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INTRODUCTION

This handbook has been prepared to provide students with information about the requirements, policies, and procedures of the Division of Communication Disorders. This information supplements information from the Undergraduate and Graduate Bulletins.

AN OVERVIEW OF THE DIVISION:

Department of Wellness & Therapeutic Sciences
Dr. Pam Rice, Interim Department Chair
108 Carr Health Building
Murray, KY, 42071
270-809-6802

Division of Communication Disorders:
Faculty offices: Alexander Hall, western section, second floor
125 Alexander Hall
Phone: 270-809-2446
FAX: 270-809-3963
http://www.murraystate.edu/academics/hshs/cdi/index.htm

Speech and Hearing Clinic
125 Alexander Hall
Murray, KY, 42071
Phone: 270-809-2446
FAX: 270-809-3963

The Department of Wellness and Therapeutic Sciences (WTS) is one of four departments in the College of Health and Human Services. WTS is comprised of five programs: Communication Disorders; Exercise Science (Wellness, Exercise Science, or Pre-physical Therapy); Nutrition, Dietetics, & Food Management; Recreation and Leisure Services.

The Division of Communication Disorders (CDI) is located in Alexander Hall. Faculty offices are on the second floor in the western section of the building. The Speech and Hearing Clinic is on the first floor. The Graduate Student Work Suite is located in 236. Although the department and clinic secretaries can forward telephone calls, all faculty members can be reached directly by telephone and electronic mail information is published in the MSU phone directory and posted in the Murray State University electronic directory at http://campus.murraystate.edu/phone/. Electronic mail is an excellent method for sharing information with classmates and instructors: All students are assigned email addresses and have access to free electronic mail services provided by the university. Email services provided to students by the University will be used for all official communication from faculty and clinical staff. It is the student’s responsibility to check for communication from the Program on a regular basis. In order to prevent transfer of unwanted viruses and junk mail, students are strongly urged not to use other email services when communicating with faculty.
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<td>Blodgett, Betty, Ph.D.</td>
<td>Part-Time Professor</td>
<td>AL 228</td>
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<td>Brown, Susan, M.A.</td>
<td>Audiologist and Instructor</td>
<td>AL 220</td>
<td>809-6821</td>
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<td></td>
<td>Coordinator of Undergraduate Advising</td>
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<td>Cherry, Teresa</td>
<td>Clinic Sectary</td>
<td>AL 125</td>
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<td>Dodson, Melissa, M.S.</td>
<td>Clinical Supervisor</td>
<td>AL 233</td>
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<td>Professor</td>
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<td>Hart, Sharon, Ph.D.</td>
<td>Clinic Director and Assistant Professor</td>
<td>AL 111</td>
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<td>Kleinhans, Kelly, M.S.</td>
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<tr>
<td>Payne, Pearl A., Ph.D.</td>
<td>Associate Professor Program Director</td>
<td>AL 238</td>
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An Overview of the Field of Speech-Language Pathology and Audiology

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. The American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and credentialing association for audiologists, speech-language pathologists, and speech, language, and hearing scientists in the United States. Currently that includes more than 123,000 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.

For both speech-language pathology and audiology, undergraduate preparation in communication disorders is required prior to graduate study. Due to the close relationships among speech, language and hearing, the required undergraduate education for both professions is essentially identical. This training is provided in the undergraduate Communication Disorders program at Murray State University, which offers both Bachelor of Science (BS) and Bachelor of Arts (BA) degrees.

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 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). The accreditation means that the program provides academic and clinical education for entry level eligibility for the Clinical Certification of Competence (CCC) in Speech-Language Pathology issued by the ASHA and for the licensure requirements of most states. Murray State University does not offer graduate training in audiology.

After the 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. (See the section on Teacher Education requirements in this Handbook and http://www.murraystate.edu/academics/hshs/cdi/curriculum.htm). 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.


**Facilities**

Students in the program learn in an environment containing the latest in educational technology, including web-based instruction. Classrooms are state-of-the-art Smart-Classrooms with advanced technology to support and enhance quality teaching. Alexander Hall also houses a student computer lab equipped with 48 computers, eight scanners, a high speed printer and the building is equipped for wireless access.

The Speech and Hearing Clinic is located on the first floor of Alexander Hall. The main Clinic Office is in room 125. Offices for the Clinic secretary, the Clinic Waiting Room, and the Clinic Coordinator are also located on the first floor. The Clinic includes fifteen therapy and evaluation rooms, four large observation suites, the audiology suite, a large and well-equipped clinical materials room all located on the first floor and the Graduate Students’ Work Suite is located on the second floor in 236. The observation rooms allow for non-intrusive observation of clinical activities through use of one-way mirrors and a controlled sound system.

The Murray State University Speech and Hearing Clinic provides speech, language, and hearing services to individuals from Murray and the surrounding region. These services include assessment of speech and language disorders, hearing evaluations, and speech and language intervention with adults and children with a variety of communication disorders. Policies and procedures of the Speech and Hearing Clinic are fully described in the Clinic Handbook. Students should read the Handbook and conduct themselves according to those requirements in meeting all of their clinical responsibilities.

In the Graduate Work Suite students have assigned mailboxes and individual lockers are also available. Mailboxes are used for communication from faculty and supervisors and other inter-office communication. Mail will be delivered by work-study students several times a day. Additionally, there is a master Student “OUT-BOX” in the Clinic Office that students should check on a daily basis. Information about special meetings and activities is posted on bulletin boards in the area. Students should check the bulletin boards daily.

The computer in the Graduate Work Suite are primarily for clinic planning and reports and secondly for daily email and Blackboard use related to courses and school. The computers may be used for other purposes if others do not have higher priority needs.

Graduate students are responsible for orderly maintenance of the Graduate Work Suite. Food should not be stored in the area and the microwave should be cleaned after each use. Materials from the Clinic Materials Room should not be left in the room over night, but returned on the day of their use in the Clinic.

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 are maintained in the Clinical Coordinator’s office. They must be checked from her or her graduate assistant. See the Clinic Handbook for further information regarding checkout procedures.
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 can not provide academic advising. Students are encouraged to seek additional information from their advisor or the Program Director 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.

Alexander Hall

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

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 lots on the south side of the building. A footbridge at the northwest corner of the north parking lot leads to a very large overflow 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.

Services

1. A student computer lab in Alexander Hall with 48 computers, eight scanners, and a high speed printer. Numerous other computer labs are available to students across the Murray State University campus. For a complete listing of locations, schedules, etc. access 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.
Tools and Skills

1. 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. See above website location for further information.

2. Copying facilities are available in the Waterfield Library as well as several reasonably priced on- and off-campus facilities.

3. Journals: Familiarity with all journals published by ASHA as well as other journals in speech-language pathology and related disciplines is expected of all CDI students. Murray State University’s Waterfield library maintains up-to-date collections of the ASHA journals as well as many other journals (Journal of Fluency Disorders, Child Language, Journal of Aphasiology, etc.) and books. Iliad serves as the interlibrary loan system for MSU Libraries. With Iliad, you can access and track requests from any Web browser and have electronic documents delivered to your desktop. The new computer lab in the Waterfield Library lobby allows log-in access to resources needed for research. “These PCs will have open access to the Internet with a selection of three browsers (Explorer, Firefox, and Opera), as well as programs necessary for viewing pages. There is a 3.5” floppy drive, CD-rewriter, and front USB ports for data storage as well as a front-access headphone jack. Software will include Windows XP, Office XP with Front Page, WS_FTP (Light ed.), FileZilla, Adobe Acrobat Reader 6.0, IBM Record Now, Windows Media Player, and WinZip” (MSU Inform, Fall 2004). The ASHA journals include:

   ASHA Leader
   American Journal of Audiology: A Journal of Clinical Practice
   American Journal of Speech-Language Pathology
   Journal of Speech, Language, and Hearing Disorders (last publication in 1990)
   Journal of Speech and Hearing Research
   Language, Speech, and Hearing Services in Schools

3. The CDI faculty strongly recommends that each student own and use an up to date personal computer with a current version of the Microsoft Office and Windows XP software (preferred), Internet access and a printer. Four additional tools crucial to training in speech-language pathology include a standard clipboard, a good quality audio recorder (preferably digital), standard calculator, and the current style manual of the American Psychological Association (APA style manual).

4. The Division of Communication Disorders adheres to the ethical and professional standards of the American Speech-Language-Hearing Association Code of Ethics, accessible on the ASHA website at http://www.asha.org/about/ethics/ and in APPENDIX D of this Handbook.

5. 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 because students don’t know all the requirements relative to citation rule. Refer to http://sja.ucdavis.edu/avoid.htm for guidelines related to how to avoid plagiarism. All students should become familiar with the requirements and guidelines specified in the University’s Proposed Policy on Academic Honesty and Ethical Behavior (Appendix C). Other questions or concerns about academic honesty or ethical behavior should be discussed with division faculty.

7. Grievance procedures for the benefit of individuals who feel they have been penalized inappropriately are also outlined in the University’s Proposed Policy on Academic Honesty and Ethical Behavior in APPENDIX C. ASHA also accepts complaints regarding training programs. Information is available on the ASHA website at http://www.asha.org/about/credentialing/accreditation/accredmanual/

Graduate Assistants

Graduate Assistants (GAs) make valuable contributions to the Division, as well as to the work of individual faculty members. Program operations and faculty productivity depend heavily on their efforts. Therefore, it is important that GAs treat their work assignments responsibly, just as they would any other job. For example, GAs are expected to work the full number of hours they have committed to work each week. If they are expected to work on a fixed schedule, they should report reliably and on time. If it is necessary to ‘bank’ hours due to an exam or other extenuating circumstances, they are expected to work the hours that were banked. Typically GAs work the first full week of classes, though not in the exam week of each semester.
**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 run.
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.
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 Blackboard 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.

The CDI faculty provides a model of expected professional conduct through their active participation in KSHA and ASHA committees and boards and attendance at professional meetings and conferences. CDI graduate students are expected to attend one or more state, regional or national professional conferences during their graduate program at MSU.

UNDERGRADUATE PROGRAM

The Division offers a four-year pre-professional bachelor's degree in communication disorders for students who wish to pursue graduate study in speech language pathology or audiology or for those who wish to practice as a speech language assistant in the public schools. Students may declare communication disorders as a major at any time. However, students must be admitted to the undergraduate program prior to taking many of the program’s required courses. Beginning with the 2007-2009 catalog, a minimum of 120 credit hours is required for the completion of the degree. Students may choose to obtain a BS or a BA degree (12 credit hours of foreign language). The undergraduate program is outlined on a checklist in Figure 1. A blank is left by each course to allow the student to fill in the grade, semester and the year the course was completed. Undergraduate students may begin clinical practicum in the first semester of the senior year (CDI 474), where they participate in mentoring activities with clinician-trainees in the graduate program.
Before initiating formal training and experience in clinical practice, students in the Division of Communication Disorders must directly observe 25 hours of speech/language evaluation or therapy. These observation activities are completed in conjunction with specific courses, including CDI 325, Pediatric Speech Disorders I; CDI 345, Pediatric Language Disorders I; CDI 470, Pediatric Speech Disorders II; and CDI 472, Pediatric Language Disorders II. Opportunities to observe in the MSU Speech and Hearing Clinic are limited to participants in these courses. Students may sign up for observations only after their instructor has given permission and instructions. During the final 5 hours of clinical observation students may be assigned to participate in mentoring activities with clinician-trainees in the graduate program.

The undergraduate program is organized to give students the broadest possible background in studies of general education, human behavior, and communication sciences and disorders. The program outline in Figure 1 includes courses required to complete University Studies requirements, Teacher Education requirements, and Communication Disorders Program requirements. A minor is not required with a CDI area of study; however, students are encouraged to use electives to develop areas of interest that will support and augment their study of human communicative behavior. Students are encouraged to discuss the selection of elective courses with their advisor. Students should also keep in mind that admission to speech-language pathology programs across the country is highly competitive. Academic problems should be discussed with the student’s advisor in a timely manner.

**Admission to the Undergraduate Communication Disorders Program**

Students cannot enroll in CDI 325, 345 or 400-level CDI courses until they have been admitted to the undergraduate communication disorders program.

Before being admitted to the undergraduate program, a student must:
1. have completed 40 semester hours of coursework with a minimum overall GPA of 2.50;
2. complete an application for admission to the program;
3. apply by February 1 for fall admission or by October 1 for spring admission;
4. follow the most current Bulletin when admitted to the program.

Once admitted to the program, the student must maintain an overall GPA of 2.50 and an area GPA of 2.75. Any student whose GPA falls below this minimum must meet with the Division’s retention committee before participating in any the upper-level CDI courses. The decision of the retention committee will be final.

The area GPA is calculated from the courses listed as CDI Requirements in Figure 1.

**Undergraduate Academic Advisement**

It is essential that students meet a minimum of once each semester with their academic advisor, and more frequent meetings are encouraged. The primary aspects of the advisement process are outlined below.

1. Each student who has declared Communication Disorders as a program of study will be assigned an advisor who is a faculty member in the Division. Students who have not been assigned an advisor should report to the office of the clinic secretary, AL125, and request that an advisor be assigned.
2. Student records:
   a. For students transferring from another MSU program, advising materials (i.e., courses completed and grades) should be sent to the clinic secretary from the student’s previous Department.
   b. For students new to MSU, the materials are sent to the clinic secretary by the Office of Admissions in Sparks Hall.

3. Students should meet with faculty advisors to discuss course scheduling or academic concerns. Arranging appointments in advance is an effective way to ensure quick assistance.

4. Each undergraduate student must meet with her advisor before the advisor hold can be removed from the student’s account. Students cannot pre-register until the advisor hold has been removed.

The academic advisor monitors the student's adherence to admission/continuation policies, assists the student in scheduling classes, monitors the student's academic progress, counsels the student regarding any academic problems, and approves all drop/add requests and all semester schedules. Academic advisement requires the cooperation of students as well as faculty. The faculty advisor will use the following guidelines to advise students and monitor their programs.

1. The Undergraduate Program Coordinator, Ms. Susan Brown, will assign students to an advisor.

2. The Division will retain a file on all students, which will include:
   a. MAP reports
   b. final grade report sheets
   c. a log sheet attached to front cover
   d. a copy of the appropriate curriculum outline for the student's selected program of study (Figure 1)

3. All advisors will be available to students during pre-registration.

4. Contacts (telephone or personal) with advisees regarding course scheduling will be logged according to date and activity completed.

5. During each pre-registration period, advisors will monitor each student's grades for adherence to division admission and continuation criteria.

6. In the event that the student's academic record is grade deficient, the advisor will approve only those course schedules that reflect an attempt to remediate grade deficits.
Criteria for Admission to Teacher Education

The requirements for admission to Teacher Education follow. Contact the Teacher Education Office for updates and verification of requirements. For unconditional admission and continuation as a "major" within the department, the undergraduate student will:

1. Have been admitted by the University as a student in good (non-probationary) standing.

2. Have met the criteria for admission to teacher education as follows:
   
   A. 2.50 overall GPA required at point of admission
   
   B. ACT Composite Score of 21 or higher. If no ACT score, register to take ACT or
   
   C. GRE of at least 400 for Quantitative and Verbal, respectively, or
      a. or PPST
      b. or C-PPST
      c. or SAT
      d. or score from PRAXIS II Communication Skills & General Knowledge valid if already taken (test is no longer given).
   
   D. Completed minimum 24 hours to include:
      a. ENG 101 or ENG 102 “with “B” or higher
      b. COM 161 with “C” or higher
      c. SED 300
      d. MAT 117 or higher with “C” or better
      e. CSC 199 with “C” or higher
      f. EDP 260 with “C” or higher
      g. CDI 621
         • The combined GPA of the following classes must be 2.5 or higher: CDI 480, CDI 621, EDP 260, SED 300
   
   E. Check-in visit with education advisor, verifying participation in admission process
   
   F. Completed and signed Formal Application and Declaration of Eligibility for Certification form
   
   G. Bring all materials directly to Teacher Education Services

Important Steps to Remember

1. All undergraduate students new to the Division of Communication Disorders must officially declare CDI as their major. For students transferring from another program at MSU, this is done through the student’s current advisor.

2. The student must decide between a Bachelor of Science and a Bachelor of Arts. Students should discuss questions with their advisors. The Bachelor of Arts has a different foreign language requirement than the Bachelor of Science Program.

3. The student must meet with an academic advisor to determine an appropriate course of study.
4. Students must be admitted to the undergraduate CDI program prior to taking CDI 325, 345 and 400-level courses. Students may apply for admission to the program once they have completed 40 semester credit hours with an overall GPA of 2.5. Students must continue to meet GPA requirements to remain in the program.

5. Students must maintain a CDI GPA of 2.75.

6. Once admitted to the undergraduate program, students must maintain an overall GPA of 2.5.

7. Students should maintain a grade point average (GPA) of 3.0 or better. A GPA of 3.0 is the minimum requirement for admission into the graduate program at MSU.

8. Students should request information and applications from universities they are considering for graduate study early in their senior year. Different schools have various deadlines for application. These are typically between January and March.

9. In the fall semester of the senior year, each student should take the Graduate Record Examination (GRE). GRE scores must be forwarded to each graduate program that will receive the student’s application for graduate study.
Mission Statement for the Program in Speech-Language Pathology

The Graduate Program in Speech-Language Pathology at Murray State University is committed to the development of exemplary professionals in speech-language pathology to serve the needs of Western Kentucky, the Jackson Purchase, Kentucky, and the national and global communities. The Division of Communication Disorders recognizes that communication binds individuals and peoples to a language, culture and place within the human family. Students are prepared to respond successfully to the challenges of cultural and linguistic diversity as good citizens and as good professionals in a multicultural society. The Graduate Program seeks to meet its commitment through a threefold mission of 1) teaching, 2) service, and 3) research.

Teaching
The teaching mission is delivered through a rich curriculum grounded in current knowledge, theory, and research for application to habilitation of individuals with a broad spectrum of communication disorders across the life span. Furthermore, graduate teaching is designed to facilitate a sequential and interactive progression of learning and continuous assessment for lifelong learning and a commitment to professional development. The clinical teaching mission is presented in diverse treatment environments that serve children and adults utilizing a variety of treatment paradigms. Clinical teaching within the Division is designed to facilitate transfer of academic and classroom outcomes to clinical application. Furthermore, clinical teaching is provided in a model that adheres to the guiding principles of the Code of Ethics and the credentialing requirements of the American Speech-Language-Hearing Association and to the accrediting body of the professions of audiology and speech pathology. Both classroom and clinical teaching encourage student-centered learning.

Service
The service mission recognizes a commitment to the University’s role and responsibility of service to the western Kentucky community. Exemplary models of clinical intervention for individuals with communication disorders are provided in a variety of programs of the Division. The Speech and Hearing Clinic of the Division enhances and complements available services to the local and surrounding communities in a number of settings. In addition to assessment and intervention services at the Clinic, consultation, service contracts, and special support service programs are provided in area schools, hospitals, and other rehabilitation facilities. These service programs represent models of best practice, as specified by the American Speech-Language-Hearing Association. The Division promotes and supports the professional development of regional professionals through individual consultations and continuing education programs.

Research
The primary focus of the research mission is directed toward solutions to problems and development of knowledge in communication disorders that are important to the region, state, and nation. Research also adds to the knowledge base for the Department’s and University’s outreach programs. Research enhances the instructional and clinical education programs through student involvement and the renewal of faculty. Emphasis is given to areas of strength and potential for further recognized excellence.
**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. A detailed explanation of the application procedures is described in Figure 3. 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](http://www.murraystate.edu/academics/hshs/cdi/index.htm) or from the:

Division of Communication Disorders  
125 Alexander Hall  
Murray, KY 42071-3340  
Phone: (270) 809-2446  
Fax: (270) 809-3963

The deadline for receipt of applications is February 15 each year: Incomplete applications will not be considered for admissions.

**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 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. These requirements are also summarized in the section of this document titled, “Graduate Study without Background in Communication Disorders - Post-Baccalaureate Students”.

**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 a GRE score of 800 (Q + V) or higher. 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**

Sometimes students, who apply with an undergraduate GPA less than 3.0 or a GRE of less than 800, may be granted conditional admission to graduate study in speech-language pathology. Students who are 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 who did not major in communication disorders as undergraduates are required to complete 36 hours of prerequisite undergraduate courses, 33 of those 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. The prerequisite course requirements for the Division of Communication Disorders as well as those for Teacher Certification are shown in Figure 4. Students pursuing this option must first be admitted to the University as a Post-Baccalaureate student. Completion of the prerequisite course sequence by students in this ‘leveling program’ 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. The post-baccalaureate sequence and requirements are outlined in the table below. If accepted to the graduate program students must register for their first clinical practicum experience the summer prior to the first semester of graduate study.

Prerequisites for Graduate Study in SLP

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDI 215 Clinical Phonetics (3)</td>
<td>CDI 315 Speech Science (3)</td>
</tr>
<tr>
<td>CDI 310 Anatomy &amp; Physiology (3)</td>
<td>CDI 325 Pediatric Speech Disorders I (3)</td>
</tr>
<tr>
<td>CDI 405 Audiology (3)</td>
<td>CDI 345 Pediatric Language Disorders I (3)</td>
</tr>
<tr>
<td>CDI 340 Normal Speech &amp; Language Dev (3)</td>
<td>CDI 451 Aural Rehabilitation (3)</td>
</tr>
<tr>
<td>CDI 470 Pediatric Language Disorders I (3)</td>
<td>CDI 465 Neuroanatomy (3)</td>
</tr>
<tr>
<td>CDI 474 Clinical Practicum (1)</td>
<td><strong>CDI 472 Pediatric Language Disorders II (3)</strong></td>
</tr>
<tr>
<td>CDI 482* Augmentative/Alternative Comm (3)</td>
<td>CDI 474 Clinical Practicum (1)</td>
</tr>
<tr>
<td><strong>Take GRE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Apply to Graduate School</strong></td>
<td></td>
</tr>
</tbody>
</table>

Summer Semester
Clinical Practicum CDI 474 (3)

CDI 482*, Augmentative Alternative Communication, is not required for admission into the graduate program. However, an equivalent course is required or CDI 482 must be audited during the admitted graduate student’s program of study. Students will be advised individually to enable them to complete the prerequisites in the most expedient, but practical manner.
GRADUATE STUDY

Graduate study in the Division of Communication Disorders 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 knowledges 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 (Knowledges and Skills Assessment) and CDI’s SAMS (Student Assessment Management System) 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. Students are responsible for maintenance and record keeping associated with these two important assessment documents, though only faculty can enter data into a student’s SAMS.

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.

   4. 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.


Program of Study

Upon acceptance into the graduate program in speech-language pathology, the graduate student is mailed a University program of study form (Graduate Program for Masters Degree), Figure 5. 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, who will submit a graduate program substitution form (Figure 6) to the Office of Graduate Records. The student will receive verification of the change from the Office of Graduate Records.

Graduate students participating in any phase of study within the Division of Communication Disorders must be registered for academic credit. The graduate program in speech-language pathology includes a minimum of 57 semester hours of approved coursework leading to the Master of Science degree, (Figures 8 & 9). 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 (see Appendix E).
Student Assessment

The progress of students’ performance is tracked using two assessment tools, one for formative assessment and one for summative assessment. The Student Assessment Management System (SAMS) will be used by you and your advisors to assess learning objectives from courses and clinical practicum across the program. An electronic file will be set up and you and your advisor will utilize it in an ongoing basis.

The Council of Academic Accreditation (CAA) of ASHA requires final documentation of student outcomes upon graduation (summative assessment). This assessment is documented on the Knowledges 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.

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. For students failing to attain the set criterion on a required competency assessment after the third attempt, the instructor will assign the grade from the student’s third and final attempt. 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 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. In the past, students assembled a working portfolio including two or three items under each standard. Working portfolios were submitted to the faculty contact at a designated time. New procedures will be announced in the fall, 2006, for completing the graduate portfolio. The procedures will also be posted on the CDI website. 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 621, Student Teaching in Speech-Language Pathology, 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.

**Candidacy for the Master's Degree**

Admission to graduate study in speech-language pathology is not synonymous with admission to candidacy. After successful completion of 9 hours of graduate study the student must apply for candidacy for the Master's degree. The Application for Candidacy Form (Figure 9) is obtained from the Office of Graduate Records and must be submitted to the student's graduate advisor for signing and processing. Upon approval, the Office of Graduate Records forwards a copy of the Application for Candidacy to the student.

**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. Additional information about graduate comprehensive examinations is available in Appendix A.

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. Additional requirements for theses conducted in the Department of Wellness & Therapeutic Sciences are in Appendix B. The Division of Communication Disorders adheres to the American Psychological Association Style Manual (5th edition) for thesis preparation.

**Field Placements**

During the last semester of graduate training in speech-language pathology, students participate in two, 8-week, full-time 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. Additional information about Field Placements 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 (Figure 10) 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 (Figure 11) 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 "ASHA 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, Praxis II specialty examination #0330 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 13 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 (Figure 12) 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, SAMS, 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.
### BACHELOR OF SCIENCE

**Course List for Area in Communication Disorders (2007-2009 Catalog)**

(please identify any course equivalents on this form)

**Student:____________________________**

**University Studies (43 – 48 hours)**

- **Grade, Term**

  - **Communication and Basic Skills (9 hours)**
    - ENG 101** Composition (3) ___, _____
    - ENG 102** Composition (3) ___, _____
    - COM 161* Public Speaking (3) or
      - COM 181 Interpersonal Comm (3) ___, _____

  - **Science and Mathematics (10 to 15 hours)**
    - Biology w/ lab* ( ) ___, _____
      - BIO 101 preferred)
    - MAT 117 or higher* ( ) ___, _____
      - Physical Science ( ) ___, _____

  - **Humanities and Fine Arts (6 hours)**
    - HUM 211 Humanities (3) ___, _____
    - Hum. or F.A. Elective (3) ___, _____

  - **Social Sciences (9 hours)**
    - CIV 101 World Civ. I (3) ___, _____
    - CIV 102 World Civ. II (3) ___, _____
    - PSY 180 Psychology (3) ___, _____

  - **University Studies Electives (9 hours)**
    - 1 CSC 199 Intro to Info. Tech.* (3) ___, _____
    - 2 ENG 224 Writing .. Profess. (3) ___, _____
    - 3 _______________ (3) ___, _____

**University Studies selections must include:**

- Communication and Basic Skills:
  - COM 161 Public Speaking or
  - COM 181 Intro to Interpersonal Communication

- Science and Mathematics
  - A biology course and a physical science course

- Social Sciences
  - PSY 180 Psychology

- University Studies Electives
  - ENG 224 Writing in the Professions
  - No more than 2 US electives may come from the same category

Undergraduate Advisor: ______________________

- **Required Support Courses (21 hours)**

  - **Grade, Term**

    - CDI 480 Services in Schools (3)* ___, _____
    - SED 300 Educ Students w/ Disab (3)* ___, _____
    - COM 387 Intercultural Comm (3) or
      - SWK 225 Human Diversity (3) ___, _____
    - EDP 260 Psy. Hum. Develop. (3)* or
      - PSY 260 Lifespan Development (3) ___, _____
and choose 9 hours from the following
_____________________________ __', _____
_____________________________ __', _____

BIO 120
COM 357
COM 381
COM 384
EDU 103
ENG 328
FCS 210
GTY 264
GTY 305
HEA 191
HEA 195
MAT 135
PSY 300
PSY 304
PSY 322
Scientific Etymology (1)
Comm. & Critical Thought (3)
Interpersonal Communication (3)
Communication Skills in Careers (3)
Intro to Education (3)
Standard English Usage (3)
Child Development I (3)
Psychology of Aging (3)
Services to Older Amer. (3)
Personal Health (3)
First Aid and Safety (2)
Intro to Probability and Statistics (4)
Principles & Methods of Stat. Analysis (3)
Psychology of Learning and Memory (3)
Motivation (3)

• Other courses as approved by advisor

*Fulfills Teacher Ed Requirement and may require C or better
**Grade of at least B required in ENG 101 or 102
See Undergraduate Bulletin for list of University Studies Electives

Open electives as needed for total of 120 hours
____________________________ ( ) __', _____
____________________________ ( ) __', _____
____________________________ ( ) __', _____
____________________________ ( ) __', _____

** Figure 1. Course list for area in Communication Disorders **
Email addresses are available to MSU students, staff, and faculty free of charge. Addresses are created for all new students during the first week of class. The address should be

yourfirstname.lastname@murraystate.edu

with the last four digits of your social security number as the password. Current students without an email address should bring their RacerId to the CTLT office, AS N 310. Faculty and staff should call the email office at 809-6116. Account information will be mailed to your office.

Figure 2. Student email resources.
Figure 3
Graduate Admissions Flowchart

Obtain Application Forms from Division of Communication Disorders or www.murraystate.edu/academics/hshs/cdi/index.htm

Return Graduate Application Form and Transcripts to Murray State University Office of Admissions.

Return Departmental Application Form and Letters of Recommendation to Division of Communication Disorders

Initial Screening by Murray State University Office of Admissions

Application Review by Communication Disorders Faculty

Recommendation to Graduate Coordinator for College of Health and Human Services

Admission to Graduate Study by Murray State University Office of Graduate Admissions

Recommendation to Murray State University Office of Graduate Admissions

Notification by Murray State University Office of Graduate Admissions and also Division of Communication Disorders

Assignment of Graduate Advisor in Division of Communication Disorders

Figure 3. Graduate admissions flowchart.
Post-Baccalaureate Prerequisites
for Students with no Undergraduate Background in Speech-Language Pathology

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDI 215 Clinical Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CDI 310 Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>CDI 325 Pediatric Speech Disorders I</td>
<td>3</td>
</tr>
<tr>
<td>CDI 315 Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>CDI 405 Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CDI 470 Speech Disorders I</td>
<td>3</td>
</tr>
<tr>
<td>CDI 340 Normal Speech and Language</td>
<td>3</td>
</tr>
<tr>
<td>CDI 345 Pediatric Language Disorders II</td>
<td>3</td>
</tr>
<tr>
<td>CDI 451 Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CDI 465 Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td>CDI 472 Pediatric Language Disorders II</td>
<td>3</td>
</tr>
<tr>
<td>CDI 482* Augmentative/Alternative Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Undergraduate Prerequisites 36 hours

Undergraduate courses required for Kentucky Department of Education Certification in Communication Disorders:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 260 Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CDI 480 School Services for Comm. Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SED 300 Survey of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>CSC 199 Intro Information Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total undergraduate education requirements 12 hours

CDI 482*, Augmentative Alternative Communication, is not required for admission into the graduate program. However, an equivalent course is required or CDI 482 must be audited during the admitted graduate student’s program of study.

Figure 4. Minimum preparation for Post-Baccalaureate applicants.
**Murray State University**

Admissions and Registrar's Office  
Murray, Kentucky 42071

**Graduate Program**

<table>
<thead>
<tr>
<th>Name (Mr., Miss, Mrs.)</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Date</th>
</tr>
</thead>
</table>

**Addresses:**

<table>
<thead>
<tr>
<th>Present</th>
<th>Permanent</th>
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</table>

**Degree held:**

<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
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</thead>
</table>

**Institution granting:**

<table>
<thead>
<tr>
<th>Date granted</th>
</tr>
</thead>
</table>

**Graduate curriculum you purpose to follow:**

Courses to be completed in earning the master's degree:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course title</th>
<th>Semester hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**If transfer credit is included in this program, the adviser should attach a letter indicating when and where the credit was earned.**

**Signed**

**Applicant**

**TIME LIMIT FOR COMPLETION:** EIGHT YEARS FROM DATE OF ENROLLMENT IN FIRST CLASS.

Do not write below this line

☐ Approved  ☐ Disapproved  

Departmental graduate adviser  Date

Departmental chairman  Date

Collegiate graduate coordinator  Date

Collegiate dean  Date

Vice-president for academic programs  Date

For Admissions and Registrar's Office:

Processed by  Date

---

**Figure 5.** Murray State University Graduate Program of Studies.
**MURRAY STATE UNIVERSITY**

Graduate Program Substitution Form

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Social Security No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**Substitute:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**For:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Course</th>
<th>Hours</th>
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<tbody>
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</tbody>
</table>

**Substitute:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
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</tbody>
</table>

**For:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Add or Delete:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

**Date**

<table>
<thead>
<tr>
<th>Adviser’s Signature</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collegiate Graduate Coordinator’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Figure 6.** Murray State University Graduate Program Substitution Form.
# Typical Schedule of Graduate Coursework - Non-Thesis Option

## Fall Semester
- CDI 620  Phonological Disorders  3 Credits
- CDI 624  Voice Disorders  3 Credits
- CDI 646  Research Methods for SLPs  3 Credits
- CDI 674  Practicum  2 Credits
- CDI 670  Practicum Seminar  1 Credit

## Spring Semester
- CDI 615  Instrumental Methods  3 Credits
- CDI 648  Advanced Language Disorders  3 Credits
- CDI 680  Adult Neurogenic Disorders  3 Credits
- CDI 674  Practicum  2 Credits
- CDI 670  Practicum Seminar  1 Credit

## Summer Semester
- CDI 656  Advanced Audiology  3 Credits
- CDI 686  Swallowing Disorders  3 Credits
- CDI 674  Practicum  2 Credits
- CDI 670  Practicum Seminar  1 Credit
- Optional Elective Course  3 Credits

## Fall Semester
- CDI 625  Fluency Disorders  3 Credits
- CDI 660  Motor Speech Disorders  3 Credits
- CDI 684  Craniofacial Anomalies  3 Credits
- CDI 694  Advanced Clinical Practicum  3 Credits

## Spring Semester
- * Comprehensive examinations in early March
- CDI 601  Seminar in Current Trends & Issues  2 Credits
- CDI 621  Student Teaching  5 Credits
- CDI 676  Medical Clinical Placement  5 Credits

Total Credits: 57-60

---

**Figure 7.** Typical Graduate Program of Studies. (non-thesis option)
# TYPICAL SCHEDULE OF GRADUATE COURSEWORK - THESIS OPTION

## FALL SEMESTER
- CDI 620  Phonological Disorders  3 Credits
- CDI 624  Voice Disorders  3 Credits
- CDI 646  Research Methods for SLPs  3 Credits
- CDI 674  Practicum  2 Credits
- CDI 670  Practicum Seminar  1 Credit

## SPRING SEMESTER
- CDI 615  Instrumental Methods  3 Credits
- CDI 648  Advanced Language Disorders  3 Credits
- CDI 680  Adult Neurogenic Disorders  3 Credits
- CDI 674  Practicum  2 Credits
- CDI 670  Practicum Seminar  1 Credit

## SUMMER SEMESTER
- CDI 656  Advanced Audiology  3 Credits
- CDI 686  Swallowing Disorders  3 Credits
- CDI 698  Thesis  3 Credits
- Optional Elective Course  3 Credits

## FALL SEMESTER
- CDI 625  Fluency Disorders  3 Credits
- CDI 660  Motor Speech Disorders  3 Credits
- CDI 694  Advanced Clinical Practicum  3 Credits
- CDI 699  Thesis  3 Credits

## SPRING SEMESTER
- CDI 601  Seminar in Current Trends & Issues  2 Credits
- CDI 621  Student Teaching  5 Credits
- CDI 676  Medical Placement  5 Credits

**Total Credits: 57-60**

---

*Figure 8.* Typical graduate program of study (thesis option).
Figure 9. Application for Candidacy for the Master’s Degree.
**APPLICATION FOR COMPREHENSIVE EXAMINATION**

Social Security No. _______________________________ Date __________________, 19__

Name ____________________________________________

First          Middle          Last

Address ___________________________________________

Street          City          State          Zip Code

I wish to be tested in the following area: Test Date __________________________

☐ Master of Arts (M.A.)
☐ Master of Arts in Education (M.A. in Education)
☐ Master of Arts in Teaching (M.A.T.)
☐ Master of Business Administration (M.B.A.)
☐ Master of Music Education (M.M.E.)

☐ Master of Public Administration (M.P.A.)
☐ Master of Science
☐ Master of Science in Nursing (M.S.N.)
☐ Specialist in Education (Ed.S.)

Indicate Subject Area ____________________________

---

**Figure 10.** Application for Comprehensive Examinations.

**APPLICATION FOR GRADUATE DEGREE**

Social Security No. _______________________________ Date __________________, 19__

Print name desired on diploma ____________________________

Name ____________________________________________

First          Middle          Last

Permanent mailing address (for diploma) ____________________________

Street          City          State          Zip Code

To be conferred after: Spring Term _____ Summer Term _____ Fall Term _____ (Valid for one term only)

Check degree: ($20 degree fee or receipt must accompany application)

☐ Master of Arts (M.A.)
☐ Master of Arts in Education (M.A. in Education)
☐ Master of Arts in Teaching (M.A.T.)
☐ Master of Business Administration (M.B.A.)
☐ Master of Music Education (M.M.E.)

☐ Master of Public Administration (M.P.A.)
☐ Master of Science (M.S.)
☐ Master of Science in Nursing (M.S.N.)
☐ Specialist in Education (Ed.S.)

Indicate Subject Area ____________________________

---

**Figure 11.** Application for Graduate Degree.
### Student Progress Checklist – M.S. in Speech Language Pathology

**Student:** _______________________________

#### Basic Science Coursework (27 hours, minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Term/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC SCI Concepts (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 117 Math Concepts (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY SCI Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Minor (9 hours, minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Term/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDI 405 Intro Audiology (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDI 451 Aural Rehab (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDI 656 Adv Audiology (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedures**

- Program of Studies
- GRE
- M.S. Candidacy
- Thesis Option
- or Comps
- Clinic Hours ok?
- Degree

**ASHA Checklist**

- Total 75 Semester Hours
- 36 Grad Professional Hours
- Knowledges & Skills:
  - Stnd IIA – (Bas Sciences)
  - Stnd IIIB – (Hum Comm)
  - Stnd IIC – (Big 9)
  - Stnd IID - (Prev/Dx/Tx)
  - Stnd IIE – (Code of Ethics)
  - Stnd IIF – (Research Proc)
  - Stnd IIIG – (Prof Issues)
  - Stnd IIHH – (Credentialing)
  - Stnd IV – Skills Outcomes
    - IVA – Systematic K&S
    - IVB – Oral/written skills
    - IVC – Cx hrs: 25 obsv _375 contact
    - IVD – 325 grad contact hrs
    - IVF – Cx Experience across life span, cultures, disorders, severity, etc
    - IVG – Depth/Breadth Cx Exper

**Teacher Certification**

- Yes
- No

**Teacher Certification Courses (K-12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Term/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 101 Composition (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng 102 Composition (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Com 161 Int Pub Spkng (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 199 Int Computer App (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 260 Hum Growth/Dev (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED 300 Surv Exc Children (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDI 480 School Services (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDI 621 Student Teaching in SLP (5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

______________________________

______________________________

______________________________

---

**Figure 12. Graduate checklist.**
1. Submit completed Academic Portfolio to portfolio advisor.
   a. Agency: MSU (program SACS/NCATE certification).
      i. Deadline: Graduation (releases graduation hold).
      ii. Recommendation: March preceding graduation.

      i. Deadline: Before seeking employment in KY public schools.
      ii. Recommendation: Before final semester.

      i. Deadline: Within 2 years of years from the date course work and practicum are approved by the ASHA Clinical Certification Board (i.e., w/in 2 years of application for membership).
      i. Deadline: Before seeking employment in KY public schools.
      ii. Recommendation: March preceding graduation.

4. Submit verification to academic advisor that all required clock hours of supervised clinical practicum experience have been completed. Minimum 400 clinical clock hours, which includes 25 hours of required observation. This verification must be placed in each student’s academic records.
   a. Agency: MSU (ASHA program certification)
      i. Deadline: Graduation (releases graduation hold).
      ii. Recommendation: At least 2 days before graduation.

5. Submit fully completed Knowledge and Skills Acquisition Summary (KASA) form\(^1\) including documentation of all relevant undergraduate and graduate courses, supervised clock hours of clinical practicum, and other relevant activities. This form is duplicated for the student’s academic records, then signed by a program representative after graduation and returned by mail to each graduate. This signed document is required by ASHA for use in the application process for ASHA membership and certification.
   a. Agency(1): MSU (ASHA program certification)
      i. Deadline: Graduation (releases graduation hold).
      ii. Recommendation: At least 2 days before graduation.
      i. Deadline: Within 2 years of the date course work and practicum are approved by the ASHA Clinical Certification Board (i.e., w/in 2 years of application for membership).

\(^1\) Development of the KASA form is monitored by the academic advisor each semester during the student’s degree program

Figure 13. ASHA KY-EPSB Checkout Procedures
Appendix A.
Comprehensive Examinations Policy
Communication Disorders

GRADUATE COMPREHENSIVE EXAMINATION POLICY 08/25/99

A comprehensive examination must be taken by students who choose the non-thesis option for completion of the requirements for the Master's degree in Speech-Language Pathology. The examination is offered approximately eight weeks before the end of the spring semester. An application for the comprehensive examination must be filed in the Graduate Admissions Office during the first three weeks of the semester in which the student plans to take the examination.

I. Structure. The comprehensive examination is a four-item essay examination.

A. The examination requires a synthesis of knowledge on normal speech and language processes, disordered speech and language processes, assessment and diagnosis. The student must write on four questions selected from the four content areas listed below. **Students should not assume that questions will be selected from the exact content areas as the previous year.**

1. **Language I**: normal development and language disorders (birth through school-age), and augmentative/alternative communication.
2. **Language II**: aphasia, dementia, agnosia, right hemisphere disorders, and traumatic head injury.
3. **Speech I**: normal development, speech sound disorders, and stuttering.
4. **Speech II**: voice, laryngectomy, apraxia of speech, dysarthria, cleft palate and swallowing disorders.

II. Comprehensive Examination Procedures

A. Scheduling

1. The examination will be administered over a two day period, usually a Friday afternoon and Saturday morning. Two (2) one-hour questions must be completed during a three-hour period. The extra hour in each session is to insure sufficient time for editing, formatting and printing of all answers.

PC-compatible computers will be provided for students' use in completing the examination. These computers are located in the ATCOM laboratory and students are expected to work in the lab area. Any other arrangements for completing requirements for the essay examination must be made with the examination coordinator at least one week prior to the examination date.
B. Scoring

1. **Notification of results:** Students can expect to receive verbal notification of examination results within two or three weeks after the test date.

2. Each question will be graded by no fewer than three members of the faculty of the Division. The following four-point scale is used:
   1 - Fail
   2 - Conditional pass
   3 - Pass
   4 - High Pass

   a. If the score assigned for each of the four questions is 2.5 or higher, the student will have passed the essay examination.

   b. If the average score for the four questions is 2.5, but the score on one or more questions is less than 2.5, the student has not passed the examination. In this situation the student may be required to rewrite in the area(s) failed, or, at the discretion of the faculty, the student may be required to take an oral examination two weeks after notification.

   c. If the average score assigned by the faculty for all questions is between 2.0 and 2.5, the student will not have passed, but at the discretion of the faculty may be re-examined in all four tested areas through either written or oral procedures two weeks after notification.

   d. If the average grade assigned by the faculty for all essay questions is less than 2.0, the student will have failed the essay examination and must rewrite on the next scheduled date for comprehensive examinations.

C. Remediation

1. If the student accomplishes acceptable performance on the essay examination through the written and/or oral procedures described above, she/he will have satisfactorily passed the comprehensive examination for speech-language pathology.

2. If the student does not pass the comprehensive examination, a meeting must take place with the communication disorders faculty before the end of the semester in which the failure has occurred. At this meeting the student must submit a written proposal which details plans to resolve of the academic deficits revealed by the examination. Following approval of the plan by the faculty, the student may register at the Office of Graduate Admissions to take the comprehensive examination on the next scheduled date.
Appendix B.

GUIDELINES FOR THESIS PREPARATION

I. Selecting the thesis option.

Students electing to write a thesis are advised to make this decision as early as possible in their training program. Graduate students in Communication Disorders must carefully adhere to University guidelines as well as division guidelines in the preparation of the thesis. The Murray State University guidelines for the preparation of theses can be obtained from the graduate office in Sparks Hall. The requirements outlined in this document are specific to the Division of Communication Disorders and should be viewed as extensions of the University thesis policies.

A. Selection and Appointment of Thesis Committee

1. The Division of Communication Disorders suggests that the student have input through the selected chairperson into the establishment of the thesis committee.

2. The student and chairperson should select committee members in view of the expertise that members can offer to the development of the thesis. The committee selection should include consideration of expertise in the topic area as in research design and statistical methods.

B. Parts of the Thesis

1. The student must refer to the University guidelines for a specific list of parts of the manuscript.

2. The text section of the thesis written for the Division of Communication Disorders should include the following sections:

   a. Introduction
      (1) Purpose of the study
      (2) Hypothesis

   b. Review of the Literature

   c. Method
      (1) Subjects
      (2) Procedure
      (3) Instrumentation
      (4) Data analysis

   d. Results

   e. Discussion
C. Style and Form of Thesis

1. The accepted style of thesis in the Division of Communication Disorders is that of the American Psychological Association (APA). All students planning to write a thesis should become familiar with the Style Manual of the American Psychological Association. This manual can be purchased in the MSU Bookstore.

2. The student should use a word processor for typing the thesis and for simplifying the process of making corrections or modifications. However, the student should not rely solely on a spell checker program for proofreading the document.

Students who have an interest in pursuing a thesis must be in good academic standing and must demonstrate excellent writing skills, the ability to work independently, and perseverance. Most failed attempts at masters theses have been students’ lack of commitment or determination, rather than their lack of ability.

Suggested Step by Step Procedure for Thesis Development

A. The student asks a member of the graduate faculty of the Division to serve as chair of his/her committee. This should be a faculty member whose research interests are similar to those of the student. The student should understand that ongoing and prior commitments might preclude a faculty member's involvement as chair of the thesis committee.

B. In discussion with the chair, the student selects a committee of three members. Students are encouraged to select at least one person from outside the Division. A minimum of two committee members from Communication Disorders is recommended.

C. The student must contact all potential committee members to request their participation on the committee.

D. The chair formally (in writing) reports the names of the committee members to the Division director. The Division director will follow University guidelines for appointment of the committee.

E. The student should maintain frequent contact with the thesis committee. The chair will be the student's primary contact person. However, allocation of specific responsibilities to various committee members according to their interest, expertise, and benefit to the student is acceptable and recommended.

F. The student, in consultation with the committee chair and the other committee members as appropriate, develops a thesis prospectus. The prospectus is a three-to-five page paper containing a brief review of the literature, the purpose of the study, and a brief discussion of research methods to be used. The committee must approve the prospectus before the student will be allowed to register for CDI 698 or 699.

G. The student develops a proposal that includes the introduction, the review of the literature, and the method.
H. The student and chair call a committee meeting to review the proposal. The student provides each committee member a copy of the proposal at least three days before the scheduled meeting.

I. The proposal meeting is held. The proposal is discussed and agreed to by all committee members. Any changes in methodology or review of literature are approved by the committee.

J. The student collects and analyzes data, writes the results, and discussion chapters with the help of the thesis advisor and committee members as needed.

K. The final copy of the thesis is typed and presented to the committee members for review.

L. Corrections are given to the student and corrections are made.

M. The student and chair establish a meeting time for the oral defense of the thesis.

N. The oral defense of the thesis is conducted.

O. The student is notified immediately as to the status of his/her oral defense.

P. Student makes corrections as suggested by the committee.

Q. After all corrections have been made and each committee member has signed, the thesis will be forwarded to the Collegiate Graduate Coordinator, the Dean of the College of Health Sciences and Human Services, the University Graduate Coordinator, and the Provost.

R. The appropriate number of copies are made and distributed according to University guidelines.

S. The committee chair reports the results of the oral defense to the Coordinator of Graduate Studies, Division of Communication Disorders.
Appendix C.

Murray State University

Proposed

POLICY ON ACADEMIC HONESTY and ETHICAL BEHAVIOR

January, 2001

1. Introduction

The existence and nurture of an academic community is based upon respect for academic integrity. Murray State University takes seriously its moral and educational obligation to maintain high standards of ethical behavior and academic honesty. All members of the University community share in the responsibility to ensure that these standards are not breached.

Instructors are responsible for setting academic standards, awarding academic credit, and recommending that those who meet these standards be graduated. They must be able to examine and evaluate students’ achievements accurately, to ascertain that work they submit is authentic, the result of their own efforts, and consistent with established academic standards. They must model impeccable professional ethical behavior and expect the same from their students.

Students are obligated to respect and obey the basic standards of personal and professional integrity and are also expected to take an active role in encouraging other members of the community to respect those standards. If a student has knowledge about a violation of this policy, he or she has the responsibility as a member of the university community to make this known to a member of the faculty or to a University administrator.

2. Responsibility of Instructors

A. Inform the Students. Instructors should outline their expectations pertaining to academic integrity at the beginning of each course, referring students to this Policy on Academic Honesty and Ethical Behavior. They should insure that students are aware of standards for ethical behavior that are established by and for members of the profession and the course syllabus should clearly establish expectations for student behavior regarding these standards. If certain materials are prohibited for study or use in a specific class, they must be identified and this fact must be clearly stated in the course syllabus.

B. Promote an Atmosphere Conducive to Academic Integrity. The instructor, by personal example, sets the tone for academic integrity. Beyond this, he or she is vigilant and monitors classroom exams, exercises, assignments, and other activities to present the minimum opportunity for academic dishonesty. Faculty should avoid practices—such as repeated use of exams or questions—which might encourage student use of unauthorized study materials.
3. Responsibility of the Student

A. The student must conduct his/her academic activities with honesty and integrity. The student must not tolerate unethical behavior or academic dishonesty by other students. Students must report cheating or other forms of academic dishonesty to the class instructor. Unethical behavior must be reported to the class instructor, the student’s academic advisor, or any other instructor or administrator. Students may report in confidence, but an accused student may not be punished for alleged academic dishonesty based solely on information that is anonymous.

B. Students with knowledge of cheating or unethical behavior on the part of other students and who fail to report this information to the class instructor or other appropriate university officials may be found guilty of a violation of this policy and may be subject to sanctions under the applicable section(s) of the policy.

4. Definitions of Unethical Behaviors

A. CHEATING – Intentionally using or attempting to use unauthorized information, books, notes, study aids, or other devices in any academic exercise; unauthorized communication of information to or from others during any academic exercise.

B. FABRICATION and FALSIFICATION – Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information while fabrication involves inventing or counterfeiting information.

C. 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

D. PLAGIARISM – Intentionally or knowingly representing the words, ideas, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgment.

E. COMPLICITY IN ACADEMIC DISHONESTY – Intentionally or knowingly helping or attempting to help another to commit an academically dishonest act.

F. VIOLATIONS OF PROFESSIONAL ETHICS – All professions have established standards for the ethical behavior of members or practitioners of that profession. Students, who engage in behavior or activities that are inconsistent with these standards, whether knowingly or unknowingly, may be guilty of a violation of professional ethics. Some behaviors or activities, even when dealt with by appropriate civil or legal authorities may lead to additional sanctions by the faculty, including dismissal from the professional preparation program.

5. Dealing with Unethical Behavior, Including Academic Dishonesty

A. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the situation. If, after reviewing the evidence and after discussing the incident with the student(s) involved, the instructor is
convinced that a violation has occurred and a penalty is warranted, the instructor should discuss the matter with the department chair and the two should arrange a conference with the student. Following that conference, one of the following might occur: The instructor may

(1) Require the student(s) to repeat the exercise or do an additional related exercise.
(2) Lower the grade or fail the student(s) on the particular exercise involved.
(3) Lower the grade or fail the student(s) in the course.
(4) Use some combination of 1, 2, and 3 above.

The instructor and the chair shall prepare a brief narrative statement of the event and of the action(s) taken. A copy should be given to the student. The department chair shall provide the student with a written summary of the appeals process.

**NOTE:** If, at any point in this process, the student alleges that actions have taken place that may be in violation of Murray State University Non-Discrimination Policies, this process must be suspended and the matter be directed to the Office of Equal Opportunity.

B. For actions taken under 5.A above, the student has the right to immediately appeal the decision to the College Academic Honesty Committee and, if a resolution is not reached, finally, to the Dean of the College.

C. In the case of more serious or repeat infractions of this policy, the instructor and the Chair of the Department may concur in a recommendation that the student be suspended or dismissed from the program. This recommendation may be made in place of action taken above or in addition to it. Upon the recommendation of suspension or dismissal from the program, the matter is referred to the College Academic Honesty Committee. This recommendation shall be made in writing and a copy provided to the student. The student shall have an opportunity to appear before this committee and may present evidence in his or her defense. If the college committee finds that the evidence warrants expulsion or suspension from the academic program, and recommends such, the student may appeal to the Dean of the College and then to the University Academic Honesty Committee. (Upon referral to the college committee, the Chair shall also notify the Vice President for Academic Affairs that the student is at risk.)

D. In some circumstances, the offense may be of such a serious nature as to warrant possible expulsion from the university. In those instances, the chair and faculty member should confer with the College Dean regarding action to be taken. If they concur in a recommendation that the student should be suspended or expelled from the university, the matter is forwarded to the Vice President for Student Affairs for referral to the University Judicial Board and the student is notified by letter of this action. (See Student Life Handbook for further information concerning the University Judicial Board.)
E. High standards of moral and ethical behavior are expected of students in all activities directly or indirectly related to their professional preparation programs. These expectations may extend to behavior unrelated to the college classroom. When any faculty member receives evidence, either directly or indirectly, of student behavior which is in violation of ethical standards established by the department for students in the program, he or she must immediately make this information known to the Chair of the Department. Upon notification of a possible violation of ethical standards, the Chair shall review the evidence related to the alleged violation, interview the student(s) involved and consult with departmental faculty. Following this review and consultation, the Chair and program faculty may recommend suspension or dismissal from the academic program or other appropriate sanctions and may refer the matter to the Collegiate Academic Honesty Committee for action. This recommendation shall be made in writing and a copy provided to the student.

6. Suspension or Dismissal from An Academic Program

A. When a recommendation is made for suspension or dismissal from the program, as provided in section 5.C or 5.E above, the matter is forwarded to the College Academic Honesty Committee. Following procedures outlined in other sections of this policy, this committee may take one of the following actions:

(1) The Committee may determine that the student not be suspended or dismissed from the program;

(2) The Committee may dismiss the student from the program. In this case, the Committee must state and clarify the conditions under which the student, in pursuing study in another field, might be permitted to take courses in this department;

(3) The Committee may suspend the student from the program for a specific period of time or until the student meets specific and clearly stated conditions. In this case, the Committee must state and clarify the conditions under which the student might be permitted to take courses in this department during the period of suspension.

B. The student may appeal the decision of the College Academic Honesty Committee to the Dean of the College and, following his/her determination in the case, may appeal to the University Academic Honesty Committee.

C. The College Academic Honesty Committee shall consist of at least one faculty representative from each department in the college and two students from the college appointed by the President of the Student Government Association. It may be a standing collegiate committee formed for the specific purposes of hearing appeals and suspension/dismissal cases, or it may be an existing collegiate appeals or grievance committee to which these functions are added.
D. The University Academic Honesty Committee shall hear all program dismissal or suspension appeals. Membership on the Committee shall consist of one elected faculty representative from each academic college and school and two students appointed by the President of the Student Government Association. In hearing cases of appeal, the Committee shall conduct itself following procedures outlined in these policies.

7. Procedures for Hearings and Appeals: College and Dean

A. The Chair of the academic department in which the incident occurred is responsible for providing the student with a written summary of the appeal process. If the student wishes to appeal, he or she must do so within five days of the decision made in 5.A above. At this time, the department chair shall provide a written summary of the charges and recommended action(s) to the chair of the College Academic Honesty Committee. In initiating the appeals process, the student shall submit to the College Committee a written response to the charges.

B. Upon receipt of the written notice to appeal, the chair of the committee shall schedule a meeting of the College Academic Honesty Committee for the purpose of conducting a hearing. Such hearing shall be conducted not more than ten working days following receipt of notice. The appealing student must be notified in writing of this date and time not less than five days prior to the scheduled hearing.

C. The student may, if he or she chooses, have an outside advisor (i.e. parent, friend, faculty). Neither the student nor the committee may have legal representation present at the hearing. The student may confer with his/her advisor at any time during the meeting, but the advisor may not address the committee nor question witnesses. The committee may call witnesses, as it deems necessary.

D. Once the hearing is complete, the committee shall, within 24 hours, provide the student, the department chair, the faculty member and the Dean with written notice of their decision. Should the student wish to appeal the committee's decision, he/she must appeal to the dean or director in writing within 5 working days of receipt of the collegiate committee's letter.

E. Within five days of receipt of written notice of appeal, the Dean shall meet with the student and any other parties involved as he or she deems appropriate and shall provide the student a written decision within two working days of completion of these meetings.

8. Procedures for Hearings: University Committee

A. The Chair of the University Academic Honesty Committee shall schedule a hearing to be conducted within 10 working days from receipt of the student’s written notice of appeal. The appealing student must be notified of this date and time not less than 5 working days prior to the date of the scheduled hearing.
B. The student may, if he or she chooses, have an outside advisor (i.e. parent, friend or faculty). Neither the student nor the committee may have legal representation present at the hearing. The student may confer with his/her advisor at any time during the meeting, but the advisor may not address the committee nor question witnesses. The committee may call witnesses, as it deems necessary.

C. Once the hearing is completed, the committee shall notify the student and the appropriate Dean or Director of its decision in writing, within three working days.
Appendix D

Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the conduct of research and scholarly activities and responsibility to persons served, the public, and speech-language pathologists, audiologists, and speech, language, and hearing scientists.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or participants in research and scholarly activities and shall treat animals involved in research in a humane manner.

Rules of Ethics

A. Individuals shall provide all services competently.

B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.

C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.

D. Individuals shall not misrepresent the credentials of assistants, technicians, or support personnel and shall inform those they serve professionally of the name and professional credentials of persons providing services.
E. Individuals who hold the Certificates of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, students, or any nonprofessionals over whom they have supervisory responsibility. An individual may delegate support services to assistants, technicians, support personnel, students, or any other persons only if those services are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.

F. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.

G. Individuals shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.

H. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.

I. Individuals shall not provide clinical services solely by correspondence.

J. Individuals may practice by telecommunication (for example, telehealth/e-health), where not prohibited by law.

K. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed and shall allow access to these records only when authorized or when required by law.

L. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless required by law to do so, or unless doing so is necessary to protect the welfare of the person or of the community or otherwise required by law.

M. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

N. Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.

O. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

**Principle of Ethics II**

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence.

**Rules of Ethics**

A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.

B. Individuals shall engage in only those aspects of the professions that are within the
scope of their competence, considering their level of education, training, and experience.

C. Individuals shall continue their professional development throughout their careers.

D. Individuals shall delegate the provision of clinical services only to: (1) persons who hold the appropriate Certificate of Clinical Competence; (2) persons in the education or certification process who are appropriately supervised by an individual who holds the appropriate Certificate of Clinical Competence; or (3) assistants, technicians, or support personnel who are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.

E. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member’s competence, level of education, training, and experience.

F. Individuals shall ensure that all equipment used in the provision of services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

**Principle of Ethics III**

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including dissemination of research findings and scholarly activities.

**Rules of Ethics**

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.

B. Individuals shall not participate in professional activities that constitute a conflict of interest.

C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal financial interest.

D. Individuals shall not misrepresent diagnostic information, research, services rendered, or products dispensed; neither shall they engage in any scheme to defraud in connection with obtaining payment or reimbursement for such services or products.

E. Individuals’ statements to the public shall pro-vide accurate information about the nature and management of communication disorders, about the professions, about professional services, and about research and scholarly activities.

F. Individuals’ statements to the public—advertising, announcing, and marketing their professional services, reporting research results, and promoting products—shall adhere to prevailing professional standards and shall not contain misrepresentations.

**Principle of Ethics IV**

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious inter-professional and intraprofessional relationships, and accept the professions’ self-imposed standards.
Rules of Ethics

A. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

B. Individuals shall not engage in dishonesty, fraud, deceit, misrepresentation, sexual harassment, or any other form of conduct that adversely reflects on the professions or on the individual’s fitness to serve persons professionally.

C. Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.

D. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor’s consent.

E. Individuals shall reference the source when using other persons’ ideas, research, presentations, or products in written, oral, or any other media presentation or summary.

F. Individuals’ statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

G. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.

H. Individuals shall not discriminate in their relationships with colleagues, students, and members of allied professions on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.

I. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.

J. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

Appendix E.

Regulations for the Kentucky Provisional Certificate for Teacher of Exceptional Children - Communication Disorders

STANDARD CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN AND YOUTH -- COMMUNICATION DISORDERS

704 KAR 20:500

Section 1.

(1) The Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel as adopted in 704 KAR 20:005, TEC 120-0.

(2) The Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders shall be issued in accordance with the testing and internship provisions of KRS 161.030 and 704 KAR 20:045. Upon successful completion of the beginning teacher internship, the certificate shall be extended for the remainder of a five (5) year period and shall be renewed for subsequent five (5) year periods upon completion by September 1 of the year of expiration of three (3) years of successful experience as a teacher of communication disorders or upon completion by September 1 of the year of expiration of at least six (6) semester hours of credit of the equivalent in PSDU's or CEU's as defined in 704 KAR 20:020.

(3) The Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders shall be valid at all age levels for the instruction of exceptional children and youth with communication disorders.

CURRICULUM STANDARDS

TEC 120.0

Section 1.

The program of preparation for the Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders shall consist of a master's degree in speech-language pathology including: (1) a special education component, (2) a professional preparation component, and (3) a clinical and field experience component as described in these standards.
Section 2.

The special education component for the Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders shall consist of a minimum of forty-eight (48) semester hours of credit to include the following preparation:

1. Normal processes--Twelve (12) semester hours in courses that provide information that pertains to normal development and use of speech, language, and hearing.

2. Communication disorders--Thirty (30) semester hours, twenty-one (21) of which carry graduate level credit, in courses that provide information relative to communication disorders, and information about and practice in evaluation and management of speech, language, and hearing disorders, to include the following:
   a. Twenty-four (24) semester hours in courses in speech language pathology
   b. Six (6) semester hours in audiology.

3. Related studies--Up to six (6) semester hours may be earned for advanced study in related areas that augment the work of the speech-language pathologist and/or in courses that provide credit for practicum obtained during academic training described in Section 4.

Section 3.

The professional preparation component for the Standard Certificate for Teachers of Exceptional Children and Youth--Communication Disorders shall consist of a minimum of twelve (12) semester hours to include the four content areas listed below. A minimum of two (2) semester hours must be obtained in each of the four areas.

1. Basic concepts concerning education shall include: a study of teaching as a profession; the purpose of education in a democracy; analysis of the function of schools today; a study of classroom and school organization; the teachers' expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation and reporting on a system wide, school wide, and on an individual basis.

2. Human growth and development and learning theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth.

3. Special and multicultural education shall include: the study of principles and procedures for adapting educational programs to accommodate the needs of all children in the regular classroom; identification of educationally relevant
characteristics of gifted children, culturally diverse children, and those with intellectual, emotional, physical, speech, language, auditory', and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(4) Development, administration, and evaluation of speech language and hearing services in the schools shall include: the study of principles and procedures for developing, administering, and evaluating programs in the school setting including service delivery, case selection, scheduling, state and Federal laws and regulations for special education, state statutes impacting public school practice, budgeting, and community relations.

Section 4.

The clinical and field experience component shall consist of the following:

(1) observation of normal and exceptional-needs children and youth, ages 0-21, in a variety of clinical and school settings.

(2) Completion of a minimum of 300 clock hours of supervised experience with individuals who present a variety of communication disorders. At least 150 of these 300 clock hours must have been completed at the graduate level. A minimum of 100 of these clock hours must be completed with children and youth, ages 0-21 years. One clock hour is defined as one hour of direct service to an individual with a communication disorder.

(3) Successful completion of a supervised school experience. This experience must be the equivalent of six (6) weeks full-time placement in a school setting providing direct service delivery including identification, evaluation, and management of communication disorders. These direct service delivery activities may be counted towards the 300 clock hours described in subsection (2) above. This school experience should also include activities such as recordkeeping, parent conferences, teacher interaction, consulting, and other related activities.
Appendix F

Application Information Sheet: SLP Licensure in the State of Kentucky

APPLICATION INFORMATION SHEET

(http://www.state.ky.us/agencies/finance/occupations/speechaudiology/appinfosheet.htm)

In response to your request regarding licensure in speech-language pathology and/or audiology, the following information is provided. Please read this information in its entirety.

PAMPHLET: Kentucky Revised Statutes Chapter 334A and Kentucky Administrative Regulations 201 KAR 17. Every candidate for licensure should become thoroughly knowledgeable with the contents of these laws and regulations.

APPLICATION

- For Interim Licensure: Complete the entire application. The back portion of the application must be completed and signed by your supervisor outlining your plan of activities for your post graduate professional experience (PPE). Each question must be completed. See attached sheet for specific directions in completing the PPE portion of the application.

- For Permanent Licensure: Complete every item on the application. Questions which are not applicable to your situation should be noted N/A.

EDUCATION

Applications for both Interim and Permanent License shall be accompanied by verification of all education requirements in the form of an original transcript with the seal of the registrar showing a master’s degree or equivalent as defined in KRS Chapter 334A and 201 KAR 17. Transcripts "issued to student" will not be accepted. Said transcripts are to be submitted to the Board within thirty (30) days after the postgraduate professional experience (PPE) is begun.

If you hold an interim license and are now applying for a permanent license and you have already submitted your master level transcript, you are not required to submit a second transcript for a permanent license.

TEST SCORES

Applicants who hold the ASHA Certificate of Clinical Competence (CCC) need only provide documentation in the form of a copy of their letter or certificate from ASHA verifying the CCC (and need not provide additional documentation of test scores).

Applicants for licensure must earn a passing score (600) on the Praxis exam in the area(s) in which licensure is being sought (speech-language pathology and/or audiology). Test score(s) should be sent directly to the Board office from Praxis.
POSTGRADUATE PROFESSIONAL EXPERIENCE

Applicants for Interim Licensure are required to complete a plan for the post-graduate professional experience (PPE) within thirty (30) days of beginning the PPE (see side two of application form for Interim Licensure). See attached for specific guidelines and directions for submitting the PPE.

Applicants for Permanent Licensure who hold the ASHA CCC: Submit required documentation of the CCC in lieu of documentation of completed PPE.

Applicants for Permanent Licensure who do not hold the ASHA CCC: Submit documentation of completion of the PPE.

- For applicants who hold an Interim License, the supervisor must sign the Application for Permanent License to document that the PPE has been successfully completed.

- For applicants who do not hold an Interim License, submit written evidence from a licensed and/or certified speech-language pathologist or audiologist supervisor of nine months of full-time professional employment pertinent to the license being sought, or the appropriate part-time equivalent as indicated on the application and in the directions for the PPE plan.

LICENSURE FEE

Attach a check or money order made payable to the Kentucky State Treasurer for the following amount, depending on the type of application (DO NOT SEND CASH):

**Interim License**: fifty (50) dollars; this fee is not refundable

**Permanent License**: one hundred and fifty (150) dollars; fifty (50) dollars of this amount is your application fee and is not refundable; the additional one hundred (100) dollars is the initial licensure fee for the area of licensure for which you are applying.

Applicants who currently hold an Interim License: submit only the one hundred (100) dollar fee

If you are applying for dual licensure the total fee is three hundred (300) dollars; one hundred (100) dollars of this amount is your application fee and is not refundable

Mail completed application and fee to:

Kentucky Board of Speech-Language Pathology and Audiology
P.O. Box 1360
Frankfort, KY 40602
NOTE TO ALL APPLICANTS: The Board will not consider an application until all requirements for licensure are received and the file is complete. Information regarding a file will be given only to the applicant. Additionally, the Board Office does not give information regarding the findings from a Board meeting over the telephone. Letters regarding the Approval or Denial of an application will be sent from the Board Office approximately one week to ten days following the meeting.