

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

ADVISING MANUAL

College of Behavioral Health Sciences
Health and Human Performance Department
Middle Tennessee State University
Murfreesboro, TN 37132



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Welcome to Speech-Language Pathology and Audiology

Whether helping a child who stutters or an adult with a hearing loss, the Speech-Language Pathology and Audiology program in the Department of Health and Human Performance offers students the opportunity to learn about human communication: speech, language, and hearing disorders, and intervention methods for children and adults experiencing communication problems. As a national leader offering an undergraduate pre-professional degree, MTSU's program helps prepare students for graduate study in Speech-Language pathology and audiology.

The SLPA faculty and staff recognize the importance of advising and mentoring while you are a student at MTSU. To help you succeed, we have created this advising manual as a resource to guide you. The faculty and staff in SLPA recognize the importance of advising and mentoring while you are a student at MTSU. To help you succeed, we have created this advising manual as a resource to guide you.

Please read all the information carefully and save this document for future reference.

Pre-professional Program

The Speech-Language Pathology and Audiology Program in the Health and Human Performance Department provides students with an in-depth pre-professional educational program in human communication and its disorders. The baccalaureate program aims to provide an introductory education in the context of liberal arts and sciences so that students are prepared for graduate-level professional education in Speech-Language pathology and audiology.

Speech-Language Pathology and Audiology both require a graduate degree. In Speech-Language Pathology, that degree is a two-year master's degree followed by a Clinical Fellowship Year, a year of supervised practice for which the individual is paid. Audiology requires a four-year clinical doctorate program (including the clinical fellowship year). Competition for graduate school is very high right now. To be considered for most graduate programs, students need a minimum of 3.6 overall GPA.

For those who prefer to work as a Speech-Language Pathology Assistant (SLP-A), our undergraduate degree will enable you to meet the requirements to work as an SLP-A. More information regarding this process is in section 15 of this manual.

Our bachelor's program is unique because students complete six clinical practicum hours and can take a third clinical practicum as a guided elective. Not only do you complete classwork, but you also have actual clinical experience with people with communication disorders and enter graduate school well-prepared for further study!

The bachelor's degree consists of:

- True Blue core-41 hours
- Speech-Language Pathology and Audiology Major-54 hours, consisting of
 - 45 hours of academic and clinical core coursework
 - 9 hours of Guided Electives
- General Electives -25 hours. Students must have enough General Elective hours so that the total number of hours equals or exceeds 120. Learning Support courses do not count toward the total of 120 hours.

Areas of Knowledge

The Communication Disorders courses embody the following areas of knowledge:

1. Human anatomy and physiology involved in communicative function (CDIS 3350, 3400, 4400, 4800) Articulatory and acoustic phonetics, including transcription skills (CDIS 3150, 3130, 3200, 3300)

2. Physics of sound and use of instrumentation essential to the measurement of sound (CDIS 3130, 3350, 4750)
3. Normal development of speech and language (CDIS 3200, 3260, 3270)
4. Diversity of normal communication behaviors found in a multicultural society (CDIS 3050, 3150, 3200, 3260, 3270)
5. Nature and prevention of language delay/disorders (CDIS 3050, 3260, 4800, 4850)
6. Nature and prevention of hearing loss (CDIS 3350, 4500, 4750)
7. Measurement of auditory sensitivity and acuity (CDIS 3350, 4700, 4750)
8. Rehabilitation of persons with hearing impairment (CDIS 4500, 4700, 4750)
9. Nature and prevention of speech delays/disorders (CDIS 3050, 3200, 3450, 4800, 4850)
10. Assessing communication differences, delays, or disorders (CDIS 3050, 3270, 3450, 4550-70, 4600, 4660, 4800, 4850, 4860, 4900)
11. Treatment for communication delays or disorders (CDIS 3050, 3200, 3300, 3450, 4550-70, 4660, 4850, 4860)
12. Using technology in academic presentations, research, and clinical applications, including assessment treatment and report writing (All CDIS courses)

The time to complete this undergraduate degree is usually 4 years. If you bring some hours with you, it may take less time.

You may find additional information about our field at <http://www.mtsu.edu/programs/communication-disorders/index.php>, which describes the MTSU program, or at <http://www.asha.org/>, which talks about the field in general.

For information related to admissions and applying to MTSU, please go to <http://www.mtsu.edu/how-to-apply/>.

THE VALUE OF THE UNDERGRADUATE DEGREE IN COMMUNICATION SCIENCES AND DISORDERS (CSD)



High Demand

Many graduates of CSD undergraduate programs seek to pursue graduate education in either audiology or speech-language pathology. These and other allied health and disabilities services careers are all identified as growing faster than other occupations, with demand projected to grow. The field has a deficit in research doctoral-level graduates, so those interested in a career in academia and research are highly encouraged to consider CSD as a stepping stone to a successful career as a college professor. Additionally, for those seeking other paths, the systems-based thinking, rigor, and complexity of the CSD undergraduate degree provides a superior platform for success in many different careers.



High Value

Communication is fundamental to all of human activity. The bachelor's degree in communication sciences and disorders (CSD) is centered around the basic science of human communication including biological, physical, social, and linguistic aspects, and this basic science is used as a lens to develop understanding of what happens when communication is impaired. CSD exposes students to important questions within an interdisciplinary framework and prepares individuals to consider critical questions and contribute to key enterprises of the 21st century.

Although the degree goes by many names—speech & hearing science, speech-language pathology & audiology; communication disorders—it shares core elements across programs.

A degree in CSD provides students with

A degree in CSD provides students with

- ✓ **Core competence in understanding** the science of human communication and its disorders, integrating information from the broad areas of lifespan human development, psychology, cognitive science, biology, acoustics, and language science.
- ✓ **Development of critical thinking** and written and oral communication abilities within contexts of the physical, biological, cognitive, linguistic, and social sciences.
- ✓ **Exposure to contemporary issues** in health care and education:
 - Professional ethics
 - Cultural competence for professional interactions in a diverse society
 - Evidence-based decision-making
 - Regulatory and institutional aspects of provision of services
- ✓ **Opportunities to engage** in high impact learning practices such as:
 - Service learning
 - Undergraduate research
 - Community engagement
- ✓ **Preparation to succeed** in audiology and speech-language pathology graduate programs as well as a wide variety of disciplines in areas such as:
 - Allied health
 - Education
 - Human services
 - Life sciences
 - Social sciences
- ✓ **Opportunities and a broad range of options** that utilize transferrable skills learned with an undergraduate degree in communication sciences. Graduates can be found working in all sectors of society:
 - Media
 - Education
 - Sales
 - Public relations
 - Health and human services
 - Government

More information on the undergraduate degree in CSD and careers in speech, language, and hearing

Report on Undergraduate Education by the ASHA Academic Affairs Board

asha.org/academic/reports

Careers in Speech, Language, and Hearing

asha.org/students/learn-about-the-csd-professions



Contact Information – Academic Advisors

College of Behavioral & Health Sciences
Advising Center, ACB 140
1751 MTSU Boulevard
Phone: 615.898.4803
Email: cbhsadv@mtsu.edu

Name	Advises Last Names beginning with:
Sarah Fossett	Academic Advisor for SLPA Majors and Minors
Dauthan Keener	Advising Manager
Danielle Davis	Advising Secretary

To schedule an advising appointment, visit <https://cbhsadv.mtsu.edu/appointment/>.

Contact Information – Faculty Mentors & Staff

Faculty Mentors help you identify potential career options and explore paths to your next level of education. To find your Faculty Mentor, click the Assigned Advisor link on your Pipeline account. Your Faculty Mentor will be listed as a Faculty Advisor. If you do not have a Faculty Advisor listed, email the Executive Assistant at slpa@mtsu.edu.

Name	Email	Phone	Office
Dr. Kathryn Blankenship	Kathryn.blankenship@mtsu.edu	615.898.2272	AMG 102
Dr. Karen Davis	Karen.davis@mtsu.edu	615.8985425	AMG 123
Elizabeth Smith, M.A., CC-SLP	Elizabeth.smtih@mtsu.edu	615.898.2662	AMG 119A
Samantha Jordan Executive Assistant	Samantha.jordan@mtsu.edu or slpa@mtsu.edu	615.898.2661	AMG 119

Speech-Language-Hearing Clinic

The Speech-Language-Hearing Clinic is in the Alumni Memorial Gym (AMG) on Faulkinberry Drive. The mailing address is:

Speech-Language-Hearing Clinic
MTSU Box 364
1301 E. Main St.
Murfreesboro, TN 37132

Advising Process

Academic Advisor

- Plan to meet every semester with your academic advisor
 - How to schedule: <https://www.mtsu.edu/cbhsadv/appointment.php>
- Your academic advisor will
 - Change/declare your major
 - Work with you to create an academic plan
 - Help you find courses to register for each semester
 - File all paperwork necessary for graduation

Faculty Mentor

- The Executive Assistant in SLPA will assign you a faculty mentor listed in Pipeline as a Faculty Advisor.
- Plan to meet with them as needed
- Email is the best way to schedule an appointment with your faculty mentor
- The following are items you may want to discuss with your faculty mentor:
 - Research interests
 - Specific interests in your chosen field
 - Graduate programs you may wish to apply to
 - Employment options after undergraduate

Financial Aid

- For all financial aid questions, please contact MT One Stop
 - MT One Stop Link: <https://www.mtsu.edu/one-stop/>
 - Email: MTOneStop@mtsu.edu

Important Information

- Do not skip class to meet with your advisor or faculty mentor.
- Register for the advisor-recommended classes on Pipeline. **DO NOT TAKE CLASSES OUT OF ORDER – FOLLOW YOUR ACADEMIC MAP!**
- **IMPORTANT:** If you receive financial or scholarship assistance, you **MUST** meet with your academic advisor before retaking courses or changing your Academic Map.

POD (Permission of Department)

1. A POD may be necessary for you to register for a class if prerequisites are required or if there is a college or program restriction on registration. **If a class is full, you should sign up for the waitlist.**
2. Email the professor teaching the CDIS class to request a POD. The Executive Assistant will enter the POD and email you to confirm if approved. (Note: The Executive Assistant WILL NOT enter a POD upon request. The request MUST come from the professor.)
3. If we are entering a “POD” for you to register for a class, you will not see a reference to this online. You cannot register the usual way for a class with a POD. You must go to Pipeline, Student, Registration, Add or Drop Classes, Select Term, and then enter CRN.
4. Speech-Language Pathology and Audiology faculty or staff cannot request a POD for another department. If you require a POD outside the major, contact the department that offers the course.

Changing Your Major

To change your major, you must meet with your academic advisor. To schedule an appointment, go to www.mtsu.edu/cbhsadv/ or call 615-898-4803.

Tips for SLPA Majors

Academic Advising is Important

- See “The Advising Process” form for information on the advising process.
- Stay in touch. Meet with your advisor EVERY semester (this includes graduating seniors). However, DO NOT SKIP CLASS to meet with your advisor!
- Know your course of study: Are you on the standard, accelerated, or extended track?

Know the Requirements to Make Progress in the Major

- The GPA requirement for Clinical Methods is 2.8 (see catalog statement).
- If your GPA falls below 2.8, you cannot continue on the accelerated track.

Be Involved

- Join NSSLHA!! “Like” us on Facebook – “MTSU Speech-Language Pathology & Audiology/NSSLHA.” Follow us on Instagram at [mtsu_slpa_major](#) and [mtsu-nsslha](#) and Twitter - [@MTSU_NSSLHA](#).
- Check the bulletin boards and your email frequently for important information.

Plan for the Future

- Set your goals high. Graduate schools are looking for students with a GPA of 3.5 or better and a competitive GRE score.
- Contact the Career and Employment Center (898-2500) for assistance with résumés, cover letters, graduate school applications, and job-seeking issues.
- Take several practice GRE tests and prepare for the Casper. Take the GRE/Casper in the summer/fall of your senior year.
- Contact graduate schools for information and to arrange visits in the Summer/Fall of your senior year.
- Request recommendation letters for graduate schools by November 1st. Do not forget to write thank you notes to the instructors writing your recommendation letters.

Begin Now Developing Your Professional Attitude/Demeanor/Conduct

- Arrive on time for class and all appointments.
- Turn in all work by the assigned deadlines.
- Accept constructive feedback gracefully. Provide constructive feedback to faculty and students in a respectful manner.
- Please do not enter a classroom while a student is presenting. Wait for a break or until that student has finished. Additionally, do not talk while the professor or presenter is speaking.
- Give other students a chance to speak; do not monopolize the classroom conversation.
- Respectfully participate in the classroom activities in all your classes; refrain from reading or studying other subjects during faculty and student presentations.

- Please respect your professors and fellow students; save “visiting” for after class.
- Know to whom you are speaking:
 - When addressing faculty or staff, know their credentials or how they should be addressed in person or by email!
- Do not pack your books until the instructor signals that the class is over.
- Guidelines for cell phones:
 - Put cell phones away and the sound is turned off during class time. Text messaging during class is unacceptable.
 - Under no circumstances should students use their cell phones during clinic.
- Adopt a professional style for emails. Include your full name and M#. When inquiring about a course, include the course name and CRN so that your faculty knows which course you are referring to. Write in complete and grammatically correct sentences and be specific in what you are writing. Always include a clear subject in the email.
- Check D2L and email regularly and read ALL information.
- When leaving a phone message, please enunciate your name and number clearly and repeat both at the end of the message. Do not mumble, please.
- Introduce yourself to faculty when meeting with them before or after class at the beginning of the semester before they have had a chance to become familiar with everyone.
- Do not self-advise.

Success Resources to Utilize

- [Student Success Center](#)
- [Best Practices for Student Success](#)
- [College of Behavioral Health Center for Student Coaching and Success](#)
- **Academic Support**
 - [Tutoring Services](#)
 - [University Writing Center](#)
- **Time Management:**
 - [Time Management for College Students](#)
 - [How to Improve Time Management and Study Skills](#)
- **Studying Skills:**
 - [5 Study Smart Tips](#)
 - [Study Skills](#)
 - [Note Taking](#)
 - [Memory Principles](#)
 - [Test Anxiety](#)
 - [Test Taking Tips](#)
- **Health and Well Being:**
 - [Counseling Services](#)
 - [Health Services](#)
 - [Health Promotion](#)
 - [Crisis Assistance](#)

Standard Vs Accelerated Courses of Study Information Sheet

The Speech-Language pathology and audiology major has two courses of study that led to graduation. Most students will complete the “Standard” program, a four-year program with major coursework over three years. The “Accelerated” program is for students who are transferring to MTSU or changing their major as a junior and who meet the qualifications listed below:

Students who qualify for the Accelerated Program include:

- Students transferring to MTSU with an associate degree and minimum GPA of 2.8 with no more than 60 hours left to complete.
- Students with a Baccalaureate Degree and minimum GPA of 2.8 with adequate time to complete the Accelerated Course of Study in two years.
- Students who transfer from another school or another department/major at MTSU who have completed:
 - a minimum of 57 semester hours of coursework
 - a minimum of 33 hours of General Studies
 - a minimum GPA of 2.8 and a schedule permitting coursework completion in two years.
- Students must maintain a GPA of 2.8 to continue in the accelerated program.
- To continue in the accelerated program, students must achieve a minimum of C in all major courses.
- **APPROVAL FROM SLPA FACULTY TO ENROLL IN THE ACCELERATED COURSES**

The faculty in SLPA recommend the Standard program because:

- Course sequencing is better suited to learning across courses & building on knowledge acquired in previous courses.
- Time available between courses & within the semester to integrate knowledge.
- Students have more opportunities for off-campus practicum experiences.
- Three years of coursework in the major → does not include Gen Ed courses, repeat of courses, etc.
- Courses are taken in sequence; students may not take ‘any course at any time’ (also true for clinic – students may not take two clinics within a single semester to ‘make up’ for late acceptance into the advanced part of the curriculum.)

Accelerated Program

The Accelerated Program has an advantage because it allows students who have already completed Gen Ed courses and are working on a minor to finish the program in two years and a summer. The caveats include:

- Course sequencing is extremely challenging – especially during the 1st year.
- The curriculum consists primarily of CDIS courses.
- There are no allowances for retaking classes to improve GPA.
- Students may not take an off-campus practicum.
- Students must have an overall GPA of 2.8 to be eligible for the Accelerated program.
- Must enroll in classes for two summers.

Academic Map / Standard Course of Study

Health and Human Performance Department Speech-Language Pathology and Audiology Program Academic Map / Standard Course of Study (120 hours degree) (August 2025)

Requirements to graduate for students enrolling in the MTSU Speech-Language Pathology and Audiology major.

- Baccalaureate Minimum of 120 hours
- True Blue Core - 41 hours
- Speech-Language Pathology and Audiology Major-54 hours, consisting of
45 hours of academic and clinical core coursework
9 hours of Guided Electives
- General Electives-25 hours- Students must have enough General Elective hours so that the total number of hours is equal to or greater than 120. Learning Support courses do not count toward the total of 120 hours.

FRESHMAN - FALL

ENGL 1010	3 (Must earn B- or higher)
HCL	3
HSSR	3
CCE	3
GENERAL ELECTIVE	1
	13

FRESHMAN - SPRING

ENGL 1020	3 (Must earn a B- or higher)
HCL	3
HSSR	3
NAT SCI	4 (BIOL and either CHEM or PHYS)
NON WRITTEN COMM	3
	16

SOPHOMORE - FALL

CDIS 3050	3
CDIS 3130	3
CDIS 3150	3
CCE	3
NAT SCI	4
	16

SOPHOMORE - SPRING

CDIS 3200	3
CDIS 3260	3
CDIS 3350	3
CCE	3
GEN ELECTIVE	3
	15

JUNIOR - FALL

CDIS 3300	3 (See * below)
CDIS 3400	3
CDIS 3270	3
MATH 1530	3 (Must complete statistics)
GEN ELECTIVE	3
	15

JUNIOR - SPRING

CDIS 4550	3
CDIS 4400	3
GUIDED ELECTIVE	3
GEN ELECTIVE	3
GEN ELECTIVE	3
	15

SENIOR - FALL

CDIS 4560	3
CDIS 4850	3
GUIDED ELECTIVE	3
GEN ELECTIVE	3
GEN ELECTIVE	3
	15

SENIOR - SPRING

CDIS 4500	3
CDIS 4900	3
GUIDED ELECTIVE	3
GEN ELECTIVE	3
GEN ELECTIVE	3
	15

Writing Requirement: Students who make lower than B- in ENGL 1010 *and* students who demonstrate poor writing skills in course work, as assessed by two faculty members, will be required to take an additional English course that focuses on writing. Courses students may select from include ENGL 3605 Applied Writing (Preferred); ENGL 3620: Professional Writing.

***Application for Clinical Practicum (prior to CDIS 4550):** Prior to enrollment in clinical practicum, students must meet academic and professional eligibility criteria established by the faculty and published in the clinic manual. Academic criteria include a minimum overall GPA of 2.60 in 60 credit hours, a minimal GPA of 2.80 in the major, a minimal grade of C in each prerequisite course, and competence in speaking and writing. Students apply for Clinical Practicum while enrolled in CDIS 3300.

ASHA Requirements: The American Speech-Language-Hearing Association requires all students to have completed two science courses: One in biology and a second in Chemistry or Physics. In addition, all students must have a basic course in statistics. MATH 1530 will fulfill this requirement. (66)

Students in Regular Program: Read the Following Carefully

Re-taking Courses: Because of the high GPA (minimum of 3.5 inclusive) required for acceptance by most graduate programs, students often elect to "retake" courses to improve their GPA, and this is encouraged by academic and faculty advisors. However, the University will count the most recent grade (the "retake") and eliminate the first grade REGARDLESS OF WHICH ONE IS THE BETTER GRADE. That is, if a student makes a "C" the first time and a "D" the second time, the "D" is included in the GPA---not the "C." So, if you are re-taking a class and believe your grade will be poorer than your grade for the first class, withdraw from the course and talk with your advisor!

Withdrawing from Classes: Students must complete 66% of their courses (No D's, F's, or W's), or they will be placed on academic probation. If you have several of these on your transcript, speak with your academic or faculty advisor and calculate the percentage. This may influence the classes you take!

After your initial advisement, use this Academic Map as the written semester-by-semester guide completed by your advisor to check your progress each semester. Be sure to see your advisor every semester. Turn in your upper division and intent to graduate forms on schedule! See your advisor if, in any semester, you cannot enroll in a recommended CDIS course. You may need to enroll through "Permission of Department." (POD). Your advisor will assist you. Remember, you must still register for the class if you receive a POD.

CDIS Prerequisite Courses

3010	3300
3200	3050, 3150
3270	3260
3300	3200, 3260, 2.6 overall GPA, 2.8 GPA in major
3350	3050
3400	3050
3450	3300
3500	3300
4400	3300, 3400
4500	3300, 3350
4550	3300, application, criteria standards, faculty approval
4560	4550, application, criteria standards, faculty approval
4570	4560, application, criteria standards, faculty approval
4580	4570, application, criteria standards, faculty approval
4600	4560, application faculty approval
4660	4560, application, criteria standards, faculty approval
4700	3350, 4550, permission of instructor
4850	3300, or permission of instructor
4860	4560
4900	4560
4970	3300

Guided Electives (9 hours required in addition to major courses)

Courses in the major-Students are encouraged to plan their Course of Study to take advantage of these advanced-level CDIS courses.

- | | |
|--|---|
| 3010 Communication Disorders in Pop Culture | 4630 Independent Study |
| 3450 Fluency Disorders | 4660 School Practicum in Speech-Language Pathology |
| 3500 Multicultural Issues Communication Disorders | 4700 Practicum in Audiology |
| 4570 Practicum in Speech-Language Pathology C | 4860 Seminar in School Speech Language Pathology |
| 4580 Practicum in Speech-Language Pathology D | 4970 Introduction to Augmentative and Alternative Communication |
| 4600 Off-Campus Practicum in Speech-Language Pathology | |
| 4620 Independent Study | |

Academic Map / Accelerated Course of Study

Health and Human Performance Department Speech-Language Pathology and Audiology Program Academic Map / Accelerated Course of Study (120 hours degree) (August 2025)

Requirements to graduate for students enrolling in the MTSU Speech-Language Pathology and Audiology major.

- Baccalaureate Degree-**minimum** of 120 hours
- True Blue Core-41 hours
- Speech-Language Pathology and Audiology Major-54 hours, consisting of
45 hours academic and clinical core coursework
9 hours Guided Electives
- General Electives-25 hours- Students must have enough General Elective hours so that the total number of hours is equal to or greater than 120. Learning Support courses do not count toward the total of 120 hours.

Students who qualify for the Accelerated Program include

- Students transferring to MTSU with an associate degree and minimum GPA of 2.8 with no more than 60 hours left to complete.
- Students who already have a Baccalaureate Degree and minimum GPA of 2.8 with adequate time to complete the Accelerated Course of Study in two years.
- Students who transfer from another school or another department/major at MTSU who have completed:
 - a minimum of 57 semester hours of coursework
 - a minimum of 33 hours of General Studies
 - a minimum GPA of 2.8
 - and have a schedule that permits completion of coursework in two years.
- Students must maintain a GPA of 2.8 to continue in the accelerated program.
- Students must achieve a minimum of C in all major courses to continue in the accelerated program.

TRANSFERRING STUDENTS WHO DO NOT MEET THESE REQUIREMENTS MUST FOLLOW THE REGULAR COURSE OF STUDY.

Students who transfer in the fall semester and fulfill the requirements above will follow the Course of Study as described below (add general education and minor coursework).

<u>JUNIOR YEAR/YEAR ONE-FALL</u>	<u>JUNIOR YEAR/YEAR ONE-SPRING</u>	<u>JUNIOR YEAR/YEAR ONE-SUMMER</u>
CDIS 3050 3	CDIS 3200 3	CDIS 3130 3
CDIS 3150 3	CDIS 3300 (See * below)3	CDIS GUIDED ELECTIVE 3
CDIS 3260 3	CDIS 3350 3	
ELECTIVE 3	ELECTIVE 3	
ELECTIVE 3	ELECTIVE 3	
_____	_____	_____
15	15	6
<u>SENIOR YEAR/YEAR TWO-FALL</u>	<u>SENIOR YEAR/YEAR TWO-SPRING</u>	<u>SENIOR YEAR/YEAR TWO-SUMMER</u>
CDIS 3270 3	CDIS 4560 3	CDIS 4900 3
CDIS 3400 3	CDIS 4400 3	CDIS GUIDED ELECTIVE 3
CDIS 4550 3	CDIS 4500 3	
CDIS 4850 3	CDIS GUIDED ELECTIVE 3	
ELECTIVE 3	ELECTIVE 3	
_____	_____	_____
15	15	6

Writing Requirement: Students who make lower than B- in ENGL 1010 **and** students who demonstrate poor writing skills in course work, as assessed by two faculty members, will be required to take an additional English course that focuses on writing. Courses students may select from ENGL 3605 Applied Writing (Preferred) and ENGL 3620 Professional Writing.

***Application for Clinical Practicum (before CDIS 4550): Before enrolling** in clinical practicum, students must meet academic and professional eligibility criteria established by the faculty and published in the clinic manual. Academic criteria include a minimum overall

GPA of 2.60 in 60 credit hours, a minimal GPA of 2.80 in the major, a minimal grade of C in all CDIS courses, and competence in speaking and writing. Students apply for Clinical Practicum while enrolled in CDIS 3300. **The inclusive GPA is used for all GPA calculations, including eligibility for Clinical Practicum.**

ASHA Requirements: The American Speech-Language-Hearing Association requires all students to have completed two science courses: One in biology and a second in Chemistry or Physics. In addition, all students must have a basic course in statistics. MATH 1530 will fulfill this requirement. Students in **Accelerated Program: Read the Following Carefully**

Re-taking Courses: Because of the high GPA (minimum of 3.5 inclusive) required for acceptance by most graduate programs, students frequently elect to "retake" courses to improve their GPA, and this is encouraged by academic and faculty advisors. However, the University will count the most recent grade (the "retake") and eliminate the first grade REGARDLESS OF WHICH ONE IS THE BETTER GRADE. That is, if a student makes a "C" the first time and a "D" the second time, the "D" is included in the GPA---not the "C." So, if you are re-taking a class and believe your grade will be poorer than your grade for the first class, withdraw from the course and talk with your advisor!

Withdrawing from Classes: Students must complete 66% of their courses (No D's, F's, or W's), or they will be placed on academic probation. If you have several of these on your transcript, speak with your academic or faculty advisor and calculate the percentage. This may influence the classes you take!!

After your initial advisement, use this Academic Map as the written semester-by-semester guide completed by your advisor to check your progress each semester. Be sure to see your advisor every semester. Turn in your upper division and intent to graduate forms on schedule! See your advisor if, in any semester, you cannot enroll in a recommended CDIS course. You may need to enroll through "Permission of Department." (POD). Your advisor will assist you. Remember, you must still register for the class if you receive a POD.

CDIS	CDIS Prerequisite Courses
3010	3300
3200	3050, 3150
3270	3260
3300	3200, 3260, 2.6 overall GPA, 2.8 GPA in major
3350	3050
3400	3050
3450	3300
3500	3300
4400	3300, 3400
4500	3300, 3350
4550	3300, application, criteria standards, faculty approval
4560	4550, application, criteria standards, faculty approval
4570	4560, application, criteria standards, faculty approval
4580	4570, application, criteria standards, faculty approval
4600	4560, application faculty approval
4660	4560, application, criteria standards, faculty approval
4700	3350, 4550, permission of instructor
4750	3300, 3350
4800	3300
4850	3300, or permission of instructor
4860	4560
4900	4560
4950	3300
4970	3300

Guided Electives (9 hours required in addition to major/minor courses)

Courses in the major-Students are encouraged to plan their Course of Study to take advantage of these advanced-level CDIS courses.

3010 Communication Disorders in Pop Culture
3450 Fluency Disorders
3500 Multicultural Issues in Communication Disorders
4570 Practicum in Speech-Language Pathology C
4580 Practicum in Speech-Language Pathology D
4600 Off-Campus Practicum in Speech-Language Pathology
4620 Independent Study

4630 Independent Study
4660 School Practicum in Speech-Language Pathology
4700 Practicum in Audiology
4860 Seminar in School Speech Language Pathology
4970 Introduction to Augmentative and Alternative Communication

Standard Template

Sem: FALL	
Course #	Hours
Total Hours:	0

Sem: SPRING	
Course #	Hours
CDIS 3050	3
Total Hours:	3

Sem: SUMMER	
Course #	Hours
Total Hours:	0

Sem: FALL	
Course #	Hours
CDIS 3130	3
CDIS 3150	3
Total Hours:	6

Sem: SPRING	
Course #	Hours
CDIS 3200	3
CDIS 3260	3
CDIS 3350	3
Total Hours:	9

Sem: SUMMER	
Course #	Hours
Total Hours:	0

Sem: FALL	
Course #	Hours
CDIS 3270	3
CDIS 3400	3
CDIS 3300	3
Total Hours:	9

Sem: SPRING	
Course #	Hours
CDIS 4400	3
CDIS 4550	3
CDIS 4500	3
Total Hours:	9

Sem: SUMMER	
Course #	Hours
Total Hours:	0

Sem: FALL	
Course #	Hours
CDIS 4560	3
CDIS 4850	3
CDIS Guided Elective	3
Total Hours:	9

Sem: SPRING	
Course #	Hours
CDIS 4900	3
CDIS Guided Elective	3
CDIS Guided Elective	3
Total Hours:	9

Sem: SUMMER	
Course #	Hours
Total Hours:	0

Please note: This list of courses is only a tentative plan based on current information. As you progress through your degree, we will adjust this academic plan as necessary.

Accelerated Template – Fall Start

Sem: FALL	
Course #	Hours
CDIS 3050	3
CDIS 3150	3
CDIS 3260	3
Total Hours:	9

Sem: SPRING	
Course #	Hours
CDIS 3200	3
CDIS 3300	3
CDIS 3350	3
Total Hours:	9

Sem: SUMMER	
Course #	Hours
CDIS 3130	3
CDIS Guided Elective	3
Total Hours:	6

Sem: FALL	
Course #	Hours
CDIS 3270	3
CDIS 3400	3
CDIS 4550	3
CDIS 4850	3
Total Hours:	12

Sem: SPRING	
Course #	Hours
CDIS 4400	3
CDIS 4560	3
CDIS 4500	3
CDIS Guided Elective	3
Total Hours:	12

Sem: SUMMER	
Course #	Hours
CDIS 4900	3
CDIS Guided Elective	3
Total Hours:	6

Please note: This list of courses is only a tentative plan based on current information. As you progress through your degree, we will adjust this academic plan as necessary.

Accelerated Template – Spring Start

Sem: FALL	
Course #	Hours
Total Hours:	0

Sem: SPRING	
Course #	Hours
CDIS 3050	3
Total Hours:	3

Sem: SUMMER	
Course #	Hours
Total Hours:	0

Sem: FALL	
Course #	Hours
CDIS 3150	3
CDIS 3260	3
Total Hours:	6

Sem: SPRING	
Course #	Hours
CDIS 3200	3
CDIS 3300	3
CDIS 3350	3
Total Hours:	9

Sem: SUMMER	
Course #	Hours
CDIS 3130	3
CDIS Guided Elective	3
Total Hours:	6

Sem: FALL	
Course #	Hours
CDIS 3270	3
CDIS 3400	3
CDIS 4550	3
CDIS 4850	3
Total Hours:	12

Sem: SPRING	
Course #	Hours
CDIS 4400	3
CDIS 4560	3
CDIS 4500	3
CDIS Guided Elective	3
Total Hours:	12

Sem: SUMMER	
Course #	Hours
CDIS 4900	3
CDIS Guided Elective	3
Total Hours:	6

Please note: This list of courses is only a tentative plan based on current information. As you progress through your degree, we will adjust this academic plan as necessary.

Catalog Descriptions of CDIS Courses

CDIS

- 3010 **Communication Disorders in Pop Culture.** Three credits. Popular films and literature used to explain how persons with speech, language, and hearing disorders portrayed to the public and how that information promotes images that are positive and negative. Explores how these things influence public opinion. (guided elective) **Summer**
- 3050 **Introduction to Speech Language Pathology and Audiology.** Three credits. Overview of the professions of speech-language pathology and audiology, with emphasis on the common disorders of speech, language, and hearing and their treatment. (required) **Fall/Spring**
- 3130 **Hearing and Speech Science.** Three Credits. Examines the acoustics of sound and speech production and the perception of sound and speech. Practical application of this knowledge to clinical settings emphasized. (required) **Fall/Summer**
- 3150 **Phonetics.** Three credits. Training in the recognition and production of the sounds of speech with an analysis of their formation; extensive practice in phonetic transcription. (required) **Fall**
- 3200 **Speech Sound Disorders.** Three credits. Prerequisites: CDIS 3050 and 3150. Speech development, etiologies of phonological/articulatory problems, and approaches for assessing and remediating speech-sound errors. (required) **Spring**
- 3260 **Language Acquisition and Analysis.** Three credits. Language development and procedures for analyzing child language. Semantic, syntactic, and pragmatic development will be explored through examining child language transcripts. (required) **Fall/Spring**
- 3270 **Language Literacy Development in School Age Children.** Three credits. Prerequisite: CDIS 3260. Introduces language and literacy development in school-age children. Sampling and analysis in the areas of semantics, morphosyntax, and pragmatics to identify school-age children with and without language disorders. (required) **Fall**
- 3300 **Clinical Methods in Communication Disorders.** Three credits. Prerequisites: CDIS 3050, 3150, 3200, 3260, and academic criteria established by the faculty. Planning and implementing treatment programs for individuals with speech-language disorders. A foundation for clinical practicum. (required) **Fall/Spring**
- 3350 **Introduction to Audiology.** Three credits. Prerequisite: CDIS 3050. The etiologies and diagnoses of hearing problems; practical experience in administering audiometric examinations. (required) **Spring**
- 3400 **Anatomy and Physiology for Speech Pathology.** Three credits. Prerequisite: CDIS 3050 or permission of instructor. The structures and function of the speech mechanism. (required) **Fall**
- 3450 **Fluency Disorders.** Three credits. Prerequisite: CDIS 3300. Etiologies, assessment, and treatment of fluency disorders. (guided elective) **Fall**
- 3500 **Multicultural Issues in Communication Disorders.** Three credits. Prerequisite: CDIS 3300. An introduction and initial overview of the impact of culture and cultural variation on language and communication. Includes a foundational understanding of cultural-linguistic diversity, application to the clinical process, and overall cultural competence in communication sciences and disorders. (guided elective) **Fall**

- 4400 **Neurology in Speech Language Pathology.** Three credits. Prerequisites: CDIS 3050, 3300, 3400. Structures and function of the central nervous system, the peripheral nervous system, and their constituent parts. Focus on function as it impacts human communication. Includes historical perspectives in the study of the brain and development of imaging techniques. (required) **Spring**
- 4500 **Aural Rehabilitation.** Three credits. Prerequisites: CDIS 3050, 3260, and 3350. Materials and methods employed in programs for persons with hearing loss. (guided elective) **Spring**
- 4550 **MTSU Clinic Practicum in Speech Language Pathology A.** Three credits each. Prerequisites for 4550: CDIS 3300, prior semester application, and completion of academic and professional criteria established by the faculty. Prerequisites for 4560, 4570, and 4580: CDIS 4550, 4560, and 4570, respectively. Supervised clinical practice in the University Clinic. (CDIS 4550 and 4560 required) **Fall/Spring**
- 4560 **MTSU Clinic Practicum in Speech Language Pathology B.** Three credits. Prerequisites: CDIS 4550 and 4560, prior semester application, and approval by faculty. Advanced supervised clinical practice in an off-campus clinical facility. **Fall/Spring/Summer**
- 4570 **MTSU Clinic Practicum in Speech Language Pathology C.** Three credits. Prerequisites: CDIS 4550, prior semester application, and completion of academic and professional criteria established by the faculty. Supervised clinical practice in the University clinic. (guided elective)
- 4580 **MTSU Clinic Practicum in Speech Language Pathology D.** Three credits. Prerequisites: CDIS 4550, CDIS 4560, CDIS 4570, prior semester application, and completion of academic and professional criteria established by the faculty. Supervised clinical practice in the University clinic. (guided elective)
- 4600 **Off-Campus Practicum in Speech Language Pathology.** Three credits. Prerequisites: CDIS 4550 and CDIS 4560, prior semester application, and approval by faculty. Advanced supervised clinical practice in an off-campus clinical facility. (guided elective)
- 4620-**Independent Study.** One credit each. Prerequisite: Recommendation by a faculty member.
4630 Study of a specific area of communication disorders to be completed through instructor-student conferences. (guided electives)
- 4660 **School Practicum in Speech Language Pathology.** Three credits. Prerequisites: CDIS 4550 and 4560, prior semester application, and approval by faculty. Advanced clinical practicum/externship in the schools under the supervision of an ASHA-certified practitioner based in the schools and MTSU faculty. (guided elective) **Spring**
- 4700 **Practicum in Audiology.** Three credits. Prerequisites: CDIS 3350 and 4550 or permission of instructor. Laboratory course in applying principles of audiology. (guided elective) **Spring**
- 4750 **Advanced Audiology.** Three credits. Prerequisites: CDIS 3300 and 3350 or permission of Instructor. The development of advanced skills in the evaluation and remediation of hearing problems. (guided elective) **Spring**
- 4850 **Speech and Language Disorders in Childhood.** Three credits. Prerequisites: CDIS 3400 and 4550 or permission of instructor. A comprehensive study of the speech, language, and voice difficulties experienced by children. (required) **Fall**
- 4860 **Seminar in the Schools Speech-Language Pathology.** Three credits. Prerequisites: CDIS 4550 and CDIS 4560, prior semester application, and approval by faculty. Covers topics appropriate to the implementation of federal, state, and local laws that affect service-delivery of speech-language and hearing in the school setting. Study of best practices in service delivery,

school, culture, working with parents, and how to integrate related services such as speech language and hearing intervention into the academic environment. (guided elective) **Fall**

4900 **Diagnostic Procedures in Speech Pathology.** Three credits. Prerequisite: CDIS 4550 or permission of instructor. Basic concepts of measurement and application of diagnostic procedures used in speech-language pathology. (required) **Spring/Summer**

4950 **Research Methods in Speech-Language Pathology and Audiology.** Three credits. Prerequisite: CDIS 3300. Introduces research designs and strategies frequently used in the fields of speech-language pathology and audiology. Analysis of research literature and understanding of statistical procedures commonly employed in studying this small yet diverse population. (guided elective)

4970 **Introduction to Augmentative and Alternative Communication (AAC).** Three credits. Prerequisite: CDIS 3300. Examines assessment and intervention in augmentative and alternative communication (AAC) techniques for persons having severe communication disorders or complex communication needs (CCN). Students will also have the opportunity to interact with high-technology AAC systems to practice programming. (guided elective)

MTSU True Blue Core

The True Blue Core is the heart of Middle Tennessee State University's educational mission. The Core offers innovative teaching that supports students in discovery and exploration throughout their undergraduate coursework, providing them with interdisciplinary skills and knowledge that align with their college major. With an emphasis on critical thinking, problem-solving, information literacy, and effective communication, the Core is the foundation for academic, professional, and personal success, informed civic engagement, and lifelong learning. The True Blue Core prepares students to participate and adapt in a dynamic and diverse world.

Students will complete 41 hours of courses in the True Blue Core, and all requirements can be found [here](#). As an SLPA major, you must make a B- or better in ENGL 1010 and 1020. Your MATH course must be MATH 1530-Applied Statistics, and your sciences courses must be in Biology (BIOL) and Chemistry (CHEM) or Physics (PHYS). These courses are required by the American Speech-Language-Hearing Association to be certified as a Speech-Language Pathologist or Audiologist.

Admission to Clinical Methods

Before enrollment in Clinical Methods (CDIS 3300), students must achieve a minimum overall GPA of 2.60 in 60 credit hours or 3.00 in the last 30 credit hours, a minimum GPA of 2.80 in the major, and a minimal grade of C in each prerequisite course. To enroll in and continue clinical practicum, students must meet academic and professional eligibility criteria established by the faculty and published in the clinic manual. Academic criteria include the Clinical Methods GPA standards, mastery of phonetic features, phonetic transcription, language sample analysis, and competence in speaking and writing. Students who do not receive a B- or higher grade in English composition courses (ENGL 1010 and 1020) will be required to take an additional English course to improve their writing proficiency. Additional applications are needed for enrollment in CDIS 4600, Off-Campus Practicum, and CDIS 4660, School Practicum in Speech-Language Pathology. Professional criteria include effective interpersonal skills; mature, stable behavior shown with faculty, supervisors, and staff; ability to relate to clients, families, and supervisors professionally; professional speech and language style (Competent Phonological, Semantic, Syntactic, and Pragmatic Skills); appropriate grooming/dress for clinical settings; ability to keep personal problems from interfering with clinical responsibilities; and knowledge of the clinical policies and procedures in the clinic manual.

Clinical Practicum Enrollment

Students must enroll in the Clinic Practicum course sections to work with clients with communication disorders. Student clinicians enroll in CDIS 4550----4650 for Speech-Language Practicum or CDIS 4700--4730 for Hearing Practicum. Students enrolled in Practicum will be assigned one or more clients per term for 60-minute clinical sessions as often per week as necessary to meet the client's needs.

Students cannot meet their clinic requirements (4550, 4560) in fewer than two semesters. Students may earn a grade for only one section of clinic practicum each semester, including the summer session, regardless of the number of clock hours spent in the Clinic. Graduate programs in speech-language pathology/audiology typically accept the number of undergraduate clock hours permitted by the American Speech-Language-Hearing Association. The student must be enrolled in the appropriate 4550----4660/4700----4730 clinical practicum to receive credit in the major. Participation in off-campus activities such as speech-language and/or hearing screenings supervised by MTSU faculty and/or staff will be permitted while enrolled in the appropriate clinical practicum. Clinical clock hours may not be obtained before the completion of 10 hours of clinical observation. In a given semester, the total clock hours, which are counted toward 4550----4580/4700----4730, may not exceed 40 hours, including the hours gained in the MTSU Clinic. All clinic hours must be supervised by a professional holding the Certificate of Clinical Competence (CCC) to be applied toward the clock hours accepted by the American Speech-Language-Hearing Association for the CCC.

Students enrolled in Clinic Practicum are required to attend all weekly Clinic class meetings. Any absence from the class or clinic practicum sessions must be officially excused by the student's supervisor or the Clinic Coordinator.

Frequently Asked Questions

Why is the Speech-Language Pathology and Audiology Program (SLPA) called a preprofessional program?

In 1964, the American Speech-Language-Hearing Association specified that a master's degree is the minimum education required for the Certificate of Clinical Competence.

MTSU's priority is to prepare students for graduate school. Although students have the option to work as an SLPA-A.

Why must I take courses in the sequence shown in the course of study guide my advisor gave me?

Most Speech-Language Pathology and Audiology courses are only offered once a year and designed to be built off one another; with some having prerequisites. Therefore, if you take a course out of sequence, you will delay your graduation date.

What should I do if the courses I need are closed when I try to register?

If you have been advised to take a Speech-Language Pathology and Audiology course that particular semester, sign up for the waitlist. If the course has no waitlist option, inform your academic advisor as soon as possible that the class is filled and will not let you register. Your academic advisor will speak with the Executive Assistant about a POD. If this is not settled before classes begin, go ahead, and attend the class and your academic advisor will help you add the class IF it is an appropriate one for you to add.

If it is not a CDIS course, and you need the course to graduate on time, ask your academic advisor to help.

What are guided electives, and why were they selected?

Guided electives give students choices of courses to take to complete the 120-hour curriculum required for graduation. The SLPA faculty selected courses that meet the American Speech-Language-Hearing Association's knowledge and skills areas and that add to the information students learn in the Core Courses.

Is off-campus clinical practicum available for majors in Speech-Language Pathology and Audiology?

Students on the regular, accelerated, and extended track may apply for off-campus practicum. Applicants must submit an essay, have a schedule allowing 50 hours of practicum completion, and have a grade of "A" in each clinic. Students on the accelerated track complete their C clinic during the summer, and off-campus practicum is also during the summer.

What courses in the major are offered in the summer?

We anticipate offering a clinical practicum as well as a Guided Elective course. However, the first clinical practicum, which requires a semester-long concurrent course, is not provided.

Is it acceptable for students to be employed to help with their college expenses?

Faculty understands that many MTSU students must work in addition to going to college. Students must be cautious about their work time interfering with their study time. Students find that weekend and summer employment interfere the least. Students should plan to work no more than 15 hours per week to give them time to study.

How do I find out about graduate school requirements?

Most graduate programs now have requirements, applications, and course descriptions online. You may also contact the Graduate School Office at each university and request a catalog. For information about accredited graduate programs, use ASHA's website, www.ASHA.org, and enter EdFind in the search box. From the EdFind page, you can search by degree programs, area of study, state, program offerings, cultural emphasis, and grants and contracts.

Do graduates enroll in other graduate programs?

Graduates of our program have continued their education in psychology, social work, guidance counseling, reading, special education, regular education, and nursing. Professionals sometimes change their careers even after completing graduate study in Speech-Language Pathology and Audiology!!

What are the leading careers for students who major in Speech-Language Pathology and Audiology?

Students who complete graduate study and earn the American Speech-Language-Hearing Association's Certificate of Clinical Competence (CCC) primarily become speech-language pathologists, audiologists, or speech-language and hearing scientists. Some students become teachers in schools for deaf students.

Does the American Speech-Language-Hearing Association's CCC qualify professionals to work in public schools?

Each state has rules and regulations governed by that state's Professional Licensure Board and Board of Education. In Tennessee, healthcare organizations or schools may employ professionals who have earned the CCC.

What about students who do not enroll in graduate school?

Graduates with a B.S. degree may be employed as "Speech-Language Pathology Assistants" in clinical facilities or public schools. These individuals often enroll in graduate school after working for a while or attend graduate school part-time.

Where can students learn sign language?

[Discover Sign Language | Middle Tennessee State University \(ed2go.com\)](#)

[Nashville Sign Language Club - Home](#)

[Deaf And Hard Of Hearing | Bridges for the Deaf and Hard of Hearing | Nashville \(bridgesfordeafandhh.org\)](#)

The University of Tennessee-Knoxville offers a graduate certificate program for teachers of individuals with hearing loss. [Education of the Deaf & Hard of Hearing \(Pre K-12\) | Vols Online \(utk.edu\)](#)

Although sign language is not required in MTSU's Speech-Language Pathology and Audiology program, students are encouraged to pursue this interest as an extra-curricular activity that may be highlighted in their graduate school and employment applications.

Speech-Language Pathology and Audiology Minor

A minor in Speech-Language Pathology and Audiology consists of 18 credit hours. The minor coursework was designed to assist students in meeting the degree requirements for the ASHA Speech-Language Pathology Assistant certification. The ASHA degree requirements are listed below:

Standard I: Degree

The applicant for ASHA's Speech-Language pathology assistant certification (hereafter, "applicant") must meet one of three-degree requirements to apply for certification.

Implementation: Before applying for certification as an ASHA-certified Speech-Language pathology assistant (C-SLPA), the individual must meet one of the following eligibility requirements:

- Completion of an SLPA program degree (2-year minimum) from a regionally or nationally accredited institution (e.g., an associate degree from a community college, a technical training program, a certificate program, or a bachelor's degree)
- Receipt of a bachelor's degree in communication sciences and disorders from a regionally or nationally accredited institution
- Receipt of a college degree (2-year minimum) and successful completion of coursework from a regionally or nationally accredited college institution in all the areas below
 - Introductory or overview course in communication disorders (CDIS 3050)
 - Phonetics (CDIS 3150)
 - Speech sound disorders (CDIS 3200)
 - Language development (CDIS 3260)
 - Language disorders (CDIS 4850)
 - Anatomy and physiology of speech and hearing mechanisms (CDIS 3400)

The applicant must submit an official transcript or letter of completion from the institution's registrar to the National Office within 60 days of the date of application. Verification of degree completion is required before the applicant can take the SLPA certification examination.

The SLPA minor at MTSU will require at least three semesters to complete. The suggested academic map is:

Fall	Spring	Fall
CDIS 3050	CDIS 3200	CDIS 3400
CDIS 3150	CDIS 3260	CDIS 4850

Course prerequisites must be met:

CDIS	CDIS Prerequisite Courses
3200	3050, 3150
3400	3050
4850	3300, or permission of instructor

Prereq & 2ND Degree Seeking Students

A graduate degree is required in both Speech-Language Pathology and Audiology. In Speech-Language Pathology, that degree is a two-year master's degree followed by a Clinical Fellowship Year, a year of supervised practice for which the individual is paid. Audiology requires a four-year clinical doctorate degree (including the clinical fellowship year). Competition for graduate school is very high right now. To be considered for most graduate programs, students need a minimum of 3.6 overall GPA.

If you have an undergraduate degree, you may choose one of the two routes below:

1. You may decide to apply directly to a graduate program. Some programs do accept students whose undergraduate degrees are in areas outside our field. Usually, these schools have pre-requisite requirements, that is, courses that must be completed *before* beginning a graduate program. These courses vary from one school to another, and you must determine what your school of interest requires. The following courses are typical of the courses we offer at Middle Tennessee State University. **Prerequisites can be completed in one year. However, they are offered only during the day, and at this point, we do not offer online courses:**
 1. CDIS 3050 Introduction to Communication Disorders
 2. CDIS 3130 Hearing & Speech Science
 3. CDIS 3150 Phonetics
 4. CDIS 3200 Phonological Disorders
 5. CDIS 3260 Language Acquisition & Analysis
 6. CDIS 3400 Anatomy of the Speech Mechanism
 7. CDIS 3350 Introduction to Audiology
 8. CDIS 4900 Diagnostics

2. You may decide to complete an additional bachelor's degree. This would provide the theoretical background for graduate school and include six hours of clinical practicum with an option to take a third clinical practicum as a guided elective. Thus, you would have clinical experience with persons with communication disorders and enter graduate school well-prepared for further study. The bachelor's degree consists of 54 hours of major courses, 41 hours of True Blue classes, and 25 hours of elective courses. The time to complete this undergraduate degree would depend on the hours you bring to MTSU and your previous GPA. Generally, transfer students complete the program in 2-3 years.

You may find additional information about our field at <http://www.mtsu.edu/programs/communication-disorders/index.php>, which describes the MTSU program, or at <http://www.asha.org/>, which talks about the field in general.

For information related to admissions and applying to MTSU, please go to <http://www.mtsu.edu/how-to-apply/>.

Students may apply as additional degree-seeking students or non-degree-seeking students. The difference is that the latter does not allow financial aid or assistance.

Speech-Language Pathology Assistant Program

MTSU's Speech-Language-Hearing Clinic has been providing services to the community since 1967. This unique hands-on experience for undergraduate students majoring in speech-language pathology and audiology enables them to graduate with the clinical hours necessary to register as speech-language pathology assistants (SLP-A).

Students enrolled in our standard path (minimum of three years) can enroll in a school or medical off-campus clinical practicum during their final semester in the program (Clinic C). Students would commit to two or three days at their site and receive, at minimum, 50 clinical clock hours.

Students enrolled in our accelerated path (two years, including summers) can enroll in a medical off-campus clinical practicum during their final semester in the program (Clinic D). Since this clinical rotation occurs in the summer, students are required first to complete Clinic C during the S5A Summer session and then Clinic D during the S5B Summer session. Students must commit to this plan during their final fall semester to participate in this program. This is necessary to secure the necessary number of summer placements.

When deciding on becoming an SLP-A, there are numerous factors to consider, so you need to research which pathway works for you depending on the type of environment (medical or school) or state where you want to be licensed. If you have further questions concerning options 2-4, you must contact ASHA, the State of Tennessee Board of Communications, or the State of Tennessee Board of Education for answers.

Pathways/options to becoming an SLP Assistant. Links are provided.

1. Completing an undergraduate degree in Speech-Language Pathology and Audiology. Our undergraduate degree in Speech-Language Pathology and Audiology offers coursework and clinical hours that would allow you to seek certification as a Speech-Language Pathology Assistant (SLPA).
2. The MTSU coursework and clinical experience allow you to meet the requirements to qualify as an SLP-A through the American Speech-Language-Hearing Association (ASHA). Visit [Pathways: Speech-Language Pathology Assistant Certification \(ashaassistants.org\)](https://ashaassistants.org).
3. The MTSU coursework and clinical experience allow you to meet the requirements to qualify as an SLP-A through the State of Tennessee Board of Communication Disorders and Sciences. This link leads to the application page for the TN Board of Communication Disorders and Sciences. [Applications \(tn.gov\)](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2022-sbe-meetings/february-4%2C-2022-sbe-meeting/2-4-22%20III%20F%20Educator%20Licensure%20Rule%200520-02-03-%20.05%20and%20.11%20Clean.pdf) If you click on the link that says Speech Pathology Registration Forms, it lists the guidelines.
4. The MTSU coursework and clinical experience allow you to meet the requirements to qualify as an SLP-A through the State of Tennessee Board of Education: <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2022-sbe-meetings/february-4%2C-2022-sbe-meeting/2-4-22%20III%20F%20Educator%20Licensure%20Rule%200520-02-03-%20.05%20and%20.11%20Clean.pdf>. Look at Page 2, number 3.
Endorsement area: Speech Language Pathology Assistant PreK – 12, Code: 2003

Transfer Students

We require students who have taken any communication disorders courses at another school to have those courses reviewed by a faculty member before transfer credit is awarded. Students who earned a B- or better in the course can submit a transcript for review and possible approval or recommendation to take a placement test. If the student made less than a B-, the student must retake the course.

To determine what courses other than speech-language and audiology would transfer to MTSU, visit <https://www.mtsu.edu/how-to-apply/transfer-students/team.php>.

The time to complete an undergraduate degree in SLPA is usually 4 years. If you bring some hours with you, it may take less time.

Student Success: A Program of Professional Development

Event	Purpose	Activities
Freshman and Transfer New to Blue (Summer)	To orient students and their families to the SLPA Major	Meet and greet students and parents; tour the MTSU Clinic; introduce other faculty and students (if available); and answer questions about the program, coursework, graduate school, job prospects, etc. Coordinated with CBHS Academic Advisors
Oh, the Places You Will Go! (Fall)	To orient students taking their first major course (usually during their sophomore or junior (Transfer Students) year, to expectations for MTSU and graduate school. Parents, partners, or support people are encouraged to attend.	A two-hour workshop on a Saturday morning in August or September. This includes a presentation on how to be a student in a pre-professional program, a panel of current students to answer questions and tips on being successful in the program and a small group discussion where participants can ask questions.
Group Advising Incoming Students (Fall and Spring)	To introduce first-semester students to the Course of Study programs and monitor fall/spring registration for first-semester majors (presented in CDIS 3050 Introduction to Communication Disorders)	Review of field and salaries "Are You Ready?" handout on skills important for success in class; review of Regular, Accelerated, and Extended Course of Study programs; check student schedules to be certain that all students are registered for correct courses for the fall semester
NSSLHA Welcome (Fall)	To introduce first-semester students to our professional student organization, its officers, and returning students	Dinner, introductions, and welcome activities.
Merch Wednesday (weekly)	To build pride in SLPA among all students and faculty	Students and faculty are encouraged to wear SLPA merchandise to class and clinic each Wednesday.
Gear Up for Grad School (Spring)	Building skills for graduate school and beyond	Students graduating within a year participate in this workshop with faculty members to prepare for the graduate school application process.
Ready or Not, Here Comes Grad School! (last Fall)	Orientation to the graduate school application process	<p>This is the last opportunity to learn more about composing resumes and letters of intent, completing applications to graduate school, and the proper protocol for requesting reference letters and writing thank-you notes.</p> <p>The SLPA process for graduate school applications is explained each September in preparation for submission of applications and faculty recommendation letters due November 1. This two-step process also includes faculty feedback in mid-October on resumes and letters of application.</p>

Resume Writing Workshop (Spring)	Focus on polishing resumes and letters of intent	Sponsored by the MTSU Career Development Center, this workshop introduces students to writing resumes and letters of intent.
SLPA Olympics (last Spring)	Review course content in preparation for the Major Field Test	Students participate in games that cover each topic area on the Major Field Test. Pizza and a discussion of answers follow.
Senior Celebration (last Spring)	Senior Picnic and Ceremony	A final opportunity for students and their families, friends, and faculty to get together and celebrate their accomplishments and futures.

Schedule for Professional Development for Students in the Regular and Accelerated Courses of Study

Regular Course of Study	Accelerated Course of Study	Professional Orientation Activity
Fall First Semester	Fall First Semester	Oh, the Places You Will Go!
Fall Third Semester		
Spring Fourth Semester	Spring Second Semester	Gear Up for Grad School!
Fall Fifth Semester	Fall Third Semester	Ready or Not, Here Comes Grad School
Spring Sixth Semester	Spring Fourth Semester	Senior Celebration

Academic and Clinical Remediation Plans

Program Review and Remediation Plans

All students are reviewed each semester at mid-semester and semester's end by the faculty during a formal faculty meeting. Following this review, if a student fails to achieve Course Competencies, Student Learning Outcomes, or CAA Standards as measured in his or her clinical and academic coursework, the student will be provided with a written remediation plan outlining specific expectations for his or her successful completion of the standards or learning outcomes. If a student has a C- or below at mid-term, they must attend tutoring once a week and demonstrate improvement by attending class, turning in all assignments on time, and providing written documentation of excused absences.

A major GPA of 2.8 and an overall GPA of 2.6 are required to enroll in CDIS 3300-Clinical Methods in Speech-Language Pathology. If exceptions are made to allow a student in CDIS 3300 (exceptions may be based on improvements on tests throughout the semester, attendance, and engagement in class), they must re-take a CDIS course to improve their GPA, attend tutoring, and pass the clinical placement test. Remediation will not be allowed.

If a student meets the criteria for enrolling in CDIS 3300 and does not pass the clinical placement test, the following remediation plan will be implemented:

- 1.) The instructor will tell the student that they did not pass the clinical placement test and explain the area needing remediation.
- 2.) The instructor and student will meet to discuss the remediation plan, and a written remediation plan will be created. The plan will identify areas of weakness, specific expectations for improved performance, and a specific timeline for completion of improvements. Specific expectations will include practice exercises and a meeting with the instructor who teaches the targeted content.
- 3.) The clinical instructor, instructor of the content area, and student will each sign a copy of the remediation plan.
- 4.) A copy of the remediation plan will be provided to the student, and the signed original will be placed in the student's file.
- 5.) Successful completion of the remediation plan and a passing grade on another placement test will indicate that the student has completed remediation and may enroll in CDIS 4560.

If the student does not pass the clinical placement re-test or elects not to complete the remediation plan, they must complete a three-hour independent study course in the deficient area. Once the student passes this course, he/she may enroll in CDIS 4560.

Academic Remediation Plans

If a student has difficulty achieving Course Competencies, Program Learning Outcomes, or CAA Standards, the instructor, program director, and/or advisor will formally meet with the student to identify the area of knowledge or skill that is deficient. In consultation with the student and supported by the program director or advisor, the instructor will design a written remediation plan with specific tasks, outcomes, and timelines. The student's knowledge and/or skills will be re-evaluated after the remediation plan by the instructor as needed. The student's final grade may be deferred, if necessary, until competency is demonstrated.

Examples of academic remediation may include one or more of the following:

- opportunities to repeat assignments or exams
- additional readings or written assignments
- faculty advisement on subject matter
- other activities as determined by the course instructor

The selection of the above activities will be individualized to the needs of the students and determined by the instructor to guide the student in completing the plan successfully. The remediation plan will be

written, approved, and signed by the student and program director and copied for the student's file. Regular meetings between the instructor and student will be held to evaluate student progress until (a) the remediation plan is successfully completed and the student functions under the program's expectation or (b) during the course of the plan, it is determined that the only action is to have the student repeat the course.

If the student does not successfully complete the remediation plan or elects not to complete the remediation plan, then the student will not be recommended for continuation in the program, graduation from the program, or ASHA certification as a Speech-Language pathologist.

Clinical Remediation Plans

If a student has difficulty responding to feedback and achieving Clinical Competencies, the clinical supervisor and clinic coordinator will formally meet with the student to identify the deficient area of knowledge or skill. In consultation with the student and supported by the clinic coordinator, the supervisor will design a written remediation plan with specific tasks, outcomes, and timelines. If the student completes the specific tasks in the remediation plan according to the timelines, he or she will remain in clinical practicum. If at any time the student does not comply with the remediation plan, he or she will be removed from the clinical placement and allowed to withdraw from the class for the semester or receive an F. The student will not be allowed to re-enroll in the clinical practicum later.

Plans for clinical remediation may include one or more of the following:

- opportunities to observe clinical sessions
- additional readings or written assignments
- faculty advisement on subject matter
- role-playing with peers/actors
- computer simulation
- review and evaluation of recorded sessions
- co-treatment with supervisor and/or clinic coordinator
- other activities as determined by the supervisor and/or clinical director

The selection of the above activities will be individualized to the needs of the students and determined by the supervisor and the clinic coordinator to guide the student in completing the plan successfully. The remediation plan will be written, approved, and signed by the student, clinic coordinator, and clinical supervisor and copied for the student's file. Regular meetings with the supervisor and student, facilitated by the clinic coordinator, will be held to evaluate student progress until the semester's end or the clinical placement's termination.

Faculty Review

The program chair and faculty will periodically review all remediation plans to ensure that the plans are applied across students for fairness, appropriateness, and consistency. The faculty will consider the plan in the context of the consistency of requirements, timeline, and outcomes of previous student remediation plans.

Every effort is made to identify students struggling during the semester so that instructors or clinical supervisors can work with them to ensure successful completion of the semester. However, if successful semester completion of a course and/or clinical experience is not possible, the student may be expected to repeat a course and/or clinical experience. In this case, the student is placed on a modified plan of study, and his/her graduation date may be delayed.

University-wide student support services (e.g., the Center for Personal and Professional Development) are also reviewed with any student who is assigned a remediation plan to be certain that the student is aware of and can take advantage of services available and is receiving the support that he/she needs to be successful.

Study Groups/Tutoring/Mentoring

Study Groups

Study groups and tutoring are available during the fall and spring semesters and are provided by the SLPA Student Ambassadors. Students are strongly encouraged to utilize these resources throughout the semester. To learn more about tutoring and study groups, please speak with your instructor or the Student Ambassador(s) assigned to your class.

Mentors

SLPA Student Ambassadors also serve as mentors to students in the SLPA major. If you are interested in being paired with a peer mentor, please contact your SLPA faculty mentor.

Additional Costs

The following are anticipated additional costs for Speech-Language Pathology and Audiology students. These costs are subject to change without notice.

Simucase: Students enrolled in CDIS 3300, Clinical Methods, are required to purchase a one-year subscription to [Simucase](#). The online learning platform is required for CDIS 3300 and CDIS 4550. The cost per year is \$99.

Scrubs: Once students are enrolled in CDIS 4550/4560 and assigned their first client in the MTSU Speech-Language-Hearing Clinic, they must abide by the clinic dress code and wear scrubs. Students must purchase their scrubs from Scrub Hub. There are specific styles of scrubs to choose from at Scrub Hub. Inform an employee at Scrub Hub that you are an MTSU Speech-Language Pathology and Audiology student, and they will direct you to the styles to choose from. The scrubs purchased from Scrub Hub are usually around \$50-\$60. The dress code is published in the Clinic Manual and is as follows:

Student clinicians meeting with clients will adhere to the Clinic dress code. Clinicians must be well-groomed so that they project a professional image. Clothes must be clean, pressed, smoke-free, and in good repair. **Jewelry should be limited to a single pair of small earrings, wedding bands, and/or a watch. All tattoos should be covered, hair should be a natural color, and body piercings should be removed to limit distractions.** No perfumes or cologne should be worn. Brushing teeth and using mouthwash before meeting with clients are advised. Student clinicians may be prevented from participating in the Clinic if their dress/grooming continues to be inappropriate for Clinic activities after being advised accordingly. Questions concerning dress should be presented to the Clinic Coordinator. **Clinic Uniforms** are royal blue scrubs purchased from the selected company endorsed by the MTSU Speech-Language-Hearing Clinic. Specific instructions are in the course syllabi. Name tags must be worn on the left side during all clinical activities. If sleeves are needed for warmth, students may wear long black or white sleeve shirts under their scrubs. Clean athletic-style shoes are acceptable. Students who prefer to wear a scrub skirt should purchase the approved scrub pants and alter them to a skirt. The length of the skirt should fall below the knee.

Off-Campus Practicum

If a student clinician is accepted for an off-campus practicum site, additional costs may include the following:

1. TB Skin Test-TB skin tests are available at MTSU Health Services for \$12.
2. Liability Insurance-Liability insurance is available through ASHA, with membership in National NSSLHA (\$60). It cost \$35. You must be covered at \$1,000,000.00. This is a standard policy.
3. Background Check- All students participating in the off-campus practicum must complete a background check (\$35.15).



Student Ambassador Information

What is the Student Ambassador Program?

The Student Ambassador Program is a leadership opportunity for students dedicated to serving and representing the Speech-Language Pathology and Audiology program at Middle Tennessee State University. Student Ambassadors will share their knowledge, commitment, and passion for the program at recruiting events in Rutherford County and serve as tutors and teaching assistants for courses in SLPA, and serve as tutors and teaching assistants for courses in SLPA.

What does a Student Ambassador do?

Student Ambassadors help the SLPA faculty and staff recruit potential students for the major. Each ambassador will participate in local recruiting events to help prospective students learn about the Speech-Language Pathology and Audiology program at MTSU. Student Ambassadors will also work with faculty to support new students with tutoring/mentoring in SLPA courses.

What are the benefits of becoming a Student Ambassador?

As a Student Ambassador, you will develop many transferable skills that will benefit you. Graduate schools seek more than just good grades; they want community involvement and service! Student Ambassadors will gain leadership skills to help build your resume and university and scholarship applications. You will earn letters of recommendation for graduate school and get connected to and serve your campus, major, profession, and community. In addition, you will improve your interviewing and networking skills by helping potential students learn more about speech-language pathology and audiology.

Becoming a Student Ambassador

Qualifications

- Must have completed CDIS 3200 - Speech Sound Disorders
- Knowledge of the program and profession
- Available to work 2-3 events per semester, with a minimum of 1 being on a Saturday
- Be available to tutor or mentor students regularly
- Occasionally attend CDIS courses to facilitate small-group learning
- Must commit to one academic year (Fall-Spring)
- Demonstrate strong verbal communication and interpersonal skills
- Exhibit leadership, initiative, dependability, discipline, and enthusiasm

Student Ambassadors...

- Are Positive
- Excel at communicating with others
- Provide excellent customer service
- Have MTSU spirit

To apply, please complete and submit the following:

- Completed application form.
- Typed paragraph (maximum 250 words) telling why you would be a good student ambassador.
- Turn in the application and paragraph before the deadline.

Computer Recommendations

All students need access to a laptop and will sometimes use it in Speech-Language Pathology and Audiology courses. Students are encouraged to use the brand they are most comfortable using, Apple or PC (Windows operating system, Dell, HP, Samsung, etc.). A PC is recommended if the student is not an Apple user because all clinic computers are Windows-based. MTSU has a contract with Dell. Most importantly, students need to download Word to their laptops. Not just the Office 365 cloud version.

Undergraduate Research

What is Undergraduate Research?

Undergraduate research is a collaboration between a student and a faculty member in making a creative, original contribution to a given discipline, first by investigating that topic and then by sharing their findings with the academic community, usually through a conference presentation or journal publication. This research is not limited to the traditional sciences but includes qualitative and creative projects or any other topic that interests a student. The key elements of research are planned inquiry, experimentation, observation, study, analysis, and documentation. These activities result in the discovery of new facts, knowledge, and information; new interpretation of existing facts, knowledge, and information; and the discovery of new ways of application of existing knowledge. The research enhances the student's involvement in and knowledge of a field. It brings new ideas to all interested in that field, encouraging further research or creative work.

Why do undergraduate research?

Undergraduate Research...

- Helps the student obtain a greater knowledge of a field beyond the classroom
- Demonstrates application of knowledge beyond the classroom
- Demonstrates initiative, leadership skills, and an ability to collaborate
- Provides intensive research experiences for students to pursue in-depth investigations under faculty supervision.
- Encourages and prepares students for professional and graduate programs.

Benefits of Research

- Facilitates learning of abstract concepts
- Increases retention of students and their attachment to their disciplines
- Fosters the development of critical thinking and skills of inquiry
- Stimulates interest in science
- Fosters the discovery of new knowledge
- Changes attitudes of students towards learning
- Promote career pathways

Who does undergraduate research?

- An honor student doing a senior thesis: this is typically student-led and driven with the mentorship of the faculty advisor.
- Independent study with a faculty member: this can be either student-led or working on a faculty lead project. The student will receive academic credit for this as a CDIS guided elective

- A student research assistant for a faculty member: assist faculty with their research by doing various activities such as data collection, data entry, scheduling, etc. The student might be part of a funded grant.

What will you learn in undergraduate research?

Research is a carefully planned and executed activity. It follows certain general steps that proceed systematically. The student would learn both hard and soft skills, including the following:

- How scientists think and do business
- Research being conducted by faculty members in the College
- Conduct literature reviews to learn about the problem to be investigated and how other researchers are attempting to address it directly or in related ways
- Use existing literature to assist one in planning and conducting research
- Design research according to standard procedures to obtain valid data
- Analyze and interpret data correctly and draw correct conclusions
- Present research work to an audience through various avenues (oral, written – formal, and informal) and thereby hone communication skills
- Some research opportunities would allow students to learn and operate scientific instruments and use additional techniques and technologies not available in the classroom work.
- For formal presentations, one would learn the art of writing for professional journals and presenting at meetings
- Learn to engage faculty mentors effectively
- Learn to work with other people
- Effectively manage time so the research is conducted and completed on time while balancing it with other academic and social demands on time.
- Meet new people – from the department, campus, or professional world

National & MTSU Organizations and Clubs

American Speech-Language-Hearing Association (ASHA)

The American Speech-Language-Hearing Association (ASHA), founded in 1925, is the national professional and scientific association for speech-language pathologists, speech-language and hearing scientists, and audiologists concerned with communication behavior and disorders. ASHA has over 166,000 members and certificate holders in the United States and foreign countries. ASHA's Certificates of Clinical Competence (CCC) are the only professional certificates for speech-language pathologists and audiologists recognized in every state.

To obtain the CCC in either speech-language pathology or audiology, students must complete specific coursework, practicum, and supervised professional experience to meet ASHA requirements. A graduate degree in the professional area is required. Tennessee and other state licensure requirements are similar to those for ASHA certification.

National Student Speech-Language-Hearing Association (NSSLHA)

While undergraduate and graduate students in the human communication sciences and disorders are not yet qualified to join ASHA, they have their own organization called the National Student Speech-Language-Hearing Association (NSSLHA). NSSLHA provides access to professional literature; an opportunity for interaction with professionals; assistance in the transition from student to professional life; a vehicle for student representation in matters of professional concern; educational growth through participation in NSSLHA activities and programs; and financial support for qualified student projects. The National Student Speech-Language-Hearing Association has over 13,000 members.

All students majoring in Speech-Language Pathology and Audiology are encouraged to participate in the activities sponsored by the MTSU Chapter of NSSLHA. Information regarding membership may be obtained from the faculty sponsor or the current president of the MTSU Chapter, which meets regularly in the Clinic area.

National Black Association for Speech-Language and Hearing (NBASLH)

The National Black Association for Speech-Language and Hearing is the premier professional and scientific association addressing the communication interests and concerns of black communication science and disorders professionals, students, and consumers. The association is the model for other organizations addressing the concerns of diverse populations.

MTSU NSSLHA Chapter Information

MTSU's National Student Speech-Language-Hearing Association (NSSLHA) chapter is affiliated with the American Speech-Language-Hearing Association (ASHA). Students are given opportunities to expand their knowledge about the fields of speech-language pathology and audiology and are encouraged to pursue a graduate degree in communication disorders and to **network with professionals** on and off campus. The NSSLHA chapter assists with local and national fundraising events, arranges professional workshops, develops supportive relationships with other students, and sponsors trips to in-state and out-of-state conferences. Each year, student groups attend the Tennessee Speech-Language-Hearing Association State Conference and the ASHA National Conference.

For more information regarding the MTSU Chapter of NSSLHA, contact [Elizabeth Smith](#).

Scholarship & Awards

Scholarship

Janice & David Arnold Scholarship (Sophomore & Junior)

To be eligible for consideration for this scholarship, candidates must meet the following criteria:

1. A currently enrolled MTSU student.
2. Have declared a major or minor in Speech-Language Pathology and Audiology.
3. Must have an average of B or higher on all coursework at all academic institutions they have attended.

Awards

Dr. Bertha Smith Clark Exemplary Student Award (Senior)

To be eligible for consideration for this award, candidates must meet the following criteria:

1. A graduating senior at MTSU.
2. Have declared a major in Speech-Language Pathology and Audiology.
3. A minimum GPA of 3.0.
4. The donor intends that this award be given to a student who demonstrates a commitment to undergraduate excellence while overcoming significant adversity.

Dr. Kay Garrard Academic Leadership Award (Senior)

The recipient shall:

- Be a Speech-Language Pathology and Audiology major who is completing an undergraduate degree in the spring or summer semester of the award calendar year,
- Have achieved at the time of the award a minimum grade point average of 3.2 overall and 3.5 in the major on a 4.0 scale,
- Have received excellent clinical evaluations by two clinical supervisors,
- Have demonstrated excellent speaking and writing skills,
- Have demonstrated leadership as well as ability to collaborate with other students,
- Have demonstrated interest in seeking knowledge and improvement beyond the required academic course of study and
- Have applied to graduate school to begin graduate study in the fall semester after graduating from MTSU, with the intent to advance her or his education in the field of speech-language pathology, audiology, deaf education, or a closely related field such as special education.

Directions for Applying

To apply for these scholarships, the student needs to complete **BOTH** the General Scholarship Application and the College of Behavioral & Health Sciences Scholarship Application

Below is information about accessing the Scholarship Manager portal, applying for our scholarship and awards, and other Foundation scholarships:

- The MTSU application to apply for Foundation scholarships for the upcoming academic year opens October 1 and will remain open until February 15.
 - Students must complete the General Application to apply for Foundation scholarships.
 - Once the General Application is completed, students will be prompted to complete additional sub-applications to determine their scholarship eligibility.
- Students are encouraged to visit [MTSU Financial Aid \(https://www.mtsu.edu/financial-aid/\)](https://www.mtsu.edu/financial-aid/).
 - From this page, students can access the Scholarship Manager portal.

- Additional resources and information are available for all aspects of MTSU's financial aid.
- Students may also access the [Scholarship Manager](https://mtsu.scholarships.ngwebsolutions.com/) (<https://mtsu.scholarships.ngwebsolutions.com/>) portal directly.
 - Students will log in with their MTSU username and password.