College of Health Sciences and Human Services
MURRAY STATE UNIVERSITY

Murray State University
Academic Handbook

Graduate Program
Speech-Language Pathology

Revised May 2013

College of Health Sciences and Human Services
MURRAY STATE UNIVERSITY

Dear Graduate Student in Speech-Language Pathology,

Welcome to the Murray State University Graduate Program in Speech-Language Pathology! Graduate school is a most memorable time of your life as you are preparing for a professional career in a very rewarding and exciting field. You have made an excellent choice in our program. We take pride in the fact that each of the faculty teach in the classroom in their area of expertise or that they practice in the clinic. The faculty in the Communication Disorders program recognizes that graduate school can be stressful. Please know we do want to see you succeed! Success in graduate school requires hard work and good communication skills. Therefore, you are strongly encouraged to establish open lines of communication with your program director, instructors, advisor, and /or a faculty mentor.

The Murray State University Graduate Program in Speech-Language Pathology is a blend of theoretical, clinical and research orientations that will prepare you for professional practice upon graduation. The academic and clinical training required to complete the two year program is carefully designed to ensure you are eligible for certification as well as to support vocational success. Despite the intense academic and clinical challenges that you will incur during your time at Murray we are hopeful that you will eagerly embrace the learning opportunities in the clinic and classroom and experience the closeness and camaraderie that our faculty and students share.

We wish you the best of luck as you progress toward your master's degree and a promising career as a successful Speech-Language Pathologist.

Sincerely,

Kelly A. Kleinhans

Kelly A. Kleinhans, Ph.D., CCC/SLP
Communication Disorders, Program Director

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INTRODUCTION

This handbook has been prepared to provide students with information about the requirements, policies, and procedures of the Graduate Program in Speech-Language Pathology. This information supplements information from the Graduate Bulletin. Material in this handbook is subject to change. The on-line handbook will be updated as you progress through your program. You should check the updated version regularly. You are responsible for those changes as they represent the most current policy. Requirements, forms and procedures pertaining to clinical training in the Murray State University Speech-Hearing Clinic are found in the Clinic Handbook purchased at the required orientation.

The Communication Disorders Graduate Program in Speech-Language Pathology (CDI). The Graduate Program in Speech-Language Pathology offers the Master of Science degree. The program is designed to provide superior academic and clinical education in order to develop professionals prepared to provide clinical services for individuals with communication disorders. The Graduate Program in Speech-Language Pathology at Murray State was first accredited in 1982 by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association (ASHA). The CDI Graduate Program in Speech-Language Pathology is one of four programs in the Department of Applied Health Sciences, in the College of Health Sciences and Human Services at Murray State University (MSU).

An Overview of the Graduate Program in Speech-Language Pathology:

College of Health Sciences Human Services
Dr. Susan Muller, Dean
107-C Applied Science Building
Murray, KY, 42071
270-809-3590

Department of Applied Health Sciences
Dr. Michael Kalinsky, Chair
408-B Applied Health Science
Murray, KY, 42071
270-809-6826

Communication Disorders Graduate Program in Speech-Language Pathology
Dr. Kelly Kleinhans, Program Director
125 Alexander Hall
Phone: 270-809-2446
FAX: 270-809-3963
Faculty offices: Alexander Hall, western section, second floor

Speech and Hearing Clinic
Dr. Sharon Hart, Clinic Coordinator
125 Alexander Hall
Murray, KY, 42071
Phone: 270-809-2446
FAX: 270-809-3963

CDI Faculty and Staff

Alison Brown, M.S., Lecturer/Clinical Supervisor
abrown70@murraystate.edu 234 Alexander Hall, 270/809-2446

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Janet Hosford, M.S., Clinical Supervisor, Part-Time
jhosford1@murraystate.edu, 217 Alexander Hall 270/809-2446

Kelly Kleinhans, Ph.D., Assistant Professor, Graduate Coordinator and Program Director kkleinhans@murraystate.edu, 218 Alexander Hall, 270/809-6843

Megan Smetana, M.S., Lecturer/Clinical Supervisor
kmossrobinson@murraystate.edu, 219 Alexander Hall, 270/809-6840

Pearl Payne., Ph.D., Professor
ppayne@murraystate.edu, 236 Alexander Hall, 270/809-2674

Lori Sheppard, Clinic Administrative Assistant,
lshepphard@murraystate.edu, 125 Alexander Hall, 270/809-2446

Jasmine Young, M.S., Lecturer/Clinical Supervisor
jspruill@murraystate.edu, 229 Alexander Hall, 270/80-6822n

Faculty members can be reached directly by telephone and electronic mail. Up-to-date contact information is posted on the MSU Website at http://campus.murraystate.edu/phone/.

CDI Program Facilities

The Murray State University Speech and Hearing Clinic is located on the first floor of Alexander Hall. The main Clinic Office is in room 125. The Clinic Waiting Room and offices for the Clinic Secretary and the Clinic Coordinator are also located on the first floor. In addition to the Clinic office on the first floor are fifteen therapy and evaluation rooms, the audiology suite, a large and a well-equipped clinical materials room. Four large observation suites provide one-way mirrors and a controlled sound system for non-intrusive observation of clinical activities. On the second floor of Alexander Hall are a Language Acquisition and Disorders Lab (room 233) and an Augmentative and Alternative Communication Lab (room 235). A graduate student workroom is located on the second floor in room 200. The Speech and Hearing Clinic and faculty offices are located on the first and second floors of Alexander Hall.

The Clinic Materials Room, located in room 109 of Alexander Hall, contains many therapy and diagnostic materials that may be checked out by all CDI students and faculty. Most diagnostic test materials are stored in the Clinic Office and must be checked out from the Clinic Secretary, while some are also in the materials room. An excellent collection of therapy resource books and children's books may be checked out from the Clinical Coordinator's office.

Students in the program learn in an environment containing the latest in educational technology, including web based instruction. Smart Classrooms with advanced technology support and enhance quality teaching. Alexander Hall also houses a fully equipped student computer laboratory with numerous computers, digital scanners, and high speed printing. The building is also equipped with wireless access for personal computing.

Alexander Hall

1. A first floor entrance primarily for Clinic access is located on the north side of the building. Clinic visitors and faculty reserve a small parking lot near this entrance for use.

2. Classrooms are located on the first and second floors, in the eastern section of the building.

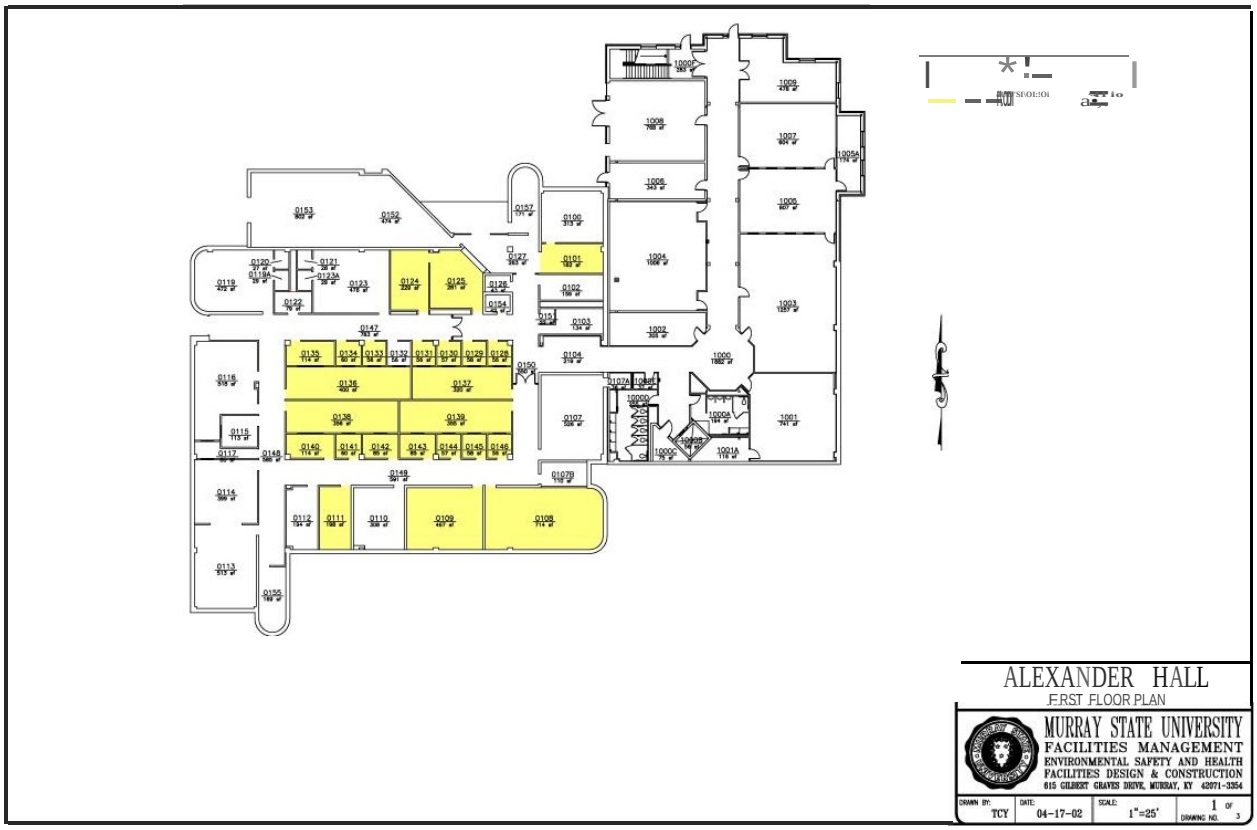
3. Second floor entrances on the south and east sides of the building provide easy access to classrooms and faculty offices.

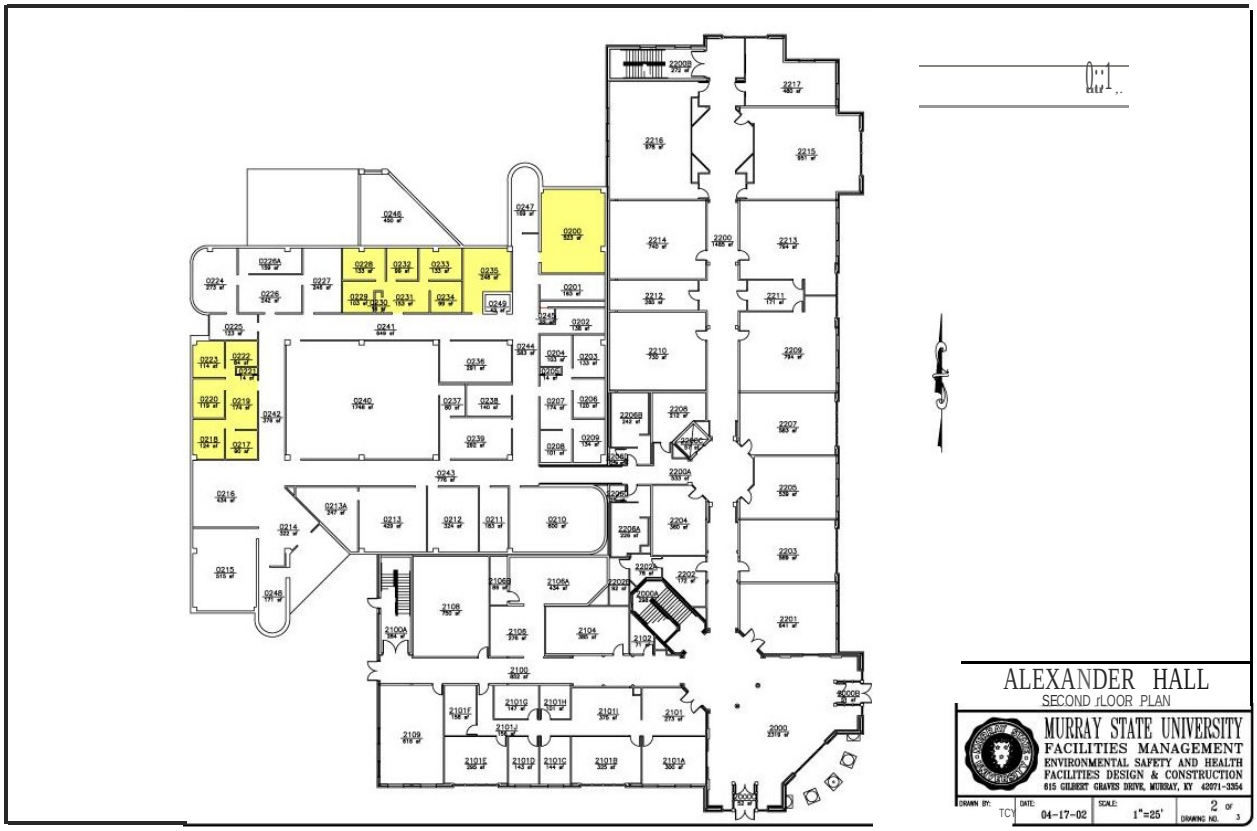
4. Parking for students and faculty is located in various lots near the building. A footbridge at the northwest corner of the north parking lot leads to an especially large parking area..

5. Several parking spaces just outside each building entrance are reserved for persons with disabilities. Additionally, some spaces are reserved for University visitors.

6. Elevators are located near the northern and eastern entrances, while stairwells are near all entrances.

7. Room number directories are located near each entrance to the building. Four digit room numbers are located on the eastern (newer) side of the building while three digit room numbers are located on the western (older) side. Faculty office hours are posted on each instructor's door; However, if a specific time is required to see the instructor, an appointment should be made in advance.


ALEXANDER HALL
FIRST FLOOR PLAN
MURRAY STATE UNIVERSITY
FACILITIES MANAGEMENT
ENVIRONMENTAL SAFETY AND HEALTH
FACILITIES DESIGN & CONSTRUCTION
615 GILBERT GRAVES DRIVE, MURRAY, KY 42071-3354
DRAWN BY: TCY
DATE: 04-17-02
SCALE: 1"=25'
1 OF 3


ALEXANDER HALL
SECOND FLOOR PLAN
MURRAY STATE UNIVERSITY
FACILITIES MANAGEMENT
ENVIRONMENTAL SAFETY AND HEALTH
FACILITIES DESIGN & CONSTRUCTION
615 GILBERT GRAVES DRIVE, MURRAY, KY 42071-3354
DRAWN BY: TCY
DATE: 04-17-02
SCALE: 1"=25'
2 OF 3

An Overview Of The Field Of Speech-Language Pathology And Audiology

The American Speech-Language-Hearing Association (ASHA). Speech-language pathology and audiology are two professions within the discipline of communication disorders. Both speech-language pathologists and audiologists work with children and adults in a variety of settings, including medical, rehabilitation, private practice and educational facilities. ASHA is the professional, scientific, and credentialing association for audiologists, speech-language pathologists, and speech, language, and hearing scientists in the United States. ASHA's membership currently includes more than 150,000 professionals. ASHA serves as the governing body for standards, credentialing, continuing education and professional development, ethical practice, and public legislation and advocacy for the professions. The ASHA website at www.asha.org provides additional information about the Association's Programs.

The master's degree in speech-language pathology is the minimum academic requirement for ASHA certification in speech-language pathology and the Audiology Doctorate (AudD) is the minimum degree for ASHA certification in audiology. Murray State University's Master of Science (M.S.) program in speech-language pathology is accredited by ASHA's Council on Academic Accreditation (CAA) to provide the academic and clinical education required for ASHA's Clinical Certification of Competence (CCC) in Speech-Language Pathology. Murray State University does not offer graduate training in audiology.

After successful completion of all undergraduate and graduate education, a national PRAXIS examination, and a professional internship, individuals may be awarded the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from ASHA. In many states, including Kentucky, this credential is the primary requirement for professional licensure in speech-language pathology. Information about Kentucky licensure may be accessed through the Kentucky Board of Speech-Language Pathology and Audiology website:
http://finance.ky.gov/ourcabinet/caboff/OAS/op/splanpath/

Many states require speech-language pathologists to hold a teaching certificate in order to obtain a tenured position in a school system. Most students in the Murray State University program elect to also complete all requirements for Kentucky teacher certification. Requirements for other states may differ and students should confer with their academic advisor early in their programs to determine what they need to do in order to meet teacher education requirement in another state.

National Student Speech, Language, and Hearing Association

The National Student Speech, Language, Hearing Association (NSSLHA) is the student association for students interested in the study of communication sciences and disorders. It is associated with the American Speech, Language, Hearing Association (ASHA) and NSSLHA members receive all the benefits of ASHA membership at a fraction of the cost. These benefits include access to ASHA journals, discounts on conference fees and ASHA products, and access to "members-only" areas on the national websites. National membership is available to undergraduate, graduate, or doctoral students enrolled full- or part-time in a communication sciences program or related major. Membership information can be found at the national NSSLHA web site, at http://www.nsslha.org.

The Murray State University Chapter of NSSLHA sponsors both professional and social activities. Many opportunities for student involvement are available. Students learn and improve leadership skills, professionalism, civic responsibility and professional knowledge. The MSU chapter of NSSLHA also offers students the opportunities to interact with fellow students and faculty outside of the classroom environment. The MSU NSSLHA and NSSLHA groups at other Commonwealth academic programs participate in a Silent Auction at the KSHA annual convention to raise scholarship monies for their respective programs

All CDI students are encouraged to join the Murray State chapter of NSSLHA and the national NSSLHA organization. Students are also encouraged to join the Kentucky Speech-Language-Hearing Association (KSHA). This is an important resource for information regarding legal issues that may impact the careers of speech-language pathologists and audiologists. Information about KSHA activities and membership can be found at http://www.kysha.org.

The local NSSLHA chapter maintains a course management site for information exchange among members and faculty. Information about each association and announcements regarding meetings and organizational activities are also posted on the NSSLHA bulletin board near room 219 of Alexander Hall.

STUDENT ORIENTATION

Students should use their faculty advisor as their primary source of information. The Clinic secretary can assist students with questions regarding clinic operations, but **cannot** provide academic advising. Students are encouraged to seek additional information from their advisor or the Graduate Coordinator if the need arises as the application of some policies will vary with the special circumstances of individual students. **Students are strongly discouraged from seeking or following suggestions from other students regarding their academic program.**

Student Resources

1. A well-maintained and supervised laboratory on the first floor of Alexander Hall provides computers, scanners, and high speed printing resources for daily extended-hours student use. Numerous other computer laboratories are also available to students across the Murray State University campus. Laboratory locations and schedules are provided on the Murray State website at http://campus.murraystate.edu/technical/labdir.htm

2. Speech, language and hearing screenings and evaluations are provided in the MSU Speech and Hearing Clinic upon request and at no cost to MSU students. Speech and language therapy services are also provided at no cost to MSU students.

3. All faculty and students at MSU are assigned email addresses. These free accounts will be used for official purposes by the CDI faculty and staff. All students are expected to check regularly for information from the Program. If you don't already know your MSU email address, go to https://webmail.murraystate.edu to get started.

4. Individual mailboxes (assigned) and a locker for storage are located in the graduate student workroom. The mailboxes should be checked several times each day for important correspondences from advisors, supervisors and professors. Computers in the Graduate student workroom are primarily for clinic planning and reports; however they may also be used for e-mail and other academic purposes if others do not have higher priority needs. Printers are available for student use for printing clinic reports and materials only. Students have access to a computer lab in the basement of Alexander Hall and the Waterfield Library for all other printing (personal or academic needs). The clinic copier and printer are not to be used for personal use.

5. A graduate student workroom has been prepared to provide students a place to work, rest and collaborate during their busy schedule. All graduate students are expected to take responsibility for regular, orderly maintenance of the workroom. Food should not be stored in the area and the microwave should be cleaned after each use. Items checked-out from the Clinic Office or Materials Room should be returned after use. They should never be left overnight in the workroom.

standard clipboard, a good quality audio recorder (preferably digital), a standard handheld

Necessary Tools and Skills

1. Important tools that will be used often during training in speech-language pathology include a standard clipboard, a good quality audio recorder (preferably digital), a standard handheld calculator*, and the current style manual of the American Psychological Association (APA style manual). *Please note: phone use as a clock or calculator in clinic or class must be approved by the supervisor or instructor prior to use.

2. All instructors in the Division of Communication Disorders require students to submit papers prepared with the use of word processing applications. Microsoft Word is the required word processing software for clinic reports. Word processing, internet access and electronic mail access are available in the student computer labs located throughout campus.

3. Although the necessary resources are available in student computer labs on the MSU campus (see above), the CDI faculty strongly recommends that each student should own and use a modern personal computer with a current operating system and printer. At a minimum, students are expected to use Microsoft Word or compatible software to receive, create, edit and generally share electronic documents. Students will also benefit greatly from personal access to applications that enable Internet searching for information, WEB-based access to teaching resources (i.e., Canvas),
and data management, analysis and presentations. The Microsoft Office suite (Word, Excel, Internet Explorer, PowerPoint, Outlook, etc.) has become a standard for meeting those needs.

4. Copying facilities are available in the Waterfield Library as well as several other inexpensive on- and off-campus facilities. Clinic printers and copiers are not to be used for student's personal or academic work. Limited printing for clinic use may be permitted with supervisor authorization.

5. CDI students are expected to be familiar with all journals published by ASHA as well as other important journals in speech-language pathology, audiology and related disciplines (e.g., Journal of Fluency Disorders, Child Language, Journal of Aphasiology, etc.). MSU's Waterfield library maintains up-to-date collections of these important resources and many other journals and books. The library system also provides the Iliad interlibrary loan system to provide access to resources at
other institutions throughout the United States. Using Iliad makes it possible electronic documents to be delivered directly to your desktop, and the status of document requests can be tracked from any Web browser. The student computer laboratory in the Waterfield Library lobby allows log-in access to resources needed for research. The selection of ASHA journals currently includes:

ASHA Leader
American Journal of Audiology (AJA)
American Journal of Speech-Language Pathology (AJSLP)
Journal of Speech, Language, and Hearing Disorders (JSLHD, last publication in 1990) Journal of Speech and Hearing Research (JSLHR)
Language, Speech, and Hearing Services in Schools (LSHSS)

standard clipboard, a good quality audio recorder (preferably digital), a standard handheld

6. Effective writing skills are crucial to academic and professional success. Many courses require literature reviews and research papers, and many examinations require essay answers. An issue related to good writing skills is the accurate and appropriate citation of published material. Plagiarism is a frequent problem when students don't understand and use appropriate citations. Refer to http://owl.english.purdue.edu/owl/resource/589/01/ for guidelines on avoiding plagiarism. All students should also refer to the current graduate bulletin for Murray State University's Policy on Academic Honesty. Other questions or concerns about academic honesty or ethical behavior should be discussed with division faculty.

POLICIES

In addition to the policies outlined in the MSU University Bulletin (http://www.murraystate.edu/Libraries/Academic_bulletins/Academic_Bulletin_2012_-_2013.sflb.ashx) , students are expected to follow class polies and conduct themselves in a professional manner in keeping with the Scope and Practice of Speech-Language Pathology(http://www.asha.org/policy/SP2007-00283.htm) and the Code of Ethics (http://www.asha.org/policy/ET2010-00309.htm) outlined by ASHA.

Policy on Attendance (Page 11 in the MSU Bulletin)

Students are expected to attend all classes in which they are enrolled for credit or audit purposes. An instructor may establish attendance policies for each class so long as they: (1) are clearly published in the course syllabus, (2) distinguish between excused and unexcused absences and (3) are consistent with university policies as outlined in the Bulletin.
Excused absences fall into two broad categories:
1. Absence due to personal illness or death in the immediate family or other extraordinary personal circumstance. Faculty may require appropriate authentication or documentation.
2. Absence due to student participation in a University Sanctioned Event in which the student serves as a representative of the institution.
University Sanctioned Events shall include those officially scheduled activities (practice and training sessions NOT included) related to intercollegiate athletics, performing groups, and teams who represent the university in debate, forensics or other academic competitions. Other activities and events may be added to this listing upon recommendation of the Sanctioned Events Committee and approval by the Provost. This committee shall consist of the Vice President for Student Affairs, the Director of Athletics, the Faculty Senate President, a student appointed by the President of the Student Government Association, and the Provost or his designee. The official list of approved, sanctioned activities and events shall be maintained in the Office of the Provost.

Attendance and participation in class activities is essential to success in college. Absences, for whatever purposes, can potentially undermine the shared goal of student learning. In cases where student absences are clearly unavoidable, it is essential that students and faculty alike approach the resolution of the difficulty with a clear commitment to the mutual goal of student learning.

Responsibilities of Students: Students missing class(es) as a result of activities covered above shall notify the instructor in writing at the beginning of the semester and, in the case of scheduled events, this notification shall not be less than one week prior to the absence. Students with excused absences are excused from class attendance but are not excused from work assigned or expected as a part of that class period. Students, in conjunction with each course instructor, are required to develop a plan for alternative assignments or the make-up of all work missed and must complete this work within a time frame mutually agreed upon with the instructor.

Responsibilities of Faculty: Faculty are expected to plan with students who have excused absences to develop alternatives and make-up assignments. Such alternatives are not expected to diminish faculty expectations of students, nor may they reduce opportunities for students to demonstrate performance.

Responsibilities of Others: Deans and department chairs share the responsibility for ensuring proper orientation of all full and part-time faculty regarding the provisions of this policy. Administrators, sponsors and coaches of various student activities share an important role in ensuring that students understand their responsibilities with respect to this aspect of student performance. Specific guidelines and procedures should be developed for each sport or activity to ensure timely communication between students and faculty. Advance lists of varsity/participating students along with schedules of away or off-campus activities or matches should be provided to students so that they, in turn, can share this information with faculty at the beginning of the semester.

Questions and Appeals: In the event of questions or concerns regarding the implementation of this policy in specific classroom situations, students and faculty should be guided by the following:

1. If there is a question regarding whether a specific activity is an officially sanctioned event for which terms of this policy might apply, the inquiry should be addressed to the Office of the Provost.
2. In the event a student is concerned with the implementation of this policy in a specific course, the student should try to resolve the matter by discussing it first with the instructor, then with the department chair, and if resolution is still not reached, then with the collegiate dean. If the matter is not settled through this process, the student may seek resolution through the appropriate collegiate grievance/appeal process.
3. Instances of student abuse or violation of the terms of this policy should be reported to the dean or director responsible for the sanctioned event and to the Vice President for Student Affairs.

Policy on Academic Honesty (page 10 MSU Bulletin)

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
•Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
•Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas
fabrication involves inventing or counterfeiting information.
•Multiple Submission - The submission of substantial portions of the same academic work, including oral reports for credit more than once without authorization from the instructor.
•Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus.
When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action. Disciplinary action may include, but is not limited to the following:
1. Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2. Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3. Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course. Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that

may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost. (Revisions adopted by Board of Regents, June 2012.)

College of Health Sciences and Human Services Grievance Procedures

The protocol for resolving complaints shall consist of the following steps outlined below:

Informal Resolution: When a complainant has a grievance, he/she shall attempt to solve the problem informally by:

1. Discussing the conflict with that person to whom the complaint is addressed in an attempt to resolve the issue. If they are unable to do so, then:
2. The complainant should discuss the grievance with his/her immediate supervisor or chair.
3. If the complainant is not satisfied with an informal decision, he/she may submit a formal grievance according to the following procedure.

Grievance Committee Resolution:

1. Obtain a Grievance Form from the administrative assistant to the Dean of the College of Health Sciences and Human Services.
2. Submit the completed written grievance to the Dean's administrative assistant, who will forward a copy of the grievance to the Chair of the Grievance Committee.
3. The Grievance Committee Chair will forward a copy of the complaint to the remaining committee members and the defendant. If any additional information is requested, it is the responsibility of the Grievance Committee Chair to obtain the information and provide it to all parties.
4. At the discretion of the Grievance Committee Chair a preliminary meeting may be heard by the Grievance Committee prior to the initial hearing.
5. An initial hearing of the grievance will be heard by the Grievance Committee within two calendar weeks of receiving the grievance. (See item number 8 for summer grievances) Involved parties and the Committee members will be notified by committee Chair of the date and time of the hearing.
6. Individual interviews conducted at the initial hearing should begin with the complainant followed by the defendant. Either party may request additional testimony from individuals involved with the grievance.
7. Following the hearing, the committee will make a recommendation and complete the Grievance Form. The Chair of the Grievance Committee will forward the recommendation to the complainant, the defendant and the Dean's office. Unless the committee requires additional time, the recommendations of the committee will be rendered within two calendar weeks after the initial meeting.
8. All academic grievances must be filed in the semester of the grievance or if the grievance occurs at the end of the academic semester, within two weeks of the beginning of the following academic semester. In the case of a grievance occurring during a summer session, the grievance committee will convene within two weeks of the fall academic semester.
9. In the event the complainant is not satisfied with the outcome of the hearing and recommendations of the Grievance Committee, the complainant will notify the Dean's office in writing, within one week of receiving the Grievance Committee decision. All file

information regarding the grievance will then be forwarded to the Dean for adjudication.

10. Only after departmental and collegiate procedures for grievances/appeals have been followed, shall the appeal be referred to the Dean.
11. Unless an extension of time is sought, the Dean shall render a written response to the complainant, to the defendant, and to the Chair of the Grievance Committee within two calendar weeks of receiving the file information and departmental chair.

MSU Grievance Procedures (page 46 MSU Bulletin)

Grievance procedures for the benefit of individuals who feel they have been penalized inappropriately are outlined in the Murray State University Bulletin and can be found at http://www.murraystate.edu/Libraries/Academic_bulletins/Academic_Bulletin_2012_-_2013.sflb.ashx.

CAA Grievance Procedures

The ASHA Council on Academic Accreditation (CAA) will accept complaints against graduate education programs. Information about policies and complaint procedures can be found at http://www.asha.org/academic/accreditation/accredmanual/section8.htm.

Policy on Combating Sexual Harassment (page 11 MSU Bulletin)

Murray State University is committed to maintaining an environment free from unlawful discrimination. Consistent with this, sexual harassment will not be tolerated at Murray State University. The University will continue to educate the campus with respect to sexual harassment and will continue to provide avenues for redress when issues arise. However, it is the responsibility of all Students, Faculty, Staff, and Regents to avoid sexually harassing behaviors.

Definitions. Sexual harassment is a form of gender discrimination which violates state and federal law and University policy.

Students and employees can be the victims, or perpetrators, of sexual harassment. Whether actions constitute sexual harassment depends upon the particular facts surrounding, and law applicable to, the situation in question. However, in general, sexual harassment may be present if there are unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature and:

1. submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or participation or performance in any course, program, or activity;
2. submission to or rejection of such conduct by an individual is used as a basis for making decisions with respect to the individual's employment or participation or performance in any course, program, or activity; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or participation or performance in a course, program, or activity, or creates an intimidating, hostile, or offensive environment for work or any course, program, or activity.

Sexual harassment can occur in different relationships including that of supervisor-employee, teacher-student, and student-student. Purely voluntary personal or social relationship without any of the discriminatory effects noted above may not be sexually harassing behavior. However, Regents, administrators, faculty, and staff are strongly urged to avoid relationships of an amorous or intimate nature with individuals, such as subordinates or students, whom they supervise, have an instructional responsibility for, or have or may have the responsibility to evaluate. The existence of a power differential between the parties naturally raises the question whether the relationship is, in fact, voluntary. Victims of sexual harassment are primarily, but not exclusively, women. Sexual harassment occurs primarily, but not exclusively, between members of

opposite sexes. Sexual harassment takes many forms. It can include sexual innuendo, suggestive or demeaning comments, insults, hostile remarks, humor and jokes about gender or gender-specific traits, requests or demands for sexual favors, threats, or suggestive gestures. It can also include touching, pinching, brushing the body, assault, or coerced or nonconsensual sexual intercourse.

Reporting Sexually Harassing Behavior. Murray State University encourages every member of the University community who believes he or she has been the victim of sexual harassment to report the allegations as soon as possible. Time limitations apply to the reporting of claims and the chance for remedial action may be lost by delay. The University has formal and informal processes for resolving claims of sexual harassment. Victims of sexual harassment are encouraged to report their allegations even if they do not wish to utilize these processes. Claims of sexual harassment should be made to the following offices:

1. Claims by employees against other employees including their supervisors, and claims by students including student workers against Faculty members or other employees should be made with the Office of Equal Opportunity, 103 Wells Hall, telephone number 809-270-3155.
2. Claims by a student against another student should be made to the Vice President for Student Affairs, 116 Ordway Hall, 270-809-6831.
3. If the Director of the Office of Equal Opportunity is the person against whom complaint is made, the report should be made to the President of the University.
4. If the complaint is against the President or a member of the Board of Regents, the report should be made to the Chair of the Board of Regents. If the complaint is against the Chair of the Board, the complaint should be made with the Vice-Chair of the Board.
5. If there is doubt about which office the allegations should be made to, or if assistance is needed with respect to a complaint, the Office of Equal Opportunity should be contacted for help.

In accordance with law, there will be no retaliation against an individual making a good faith claim of sexual harassment. Sanctions. Any individual charged with sexual harassment will be accorded due process in compliance with established University procedures. Sanctions for sexual harassment may range from written warning to termination (for an employee) or expulsion (for a student).

Program Accreditation and Ethical Standards

The Division of Communication Disorders adheres to the ethical and professional standards of the American Speech-Language-Hearing Association (ASHA), as exemplified in the Code of Ethics, http://www.asha.org/about/ethics/. The division is accredited by ASHA's Council on Academic Accreditation (CAA).

Non-Discrimination Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall, (270) 809-3155
(voice), (270) 809-3361 (TDD).

Professional Conduct

The following is a modification of an article that originally appeared in Audiology Today 10 (4) July, 1998, p. 25.

Conveying Expectations about Professional Behavior

Michael R. Chial, Ph.D.
Professor, Department of Communicative Disorders
University of Wisconsin-Madison

Only three learned professions were recognized as such at the beginning of the Twentieth century: law, medicine, and theology. For good or ill, ours is an age in which occupations ranging from aroma therapy to zymometry claim to be "professions" and their proponents, "professionals." It can be argued that whether an occupation rises to the status of a profession is less a function of claims of importance than of underlying principles and the values of practitioners. It also can be argued that professionalism (referring to "the manner, spirit and methods of a profession") is more about doing than about being.

Education and training in communication sciences and disorders necessarily emphasize scientific and technical knowledge, as well as clinical skill. Proper preparation also requires attention to the behaviors that distinguish professionals from amateurs and from dilettantes. These behaviors may not be taught, but they certainly can be learned. Perhaps too often we assume that formal statements of ethics and the actions of more experienced models are sufficient indicators of professional behaviors. As a result, students may be unclear about what is expected of them and when they will be accountable for those expectations. One solution is to state--in direct, behavioral terms--what is expected.

The following attempts to do so as simply as possible. It is not intended as rant and cant, but rather as a set of behavioral aspirations. Some of us may have fallen short of some these aspirations at some time or other. That is less important than our efforts to do the right thing the next time.

Professionalism

Audiology and speech-language pathology are professional disciplines. Professions require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the profession, and with relations with other professionals. Included among professional tasks are education and training. The following conveys expectations about the behaviors of those who seek to join these professions.

1. You show up.

2. You show up on time.

3. You show up prepared.

4. You show up in a frame of mind appropriate to the professional task.

5. You show up properly attired.

6. You accept the idea that "on time," "prepared," "appropriate," and "properly" are defined by the situation, by the nature of the task, or by another person.

7. You accept that your first duty is to the ultimate welfare of the persons served by your profession, and that "ultimate welfare" is a complex mix of desires, wants, needs, abilities and capacities.

8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term. They are not about you. When you are called upon to behave as a professional, you are not the patient, the customer, the star, or the victim.

9. You place the importance of professional duties, tasks and problem solving above your own convenience.

10. You strive to work effectively with others for the benefit of the persons served. This means you pursue professional duties, tasks and problem solving in ways that make it easier (not harder) for others to accomplish their work.

11. You properly credit others for their work.

12. You sign your work.

13. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.

14. You do not accept professional duties or tasks for which you are personally or professionally unprepared.

15. You do what you say you will do. By the time you said you would do it. To the extent you said you would do it. And to the degree of quality you said you would do it.

16. You take active responsibility for expanding the limits of your knowledge, understanding and skill.

17. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.

18. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.

19. You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.

20. You accord **respect** to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.

21. You accept the fact that others may establish objectives for you. While you may not always agree with those goals, or may not fully understand them, you will pursue them as long as they are not objectively harmful to the persons served.

22. When you attempt a task for the second time, you seek to do it better than you did it the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgments of best practice.

23. You accept the imperfections of the world in ways that do not compromise the interests of those you serve, or your own pursuit of excellence.

24. You base your opinions, actions and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.

25. You expect all of the above from other professionals (Chial, 1998, p. 25).

GRADUATE PROGRAM

Mission Statement for the Graduate Program in Speech-Language Pathology

Mission Statement: The mission of the Graduate Program in Speech-Language Pathology is to prepare highly competent speech-language pathologists by providing quality academic and clinical education in order to prepare students to function within the profession and serve as a resource for communication disorders throughout the region.

The mission statement for the Graduate Program in Speech-Language Pathology aligns with the general missions of the University, College of Health Sciences and Human Services and the Department of Applied Health Sciences with a focus on speech-language pathology. As an accredited educational program student learning revolves around clinical experiences that prepare them to meet the needs of the Kentucky citizenry.

Application for Admission to Graduate Study

Candidates must complete a two step application process to be considered for acceptance into the graduate program in speech-language pathology. An application and supportive materials must be sent to 1) the MSU Office of Graduate Admissions to the University and 2) an additional set of materials must be sent directly to the Division of Communication Disorders. Application packets with complete instructions for the process and all necessary forms can be obtained via the internet at www.murraystate.edu/academics/hshs/cdi/index.htm or from the:

Graduate Program in Speech Language Pathology
125 Alexander Hall
Murray, KY 42071-3340
Phone: (270) 809-2446
Fax: (270) 809-3963
e-mail: communication.disorders@murraystate.edu

The deadline for receipt of applications is February 1st each year. Incomplete applications will not be considered for admission

MSU Graduate Admission Standards

Applicants must have an appropriate bachelor's degree from an accredited institution and satisfy all admission requirements of the Murray State University Graduate Office and the Graduate Program in Speech Division of Communication Disorders for admission to the graduate program in speech-language pathology. The Murray State University Graduate Bulletin describes current standards for Post-Baccalaureate admission for students who have completed a bachelor's degree in an area
other than communication disorders.

Unconditional Admission

To qualify for unconditional admission to graduate study, speech-language pathology students must have achieved an undergraduate GPA of at least 3.0 and GRE scores of Verbal 150, Quantitative 143 and Analytical Writing of 4.0 although GPA's and GRE scores for individuals accepted into the CDI graduate program usually have somewhat higher averages as a result of strongly competitive applicant pools.

Conditional Admission

Students who apply with an undergraduate GPA less than 3.0 or a GRE below those listed above may be granted conditional admission to graduate study in speech-language pathology. Students admitted under this stipulation must earn at least a 3.0 GPA with grades of "B" or better in all courses during their first semester of graduate study. Students who fail to meet this requirement will be dropped from the program.

Post-Baccalaureate Students (Study without a Background in Communication Disorders)

Individuals with a bachelor's degree in a major other than communication disorders are required to complete 36 hours of prerequisite undergraduate courses before entrance into the graduate program. Post-Baccalaureate to complete 36 hours of prerequisite undergraduate courses before entrance into the graduate program. Post-Baccalaureate students who wish to obtain teacher certification and have not taken prerequisite courses to pursue this option must also complete those teacher certification courses. An individual who wishes to pursue this option must first be admitted to the University as Post-Baccalaureate student. Completing the prerequisite course sequence does not guarantee acceptance into the graduate program in speech-language pathology. Full-time post-baccalaureate students should apply to the graduate program in December for admission in fall of the following year, using the same procedures as other applicants.

Graduate Study

Graduate study in the Speech-Language Pathology Graduate Program at Murray State University requires much more than an accumulation of academic and practicum hours. A viable graduate program requires significant commitment on the part of students and faculty. Graduate study is not merely a continuation of undergraduate work. At the graduate level, the student is expected to develop independent learning, critical-thinking and problem-solving skills. Graduate courses are aimed at directing the student's learning, exploration of the discipline's literature and development of the knowledge and clinical skills necessary for professional competence are the graduate student's primary responsibility. Learning outcomes will be assessed across the student's study in the program. With the aid of the academic advisor students will track their programs through the use of the KASA (Knowledge and Skills Assessment). Student progress is also tracked using the PESSKII formative assessment matrix. These two reports document a student's completion of entry level academic and clinical standards specified by the Council on Academic Accreditation of the American Speech Language Hearing Association. Initial data files will be set up for you in the first meeting with your advisor.

Graduate students participate in traditional lecture, seminar and demonstration courses as well as in performance of specified competencies required in the professional setting. Practicum is considered an integral part of graduate study. Graduate students participate in a wide variety of assessment and treatment experiences in the MSU Speech and Hearing Clinic and hospitals, schools, rehabilitation, skilled nursing and other facilities holding affiliation agreements with the program. Full time students are required to enroll in clinical practicum each semester of their graduate enrollment. Graduate students are required to understand and adhere to the policies presented in the *Clinic Handbook* for the Division of Communication Disorders as well as this *Academic Handbook* for the Division of Communication Disorders. Additionally, graduate students in speech language pathology must demonstrate the highest standards of integrity and ethical principles in meeting their responsibilities to their clients by adhering to the principles and rules in the practice of the Code of Ethics of the American Speech language Hearing Association.

Program Goals

A. Academic Education Goals

Program graduates will:

1. Demonstrate professional entry level knowledge of normal and disordered communication processes and the relationships of these processes to other aspects of human growth, development and cultural bases.

2. Demonstrate a commitment to continuous professional growth and development.

3. Demonstrate an understanding of the importance of research to the academic process and to continued professional growth.

Demonstrate knowledge of the inter-relatedness of allied human service professions.

B. Clinical Education Goals

Program graduates will:

1. Demonstrate professional entry level skills in assessing speech, language and communication disorders

2. Demonstrate appropriate professional entry level ability to design and implement treatment of speech, language and communication disorders.

3. Demonstrate the ability to apply the research process to therapeutic practice.

4. Demonstrate the ability to interact professionally and competently with allied professionals.

5. Demonstrate professional conduct that adheres to the Code of Ethics of the American Speech-Language-Hearing Association.

Program of Study

Upon acceptance into the graduate program in speech-language pathology, the graduate student must complete a Program of Study Form. This form must be completed during the first semester of graduate study in consultation with the student's graduate advisor. Upon final approval and processing by the University, the Office of Graduate Records returns an approved copy of the Graduate Program for Masters Degree to the student. This document is a contract with the University, which must be completed before the student can graduate. Any change in the Program of Study must be approved by the student's advisor. The student will receive verification of the change from the Office of Graduate Records.

Graduate students participating in any phase of study within the Graduate Program of Speech-Language Pathology must be registered for academic credit. The graduate program in speech-language pathology includes a minimum of 61 semester hours of approved coursework leading to the Master of Science degree. In a typical semester, each full-time student enrolls for 3 graduate courses (9 credit hours) plus 3 additional credits dedicated to graduate practicum. Students with Graduate Assistantships must obtain permission for a course overload from the Dean of the College of Health Sciences and Human Services. Discuss this with your graduate advisor during advance registration.

Prior to completion of the master's degree, graduate students must complete all academic and practicum requirements for ASHA certification in speech-language pathology (which also satisfies requirements for professional licensure in Kentucky as a speech-language-pathologist). Requirements for the Certificate of Clinical Competence are published in the current version of the ASHA Member and Certification Handbook, and are also posted on the ASHA website at

http://www.asha.org/about/membership-certification/handbooks/slp/default.htm

Graduate students may also complete requirements for Kentucky Certification of Teachers of Exceptional Children - Communication Disorders.

Curriculum in Speech- Language Pathology (Non-Thesis)
Summer 2013-Spring 2015

Summer I

Course	Credit Hours
CDI 646 Research	3
CDI 664 Introduction to Clinical Practicum	3
CDI 670 Practicum Seminar	1
Total	7

Fall Semester 2013

Course	Credit Hours
CDI 620 Phonological Disorders	3
CDI 672 Diagnostics	3
CDI 680 Adult Neurogenic Communication Disorders	3
CDI 674 Clinical Practicum	2
CDI 670 Practicum Seminar	1
Total	12

Spring Semester 2014

Course	Credit Hours
CDI 647 Early Language Development and Disorders	3
CDI 686 Swallowing Disorders	3
CDI 660 Motor Speech Disorders	3
CDI 674 Clinical Practicum	2
CDI 670 Practicum Seminar	1
Total	12

Summer II

Course	Credit Hours
CDI 625 Fluency Disorders	3
CDI 624 Disorders of Voice	3
CDI 674 Clinical Practicum	3
Total	9

Fall Semester 2014

Course	Credit Hours
CDI 611 Seminar: Current Topics I	2
CDI 648 School Age Language Disorders	3
CDI 621 Student Teaching OR CDI 676 Medical Placements OR CDI 694 Advanced Clinical Practicum	6
Total	11

Spring Semester 2015

Course	Credit Hours
CDI 611 Seminar: Current Topics II	2
CDI 601 Professional Seminar	2
CDI 621 Student Teaching OR CDI 676 Medical Placements OR CDI 694 Advanced Clinical Practicum	6
Total	10

*Note Thesis Students will substitute the following:

Course	Credit Hours	Semester
CDI 698 Thesis	3	Summer II (in lieu of CDI 674)
CDI 699 Thesis	3	Fall 2014 (in lieu of CDI 611)

Student Assessment

The Council of Academic Accreditation (CAA) of ASHA requires final documentation of student outcomes upon graduation (summative assessment). This assessment is documented on the Knowledge and Skills Acquisition Form (KASA). Students are responsible for meeting with their advisor each semester to update and monitor input of data to these two major assessment data files. More frequent meetings are required in the final year of the program to ensure that students are on path for meeting all degree and CAA requirements. The progress of students' performance is tracked using two assessment tools, one for formative assessment and one for summative assessment.

Academic Competency Policy

For all academic courses in the graduate program your knowledge of the course content will be assessed in a variety of ways – exams, papers, projects, presentations, case studies, etc. It is expected that you will demonstrate a minimum competency of 80% for identified assessments across the program as specified by your instructor in each course. For the clinical disorders courses your knowledge of etiologies and characteristics of nine disorder areas will be assessed – 1) articulation, 2) receptive and expressive language disorders, 3) voice and resonance disorders, 4 fluency, 5) swallowing , 6) cognitive aspects of communication, 7) social aspects of communication, 8) communication modalities and 9) hearing. Additionally, you must demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for individuals who have disorders in all of these areas.

Instructors will identify specific assessments to be used in evaluating competency across specified areas of knowledge. The Communication Disorders Division has set a criterion of 80% or better on these assessments to meet ASHA standards. Students failing to attain the set criterion on a required competency assessment will be provided an individualized remediation plan and an additional attempt to pass the competency. If students do not demonstrate competency a second time, one additional remediation will be provided. **Faculty reserve the right to assign the original letter grade during the remediation policy**. The student must meet the criterion for minimum competency in all

areas or the student will not be not recommended for ASHA certification, state licensure, or teacher certification, even though he/she receives an acceptable course/clinic grade or exceed the minimum GPA.

Student Portfolios

The professional portfolio is a compilation of materials that reflect both the process and products of a student's experiences during the graduate program. The portfolio is an important component in the assessment of the speech-language pathology program at Murray State, as well as an assessment of student competency. Additionally, the portfolio provides an "overview" of the student's professional preparation, which many employers find useful when making hiring decisions. "Artifacts" or portfolio entries may be assignments completed during the student's undergraduate or graduate experience, and may include academic as well as clinical work. Content of the portfolio should include sample materials and activities that reflect the student's growth toward competency in the profession, as reflected in the nine Kentucky Education Professional Standards Board's New Teacher Standards for Preparation and Certification (NTS). Content is expected to vary from student to student, depending on the assignments and experiences throughout their program. Graduate students are assigned a CDI faculty mentor who works with them throughout the process of portfolio development. The portfolio is an ongoing project. It is expected that students will meet with faculty throughout their program to develop an acceptable portfolio – not just in their final semester. This final portfolio is called the Exit or Eligibility Portfolio, and portion of the grade for CDI 601, Professional Issues, will be based on completion of this program requirement as well.

Scholastic Probation

According to the Graduate Bulletin 'when students have completed nine or more semester hours of graduate course work with a GPA that falls **below 3.0**, they will be placed on scholastic probation and are subject to dismissal from the program.' In the CDI program students on probation are allowed one full-time semester or the equivalent (nine credit hours) to remove the probation by increasing their academic performance to 3.0 grade point average. If probation is not removed the student **will be dropped** from the program. After having been out of the graduate program for one full semester the student may reapply for readmission **at the discretion of the faculty.**

Thesis/Non-thesis Option

Students are strongly encouraged to commit to either the thesis- or non-thesis option by the end of their first semester. Graduate students who choose the non-thesis option must complete comprehensive examinations to demonstrate the ability to integrate knowledge gained through their studies in speech-language pathology, audiology, and related areas. Students who select this option for completion of the master's degree should be prepared to relate broad areas of knowledge to specific problems in hypothetical case studies. Comprehensive examinations require students to demonstrate mastery of knowledge of basic human communication and swallowing processes, knowledge of the nature of speech, language, hearing, communication and swallowing disorders, and the application of this information to assessment and treatment for clinical problem-solving and decision-making.

Students are encouraged to conduct a thesis as part of their master's degree. A thesis gives students an opportunity to investigate an area of interest within the discipline using a scientific approach and research methodologies. After conducting the research, a seminal document is written to report the findings of the investigation. As an alternative to participation in comprehensive examinations, graduate students opting for the thesis participate in an oral presentation/defense of the thesis. Guidelines for thesis preparations

are available from the MSU Office of Graduate Studies. The Division of Communication Disorders adheres to the American Psychological Association Style Manual (7th edition) for thesis preparation.

Off-Site Placements

During the second year of graduate training in speech-language pathology, students participate in two off-campus clinical practica. Typically one of these placements is in a medical setting while the other is a student teaching placement in a public school. Students who do not select the teaching option will complete two placements in medical sites. The Clinic Coordinator makes **all** student-placement decisions. Students must apply for field placement with the Clinic Coordinator during the semester prior to placement. Although student needs and preferences are taken into consideration, placement decisions must also reflect University regulations, the availability of supervisory personnel and professional issues. Placement decisions for all students are reported to the CDI Program Director by the Clinic Coordinator. Please note, final grade assignment for all Off-Campus Clinical experiences will be determined by the Clinic Coordinator or the Instructor of record. Additional information about Off-Site Practic is available in the CDI Clinic Handbook.

Student Teaching

Students who select the teacher certification option must complete one of the clinical placements in the public schools as a student teacher. In order to participate in student teaching, the graduate student must have completed the undergraduate Professional Education Coursework sequence or equivalent and also qualify for entry into Teacher Education at Murray State University. Graduate students who completed the normal undergraduate course sequence in Communication Disorders at Murray State University will have simultaneously completed the Professional Education Coursework required by the Office of Teacher Education Services. See Criteria for Teacher Education described earlier in this document.

Application for Comprehensive Examinations

Graduate students are eligible to take comprehensive examinations in the first three weeks of their final semester of study. An application for comprehensive examinations must be filed with the Office of Graduate Studies at the beginning of the student's final semester. An application deadline for comprehensive examinations is posted in the academic calendar for each semester of the academic year. It is the student's responsibility to submit the application before the posted deadline.

Application for Graduation

Graduate students must also apply for graduation with the Office of Graduate Studies and pay a degree fee in the first three weeks of the final semester of their graduate study. The application for graduation and application for comprehensive examinations is due at this same time. If all requirements for the master's degree are not completed by the deadlines set by the Graduate Office, the student must re-apply for graduation at the next opportunity.

Certification and Licensure Examinations

Although not required for graduation, typically all students completing the graduate program in Speech-Language Pathology take the Praxis Examination in Speech-Language Pathology in their final semester or just after graduation. This test is a comprehensive summative assessment of learning outcomes at the culmination of professional preparation. Evidence of a passing score on the ASHA-approved national examination in speech-language pathology must be sent to Murray State University using the code 0104. Praxis II specialty examination administered by the national Educational Testing Service (ETS) is required for both the Certificate of Clinical Competence in speech-language pathology from ASHA and for licensure in the State of Kentucky as a Speech-Language Pathologist. Although this examination also meets the licensure requirements of most other states; students should always contact the licensure board of other states to determine their specific licensure requirements, including clinical clock hours, and additional preparation.

The Kentucky Education Professional Standards Board certification requirements for Speech-Language Pathologists in the public school system require a score of 600 on the Praxis II specialty examination in speech-language pathology (test #0330). A score of 146 on the Praxis II specialty examination in the Application of Core Principles across Categories of Disability (test #10352) is also required. Individuals completing these requirements qualify for the Kentucky Standard Certificate for Teachers of Exceptional Children and Youth - Communication Disorders. School certification requirements vary by state. Students should contact the Department of Education for specific states to determine their specific teacher certification requirements for school speech-language pathologists.

Certifications Checkout Procedures

Prior to completion of the master's degree, students must satisfy all academic and clinical practicum requirements for ASHA certification in speech-language pathology (which also meets requirements for interim licensure for Speech-Language-Pathology in Kentucky and most other states). Complete requirements for ASHA's Certificate of Clinical Competence are published in the current version of the ASHA Member and Certification Handbook, and are also posted on the ASHA website at

http://www.asha.org/about/membership-certification/handbooks/slp/.htm

Students should download this handbook for future use in applying for ASHA Certification.

While enrolled in the training program, students may also complete Kentucky Certification requirements for Teacher of Exceptional Children - Communication Disorders.

In addition to the academic and clinical practicum requirements, professional licensure and certification also require satisfactory completion of the Praxis examination in speech-language pathology and a year-long internship experience known as the Clinical Fellow year. Although these additional steps are not requirements of the MSU Graduate Program in Speech-Language Pathology, (a) the program's certification depends on proper tracking of student scores on the qualifying examinations and on the ability to document that students has not only met the academic and clinical requirement, but also understands the interrelation with the requirements and clinical practice. In addition, (b) membership and certification applications for each individual must be signed by program representatives after graduation. The ASHA Checkout Procedures listed in Figure 11 insure that all of these areas have been addressed.

Recommendation for Graduation

Upon completion of all academic and practicum requirements, graduate students will be recommended for the Master of Science degree in speech-language pathology. These requirements include completion of thesis or comprehensive examinations, medical and/or school clinical placements and completion of at least 400 clinical contact hours of supervised experience in speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. Upon graduation students will meet all academic and clinical requirements for Kentucky licensure in speech-language pathology and certification by ASHA. A 9-month internship must be completed before speech-language pathologists can gain professional certification or licensure.

Concluding Notes

This handbook provides an overview of University policies that affect graduate education in speech language pathology. Supplementary information is found in the Graduate Bulletin and the *Clinic Handbook*. Academic and clinical orientation meetings are also held to familiarize graduate students with the program, faculty, and facilities.

The responsibility for completion of degree requirements rests with the graduate student. A graduate checklist is kept in each graduate student's academic folder. Documentation of a student's progression through the program is recorded and monitored on formative assessment of learning outcomes, PESSKKII, and summative assessments, KASA checklists. Electronic files of these documents are maintained by the students and academic advisors. Included on the checklist are the procedures necessary to comply with University policies and a list of courses that meet the requirements for certification established by ASHA. It is important for the graduate student and academic advisor to work together to keep this checklist current in order to meet requirements for graduation, ASHA certification, Kentucky State licensure, and Kentucky Teacher certification. If questions arise regarding any phase of the graduate program, students are advised to seek clarification at the earliest possible opportunity.