MURRAY STATE UNIVERSITY

Speech-Language Pathology

MURRAY STATE UNIVERSITY

Graduate Handbook

M.S. Degree in Speech-Language Pathology

2016-2017

College Of Education and Human Services

Center for Communication Disorders
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 teaches and supervisees in his or her area of expertise. The faculty of the Center for Communication Disorders program recognizes that graduate school can be stressful. Please know we 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 academic director, instructors, advisor, and/or 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,

Dr. Robert Lyons
Interim Program Director/Graduate Coordinator
Center for Communication Disorders
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INTRODUCTION

This handbook has been prepared to provide graduate students in speech-language pathology with the basic information needed throughout the course of study and to assist them in navigating their way through the graduate degree program and certification process. This information augments information from the Graduate Bulletin (http://www.murraystate.edu/Academics/RegistrarsOffice/catalog_1415.aspx), which is the final source regarding University policies on graduate programs. Material in this handbook is subject to change. All graduate students in speech-language pathology are responsible for being informed about all academic and clinical requirements of the graduate program. Additional questions and concerns may arise that are not formally addressed in this handbook. Your academic advisor will be a valuable asset as you progress through the program. While you are required to meet with your academic advisor each term, you are also encouraged to seek additional information as the need arises from your advisor or the academic director. 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.

Center for Communication Disorders
The Center for Communication Disorders is comprised of the Master of Science in Speech-Language Pathology, the Bachelor of Science in Communication Disorders and the Murray State University Speech and Hearing Clinic. The Graduate Program in Speech-Language Pathology is designed to provide superior academic and clinical education in order to develop professionals prepared to provide clinical services for individuals with communication disorders. Our graduate program provides a strong foundation in the scientific knowledge base and a wide range of clinical experiences. Our training model stresses the integration of academic classroom learning and practical experience across a broad spectrum of settings and 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 successful graduate will have the necessary skills that fulfill the current Scope of Practice in Speech Language Pathology specified by the American Speech-Language Hearing Association (ASHA). The SLP graduate curriculum is also designed to enable M.S. degree students to meet the 2014 standards required for ASHA certification.

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/
Murray State University serves as a nationally recognized residential comprehensive university, with a strong extended campus and online presence, offering high-quality associate, baccalaureate, master’s, specialist and doctorate degrees. Its enrollment of over 10,000 students represents 45 states, 57 foreign countries and 104 Kentucky counties. Murray State University is accredited by the Southern Association of Colleges and Schools. Founded in 1922, Murray State University is a center of excellence for teaching, research and service. Murray State University is among the top 11 master’s-level public universities in the nation according to U.S. News, a “Top 100 Best Buy College” on the Forbes “America’s Best Colleges” and also ranked or recognized by Barron’s Kaplans, GetEducated.com, Kiplinger and others. Located in Murray, Kentucky, the University is composed of four academic colleges, a school of agriculture and a school of nursing. The main campus is comprised of 74 major buildings and two libraries. The University extends its services to its space-bound students through its regional campuses in Paducah, Hopkinsville, Madisonville, and Henderson, and also through its distance learning programs. Murray State University offers a world of new experiences with a myriad of study abroad, research and internship opportunities.

**ADMINISTRATIVE STRUCTURE**

**College of Education and Human Services**  
Dr. Dave Whaley, Dean  
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Murray, KY, 42071  
270-809-3817

**Center for Communication Disorders**  
Dr. Robert Lyons, Interim Program Director/Graduate Coordinator  
Phone: 270-809-2446  
FAX: 270-809-3963  
*Dr. Lyons also serves as Assistant Dean to the College of Education and Human Services*

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

**CENTER FOR COMMUNICATION DISORDERS**
FACULTY AND STAFF

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**John P. Thompson**, M. S.
jpthompson@murraystate.edu, 270-809-2446

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/](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. Additional 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.
**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 and College of Education and Human Services 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.

**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. 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 CALIPSO, which includes a formative assessment matrix. These two mechanisms 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 Center for Communication Disorders as well as this Academic Handbook for the Graduate Program in Speech-Language Pathology. 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.
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 and 2) an additional set of materials must be sent directly to the Center for Communication Disorders. Application information and information about the process and all necessary forms can be obtained via the internet at: http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfEducationandHumanServices/centerforcommunicationdisorders/GraduatePrograminSpeechLanguagePathology/Admission

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-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. While there is no GRE minimum score requirement, the following scores are desirable as they are more competitive when compared to recent cohorts: GRE scores of Verbal 149, Quantitative 143 and Analytical Writing of 4.0.

Non-native Speakers of English: Students who are not native speakers of English must demonstrate competence in written and spoken English. This can be done by submitting a satisfactory score on the GRE as well as the TOEFL or IELTS, taken within one year of the date of application. The Graduate Program in Speech-Language Pathology requires a minimum score of 114 on the internet-based TOEFL (ibT) with no band less than 22 on Reading and Listening, 26 on Speaking, and 24 on Writing. An overall score of 8 is required on the IELTS with no band less than 7.0. The TOEFL or IELTS scores must be on file in the Graduate School prior to receipt of the application for graduate study.

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. 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 after grades are posted for the fall term. Post-baccalaureate candidates use the same procedures as applicants with a degree in the major.
ACADEMIC POLICIES AND PROCEDURES

Accreditation Status:

The Master of Science in Speech-Language Pathology program at Murray State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing-Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 1-800-498-2071 or 1-301-296-5700.

Individuals who wish to file a complaint against the MSU Graduate Program in Speech-Language Pathology may access information on procedures at: http://www.asha.org/academic/accreditation/accredmanual/section8.htm

Procedures for Complaints Against Graduate Education Programs

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

Criteria for Complaints

Complaints about programs must meet the following criteria:

a. be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,

b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,

c. clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

Complaints must meet the following submission requirements:

a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA,

b. include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information,

c. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to the following address:

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

d. will not be accepted by email or facsimile.

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party, except as outlined above.
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.

In addition, Murray State University does not discriminate on the basis of sex in its educational programs and activities and is required by Title IX and 34 CFR part 106 not to discriminate in such a manner. The prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing.

For more information, contact the Title IX Coordinator and Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Policy on Student Records

Murray State University student record policies comply fully with the Family Educational Rights and Privacy Act (FERPA). To comply with the provisions of the FERPA act faculty and staff of the Center for Communication Disorders at Murray State University will not release education records or personally identifiable information contained therein without a student’s written consent. Graduate students in speech-language pathology are responsible for being informed of Murray State University’s policy, which can be found in the Academic Bulletin at:
http://www.murraystate.edu/Libraries/Academic_bulletins/5_RegistrationAcademicRecords.sflb.ashx

Protected Health Information

The Health Insurance Portability and Accountability Act (HIPAA) regulate confidentiality and security of healthcare information. Students are solely responsible for understanding the principles of HIPAA. Students must complete HIPAA training provided by the Center for Communication Disorders. Students will not be permitted to participate in clinical practicum until sufficient training determined by the Center for Communication Disorders has been completed.

Any violation of any of the regulations outlined in HIPAA training or in this handbook or the MSU Clinic Handbook will result in the development and implementation of a Remediation/Improvement Plan and may further result in the termination of some or all clinical privileges.

As required by the ASHA Code of Ethics and HIPAA regulations, ALL information pertaining to clients and their families is deemed confidential information. Any and all information pertaining to a client and
his or her family must not be discussed with friends, roommates, relatives or any other party outside of the clinical setting or relationship. Moreover, discussion of client/family information should only be conducted in secure areas within the Murray State University Speech and Hearing Clinic or in a supervisor office during appropriate clinical meetings.

Confidential records are maintained in locked file cabinets in the clinic office. Only those who have completed the HIPAA training provided by the Center for Communication Disorders are permitted access to these files.

Students may not exchange information about clients, either by phone, fax, or email, with other individuals or agencies without written permission of client and verbal permission of the clinical supervisor. Students may not transport client information (e.g., lesson plans, clinician notes, evaluation results) to any area located outside of the Murray State University Clinic area, supervisor offices or the Graduate Workroom. When students generate draft copies of lesson plans, notes and reports any and all client confidential information must be removed. Client confidential information includes but is not limited to date of birth, name, address, and social security number. Any questions regarding whether information should be removed from a document should be directed to a clinical supervisor. To ensure protection of patient health information graduate students in speech–language pathology should reserve any computer documentation of clinical activities to designated computers in the Language Lab where secure computers are kept. Students must use the encrypted documents for client writing.

In accordance with HIPPA policies, only graduate students, clinical educators, faculty and staff are permitted in the graduate work room. Parents/clients/family members are never permitted in the graduate student workroom.

**Graduate Student Enrollment Status**

The minimum full-time graduate course load is nine semester hours. Since the maximum load without special approval for graduate students is 13 semester hours (maximums include undergraduate and graduate level courses), it is not possible to schedule for more than 13 hours via myGate . If an exception is to be made in any individual instance, the graduate student must have an overall grade point average of at least 3.00. A Graduate Overload form signed by the student’s program coordinator and collegiate/school dean must be taken to the Registration Office, Sparks Hall. Under no circumstances may a graduate student enroll in more than 16 semester hours without approval and a letter of justification from the student’s collegiate/school dean and the Provost and Vice President for Academic Affairs. Under no circumstances will an overload exception be granted to a student who does not have a cumulative 3.00 GPA. No overload requests will be approved for graduate assistants. To be eligible for an assistantship, students must be enrolled in a minimum of six graduate credit hours at Murray State. To maximize academic success, graduate assistants may not carry a course load exceeding 13 hours. Graduate students in their final semester of coursework may petition (in writing) the University Graduate Coordinator to qualify for an assistantship while enrolled in fewer than six graduate hours. Non-resident graduate assistants seeking the in-state tuition equivalency must be enrolled in a minimum of six hours of graduate coursework (during fall and spring semesters) and working a minimum of 20 (but not more than 25) hours per week. During the summer, students on an assistantship must be enrolled for a minimum of three hours of coursework.
Minimum Academic Standard

When graduate students have completed nine or more semester hours of graduate course work with a grade point average of less than 3.00, they may be placed on academic probation and are subject to dismissal from their program(s). These are the minimum university regulations governing scholastic probation for graduate students. Additional information may be found at: http://www.murraystate.edu/Libraries/Academic_bulletins/5_RegistrationAcademicRecords.sflb.ashx

In MSU’s Graduate Program in Speech-Language Pathology 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.

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 (e.g., exams, papers, projects, presentations, case studies). 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 to evaluate 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 on the assessment. The student must meet the criterion for minimum competency in all areas or the student will not be recommended for ASHA certification, state licensure, or teacher certification, even though he/she receives an acceptable course/clinic grade or exceeds the minimum GPA.

Oral Communication Proficiency Policy

Speech-language pathologists working with individuals who have communication disorders must demonstrate excellent oral communication skills. Speech-language pathology students are expected to model all aspects of Standard American English including phonology, morphology, syntax, semantics, pragmatics and suprasegmentals aspects of speech. Additionally, students must speak in a clearly intelligible manner during spontaneous conversation, and produce all consonant and vowel phonemes of English accurately, at the sentence level, prior to beginning the clinical practicum experience.

Written Communication Proficiency Policy
Written communication skills are essential to professional success as a speech-language pathologist. Speech-language pathology students should possess the ability to write about the current issues of the discipline to peers, practitioners, and the public. They should be able to demonstrate knowledge of the discipline and write to professionals. Speech-language pathology students must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

**Typical Program of Studies**
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 of Study Form for Master’s 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. MSU’s Graduate Program in Speech-Language Pathology includes a minimum of 61 semester hours of approved coursework leading to the Master of Science degree. Students with graduate assistantships must obtain permission for a course overload from the Dean of the College of Education and Human Services. Discuss this with your graduate advisor during advanced 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 posted on the ASHA website at: [http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/)

Your program will consist of a range of academic, clinical, and research experiences. The specific academic courses, clinical practica, and research activities you complete during your program are determined by MSU requirements, ASHA certification requirements and your interests. Students may select either a thesis or non-thesis option. The following program of studies shows the courses and semesters they are to be taken. **Please note that it is sometimes necessary to make changes to the courses (i.e., credit or term they are offered) to accommodate program needs.** Student are notified each term during advising of the course offerings or changes in the program of studies.
Typical Program of Studies (6 semesters)

Students who matriculate during the summer term will follow this sequence of learning:

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<tr>
<th>Year</th>
<th>Summer I</th>
<th>Fall I</th>
<th>Spring I</th>
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<td>672-02 Diagnostic Methods (3)</td>
<td>660 Motor Speech Disorders (3)</td>
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<td>601 Professional Issues (2)</td>
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<td>625 Fluency Disorders (3)</td>
<td>611 Current Trends Seminar I (2)</td>
<td>694 Advanced Clin Practicum (3)</td>
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<td>674 Practicum (3)</td>
<td>611 Current Trends Seminar II (2)</td>
<td>676 Medical/Clin Placement (5)</td>
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<td>9 Credits</td>
<td>12 Credits</td>
<td>10 Credits</td>
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</tbody>
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Students who matriculate during the fall term will follow this sequence of learning:

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<tr>
<th>Year</th>
<th>Fall I</th>
<th>Spring I</th>
<th>Summer I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>646 Research Methods (3)</td>
<td>620 Phonological Disorders (3)</td>
<td>624 Disorders of Voice (3)</td>
</tr>
<tr>
<td></td>
<td>680 Adult Neurogenics (3)</td>
<td>647 Early Language Dev (3)</td>
<td>625 Fluency Disorders (3)</td>
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<td>660 Motor Speech Disorders (3)</td>
<td>672 Diagnostic Methods (3)</td>
<td>670 Practicum Sem (1)</td>
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<td>664 Practicum (3)</td>
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<tr>
<th>Year</th>
<th>Fall II</th>
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<tbody>
<tr>
<td>2</td>
<td>686 Swallowing Disorders (3)</td>
<td>601 Professional Issues (2)</td>
<td>676 Medical/Clin Placement (5)</td>
</tr>
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<td>648 School-age Language Dis (3)</td>
<td>611 Current Trends Seminar I (2)</td>
<td>694 Advanced Clin Practicum (3)</td>
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<td></td>
<td>611 Current Trends Seminar II (2)</td>
<td>621 Student Teaching (5)</td>
<td>676 Medical/Clin Placement (5)</td>
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<td>694 Advanced Clin Practicum (3)</td>
<td>621 Student Teaching (5)</td>
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<td>674 Practicum (2)</td>
<td>621 Student Teaching (5)</td>
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<td>13 Credits</td>
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Students who elect to pursue a thesis will take CDH 698 & 699 in lieu of CDH 674 and 611.

Thesis and Non-thesis Options

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

Remediation Plan

Students and faculty are equally responsible to ensure that a student meets the necessary academic and clinical competencies in order to meet ASHA certification standards. If a student fails to meet competencies in academic and/or clinical areas, then a remediation plan will be developed in order to assist the student in acquiring those competencies. Remediation plans must contain a plan for achieving the competencies and a date for completion. A copy of the original and completed remediation plan must be kept in the student’s advising folder.

Advising

The Academic Director for the Center for Communication Disorders will assign students an advisor when they are admitted to the graduate program. Students will receive notification from the Graduate School with their admissions information or may access this information on MyGate. Group advising occurs during each semester. At this meeting course offerings for the next term are presented. Additional informational items are shared at this time.

Students’ progress in the Knowledge and Skills Acquisition (KASA) that is required for ASHA certification is tracked using the Calipso system. This on-line system tracks acquisition of both academic and clinical competencies. The student and advisor enter acquisition of academic competences after a course or clinical experience is completed when they meet for an individual advising session. Questions or concerns regarding academic or clinical competencies must be directed to the academic director or clinic coordinator as soon as they arise.

Attendance Policy

The Center for Communication Disorders abides by the attendance policy found in the MSU Graduate Bulletin. Instructors may have additional requirements outlined in their syllabus.

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 Graduate 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 completion of all work missed and must finish 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.

**Student Concerns and Grade Appeals**

Students with concerns about their grades or experiences in the program are invited to voice their concerns with the faculty or administration. Students should first address their complaints with the particular faculty member or clinical supervisor. If the complaint cannot be resolved at this level, then the student may
address concerns with the academic director or clinic coordinator as appropriate. All conversations must be kept confidential.

The academic director reviews all student complaints to (a) determine nature of complaint, (b) assess the impact of the complaint on the student’s matriculation through the program, (c) explore probable remedies, and (d) determine if an accreditation standard has been violated.

**MSU Policy:** [http://www.murraystate.edu/academics/RegistrarsOffice/AcademicAppeal/index.aspx](http://www.murraystate.edu/academics/RegistrarsOffice/AcademicAppeal/index.aspx)

**Academic Honesty**

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 Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**Application for Comprehensive Examination**

Graduate Students in SLP who have been making satisfactory progress in the program are eligible to take the comprehensive examination. The comprehensive examination is administered in the final term of the program. 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.

**GENERAL INFORMATION**

**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](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.

**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. 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 academic director of the Center for Communication disorders 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 practica is available in the Clinic Handbook. Student Teaching Students who wish to pursue teacher certification will need to work with the Teacher Education Services and complete the required undergraduate professional education coursework sequence or equivalent and also qualify for entry into teacher education at Murray State University. Additional courses and experiences beyond the graduate curriculum in speech-language pathology will be required. The additional work must be completed after the program requirements.

**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. Students who select teacher certification may require additional courses and may need to extend the length of their program of studies to meet the requirements for entry into teacher education as well as completion of the experience.

**Professionalism**

The faculty and staff of the Center of Communication Disorders value and work to support the development of professional behaviors in our students. The following information is gleamed from an
article *Conveying Expectations about Professional Behavior*, first published in *Audiology Today* in 2008(July,10:4). The author Dr. Chial, a professor in the Department of Communicative Disorders at the University of Wisconsin Madison, has done a nice job articulating expectations for professional behavior. We first present his conceptualization taken directly from his publication and then present a modified list of behaviors, customizing Dr. Chial’s original list to reflect what the faculty and staff of the Center of Communication Disorders values.

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.

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.

- You show up.
- You show up on time.
- You show up prepared.
- You show up in a frame of mind appropriate to the professional task.
- You show up properly attired.
- 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.
• 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.
• 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.
• You place the importance of professional duties, tasks and problem solving above your own convenience.
• 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.
• You properly credit others for their work.
• You sign your work.
• You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, blaming others, emotional displays, or helplessness.
• You do not accept professional duties or tasks for which you are personally or professionally unprepared.
• 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.
• You take active responsibility for expanding the limits of your knowledge, understanding and skill.
• You vigorously seek and tell the truth, including those truths that may be less than flattering to you.
• 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.
• You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.
• 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.
• 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.
• 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.
• 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.
• You base your opinions, actions and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.
• You expect all of the above from other professionals.

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. Documentation of a student’s progression through the program is recorded and monitored on formative assessment of learning outcomes, and summative assessments during courses and advising. Electronic files of these documents are maintained by the students and academic advisors. It is important for the graduate student and academic advisor to work together to monitor the student’s progress in order to meet requirements for graduation, ASHA certification, Kentucky state licensure, and when indicated, Kentucky teacher certification. If questions arise regarding any phase of the graduate program, students are advised to seek clarification at the earliest possible opportunity.