



**Speech-Language Pathology**  
**MURRAY STATE UNIVERSITY**

Initial Certification and Rank I (Grades P-12)

**Graduate Record of Advising & Progress of Knowledge and Skill Acquisition (GRAP)**

<b>Student Name:</b>	<b>Advisor:</b>
<b>Cohort/Class:</b>	<b>Anticipated Graduation Date:</b>
<b>Undergraduate Major:</b>	
<b>Anticipated Student Teaching Semester:</b>	
<p>The 2014 ASHA certification standards are intended to ensure that students acquire the “knowledge and skills necessary for entry- level, independent practice of speech-language pathology.” Although students must assume responsibility for meeting academic program requirements, this document was created to track the advising process to ensure students are progressing through the graduate program and identify and document progress or identified needs. This document is intended to aid the advisor and student in the process and should be supplemented with the CALIPSO tracking instrument and is linked to the 2014 standards associated with knowledge and skills outcomes that students must attain as a requirement for certification in speech-language pathology. This document is reviewed and updated by the advisor, faculty members and students each semester. Students are required to have one face-to face meeting with their advisor each term and the students’ progress will be reviewed at the end of each term during their tenure at Murray State University.</p>	
<p>The student and advisor should date and sign after each required face-to-face meeting to verify the meeting occurred. If a student fails to meet for the required meeting, the advisor is responsible for documenting the efforts made to schedule the appointment with the student (e.g., notes and or copies of emails or memos).</p>	

<b>Term</b>	<b>Date of Advising Appointment</b>		
<b>Summer I</b>	<b>Date:</b>	<b>Advisor:</b>	<b>Student:</b>
<b>Fall I</b>	<b>Date:</b>	<b>Advisor:</b>	<b>Student:</b>
<b>Spring I</b>	<b>Date:</b>	<b>Advisor:</b>	<b>Student:</b>
<b>Summer II</b>	<b>Date:</b>	<b>Advisor:</b>	<b>Student:</b>
<b>Fall II</b>	<b>Date:</b>	<b>Advisor:</b>	<b>Student:</b>
<b>Spring II*</b>	<b>Date:</b>	<b>Advisor:</b>	<b>Student:</b>

<b>Fall III**</b>	<b>Date:</b>	<b>Advisor:</b>	<b>Student:</b>
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This advising appointment will include the completion of documentation necessary for graduation\*.

This advising appointment will include the completion of documentation necessary for KY Teacher Certification\*\*.

**Notes:**

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**GRAP Tracking: Remediation History**

A remediation plan was initiated for the following course/s or competency/ies on the date indicated. See the student's *remediation plan* listing the competencies in remediation. These should be filed in the student's academic folder.

Course/Clinic	Date of Remediation Plan	Remediation Complete? (Y/N)	Date Remediation Completed

**GRAP Tracking: Standard V-A:**

**STANDARD V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence. \*

**Fall I Evaluation Process:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Faculty Member:** \_\_\_\_\_

	The faculty and staff agree the student demonstrates level appropriate communication skills for a first semester graduate student.
	Concerns were identified:

	The faculty and staff recommend the following action plan:
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**Spring I Evaluation Process: \_\_\_\_\_ Date: \_\_\_\_\_ Faculty Member: \_\_\_\_\_**

	The faculty and staff agree the student demonstrates level appropriate communication skills for a second semester graduate student.
	Concerns were identified:
	The faculty and staff recommend the following action plan:

**Fall II Evaluation Process: \_\_\_\_\_ Date: \_\_\_\_\_ Faculty Member: \_\_\_\_\_**

	The faculty and staff agree the student demonstrates level appropriate communication skills for a first semester graduate student.
	Concerns were identified:
	The faculty and staff recommend the following action plan:

**Spring II Evaluation Process: \_\_\_\_\_ Date: \_\_\_\_\_ Faculty Member: \_\_\_\_\_**

	The faculty and staff agree the student demonstrates level appropriate communication skills for a first semester graduate student.
	Concerns were identified:
	The faculty and staff recommend the following action plan:

\*The student's performance is reviewed by clinical supervisors and academic faculty. Any Graduate faculty member may sign after the student's performance is reviewed. In accordance with the essential skills outlined by the program, this section can also be used to document concerns associated with the student's interaction and personal qualities.

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**Summer I**

Course	Credit Hours	Grade
CDI 646 Research Methods for SLPs	3	
CDI 664 Introduction to Clinical Practicum	3	
CDI 670 Practicum Seminar	1	
<b>Total</b>	<b>7</b>	

**Notes:**


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**Fall I**

Advisor Initials	Advising Activity	Notes
	Student concerns	
	Student is registered for required courses	
	Student has purchased Calipso	
	POS has been completed	
	Advisor and student verify the completion of requirements or identify areas of need associated with STD IV-A The course equivalent list should guide this process	

**Notes:**


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**Fall I Courses**

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

**Spring I**

Advisor Initials	Advising Activity	Notes

	Student concerns	
	Student is registered for required courses*input grades from previous term(s)	
	Signed POS is in file	
	Update Calipso	

**Notes:**

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**Spring I Courses**

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

**Summer II Courses**

Course	Credit Hours	Grade
CDI 625 Fluency Disorders	3	
CDI 624 Disorders of Voice	3	
CDI 674 Clinical Practicum	3	
<b>Total</b>	<b>9</b>	

**Notes:**

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**Fall II**

Advisor Initials	Advising Activity
	Student concerns
	Student is registered for required courses (*please add grades from previous terms)

**Notes:**

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**Fall II Courses**

Course	Credit Hours	Grade
CDI 611 Seminar: Current Trends and Issues ( I)	2	
CDI 611 Seminar: Current Trends and Issues (II)	2	
CDI 648 School Age Language Disorders	3	
CDI 694 Advanced Clinical Practicum	3	
<b>Total</b>	<b>10</b>	

**Spring II Professional Semester**

Advisor Initials	Advising Activity
	Student concerns
	Student is registered for required courses*please add grades from previous term
	Student has applied for graduation
	Calipso is updated
	Student has passed comps/thesis
	Student has passed Praxis
	Student has posted Praxis score
	Student has completed exit interview
	Student has completed CAA employment data
	Student has completed alumni connections contact info
	Certification paperwork is reviewed and signed. Advisor keeps both copies and will mail the signed copy when degree is posted [student brings self-addressed envelope], student will submit application to ASHA

**Notes:**

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**Spring II Courses**

Course	Credit Hours
CDI 601 Professional Seminar	2
CDI 676 Medical/Clinical Placement	5
REA 612 Foundations in Literacy	3
EDU 650 Special Problems –Field Hours	2
<b>Total</b>	<b>12</b>

**Notes:**

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**Fall III Courses**

Course	Credit Hours
CDI 601 Professional Seminar	2
CDI 621 Student Teaching Speech Language Pathology	5
CDI 621 Student Teaching Speech Language Pathology	5
<b>Total</b>	<b>12</b>

**Notes:**

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**Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication disorders (CDI) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CDI may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Knowledge Area	Course/Experience	Date
Biological Sciences	_____	_____
Physical Sciences*	_____	_____
Mathematics	_____	_____

Social/Behavioral Sciences

Statistics

_____	_____
_____	_____
_____	_____

Additional course/s required (AAC, Audiology, Aural Rehab, Neuroanatomy)?

\*\*Note: In order to accept coursework student must have earned a passing grade of C or better.

Undergraduate Courses or Equivalent

The signature of the academic advisor indicates that learning outcomes addressed by the in-discipline undergraduate courses listed below or addressed in equivalent courses/activities have been satisfactorily completed. Indicate courses or activities below. *The advisor will not sign until all learning outcomes are satisfactorily completed.*

CDI 215: Clinical Phonetics \_\_\_\_\_

CDI 310: Anatomy and Physiology \_\_\_\_\_

CDI 315: Speech Science \_\_\_\_\_

CDI 325: Pediatric Speech 1 \_\_\_\_\_

CDI 340: Speech-Language Develop \_\_\_\_\_

CDI 345: Pediatric Language 1 \_\_\_\_\_

CDI 405: Audiology \_\_\_\_\_

CDI 451: Aural Rehabilitation \_\_\_\_\_

CDI 465: Neuroanatomy \_\_\_\_\_

CDI 470: Pediatric Speech 2 \_\_\_\_\_

CDI 472: Pediatric Language 2 \_\_\_\_\_

**Teacher Education Entrance Requirements**

Undergraduate GPA (2.75 or better):

	GRE			PPST		
	Verbal	Quantitative	Written	Math	Reading	Writing
<i>Required Score</i>						
Best Score						
Date						

	GRADE	SEMESTER
ENG (B or better)		



MAT	(B or better)		
COM 161	(B or better)		
CDI 480	(B or better)		
CSC 199			
EDP 260			
SED 300			

## REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING AT MURRAY STATE UNIVERSITY Rev. (9/2015)

### *Teacher Education*

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174. GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.
3. Earn an overall GPA of  $\geq 2.75$  on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
4. Complete a master's degree with a GPA  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a "B" or higher
  - (2) MAT 117 (or higher level math) with a "B" or higher
  - (3) COM 161 or HON 165 with a "B" or higher
  - (4) EDU 103 with a "B" or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or CDI 480 or ELE 605 or LIB 600 [graduate students])
5. Participate in the admission to teacher education interview and receive their academic advisor's recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the **Declaration of Eligibility** (pink sheet) affirming a commitment to uphold the code and acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.

These requirements must be documented in *Recruiter*. CASE or GRE scores must be sent to MSU (R1494) via ETS. Admission will only be granted following a successful review by Teacher Education Services.

NOTE: Students who have not been admitted to Teacher Education will not be eligible to enroll in upper level courses that specify admission to teacher education as a prerequisite.
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### **Student Teaching**

To be admitted to student teaching, students must have

- 1) **been granted admission to Teacher Education;**
- 2) filed a **formal application in Teacher Education Services** two semesters prior to the term in which student teaching is desired (Access to applications is granted at scheduled student teaching orientations only.);

- 3) **earned and maintained GPA  $\geq$  2.75 in major/areas, professional education, and overall;**
- 4) **demonstrated teaching ability** in field and clinical situations;
- 5) **documented completion of 200 or more field hours and components (beginning 9/1/2013);**
- 6) graduate status and have **completed all major courses and specialty areas;**
- 7) **been admitted to Teacher Education;**
- 8) **completed all required professional teacher education courses (EDP 260\*, SED 300, EDU 650 – see specific requirements by major or area) with a GPA  $\geq$  2.75 GPA;**
- 9) filed a **valid and current medical examination**, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 10) completed all PBIS modules;
- 11) obtained a **criminal records background check**; and
- 12) supplied TES with **any other required information (transcripts, course exemption forms, etc.).**

#### **General Requirements for Kentucky Certification**

Candidates who wish to be recommended by MSU for an initial Kentucky teaching certificate must have

- 1) successfully completed an approved teacher education program including student teaching;
- 2) filed an application for certification (CA-1) with Teacher Education Services at MSU;
- 3) obtained at least minimal passing scores required on PRAXIS specialty area tests;
- 4) completed all applicable **computer literacy and applications** requirements;
- 5) mailed a copy of criminal record check to EPSB; and
- 6) sent official transcript to EPSB.

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program. To be recommended for certification in other states, all Kentucky requirements must be met.

**NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (KEPSB). Students are cautioned that changes in these requirements may occur after publication of the current Murray State University *Bulletin*. For the most current information, students should check with an advisor in one of the departments in the College of Education.**

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements or contact the Division of Internship and Assessment at 502-564-4606 or 888-598-7667.