances and Complaints

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

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.

Compliments or complaints regarding the academic and clinical program may be directed to the Council of Academic Accreditation in Speech Language Pathology of the American-Speech-Language-Hearing Association (ASHA).

Council on Academic Accreditation in Audiology and Speech-Language Pathology

American Speech-Language Hearing Association

2200 Research Boulevard #310

Rockville, MD 20850

800-498-2071

Additional information about filing a complaint against a program is located at <https://caa.asha.org/programs/complaints/>. Complaints of alleged violations of ethics regarding the academic and/or clinical program may be filed at <https://www.asha.org/practice/ethics/filing-a-complaint-of-alleged-violation/>

Please Read Notice

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.

Scope: Graduate Catalog 2019-2021

The TSU's graduate catalog and the department's graduate student handbook serve as a guide for students to follow during their matriculation. Please be mindful of the following statement from the 2019-2021 graduate catalog:

"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.

The remaining provisions of this Catalog reflect the general nature and conditions of the educational services of the University in effect upon publication, but they do not constitute a contract or otherwise binding commitment between the University and the student. Any fees, charges, or costs, and all academic regulations set forth in this Catalog are subject to change, cancellation or termination by the University or the Tennessee State University Board of Trustees at any time." (Retrieved from 2019-2021 Graduate Catalog)

INTRODUCTION

The Department of Speech Pathology and Audiology is accredited by The Council on Academic Accreditation (CAA) in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The department is housed within the College of Health Sciences and serves two Deans: The Dean of the College of Health Sciences and the Dean of the School of Graduate and Professional Studies.

The Department of Speech Pathology and Audiology offers a Masters of Science Degree in Speech and Hearing Science with two separate modes of delivery (Traditional Education/On Campus and Distance Education/Online). Students are either admitted to traditional education or distance education. Switching modes of delivery is prohibited.

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

GENERAL INFORMATION

Campus Locations and Shuttle Service

The Speech Pathology and Audiology Department and the speech, language and hearing clinics are located on the TSU Avon Williams Campus (AWC) at 330 Tenth Avenue North. All departmental graduate classes are either held on the AWC or online in e-learn.

The School of Graduate and Professional Studies is located on the AWC. However, the College of Health Sciences is located on the main campus at 3500 John Merritt Boulevard.

Most official university business is conducted on the main campus. The university provides shuttle service daily between the TSU AWC campus and the main campus. 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 and other pertinent documents from 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, the department and university 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 upon graduation.

University Broadcast Announcements

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

University Student Identification Card

The university provides all students with a TSU photo identification (ID) card. Students may use their ID card for entrance into university events and to access university services. **Students must openly display their TSU ID card on campus at all times.**

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 centers. There are several computer centers available to students throughout the campus. The department maintains a speech science laboratory for clinical and academic uses. Become familiar with the location, operating hours, and procedures of the university and departmental 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 department's 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 MS program in Speech and Hearing Science 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 workplace behavior, including understanding and respect for supervisory authority, punctuality and regular attendance.

Criminal Background Check

The department requires all graduate students to complete a criminal background check prior to an onsite clinical case assignment or an externship clinical placement. Students must complete the background check through IDENTOGO at www.identogo.com unless otherwise notified.

Additional criminal background checks and/or drug screens may be a requirement at some affiliated externship clinical sites. Based on the results of the background check, an affiliated clinical site may deny students an externship placement, delaying the student's program of study. Additionally, a failed background check may hinder 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 prevent a student from completing the requirements of the program or obtaining licensure and/or employment.

Note: All applicants for initial speech-language pathology licensure in Tennessee must obtain an additional criminal background check.

Speech Science Laboratory Regulations

The department equips and maintains a Speech Science Laboratory for faculty, staff and student use. In order to keep the laboratory in working order, students must adhere to the following regulations:

1. 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.

myTSU Accounts

Students are encouraged to activate their myTSU email account. Students may check emails, register for courses, explore the intranet and much more with the university sponsored intranet and internet services. Information and/or instructions regarding classes may be emailed to the entire class via myTSU. If myTSU is not a student's primary account, it is strongly recommended that students check the myTSU email 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 T-number at the myTSU website to lookup the TSU assigned username. The system will

then prompt the student to change his/her password after the initial login. For additional password assistance, call the helpdesk at 615-963-7777.

Student Work Room

A workroom located in the department has been equipped for student use. Various office supplies (stapler, tape, puncher, etc.), computers, storage space, a printer and tables and chairs are available for student use.

ADVISEMENT

All students enrolled in speech pathology classes (nondegree student and undergraduate students) and/or admitted to the graduate MS program 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 a 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 in both traditional and distance education.

The coordinator of clinical and teacher education or the department chair will advise students who are interested in licensure within school systems. To access faculty phone numbers and emails please visit the website at www.tnstate.edu/speechpath and click on the faculty link.

Demographic Information

Students are required to complete a semester advisement form and an Information Update Form (Appendix A) for each semester of enrollment. All changes (local and permanent addresses, local, permanent and cell telephone number(s), email and other demographic information) should be reported to an advisor or the graduate coordinator.

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

In addition to successful completion of a graduate program and a passing score on the PRAXIS, the 2020 ASHA Certification Standards in Speech Language Pathology 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 and Hearing Science, but these courses must be completed prior to submitting an application for ASHA certification. According to the 2020 ASHA Certification Standards:

“If you are found to be deficient in any coursework, including the above-listed prerequisite courses, that coursework must be completed at an accredited college or university program prior to beginning your clinical fellowship (CF). Time spent in your CF before completing these courses will not count toward your total (1,260) CF hours. Once the prerequisite coursework has been completed, you must (1) obtain an official transcript showing completion of these courses.”

For additional information, click on <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>.

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 Study and Advancement to Candidacy

The Program of Study and Advancement to Candidacy form outlines courses that satisfy certification, licensing, and degree requirements. The department's sequence of graduate courses is located in Appendix B. The course sequence, shown by semester, specifies the number of courses per term. The course sequence is based on the current 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

(Retrieved from http://www.asha.org/certification/slp_standards.htm.)

In addition, the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology approved 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 Advisement

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 "Advancement to Candidacy" after completing between nine (9) to fifteen (15) credit hours. The "Program of Study and Advancement to Candidacy" form must be completed with and signed by the advisor or graduate coordinator. Other signatures on the form include the department chair, the Dean of the College of Health Sciences and the Dean of the School of Graduate and Professional Studies. The form is available on the web at <http://www.tnstate.edu/graduate/forms.aspx>. Click on forms and publications.

In addition, the School of Graduate and Professional Studies is currently using the software program DEGREE WORKS to review the requirements of a student's program of study. Students and the graduate coordinator have access to DEGREE WORKS to monitor progression in academic coursework.

Changing the Program of Study and Advancement to Candidacy

If departmental, university or personal conditions arise that require changing the "Program of Study and Advancement to Candidacy" form, an official university "Change of Program or Personnel" form must be completed and signed by the appropriate parties. This form is available on the web at <http://www.tnstate.edu/graduate/forms.aspx>.

The "Program of Study and Advancement to Candidacy" form must also be revised in the departmental records. Students are required to meet with their advisor/graduate coordinator to review their change of program of study. 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 and Advancement to Candidacy" in the course sequence recommended (for example, he/she needs to retake a course), should expect an extension of their graduation date.

Changing Your Mode of Delivery (Traditional or Distance)

Students are prohibited from taking courses outside of their admitted mode of delivery unless there are extenuating circumstances. If a student is pursuing the Master of Science in Speech and Hearing Science degree via distance (online), he/she cannot switch to the traditional (on-campus) mode of delivery or vice versa without permission of the department.

Course 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 registration 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.

Leave of Absence

Students may request a leave of absence from the department by completing a "Leave Request Form". (See Appendix A). Students must have a minimum GPA of 3.0 to request a leave of absence. Students must provide an explanation for the leave of absence and appropriate documentation. The graduate coordinator, faculty members (if applicable) and the department chair will review the leave request. A written response of a plan for return will be developed and signed by the student, graduate coordinator and the department chair.

DEPARTMENTAL ACADEMIC STANDARDS

Grades

"Graduate students must maintain a minimum cumulative average of "B" (3.0 quality points on a 4.0 point system) in all graduate work for graduation. Course grades are: A, B, C, D, and F. In master's degree

programs, grades less than "C" are counted in compiling the general average, but they may not be included in the requirements for the degree" (2019-2021 Graduate Catalog, p. 52).

Note: Students must re-enroll in courses with grades of less than "C" to fulfill degree requirements. However, students are only allowed to retake two courses in their graduate program of study.

Grading Scale

The following grading scale is used to assess student performance in the graduate program:

A = 100% to 93%

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 = 92% to 85%

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 = 84% to 77%

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 = 76% to 69%

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 = 68% and below

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

Remediation

The goals of remediation are to improve students' knowledge and skills of academic and clinical competencies outlined in the current ASHA standards. Upon completion of the remediation activity, faculty members record whether or not students met the appropriate competencies in the Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO) system, a web-based application that manages key aspects of academic and clinical education.

Participants in remediation include:

1. Students who demonstrate weaknesses of knowledge and skills outcomes related to specific ASHA competencies as indicated by scores on student clinical appraisals, exams, quizzes or assignments.
2. Students who request remediation for improvement in knowledge and skills outcomes related to ASHA competencies.
3. Students who score less than 80% on the Formative Assessment Department Examination (FADE) content areas.

Academic Course Remediation

Faculty members use various course activities such as exams, case studies and assignments to evaluate course objectives associated with specific ASHA competencies. Students who do not meet the minimum score of 80 for any or all competencies will be given remediation activities. A remediation policy is included in the syllabus of each course.

FADE Content Area Remediation

Students who do not achieve a minimum FADE Content Area score of 80% must participate in a faculty-designed remediation activity. See examples of remediation activities below.

Remediation Activity Examples

Faculty members assign appropriate activities to students that strengthen their knowledge and skills in specific topic areas. These activities may include but are not limited to the following:

1. Faculty-led study sessions (group or individual)
2. Written reassessments
3. Oral reassessments (allows students to use a different strategy for learning)
4. Group assignments
5. Special projects
6. Study guides

Remediation Notification

Faculty members notify students of course remediation activities and timelines via

1. Email
2. Class announcements
3. Course syllabi (for prescheduled remediation activities)
4. Meetings with clinical educators

The faculty member schedules dates/times for individual or group remediation activities. The faculty member also implements remediation activities as outlined in the syllabus or in class lectures.

Clinical Remediation

Clinical educators refer students who do not meet their semester clinical goals and who score below the expected clinical 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.
- monitors the student's progression towards meeting the knowledge and skills competencies outlined in the remediation action plan.

- schedules weekly meetings with the student to discuss the student's progression toward the anticipated outcomes described on the action plan.
- documents a student's progression on the student clinical appraisal forms.

NOTE: To demonstrate that a student has met the knowledge and skills outlined in the course and the 2020 ASHA Standards, he or she will take the Department Formative Assessment Exam (FADE) at the end of the semester. The professor will then verify that the student has met the course competencies on the ASHA Knowledge and Skills Assessment (KASA) form in CALIPSO. If the student fails to attain the set criteria on a required competency, the department will not be able to recommend him or her for ASHA certification and state licensure, although the student may receive an acceptable course/clinic grade or exceed the minimum overall GPA.

Incomplete Grades in Academic Courses

The grade of "I", incomplete, indicates that the student's work in a course is incomplete but otherwise satisfactory. The "I" grade must be removed from the graduate student's permanent record within one semester from the end of the term in which the "I" grade was awarded. If all requirements for removal of the "I" are not met within this period, the "I" grade will be changed to "F" by the Office of Admissions and Records. All enrollments in dissertation, thesis, or project writing courses shall carry the grade of "I" until the project is completed. The final letter grade is awarded to each previous enrollment where an "I" was awarded (2019-2021 Graduate Catalog, pp. 52-53).

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

(Retrieved from 2019-2021 Graduate Catalog, p. 53).

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 the instructor 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. (2019-2021 Graduate Catalog, p. 53).

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 (2) courses in a given program for the purpose of improving grades. Departments may establish more restrictive policies. (2019-2021 Graduate Catalog, p. 53).

Academic Integrity

(Retrieved from http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf, p.14).

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, p.14).

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 affected 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 department chair, the assigned advisor or the graduate coordinator 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.

DEPARTMENTAL ACADEMIC STANDARDS COMMITTEE

The Academic Standards Committee (ASC) consists of faculty members and clinical educators. The purpose of ASC is to provide guidance to students at risk of failing clinical and/or academic coursework.

The ASC committee’s job is to:

1. Set and maintain departmental academic standards.
2. Mediate and render decisions regarding problematic clinical, academic, and/or behavioral performance.
3. Make recommendations for clinical, academic and/or behavioral remediation.
4. Develop an appropriate clinical, academic and/or behavioral remediation plan.
5. Monitor a student’s progression towards meeting the objectives outlined in the remediation plan.

Referral to the ASC

A faculty member and/or clinical educator may refer students to the ASC, who have one or more of the unsatisfactory progress indicators below:

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

8. Inadequate demonstration of entry level competencies for knowledge and skills described in the current CFCC standards
9. Student self-referral

Note: The unsatisfactory progress indicators are not limited to the ones listed above.

Notification

The department chair and/or graduate coordinator will notify the student of referral to the ASC committee. 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 are not making satisfactory progress with the academic criteria for the department and the graduate school, then the students may be considered for dismissal from the program.

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.

Academic Probation

The academic advisors monitor 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 the 2019-2021 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 School of Graduate and Professional Studies. Students who have been suspended may apply for readmission after one full semester. Summer terms are not counted toward this requirement.

Readmission After Suspension

Applications for readmission after suspension are reviewed with recommendations rendered by the Graduate Council Appeals and Petition Committee with final approval by the Dean of the School of Graduate and Professional Studies. Readmitted students receive stipulations that must be followed to regain and maintain a status of *good academic standing*. Any student who fails to follow the stipulations for readmission will likely be suspended a second time. All readmitted students should maintain a minimum cumulative grade point average of 3.0 during any semester after readmission (2019-2021 Graduate Catalog, p. 54).

Readmission is subject to the approval of the Dean of the School of Graduate and Professional Studies in consultation with Departmental Chair, Coordinator of Graduate Studies and Dean of the College of Health Sciences.

Clinical Practicum While on Academic Probation

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.

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. The results of evaluations help faculty members to modify course strategies and instruction.

The university provides a statistical analysis of results to the department chair. The department chair 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 to evaluate clinical supervision. However, students use a departmental form to evaluate clinical instruction at the end of each semester. Students return completed

supervisory evaluation forms to the department chair. The results of the supervisory evaluation are used to improve supervisory practices.

Clinical Practica

See Clinic Handbook

FORMATIVE AND SUMMATIVE ASSESSMENTS

Formative Assessments

Through ongoing student and programmatic formative assessments, the Speech Pathology and Audiology department 1) monitors the progression of students' performances on required knowledge and skills for clinical competence, 2) gives feedback to students regarding areas of academic and clinical improvement and 3) provides input to faculty for course improvement.

The Speech Pathology and Audiology Department conducts ongoing assessment in three ways: 1) Course Instruction, 2) Clinical Instruction and 3) the Formative Assessment Department Examination (FADE). Faculty and clinical educators record ASHA-required competencies as met or unmet in CALIPSO.

Course Formative Assessments

Instructors assess academic and clinical knowledge and skills outcomes for each student in each course using a variety of formative assessments such as quizzes, presentations, tests, etc. Instructors associate course objectives with current ASHA standards for academic and clinical competencies.

Clinical Formative Assessments

Clinical educators meet with student clinicians at least once weekly to discuss clinician and client needs. Clinical educators review of clinical notes, treatment plans, lesson plans, etc are examples of formative assessments. ASHA standards for clinical competency are tied to the midterm and final clinical evaluation of each student.

FADE

All registered students in the MS graduate program are required to participate in the FADE. The department administers the FADE at the end of every semester. The FADE is a multiple-choice test consisting of questions from specific content areas within the curriculum to measure a student's retention of knowledge and skills. The examination also provides data regarding students' strengths and weaknesses in competency areas. This information is used to improve classroom instruction.

Scores on the FADE are computed as correct question responses divided by total question responses. Students receive a FADE overall score and a content area score.

Minimum Competency Scores for Formative Assessments

Students are required to obtain a minimum score of 80 in courses, clinical practicum, and on the FADE to show competencies in the knowledge and skills outcomes outlined in the current ASHA standards.

Students who do not demonstrate the necessary competencies for knowledge and skills must complete remediation activities. If the student fails to attain the set criteria on a required competency, the department

will not be able to recommend him or her for ASHA certification and state licensure, although the student may receive an acceptable course/clinic grade or exceed the minimum overall GPA. Refer to the remediation policy on pages 11-12.

Comprehensive Examination

If the non-thesis option is chosen, the student must successfully complete the departmental comprehensive examination in order to fulfill graduation requirements. The departmental comprehensive examination (computerized multiple choice and case studies) is 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 a copy of the fee receipt must be submitted to the graduate coordinator at least three (3) weeks prior to the date of test administration. The coordinator of clinical externships must confirm that the minimum clock hour requirements will be completed by the end of the semester in which the student registers for the comprehensive exam. It is the student's responsibility to confirm that all academic and clinical requirements have been met.

Scheduling

The comprehensive examination is typically administered once each semester 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:

Fall:	1 st Saturday of November
Spring:	1 st nonholiday Saturday in April
Summer:	1 st non-holiday Saturday in July

Scoring

Composition of Exam

The exam consists of two components: A. Multiple Choice Section B. Case Studies

Both components are worth 50 points. In order for a student to pass the comprehensive examination, he/she must receive an overall passing score of 80 across both components.

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

NOTE: When calculating the student's score in the objective segment, 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 (one child; one adult) to complete. Each case study is worth 25 points (for a total of 50 points). A scoring rubric will be utilized to grade each case study. (See Appendix A).

Case Study Scoring

Each case study is scored separately by a faculty reader using a scoring rubric. (See Appendix A.). The following procedures apply:

1. If the first reader rates a case study below 80%, a second reader must rate the case.
2. If the second reader rates the case study below 80%, then the score is final.
3. If the second reader rates the case study at 80% or greater, then the case study is presented to a third reader.
4. 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. An overall score of less than 80 is a failing score.

If a student receives a failing overall score, the department will review the objective and case components of the comprehensive exam. The department will conduct a question analysis on the objective component of the examination to determine if trends exist in student performance.

If 60% or more of the students miss a question, the question will be deactivated and the scores will be adjusted. Faculty will review all deactivated questions to decide if they need to be revised, if additional classroom instructional strategies need to be implemented, or whether or not changes are indicated. For the case study component of the examination, faculty members will implement the above procedures outlined under the “Case Studies” section.

Conferring of the Exam Results

The department chair and/or the graduate school inform(s) students of the comprehensive examination results. Results of the exam are reported 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 graduate degree. 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 5 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 Dean of School of Graduate and Professional Studies with appropriate papers and signatures.

The completed thesis is reviewed by the School of Graduate and Professional Studies. A bound copy of the completed thesis is submitted to the department chair.

LIFELONG LEARNING AND MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Student Professional Development: Lifelong Learning

Students are required to participate in departmental sponsored lifelong learning opportunities, such as interprofessional education (IPE) and interprofessional practice (IPP) events, department sponsored seminars, etc. Students are encouraged to participate in external lifelong learning events that the department sanctions such as state, regional and national conferences and workshops.

The department tracks lifelong learning activities. Thus, students must complete the department's "Continuing Education Lifelong Learning" form (See Appendix A) each semester to track their continuing education activities.

Students, as individuals, have the right to participate in events that are not sanctioned or sponsored by the TSU Department of Speech Pathology and Audiology. In these situations, students cannot act as a representative of the department or the university.

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

Students are encouraged to join the National Student Speech-Language-Hearing Association. Click on the following links for membership eligibility <https://www.nsslha.org/membership/eligibility/> and membership application <https://www.nsslha.org/membership/join-or-renew/>.

Some advantages of NSSLHA membership are:

1. Qualifying for reduced rates for professional liability insurance
2. Receiving the annual "NSSLHA Journal"
3. Registering for ASHA conventions, conferences, and workshops at reduced rates.
4. Qualifying for savings in ASHA's Student-to-Certified Member Conversion Program.

Note: Students must be a **national NSSLHA member for two consecutive years** at the time of graduation and must also apply for ASHA membership and certification by **August 31 of the year following graduation to receive the reduced rate.**

Additional NSSLHA benefits and services are listed on the NSSLHA website:

<https://www.nsslha.org/membership/>.

Contact information for NSSLHA:

NSSLHA National Office

2200 Research Boulevard
Rockville, MD 20850-3289 USA
E-mail: nsslha@asha.org

Tennessee State University NSSLHA Chapter

The TSU 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, students, clinical community and university. The TSU NSSLHA advisor will contact incoming and current students to provide information about the TSU NSSLHA chapter.

Tennessee Association of Audiology and Speech-Language Pathology (TAASLP)

TAASLP offers a reduced rate for student membership. Full-time students in the MS Speech and Hearing Science program 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 and additional information regarding TAASLP at <https://taaslp.org/>.

PREPARING FOR GRADUATION

The Speech and Hearing Science major has a curriculum that leads to certification by the American Speech-Language-Hearing Association (ASHA), licensure by the Tennessee Department of Health and the Tennessee Department of Education.

Graduation Check List

Tennessee State University confers degrees at its fall, spring, and summer commencements. Please follow the guidelines for graduation listed below:

1. Check the graduation deadlines and apply for graduation electronically by clicking on "Apply for Graduation" on the website at <http://www.tnstate.edu/records/commencement/graduationapplication.aspx>.
2. Email a copy of the application receipt to the department's graduate coordinator.
3. Apply for the departmental comprehensive examination by downloading the comprehensive exam application form at http://www.tnstate.edu/graduate/Comprehensive_Exam_Application_Graduate_School.pdf.
 - Pay the comprehensive examination application fee at the Bursar's office.
 - Complete and return the form with the fee receipt to the department's graduate coordinator.

Note: The coordinator will route the application to the appropriate university personnel for signatures.

4. Check all coursework listed on the Program of Study Advancement to Candidacy form with your advisor to verify completion status.
5. Verify the completion of a minimum of four hundred clinical clock hours prior to or within the graduation semester.
6. Confirm with your advisor that transcripts show completion of ASHA required science and math courses.

PRAXIS Examination in Speech Language Pathology (5331)

(Retrieved from <https://www.asha.org/Certification/praxis/About-the-Speech-Language-Pathology-Praxis-Exam/>)

The PRAXIS Examination in Speech Language Pathology is designed to measure the “big nine” areas within the scope of practice for speech language pathologists. Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards. Once certification has been applied for, applicants have 2 years in which to complete the certification process, which includes passing the Praxis exam. The CFCC requires that all applicants must pass the national examination in the area for which the Certificate of Clinical Competence (CCC) is sought. Currently the passing score is 162 (100-200 scale).

The Praxis exam is used as a requirement for one or more of the following:

- ASHA Certificate of Clinical Competence in Speech-Language Pathology
- State Professional Licensure
- State Teacher Credential [PDF]

PRAXIS Registration

It is recommended that individuals register and take the Praxis exam no earlier than the completion of their graduate coursework and graduate clinical practicum or during their first year of clinical practice following graduation. ***The department recommends that student take the PRAXIS towards the end of their last semester of graduate coursework.*** Applicants should take into consideration any state licensing requirements regarding completion of the exam.

Register directly with ETS for the test date and location that best meets your needs. The Praxis II™: Subject Assessment in Speech-Language Pathology is offered as a computer-based test (5331). To obtain additional information for completing the PRAXIS application, refer to the ASHA website, https://www.asha.org/certification/praxis/praxis_registration/.

PRAXIS Exam Acceptability

Results of the Praxis Examination in Speech-Language Pathology submitted for initial certification must come directly to ASHA from ETS and must have been obtained no more than 5 years prior to the submission of the certification application. Scores older than 5 years will not be accepted for certification. Applicants who fail the examination may retake it; however, if the exam is not successfully passed within the 2-year application period, the applicant's certification file will be closed. If the exam is passed at a later date, the individual will have to reapply for certification under the standards in effect at that time.

PRAXIS Scores Submission: Departmental Requirement

Students must submit official PRAXIS reports to the department either electronically or via mail. Students seeking licensure through TN Department of Education or the TN Health Licensure Board must have official PRAXIS score reports sent to those entities.

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. The Clinical Fellowship (CF) is a requirement for ASHA's Certificate of Clinical Competence.

Maintenance of the Tennessee Board of Health License requires continuing education units. For detail, refer to the Communication Disorders and Sciences website at <https://www.tn.gov/health/health-program-areas/health-professional-boards/cds-board/cds-board/applications.html>.

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 for additional information.

To apply for TN Professional School Service Personnel License, please visit <https://www.tn.gov/education/licensing.html>. **Note:** To advance to a professional license, educators must submit three years of acceptable experience and either 30 professional development points, or the recommendation of their director of schools.

CLINICAL FELLOWSHIP (CF)

The Clinical Fellowship (CF) involves a mentored professional experience that begins after the completion of academic coursework and clinical practicum. The CF must consist of no less than 36 weeks of full-time professional experience or its part-time equivalent under the mentorship of an ASHA certified SLP (Refer to Standard VII-B below).

The CF is designed to:

- Integrate and apply theoretical knowledge from academic training
- Evaluate strengths and identify limitations
- Develop and refine clinical skills consistent with the SLP Scope of Practice
- Advance from constant supervised practitioner to independent practitioner

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision.

For additional details, refer to “Completing the Clinical Fellowship Experience” at <https://www.asha.org/certification/completing-the-clinical-fellowship-experience/> and/or the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology at <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>.

The Department is not responsible for the CF requirement for certification. Arrangements for completion of the Clinical Fellowship (CF) are made between the Clinical Fellow (graduating student/alumni) and the CF supervisor.

PROFESSIONAL DEVELOPMENT AFTER GRADUATION

American Speech Language and Hearing Association (ASHA)
(Retrieved from <https://www.asha.org/>)

The American Speech-Language-Hearing Association (ASHA) is the national professional, scientific, and credentialing association for 211,000 members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology support personnel; and students. Membership benefits are numerous and are found at <https://www.asha.org/members/benefits/>.

The Certificate of Clinical Competence (CCC) of the American Speech-Language-Hearing Association (ASHA) is a nationally recognized credential for audiologists and speech-language pathologists. Those who earn this credential are certified by a program with a sixty-five year history of fostering professional excellence. To apply for the CCC, an applicant must have a graduate degree in communication sciences or a comparable degree, 1600+ hours of supervised clinical experience (Clinical Fellowship), passing score on the PRAXIS. <https://ashacertified.org/about/>.

Contact Information for ASHA:
ASHA National Office
2200 Research Boulevard
Rockville, MD 20850-3289 USA
Local: 301-296-5700
actioncenter@asha.org

Continuing Education

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 update professional knowledge.

ASHA Continuing Education (ACE) units may be accumulated through an ASHA approved sponsor. 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. ASHA offers many opportunities to obtain continuing education. For more information, refer to <https://www.asha.org/Professional-Development/>.

Mandatory CEUs for Certification and Licensing

Mandatory continuing education unit (CEU) requirements must be fulfilled to maintain the ASHA Certificate of Clinical Competence and TN licensure. The current CEU requirement for ASHA certification maintenance is 30 hours over a three-year period. The current CEU requirement for TN state licensure and TN Board of Education is 10 hours of CEUs per year.

Tennessee Association of Audiology and Speech-Language Pathology (TAASLP)
(Retrieved from <https://taaslp.org/>).

TAASLP is the ASHA-recognized state association for Tennessee professionals in the speech and hearing fields. TAASLP empowers our members by providing opportunities for professional development, advocacy, and leadership development.

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 involved 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 sponsors an annual job fair for students and alumni. Representatives of school systems, medical settings and private practice from middle Tennessee and neighboring states talk to students about job opportunities with their companies.

ASHA lists position vacancies at the national level in the Leader magazine. Students receive the Leader magazine as members of NSSLHA. In addition, ASHA assists speech pathologists in career development via the ASHA Career Portal. Students may search the list of national job opportunities, upload a resume, and receive tips on effective interviewing and salary negotiation using the ASHA Career Portal. For more information about this valuable resource, refer to <https://careers.asha.org/>.

APPENDIX A

INFORMATION UPDATE FORM

SAMPLE ADVISEMENT FORMS

SAMPLE GRADING RUBRIC- COMPREHENSIVE EXAMS

REMEDATION/INTERVENTION PLAN

REMEDATION PLAN REQUEST AND RECOMMENDATIONS

LEAVE OF ABSENCE REQUEST FORM

CONTINUING EDUCATION LIFELONG LEARNING

TENNESSEE STATE UNIVERSITY
DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY
INFORMATION 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. 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.

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	Content is accurate, specific, organized & communicated using appropriate professional terminology	Content is generally accurate; lacks specifics & organization with limited use of appropriate professional terminology	Content is vague to inaccurate, disorganized & presented using minimal to no appropriate professional terminology.	
	15.0-14.0 pts	13.9-13.0 pts	12.9-12.0pts	11.9-0.0 pts	_____ pts.
Professional Writing	2. Excellent professional writing style with strong supporting material	Good professional writing style with good supporting material.	Minimally adequate professional writing style with limited supporting material.	Poor professional writing style; unfocused; poor word choice or tone. Little or no supporting material.	
	5.0-4.65 pts	4.6-4.35 pts	4.3-4.0 pts	3.95-0.0	_____ pts.
Assessment Selection	3. Excellent ability to select appropriate assessment tools	Good ability to select appropriate assessment tools	Adequate ability to select multiple, appropriate assessment tools	Poor ability to select multiple, appropriate assessment tools	
	15.0-14.0 pts	13.9-13.0 pts	12.9-12.0 pts	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	Evidence of good ability to analyze & synthesize information from a variety of sources to evaluate client needs	Evidence of adequate ability to analyze & synthesize information from a variety of sources to evaluate client needs	Little evidence of sufficient ability to adequately analyze & synthesize information from a variety of sources to evaluate client needs	
	15.0-14.0	13.9-13.0	12.9-12.0	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



**Speech Pathology and Audiology Department
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



LEAVE REQUEST FORM
SPEECH PATHOLOGY AND AUDIOLOGY DEPARTMENT

Name _____ T Number _____ Date _____

Address _____

Phone _____

Reason for Leave Request: (attach additional documentation if applicable)

Leave Request Begin Date:

Anticipated Leave Request End Date (notify the department if date changes):

Approved: _____yes. _____no

Not Approved: _____yes _____no.

Explanations for nonapproval:

Department Chair

**CONTINUING EDUCATION/LIFELONG LEARNING
DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY**

Student Name: _____

Academic Semester(s) : Fall _____ Spring _____

Please track the continuing education and lifelong learning activities (e.g. Workshops, seminars, conferences, IPE and IPP sessions) that you attend this semester.

Date of Course	Title of Course	Sponsor(s)	Location	Instructor(s)/Speaker(s)	Hours

By signing below, I verify that the information given on this form is true and correct.

Signature

APPENDIX B

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		
SPTH 5800 Speech Science & Instrumentation	1	<u>12</u>
		50/53
Focus Course		
*SPTH 5250 Methods in the Public Schools	3	
Required for Education Endorsement		
SPTH 5120 Thesis (Optional)	4	

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

		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	
SPTH 5510	Practicum in Speech-Language Pathology	1	7
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	7
			<hr/> 50/53
Focus Course			
*SPTH 5250 Methods in the Public Schools		3	
Required for Education Endorsement			
SPTH 5120 Thesis (Optional)		4	

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	
SPTH 5710 Clinical Practicum in Audiology	1	7
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 5250 Methods in the Public Schools* (Elective)	3	6/9
Fall II		
SPTH 5580 Voice Disorders	3	
SPTH 6400 Neurogenic (Motor Speech) Disorders	3	
SPTH 5510 Practicum in Speech-Language Pathology	1	7
Spring II		
SPTH 5510 Practicum in Speech-Language Pathology	1	
SPTH 6540 Studies in Organic Speech (Dysphagia) Disorders	3	
SPTH 5800 Speech Science and Instrumentation	3	
SPTH 6420 Multicultural Literacy & Cultural Diversity	3	10
Summer II		
SPTH 5510 Practicum in Speech-Language Pathology	1	
SPTH 6530 Seminar in Stuttering	3	4
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	
SPTH 5510 Practicum in Speech-Language Pathology	1	<u>6</u>
		50/53 Credit Hrs.
Focus Course		
*SPTH 5250 Methods in the Public Schools	3	
Required for Education Endorsement		
SPTH 5120 Thesis (Optional)	4	

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 *	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	
SPTH 6420 Multicultural Literacy & Cultural Diversity	3	7
Summer III		
SPTH 5510 Practicum in Speech-Language Pathology	1	
SPTH 6530 Seminar in Stuttering	3	4
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
		<hr/> 50/53 Hrs
Focus Course		
*SPTH 5250 Methods in the Public Schools	3	
Required for Education Endorsement		
SPTH 5120 Thesis (Optional)	4	



Publication Number: **TSU-21-013(A)-13b-13650**

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