



**Oklahoma Baptist University (OBU)
Master of Science in Speech-Language
Pathology (MS-SLP)
Academic and Clinical Handbook**

The Master of Science (MS) education program in Speech-Language Pathology (SLP) (distance education) at Oklahoma Baptist University (OBU) is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Hello!

Welcome to the Master of Science in Speech-Language Pathology (MS-SLP) program at Oklahoma Baptist University (OBU)!

The OBU MS-SLP faculty are excited for you to join a community of learners and future professionals dedicated to the field of speech-language pathology (SLP). We are committed to providing you with innovative curriculum and diverse clinical experiences to prepare you to successfully launch your career as a speech-language pathologist (SLP).

Before you embark on this exciting journey, it is important for you to familiarize yourself with the OBU MS-SLP Academic and Clinical Handbook. This handbook serves as a comprehensive guide to the policies, procedures, and expectations that will govern your academic and professional conduct during your time in the program. It is essential to review the handbook thoroughly as you will be held to the standards outlined in this document. The handbook contains critical information regarding program and university policies and support, course requirements, clinical experience guidelines, academic integrity, and program professionalism standards.

Our goal is to ensure that you have all the resources and support you need to succeed both academically and clinically. The policies outlined in the handbook are designed to maintain the highest standards of professional education, to foster a supportive and respectful learning environment, and to prepare you for a successful career as an SLP.

Should you have any questions about the policies outlined in the handbook, you are encouraged to reach out to me or any faculty member. We are here to support you every step of the way and are committed to helping you reach your fullest potential. We are excited to see the unique contributions you will bring to our program and look forward to being part of your academic and professional growth. Together, we will make this a transformative and fulfilling journey.

Once again, welcome to the OBU MS-SLP program! We are honored you have chosen our program to achieve your educational goals.

Sincerely,



AnnMarie C. Knight, PhD, CCC-SLP
Associate Professor and Program Director, MS-SLP
annmarie.knight@okbu.edu





OKBU.EDU

Speech-Language Pathology

500 West University | Shawnee, OK 74804

Version History:

Original version submitted with candidacy application

1/1/2025

Version 2 finalized

7/1/2025

Table of Contents

Introduction	8
Change Notice and Copyright	8
OBU Mission, Vision, Purpose, and Core Values	8
OBU Strategic Plan	9
MS-SLP Mission.....	9
MS-SLP Vision	9
MS-SLP Program Goals/Outcomes	9
MS-SLP Strategic Plan.....	10
Professional Credentialing.....	10
Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)	10
State Licensure	10
Educator Credential.....	11
Contact Information.....	11
General Policies	12
Non-discrimination	12
Title IX Information	12
Kingdom Diversity.....	12
Reporting Procedures.....	13
English Proficiency Policy	13
Requirements	14
Evaluation	14
Intervention	15
Disability Services	15
Student Records.....	16
Student Progress and Support	17
Intervention Plans	18
Probation	18
Summative Assessments	18
Course Withdrawal and Incomplete Grades	21



Program Withdrawal	22
Maximum Time to Completion.....	22
Student Health and Wellness Services	22
Mentorship Program	23
Student Concerns.....	23
Internal Grievances.....	23
External Grievances	24
Grievance Records.....	26
Program Requirements.....	26
Speech-Language Pathology Core Prerequisites	26
Guided Clinical Observation Hours (Required).....	27
Required Documentation of Guided Clinical Observation Hours	28
Required General Education Prerequisites	28
Admission Requirements	29
Transfer Courses.....	31
Undergraduate Clinical Hours (Optional)	31
Required Documentation of Undergraduate Clinical Hours	31
MS-SLP Degree Requirements	32
Additional Coursework.....	35
Requirements for Graduation.....	35
Professional Expectations	36
Professional Communication	36
Official Communication	37
Social Media and Technology Use.....	37
Required Professional Conduct	38
Prohibited Activities	38
Meeting Etiquette	39
All Meetings (Virtual and In-person)	39
Virtual Meetings	39
Professional Attire	40
General Guidelines	40
Scrubs and University Logo Attire	41
Inappropriate Attire.....	42
Attendance and Punctuality	42



Academic Courses.....	42
On-Campus Residency Experiences.....	44
External Clinical Experiences	45
Extended Leave Requests	47
Request Procedure	47
Student Reinstatement	47
Professional Ethics	48
<i>Academic Coursework Policies</i>	<i>48</i>
Academic Integrity.....	48
Student Identification	50
Technology Requirements and Support	51
Faculty Expectations:	52
Student Expectations	53
Course Assignments	53
Assignment Deadlines	53
Assignment Format	54
Grading Scale.....	54
Course Credit Expectations.....	55
<i>Clinical Experience Policies.....</i>	<i>55</i>
Disease Prevention and Compliance Training	56
External Clinical Placement Requirements	57
Associated Costs	57
Health and Immunization Requirements	57
Professional Requirements.....	58
Documentation and Compliance	58
Criminal Background Checks.....	58
Clinical Conduct	59
Video and Audio Recording and Social Media	60
Telepractice and Telesupervision.....	60
Documentation.....	61



External Clinical Placements	62
Policy Scope and Responsibilities	62
Placement Process.....	62
Monitoring and Evaluation	64
Travel and Logistics.....	64
Clinical Education.....	65
<i>Policy Violations</i>	<i>66</i>
Expectations	66
Reporting and Investigation	66
Disciplinary Committee and Potential Outcomes	67
<i>Appeal Procedures.....</i>	<i>67</i>

Introduction

The Master of Science in Speech-Language Pathology (MS-SLP) is a graduate program within the Division of Language and Literature at Oklahoma Baptist University (OBU) in Shawnee, OK. The curriculum includes academic coursework and clinical experiences and is delivered in a hybrid accelerated format with synchronous online course meetings and required in-person experiences at the OBU campus.

This handbook contains policies and procedures related to academic coursework and clinical experiences required for completion of the MS-SLP degree. The requirements for program admission and degree completion are outlined in this handbook and on the program [website](#). This handbook is posted on the program website and is provided for students in their orientation course in the OBU Learning Management System (LMS), Canvas. Students are required to review and sign a handbook acknowledgement in the software platform, Exxat, which is used to track academic and clinical requirements.

Change Notice and Copyright

The OBU MS-SLP program reserves the right to make changes to policies and procedures detailed in this handbook after handbook publication. Notice of changes to the handbook will be posted on Canvas and communicated to students, faculty, and staff through OBU email. The most current version of the handbook will be posted on the OBU MS-SLP program website. The version and date of the handbook are located on the handbook title page.

The information contained in this handbook is the property of OBU. Handbook content may not be reproduced or transmitted in any form or by any means that is not authorized by the OBU MS-SLP Program Director or the Dean for Online, Nontraditional, and Graduate Education (Dean). This includes photocopying, recording, posting online, and electronic transmission, storage, or retrieval. The handbook will be posted for use by students, faculty, staff in Canvas and for use by the public on the OBU MS-SLP website.

OBU Mission, Vision, Purpose, and Core Values

The mission, vision, purpose and core values of OBU can be found on the university website <https://www.okbu.edu/about/index.html>.

OBU Strategic Plan

The OBU strategic plan can be found on the university [website](#).

MS-SLP Mission

To prepare competent and professional service-minded leaders in speech-language pathology (SLP) who apply Christian principles and values to communication and swallowing disorder prevention, assessment, and intervention across the lifespan.

MS-SLP Vision

To shape the future of speech-language pathology (SLP) education and practice through an innovative hybrid accelerated education model that pairs Christian ethics and values with dynamic academic and clinical education.

MS-SLP Program Goals/Outcomes

Within the [Scope of Practice for Speech-Language Pathology](#), graduates of the OBU MS-SLP program will be able to:

1. Demonstrate comprehensive knowledge of the biological, neurological, acoustic, and linguistic foundations of communication and swallowing across the lifespan.
2. Integrate theoretical knowledge, research evidence, clinical expertise and client/family preferences to make best practice decisions in the assessment and treatment of communication and swallowing disorders across the lifespan.
3. Apply principles of ethical and professional conduct consistent with the standards of the American Speech-Language-Hearing Association (ASHA) and relevant licensure/certification boards.
4. Engage in reflective practice and self-assessment to continually strengthen clinical competence, professionalism, interprofessional collaboration, ethical practice, and advocacy in service delivery.

5. Integrate biblical Christian principles and values into professional interactions and clinical practice.

MS-SLP Strategic Plan

The OBU MS-SLP Strategic Plan aligns with the OBU strategic plan. An executive summary of the strategic plan can be found on the program [website](#). A complete copy of the program strategic plan can be requested by emailing slp@okbu.edu.

Professional Credentialing

The MS-SLP program at OBU prepares students to practice SLP at the top of the license. Please read below regarding the different types of credentials and processes to obtain each credential.

Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)

Upon completion of the program, graduates are eligible to pursue a national credential through the American Speech-Language Hearing Association (ASHA). The [Certificate of Clinical Competence in Speech-Language Pathology \(CCC-SLP\)](#) can be pursued upon successful completion of a master's degree from a program accredited by the Council of Academic Accreditation in Communication Sciences and Disorders (CAA), completion of the Clinical Fellowship (CF), and earning a passing score on the Praxis II Speech-Language Pathology Examination (Praxis). Graduates begin the certification process upon graduation by completing an application on the ASHA website. For complete and up to date information regarding ASHA Certification, visit <https://www.asha.org/certification/>.

State Licensure

To practice SLP in a specific state, a state license must be obtained. The MS-SLP program at OBU meets the education requirements for all 50 states in the United States. However, many states have additional and specific requirements which may include additional coursework, examinations, professional development, and practicum hours. Please review the [OBU Professional License Disclosures](#) website. State association and state licensure board information can be found on the [ASHA State-by-State](#) website. It is the responsibility of the student to understand and follow the

guidelines for licensure in the state(s) in which they intend to practice.

Educator Credential

Some states require an additional certificate to work as an SLP in a school. Requirements vary by state and may include additional coursework, examinations, professional development, and practicum hours. Please review the [OBU Professional License Disclosures](#) website. State association and state licensure board information can be found on the [ASHA State-by-State](#) website. It is the responsibility of the student to understand and follow the guidelines for educator credentials in the state(s) in which they seek employment.

Contact Information

Address: 500 West University Street, Shawnee, OK 74804

Phone: 405-5854602

Fax: 405-585-5105

Email: slp@okbu.edu

Website: <https://www.okbu.edu/programs/speech-language-pathology-ms.html>

Program Director

AnnMarie C. Knight, PhD, CCC-SLP

annmarie.knight@okbu.edu

Program Coordinator

Sarah Akiti, MS

sarah.akiti@okbu.edu

Director of Clinical Education

Becky Jones, EdD, CCC-SLP

becky.jones@okbu.edu

Director of Curriculum

Carol Koch, EdD, CCC-SLP

carol.koch@okbu.edu

Director of Admissions

Carson Walker, EdD, CCC-SLP

carson.walker@okbu.edu

Director of Student Success

Director of Research and Scholarship

Dean of Online, Nontraditional, and Graduate Education

Micah Meek, PhD

email: micah.meek@okbu.edu

phone: 405-585-4602

General Policies**Non-discrimination**

The MS-SLP program adheres to the OBU non-discrimination policy, which states “In compliance with federal law, including the Provision of Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Oklahoma Baptist University does not illegally discriminate against persons on the basis of race, religion, sex, color, national or ethnic origin, age, disability, or military service in the administration of educational policies, programs, or activities, its admissions policies, scholarship and loan programs, athletic or other University administered programs, or employment” (<https://www.okbu.edu/legal-notices/index.html>).

Title IX Information

Information related to [Title IX policies and procedures](#) and the [Title IX reporting form](#) can be found on the OBU website. The website contains information related to Title IX policies, resources, training, prevention, and the reporting process. Any individual who believes they have experienced or witnessed a violation of laws related to discrimination or harassment is encouraged to report the incident immediately through established reporting procedures. All reports of violations will be handled with the highest degree of confidentiality, ensuring that the identity of involved parties is protected to the extent possible. Our priority is to ensure that involved parties are connected with appropriate resources and support as soon as possible.

Kingdom Diversity

As a Christian higher education institution, faculty and staff support the OBU Kingdom Diversity initiative, which acknowledges the biblical principles that all people are created by God and are loved by God (<https://www.okbu.edu/student-life/university-culture/index.html>). The OBU MS-SLP program is committed to fostering an

environment where students, faculty, and staff appreciate and celebrate the diversity of humankind and treat all individuals with respect and dignity.

Reporting Procedures

Any individual associated with the OBU MS-SLP program, including students, faculty, staff, or administrators, who witness or experience a violation of non-discrimination or non-harassment laws and regulations is encouraged to report the incident immediately. Reports may be made directly to the Program Director, the Vice President of Student Life, or through an anonymous [reporting form](#) found on the OBU website. OBU ensures that all reports are handled with the highest level of confidentiality to protect the privacy of the individuals involved. Information related to the violation and subsequent investigation is shared only with individuals directly involved in the resolution process. Complaints are handled objectively, ensuring a safe, confidential, and non-retaliatory process. As a department, the welfare of our students, faculty, and staff is of the utmost importance and we are committed to upholding the highest ethical standards.

English Proficiency Policy

As outlined in the [Council of Academic Programs in Communication Sciences and Disorders \(CAPCSD\) Core Functions](#) document and the [OBU MS-SLP Essential Skills and Technical Standards](#), the OBU MS-SLP program is committed to preparing students to effectively communicate in all languages and modalities used during service delivery. This commitment underscores our recognition of the varied contexts in which many clinicians and individuals operate. As professionals in human communication, we recognize that clear and empathetic oral, written, and nonverbal communication are essential clinical skills. This policy ensures that all students are equipped to meet the varied communication needs of individuals, respecting the linguistic realities of our global community while upholding the highest professional standards.

Students must demonstrate proficiency in English, as well as any other languages they will use professionally, ensuring comprehensive care and professional communication across linguistic backgrounds. Students providing services in languages other than English must demonstrate proficiency in those languages, as determined by their clinical educator and clinical site. All students must demonstrate proficiency in English as follows:

Requirements

Oral and Written Communication: All students are required to communicate proficiently in both oral and written English. Applicants whose first or native language is not English, or those who have completed a degree or prerequisite courses in a country where English is not the national language, must submit official documentation of English proficiency test scores on one of the following assessments with minimum scores:

- TOEFL iBT: minimum total score of 100 with a score of 22 or higher on each section
- IELTS Academic: minimum overall band score of 8 with a band score of 7 or higher on each section
- Duolingo English Test: minimum overall score of 130

Academic and Clinical Communication: Students must effectively communicate in academic and clinical settings, adapting their communication styles to meet the needs of persons served, care partners, and professional colleagues. This includes completing coursework, clinical documentation, and professional interactions at a standard acceptable to the academic faculty and clinical educators.

Modeling Linguistic Targets: Students should accurately model the phonological, morphological, syntactic, and articulatory features of English - or any other language used in service provision - as required in clinical and academic settings.

Evaluation

Initial Evaluation: Communication skills (oral, written, and nonverbal) and English proficiency will be assessed during the first on-campus residency experience and the first semester virtual practicum.

Ongoing Evaluation: Effective communication is a core clinical competency and will be monitored throughout the program. Faculty and clinical educators will continuously evaluate the ability to engage clearly and appropriately with all individuals.

Additional Assessment: If at any point during the program a faculty member, clinical educator, or program administrator determines that a student does not meet professional communication competencies or English proficiency expectations - based on observed difficulty in academic or clinical communication - additional English proficiency testing may be required. This determination may also prompt hearing, speech, or language evaluation to rule out contributing factors. The appropriate

professional referrals will be made as needed.

Intervention

Development: If communication or language concerns are identified, an intervention plan will be developed in consultation with supervising faculty and/or clinical educators. Plans may include tutoring, writing support, accent modification, or training in nonverbal and interpersonal communication.

Monitoring: If deficiencies persist beyond the second semester, a formal review will be conducted to determine next steps, which may include continued intervention, delayed progression, or program dismissal if proficiency remains insufficient to meet professional standards.

Disability Services

The OBU MS-SLP program is dedicated to fulfilling its ethical, educational, and legal obligations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. As such, the MS-SLP program maintains compliance with the [disability services statement on the OBU website](#) "Oklahoma Baptist University complies with the Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which prohibits discrimination on the basis of physical or mental disability. OBU will take necessary steps to ensure that no student with a disability is denied the benefits of or excluded from an educational opportunity or activity based on being a student with a disability. Furthermore, OBU will take steps to ensure that no student with a disability is subject to discrimination. It is the student's responsibility to self-identify and inform the [Office of Disability Services](#) of accommodation needs. All accommodations requests are the responsibility of the student. Students are encouraged to submit documentation for review as soon as possible to ensure completion in a timely manner."

If a student in the MS-SLP program has a known disability or believes they may have a disability, the student should connect with the Office of Disability Services using the [accommodation request intake form](#). The student may also enlist the assistance of the MS-SLP Director of Student Success and their faculty advisor to direct them to available resources, facilitate documentation of the disability, and collaborate with the student to determine necessary and reasonable accommodations. Once the student has received documentation from the Office of Disability Services regarding accommodations, the student must provide all course instructors and clinical educators

with a copy of the official accommodations each semester. The program does not disclose information regarding disabilities and accommodations to faculty members, course instructors, external clinical sites, or clinical educators. It is recommended that the student meet individually with each course instructor and clinical educator to discuss how accommodations will be applied.

In addition, the MS-SLP program uses the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) document [“A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions”](#) to guide decisions about required technical standards for program enrollment and degree completion. This document outlines skills that students must utilize and demonstrate in academic and clinical settings to acquire the knowledge and demonstrate the competencies required for successful program completion and entry-level SLP practice. The knowledge, skills, and competencies outlined in this document may be learned and refined during the student’s course of study through academic coursework and clinical experiences. Students should familiarize themselves with the information in this document and should seek support or accommodations as needed to acquire these skills.

Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. FERPA rights are:

1. The right to inspect and review student education records within 45 days of the day the university receives a request for access.
2. The right to request amendment of the student education records that a student believes is inaccurate, misleading, or otherwise in violation of his or her right to privacy.
3. The right to provide written consent before the university discloses personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by [Institution] to comply with the requirements of FERPA.

The Office that administers FERPA is:

Family Policy Compliance Office

Department of Education 400 Maryland Avenue, SW Washington DC 20202-4605

Questions regarding the rights and release of information that this act provides should be directed to the OBU Academic Center:

Email: academic.center@okbu.edu

Phone: 405-585-5100

FERPA information for students can be found on the [Academic Center](#) page on the OBU website. The OBU policy on Confidentiality of Student Records can be found in the [OBU Student Handbook](#).

Students can track their progress towards completion of academic coursework using Degree Works. Students can track their progress towards completion of clinical practicum placement requirements (background check, required training, etc.), clinical experience requirements (clinical observations, clinical clock hours, evaluation of clinical competencies, etc.) in Exxat, which is a web-based system for tracking degree requirements. Exxat uses a secure login for program administrators, students, faculty, and clinical educators.

Students are responsible for ensuring that they complete necessary academic coursework and clinical hours required for degree completion. Students are responsible for maintaining adequate and professional documentation of clinical hours that meets program standards. Failure to complete required coursework and/or maintain clinical hours documentation may result in denial of clinical practicum placement and/or delay in program completion. Students will have access to records maintained in Exxat indefinitely.

Student Progress and Support

The OBU MS-SLP program is committed to supporting student success through timely feedback, faculty mentorship, and structured intervention plans, when appropriate. To advance in the MS-SLP program, students are required to maintain a cumulative 3.0 (B) grade point average (GPA), earn a grade of C in no more than one course throughout the program, earn no course grades below C, and receive evaluations from clinical educators that meet the minimum established threshold. Table 1 below outlines possible deficiencies, actions, and procedures for intervention, probation, and dismissal. While support provided through feedback and mentoring is an expected part of professional growth, repeated or extensive remediation raises concerns about acquisition of the knowledge and skills required for professional practice.

Intervention Plans

Intervention plans must be signed as outlined below, outline requirements for completion, include a completion deadline, and be placed in the student's electronic file.

- Intervention plans for an academic course must be signed by the student, course instructor, and Director of Student Success.
- Intervention plans for a clinical experience must be signed by the student, clinical educators, and Director of Clinical Education.

Students may be issued a maximum of two intervention plans during the duration of the program. Intervention plans may address academic, clinical, or professional competencies or communication skill deficiencies. If a third concern arises that would typically warrant an intervention plan, the Student Success Committee will review the student record to determine appropriate next steps, which may include continued intervention with additional oversight, delayed clinical placement, program probation, or recommendation for program dismissal.

Probation

A student is placed on probation if they do not meet the specified learning outcomes or competencies following the completion of a clinical or academic intervention plan. See Table 1 below for additional information about intervention plans and reasons for probation and/or dismissal. If a student is placed on probation, the probation will continue until there is an opportunity for the student to meet the requirements of the probation, which may include retaking a course with the earned final grade of C or below the next semester the course is offered, raising their GPA to a 3.0 or better, or improving their clinical/professional skills and competencies. If, after the initial probation, the student does not meet the specified requirements within the specified timeline or is placed on probation for another reason, the student will be dismissed from the program. If a student earns a second grade of C or below before retaking the first course with a C or below, the student will be dismissed from the program.

Summative Assessments

A passing score of 80% or higher on all summative assessments (portfolio elements, clinical research project) is required for program completion. If the student scores lower than 80% on a summative assessment, they will be referred to their advisor to discuss areas of difficulty and the processes in Table 1 below will be

followed. A student cannot remediate more than two program summative assessments during the program. If a student does not meet competencies on a third program summative assessment, the Student Success Committee will review the student record to determine appropriate next steps, which may include continued intervention with additional oversight, delayed clinical placement, program probation, or recommendation for program dismissal.

Table 1: Intervention Plans, Support, Probation, and Dismissal

Deficiency	Action	Procedure
Grade below B on an assignment or exam in an academic course or clinical seminar	Meet with course instructor to review deficiencies and instructor may require a remediation assignment.	Remediation assignment does not change the assignment grade but is designed to support the student in achieving course learning outcomes and competencies. The nature of the assignment is at the discretion of the instructor. Students are permitted one opportunity to remediate a graded assignment that does not meet minimum competency standards.
Student does not pass a remediation assignment with a B or better	Course instructor will alert the Director of Student Success and faculty advisor. The Student Success Committee will review the student record to determine appropriate next steps.	
GPA below 3.0 at the end of a semester	Probation for at least one semester, retake any course with earned grade of C or below, intervention plan established.	Student must earn a grade of B or better after retaking the course, must complete the intervention plan successfully, and must meet course learning outcomes and competencies.

		Students may retake a failed course (earned grade of C or below) only once. Failure to meet these requirements will result in dismissal from the program.
Earned final course grade of C or below in one course	Probation for at least one semester, retake course with earned grade of C or below, intervention plan established.	Student must earn a grade of B or better after retaking the course, must complete the intervention plan successfully, and must meet course learning outcomes and competencies. Students may retake a failed course (earned grade of C or below) only once. Failure to meet these requirements will result in dismissal from the program.
Earned final course grade of C or below in a second course	Dismissal from the program.	Student may follow the appeal process as outlined.
Clinical evaluation from a clinical educator that is below the established threshold	Student required to meet with the clinical educators and the Director of Clinical Education to develop an intervention plan.	Intervention plans related to clinical skills and competencies may include completion of additional simulations, observations, assignments, clinical experiences, and clinical advisement meetings. Failure to successfully complete the intervention plan will result in dismissal from the program.
Course instructor or clinical educator reports professional behavior concerns	Student required to meet with the course instructor or clinical educator and the Director of Student	Failure to successfully complete the intervention plan will result in probation or dismissal from the program.

	Success to develop an intervention plan. This may include a professional behaviors contract that supports the development of professional skills.	
A score below 80% on a program summative assessment (portfolio element, clinical research project)	Meet with faculty advisor to discuss summative assessment feedback and areas of deficiency. Intervention plan established. Revise and resubmit the summative assessment upon completion of intervention plan.	Intervention will be supervised by the instructors or course coordinators for the specific courses outlined in the intervention plan.
A score below 80% on the second attempt on a program summative assessment (portfolio element, clinical research project)	Probation for at least one semester. The Director of Student Success will determine required steps during probation semester. Resubmit the summative assessment at the end of the probation semester.	Student will meet with the Director of Student Success regularly during the probation semester.
A score below 80% on the third attempt on a program summative assessment (portfolio element, clinical research project)	Dismissal from the program.	Student may follow the appeal process as outlined.

Course Withdrawal and Incomplete Grades

Students may request to withdraw from a course through the withdrawal

deadlines stated on the OBU academic calendar according to the [OBU withdrawal policies](#) using the process outlined by the Office of the Registrar. Notification of intent to withdraw from a course must be submitted in writing to the course instructor, academic advisor, and Program Director prior to withdrawal. Due to the sequential design of the curriculum, withdrawing from a course will delay progression in the program by at least one semester. A grade of “W” will be recorded on the official transcript for any course from which a student withdraws.

An incomplete grade (“I”) may be assigned at the discretion of the course instructor when extenuating circumstances prevent course completion. To request an incomplete the student must be passing the course, must have completed at least two thirds of the required assignments, and must submit a written request to the course instructor. If an incomplete is granted by the course instructor, the student and instructor must establish a written contract for course completion that includes the assignments to be complete and a deadline for completing each assignment. Assignments for an incomplete course must be completed within eight weeks of the end of the incomplete online session. If assignments are not completed by established deadlines, a grade of “F” will be recorded on the official transcript.

Program Withdrawal

Students choosing to withdraw from the program must submit written notification to the Program Director. The student must meet with their faculty advisor to discuss the decision and complete required documentation. Tuition refunds will follow the OBU withdrawal policies.

Maximum Time to Completion

Students must complete all degree requirements, including required academic coursework and clinical experiences, within nine semesters (three calendar years) from initial enrollment. Extensions may be granted in exceptional circumstances (e.g., medical leave, military deployment) with written approval from the Program Director. Students who do not complete the program within this timeframe will be dismissed unless they have received an approved extension.

Student Health and Wellness Services

Information about mental health and general wellness services available to OBU online and graduate students can be found in the OBU Graduate and Online Handbook.

Mentorship Program

The OBU MS-SLP program supports student success through a structured mentorship program that includes academic advising and clinical mentoring. This comprehensive mentorship structure ensures students have the support needed to succeed in their academic and clinical training.

Clinical Mentoring: Each student participates in a clinical mentoring group led by a faculty member with expertise in specific clinical areas. These small groups meet regularly during each clinical placement to discuss progress, address concerns, and ensure clinical competencies are met. These collaborative sessions enhance clinical problem-solving skills through peer discussion and exposure to different clinical perspectives. The makeup of clinical mentoring groups will change each semester to allow students to develop relationships with students in different levels of the program and engage in clinical skill development support with a variety of faculty members.

Academic Advising: Each student participates in an academic advising group led by a faculty member assigned to a small group of students at the beginning of the program. Students meet individually and as a group throughout the program for academic and professional mentoring. Regular meetings with faculty academic advisors provide guidance for program progression and professional development.

Student Concerns

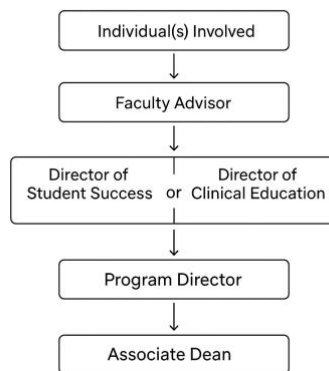
This policy provides a structured process for handling both internal and external complaints related to academic issues, course instructor or clinical educator conduct, and other program-related concerns. It ensures a transparent, fair, and confidential process for all parties involved. This policy applies to all students, faculty, and staff associated with the OBU MS-SLP program.

Internal Grievances

Students should first address their concerns or grievances regarding grades, course-related matters, or conduct of a course instructor or clinical educator directly with the individual(s) involved. If unresolved, the issue should be brought to the faculty advisor, followed by the Director of Student Success (course instructor concerns/grievances) and/or Director of Clinical Education (clinical educator concerns/grievances). If the matter remains unresolved it should be escalated first to the Program Director and then to the Dean (see flowchart below). All grievances will be

handled with confidentiality to protect involved individuals.

Internal Grievances



Grievances involving the Program Director should be made directly to the Dean. Grievances involving faculty directors may be submitted to the Program Director and/or the Dean. Students are encouraged to refer to the nondiscrimination and Title IX policies for information about university policies related to discrimination and harassment.

External Grievances

Students, faculty, and staff may submit external grievances regarding accreditation of a program with candidacy status to the Council on Academic Accreditation (CAA). Any complaint to the CAA must meet the following criteria:

1. be against an accredited graduate education program or program in candidacy status in audiology or speech- language pathology;
2. relate to the Standards of Accreditation for Graduate Programs in Audiology and Speech Language Pathology, including the relationship of the issue to the accreditation standards;
3. be clearly described, including the specific nature of the complaint and evidence to support the complaint;
4. be within the timelines specified below:
 - i. if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of the date of separation from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;

- ii. if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
- iii. if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed

Date of separation: the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following [submission requirements](#) as outlined by the CAA, using the CAA's official [Complaint Form](#):

1. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
2. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
3. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850.

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

Students' concerns may also relate to accreditation standards of the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. *This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information.*

Grievance Records

Records related to internal and external grievances will be maintained in a secure, centralized digital database. This database will serve as the primary repository for all records related to grievances, charges, and litigation. Documentation related to formal grievances submitted within the university and complaints or charges filed with external agencies will be stored in this secure electronic database. The documentation may include the original written grievance, names and contact information of involved parties, dates of filing, steps taken during the investigation, investigation findings, resolutions and sanctions, and records of legal action. Access to the database will be restricted to authorized personnel such as the Program Director, the Dean, the Provosts, Human Resources, Vice President of Campus Life, and Executive Vice President for Business and Administrative Services. Records stored in the secure, centralized digital database will be organized in reverse chronological order and each grievance or case will be assigned a unique identification number or code to facilitate tracking and retrieval of records.

Program Requirements

The OBU MS-SLP program welcomes students from diverse educational and professional backgrounds. Prerequisite courses in several areas are required by OBU and ASHA to uphold standards of professional practice and for eligibility for certification and licensure upon graduation. There are three categories of prerequisites that must be fulfilled: Speech-Language Pathology Core Prerequisites, Guided Clinical Observation Hours, and ASHA General Education Prerequisites. Please consult the Director of Admissions or your faculty advisor with questions regarding prerequisites. Requirements for general education prerequisites required for ASHA certification, MS-SLP degree requirements, and transfer requirements are also outlined in this section.

Speech-Language Pathology Core Prerequisites

The following prerequisites are required for MS-SLP program matriculation. Four of the seven SLP core prerequisite courses must be completed with a final grade on an official transcript at the time of application to be eligible for an admission decision. The remaining prerequisite courses may be taken prior to enrollment in the program.

Students may take prerequisite courses through OBU or transfer in equivalent

courses from another regionally accredited institution. If courses are completed at another institution, the student must submit official transcripts and may be required to provide a course description and/or course syllabus. Applicants who completed SLP core prerequisites more than seven years prior to admission, may be granted conditional admission and must complete the SLP bootcamp courses with a minimum score of 80% before enrolling. The Director of Admissions is responsible for collaborating with the Registrar for decisions regarding SLP core prerequisites completed at another institution and will verify that the content and learning objectives of transfer courses are equivalent.

The following courses are required:

Course descriptions can be found in the [OBU Academic Catalog](#).

Course Code	Course Title	Credits
SLP 3003	Communication and Swallowing Disorders Across the Lifespan	3
SLP 3013	Language Science for Speech-Language Pathologists	3
SLP 3023	Acoustic and Articulatory Phonetics	3
SLP 4003	Anatomy and Physiology of Speech, Hearing, and Swallowing	3
SLP 4013	Audiology Fundamentals for Speech-Language Pathologists	3
SLP 4023	Speech and Language Development	3
SLP 4033	Guided Clinical Observation*	1

* Requires completion of 25 hours of guided clinical observation that meets the [ASHA certification standards](#) (Standard V-C). Guided clinical observation hours may be completed as a requirement in a standalone course or may be completed through an academic program without a standalone course. See below for requirements for documentation of guided clinical observation hours.

Guided Clinical Observation Hours (Required)

Students are required to complete 25 hours of guided clinical observations in SLP before program matriculation. Observation hours must be completed through an academic program. A standalone observation course is not required. Observation hours completed outside of an academic program or course will not be accepted.

Required Documentation of Guided Clinical Observation Hours

Guided clinical observation hours must be completed by observing an ASHA certified SLP who holds a current ASHA CCC-SLP and meets the [ASHA certification standards](#) (Standard V-E) for supervision or students. To receive transfer credit for guided observation hours completed at another institution, the student must submit acceptable documentation of 25 hours of guided clinical observation. The Director of Admissions will be responsible for reviewing documentation of guided clinical observations and accepting or denying the documentation. The following will be considered acceptable documentation of guided clinical observation hours:

- Form from an undergraduate SLP or CSD program at a regionally accredited institution that documents guided clinical observation hours and includes the following: month, day, year, signature and ASHA number of certified SLP observed on each line of the observation record and signature and ASHA number of a program administrator. The form cannot include any arrows, lines, or signatures through multiple observation dates. For observations that occurred after January 1, 2020, the student must also provide the ASHA certification verification for all SLPs observed that shows that the SLP observed completed the required 2 hours of continuing education in supervision PRIOR to the guided observation.
- A letter from an administrator of an undergraduate SLP or CSD program at a regionally accredited institution where the observation hours were completed on official institutional letterhead that includes: student's full name and graduation date, a statement that the student has completed a minimum of 25 hours of guided clinical observations per 2020 ASHA Certification Standard V-C, a statement that the guided clinical observations were completed with an SLP that meets the requirements for supervision per 2020 ASHA Certification Standard V-E, and the SLP/CSD program administrator's original signature, printed first and last name, title and credentials, and ASHA number.

Required General Education Prerequisites

ASHA requires specific undergraduate prerequisite courses to be completed before the onset of the clinical fellowship year. The program requires students to complete these prerequisites prior to matriculation to ensure that they will be ready to pursue graduate coursework and advance as a clinical fellow at the end of the program.

Courses must have been completed no more than ten years prior to admission. For detailed descriptions of the general education prerequisite requirements, please refer to the ASHA document [Prerequisite Course Content Areas Related to SLP Certification Standards](#).

The required areas are:

Biology
Physics or Chemistry
Statistics
Social Sciences & Behavioral Sciences

Admission Requirements

To apply for the OBU MS-SLP program, prospective students must submit a completed application through the [Communication Sciences and Disorders Centralized Application Service \(CSDCAS\)](#). All information must be submitted directly to CSDCAS to complete the application, and the application must be complete and verified by the application deadline. The CSDCAS application includes detailed instructions for completing all application requirements. CSDCAS requires 4-6 weeks to process student information and verify transcripts.

The following must be submitted through CSDCAS:

1. Official transcripts from all colleges and universities attended.
2. Three letters of recommendation from:
 - An ASHA-certified, licensed SLP practitioner or an SLP/CSD course instructor or faculty member (at least 1 required)
 - Professional reference (e.g. professor, employer, supervisor, volunteer coordinator, student organization advisor, etc.)
3. Official documentation of English proficiency test scores, if required.

Candidates must meet the following minimum requirements for consideration for admission to the OBU MS-SLP program:

- Completion of a bachelor's degree from a regionally accredited institution before enrollment.
- Minimum 3.0 GPA from the last 60 credits earned at a regionally accredited institution is recommended.

- Documentation of 25 hours of guided clinical observation, which must be completed through an academic program.

Applicants with a bachelor's degree in a field other than SLP or CSD:

- Complete four of the seven required SLP core prerequisites with a final grade of B- or higher recorded on a final transcript before applying.
- Complete all the SLP core prerequisites and general education prerequisites before enrolling.
- A minimum GPA of 3.00 from prerequisite courses is recommended.

Applicants with a bachelor's degree in SLP or CSD:

- Complete a Language Science course (or equivalent linguistics course) as part of their undergraduate degree OR successfully complete the OBU Language Science bootcamp course with a minimum score of 80% before enrolling in graduate courses.
- Conditional acceptance may be granted until the applicant successfully completes the Language Science requirement (course or bootcamp).
- Math and Science GPA of 3.00 or higher is recommended.

Following initial application review, qualified applicants will be invited to participate in a virtual asynchronous interview and may be invited to participate in a virtual synchronous interview. Following interviews, the Admission Committee will discuss the application, and the student will be notified of an acceptance, waitlist, or denial decision. Admissions decisions will be received within 30 days of completion of the application and interview process.

The OBU MS-SLP program utilizes rolling admissions with review of applications submitted before each cohort deadline reviewed as they are received. Acceptances will be granted to qualified applicants until the cohort maximum is reached. Once the cohort maximum is reached, additional acceptances will be deferred until the next start date. Accepted students can choose to defer start date a maximum of two semesters due to extenuating circumstances by requesting a deferral in writing. Deferral requests will be reviewed and accepted or denied by the Director of Admissions. The application cycle will close 45 days prior to each cohort start date to allow students time for onboarding and orientation.

Transfer Courses

The OBU MS-SLP program will accept graduate coursework for transfer credit if the coursework was completed no more than five years prior to admission to the OBU MS-SLP program and was completed through a CAA accredited (or in candidacy) master's program in SLP or CSD. The Director of Admissions is responsible for collaborating with the Registrar for decisions regarding graduate-level transfer courses and will verify that the content and learning objectives of transfer courses are equivalent. Students are able to transfer in a maximum of 15 credits of graduate-level coursework from another institution if the coursework meets requirements for transfer and is approved by the Director of Admissions and Registrar.

Undergraduate Clinical Hours (Optional)

The OBU MS-SLP program will accept a maximum of 50 hours of on-site and in-person direct contact hours completed at the undergraduate level to count towards the required 400 hours of supervised clinical practicum as stated in the [ASHA certification standards](#) (Standard V-C).

Required Documentation of Undergraduate Clinical Hours

Undergraduate clinical hours must be completed under the supervision of an ASHA certified SLP who holds a current ASHA CCC-SLP and meets the [ASHA certification standards](#) (Standard V-E) for supervision of students. To apply undergraduate clock hours to the required graduate clinical hours, the student must submit acceptable documentation of 50 hours of supervised clinical experience. The Director of Clinical Education will be responsible for reviewing documentation of undergraduate clinical hours and accepting or denying the documentation. The following will be considered acceptable documentation of supervised clinical hours:

- Form from an undergraduate SLP or CSD program at a regionally accredited institution that documents supervised clinical hours and includes the following: month, day, year, signature and ASHA number of certified SLP on each line of the clinical experience record and signature and ASHA number of a program administrator. The form cannot include any arrows, lines, or signatures through multiple observation dates. For clinical hours that occurred after January 1, 2020, the student must also provide the ASHA certification verification for all SLP clinical educators (supervisors) that shows completion of the required 2 hours of continuing education in supervision PRIOR to the clinical experience.
- A letter from an administrator of the undergraduate SLP or CSD program at a

regionally accredited institution where the clinical hours were completed on official institutional letterhead that includes: student's full name and graduation date, a statement that the student completed 50 hours of supervised clinical experience per 2020 ASHA Certification Standard V-C, a statement that the clinical hours were completed with an SLP that meets the requirements for supervision per 2020 ASHA Certification Standard V-E, and the SLP/CSD program administrator's original signature, printed first and last name, title and credentials, and ASHA number.

MS-SLP Degree Requirements

The OBU MS-SLP degree is designed to prepare students for entry-level clinical practice in SLP. The program will accept two cohorts of students per academic year; one cohort to begin each fall semester and one cohort to begin each spring semester. The required academic courses and clinical experiences for each start (fall and spring) are identical but are sequenced differently. The required coursework and sequence for each start is outlined in Table 2 and 3. Course descriptions can be found in the [OBU Academic Catalog](#).

The curriculum requires four semesters of academic work (total 56 credits). Each semester is 16 weeks in length (full semester) and contains two 7-week or 8-week sessions. Academic courses will be completed during 7-week or 8-week sessions while clinical experiences will be completed during a full semester. In Table 2 and 3 below, full semesters are denoted as whole numbers (i.e. 1, 2, 3, 4) and 7-week or 8-week sessions are denoted as a subdivision of a full semester (i.e. 1.1, 1.2, 2.1, 2.2, etc.).

Table 2: Course Sequence for Fall Cohorts

Semester-FALL	Course Name	Credits
1.1	SLP 5102 Materials and Methods in Communication Sciences and Disorders	2
	SLP 5133 Pediatric Speech Sound Disorders	3
	SLP 5112 Cultural and Linguistic Considerations in Communication Sciences and Disorders	2
1.2	SLP 5001 On-Campus Residency: Education/Pediatric	1
	SLP 5143 Language Disorders Age Birth to Three	3

	SLP 5143 Language and Learning Disabilities in Schools	3
	SLP 5202 Neuroscience of Speech, Language, and Swallowing	2
1	SLP 5212 Virtual Practicum (1.1 and 1.2)	2
	Total Credits Semester 1	18
Semester- SPRING	Course Name	Credits
2.1	SLP 5222 Research and Evidence-Based Practice	2
	SLP 5232 Augmentative and Alternative Communication	2
	SLP 5302 Pediatric Feeding and Swallowing	2
2.2	SLP 5312 Adult Dysphagia	2
	SLP 5323 Acquired and Progressive Aphasia	3
2	SLP 6002 Education/Pediatric Externship (2.1 and 2.2)	2
	Total Credits Semester 2	13
Semester- SUMMER	Course Name	Credits
3.1	SLP 6011 On-Campus Residency: Medical/Adult	1
	SLP 6102 Neuromotor Speech Disorders	2
	SLP 6112 Cognitive Communication Disorders	2
3.2	SLP 6122 Voice Disorders	2
	SLP 6132 Fluency Disorders	2
	SLP 6201 Mentored Research (3.1 and 3.2)	1
3	SLP 6212 Medical/Adult Externship (3.1 and 3.2)	2
	Total Credits Semester 3	12
Semester- FALL	Course Name	Credits
4.1	SLP 6222 Interprofessional Practice	2
	SLP 6232 Neurodiversity and Social Communication	2
	SLP 6302 Aural (Re)habilitation	2
4.2	SLP 6311 Craniofacial and Genetic Disorders	1
	SLP 6322 Professional Issues	2

4	SLP 6332 Advanced Seminar in Speech-Language Pathology(4.1 and 4.2)	2
4	SLP 6402 Advanced Clinical Externship (4.1 and 4.2)	2
	Total Credits Semester 4	13
	Program Total	56

Table 3: Course Sequence for Spring Cohorts

Semester- SPRING	Course Name	Credits
1.1	SLP 5102 Materials and Methods in Communication Sciences and Disorders	2
	SLP 5202 Neuroscience of Speech, Language, and Swallowing	2
	SLP 5323 Acquired and Progressive Aphasia	3
1.2	SLP 5001 On-Campus Residency: Medical/Adult	1
	SLP 5312 Adult Dysphagia	2
	SLP 6102 Neuromotor Speech Disorders	2
	SLP 5112 Cultural and Linguistic Considerations in Communication Sciences and Disorders	2
1	SLP 5212 Virtual Practicum (1.1 and 1.2)	2
	Total Credits Semester 1	16
Semester- SUMMER	Course Name	Credits
2.1	SLP 5222 Research and Evidence-Based Practice	2
	SLP 5123 Language Disorders Age Birth to Three	3
	SLP 6112 Cognitive Communication Disorders	2
2.2	SLP 5133 Pediatric Speech Sound Disorders	3
	SLP 5143 Language and Learning Disabilities in Schools	3
2	SLP 6212 Medical/Adult Externship (2.1 and 2.2)	2
	Total Credits Semester 2	15
Semester- FALL	Course Name	Credits
3.1	SLP 6011 On-Campus Residency: Education/Pediatric	1

	SLP 5232 Augmentative and Alternative Communication	2
	SLP 5302 Pediatric Feeding and Swallowing	2
3.2	SLP 6122 Voice Disorders	2
	SLP 6132 Fluency Disorders	2
	SLP 6201 Mentored Research (3.1 and 3.2)	1
3	SLP 6002 Education/Pediatric Externship (3.1 and 3.2)	2
	Total Credits Semester 3	12
Semester- SPRING	Course Name	Credits
4.1	SLP 6222 Interprofessional Practice	2
	SLP 6232 Neurodiversity and Social Communication	2
	SLP 6302 Aural (Re)habilitation	2
4.2	SLP 6311 Craniofacial and Genetic Disorders	1
	SLP 6322 Professional Issues	2
4	SLP 6332 Advanced Seminar in Speech-Language Pathology (4.1 and 4.2)	2
	SLP 6402 Advanced Clinical Externship (4.1 and 4.2)	2
	Total Credits Semester 4	13
	Program Total	56

Additional Coursework

Some states require additional coursework in education to be eligible to work in the school setting. Some states may require additional coursework for state licensure. Please consult the [Professional License Disclosures](#) for specific requirements in your state.

Requirements for Graduation

To complete the MS-SLP program and qualify for graduation, students are required to maintain a cumulative 3.0 (B) grade point average (GPA), earn a grade of C in no more than one course, have no course grades of D or F, and receive satisfactory evaluations from clinical educators. The MS-SLP Academic and Clinical Handbook outlines possible deficiencies, actions, and procedures for intervention, probation, and dismissal.

Requirements for graduation include:

1. Completion of required academic and clinical coursework (56 credit hours).
 - Cumulative GPA 3.0 or higher.
 - Earn a grade of C in no more than one course.
 - No final course grades of D or F.
 - Clinical and professional skill competency rated as entry level on clinical evaluations completed at the end of each clinical externship by all clinical educators.
2. Completion of required clinical practicum (minimum 400 clinical contact hours).
3. Completion of the all program summative assessments (portfolio elements, clinical research project) with a score of 80% or better.
4. Fulfillment of all financial obligations to the University.
5. Payment of graduation fee.

Professional Expectations

The OBU MS-SLP program is designed to prepare students for entry-level clinical practice in SLP. An important part of this preparation includes developing and assessing core professional practice competencies including effective professional communication, attire, etiquette, and ethics. The professional expectations outlined in this policy are intended to set expectations for students for these skills. Feedback on professional behaviors is provided continuously through formal and informal engagement with course instructors and clinical educators. Students are urged to engage in self-assessment and seek feedback to enhance their professional growth.

Professional Communication

Effective communication and interpersonal skills are essential. Students are expected to engage respectfully with others, sharing information and supporting collaborative learning and practice environments. We also encourage the development of strategies to communicate effectively across diverse and neurodiverse populations.

Official Communication

Email and Canvas are recognized as official methods for communication within the OBU community. All students, faculty, and staff are expected to use their OBU email accounts or Canvas for all academic and professional exchanges to ensure that important communications are received and addressed in a timely manner. By adhering to these standards, students in the MS-SLP program will cultivate communication skills and professional demeanor needed for future success, ensuring effective interaction with clients, caregivers, and colleagues. Students and faculty should follow these expectations regarding email communication:

Check Email and Canvas Messages/Announcements Regularly: It is the responsibility of students and faculty to check their email accounts and Canvas messages/announcements regularly and to maintain an organized and orderly email inbox to ensure the receipt of all critical communications.

Professional Etiquette: Students and faculty are expected to use professional communication in all written correspondence. Written communication should be clear and concise and use appropriate grammar and polite language.

Response Time: Students and faculty are expected to respond promptly to all communications and should respond within two business days during the semester. Response times may be longer during breaks. Adjunct faculty may have a longer response time during semesters **in which they are not actively supervising or teaching for the university.**

Email and Canvas Access: Students will be provided with access to an institutional email account and Canvas upon enrollment in the program. Detailed instructions for accessing email will be provided by the university.

Social Media and Technology Use

Students must maintain professional boundaries for social media use and when using technology for academic courses and during clinical placements. Technology includes but is not limited to laptops, tablets, iPads, email, software accounts, and clinical documentation platforms.

Students are expected to:

- use technology for learning purposes only during class meetings and residency experiences
- use technology for professional purposes only during external clinical placements

- refrain from mentioning anything about individuals encountered during clinical experiences on social media platforms

The program recommends students review their social media presence prior to starting clinical placements and regularly monitor their digital footprint throughout their professional career.

The following guidelines apply to all social media activity and technology use during enrollment. Violations of these guidelines may result in remediation plans or program dismissal based on severity.

Required Professional Conduct

- Maintain confidentiality and privacy of individuals and families served
- Maintain HIPAA, HITECH, and FERPA compliance
- Use privacy settings on personal social media accounts
- Keep professional and personal social media accounts separate
- Follow clinical site social media policies
- Email communication about program related activities (clinical or academic) should occur only using OBU email accounts (students and faculty)
- Represent the university and profession in a manner that does not violate program or university policies and aligns with the program and university mission and goals

Prohibited Activities

- Posting any client information or photos
- Emailing client information (identifying information, information about evaluation and /or treatment) to faculty, peers, or clinical educators through personal (unsecured) email accounts
- Discussing clinical experiences or sites with identifying information
- Making disparaging comments about faculty, peers, or clinical educators on social media or through email
- Using social media, email, or other technology during class meetings, program meetings, or clinical sessions unless required by the instructor or clinical educator
- Sharing exam content or course materials

Meeting Etiquette

The following meeting etiquette is required for all program meetings both virtual and in-person. Virtual meetings include seminars, webinars, guest speakers, program meetings, and synchronous class meetings.

All Meetings (Virtual and In-person)

Attire: Business casual professional attire is required for all meetings unless otherwise specified. Some meetings may require business formal attire. Refer to the professional attire policy for guidelines.

Focus: Focus on meeting content during the entire meeting. Typing on your computer for purposes other than taking notes, answering emails, checking your cell phone, looking at other websites, completing coursework, eating or chewing gum are prohibited unless allowed by the presenter.

Respect: Be respectful and attentive to the presenters. The information presented is important for your success and you are responsible for the content presented.

Virtual Meetings

Punctuality: Students are required to join virtual meetings no later than five minutes before the meeting start time to avoid tardiness and allow time for troubleshooting technology issues. If you have technology issues when joining the meeting, email the person who scheduled the meeting as soon as possible so as not to be counted absent from the meeting. If you know you will be late for reasons other than technical difficulties, you must notify the person who scheduled the meeting at least 24 hours in advance.

Camera: Students should have their webcam on for the entire meeting. Virtual meetings in this program are considered professional meetings and students should be present in the same way they would be for an in-person meeting. Students are not permitted to take screenshots, pictures, or videos of what is shown during virtual meetings unless permission is given by the speaker.

Setup: Students should be sitting at a table or desk during the entire meeting. Laying down on a bed or couch is not appropriate. Students should adjust camera and lighting to ensure their face is visible during the entire meeting.

Noise: Be mindful of background noise that could be distracting to others. Students should be in a quiet space during meetings.

Background: Students should have a professional and appropriate background

during meetings. Blurring the background or using a virtual background is permitted. Beds (made or unmade), messy rooms or open closets, and artwork that could be deemed inappropriate or offensive should not be visible in the background during meetings.

Microphone: Students should mute their microphones if they are not speaking. The hand raise icon should be used to indicate the desire to ask a question or add to the discussion. Students should wait to be called on by the presenter or instructor before speaking. When speaking, speak loudly and clearly.

Chat: The meeting chat should be used only for professional interaction with the presenter. The chat box should be used only to communicate with the presenter for responding to a prompt, asking a question, or providing pertinent information. The chat box should not be used for individual conversations with other members of the meeting. Presenters and program administrators can view all chats including private messages.

Professional Attire

As a professional program, the OBU MS-SLP program maintains strict standards of professional dress for program activities including presentations, synchronous class meetings, student organization meetings, on-campus residency experiences, professional development activities, external clinical experiences, and professional conferences. Professional dress requirements may vary depending on the type of meeting or setting.

Students and faculty contribute to the public image of the program, the university, and the profession through personal appearance and interpersonal interactions. Our expertise is best communicated through a professional presence. This requires attention to our appearance and dress. In clinical settings, students and faculty encounter individuals of varied ages and from a range of backgrounds and cultures. Standards of professional dress are intended to ensure that appearance does not distract or offend the person served and/or care partners while delivering clinical services. Students should be aware of how their appearance impacts others and how it may impact their ability to provide clinical services. Extremes of dress and casual dress style are not appropriate for program activities. When in doubt, a more professional, more conservative style of dress should be followed. Good grooming habits and personal hygiene are required. The following general guidelines should be followed.

General Guidelines

Professional attire appropriate for program activities generally consists of

business casual attire: dress pants and skirts, collared shirts, blouses, and sweaters. Skirts/dresses should be an appropriate professional length (i.e. to the knee or below). Blouses should be an appropriate professional length (i.e. not showing midriff or back) and have appropriate coverage (i.e. undergarments not showing). For interviews or more formal events, business professional attire should be worn. Individual external clinical sites may have additional clothing and appearance guidelines. Students are expected to learn and follow the professional dress policies of the external clinical site.

1. All clothing must be clean, maintained, and loose fitting. Clothing with holes or tears is not allowed.
2. Shoes must be clean and closed toe. Women are allowed to wear low heels with a closed front and back. Business casual sneakers are permitted in some settings. Sandals, flip flops, sling back shoes are not permitted.
3. Hair styles, facial hair, makeup, etc., should meet standards required by the clinical site and should not interfere with safe and sanitary performance of clinical duties. Hair must be clean and tidy in appearance.
4. Nails are to be maintained at a length that will not create a potential safety hazard, interfere with wearing gloves, interfere with providing care, or be distracting to persons served or care partners. Excessively long nails and nails that are filed to a point are not allowed.
5. Natural looking artificial eyelashes are permitted. Heavy, bulky, or excessively long false eyelashes that may affect vision or distract clients are not allowed.
6. Please keep in mind that jewelry can be distracting to some clients/patients and can be a safety hazard. Jewelry should be minimal. Students are required to comply with site policies regarding jewelry and piercings.
7. Please be considerate of olfactory and respiratory sensitivities of persons served and care partners. Scented products or other odors such as cigarette smoke should be avoided.
8. Site policies regarding body art must be followed.
9. Head coverings (hats, bandanas, etc.) are not allowed unless they are worn for religious reasons.

Scrubs and University Logo Attire

Some external clinical sites allow clinicians and students to wear scrubs. For external clinical experiences, students may wear approved program or university branded items such as scrubs, collared shirts, sweaters, etc, if allowed. Branded items must be purchased through the OBU MS-SLP online store link. T-shirts and/or

sweatshirts are not an acceptable replacement for scrub tops unless they are purchased through the OBU MS-SLP online store link and allowed by the external clinical site. Closed-toe shoes must be worn with scrubs and appropriate choices include dark colored professional flats/slip-ons/sneakers or medical professional shoes. Undergarments or skin should not be visible through scrubs, when sitting, etc. and scrubs must be loose fitting.

Inappropriate Attire

Inappropriate attire includes, but is not limited to, leggings, skinny pants, active sportswear, mini-skirts, flip-flops, halter tops, crop tops, open-toed shoes (sandals), open-heel shoes (mules), cold-shoulder tops, clothing with excessive beading/glitter, or apparel with messages or commercial advertising. Unkempt (e.g., soiled, torn, worn, or wrinkled clothing) or inappropriately revealing clothing (including when bending or stretching) are not acceptable. Denim jeans, colored jeans (red, white, blue, etc.), shorts, low-cut tops, tops that do not cover the waist, and skirts or dresses above the knee are not acceptable. All faculty and students are expected to exercise good judgment in choosing their clothes for program activities.

Attendance and Punctuality

Attendance and punctuality are essential skills for SLP professionals. Students should expect to arrive on time and attend the entire activity for all synchronous class meetings, external clinical experiences, on-campus residency experiences, program meetings, and any other program-related event that requires attendance.

Academic Courses

Academic courses in the MS-SLP program are delivered in a hybrid distance education format with both asynchronous components and synchronous class meetings.

Asynchronous content:

All courses will have at least one asynchronous assignment due the first week of class. Students must submit at least one graded assignment by the end of the first week to remain in the course. Asynchronous work must be completed by published deadlines. Deadline extensions may be granted at the discretion of the instructor if the student contacts the instructor before the deadline.

If a student has planned personal travel (vacation) during the course, he/she must contact the instructor in advance of the personal travel. Assignment deadline extensions will not be granted for personal travel. Students who have planned personal travel during the course must complete and submit all assignments due while they are traveling before their travel begins.

Synchronous sessions:

Attendance at all synchronous class meetings for each course is required and punctuality is expected. Attendance will be taken at the beginning of each synchronous class meeting. Arriving to the synchronous class meeting after attendance has been taken without alerting the instructor in advance that you will be late will be considered an unexcused absence.

Permission for an excused absence or tardy must be granted by the course instructor before the beginning of the synchronous class meeting. Acceptable reasons for an excused absence include illness with a note from a physician, attending the funeral of an immediate family member during class, or unplanned emergency involving self or immediate family. Immediate family includes spouse, parents/stepparents, children/stepchildren, siblings, grandparents, and grandchildren. Absences due to personal travel (vacations) or personal events (weddings) will not be excused. If you are absent due to an unplanned emergency such as emergency room visit or automobile accident, the instructor should be contacted as soon as possible. In the event of an unexpected life circumstance (medical issue, family death) that requires a student to be absent for an extended period, please follow the Extended Leave Policy.

Course content covered during synchronous class sessions is vital to students meeting the learning outcomes for each course and academic courses are completed in 7-week or 8-week sessions. Absences must be kept to a minimum. Absences from synchronous class meetings will result in the following:

- 1st absence or tardy (excused or unexcused)- meeting with the course instructor(s)
- 2nd absence or tardy (excused or unexcused)- meeting with the instructor(s) and Director of Student Success with possible additional assignments and/or intervention plan

- 3rd absence or tardy (excused or unexcused without approval for extended leave)- automatic failing grade in the course

On-Campus Residency Experiences

The on-campus residency experience is a vital component of the MS-SLP program, designed to provide students with intensive, hands-on learning opportunities, including clinical simulations, group activities, workshops, and faculty mentoring. To maximize the educational benefits of this experience and to ensure the program learning outcomes are met, students are expected to adhere to the following attendance policy.

Mandatory Attendance: Attendance at all scheduled on-campus residency experiences is mandatory for all students. This includes participation in all lectures, workshops, simulations, group projects, and any other program-related activities. These sessions are designed to enhance the student clinical and academic competencies and cannot be replicated through distance education modalities.

Notification of Absence: If a student anticipates missing any portion of the residency due to unforeseen circumstances (e.g., medical emergency, personal emergency), they must notify the Program Director and their assigned faculty advisor as soon as possible, providing a valid reason for their absence. Official documentation (e.g., note from physician or medical facility, accident documentation from law enforcement) will be required to excuse the absence.

- **Planned Absence:** If a student knows in advance that they will need to miss any part of the on-campus residency experience, they must submit a written request to the Program Director no later than 30 days before the residency begins, explaining the reason for their absence.
- **Emergency Absence:** In the event of a sudden emergency, the student must notify the Program Director within 24 hours of the missed session.

Make-Up Requirements: If a student misses any portion of the on-campus residency experience for any reason (excused or unexcused), they will be required to complete the on-campus residency experience with the subsequent cohort in another semester. This may delay externship placement, course assignment, and graduation.

Unexcused Absences: Failure to attend any portion of the on-campus residency experience without prior approval or valid documentation will be considered an unexcused absence. An unexcused absence may result in the following consequences:

- **Academic Probation:** Unexcused absence for on-campus residency experiences may result in academic probation, as determined by the Program Director, Director of Clinical Education, Director of Student Success, and faculty advisor.
- **Delay in Progression:** An unexcused absence may prevent the student from progressing to the next clinical experience, delaying the completion of the program. Delays in clinical experience or course assignment may result in a delay in program completion.

Punctuality and Participation: Students are expected to arrive on time and remain for the entire duration of each on-campus residency experience day. Tardiness or leaving early may be counted as an absence. Active participation in all activities is required, as this is a key component in developing the clinical skills and competencies necessary for SLP professional practice.

Cost and Childcare: Costs associated with travel to campus for the required on-campus residency experiences (meals, transportation, lodging, etc.) is the responsibility of the student and is not included in the program tuition. Students are not permitted to bring minor children to campus for the on-campus residency experiences and childcare is not provided.

Impact on Graduation: Since the on-campus residency experiences are critical for preparing students for clinical practice, failure to meet attendance requirements may impact a student's eligibility to complete the program on time. Students must complete all scheduled on-campus residency components to meet the program clinical and academic standards.

External Clinical Experiences

Student attendance is mandatory for all designated clinical seminars, meetings, and scheduled days for external clinical experiences. Unless arrangements are made in advance, students are required to attend external clinical placement sites a minimum of 3 days per week for the external clinical educator's entire workday for the length of the semester. Once the practicum schedule is set at the beginning of the semester students may not reduce the number of days or hours at the practicum site without the consent of the external clinical educator, faculty clinical educator, and Director of Clinical Education. All MS-SLP students are expected to schedule appointments, work, class, family/personal responsibilities around clinical practicum experience requirements. Students must attend practicum during OBU scheduled breaks if the scheduled break occurs during the semester (this includes Fall and Spring breaks), except for days of

major holidays or when the external clinical site is closed. In extenuating circumstances necessitating absence, the following procedures are required:

The student will:

1. Notify the external clinical educator prior to your absence/tardy by their preferred communication method.
2. Notify the faculty clinical educator prior to your absence/tardy by phone (voicemail or text) and email.
4. Schedule any necessary makeup hours at the earliest possible time. For any sessions missed due to absence of the student, the student must offer a time to make up the missed time. The external clinical educator will determine an appropriate make-up schedule. Students are also encouraged to make up any sessions missed due to absence of the external clinical educator.
5. See below for acceptable excused absences and grade penalties for unexcused absences/tardies.

Permission for an excused absence or tardy must be granted by the external clinical educator before the beginning of the scheduled day. Acceptable reasons for an excused absence include illness with a note from a physician, attending the funeral of an immediate family member during a scheduled practicum day, or unplanned emergency involving immediate family. Immediate family includes spouse, parents/stepparents, children/stepchildren, siblings, grandparents, and grandchildren. Absences due to personal travel (vacations) or personal events (weddings) will not be excused. If you are absent due to an unplanned emergency such as emergency room visit or automobile accident, the clinical educator should be contacted as soon as possible.

Clinical experiences are vital to students meeting program learning outcomes, requirements for graduation, and licensure and certification requirements. Absences must be kept to a minimum. Absences from scheduled external clinical experience days will result in the following:

- 1st absence or tardy (excused or unexcused)- meeting with the SLP clinical educator and faculty clinical educator
- 2nd absence or tardy (excused or unexcused)- meeting with the clinical educators (SLP and faculty) and Director of Clinical Education with possible remediation assignments and/or remediation plan
- 3rd absence or tardy (excused or unexcused without approval for extended leave)- automatic failing grade in the practicum course

Extended Leave Requests

Students may request an extended leave of absence from academic and/or clinical responsibilities when faced with significant, unexpected life events, such as medical illness or injury or the death of an immediate family member. The goal is to support students during times of personal hardship while ensuring the integrity and continuity of their academic and clinical education. All requests must be submitted to and approved by the Program Director to ensure appropriate planning and compliance with accreditation standards and university policies. Students are encouraged to consult with the Program Director and academic advisor regarding implications of an extended leave prior to requesting an extended leave of absence.

Students that require a leave of absence related to pregnancy, childbirth, adoption, fostering, or related conditions, will follow the policies and procedures outlined in the OBU Graduate and Online Handbook. Requests for an extended leave of absence for all other reasons will follow the policy and procedures outlined here.

Request Procedure

- A written request for leave must be submitted to the Program Director as soon as reasonably possible after the unexpected event and should include:
 - The reason for the leave
 - The expected duration of the leave
 - Supporting documentation
- The Program Director will review the request in consultation with relevant faculty directors, course instructors, or clinical educators as needed.
- The Program Director will render a decision regarding the request in writing within 10 business days that includes approval or denial of the request, a summary of academic and clinical standing, and a plan and timeline for re-entry into the program.
- The student may be required to meet specific conditions prior to resuming academic and/or clinical activities.
- Approved extended leaves will likely affect program progression and graduation date.

Student Reinstatement

- The student must contact the Program Director prior to the end of the approved leave of absence to initiate the reinstatement process.
- Reinstatement will be dependent upon academic course and clinical placement availability and may result in a modified program completion

timeline.

Professional Ethics

The [ASHA Code of Ethics](#) outlines “the professional values and expectations for scientific and clinical practice.” Students and faculty are required to abide by this code for all program activities both on and off campus. Students will read and sign an acknowledgment of understanding of the ethical principles they are required to follow in Exxat.

Adherence to ethical research principles is mandatory. Training on the conduct of research involving human subjects must be completed prior to conducting research to ensure responsible research practices. Students will complete this training and upload completion certificates to Exxat. Additionally, all research activities conducted by students and faculty that involve human subjects must be approved by the OBU Institutional Review Board.

Academic Coursework Policies

Academic Integrity

Professional integrity begins with academic integrity. The OBU MS-SLP program is committed to fostering an environment of academic excellence, ethical practice, and professional integrity. Upholding academic integrity is essential to the program mission and goals, which seek to prepare competent, ethical, and compassionate SLPs. Students are responsible for understanding and following the OBU MS-SLP program academic integrity policy and are expected to uphold the principles of academic integrity stated in the OBU Graduate and Online Student Handbook. Students are expected to follow these core principles of academic integrity:

1. **Honesty-** Students are expected to present their own work honestly and accurately.
2. **Accountability-** Students are responsible for understanding and following the academic integrity policies of the program and university.
3. **Respect-** Students must give proper credit to the work and ideas of others and plagiarism is strictly prohibited.
4. **Ethical conduct-** Students must display ethical behavior in research, clinical, and academic settings in accordance with professional standards, program guidelines, and applicable laws and regulations.

Academic dishonesty (i.e. academic integrity violations) includes but is not limited to cheating, plagiarism, falsification of records, and sharing university credentials (login username and password) and may result in a failing exam or assignment grade, failing course grade, academic probation, or program dismissal. All reports of academic dishonesty will be reported to the Office of the Provost. Examples of academic dishonesty include but are not limited to the following:

1. Using or attempting to use unauthorized resources to complete an academic task. This includes generative Artificial Intelligence (AI), test banks, assignment banks, another individual, print resources, and electronic resources that are not authorized by the course instructor.
2. Collaborating with other students on academic tasks without the consent of the instructor.
3. Submitting work that closely resembles the work of another student indicating that the work was not completed independently.
4. Plagiarism, which is defined as presenting the work, ideas, words, concepts, or creations of another individual as your own without proper acknowledgement or permission. This includes but is not limited to:
 - Copying text directly from a source without using quotation marks or citing the source.
 - Paraphrasing the writing of another individual in your own words without giving credit to the original author and source.
 - Resubmitting the same work for multiple courses or assignments without permission from the course instructor.
 - Presenting research or findings of another individual as your own.
 - Piecing together phrases or ideas from various sources to create new text without proper acknowledgement.
 - Providing incorrect information about the source of a quotation or reference.
5. Deliberately creating or altering information or citations in any academic work or university record. This includes but is not limited to:
 - Fabricating data or forging signatures on university documents.
 - Misrepresenting facts for academic advantages like course exemptions or withdrawals.
6. Assisting or attempting to assist others in committing any form of academic dishonesty

7. Sharing university login credentials with others or another individual accessing proctoring software in place of the student.
8. Any other behavior deemed as academic dishonesty by a course instructor or clinical educator.

Student Identification

As a hybrid program, the OBU MS-SLP faculty and staff look forward to mentoring students both in-person and online. We have multiple contact points to verify the identity of each student and to connect with students on a personal level to best support their professional growth.

All OBU MS-SLP students are required to submit documentation to the Registrar for identification verification prior to matriculation. Students will come to campus twice during the program: once during the first semester and once during the third semester. All students will receive an OBU identification card during their first on-campus residency experience and orientation that shows their name and photograph. Students are expected to always wear their identification card during on-campus residency experiences and external clinical experiences. Students will present their student identification card to members of the faculty, staff, and administration or security when requested. Students will be working with faculty in small groups and will build relationships with both their mentors and their peers.

Students must maintain an updated photo with the institution, on Canvas, and in Exxat, which faculty can reference during synchronous class sessions and advisement sessions. Students participate in both academic advisement and clinical mentoring throughout each semester in small groups, to further their relationships with faculty and peers.

For all web-based services, including asynchronous lectures, synchronous class meetings, advisement, and examinations, students will be required to access online content with their university credentials (unique username and private password). During examinations, proctoring software will be used to verify identity and encourage academic integrity. Sharing university login credentials with others or another individual accessing proctoring software in place of the student is considered academic dishonesty and will result in outcomes as stated in the policy violations section.

In addition, the OBU MS-SLP program uses the following standardized systems to ensure test security and integrity, determine student identity, and ensure student privacy and course quality:

Canvas: OBU uses the LMS Canvas to support the delivery of hybrid and distance learning courses and programs. Students are provided an orientation to Canvas during their program orientation. Students have access to their grades in Canvas but are not able to see the grades of other students. Faculty access student grades and records in Canvas, which is restricted to use for the specific course. Canvas requires students to use a secure institutional login to access their course content and exams.

Technology Requirements and Support

Students in the OBU MS-SLP program must maintain consistent and reliable access to the required technology and internet services to participate in distance education coursework and virtual clinical experiences. The program utilizes multiple software platforms and technologies to track clinical requirements and enhance the student learning experience. To ensure full participation in coursework, clinical education, and communication, students must have access to the following technology:

Hardware Requirements

- A computer running one of the following operating systems:
 - Windows: Version 11 or higher
 - MacOS: Version 15 or newer
 - ChromeOS with a minimum of 4GB of RAM (8GB RAM recommended)
- WiFi 6 or newer
- Memory (RAM): 16 GB or more
- Processor:
 - PC- Intel Core 13th Gen i5 or better/Intel Core Ultra processor
 - Mac- Apple Silicon based M-series
- Reliable high-speed internet with minimum speeds of 25 Mbps download and 5 Mbps upload, as well as a backup internet option such as a mobile hotspot
- Built-in or external microphone and webcam for virtual meetings and coursework
- Scanner or a mobile scanner app for document submission
- Printer access

Software Requirements

- Web Browser: Latest version of Chrome
- Microsoft Office 365: Provided to students by OBU
- Adobe Reader (or an equivalent PDF reader)

- Antivirus software to ensure cybersecurity and compliance with university standards
- Ability to submit assignments in PDF format
- Ability to electronically sign documents
- Ability to scan and upload documents

Students are responsible for maintaining functional equipment and internet service throughout the program. Technical issues must be reported to instructors immediately, and students should have backup plans for technology failures. While the program provides technical support through OBU's IT Help Desk (problems with OBU network access, issues/questions related to OBU systems, email, Canvas, Banner, DegreeWorks), students are responsible for resolving personal equipment and internet service issues. Technical problems do not excuse late assignments or missed sessions unless properly documented and promptly communicated to instructors. A quiet space suitable for virtual clinical sessions is also required to ensure professional service delivery and maintain client confidentiality.

For technical support related to OBU email, Canvas, or Office 365 platforms, please contact the OBU IT helpdesk (helpdesk@okbu.edu, 405-585-5200). For technical support related to external software accounts (Simucase, proctoring software, Complete Anatomy, True Learn, Plural Plus, etc), contact the software company's customer support.

Faculty Expectations:

OBU MS-SLP faculty and instructors are expected to:

- publish all course materials three business days prior to the start of the course
- check Canvas and email daily for communication from students, faculty, and staff
- respond within two business days to all professional communication
- respond to online discussions within two business days
- provide clear instructions and expectations for all assignments and include a grading rubric for graded assignments
- grade assignments and/or provide feedback within one week of the stated deadline
- prepare adequately for synchronous course sessions

- follow meeting etiquette guidelines
- arrive on time and prepared for meetings with students and faculty
- attend scheduled meetings and provide advanced notice if there is a need cancel, reschedule, or be absent from a meeting

Student Expectations

OBU MS-SLP students are expected to:

- check Canvas daily for announcements, course requirements and course assignments
- prepare adequately for successful completion of academic courses by viewing, reading, and completing all items in each course module
- arrive on time and prepared for meetings with course instructors, clinical educators and faculty advisor
- attend scheduled meetings and provide advanced notice if there is a need cancel, reschedule, or be absent from a meeting
- follow meeting etiquette guidelines
- actively participate in synchronous and asynchronous class discussions
- submit assignments on time
- follow assignment instructions thoroughly
- complete assignments thoroughly and professionally
- answer electronic communication promptly and professionally
- appropriately address instructors (Dr. X, Ms. Y, or Professor Z) in all oral and written communication unless otherwise instructed by the instructor
- use standard American English for all oral and written communication
- abide by the academic integrity policies and the ASHA Code of Ethics

Course Assignments

To promote fairness, responsibility, and accessibility all assignments are expected to be submitted by published deadlines and in the required format. Late work policies and required assignment formats are outlined below.

Assignment Deadlines

For the opportunity to receive full credit on an assignment, the assignment must be submitted by the published deadline. Late work will be accepted with the following conditions:

- assignments submitted 1 minute to 24 hours after the published deadline will

- incur a 10% deduction (1 letter grade) from the earned grade.
- Assignments submitted 24 hours to 48 hours after the published deadline will incur a 20% deduction (2 letter grades) from the earned grade.
 - Assignments submitted more than 48 hours after the published deadline will not be accepted and will receive a grade of zero unless prior arrangements have been made with the instructor due to documented extenuating circumstances.
 - It is the responsibility of the student to ensure that submitted assignments upload to Canvas by the published deadline. Stating that the assignment was submitted but did not upload properly will not be accepted as a reason for a late or missing assignment.
 - It is the responsibility of the student to communicate proactively with the instructor if an emergency or unforeseen situation arises. Assignment extensions may be granted at the discretion of the instructor for documented emergencies or university approved activities.

Assignment Format

Unless otherwise specified in the course syllabus or Canvas assignment instructions, all assignments must be submitted:

- In Canvas. Emailed assignments will not be accepted and will not be graded.
- Typed. Handwritten assignments will not be accepted and will not be graded.
- In a format that the instructor can access. The preferred submission format is PDF. Assignments that are submitted but are not accessible to the instructor at the time of grading will not be graded.

Grading Scale

The following grading scale will be applied for all SLP courses:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or below

Grades will NOT be rounded up to the nearest percentage. For example, a grade of 79.75% (C) will not be rounded to 80% (B). Instructors in SLP courses do not provide opportunities for extra credit.

The SLP program encourages course instructors to use alternative grading methods such as competency-based grading, standards-based grading, and specifications grading. Grading techniques will be outlined in the course syllabus for each course.

Course Credit Expectations

The course credit is the basis for all academic credit at OBU. MS-SLP program courses range from 1-3 credits. The time a student is expected to spend engaging with content in courses with 1, 2, and 3 credits is listed below. Academic courses are 8-weeks in length and clinical courses are 16-weeks in length. Because academic courses are accelerated, students are expected the same amount of time in an 8-week course as a student would be expected to dedicate to a 16-week course. Table 4 outlines instructional and independent work time expectations for courses based on the number of credits.

Table 4: Course Credit Expectations

Time in hours	3 credit courses	2 credit courses	1 credit courses
Instructional time (semester)	48	32	16
Independent work time (semester)	96	64	32
Time per week for 7-week session	18	12	6
Time per week for 16-week semester	9	6	3

Depending on the student and the course, some courses may require more than the time commitment described to achieve the desired outcome (grade) and some courses may require less than the time commitment described to achieve the desired outcome (grade). Students should examine the number of credits required for each module and semester of the program. This will allow the student to more effectively plan for the time commitment required to complete courses each semester.

Clinical Experience Policies

Disease Prevention and Compliance Training

To ensure the highest standards of disease prevention and to maintain a safe educational environment, all students enrolled in the OBU MS-SLP program are required to complete training in several critical areas. This policy outlines the mandatory trainings that must be completed to comply with institutional, state, and federal regulations. Students will complete trainings and upload certificates to Exxat for verification by the Director of Clinical Education. Failure to complete any of the required trainings may result in a delay or suspension of clinical placements.

1. Health Insurance Portability and Accountability Act (HIPAA) Training:
 - Purpose: To understand the principles of patient privacy and data security.
 - Requirement: All students must complete HIPAA training prior to the first on-campus residency experience. This training must be renewed annually to ensure compliance with regulations.
2. Occupational Safety and Health Administration Training:
 - Purpose: To promote a safe and healthy working environment, focusing on infection control and prevention of workplace injuries.
 - Requirement: All students must complete OSHA training prior to the first on-campus residency experience. Refresher training must be completed every two years.
3. Family Educational Rights and Privacy Act (FERPA) Training:
 - Purpose: To ensure the protection of educational records and student privacy.
 - Requirement: Students must complete FERPA training in the first semester. This training will equip students with the necessary knowledge to handle educational records appropriately.
4. Infection Control Training:
 - Purpose: To prevent the spread of infections in clinical and educational settings, with a particular focus on pathogens that pose significant health risks.
 - Requirement: Infection control training must be completed during the first semester of study. This training will be specific to the healthcare settings that students will encounter during their clinical experiences.

External Clinical Placement Requirements

The OBU MS-SLP program requires students to complete 375 hours of clinical experience during three external clinical placements and one virtual practicum course. All clinical experiences must meet the requirements for ASHA CCC-SLP as described in the [ASHA certification standards](#) (Standard V-C).

To enroll in clinical experiences (external clinical placements OR virtual practicum), students must complete all requirements in Exxat by stated deadlines:

1. background check
2. handbook acknowledgement
3. liability waiver
4. FERPA waiver
5. 2-step TB test
6. HIPAA, FERPA, and OSHA training
7. clinical practicum application
8. Additional requirements such as FBI fingerprinting, drug screening, mandatory reporter training, etc. as required by the specific clinical site.

If the requirements listed in Exxat are not completed by stated deadlines, the student will not be allowed to enroll in clinical experiences, which may delay program completion. Students are responsible for all costs associated with completing these requirements. The Director of Clinical education is responsible for verifying completion of requirements and arranging external clinical placements.

Failure to complete or maintain these requirements by stated deadlines may result in delayed placement or program extension. The program provides detailed requirement checklists for each site, but students should budget for these expenses and plan ahead to ensure timely completion.

Associated Costs

Students must meet specific health, safety, and professional requirements to participate in external clinical placements. These requirements protect both the student and clients while ensuring compliance with facility policies and regulations. The program works with clinical sites to identify and communicate requirements, but students are responsible for completing and maintaining all documentation and covering associated costs.

Health and Immunization Requirements

Each clinical facility has their own list of required documentation. Common

requirements include MMR series, Hepatitis B series, varicella vaccine or titer, annual TB test, annual flu vaccine, COVID-19 vaccination, and current Tdap. Students often must also complete a physical exam certifying their ability to perform clinical duties.

Professional Requirements

Students must incur costs related to professional liability insurance, CPR certification, and completion of a mandatory criminal background check and drug screening. Many sites may require additional documentation such as fingerprinting, specific training modules, and N95 mask fit testing. Students may need to purchase facility-specific uniforms or scrubs.

Documentation and Compliance

All requirements must be completed before placement deadlines and maintained throughout clinical experiences. Students use the Exxat system to track and verify documentation. Students are also responsible for transportation costs to and from clinical sites.

Criminal Background Checks

All MS-SLP students are required to complete a criminal background check prior to the first on-campus residency. Criminal background checks will be completed through Exxat when the student creates an Exxat account. After the initial criminal background check is completed, results will be reviewed by the Director of Clinical Education. Alerts will be reviewed to determine if alerts are due to minor offenses or criminal convictions. Students with minor offenses (i.e. traffic violations) will be allowed to attend the first on-campus residency experience and enroll in external clinical experiences. Students with criminal convictions (felony or misdemeanor) that are not eligible for pretrial intervention or expungement will not be allowed to attend the first on-campus residency experience or enroll in external clinical experiences. Criminal convictions on a criminal background check that are not eligible for pretrial intervention or expungement will result in program dismissal.

The external clinical site has the right to review criminal background check information and determine whether to accept the students for an external clinical placement. If an external clinical site does not accept a student due to criminal background check information, the program will attempt to secure an alternative external clinical site for the student. If the student is unable to complete external clinical

placements due to criminal background check issues, they will be advised that program completion is not possible as external clinical placements are a requirement for program completion.

Clinical Conduct

This policy outlines the standards for clinical conduct and the procedures to address violations during clinical experiences. The goal is to ensure that all students adhere to professional protocols, maintaining the integrity and standards of the profession while in clinical settings.

Students are required to maintain a high level of professionalism throughout their clinical education. Adherence to the ASHA Code of Ethics and policies stated in the OBU Graduate and Online Handbook and OBU MS-SLP Academic and Clinical Handbook is mandatory. Any unsatisfactory performance in the areas of professionalism indicated on the final clinical evaluation will result in a full letter grade deduction. Professional conduct includes appropriate behavior, adherence to site-specific protocols, punctuality, attendance, and maintaining a respectful and ethical demeanor.

Students must comply with the code of conduct specific to the clinical site. Non-compliance may result in termination of the clinical experience and a failing grade in the clinical course, as determined by the Director of Clinical Education. A clinical educator may terminate an externship under extraordinary circumstances if the performance, attendance, or conduct of the student is deemed unacceptable and remedial efforts have failed. The clinical educator must provide written documentation detailing the reasons for termination to the Director of Clinical Education and the Program Director. If the externship is terminated due to poor performance or misconduct by the student, the student will receive a grade of "F." If the termination is due to factors unrelated to the student's performance, attendance, or conduct—such as unforeseen site-specific circumstances—the student may receive a grade of Incomplete. The program will arrange an alternative externship placement, which may or may not occur in the same semester. This could potentially delay graduation.

If a student requires additional supervision, requested by the student or the clinical educator, the Director of Clinical Education or faculty clinical educator will provide enhanced support. This can include further observations, targeted simulations, or additional mentorship opportunities to address specific areas for improvement. The

Director of Clinical Education and faculty clinical educator will work to resolve issues promptly while ensuring that educational objectives are met.

Video and Audio Recording and Social Media

Students are not allowed to create or store photos, video recordings, or audio recordings that include persons served and relevant others that are receiving services at the clinical site regardless of the photo/video/audio policy of the site. If needed for remediation, the SLP clinical educator at the clinical site must create, maintain, and destroy audio or video recordings for the purpose of clinical education according to the clinical site policies.

Students are prohibited from posting photos, videos, or narratives regarding any clinical experiences on blogs, social media, or internet sites that reference persons served and relevant others that are receiving services at the clinical site regardless of the social media/blog/internet policy of the site. In addition, students are not permitted to like, share, or comment on social media or other internet posts that reference persons served and relevant others that are receiving services at the clinical site. A student appearing in pictures or videos posted by the clinical site administrators or clinical educator is at the discretion of the student. If a person served or relevant other requests a picture with a student, the student may choose to participate at their discretion. Students are not permitted to post or text pictures with persons served or relevant others and are not permitted to “follow”, “like”, or “friend” a person served or relevant other on any form of social media.

Telepractice and Telesupervision

It is the expectation of the OBU MS-SLP program that students completing telepractice clinical externships conduct teletherapy with telesupervision in a manner that maintains privacy and confidentiality according to HIPAA, HITECH, and FERPA legislation and follows the guidelines and legislation for teletherapy with telesupervision set forth by the American Speech-Language Hearing Association (ASHA) and state and federal regulatory organizations (licensure boards, state department/board of education, Medicare, Medicaid, etc.)

Telepractice sessions and clinical educator meetings to discuss care plans or student clinical evaluations must be conducted in a location such as a clinic or office space that ensures the privacy and confidentiality of the individual and/or family served. This must be an enclosed space that is quiet and free of interruptions and must ensure

that other individuals (children, spouses, friends, family members) will not enter that space during telepractice session or telesupervision meeting. Telepractice sessions and clinical educator meetings cannot be conducted in public spaces or shared living spaces such as a common area or dorm room.

Documentation

This policy ensures the accurate, ethical, and secure handling of clinical documentation by students and clinical educators. It aligns with ASHA standards, state and federal regulations, and institutional guidelines to maintain confidentiality, accuracy, and integrity in all clinical records. This policy applies to all students, faculty, and clinical educators involved in clinical education and documentation within the program, including on-campus, virtual, and off-site clinical experiences.

All clinical documentation must adhere to the ethical standards described in the ASHA Code of Ethics and comply with relevant state and federal laws, including HIPAA and FERPA. Confidentiality of patient information must be maintained at all times. Unauthorized disclosure of patient information is strictly prohibited. Posting any clinical information or content on social media or other public platforms is strictly prohibited.

Clinical documentation should be thorough, accurate, and submitted according to the timeline established by the clinical educator. It must include all relevant clinical data, assessments, treatment plans, progress notes, and interactions with persons served and relevant others. All entries must be dated and signed by the student and reviewed by the SLP clinical educator. Electronic signatures are acceptable where permitted. Students are required to support their clinical documentation with references from peer-reviewed sources whenever applicable to substantiate their clinical decisions and practices.

Students must protect patient confidentiality by securing clinical records and using password-protected systems for electronic documentation. Discussing patient information outside of the clinical setting or with unauthorized individuals is prohibited. Posting any clinical information or patient-related content on social media or other public platforms is strictly prohibited. Students must follow externship site policies for data security and report any breaches or potential breaches to their preceptor and the Director of Clinical Education immediately.

The Director of Clinical Education will provide an overview of institutional documentation policies during the first on-campus residency experience. Students must follow the policies of the external clinical site for documentation and record retention. SLP clinical educators are responsible for reviewing and approving all clinical

documentation and must provide feedback to students to ensure accuracy and completeness. SLP clinical educators must ensure that the documentation meets the standards of the clinical site and provides a clear and comprehensive account of the clinical activities of the student.

Incidents involving documentation errors, breaches of confidentiality, or non-compliance with this policy must be reported immediately to the faculty clinical educator and the Director of Clinical Education. An investigation will be conducted, and appropriate actions will be taken to resolve the issue and prevent future occurrences.

External Clinical Placements

This policy outlines the roles, processes, and responsibilities associated with the selection and placement of OBU MS-SLP students in external clinical sites. The policy ensures that all placements provide appropriate clinical education experiences that meet the educational objectives of the OBU MS-SLP program. This comprehensive approach maintains high standards in clinical education, providing valuable, relevant, and clinical experiences that prepare students for professional practice in the field of speech-language pathology.

Policy Scope and Responsibilities

The Director of Clinical Education is tasked with overseeing the selection of externship sites and the placement of students. This includes assessing the appropriateness of clinical populations and personnel at each site to ensure a fit for the educational goals of the program.

Placement Process

Site Selection and Assessment: The Director of Clinical Education conducts a thorough evaluation of potential externship sites to verify that they possess the necessary clinical population and qualified personnel to offer a comprehensive clinical education experience. This assessment includes consultations with clinical educators and administrators at each site to discuss the educational objectives and the specific needs of students.

Student Role in Site Selection: Students are invited to suggest or request particular sites or populations for their externships by using the request form in Exxat. Clinical site preferences must be submitted in writing to the Director of Clinical Education no later than the first week of the semester prior to the placement period.

While student input is valued and considered, placements are primarily determined based on educational suitability and site availability.

Placement Assignment: Student placements are assigned by the Director of Clinical Education, considering the educational needs of the student, site capabilities, and expressed preferences. The process aims to match each student with an externship site that complements and enhances their academic and professional development.

The following information should be noted regarding external clinical placements:

- The Director of Clinical Education will contact external clinical sites to arrange external clinical placements for the student. Students are not permitted to contact external clinical sites to arrange their own external clinical placements.
- Typically, students will have the following external clinical placements: school setting, clinical setting, and telepractice. External clinical placements depend on the availability of external clinical sites and/or externship clinical educators in the student's area of residence.
- Clinical practicum requires availability at least three days per week during regular business days and hours (i.e. Monday through Friday, 7am-6pm), typically 30-40 working hours per week. The Director of Clinical Education does not arrange external clinical placement schedules to accommodate the student's work or family schedule.
- Every effort will be made to secure a clinical placement as close to the residence of the student as possible. However, when this is not possible, external clinical placements may require a commute of up to 100 miles one way from the student's place of residence. Depending on availability of external clinical sites and/or externship clinical educators, a longer commute or out-of-town placement may be required.
- Students will provide their own reliable transportation to and from the external clinical site and all settings where the external clinical site provides services (homes, daycare centers, schools, clinics, etc.). Students are not permitted to ride in a vehicle belonging to the externship clinical educator or external clinical site.
- If the externship clinical educator leaves the external clinical site for any reason, the student should not remain at the external clinical site unsupervised.
- Should the student observe any behavior, objects, or environment that they

perceive as potentially harmful or a threat to their safety, the student is permitted to leave the site without fear of academic penalty. If a student chooses to leave a site due to safety concerns, the incident must be reported in writing to the Director of Clinical Education within 24 hours.

- Students are required to follow all policies of the external clinical site. This may include but is not limited to vaccination requirements, background checks, orientation and training, attendance policy, and dress code.
- Once an external clinical placement has been assigned, the program will not provide an alternative external placement site within the same semester unless there are extenuating circumstances.
- On most occasions, external clinical placements are confirmed at least one week prior to the start of the semester. Once the student receives confirmation of the external clinical site and external clinical placement schedule from the Director of Clinical Education, the student is expected to contact the externship clinical educator to arrange an orientation meeting and confirm any remaining onboarding requirements.

Monitoring and Evaluation

Ongoing Monitoring: The Director of Clinical Education is responsible for the continuous monitoring of externship sites to ensure that they meet the educational objectives of the program. This involves regular feedback sessions with students and site clinical educators, as well as periodic review of site evaluation reports submitted by students and faculty.

Feedback and Adjustments: Students are required to provide formal feedback regarding their clinical education experience at the midpoint and end of their clinical experience. This feedback is used to assess the effectiveness of the placement and to make necessary adjustments in the site selection and placement processes.

Travel and Logistics

Students may be required to travel up to 100 miles one-way to reach their assigned clinical experience sites. Students are responsible for arranging their own transportation. The program recognizes the burden of travel and strives to consider student convenience while prioritizing educational value.

In the Event of an Emergency

Interruptions to an external clinical placement due to an unexpected event or emergency may result in a delay of completion of the program. In these cases, a meeting will be scheduled with the Director of Clinical Education to determine the best course of action.

Clinical Education

The OBU MS-SLP program follows ASHA guidelines regarding student clinical education (supervision). ASHA Requirements for clinical supervision can be found here: <https://www.asha.org/practice/supervision/SLP-graduate-student-supervision/>.

The Director of Clinical Education verifies the credentials of all external clinical educators prior to student placement. Clinical educators must hold a current state license and ASHA CCC-SLP credential, and meet all ASHA requirements for clinical supervision. In school settings, clinical educators must hold the appropriate educator credential required by the state. To meet the minimum qualifications set by ASHA, clinical educators must be at least 9 months post-CCC and complete at least 2 hours of professional development in clinical instruction or supervision.

Students are supervised by qualified clinical educators in the following settings: on-campus residency experiences, virtual practicum, school placement, clinical placement, and telepractice. Clinical educators must be physically present and on-site for on-campus residency, school placements, and clinical placements. Clinical educators must be accessible by phone or virtual meeting for telepractice placements. As per ASHA the amount of supervision provided is commensurate with the student's knowledge, skills, and experience but must not be less than 25% of the student's total contact with the person served. The OBU MS-SLP Program follows all state laws and regulations for telesupervision.

Students are encouraged to keep an open line of communication about their clinical education experience with the Director of Clinical Education, their faculty clinical educator, and their faculty advisor. Should any changes occur to the type or amount of supervision, or change in clinical educator, the student must notify the Director of Clinical Education immediately. Students will complete a midterm and final evaluation for each clinical educator and clinical site throughout the program.

If it is determined that a student requires more supervision, either by the student, clinical educator, Director of Clinical Education, or faculty clinical educator, the program will provide additional support in collaboration with the clinical site. This can include further observations, targeted simulations, and enhanced mentorship opportunities to address specific areas of need. In some circumstances, the student may need further

support from the clinical educator before becoming independent, due to the complexity of a case or additional support requirements. In these situations, the Director of Clinical Education will work with the clinical educator to develop a tailored plan that helps the student progress to greater independence. This adaptive approach ensures that students receive the necessary guidance and support to achieve their clinical competencies and professional goals.

Policy Violations

This policy outlines the procedures for reporting, investigating, and resolving violations of university or program policies.

Expectations

Students in the OBU MS-SLP program must comply with all policies outlined in the OBU Graduate and Online Handbook, the OBU MS-SLP Academic and Clinical Handbook, and all other university policies. All program members (students, faculty, instructors, and clinical educators) are responsible for reporting policy violations. These may include but are not limited to:

- Professional misconduct
- Academic dishonesty
- Attendance or punctuality issues
- Unethical or illegal behavior
- Breaches of confidentiality or privacy
- Improper use of technology or social media
- Falsification of records

Reporting and Investigation

Violations of university or program policies must be reported in writing to the Program Director immediately. Confidentiality will be maintained throughout the process to protect involved parties and documentation will be maintained in the confidential program files.

Upon receipt of a reported violation, the Program Director will:

1. Conduct a preliminary investigation.
2. Review all related documentation.
3. Involve relevant individuals as needed.

4. Arrange a meeting with the student to review the issue and hear their perspective.

The Program Director will determine if the violation is:

- Minor or initial- results in a written warning outlining required steps for resolution within ten business days.
- Severe or repeated- results in a formal disciplinary hearing within ten business days.

Disciplinary Committee and Potential Outcomes

A formal hearing with a disciplinary committee is required if the student does not complete the required steps outlined after a minor or initial violation or if the reported violation is deemed severe or repeated. The committee will consist of:

- The Program Director
- Two faculty directors designated by the Program Director
- One faculty member or clinical educator (not a director)

The disciplinary committee will review all relevant documentation, conduct a hearing with the student, and decide the outcomes of the violation. Possible outcomes may include a written warning outlining steps for resolution, an intervention plan with a designated completion deadline, or program dismissal. The student will be notified in writing of the outcome of a disciplinary hearing within ten business days of the hearing.

A student may appeal any disciplinary action through the appeal processes as outlined. Students who are dismissed from the program and do not have a successful appeal through the university appeal mechanisms are not allowed to re-enroll in the program.

Appeal Procedures

According to the OBU Graduate and Online Student Handbook Disciplinary Action Appeal policy and Grade Appeal policy, a student has the right to appeal any disciplinary action or course grade. This includes absence penalties, program dismissal, and final course grades. If a student plans to appeal a program decision or final grade, they should follow the appeal procedures outlined in the Graduate and Online Student Handbook.

