I. INTRODUCTION

Welcome to the 2014-2015 academic year at the University of Tennessee! This handbook is designed to be used as a supplement to the University of Tennessee Health Sciences Center Centrescope. Together, these documents provide current information regarding the M.S. degree program in Speech-Language Pathology. Included you will find a listing and description of important departmental policies and procedures. This material is critical for a successful graduate experience and students are responsible for understanding the content.

Although we have attempted to provide you with a complete summary of relevant departmental regulations, special circumstances not addressed in this handbook may arise. Any questions about policies not included here should be brought to the attention of your faculty advisor.

All of the faculty and staff in the department wish you a most productive and successful year and look forward to sharing the experience with you.

II. M.S. IN SPEECH PATHOLOGY – PROGRAM CONTENT

The awarding of a M.S. degree in speech-language pathology is evidence of academic and clinical achievement and allows graduates to provide evidence of their ability to undertake a career in speech-language pathology. Requirements for the degree include coursework, examinations, residency on campus and a clear demonstration of competence as a clinician.

The curriculum in speech-language pathology is tailored to provide students with a general knowledge of all areas in the discipline with some room in the curricular plan to allow specialization. Students who graduate from our program will normally meet the academic and practicum requirements for clinical certification in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA).

The following material is considered to constitute the purpose and intent of departmental efforts in establishing performance standards, options, and requisites in the M.S. program.

Assignment of an Advisor
The Department Chair will assign a faculty member in speech-language pathology to serve as your program advisor. This advisor may be changed during the program as interests are developed or other circumstances (e.g., faculty leave of absence, student interest) arise.

Requirements for Graduation (M.S.SLP)
The following requirements must be satisfied to earn the degree of Master of Science with a major in Speech-Language Pathology.

1. Satisfactory completion of a minimum of 75 hours in academic coursework and a minimum of 15 hours in clinical practicum. (Up to 30 hours of requirements may be waived on the basis of knowledge and skills gained at the undergraduate level or prior to enrollment.)
2. Students must complete coursework with a “B” or better overall average. Grades of “B” or above are required in all content area coursework and practicum.
3. Satisfactory completion (“Pass”) of a thesis or comprehensive exam is required prior to graduation.
4. Students must discharge all financial obligations to the University and remove all deficiencies documented by the Registrar.
5. Students planning to practice in the United States also must pass all Knowledge and Skills (KASA) competencies prior to graduation.

For most students, the time required for completion of the degree is five semesters and includes a summer term. For students without bachelors degrees (or equivalent) in communication disorders, the degree is typically completed in 7 semesters. Sample sequences of course requirements and elective options are shown in Table 1 below for students with and without communication disorders backgrounds.

* Students should note that required courses and course sequences are subject to change. Students should confirm all course requirements listed on their program plan each semester with his/her faculty advisor.

All SLP majors who enter the program with an undergraduate degree in the major must have completed all of the courses included in Year 1 of the three year program as well as a biological science, physical science (chemistry or physics), social science and statistics course. If these courses were not included in the students’ undergraduate degree program, they must take them as part of the graduate program.

**NOTE:** Students who complete ASHA Certification Requirements and the M.S. Degree will meet public school certification requirements for the State of Tennessee as well as state licensure requirements.

**Aural Habilitation Concentration (AHC)**
Graduate students in the Department of Audiology and Speech may apply to pursue a concentration in the area of Aural Habilitation. Application materials may be obtained in the department main office. Please note that not all applicants will necessarily be admitted into the concentration. For complete information regarding the content of the Aural Habilitation Concentration application process, please see Appendix A.
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<th>Sample 3-year program (for students without bachelors or equivalent in communication disorders)</th>
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* ASP 580 is taught in the UTK mini-term between the spring and first summer sessions.
Eligibility Requirements and Essential Functions

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

COMMUNICATION

A student must possess adequate communication skills to:
• Communicate proficiently in both oral and written English language. (Language to be determined by program.)*
• Possess reading and writing skills sufficient to meet curricular and clinical demands.*
• Perceive and demonstrate appropriate non-verbal communication for culture and context.*
• Modify communication style to meet the communication needs of clients, caregivers, and other persons served. *
• Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
• Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
• Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student most possess adequate motor skills to:
• Sustain necessary physical activity level in required classroom and clinical activities.*
• Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
• Access transportation to clinical and academic placements.*
• Participate in classroom and clinical activities for the defined workday.*
• Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
• Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
• Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:
• Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
• Identify significant findings from history, evaluation, and data to formulate a
diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL
A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client’s family does or does not understand the clinician’s written and or verbal communication.

BEHAVIORAL/SOCIAL
A student must possess adequate behavioral and social attributes to:
- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

Requirements for Admission to Clinical Practicum
All students must complete a communication screening prior to enrolling in clinical practicum: Screening of students’ oral communication skills (articulation, prosody, voice
quality, fluency, accent/dialect, hearing) and written communication skills (idea formation, writing skills with concern for spelling, sentence structure, logical flow and expression of concepts and ideas) will be conducted. Students who fail any area of the screening protocol will meet with their advisor to discuss options.

Students must also meet all departmental technical standards and pass a criminal background check prior to enrolling in practicum.

Students whose first language is not English must achieve a score level of Advance High on the OPIc test before being considered for placement into Clinical Practicum. Graduate students in Audiology and Speech-Language Pathology are eligible for support in acquiring English skills in the HSC as a means to achieve sufficient English for placement in clinical practicum.

First semester graduate students are usually assigned practicum experience on-campus through the Hearing and Speech Center. Off-campus practicum assignments require prerequisite coursework and clinical experience.

All students planning to enroll in practicum MUST COMPLETE a scheduling form and return it to the Clinical Practicum Coordinator. No contact should be made by the student with a practicum site without approval by a Clinical Practicum Coordinator. Failure to observe this rule may result in cancellation of practicum for that semester.

Requirements for M.S. Program Retention
Any student who at the end of any academic term does not meet the criteria for academic or clinical success will be placed on probation and informed of their status. The intent of probation is to alert the student, the academic and clinical faculty, and the advisor to the need for guidance and planning to remove the probationary condition as soon as possible. A reduction of total course load or discontinuance of practicum until the probationary conditions have been removed are common adjustments to be considered.

A student on probation who at the end of the next academic term still does not meet the criteria for academic success as defined in the paragraph below will be excluded from clinical practice enrollment until the minimum retention criteria are met or exceeded, with the following exception: In the case of grades of C or below in courses not offered in the succeeding term, exclusion from practicum may be temporarily suspended until the student's next opportunity to enroll in the course has occurred.

Academic Success
Academic success is defined by achieving a final grade of ‘B’ or higher in all courses and clinical placements (regardless of the number of credit hours) in the major. Attaining a final grade of ‘C’ in any course or clinical placement will result in the student being placed on probation for the remainder of their program. The Department Chair will inform the student of this status. Failure to achieve a ‘B’ or higher in any subsequent coursework or clinical placement is cause for dismissal from the program. Attaining a final grade below a ‘C’ (i.e., ‘D’ or ‘F’) in any course or clinical placement is grounds for immediate dismissal from the program.
Clinic Success and Remediation Plan

Clinic success is defined as successfully achieving clinical competencies in assigned areas so that the summative grade is 3.0 (B) or better at the end of the semester. It should be noted that in each academic and clinical course, students will receive grades based on their demonstrated knowledge and skills respective to the course. However, the summative grade may not reflect the demonstrated knowledge/skill in any specific competency. In other words, course instructors may determine the means necessary to achieve the competency for any course.

In most situations, students are considered eligible to perform clinical skills sufficiently for a grade upon completion of a minimum of 10 clinical contact hours in any given area. In the event that a student’s final grade falls below a B, that student is placed on clinical probation for the following semester. The goal of probation is to alert the student, the clinical faculty, and the academic advisor of the student’s need for specific guidance and planning to establish clinical knowledge and skills. A remediation plan will be developed to address clinical concerns and will be implemented the following semester. The Director of Clinical Services will provide oversight for the development and implementation of the plan. Possible intervention strategies may include one or more of the following:

1. observation of other clinicians;
2. literature assignments, possibly including review of client files;
3. review academic content;
4. video-recording treatment sessions and analyzing them with clinic faculty;
5. role-playing with clinic faculty; and/or,
6. demonstration-therapy presented by one or more clinic faculty members.

If the student meets the goals of the plan and receives a grade of B or better for the semester; then, the student is removed from the probationary status. If the student does not meet the requirements of the plan and receives a final clinic grade below a B; then, the student is dismissed from clinic. A grade of B or better is required for clinic contact hours to count toward ASHA certification requirements.

If a student receives a grade below a “B” in an off-campus placement, the decision for the student to be placed on-campus or in another off-campus setting the following semester will be made in collaboration with the student, the clinic director, the off-campus coordinator, and the academic advisor. If the student receives a grade below a “B” in a subsequent semester, the student is dismissed from clinic.

The guideline is that if a student receives a clinic grade below a “B” for two semesters, the student is dismissed from the clinic. For example, if a student receives a “C” their first semester; then, receives grades of “B” for their second and third semesters and this is followed by a “C” in their fourth semester, the student is dismissed from the clinical education program at the end of their fourth semester.

Requirements for Participation in Practicum at Off-Campus Facilities

During this program of study, students will obtain clinical experience in off-campus or outside facilities. The procedures for securing practicum experiences in off-campus facilities
are well-defined and must be followed. Prior approval must be obtained from the Director of the Hearing and Speech Center before any arrangement with any outside facility is made by the student. Additional information regarding practicum facilities is available in the Clinical Policies and Procedures Manual.

Clinical Practicum Requirements for Graduation
Students majoring in Speech-Language Pathology are expected to fulfill the academic and practicum requirements for clinical certification from the American Speech-Language-Hearing Association, including a minimum of 400 hours of clinical practicum (including 25 hours of observation). Exceptions to this rule, generally made for students who do not speak English as a first language, must be approved by the Department Chair upon recommendation by the faculty advisor.

Progress and standing in the Department
All academic and clinical faculty meet to discuss progress made by each student at the end of fall and spring semesters. Each student is rated in three different categories: academic (based on class performance), clinical (based on clinical performance), and professional issues (e.g., attendance and punctuality in class and clinic, ability to interact appropriately with faculty and supervisors). Each student will be rated ‘satisfactory’, ‘needs improvement’, or ‘unsatisfactory’ in each of these areas. These ratings will be communicated to each student by their academic advisor. Academic advisors will also direct any remediation plans related to ratings of ‘needs improvement’, or ‘unsatisfactory’.

Obtaining Clinical Hours for Students on Assistantships, Work-study or Traineeships.
Students who provide clinical services as part of a graduate assistantship or work-study position may receive clinical clock hours as long as: (1) they are actively engaged in the planning, implementation and decision-making aspects of the service and, (2) ASHA supervisory requirements are met. However, students will not be given academic credit for this work. For students funded through a grant, clinical hours may be counted if they are considered part of the traineeship and are supervised according to ASHA requirements.

Clinical practicum requirements for graduation are independent of the clinical services provided as part of assistantship or work-study assignments. For example, if a student is signed up for 3 credits of clinical practicum, they must complete the full workload associated with their practicum. Any clinical hours obtained as part of their assistantship or work-study position will be additional.

In some assistantship, work-study, or traineeship assignments, services are technical in nature and traditionally provided by technicians and not speech pathologists or audiologists. One example might be the provision of hearing screenings in preschool populations. In this situation, students are eligible to receive no more than 10 clinical clock hours (to account for the development of expertise in the screening process) assuming they are supervised. Past this number of hours, no students will be given clock hour credit for the screenings. Any similar assistantship assignments will be handled in a like manner and discussed with the student prior to beginning the work.
Clinical faculty members who are responsible for students assigned to clinical graduate assistantships are responsible for insuring that all clinical services provided by the students are supervised according to ASHA standards.

**Additional Requirements**

Academic coursework and/or client contact during clinical practica in any given year may not always be sufficient to ensure that students achieve all the clinical competencies required for ASHA certification. Students in the M.S. program in Speech-Language Pathology may therefore also be asked to complete additional requirements not specifically detailed above.

**Thesis or Comprehensive Examination Options**

Students may select either a Thesis or Comprehensive Exam option as their capstone requirement. It is highly recommended that students consult with their advisor about this decision during the first year of the program.

**Thesis**

Students who opt to participate in the thesis option are required to take six semester hours of ASP 500 (Thesis) credit in the preparation of an acceptable thesis, representing original independent work. These six credits can take the place of six credits of elective courses. Students who opt to complete a thesis generally register for two or three semester hours of ASP 500 (Thesis) during any semesters involving thesis research. Students must register for three credits of ASP 500 during the semester in which they have their oral defense. Although there is no limit to how many times the student can register for thesis credit, no more than six hours will be credited toward the degree. A final oral examination, consisting primarily of a defense of the thesis project, is also required. The length of the oral examination will be determined by the student’s advisor.

**Comprehensive Examination**

Students who opt to take the comprehensive examination instead of the thesis option should plan to take the exam in the final semester during which they are taking academic coursework. For most students this will be the Fall semester of their last year. The examination consists of multiple-choice questions designed to test basic undergraduate knowledge and more advanced concepts covered during the graduate program.

ORAL EXAMS ARE MANDATORY for any student whose performance is below 70% on any sub-area of the exam (e.g., child language) or at the request of faculty based upon failure in a topic area (e.g., anatomy & physiology). Oral examinations will consist of a one-hour exam in front of a committee of at least two academic faculty members. The committee will include the student’s academic advisor or proxy, and at least one other faculty member familiar with the area(s) that were not passed on the written examination. Oral examinations will normally take place within 10-14 days of the written examination.

Exceptions to the above must be approved by the Department Chair. If an oral exam is scheduled, the final decision regarding the performance is made by the student's committee.
A student who fails the examination may not appear for re-examination until the following semester. The results of the second examination are final.

III. M.S. IN SPEECH-LANGUAGE PATHOLOGY – ACADEMIC POLICIES

Academic Integrity

The Department of Audiology and Speech Pathology is committed to upholding the highest standards of academic integrity and honesty. All students must abide by the regulations and policies set for in Centerscope.

The Department's expectations related to academic honesty extends to participation in clinical work, research activities, and the completion of classroom assignments, exams, and all requirements. In support of self-policing, students should report any infractions of academic integrity to the appropriate faculty member or the Department Chair.

Additionally, students are expected to abide by the ASHA Code of Ethics in the execution of all clinical activities.

Use of Social Media

Although most students in the department will use social media, it is critical that no mention of patients’ names takes place on any such site. It will be considered a violation of the code of ethics to mention any experiences that students have with patients or their families either during treatment or away from the clinical setting. Similarly, it is unprofessional to use social media sites to discuss fellow students, staff, clinic or academic faculty members by name or by class. Social media is not the place to express issues regarding courses or clinic encounters or difficulties. Students are expected to address any personal or departmental issues in a professional way by engaging in face-to-face conversations.

It is also a requirement that students do not have patients or patient’s family members as friends on Facebook or an equivalent site or to accept “Friend status” with patients or their family members while enrolled in the graduate program. This places the student at risk of violating patient confidentiality and may result in a violation of HIPAA guidelines.

Use of Cell Phones in Class

Please put your cell away during classes. Unless otherwise specified, you do not require your cell phones for any of the classes in the department. Text messaging, using social media or other cell phone applications during class time is not conducive to classroom learning. In addition, they are unprofessional and often distracting to fellow students as well as the instructor. If you legitimately have a need to use your phone during class, please inform the instructor before the class begins.
Recording Lectures or Class Meetings

Students who wish to record a lecture or seminar should take responsibility for asking the person teaching beforehand and receive permission to record the class.

Attendance

Instructors may set specific attendance requirements for each course. Although no department policy exists, regular attendance is assumed. Students are expected to demonstrate a high standard of professionalism in meeting all their assigned duties as graduate or research assistants. Demands of work-related responsibilities should not be used as excuses for failure to meet academic requirements; nor, should the academic demands be used as an excuse for failure to meet work-related responsibilities.

Illness

A student who is ill with an infectious disease (e.g., strep throat, conjunctivitis, H1N1 etc.) is cautioned to consider the health and welfare of those around them. Each student is individually responsible for the management of his/her personal health and should consult a personal physician to assist in making decisions regarding risk to others when an illness occurs. Students with graduate or research assistantships should determine the policy regarding illness related absences from their supervisor.

Conference and Convention Participation

Students are encouraged to participate in professionally relevant conferences and conventions. Attendance at conventions may be considered a suitable substitute for class attendance but must be cleared by the course instructor. It is up to the instructor to decide if a make-up session is required. Students are responsible for all materials missed while not in class.

Basis for Dismissal from Department

A student may be dismissed from the M.S. program in this department for any of the following reasons:

1. Failure to meet requirements for academic or clinical success
2. Failure to abide by the Honor Code and the professional Code of Ethics.
3. Failure of the comprehensive examination or thesis

It is assumed that each student will maintain appropriate standards of academic integrity and clinical responsibility. Violations of these standards will be handled on an individual basis with the student informed of appropriate appeal procedures.

Repeating a Failed Course Policy

If a graduate student receives an unsatisfactory grade in a required graduate course, the course must be repeated under a different number. Generally, this number will indicate ‘Special Problems’ or ‘Independent Study’ however, the student must take the class they have to repeat in the term it is offered. When the student completes the application for candidacy form, the required graduate course and unsatisfactory grade should be listed, but
no credit will be given. The grade from the course when it is completed satisfactorily will be listed with the courses in the semester in which it was taken. The major professor will indicate on the application for candidacy form stating that the requirement for the course has been satisfied.

Disabilities Policy
Any student who has a documented handicapping condition which might require adaptive instruction or which might interfere with performance in this course should address the disability issue with the Office of Disability Services (ODS) and schedule an appointment with the instructor prior to or during the first week of class. No accommodation for a disability will be made until the disability is documented and the student is registered with ODS.

Enrollment
Students pursuing an M.S. in the department may undertake the work within or outside the department on either a full-time or part-time basis. However, it is the experience of the faculty within the department that students who do not devote full-time study to the program may experience difficulty in completing the degree and may not gain as much from the academic experience. Students should discuss work related issues with their academic advisor.

Grading
Incomplete (I) Grades
Incompletes must be removed within one (1) year. If a supplemental grade has not been submitted within one year following the awarding of an Incomplete grade, the I (Incomplete) will be converted to an F.

Satisfactory/No Credit Grading
Graduate students may take courses for Satisfactory/No credit (S/NC) grading only where indicated in the course description. The S/NC grading carries credit hours but no quality point value. In courses taken for graduate credit, a grade equivalent of B or better is required to obtain a Satisfactory grade.

Meeting Coursework Requirements for ASHA Certification
Students whose undergraduate preparation did not include sufficient course work in speech-language pathology, audiology, or the related fields described by ASHA, will be required to make up curricular deficiencies.

With the exception of those international students who do not speak English as a native language and do not intend to work in the United States, it is important for students in the M.S. program to meet the basic ASHA requirements for professional certification. Any students who did not complete the necessary courses during their undergraduate program must add these courses to their graduate curriculum.
Transfer of Graduate Credit
A maximum of 9 semester hours may be transferred into a graduate program from work completed at an ASHA CAA accredited institution. Such work must have been taken for graduate credit and passed with a grade of C or better and be part of an otherwise satisfactory graduate program. Official transcripts must be received by the Chair of the Department directly from the appropriate institutions before any transfer of credit will be approved. All transfer hours must be approved by the Department and then entered into the transcript by the Registrar’s office.

Unique Educational Opportunities

Departmental Research Meetings
The purpose of the Research Meetings is to highlight the importance of active participation in research activities by faculty and students. These meetings should be considered an important part of the M.S. program. All students are encouraged to attend. The meetings may be scheduled for an invited speaker to share research with the faculty, staff, and students. At other times the scheduled presenter may be a member of the faculty, professional staff, or a student. The content of the meetings may be an informal presentation of a research project or a formal presentation of material prepared for a professional meeting.

Sol Adler Memorial Lecture Series
The Sol Adler conference is designed to present current issues of interest to professionals who provide clinical services in speech pathology and audiology and to those who conduct research in communication sciences and disorders. This event honors the memory of Dr. Sol Adler who was a Professor in our Department for 26 years. Students are encouraged to attend this function, and should consider it mandatory if their classes for the day are cancelled so that they might participate.

Enrollment in Research and Independent Educational Activities
Educational activities which require faculty instruction or commitment in independent study, directed study, problems, or thesis must be approved by the Faculty Advisor prior to enrollment by students.

Students wishing to participate in an independent study or directed study should complete an independent study plan form (available at the department office) in consultation with the supervising faculty member at the beginning of the semester in which the independent study is to be undertaken. The form should then be signed by the student’s faculty advisor and submitted to the Department Chair. A copy of the completed form will be placed in the student’s department academic file.

Students wishing to pursue a thesis should consult with their faculty advisor.

Review of Research Proposals
All students in the M.S. program will be exposed to research projects, most of which will include human participants. As dictated by Federal guidelines and University Policy, all research involving Human Subjects must have prior approval by the Departmental Committee and by the University Institutional Review Board. Human Subjects Review
materials must be completed for each research project involving human participants. It is the Project Director's responsibility to insure that these regulations are fulfilled.

The purpose of the review procedure is to protect the rights of participants involved in research, so most critical portions of the application are those concerned with Objectives, Procedures, and Informed Consent.

IV. BUILDING AND EQUIPMENT POLICIES

Bulletin Boards
Posting of notices, announcements, etc., is limited to bulletin boards located through the department. Prior permission to post materials must be obtained from the department office.

Maintenance of Departmental Space
All students are expected to help faculty and staff maintain classrooms, research labs, and clinic rooms. This includes individual responsibility to help keep these areas neat and clean.

Reporting of Repair Needs
Needed repairs of equipment and materials should be reported either to the clinical supervisor or the professor in charge.

Smoking
Smoking is not permitted in any buildings in accordance with University regulations.

Use of Faculty Libraries
All books, articles, and reference material in faculty offices are personal possessions. Some of the faculty may, on a limited basis, allow students to borrow these materials. No material may be checked out or removed from faculty and staff offices for any reason without their prior approval.

VI. GENERAL STUDENT APPEAL PROCEDURES

Student Grievance Procedures
The Department of Audiology and Speech Pathology has developed the following procedural guidelines to resolve all types of student's concerns, complaints or grievances. It is important that all students, faculty, supervisors and staff have the right to seek satisfactory solutions to all problems consistent with the basic tenants of fairness and justice. It is equally important that we work cooperatively to resolve problems at the departmental level before seeking solutions outside the department.

In the spirit of mutual cooperation to resolve problems, the procedures for all types of problems are as follows:

1. Students are expected to first attempt resolution of the problem with the faculty or staff member involved in the problem. If the student is concerned about discussing
the problem with the faculty or staff member, or if direct discussion with the faculty or staff member is unsatisfactory, the student should discuss the problem with his/her academic adviser.

2. If the problem is not resolved through discussion with the faculty or staff member involved or through discussion with the academic advisor, the student should then contact the Department Chair.

3. If the Department Chair is unable to reach a satisfactory conclusion to the issue, students will be encouraged by the Department Chair to seek help and advice from the Dean of the College of Health Professions.

**Final Course Grades**
The faculty and staff of the Department of Audiology and Speech Pathology believe that a fundamental responsibility of teaching is to evaluate the quality of work performed and to assign appropriate grades for that work. Students have the right to be informed of the criteria used to evaluate their clinical and academic performance. Mistakes occasionally occur in assigning grades. If a student suspects that an error has been made in grade calculation, s/he should immediately notify the instructor.

**Procedures for Affirming or Changing a Final Course Grade**
In addition to correcting calculation errors, students have the right to question a grade if they honestly believe it does not fairly represent their performance. The faculty and staff believe that changing a final course grade is a very serious matter and should be handled at the departmental level. Also, because the matter is serious, these procedures should be implemented only when there are no other alternatives. The faculty and staff agree to abide by the following procedures for conducting appeals to affirm or change a student's grade:

1. In accord with the department's current appeal procedures for all appeals, these review procedures must be initiated by the student who is requesting departmental review of the final grade assigned for academic or clinical course work.

2. The student must first contact the Instructor and try and resolve the matter with the Instructor.

3. If direct discussion with the Instructor is unsuccessful, the Department Chair will strive to resolve the problem.

4. If the matter cannot be resolved to the student’s satisfaction by the Department Chair, the student may then request an evaluation by a Departmental Review Committee. This written request must identify clearly the problem and include relevant facts or supporting information. A three-member faculty and/or staff Departmental Review Committee will then be appointed by the Department Chair to adjudicate the problem. The student's adviser will be one member unless there is a conflict or interest. Other members will be peers of the Instructor who assigned the grade (e.g., clinical faculty for problems related to clinical practicum and academic faculty for academic course problems).
5. The Departmental Review Committee will obtain and consider all necessary information and then make a written recommendation to the Department Chair as soon as possible.

6. In accord with other departmental policies, the "burden of proof" for establishing unfairness, bias, procedural irregularities, etc. shall be on the student requesting the review.

7. The decision of the Committee will be final within the department but subject to appeal beyond the department level. The Department Chair must follow all of the recommendations of the Committee including upholding or changing the grade.

8. The Department Chair will inform the student of the Committee's decision and will inform the student of the regular University appeal procedures.

Procedures for Assigning Grades When the Instructor is Unable to Fulfill the Responsibility

When the Instructor is unable to assign course grades because of severe illness, death or other emergency, the faculty and staff agree to abide by the following procedures:

1. Assuming that the grade of Incomplete is not a viable option, the Department Chair will appoint appropriate faculty and staff to determine the grades of class members.
2. Class members may be consulted about the process to be used or be asked to provide input.
3. Students shall have the right to appeal grades assigned

VII. STUDENT ORGANIZATIONS

Students are encouraged to actively participate in student organizations as there are both immediate and future benefits for students who join the national and state professional organizations.

U.T. Chapter of the National Student Speech-Language-Hearing Association (NSSLHA)

1. Serves as a resource for student issue/concerns within the Department
2. Sponsors Information Seminars each semester on topics related to academic, clinical, and student issues
3. Develops and maintains a Departmental Student Phone Directory
4. Coordinates social functions within the Department
5. Dues are payable at the beginning of Fall and/or Spring Semesters.
National Student Speech-Language-Hearing Association (NSSLHA)
1. Members automatically receive a subscription to “Contemporary Issues in Communication Sciences and Disorders”, “ASHA Leader”, and their choice of one of the following journals:
   - Journal of Speech, Language, and Hearing Research
   - American Journal of Speech-Language Pathology
   - American Journal of Audiology
   - Language, Speech, and Hearing Services in Schools.
2. NSSHLA Members are also eligible for reduced rates for attending the ASHA Annual Convention, discounted memberships in ASHA Special Interest Divisions, and discounts on ASHA products.
3. As a member during your year of graduation, NSSHLA members are eligible for the ASHA Conversion Program. Under this program, NSSHLA members can apply for ASHA membership and certification at significantly reduced rates.
4. Dues are renewable each October. If dues are paid after January 31, journals will be issued upon receipt of the dues.
5. Application forms may be obtained during membership drives or from the NSSLHA Officers or faculty/staff representatives.

Tennessee Association of Audiologists & Speech-Language Pathologists (TAASLP)
1. Members receive the TAASLP newsletters and membership directory.
2. Reduced registration fees for the annual TAASLP Convention.
3. Dues are renewable beginning June 1 with a late fee after August.
4. Application forms may be obtained from the TAASLP website (http://www.taaslp.org) or by calling TAASLP office at 615-298-8165.

Concerns Regarding Accreditation by the Council on Academic Accreditation
Program accreditation by the Council on Academic Accreditation (CAA) is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. Students concerns may relate to any of the accreditation standards of the Council on Academic Accreditation (CAA). In the event of a serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:
1) be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology,
2) relate to the standards for accreditation of education programs in audiology and speech language pathology, and
3) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

The full process of the CAA complaint procedure is available on-line on the CAA website.
Appendix A

Aural Habilitation Concentration (AHC)

Graduate students in the Department of Audiology and Speech may apply to pursue a concentration in the area of Aural Habilitation. Application materials may be obtained in the department main office. Please note that not all applicants will necessarily be admitted into the concentration.

Students in the Aural Habilitation Concentration must complete 6 hours of graduate level courses in audiology, and/or aural habilitation. Courses taken for the concentration will count as elective credits toward their degree. Students may select courses from the following options:

For Speech-Language Pathology (MS) students:
- ASP 573 Pediatric Audiology for Educational Professionals
- ASP 585 Cochlear Implants
- ASP 593 Independent Study in Aural Habilitation
- ASP 594 Advanced Aural Habilitation
- ASP 605 Speech Perception and Hearing Impairment
- An approved course in Deaf Education

Selection and scheduling of academic courses will be approved and monitored by the student’s academic advisor. Completion of all requirements for the AH will approved by the staff in Child Hearing Services (CHS) and documented in the student’s Program of Study by their faculty advisor. Completion of all AH Concentration requirements must be verified by approval signatures from the academic advisor and CHS staff on the student’s Completion of Concentration form which will be placed in the student’s department file.

The Aural Habilitation Concentration also requires three (3) semesters of clinical practicum in treatment with children who have hearing-impairments, totaling a minimum of 130 clock hours. These clock hours must be completed with a variety* of treatment experiences. At least 100 of the clock hours must be supervised by the clinical staff in CHS. All practicum within the concentration must be approved by the staff of CHS.

*Approved experiences include, but are not limited to:
  a. Group and individual treatment
  b. Children with cochlear implants
  c. Children with varying degrees of hearing loss
  d. Children varying in age (0-3, 3-5, & school age)
  e. Speech, language, & auditory skill assessment
  f. Formal and informal assessment of hearing aids, FM systems, and cochlear implant functioning
  g. Participation in a minimum of one Individual Family Service Plan or M-Team meeting or Professional Collaboration/Consulting Session.
In addition to the clinical experiences available within CHS, arrangements have been made with a number of outside facilities in which practicum experience can be gained. General information concerning operating rules, client populations, or other restrictions for specific clinical areas is included in the Clinical Policy and Procedures Manual. All students should have a copy of this manual and be familiar with its content.

Degree Completion
In the speech-language pathology program, those students taking the thesis option must pass a final oral examination of their thesis project as their examination. Students taking the comprehensive examination option must pass a comprehensive written examination.