



DEPARTMENT *of* AUDIOLOGY &
SPEECH-LANGUAGE PATHOLOGY
College of Clinical and Rehabilitative Health Sciences

EAST TENNESSEE STATE UNIVERSITY

GRADUATE HANDBOOK –SPEECH-
LANGUAGE PATHOLOGY

2014-2015

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Welcome to Audiology and Speech-Language Pathology

We want to welcome you to the Department of Audiology and Speech-Language Pathology. This handbook is provided to acquaint you with requirements of the program. It provides an overview of faculty, the program, graduation requirements, advisement, and accreditation and licensing requirements. We recommend that you consult the handbook first for answers to many of your questions.

The Department of Audiology and Speech-Language Pathology (ASLP) offers the Master of Science degree in Speech-Language Pathology and the Doctorate of Audiology. Both programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The programs are designed to meet the requirements for certification including the attainment of the Certificate of Clinical Competence (CCC) of the American Speech-Language-Hearing Association (ASHA), Tennessee state licensure, and Tennessee public school licensure. The certification requirements for the Master’s degree in Communicative Disorders include successful completion of the academic coursework, 25 clinical observation hours, and a minimum of 400 clock hours of supervised clinical practice as specified by ASHA guidelines (at least 325 of these must be obtained at the graduate level). The requirements for the Doctorate in Audiology include successful completion of coursework, 25 clinical observation hours, and a minimum of 12 months FTE of supervised clinical practicum. These clock hour requirements are minimal standards and our program is designed to exceed these basic standards. The Standards for the Certificate of Clinical Competence are contained in the Appendices as are guidelines for Tennessee licensure and Tennessee public school licensure.

Faculty

The faculty of Audiology and Speech-Language Pathology covers a diverse field of specialties within speech-language pathology and audiology. The faculty is here to share with you current knowledge of human communication sciences and disorders. To facilitate this process it is necessary that you actively engage in study and interaction with your advisor as well as the entire graduate faculty. The faculty and area of specialty are provided below.

Speech-Language Pathology

Faculty

Area of Specialty

Brenda Louw, Ph.D., Chair - Cleft Palate, Early Language Intervention,
University of Pretoria, Pretoria South Africa - Pediatric HIV/AIDS

Teresa Boggs, M.S., Assistant Professor - Child Language
Director of Speech-Language Clinical Service -Clinical Supervision
East Tennessee State University, 1991 Parent Training in Language

Vijay Guntupalli, Ph.D., Associate Professor - Fluency Disorders, Motor Speech Disorders
East Carolina University, 2007 - Graduate Coordinator-SLP

Kerry Proctor-Williams, Ph.D., Associate Professor - Child Language Development &
University of Kansas, 2005 - Disorders, Language Intervention,
Director-SLP Service Delivery Models

Chayadevie Nanjundeswaran, Ph.D
Assistant Professor
University of Pittsburgh
Voice Disorders, Speech Science
Clinical Supervision

Neina Ferguson, Ph.D.
Assistant Professor
University of South Alabama
Dysphagia, Neurogenic
Communication Disorders
Motor Speech Disorders, NSSLHA advisor

Samantha Wampler, M.S.,
Adjunct Professor
East Tennessee State University, 2003
Speech-Language Pathology Services in Schools

A. Lynn Williams, Ph.D., Professor
Indiana University, 1988
Phonology and Child Language

ETSU Clinical Faculty

Lindsey Greer, M.S. East Tennessee State University, 2009	School-age Children, Phonological Disorders, Clinical Supervision
Marie Fillers Johnson, M.S. East Tennessee State University, 2009	Language Disorders in Children Clinical Supervision, Aural Rehabilitation
Sarah Boyce, M.S. Community Health Clinic East Tennessee State University, 2009	Speech-Language Services Across the life-Johnson City Span, Clinical Supervision

VA Medical Center – Mountain Home SLP Faculty

Jody Rice, M.S., Adjunct Professor East Tennessee State University, 2001	Adult Neurogenic Disorders Dysphagia
Kelli Johnson, M.S. East Tennessee State University, 2008	Clinical Supervision TBI
P.J. Henley, M.S. East Tennessee State University, 2001	Clinical Supervision Dysphagia, Laryngectomy
Kara Burton, M.S. University of Central Arkansas	Clinical Supervision, Dysphagia
Jill Metcalf, M.S. East Tennessee State University, 2010	Clinical Supervision, Dysphagia Cognitive-Communication Disorders Neurogenic Communication Disorders

Audiology

ETSU Campus Audiology Faculty

Area of Specialty

Saravanan Elangovan, Ph.D., Associate Professor East Carolina University, 2005	Electrophysiology, Speech Perception
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Marc A. Fagelson, Ph.D., Professor; Assistant Chair
Director of Audiology Tinnitus
University of Texas at Austin, 1995

Jacek Smurzynski, Ph.D., Professor
Institute of Telecommunication and Acoustics
Wrocław University of Technology, Poland, 1987

ETSU Clinical Faculty

Shannon Bramlette, Au.D. Clinical Supervision

Krisztina Johnson, Au.D. Clinical Supervision
East Tennessee State University, 2013

VA Medical Center – Mountain Home Audiology Faculty

Faith Akin, Ph.D., Associate Professor
Vanderbilt University, 1997

Vestibular Assessment and
Rehabilitation

Courtney Hall, Ph.D., Associate Professor
University of Texas at Austin, 2000

Vestibular Rehabilitation

Earl Johnson, Ph.D., Au.D., Assistant Professor
Vanderbilt University, 2007
University of Florida, 2009

Adult Amplification

Owen Murnane, Ph.D., Associate Professor
Syracuse University, 1995

Human Vestibular and Auditory
Electrophysiology

Colleen Noe, Ph.D., Associate Professor
Deputy Chief of Staff
The Ohio State University, 1994

Adult Amplification, Audiologic
Rehab. Assistive Listening
Technologies, Epidemiology

Kristal Mills Riska, Au.D., Ph.D.
East Carolina University, 2010

Vestibular Assessment,
Genetics of Inner Ear Disorders

Kim Schairer, Ph.D., Associate Professor
of Memphis, 2000

Otoacoustic Emissions, Middle Ear University
Measurements, Psychoacoustics

Sherri L. Smith, Au.D., Ph.D., Associate Professor Audiologic Rehabilitation and
University of Florida, 2001, 2003 Gerontology

Richard H. Wilson, Ph.D, Professor Speech Perception, Aural
Senior Research Career Scientist Acoustic-Admittance Measures
Northwestern University, 1970

Advisement

It is the student's responsibility to independently review the Admission, Advisement and Registration, Academic, and Degree and Graduation Requirements that are printed annually in the Graduate Catalog. It is the student's responsibility to fulfill these requirements and the accompanying administrative tasks for successful matriculation.

Your academic and clinical file is housed in the department office. That file contains: (1) grade sheets as sent from the registrar's office; (2) transcripts; (3) copies of your clinical grade sheets and a record of your clinical clock hours; and (4) all other graduate related forms, including application, candidacy, advisory committee forms, etc. Your file is strictly confidential; only you and the faculty/staff of ASLP have access to it. You may review it at any time in the office of the departmental secretary; however, none of its contents may be removed.

You will select a graduate advisory committee with the assistance of the Graduate Coordinator. This is typically done after the completion of the first 9-12 hours of graduate study. For the thesis option, the advisory committee will be your thesis committee who will assist you in your thesis prospectus and defense. For the non-thesis option, the advisory committee will assist you in your case presentation and will serve as the evaluation committee for your presentation. The three- to four-person committee must consist of at least one Ph.D. level faculty member, who will serve as your chair. After the selection of a committee, your program chair becomes your advisor for the rest of the capstone experience. Any changes in the above require permission with the accompanying paperwork through the School of Graduate Studies.

Enrollment Procedures

Enrollment can be completed during the pre-enrollment period during the preceding semester or during the week before classes begin. During your first meeting with the Graduate Coordinator, your admission forms will be reviewed so that you know which requirements you have met and which you have yet to

meet in order to obtain a degree from ETSU, teacher licensure, and ASHA certification. With this information, you and the Coordinator will then draw up a tentative Program of Study for your program. (See Appendices for a copy of Worksheet for Academic and Clinic Planning for Speech Pathology).

The Program of Study must be completed after the end of 9-12 hours of graduate coursework and before the final semester before graduation. It must be filed with the School of Graduate Studies. The Program of Study specifies the courses that you will take and the semester that they will be taken in order to complete your degree. The Program of Study can be changed at a later date, if necessary, with the approval of the ASLP Department and the School of Graduate Studies.

The School of Graduate Studies requires that the following criteria be met:

- No more than 9 semester hours of graduate level courses with grades of “B” or higher may be petitioned for transfer of credit to ASLP at East Tennessee State University.
- The time limit for the use of credit toward the Master’s degree from the date of enrollment in the earliest course applied toward the degree, including transferred courses is eight years for the AuD program, and six years for the SLP program.
- Candidates for a Master’s degree with a thesis option must continue to register each semester (minimum of one hour) from the time of the initial registration for CDIS 5960 Thesis until the thesis is accepted by the School of Graduate Studies.
- No less than three credit hours or more than six credit hours of thesis may be applied toward the Master’s degree.
- Students must register for a minimum of one graduate credit hour if they have not completed all degree requirements before the first day of classes of the term they expect to graduate.

The graduate catalog states that students are responsible for the following:

1. Filing an application for candidacy (Admission to Candidacy form)
2. Completing an approved program of study (Program of Study form)
3. Establishing your graduate committee
4. Filing an intent to graduate
5. Removing all conditions required at the time of admission by the School of Graduate Studies
6. Paying fees for graduation

Items 1-3 must be completed by no later than the semester prior to the final semester. Items 4-6 must be completed before the end of the second week of the final semester. Finally, each Master’s student must declare a thesis/non-thesis option by the final summer semester.

Credit Hours of Enrollment

A “full-time” graduate student, according to University regulations, must be enrolled in a minimum of nine hours during the fall and spring semesters and six hours during the summer session. Students with appointments as graduate assistants and tuition scholarships must enroll in a minimum of 9 graduate hours during the semester.

Retention and Graduation Requirements

In order to remain in good standing, students in ASLP must meet the following criteria:

1. 3.00 cumulative minimum GPA in academic courses taken as a Master’s or AuD candidate or special student in ASLP
 - a. Complete all required courses with the grade of “B-” or better. Students will repeat a course for which the final grade is lower than “B-” only one time in order to complete graduation requirements; however, in repeating a course, the previous grade as well as the grade earned when the course was repeated is averaged in the subsequent GPA. No more than two required courses are allowed to repeat.
2. 3.00 in each clinical practica taken at the graduate level
 - a. Satisfactory completion of all required clinic practica as determined by the appropriate supervisor(s) and the Graduate Coordinator. A clinic practicum experience must be repeated when the grade assigned is “B-” or lower. No clinical hours will be awarded for substandard clinic practica.
3. 3.00 GPA in courses taken as an undergraduate, a prerequisite student, a special student or as a graduate student
4. Satisfactorily complete all ETSU School of Graduate Studies retention and graduation requirements as outlined in the ETSU *Graduate Catalog*.

If these requirements are not met, a student will be placed on academic and/or clinical probation. The graduate faculty will review the status of each student on probation at the end of each semester. A student who fails to obtain at least a 3.00 cumulative average in academic courses and a 3.00 clinical average by the end of the probationary semester will be dropped from the program. Such a student may petition the graduate faculty for reinstatement if he/she believes extenuating circumstances exist. Students who have been dismissed from the School of Graduate Studies for academic reasons may address a written request for reinstatement to the chair of their department of their major. The request should include reasons why the reinstatement should be considered. The department will review the request for reinstatement and make recommendations to the dean of the Graduate School. If the request is denied at the departmental level, the student may then direct a written appeal to the Dean of the Graduate School, and a final decision will be made in accordance with policies established by the Graduate Council. Students on probation will not be eligible for department assistantships or be advanced to a higher clinical competency level.

Courses taken at another college or university for graduate credit transfer only credit. These courses are not counted in determining a student's GPA at ETSU. An "F" in any course at ETSU must be retaken.

Initial Evaluation for Students

The graduate faculty will evaluate each new graduate or special student at the beginning of the second semester of enrollment. Academic performance, clinical performance, communication skills (written and spoken) and professionalism will be considered. The Graduate Coordinator will discuss with each new graduate or special student his/her area of strength and areas for improvement as perceived by the graduate faculty. If there is a need for special help, such as in the area of writing skills, options will be presented. The student's Program of Study will be established during this meeting.

Academic Options

Areas of Concentration

The necessary course requirements for the speech-language pathology and audiology programs are listed in Appendix A. In addition to the requirements set by the Department, it is important to meet the requirements established by the School of Graduate Studies. The graduate catalog states that you are responsible for filing an application for candidacy, approved program of study, and committee form upon completion of 9-12 hrs and maintaining at least a 3.0 average (see Appendix B). You must file intent to graduate forms, clear records, and pay fees for graduation before the end of the second week of the final semester. Prior to establishing your graduate advisory committee, you will need to select between the thesis and non-thesis option. You will have opportunities during your first two semesters to hear more about these two options and discuss the options with the Graduate Coordinator and faculty. Some of these opportunities include attending department colloquia series, student case presentations on Fridays during September and January, NSSLHA, student defense of theses, and asking current second year students.

Checklist of Forms for School of Graduate Studies

In order to graduate as planned, the student must complete the following paperwork with the School of Graduate Studies:

1. Enroll in a minimum of 1 credit hour in the semester in which he/she will graduate.
2. Review with the Graduate Coordinator the final Program of Study by the second week of the semester in which the degree is conferred.
3. File *Plan of Study* form with the School of Graduate Studies after completion of 9-12 hrs and no later than the end of the second week of the semester before the semester in which the student expects to complete the requirements for graduate degree

4. File an *Appointment of a Graduate Committee* after completion of 9-12 hrs and no later than the end of the second week of the semester before the semester in which the student expects to complete the requirements for graduate degree
5. File *Application for Candidacy* form with the School of Graduate Studies no later than the end of the second week of the semester in which the student expects to complete the requirements for graduate degree
6. File *Intent to Graduate* form with the School of Graduate Studies no later than the end of the second week of the semester in which the student expects to complete the requirements for graduate degree.
7. File *Graduate in Absentia* form with the School of Graduate Studies no later than one month before the end of the semester in which the student expects to complete the requirements for graduate degree, *if the student is not planning to attend convocation.*
8. Pay fees for graduation before the end of the second week of the final semester of study.
9. Schedule a final conference with the Graduate Coordinator. At this time final clock hours will be tabulated to assure that ASHA and departmental requirements have been met. Also, all final paperwork will be filed and the Graduation Checklist for a M.S. or AuD. in CDIS will be signed by the student and the Graduate Coordinator.

All forms are available on the School of Graduate Studies website: [Gradstudent](#)

Culminating Experience

Thesis Option for the Master's Degree

The thesis option is offered in speech-language pathology. This option provides students with the opportunity to develop and execute a research project with mentoring by their faculty committee. Guidance is given by the faculty advisor through all phases of a research project, from the development of the research topic and exploration of the relevant literature through development of methodology and analysis and interpretation of finding. The thesis requires a considerable commitment to writing and independence in meeting deadlines and should be undertaken with advice from the faculty.

Departmental Criteria

Student electing a thesis option must meet the following departmental criteria:

1. Graduate GPA of 3.50
2. Proven writing skills
3. Grade of A/B in English composition *OR* a score at 50th percentile or above in Verbal area of GRE
4. Proven ability to meet deadlines in a timely fashion
5. History of meeting practicum and class work deadlines on time
6. Completion of CDIS 5400 Research Methods or equivalent with a grade of "A"
7. Development of a viable research project

Students who meet 5 of the 6 criteria must apply to the Graduate and Research Committees for permission to write a thesis (see Appendix C). The applications are due June 7th (May graduation), January 14 (December graduation). These applications are reviewed by the Graduate Committee of the department. The review evaluates skills that are associated with successful completion of the thesis such as the student's grades in courses, clinical preparation, writing abilities and time management.

Prospectus Preparation

The prospectus is developed with assistance from the student's thesis advisor. The prospectus is a means for the student to present his/her proposed research project to the advisory committee. The prospectus generally is comprised of two or three chapters that: (1) review the relevant literature; (2) present the research topic; and (3) present the participant description, procedures and data analyses techniques to be used in the project. The first chapter generally outlines the purpose of the research and rationale for the project based on published research. This chapter may be divided into two chapters at the discretion of the faculty advisor: (1) statement of the problem; and (2) review of literature. The second chapter provides a detailed description of the methodology to be used in the study in sufficient detail for the committee to understand what procedures will be used to answer the research questions. For most students, this is the first experience with developing a project, so drafts of these chapters are given to the advisor for review and comments. Through this process of review and modification of the drafts, the student will refine his/her proposal and make it understandable for the rest of the committee. The prospectus will be ready to present to the committee when the student's advisor determines that the written proposal is complete and clearly written.

Prospectus Meeting

The prospectus meeting is an opportunity for the student to present the proposed research. The committee should receive a copy of the prospectus one to two weeks prior to the meeting to allow sufficient time to read the proposal. The meeting is generally scheduled for one hour. In the first 20-25 minutes, the student will present a summary of the purpose of the study, relevant literature and methodology to be used. Generally PowerPoint is used to present a short summary of the project without going into great detail. Following the presentation, the committee will ask questions regarding the proposal and there will be discussion of issues pertinent to the project. The committee may recommend changes in methodology and/or the written manuscript. These comments and questions are intended to improve the project before it is executed. Following the prospectus meeting, the student will proceed to the data collection phase.

Individual Thesis Timelines

Both the student and the faculty advisor benefit from a clear understanding of the student’s thesis project. Expectations of both parties must be made clear prior to the commencement of the project and so it is commended that a written agreement be used to define both the scope of the thesis, and the timetable required for completion of the project in a reasonable manner. Adherence to the written agreement should facilitate completion of the thesis while minimizing potential misunderstandings between candidate and committee. The agreement does not guarantee the completion of the thesis, but clarifies roles and timetables for both parties. The written agreement should include at least the following information:

- List of deadlines
- Estimate of financial obligation of the student
- Committee membership
- Proposal of student’s alternative if the thesis project is dropped

Timeline (Table 1)

The Graduate School catalog indicates the relevant deadlines for thesis submission. Additionally, a list of deadlines appears in the Graduate School Thesis Manual. Students considering a thesis should obtain and read the Thesis Manual sometime early in their second semester (ideally by the start of their second semester). The advisor and student may then design a reasonable timetable with the understanding that deviation from the timetable puts the student at-risk for a late graduation. Table 1 provides a rough outline of mileposts for the thesis candidate.

Timeline for Thesis, Spring Graduation 2015

<i>Thesis Progression</i>	<i>Completion</i>
Identify topic & select thesis chair & committee members	2 nd semester
Submit an application for a thesis	June 6 th , 2015
Introduction and review of literature to committee chair	July 7 th , 2015
Prospectus Meeting	September 2015
IRB Approval	Within 1 wk of prospectus meeting
Register for thesis- (section for thesis advisor)	4 th semester (3units) 5 th semester (3units)
Data collection/analysis completed	January 23 rd , 2016

Draft of results to thesis advisor	February 6 th , 2016
Draft of discussion to thesis advisor	February 20 th , 2016
Oral Defense: “Scheduled by” and “Completed by” date	See School of Graduate Studies deadlines in Schedule of Classes
File copy of review to graduate school	See School of Graduate Studies deadlines in Schedule of Classes
Last day for submission of final copies to graduate school	See School of Graduate Studies deadlines in Schedule of Classes

Institutional Review Board (IRB)

IRB approval proceeds according to the IRB committees preset time table and can be lengthy. The schedule is available on their website ([IRB](#)). It is suggested that the student begin the IRB process during preparation of the prospectus. The ETSU IRB oversees the protection of a research participant’s rights and safety when an experiment is conducted using humans. In general, the requirements imposed by the IRB on an experimenter are proportional in the invasiveness of the experimental technique. There are three types of review procedures used by the IRB when approving research and such approval MUST be received prior to the initiation of an experiment. All forms and instructions are available on the IRB website. THESE INSTRUCTIONS MUST BE FOLLOWED CAREFULLY.

Full Review- the most rigorous approval process

- Used for research involving experimental drugs, surgical techniques, and other invasive experimental protocols.
- Requires submission of Form 103 (check the box marked “Full Review”) and all accompanying paperwork (including informed consent, narrative description of project, references section, and a complete set of survey/questionnaire items when applicable).
- Reviews are conducted monthly (second Tuesday of each month) and deadlines for submissions are firm (see the IRB web page for a list of the deadlines prior to submission).
-

Short Review (Expedited) – commonly used for CDIS research

- Used for research involving nothing more invasive than blood draws, testing of speech, hearing, language, development, or questionnaires containing items that could cause depression or anxiety among research subjects (i.e., questions dealing with past or present abusive situations, terminal illnesses, smoking habits).

- Requires submission of Form 103 (check the box marked, “Short Review”) and all accompanying paperwork (including informed consent, narrative description of project, references section, and a complete set of survey/questionnaire items when applicable).
- Review process is typically faster and less demanding than full review, and there are no deadlines for submission.

Short Review (Expedited) with Request for Waiver- commonly used with noninvasive educational surveys relating to clinical practice or instructional techniques.

- Used for research that poses no risk at all to the research participants (i.e., research using unobtrusive surgery, chart reviews, or established, noninvasive clinical protocols).
- Requires submission of Form 103 (check the box marked “Exemption Review”) and all accompanying paperwork (including informed consent, narrative description of projects, references sections, and a complete set of survey/questionnaire items when applicable).
- Review conducted by IRB Chairperson who may, upon examining the materials, decide that the study poses no risk to participants and may therefore be conducted without further review. No deadline for submission as review process is ongoing.

IRB and HIPPA Training

All students participating in any aspect of research during their program (whether related to a thesis, GA work, or projects) must complete training pertaining to protection of human subjects and privacy of information. The training for SLP students is in the Research Methods class while Audiology students obtain their training during the third year in the Research Methods class or sooner if they participate in research before that time as part of their Graduate Assistant responsibilities. The student must place certificates indicating successful completion of training in their academic and clinic file.

Manuscript Preparation/Distribution to Committee

It is recommended that students follow the APA manual (Fifth Edition) throughout the preparation of all drafts, as ultimately the thesis must conform to APA standards. Additionally, information a student needs regarding the specific aspects of the thesis format is available from the School of Graduate Studies. The graduate school provides workshops to assist in thesis preparation. The workshops’ contents are placed on-line after completion. It is highly recommended that students use the services available from the School of Graduate Studies to determine the most appropriate way to format the text of their thesis. Additionally, any copyrighted or sensitive material from survey items must be treated appropriately. Guidelines for the former are available from the School of Graduate Studies, the latter from the IRB. The thesis must be submitted to the graduate school electronically. Procedures are available on the School of Graduate Studies webpage.

Oral Thesis Defense

Once the thesis advisor approves the final draft, the School of Graduate Studies will be contacted to schedule an oral defense. School of Graduate Studies deadlines should be checked in the Schedule of Classes book. In addition to the committee, the School of Graduate Studies will send a representative to sit in on the defense. This faculty member serves as an observer to verify that the committee conducted the defense appropriately. They are not active participants in the meeting and they do not vote in determining whether the candidate meets the requirements for the defense. They write a report to the School of Graduate Studies following the defense. The defense is organized similar to the prospectus meeting in that the student will present a 20-25 minute summary of his/her findings and then the committee members will ask questions or comment on the project. At the end of the meeting (generally an hour) the candidate will step out of the room and the committee will discuss the performance. The candidate will be asked back into the room and given the results of the committee decision. The committee members will make suggestions regarding revisions to the manuscript. These revisions must be made prior to submission of the thesis to the Graduate School.

Non-Thesis Option for the Master's Degree

The non-thesis option for the Master of Science degree in Communicative Disorders includes (1) a written literature review, and (2) an oral presentation of a clinical case.

Clinical Case Presentation

The clinical case is a developmental and applied experience combining theoretical, clinical, and research issues. The Case Presentation, in its entirety, resembles a research article. The Literature Review portion includes introduction of the case, a review of the pertinent literature, the presentation of a clinical question, and a description of the assessment and treatment methodology. The Oral Presentation includes a brief review of the case, a description of assessment and treatment results, and discussion of treatment outcomes as they relate to the clinical question, current literature, and personal experience. Preparation of case material is intended to be independent, but students are encouraged to consult with their clinical supervisor and advisory committee.

In order to be eligible for the case presentation, the student must meet the following departmental criteria:

1. Be in their fourth semester of academic coursework;
2. Have no incomplete grades on their Program of Study;

3. Hold a 3.00 or higher GPA in clinical practicum; and,
4. Maintain a 3.00 GPA in academic course on the Program of Study.

Table 2 lists the specific steps and provides a timetable for the case presentation and is included below. A discussion of each step is also provided.

Timeline of Case Presentation: May Graduation 2015

<i>Non-Thesis Progression</i>	<i>Completion</i>
Application for case presentation with expanded Case History*	July 25 th , 2015
Feedback on case history from chair of committee	August 8 th , 2015
<i>Chair's Option:</i> Outline of Literature Review Due	August 15 th , 2015
<i>Chair's Option:</i> Feedback on Outline from Chair	August 29 th , 2015
Literature review to advisory committee	September 26 th , 2015
Evaluation of literature review by committee members to students	October 31 st , 2015
Assignment of Oral Presentation Dates	November 28 th , 2015
Resubmission of literature review (if applicable)	December 5 th , 2015
Oral presentation	January 30 th or February 6 th , 2016
Evaluation of oral presentation to students	February 2 rd or 9 th , 2016, (Monday following oral presentation)
Oral examination (if applicable)	February 13 th or 20 th , 2016, (Two weeks

following case
presentation)

* Expanded Case History includes:

- a) speech diagnosis;
- b) medical diagnosis if available;
- c) evaluation results;
- d) treatment goals;
- e) period of treatment covered in case presentation (i.e., number of months)

Application for Case Presentation

Students electing the non-thesis option will complete an Application for Case Presentation (Appendix D), which can be obtained from the ASLP Student Handbook or from the Graduate Coordinator in SLP. These applications are due to the graduate coordinator by July 25th of your third semester. (Check with your advisor if you are planning graduation other than in May.) Return the completed application to the Graduate Coordinator who will collect all applications for review by the Graduate and Clinic Committees. Students will be notified of their eligibility or need to satisfy prerequisites before becoming eligible to complete the case presentation.

Selection of Case and Advisory Committee

The student will select an appropriate case from the allied health or education disciplines. Cases may be selected from evaluation, treatment, or research experience, and may cross discipline areas. Cases do not need to be from current caseloads.

It is beneficial to discuss the theoretical significance of the treatment used with the client while the student is performing the treatment or differential diagnosis. A proactive approach by the student would include a review of the literature and discussions of the efficacy of treatment while the client is in treatment. Otherwise, it is assumed that the student will explore the literature after the treatment is rendered for the literature review and defend it after the fact. At the time of the application process, the chair of your advisory committee will provide you with feedback on the information you submit on your patient's expanded case history, if appropriate.

Cases must be approved by the graduate advisory committee, which consists of three members chosen by the student with a minimum of 1 Ph.D. level faculty member. All members must hold graduate faculty status. The chair of your committee must hold a Ph.D. and graduate faculty status. If you change your committee, you must submit an *Application for Change in Graduate Advisory Committee* form to the Graduate Coordinator. All committee forms are available on the School of Graduate Studies website.

Literature Review

The student will search the literature to prepare a thorough written review of the theoretical, clinical, and research issues relevant to the case. Case-specific historical information will guide the student to research the significant medical, cognitive, developmental, social, and educational conditions existing in the case. The review will also include a discussion of alternative assessment and/or alternative treatments and models appropriate to the communicative impairments observed in the case. The discussion should lead to the development of a rationale for the model or models, which were actually applied. A minimum of 10 primary source references will be required; however, this minimum number may not be sufficient to address the relevant issues of each case. While you are reviewing the literature, use this information to prepare yourself to answer questions from the advisory committee during your oral case presentation.

The completed review of the literature will be submitted to the committee members for review by September 26th, 2014. Evaluation of the literature review by committee members will be completed at the end of October (see Table 2). This evaluation will be one component of the student's final grade for the clinical case presentation. The student is expected to use feedback from the evaluation to prepare for the oral case presentation and to anticipate specific questions from committee members (See Literature Review Evaluation in Appendix E).

The Literature Review will be evaluated by the student's Advisory Committee, using the evaluation form included in Appendix E. Two outcomes are possible. The student may Pass and move directly to the Oral Presentation stage. Alternatively, the committee will direct the student to Revise and Resubmit the Literature Review within approximately one month (see Table 2). The student will be advised to meet with each committee member to discuss how the paper should be improved. The resubmitted paper will be re-evaluated using the original guidelines. Two outcomes are possible. The student may Pass and move directly to the Oral presentation stage on the original timetable (see Table 2). Alternatively, the student may Fail. In this case, the student will meet with the Graduate Coordinator and Advisory Committee to consider dismissal from the program. Failure of the Literature Review is sufficient for dismissal from the program.

Literature Review outcomes are based on Advisory Committee *consensus*, guided by evaluation outcomes. At a minimum, two of the three committee members must assign scores of >1.0. Scores are

not averaged. If any one committee member assigns a score of ≤ 1.0 , the committee will meet to discuss the Literature Review and make a decision.

If a Literature Review is late it will be counted as Fail. Therefore, students must be aware of all deadlines so that the Literature Review receives the consideration it deserves. It is the student's responsibility to meet with the committee chair in a timely fashion to resolve any questions.

The following are some guidelines and suggestions regarding your literature review. Additionally, a colloquium will be presented to answer your questions about its preparation.

Guidelines for Literature Review

I. INTRODUCTION

The following components must be included in the Introduction though the order may vary to best present your case.

A. Description of the client. Should include:

1. History of the problem
 - a. Social history
 - b. Educational/vocational history
 - c. Medical/developmental history
2. Current diagnoses and communication function

(Note: you may have to gather information beyond that available in the chart to provide a comprehensive description)

B. Discussion of the population of interest and application to the client. This should be related to the client described in the first paragraph, and include:

1. Characteristics of the disorder.
 - a. General characteristics
 - b. Speech/language characteristics
 - c. Differential diagnosis

C. Discussion of evaluation methodologies for the population of interest. This should include the following aspects:

1. General description of possible evaluation frameworks.
 - a. Describe different assessment frameworks
 - b. What components are included in each?

- c. Advantages and disadvantages of each

- D. Discussion of treatment approaches for the population of interest. This should include the following aspects:
 - 1. General description of applicable treatment approaches.
 - a. Principles (including assumptions and predictions of each treatment approach)
 - b. Strengths of treatment approaches
 - c. Weaknesses of treatment approaches

- E. Clinical/Research question/purpose. This provides a motivation for the selection of your specific case and a focus for your Literature Review and Oral Presentation. It should be clearly stated and very specific. Examples include: Does this client inform SLPs about characteristics related to a complex differential diagnosis? Did the case compare two treatments or try a new treatment? How does this client provide SLPs with new information about best practices?

- F. Detailed description of specific assessment battery used by student. Including:
 - 1. Rationale/justification for selecting the assessment battery based on the presenting problem.
 - a. Rationale for the selection of the protocol
 - b. What aspects of communication did the assessment battery specifically assess?
 - c. How did the assessment tool measure the results and lead to interpretation of the results? What types of scores did the assessment tool use?

(Note: Do not provide specific assessment results in the Literature Review. The relevant results should be presented during the Oral Presentation.)

- G. Specific treatment goals.
 - 1. Consistency of goals with assessment outcomes
 - a. What target selection criterion (approach) was used?
 - b. What are the predictions of treatment outcomes based on goal selection
 - c. Provide a rationale for the goal attack strategy that was used (i.e., horizontal, vertical, cyclical)

- H. Specific intervention(s) utilized by the student.
 - 1. Detailed description of the intervention procedures. You should include sufficient detail that another clinician could replicate your procedures.
 - a. Describe treatment stimuli
 - b. Describe treatment protocol or paradigm
 - c. Describe frequency/duration of treatment
 - 2. Consistency of intervention with selected goals.

- I. Data collection.
 - 1. Detailed description of the data.
 - a. What types of data were collected (treatment, generalization, social validity)?
 - b. Describe data collection procedures, including frequency

2. Rationale/justification for data collection.
 - a. How do the data address treatment efficacy, effectiveness, and effects?
 - b. How do the data inform the clinician about treatment progress and need for treatment modification?
3. How does the data collection apply to the research question?
(Note: Do not provide specific results of the treatment approach that you administered. Details of the treatment results should be presented during the Oral presentation).

II. STRUCTURE

- A. Minimum of 10 references that are current, accurate, & relevant. The majority should be from primary, rather than secondary sources.
- B. Grammar & spelling with no or very few errors.
- C. Accurate use of APA guidelines.
- D. Overall organization/readability of the paper.

Differential Diagnosis or Evaluation-Focused Case

****Please note that two clients must be chosen for a capstone project with this focus.**

Guidelines for Literature Review

I. INTRODUCTION

- A. Description of the client(s). Should include:
 1. History of the problem
 - a. Social history
 - b. Educational/vocational history
 - c. Medical/developmental history
 2. Current diagnoses and communication function
(Note: you may have to gather information beyond that available in the chart to provide a comprehensive description)
- B. Discussion of the population of interest and application to the client. This should be related to the client described in the first paragraph, and include:
 1. Characteristics of the disorder
 - a. General characteristics, including characteristics of the general medical condition.
 - b. Characteristics of the communication or swallowing disorder. Discussion of approaches to evaluation in medical speech-language pathology. This should include the following:
 1. General approaches to speech pathology evaluations with adult patients and/or within medical setting (i.e., general approaches or types of evaluations that may be used regardless of a specific diagnosis)
 2. Considerations for different work settings (i.e., ways that the evaluations may differ in the hospital, skilled nursing facility, rehabilitation facility, outpatient clinic, etc.)

3. Approaches to the patient and family interview process (discuss types of interviews and considerations relating to the interview process)
- C. Discussion of evaluation methodologies for the population of interest. This should include the following aspects:
- a. General description of possible evaluation frameworks. This should be related to the specific population of interest, such as the specific communication or swallowing deficit. This can include models, decision trees, flow charts, assessment of anatomy/physiology, etc.
 - b. What components are included in each?
 - c. Advantages and disadvantages of each
1. Discussion of ecological validity of evaluation method, if applicable.
- D. Clinical/Research question/purpose. This provides a motivation for the selection of your specific case and a focus for your Literature Review and Oral Presentation. It should be clearly stated and very specific. Examples include: Does this client inform SLPs about characteristics related to a complex differential diagnosis? Did the case compare two evaluation methods or try a new evaluation method? How does this client provide SLPs with new information about best practices?

II. METHODS

- A. Detailed description of the specific assessment battery used by student. Including:
1. Rationale/justification for selecting the assessment battery based on the presenting problem.
 - a. Rationale for the selection of the protocol
 - b. What aspects of communication, cognition, or swallowing did the assessment battery specifically assess?
 - c. How did the assessment tool measure the results and lead to interpretation of the results? What types of scores did the assessment tool use? Types of information may include standard scores, norm-referenced scores, biological systems (anatomical/physiological) information if evaluating in medical framework.

(Note: Do not provide specific assessment results in the Literature Review. The relevant results should be presented during the Oral Presentation.)

- B. Discussion of differential diagnosis. Including:
1. Discussion of the considerations relating to determining differential diagnosis for patient population.
 2. Barriers/challenges to determining differential diagnosis.
 3. Discussion of how the assessment process and the outcomes led to determining the differential diagnosis.
 - a. Do not include actual findings; these will be included in the oral presentation
 - b. May include flow charts, decision trees, etc.

- C. Discussion of recommendations
 - 1. Discussion of possible treatment approaches or other appropriate recommendations.
 - 2. Do not include actual recommendations; this will be included in the oral presentation.
 - 3. General description of applicable treatment approaches.
 - a. Principles (including assumptions and predictions of each treatment approach)
 - b. Strengths of treatment approaches
 - c. Weaknesses of treatment approaches

- D. Discussion of how the assessment methodology and results relate to the clinical question or purpose of the project.

III. STRUCTURE

- 1. Minimum of 10 references that are current, accurate, & relevant. The majority should be from primary, rather than secondary sources.
- 2. Grammar & spelling with no or very few errors.
- 3. Accurate use of APA guidelines.
- 4. Overall organization/readability of the paper.

Guidelines in Writing a Literature Review

(Adapted from Galvan, 1992)

- I. Getting started
 - 1. Conducting a review of the literature vs. writing a literature review
 - 2. Writing for a purpose – VERY IMPORTANT!!
 - 3. Steps:
 - a. Searching databases. Note that if you are a NSSLHA member, you have access to most of the ASHA journal articles and many of these articles are oriented towards treatment efficacy (evidence-based practice)
 - b. Collecting articles
 - i. Current, published articles (1997-present)
 - ii. Look for experimental studies, descriptive studies, theoretical articles, review articles, classic or landmark studies
 - iii. Limit book references
 - c. Scan articles to get overview of each one
 - i. Based on your overview, group articles by categories
 - ii. Develop a system or consistent format to review articles (see sample form)
 - iii. You want to be able to:
 - identify major trends or patterns in the results
 - identify gaps in the literature
 - identify relationships among studies
 - note how each article relates to your topic

iv. Evaluate your reference list for currency and for coverage

II. Beginning the Writing Process

1. Consider your purpose and clinical question in writing the literature review- IMPORTANT!
2. Reevaluate your notes to determine how the articles/topic should be organized.
3. Create an outline that traces your ARGUMENT and includes all the major parts of the written literature review.
 - a. Introduction and Methods
 - b. Relate the information to your client in each section.
 - c. Discuss controversies in the literature regarding evaluation and treatment, if applicable.
 - d. Use your journal articles as a justification to support argument. This is your opportunity to change from a critique of articles to evidence for your case.
4. Reorganize your notes according to your argument.
5. Within each topic heading, note relationships among studies.
6. Within each topic heading, look for obvious gaps or areas needing more research.
7. Plan to discuss how individual studies relate to and advance theory.
8. Plan to summarize periodically and, again, near the end of the review.
9. Plan to present conclusions and implications.
10. Flesh out your outline with details from your review of the literature

III. Writing the First Draft

1. Identify the broad problem area.
2. Emphasize the need/importance of your case presentation.
3. Provide an overview of your review:
 - You can state what will and will not be covered
 - You can state your point of view early in the review (e.g., “My goal in this review is to determine the conditions under which....”)
4. Write a clear and cohesive essay – AVOID ANNOTATIONS.
5. Use headings and subheadings.
6. Use transitions to help trace your argument.
7. Tables can be useful to compare important characteristics of the studies reviewed.
8. Write a conclusion for the end of the review – pull all the threads together.
9. Check the flow of your argument for coherence.
10. Check your draft with your topic outline
11. Guidelines on Style, Mechanics, and Language Usage
 - a. Avoid overusing direct quotations (especially long ones)
 - b. Check APA manual (5th edition) for correct use of citations and reference list
 - c. Spell out all acronyms when you first use them and avoid using too many
 - d. Avoid contractions (they are inappropriate in formal writing)
 - e. Spell-check, proofread, and edit your paper – read it backwards once
 - f. DO NOT PLAGIARIZE; THIS WILL RESULT IN FAILURE.

Assignment of Oral Presentation Dates

The order of case student presentations will be determined by lottery at the end of November taking your committee members' schedules into account. (See Table 2).

Oral Presentations

Each student will be scheduled for a 40-minute oral presentation addressing both faculty and students. The first 20 minutes will consist of a brief summary of the client, presentation of assessment and treatment results, and a discussion of the theoretical clinical and personal implications. Audiovisual support must be included in the presentation and handouts may be used if needed. The final 10-20 minutes will be devoted to a question/answer period by your committee, and if time permits, by the rest of the faculty and students in the audience. Case presentations will be scheduled on Fridays in January and February (see Table 2).

The Oral Presentation will be evaluated by the student's Advisory Committee, using the evaluation form included in Appendix F. Two outcomes are possible. The student may Pass, in which case the student will have successfully completed the capstone experience. Alternatively the student will receive an Incomplete. In this case the student will meet with the committee within two weeks (see Table 2) to orally defend the case. The student will respond to questions of the committee with minimal supporting documentation as specified by the committee. Two outcomes are possible. The student may Pass, in which case the student will have successfully completed the capstone experience. Alternatively, the student may Fail. In this case, the student will meet with the Graduate Coordinator and Advisory Committee to consider dismissal from the program. Failure of the Case Presentation is sufficient for dismissal from the program.

Oral Presentation outcomes are decided in the same manner as that used for the Literature Review, but using The Oral Presentation evaluation. In the case of an oral defense following an Incomplete, the committee will discuss the performance, and arrive at a consensus decision. The student will be asked back into the room and given the results of the committee decision.

Guidelines for Oral Presentation

I. RECAP OF THE CLINICAL CASE

Provide a brief review of the significant characteristics of the case, particularly as they relate to diagnoses, assessment, intervention, outcome, and the clinical question.

- A. Orients audience to case
- B. Represents the clinical question(s) to be answered

II. RESULTS

This section focuses on the data you collected during assessment and treatment of the case. The data relevant to the clinical question should be included.

- A. Presents diagnostic measures and evidence of integration of information across assessment tools.
- B. Presents treatment goals and rationale for selection of treatment goals
- C. Presents and interprets results and treatment data accurately
- D. Appropriately presents and interprets treatment efficacy data

III. DISCUSSION

This section focuses on meaningfully interpreting the data and presenting the implications relevant to client specific considerations and the clinical questions. Reference to theoretical and clinical aspects initially presented in the literature review should be part of the discussion.

- A. Relevance of results to clinical question(s) posed
- B. Interpretation of data with regards to the clinical implications of the case
- C. Interpretation of the data with regards to the theoretical implications of the case
- D. Interpretation of the data with regards to personal implications and relevance of the case

IV. QUESTIONS

You will be asked questions about the case and the information that you have presented. The content of your responses and the manner in which you respond will be evaluated

- A. Response to questions regarding justification, clarification, extension/expansion and/or application of the case
- B. Confidence/professionalism and poise of the case presentation

Suggestions for Oral Presentation

I. The following components must be addressed

1. Who is your client and why is this case interesting? Provide a re-cap of the clinical case and the clinical question to orient the audience.
2. What did you do? Why did you do it? What did the client do? Present of the results of your evaluation and treatment.
 - a. Provide the data

- b. Provide rationale
 - c. Interpret the data
 - d. Discuss efficacy
 3. What did the case teach us about intervention? Discuss the results in relation to:
 - a. The clinical question
 - b. The clinical implications
 - c. The theoretical implications
 - d. The personal implications
- II. Be prepared to answer questions about any aspect of the case.
- III. Presentation
 1. Limit your presentation to 20 minutes.
 - The presentation will be stopped at 20 minutes even if it is not completed
 - Information that is not presented will not be credited and affect the evaluation of the oral presentation
 2. Limit the number of slides and the amount of information on your slides
 - a. Include the key points and elaborate orally
 - b. Use tables and graphs and elaborate orally
 - c. Make the slides legible: consider font style and size, color, and graphics.
 - d. DO NOT READ FROM THE SLIDES VERBATIM
 3. Present yourself professionally, with confidence and poise.

PRAXIS EXAMINATION

The student may take the PRAXIS exam in their last semester or after they have graduated. When you take the exam it is important to specify two recipient codes at the time of your exam in order to verify your score. For students obtaining a school credential, specify #1198 (College of Education). All students must specify the CDIS department code of #0281. The passing score is 600 or higher and may be retaken if you do not achieve a passing score on your first attempt. It is important to prepare for the ASHA exam. We suggest the following:

1. Student must take responsibility to study for the ASHA exam. We encourage students to form study groups prior to the ASHA exam.
2. The faculty supports the student review for the ASHA exam by presenting colloquia on how to prepare for the exam. We also refer students to the ASHA website [ASHA](#) for more information.

PROFESSIONAL ORGANIZATIONS

There are many professional organizations available in the area of education, medicine, and communication sciences and disorders. As a concerned member of the profession, you should consider joining the American Speech-Language-Hearing Association (ASHA) and/or the American Academy of Audiology (AAA) as well as your state speech and hearing association as a minimum. Some of the benefits of membership are personal. You receive the publications of the organizations and can attend conventions at reduced rates. Some of the benefits are to the profession as a whole. For instance, your ASHA and AAA memberships help to support legislation and public relations campaigns, which will increase awareness and support of our profession. Membership in the state organization supports licensure legislation and appropriate teacher certification standards.

You are **strongly** encouraged to become a member of the National Student Speech-Language-Hearing Association (NSSLHA) and the ETSU NSSLHA Chapter, which are affiliated with ASHA. Audiology students may also join the National Association of Future Doctors of Audiology (NAFDA) and or Student Academy of Audiologist (SAA). You will receive the ASHA journals, which should prove helpful in your studies. NSSLHA also publishes its own journal, which is geared to students, and sponsors awards. As a member of NSSLHA you also save a substantial amount when you apply for ASHA certification and membership. ETSU has established NSSLHA and NAFDA chapters. The members generally meet once a month and some of the meetings involve speakers or social events. TAASLP (Tennessee Association of Audiologists and Speech-Language Pathologists) also has student membership available which entitles you to receive their newsletter and to attend the fall state convention for a reduced fee.

Applications for student membership in NSSLHA, NAFDA, or TAASLP can be obtained on line or NSSLHA/NAFDA faculty sponsors.

You can become a regular member of ASHA or TAASLP once you have completed the academic and practicum requirements for membership.

UNIVERSITY FACILITIES

Students who are enrolled at ETSU pay for the use of the Culp Center, the Student Health Center, and the Physical Activity Center in their student fees. The University Library is also available to all ETSU students. The library provides guidebooks and tours for those who are unfamiliar with the building and its services. Of special interest to students involved in research are the computer-assisted literature searches and interlibrary loan service.

The University Computer Centers are located in the Culp Center and in the College of Public and Allied Health. Students can use University computer services for their research. To do so, you need to fill out an application for e-mail and obtain an account from computer services. You will need an e-mail address to communicate with faculty and supervisors and to receive information on departmental events. *The department will communicate with you ONLY using your ETSU email account. It is your responsibility to check this account regularly for departmental information.*

A variety of cultural and athletic events are also scheduled on campus. Students can obtain tickets to athletic events at reduced rates. Concerts, plays, speakers, films, etc., are frequently presented in the D.P. Culp Center and the VA Theatre.

Use of Departmental Computers

The ASLP Department has made computers available for graduate student use in the graduate student workroom. These computers allow access to the ETSU Library, e-mail, or the Internet. You must provide your own paper for printing for classes; the department will provide paper for printing reports. Additionally, there are numerous student computer labs across campus that provides such access.

In order to assure appropriate use of the computers, please honor the following guidelines: (1) students should receive instruction in appropriate use of the computers either in class, through a university-sponsored workshop, or from a knowledgeable colleague, (2) eating and drinking are not allowed in the computer work areas, and (3) students must turn the computer off at the end of the day.

GRADUATE HOODING CONVOCATION/UNIVERSITY COMMENCEMENT

At the completion of the program, students are invited to participate in the Graduate Hooding Convocation the Friday evening before Commencement. Each recipient of the graduate degree who is present is recognized and is "hooded" by faculty members of the class choice. In May and December of each year, the University holds a commencement for all graduates. Chair and Executive Aid will develop the program and the SLP faculty committee determines receipts of the Alpha Eta Honor Society.

This activity is a student-led event. A faculty advisor will assist students in planning the ceremony. The student body will share the cost of the hooding ceremony. Financial support from student organizations may be requested to offset the cost. The following is a suggested timeline for planning:

1. The department secretary has already scheduled time and date for the Hooding Ceremony.
2. In the Fall Semester prior to the ceremony, the student committee and a second year student will review prior ceremonies and outline plan for ceremony (i.e., invited speakers, music, etc.)
3. Establish a committee to work on the Hooding Ceremony. (Fall)

4. Invite speakers, schedule musicians. (Fall)
5. Contact possible donors for flowers. (Fall)
6. Assign a student to develop an invitation. (Fall)
7. The committee will finalize plan with faculty advisor. (Spring)
8. The committee will select food for reception and arrange with the department secretary. (Spring)
9. The committee will assign students to set up stage and seating day of ceremony.

Students wishing to participate in either of these ceremonies should arrange to purchase or rent a cap, gown, and hood from the University Bookstore. Request a hood for a Master of Science or Doctor of Audiology.

ASHA EMPLOYER AND ALUMNI SURVEY

We will be requesting that you keep us updated of your correct mailing address after you have graduated. Approximately a year after you have finished the program we will send you an Alumni and Employer survey. These are general questionnaires pertaining to your training here at ETSU. The information is used for our ASHA accreditation. We hope you will take the time to assist us in completing these questionnaires.

STUDENT GRIEVANCES

Occasionally students will have complaints about faculty members or about departmental procedures. Complaints about faculty may range from an assignment being too long, a test that is perceived to be too difficult, or a grade that is thought to be unfair. In most cases the complaints represent what amounts to a simple breakdown of communication between the faculty member and the student. Usually the parties involved resolve the problem satisfactorily without anyone else necessarily being aware that a problem existed. Very few complaints need to go any further for a solution.

If a student has a complaint concerning a faculty member that cannot be resolved in discussion with the faculty member or a problem that the student does not feel free to discuss with the faculty member, the student should come to the Department Chair or Graduate Coordinator. If the student can present evidence demonstrating the possibility of a valid complaint against the faculty member, the Department Chair or Graduate Coordinator will discuss the matter with the faculty member in an attempt to resolve the problem. The Department Chair or Graduate Coordinator may bring the student and faculty member together as part of this attempt. If the problem still cannot be resolved, the Department Chair could convene a grievance committee.

If a student has a complaint about a departmental procedure, this should also be discussed with the Department Chair or Graduate Coordinator. If the Department Chair or Graduate Coordinator feels that the complaint is legitimate, he/she will solicit input from other students and/or faculty members if appropriate, and alternatives may then be suggested and adopted. If the complaint does not appear justified, no change in procedures will be made. Again, a grievance committee could be convened. Information about Student Conduct, Rights and Responsibilities are included in the Graduate Catalog.

Outside the university, students should follow the Complaint Procedure against Graduate Education Programs briefly described below, which can be found at [ASHA](#)

Procedures for Complaints Against Graduate Education Programs

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Complaints about programs must meet the following criteria:

- a) be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
- b) relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
- c) clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

Complaints must meet the following submission requirements:

- a) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA,
- b) include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information,
- c) be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to the following address:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association,
2200 Research Boulevard, #310
Rockville, MD 20850

d) will not be accepted by email or facsimile.

ACADEMIC DISHONESTY AND MISCONDUCT

Academic dishonesty includes plagiarism (representing someone else's ideas as if they are one's own), unauthorized collaboration on out-of-class projects, cheating on in-class exams, unauthorized advance access to an exam, fraudulent alterations of academic materials, and knowing cooperation with another person in an academically dishonest undertaking. Dishonesty will not be tolerated. Appropriate disciplinary action is at the discretion of the instructor and could include: a substitute assignment or exam, a grade of "zero" or "F" for the assignment or exam, a reduced grade for the exam, assignment or course, a grade of "F" for the course or recommendation of probation, suspension or expulsion. Whenever disciplinary action is taken, this must be communicated in writing within 10 working days to the: (1) student; (2) student's advisor; (3) instructor's department chair; and (4) student's academic dean.

Students have the right to appeal any allegations or actions. Academic misconduct involves obtaining undeserved academic credit or advantage, but the intent to defraud is not present. The instructor consults with the student and can require the student to complete a substitute assignment or exam. No further notification of university officials is required.

Further details regarding the policy are available in the ETSU Graduate Catalog.

CERTIFICATE OF CLINICAL COMPETENCE: SLP

To practice as a Speech-Language Pathologist or Audiologist, you must obtain the Certificate of Clinical Competence offered by the American Speech-Language-Hearing Association. In order to receive the certificate, you must complete a Clinical Fellowship (for AuD this is covered in the 4th year externship) and achieve a passing score (600) in your major area on either the National Examination in Speech-Language Pathology or the National Examination in Audiology. Guidelines and procedures for

certification and information concerning the Clinical Fellowship are contained in the ASHA Membership and Certification Handbook.

ASHA CERTIFICATION REQUIREMENTS

ASHA's certification requirements for audiology and speech-language pathology reflect a trend in health care training programs nationally. They are based on competencies that will be acquired during your participation in the graduate experience. It includes course and clinical hour requirements, as well as competencies that can be achieved outside of these formats (e.g., invited workshops, internet tutorials, and presentations). Your participation in these alternative formats will be mandatory as these extra workshops may be the only time these competencies can be met. In other words, check with faculty before scheduling trips or commitments on open Fridays during the semester (including summer) to avoid missing critical workshops. The competencies have been given to us by ASHA in a form called the Knowledge and Skills Acquisition (KASA) document. Copies of these documents are presented in Appendix M. The department will have a meeting early in the semester to inform you about how to use the KASA and other paperwork requirements for tracking your progress in achieving the competencies. Advisement sessions will be held to update the KASA form every semester after the first semester.

ASHA CODE OF ETHICS

The ASLP faculty at ETSU is dedicated to demonstrating and facilitating the standards of professional and ethical conduct. As part of that commitment to professional competence, the faculty emphasizes student understanding of the Code of Ethics of the American Speech-Language-Hearing Association (Appendix K). Upon successful completion of your graduate program, you should be ready to begin your Clinical Fellowship with full understanding of the importance of preserving the standards and principles of the Code of Ethics and with the ability to adhere strictly to those principles throughout your career.

GRADUATE ASSISTANTSHIPS, TUITION SCHOLARSHIPS, GRADUATE TRAINEESHIPS

The Department of Audiology and Speech-Language Pathology offers graduate assistantships (10 hours per week) and tuition scholarships (8 hours per week) for full-time students in the ASLP program who have completed the undergraduate prerequisites. These scholarships are awarded on a competitive basis. Detailed guidelines for these positions are available in the School of Graduate Studies Graduate Assistant Handbook. If you are awarded one of these scholarships, you will be assigned to a faculty member for your work commitment. You should plan to be available to your faculty supervisor the week prior to start of classes through exam week. To summarize, the requirements for each are presented below.

Graduate Assistantships

1. Out-of-state tuition and one-half maintenance fees (in-state tuition) are waived for fall and spring semesters.
2. Out-of-state tuition is waived for summer but maintenance fees are not waived in the summer.
3. Students must register for 9 units in fall and spring semesters and 6 units for summer.
4. Receives a monthly stipend of \$333.00
5. Must maintain a 3.0 GPA.
6. Appointments are from August 18 through May 15, you are responsible to your assigned faculty member for your work hours during that time. You must make arrangements to make up your hours with your faculty member if you will not be on campus during that time.
7. For SLP students: While your appointment is for 2 years, you must renew your appointment for the second year at the end of the first year. Announcements for renewal will be posted in the department and you must complete a form to renew your assistantship for the second year.
8. For AUD students: Your initial appointment is for one year, and the opportunity to renew is contingent upon the availability of funds. Funding decisions are made early in the summer, and it is necessary for students to apply in a timely fashion for renewals, or changes of assignment (e.g., from a GA to a clinical traineeship). Additional opportunities for GA work are provided by the VA's Research Enhancement Award Program (REAP) which provides several additional GA assignments. These GA's provide research experience as well as stipends for qualified students.

Tuition Scholarships

1. Out-of-state tuition and maintenance fees (in-state tuition) are waived for fall and spring semesters.
2. Out-of-state tuition is waived for summer, but maintenance fees are not waived in the summer.
3. Students must register for 9 units in fall and spring semester and 6 units for summer.
4. Students must maintain a 3.0 GPA.
5. Appointments are from August 18 through May 15. You are responsible to you assigned faculty member for your work hours during that time. You must make arrangements to make up your hours with your faculty member if you will not be on campus during that time.
6. For SLP students: While your appointment is for 2 years, you must renew your appointment for the second year at the end of the first year. Announcements for renewal will be posted in the department and you must complete a form to renew your assistantship for the second year.
7. For AUD students: Your initial appointment is for one year, and the opportunity to renew is contingent upon the availability of funds. Funding decisions are made early in the summer, and it is necessary for students to apply in a timely fashion for renewals, or changes of assignment (e.g., from a TS to a GA or a clinical traineeship).

VA Traineeships/Mountain Region Speech and Hearing Traineeships

VA Traineeships, Bristol Regional Speech and Hearing Center, and Mountain Region Speech and Hearing Center Traineeships are available for students after their first year in both the audiology and speech-language pathology programs. These Traineeships offer experience related to adult and pediatric populations and Mt. Region offers a Pediatric traineeship with their cochlear implant program. There are specific requirements for each traineeship in terms of hourly commitments, assignments, and beginning and ending dates (for example, the traineeships are administered on the facility's schedule, not ETSU's). Application announcements are available in the spring of your first year. These traineeships are competitive and application must be made. Students should request information about traineeships from Dr. Louw or Dr. Marc Fagelson.

SUBSTANCE ABUSE POLICY

The Appendices contain the college policy on substance abuse for students enrolled in clinical training programs.

APPENDIX A

COURSE REQUIREMENTS AND WORKSHEET FOR ACADEMIC & CLINICAL PLANNING

COURSE REQUIREMENTS: SLP

2-Year Program

REQUIRED COURSES (29 HOURS)

CDIS 5010	Neuro Bases of Cog & Comm	Fall 1	_____
CDIS 5015	Language Disorders in Children	Fall 1	_____
CDIS 5400	Research Methods in CDIS	Fall 1	_____
CDIS 5040	Adult Language Disorders	Spring 1	_____
CDIS 5025	Clinical Phonology	Spring 1	_____
CDIS 5045	Dysphagia	Spring 1	_____
CDIS 5275	Dysphagia Lab (1 credit)	Spring 1	_____
CDIS 5035	Motor Speech Disorders	Fall 2	_____
CDIS 5030	Fluency	Fall 2	_____
CDIS 5070	Voice Disorders	Spring 2	_____
CDIS 5285	Voice Lab (1 credit)	Spring 2	_____

ELECTIVES (15 HOURS)

CDIS 6300	Audiologic Rehab	Spring 2	_____
CDIS 5200	SLP in the Schools	Summer	_____
CDIS 5295	Counseling in CDIS	Pre-Summer	_____
CDIS 5290	Adv. Adult Neuro Disorders	Fall 2	_____
CDIS 5260	Intervention Issues	Fall 2	_____
CDIS 5240	Pediatric Organic Disorders	Spring 2	_____
CDIS 5280	Language and Literacy Disorders	Fall 2	_____
CDIS 5250	Comm Challenges in ASD	Spring 2	_____
CDIS 5960	Thesis (6 credits)	Fall/Spring 2	_____

CLINIC COURSES (9 HOURS; ONE EACH TERM FOR FULL TIME STUDENTS)

* CDIS 5620	SLP Clinic: Child Evaluation/Treatment	_____	_____
* CDIS 5640	SLP Clinic: Adult Evaluation/Treatment	_____	_____
CDIS 5670	SLP Clinic: Advanced (repeatable)	_____	_____
CDIS 5690	Externship: SLP (6 units)	_____	_____
* CDIS 5510	AUD Clinic for SLP	_____	

* List these clinics on your Program of Study and one of CDIS 5670 or CDIS 5690

Tennessee Teacher Program

REQUIRED COURSES (27 HOURS)

CDIS 5010	Neuro Bases of Cog & Comm	Fall 1	_____
CDIS 5015	Language Disorders in Children	Fall 1	_____
CDIS 5400	Research Methods in CDIS	Fall 2	_____
CDIS 5040	Adult Language Disorders	Spring 1	_____
CDIS 5025	Clinical Phonology	Spring 1	_____
CDIS 5045	Dysphagia	Spring 2	_____
CDIS 5275	Dysphagia Lab (1 credit)	Spring 2	_____
CDIS 5035	Motor Speech Disorders	Fall 2	_____
CDIS 5030	Fluency	Fall 3	_____
CDIS 5070	Voice Disorders	Spring 3	_____
CDIS 5285	Voice Lab (1 credit)	Spring 3	_____

ELECTIVES (15 HOURS)

CDIS 6300	Audiologic Rehab	Spring 2	_____
CDIS 5200	SLP in the Schools	Summer 1	_____

CDIS 5295	Counseling in CDIS	Pre-Summer 1/2	_____
CDIS 5290	Adv. Adult Neuro Disorders	Fall 3	_____
CDIS 5260	Intervention Issues	Fall 3	_____
CDIS 5280	Language and Literacy Disorders	Fall 2	_____
CDIS 5240	Pediatric Organic Disorders	Spring3	_____
CDIS 5250	Comm Challenges in ASD	Spring 2	_____
CDIS 5960	Thesis (6 credits)	Fall/Spring 2	_____

CLINIC COURSES (9 HOURS; ONE EACH TERM FOR FULL TIME STUDENTS)

* CDIS 5620	SLP Clinic: Child Evaluation/Treatment	_____	_____
* CDIS 5640	SLP Clinic: Adult Evaluation/Treatment	_____	_____
CDIS 5670	SLP Clinic: Advanced (repeatable)	_____	_____
CDIS 5690	Externship: SLP (6 units)	_____	_____
* CDIS 5510	AUD Clinic for SLP	_____	

* List these clinics on your Program of Study and one of CDIS 5670 or CDIS 5690

APPENDIX B

PROCEDURES FOR ADMISSION TO MASTER'S CANDIDACY AT ETSU

PROCEDURES FOR ADMISSION TO MASTER'S CANDIDACY AT ETSU

Admission to the School of Graduate Studies and the approval to pursue a degree program does not in any way imply that a student is admitted to candidacy for the master's degree. To be admitted to candidacy the student must:

1. Remove all conditions required at the time of admission by the School of Graduate Studies.
2. Complete at least one semester (12-15 hours) of residence study following admission to the School of Graduate Studies.
3. Complete a minimum of 12 semester hours in the major field of study with a grade point average of 3.0 or above.
4. Meet the specific requirements of the major department.
5. Submit the completed forms for admission to candidacy and an approved program of study of the associate vice president for research and dean of the graduate school before the beginning of the last semester of residency. When the application for candidacy is approved, the student may be considered a candidate for the graduate degree. Changes in the planned program of study for candidacy will not be approved in the School of Graduate Studies if the changes or course substitutions are not made prior to enrollment in courses. Forms for program changes are available in the Graduate Office.

APPENDIX C

APPLICATION FOR THESIS-OPTION

East Tennessee State University
Department of Audiology and Speech-Language Pathology

Thesis Application

Name: _____

Address: _____

Phone Number: (____) ____ - _____

Undergraduate GPA: _____

GRE Scores: _____

Graduate GPA: _____

Graduate Semester: _____

Title/Topic of Proposed Research: _____

Proposed Thesis Committee Chair: _____

Proposed Thesis Committee Members: _____

Brief Description of Project: _____

Potential Source of Participants: _____

Indicate completion, grade, and involvement of the following:

CDIS 5400 Research Methods: Grade: _____

Statistics Course: Grade: _____

Any other previous research studies: (principal investigator or research assistant)

APPENDIX D

APPLICATION FOR CASE PRESENTATION

East Tennessee State University

Department of Audiology and Speech-Language Pathology

Case Presentation Application

Name: _____

Graduate GPA: _____ Clinical Practicum GPA: _____ Current Semester: _____

Proposed Advisory Committee Chair: _____

Proposed Advisory Committee Members: _____

Semester(s) with Case Client: _____

Supervisor(s) of Case: _____

Practicum Site with Case Client: _____

Indicate completion of the following:	GRADE
CDIS 5015 Language Disorder in Children	_____
CDIS 5025 Clinical Phonology	_____
CDIS 5030 Fluency Disorders	_____
CDIS 5040 Adult Language Disorders	_____
CDIS 5035 Motor Speech Disorders	_____
CDIS 5045 Dysphagia	_____
CDIS 5070 Voice Disorders	_____
CDIS 5400 Research Methods	_____

Anticipated Graduation Date: _____

Submit an expanded Case History for review by your advisory chairperson. It should include: (a) a communication diagnosis; (b) a medical diagnosis, if available; (c) evaluation results; (d) treatment goals; and (e) period of treatment covered in the case presentation (in months).

Student Signature

Signature of Proposed Advisory Committee Chair

Date

Date

Approval by Graduate Faculty:

Graduate Coordinator Date

APPENDIX E

LITERATURE REVIEW EVALUATION

Evaluation of Case Presentation Literature Review:

Student: _____

Speech-Language Pathology

Reviewer: _____

I. Introduction	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Below Expectations (0 points)
A. Description of Client 1. History of the problem: a. Social history b. Educational/vocational history c. Medical/developmental history 2. Current diagnoses and communication Function			
B. Discussion of population of interest and application to the client 1. Characteristics of the disorder: a. General characteristics b. Speech/Language characteristics c. c. Differential diagnosis			
C. Discussion of evaluation methodologies for population of interest 1. General description of possible 2. evaluation frameworks a. Describe different assessment frameworks b. What components are included? c. Advantages/disadvantages			
D. Discussion of treatment approaches for population of interest 1. General description of applicable treatment approaches a. Principle (including assumptions and predictions of each treatment)			

<ul style="list-style-type: none"> a. Strengths of treatment approach b. Weaknesses of treatment approach 			
E. Clinical/research question/purpose 1. Should be very specific, such as examination of differential diagnosis or treatment efficacy or effectiveness			

Comment:

II. Methods	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Below Expectations (0 points)
A. Detailed description of the assessment battery used (formal & informal assessment tools) 1. Rational/justification for assessment battery selection based on presenting problem <ul style="list-style-type: none"> a. What aspects of communication did the assessment battery evaluate? b. What type of scores are provided (SS, AE, normed, criterion-based, etc)? 			
B. Specific treatment goals 1. Consistency of treatment goals with assessment outcomes: <ul style="list-style-type: none"> a. How did assessment results guide goal selection? b. What are the predictions of treatment outcomes based on goal selection? c. Provide a rational for the goal attack strategy that was used (horizontal, vertical, cyclical) d. Specific treatment goals 			
C. Specific intervention(s) used by the student 1. Detailed description of the intervention procedures (should be replicable) <ul style="list-style-type: none"> a. Describe treatment stimuli b. Describe treatment protocol or paradigm c. Describe frequency/duration of treatment 2. Consistency of intervention procedures with selected treatment goals			

a. How did intervention address goals?			
D. Data collection 1. Detailed description of the data collection <ul style="list-style-type: none"> a. What types of data were collected?(treatment, generalization, social validity) b. Describe data collection procedures,including frequency and methodology 2. Rationale/justification for data collection <ul style="list-style-type: none"> a. How do the data address treatment efficacy, b. effectiveness, and effects? c. How do the data inform the clinician about d. progress and need for treatment modification? 3. How does the data collection answer the clinical/research question/purpose?			

Comments:

III. Structure	Exceeds Expectation (2 points)	Meets Expectation (1 point)	Below Expectation (0 point)
A. Minimum of 10 references that are current, accurate, and relevant			
B. Grammar & spelling with no or very few errors			
C. Accurate use of APA guidelines			
D. Overall organization/readability of paper			

Comments:

Sum for "Exceed" and "Meets" Expectations: _____ divided by 13 = _____.

(Passing score is 1.0 or greater)

Any Additional Comments:

Evaluation of Case Presentation Literature Review: Student: _____

Speech-Language Pathology Reviewer: _____

Adult; Differential diagnosis-focused case (requirement of 2 cases)

I. Introduction	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Below Expectations (0 points)
E. Description of patient <ol style="list-style-type: none">1. Reason for referral to speech pathology2. Patient history:<ol style="list-style-type: none">a. Social historyb. Educational/vocational historyc. Medical history3. Current diagnoses and function (communication, cognitive, or swallowing)			
F. Discussion of population of interest and application to the patient <ol style="list-style-type: none">1. Characteristics of the disorder:<ol style="list-style-type: none">a. General characteristics of medical condition (e.g., stroke, dementia)b. Specific characteristics of disorder (communication, cognition, or swallowing)			
G. Discussion of approaches to evaluation in medical speech pathology <ol style="list-style-type: none">1. General approaches to speech pathology evaluations with adult patients and/or within medical setting (i.e., general approaches that may be used regardless of patient diagnosis)2. Considerations for different work settings (hospital, skilled nursing facility, rehab facility, outpatient clinic, etc.)			

3. Approaches to the patient and family interview process			
H. Discussion of evaluation methodologies for population of interest 1. Describe possible assessment framework(s) (specific to disorder: may include models, decision trees, flow charts, assessment of anatomy/physiology, etc.) 2. What components are included? 3. Ecological validity, if applicable 4. Advantages/disadvantages			
I. Clinical question/purpose 1. Should be very specific, such as examination of evaluation methodology or examination of differential diagnosis.			

Comments:

II. Methods	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Below Expectations (0 points)
A. Detailed description of the assessment battery used 1. Rationale/justification for assessment battery selection based on presenting problem a. What aspects of communication, cognition, or swallowing did the assessment battery evaluate? b. What type of information is gathered? Types of information may include standard scores, norm-referenced scores, biological systems (anatomical/physiological) information if evaluating in medical framework.			
B. Discussion of differential diagnosis 1. Considerations for population of interest 2. Barriers/challenges for population of interest 3. How did the assessment protocol and outcomes guide determination of differential diagnosis (May include flow charts, decision trees, etc. Do not include actual findings)			
C. Discussion of recommendations a. Description of possible treatment approaches or other recommendations appropriate for the case (do not include actual recommendations)			
D. How do the assessment methodology and results relate to the clinical question/purpose?			

Comments:

III. Structure	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Below Expectations (0 points)
A. Minimum of 10 references that are current, accurate, and relevant			
B. Grammar & spelling with no or very few errors			
C. Accurate use of APA guidelines			
D. Overall organization/readability of paper			

Comments:

Sum for "Exceed" and "Meets" Expectations: _____ divided by 13 = _____

(Passing score is 1.0 or greater)

Any Additional Comments:

APPENDIX F

ORAL PRESENTATION EVALUATION

Evaluation Criteria for Oral Presentation

Student: _____

Speech-Language Pathology

Reviewer: _____

I. Recap of Clinical Case	Exceeds Expectation (2 points)	Meets Expectation (1 point)	Below Expectation (0 points)
A. Orients audience to case			
B. Represents the clinical question(s) to be answered			

Comments:

II. Results	Exceeds Expectation (2 points)	Meets Expectation (1 point)	Below Expectation (0 points)
A. Presents diagnostic measures and evidence of integration			
B. Presents treatment goals and rationale of treatment goals			
C. Presents and interprets results and treatment data			

accurately			
D. Appropriately presents and interprets treatment efficacy data			

Comments:

III. Discussion	Exceeds Expectation (2 points)	Meets Expectation (1 point)	Below Expectation (0 points)
A. Relevance of results to clinical question(s) posed			
B. Interpretation of data with regards to the clinical implications of the case			
C. Interpretation of the data with regards to the theoretical implications of the case			
D. Interpretation of the data with regards to personal implications and relevance of the case			

Comments:

IV. Questions	Exceeds Expectation	Meets Expectation	Below Expectation

	(2 points)	(1 point)	(0 points)
A. Response to questions regarding justification, clarification, extension/expansion and/or application of the case			
B. Confidence/professionalism and poise of the case presentation			

Comments:

Sum of "Exceeds" and "Meets" Expectations: _____ divided by 14 = _____.

(Passing score is 1.0 or greater)