



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

The Master of Science in Speech-Language Pathology (MS-SLP) (distance education) at Oklahoma Baptist University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

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,

A handwritten signature in black ink is positioned to the left of a small, square, color photograph of a woman with dark hair, wearing a green top.

AnnMarie C. Knight, PhD, CCC-SLP
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Table of Contents

***Introduction* 9**

- Change Notice and Copyright 9**
- University Mission, Vision, Purpose, and Core Values 10**
- University Strategic Plan 10**
- Program Mission 10**
- Program Vision 10**
- Program Outcomes 10**
- Program Strategic Plan 11**
- Professional Credentialing 11**
 - Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) 11
 - State Licensure 12
 - Educator Credential 12
 - Additional Information 12
- Contact Information 12**

***Policy Violations* 14**

- Expectations 14**
- Reporting and Investigation 14**
- Disciplinary Committee and Potential Outcomes 15**

***Exceptions and Appeals* 15**

- Exceptions 15**
- Appeals 16**

***General Policies* 16**

- Non-discrimination 16**
- Title IX Information 16**
- Kingdom Diversity 17**



Reporting Procedures.....	17
English Proficiency	18
English Proficiency Admissions Requirement	18
Academic and Clinical Communication	18
Assessment and Support	19
Disability Services	19
Student Records.....	20
Student Progress and Support	21
Academic Standing Definitions.....	22
Tiered Support Framework	22
Support Plan Documentation	24
Support Plan Progression	24
Specific Triggers for Support	24
Additional Student Support Policies.....	28
Student Concerns.....	30
Internal Grievances.....	30
External Grievances	31
Grievance Records.....	33
<i>Program Requirements.....</i>	<i>34</i>
International Transcripts.....	34
Transfer Credit.....	34
Guided Clinical Observation Hours (Required).....	34
Required Documentation of Guided Clinical Observation Hours	35
Undergraduate Clinical Hours (Optional)	36
Required Documentation of Undergraduate Clinical Hours	36
Degree Requirements	37
Additional Coursework.....	37
Graduation Requirements.....	37
<i>Professional Expectations</i>	<i>39</i>
Professional Communication.....	39



Official Communication	39
Expectations	39
Social Media and Technology Use.....	40
Required Professional Conduct	41
Prohibited Activities	41
Artificial Intelligence Use.....	41
General Expectations.....	42
AI Use in Academic Courses	42
AI Use in Clinical Settings.....	42
Disclosure Requirements.....	43
Student Accountability	44
Review of AI Use.....	44
Externship Site Policies	44
Meeting Etiquette.....	44
All Meetings (Virtual and In-person)	44
Virtual Meetings	45
Professional Attire	46
General Guidelines	47
Scrubs and University Logo Attire	48
Inappropriate Attire.....	48
Attendance and Punctuality	49
Academic Courses.....	49
On-Campus Residency Experiences.....	51
Clinical Externships	53
Extended Leave Requests.....	54
Request Procedure	55
Student Reinstatement	55
Professional Ethics	56
Academic Coursework.....	56
Academic Integrity.....	56
Student Identification	58
Technology Requirements and Support	60
Hardware Requirements	60

Software Requirements.....	61
Faculty Expectations	61
Student Expectations	62
Course Assignments.....	63
Assignment Deadlines	63
Assignment Format	63
Grading Scale.....	64
Course Credit Expectations.....	64
<i>Clinical Experiences.....</i>	<i>65</i>
Disease Prevention and Compliance Training.....	65
Emergency Contingency Plan for On-Campus Residencies	66
Schedule Modification Options	66
Delivery Format Modifications.....	67
Student Responsibilities	67
Communication Protocol.....	68
Externship Requirements	68
Vaccination Requirements and Exemptions	69
Health Insurance Requirement	69
Associated Costs	69
Criminal Background Checks.....	70
Clinical Conduct	70
Video and Audio Recording and Social Media	71
Telepractice and Telesupervision.....	72
Clinical Documentation	73
Externship Site Selection and Assignment.....	74
Placement Process.....	74
Conflict of Interest for Clinical Placements.....	76
Prohibited Relationships During Clinical Placements.....	77
Disclosure Requirement	77



Current Place of Employment Externship Placement	77
Rationale.....	78
Eligibility and Limitations.....	78
Required Conditions for Approval.....	78
Request Process.....	79
Clinical Educators.....	80
<i>Appendix A: Terminology and Abbreviations</i>	82
<i>Appendix B: Important Links</i>	85

Introduction

The Master of Science in Speech-Language Pathology (MS-SLP), hereafter referred to as the program, is a graduate program at Oklahoma Baptist University (OBU), hereafter referred to as the university. 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 on-campus experiences.

This handbook contains policies and procedures related to academic coursework and clinical experiences required for completion of the program. 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 university 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.

Terminology and abbreviations can be found in Appendix A of this handbook.

Important web links can be found in Appendix B of this handbook.

Change Notice and Copyright

The 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 university email. The most current version of the handbook will be posted on the 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 the university. Handbook content may not be reproduced or transmitted in any form or by any means that is not authorized by the Program Director (PD) or the Dean for Online, Nontraditional, and Graduate Education, hereafter referred to as the 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 program website.

University Mission, Vision, Purpose, and Core Values

The mission, vision, purpose and core values of the university can be found on the university website.

University Strategic Plan

The university strategic plan can be found on the university website.

Program 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.

Program 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.

Program Outcomes

Within the Scope of Practice for SLP, graduates of the 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.

Program Strategic Plan

The program strategic plan aligns with the university 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 program prepares students for entry-level SLP clinical practice. 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 SLP Examination

(Praxis). Graduates begin the certification process upon graduation by completing an application on the ASHA website. Complete and current information about ASHA Certification can be found on the ASHA website.

State Licensure

To practice SLP in a specific state, a state license must be obtained. The program 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 clinical hours.

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 clinical hours.

Additional Information

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 ASHA certification and state licensure and 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>

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405-585-4602

Policy Violations

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

Expectations

Students in the program must comply with all policies outlined in the OBU Online, Nontraditional, and Graduate Student 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 PD immediately. While confidentiality is maintained throughout the reporting and investigation process, all program members are required to report known or suspected violations. Documentation will be maintained in the confidential program files. Upon receipt of a reported violation, the PD 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.
5. The PD 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 PD
- Two faculty directors designated by the PD
- 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.

Exceptions and Appeals

Exceptions

Requests for exceptions to policies in this handbook must be submitted in writing to the PD. Requests will be reviewed by the PD and relevant faculty directors at the discretion of the PD. Exceptions will be granted only in extraordinary circumstances, when the justification for the exception is deemed valid, and when the educational integrity of the program and all accreditation and certification standards can be maintained. Exceptions

are not allowed for clinical or academic curricular requirements or graduation requirements. All exception requests must include:

- A detailed explanation of the reason for the request.
- Justification for the exception that includes relevant official documentation.
- A proposal for how the program learning outcomes and accreditation and certification standards will be met without compromise.

Appeals

According to the OBU Online, Nontraditional, and Graduate 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 OBU Online, Nontraditional, and Graduate Student Handbook.

General Policies

Non-discrimination

The program adheres to the university 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”.

Title IX Information

Information related to Title IX policies and procedures, and the Title IX reporting form can be found on the university 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 university Kingdom Diversity initiative, which acknowledges the biblical principles that all people are created by God and are loved by God. The Office of University Culture works to promote Kingdom Diversity throughout the university and more information can be found on the university website. The 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 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 PD, the Vice President of Student Life, or through an anonymous reporting form found on the university website. The university 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

Consistent with the Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions (CAPCSD, 2023) and the OBU MS-SLP Essential Skills and Technical Standards, the program prepares students to communicate effectively across clinical, academic, and professional contexts. Clear, accurate, and empathetic oral, written, and nonverbal communication is essential for competent practice. This policy ensures that all students demonstrate the communication skills necessary to provide safe, effective, and culturally responsive services.

All students must demonstrate proficiency in English sufficient for academic and clinical success. Students who provide services in additional languages must also demonstrate proficiency in those languages, as determined by their clinical educator and clinical site.

English Proficiency Admissions Requirement

Applicants whose native language is not English, or who completed prior coursework in a non-English dominant country, must submit official test scores meeting one of the following minimums:

- TOEFL iBT: Total 100; ≥ 22 in each section
- IELTS Academic: Overall 8; ≥ 7 in each section
- Duolingo English Test: 130

Academic and Clinical Communication

Students must demonstrate effective verbal and nonverbal communication across academic and clinical settings as determined by course instructors and clinical educators, including:

- Completion of academic coursework and clinical documentation that meets professional standards
- Effective interactions with clients, family, and colleagues

- Adaptation of communication to meet the needs of diverse audiences
- Accurate modeling of speech and language targets in English and any language used for service delivery
- Use of clear, professional, and culturally responsive verbal and nonverbal communication

Assessment and Support

Effective communication is a core clinical competency and will be monitored throughout the program by course instructors and clinical educators. If a student demonstrates difficulty with professional communication, the student support process outlined in this handbook will be initiated.

Disability Services

The 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 program maintains compliance with the disability statement on the university website.

If a student in the program has a known disability or believes they may have a disability, the student should connect with the Office of Disability Services. If accommodations are required, students can apply for accommodations through Accommodate. It is recommended that the student also discuss disability accommodations for academic courses with the DoSS and accommodations for clinical placements with the DCE. These individuals along with the faculty advisor can assist with directing students to available resources, facilitating documentation of the disability, and collaborating with the student to determine reasonable accommodations.

Once the student receives documentation of accommodations, course instructors and clinical educators will be provided with a copy of the official accommodations each semester through Accommodate. The student must meet individually with each course instructor and clinical educator to discuss how accommodations will be applied. Accommodations will not be applied until the student meets with the course instructor or

clinical educator and accommodations will go into effect on the date this meeting occurs. Accommodations will not be applied retroactively.

In addition, the program uses the Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions (CAPCSD, 2023) and the OBU MS-SLP Essential Skills and Technical Standards document 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 Oklahoma Baptist University 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 university website. The university policy on Confidentiality of Student Records can be found in the OBU Online, Nontraditional and Graduate Student Handbook.

Students can track their progress towards completion of academic coursework using Degree Works. Students can track their progress towards completion of externship requirements (background check, required training, clinical observations, clinical clock hours, 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 externship placement and/or delay in program completion. Students will have access to records maintained in Exxat indefinitely.

Student Progress and Support

The program employs a proactive approach to student success that includes timely feedback, faculty mentorship, student success coaching, and structured intervention plans, when appropriate. While support provided through feedback and mentoring is an expected part of professional growth, repeated or extensive remediation/intervention raises concerns about acquisition of the knowledge and skills required for professional practice. Specifically, the tiered support framework is designed to identify when remediation/intervention needs exceed normal professional

development and may indicate insufficient readiness for clinical practice. The structured progression from informal support through formal intervention ensures students receive appropriate support while maintaining program standards. The DoSS oversees student progress and support, and Chairs the Student Success Committee (SSC) which reviews student progress, policy violations, and support plans makes recommendations to the PD regarding program dismissal.

Academic Standing Definitions

Good standing

To advance in the program, students must:

- maintain a cumulative 3.0 (B) grade point average (GPA)
- earn a grade of B or higher in all academic courses
- earn a grade of S in all clinical courses
- limit grades of C to a maximum of two courses throughout the duration of the program
- complete program summative assessments (portfolio elements, clinical research project, comprehensive exam) with a score above the established threshold outlined in course syllabi
- receive evaluations from clinical educators that meet the minimum established threshold outlined in course syllabi

Academic Probation

A temporary academic status assigned when a student does not meet required standards and is given a defined period to improve performance and return to good standing.

Program Dismissal:

Permanent separation from the program due to failure to meet requirements or follow policies.

Tiered Support Framework

Informal Support

Ongoing feedback, mentoring, and coaching provided through faculty advising, instructor support, mentoring groups, and/or student success coaching. Informal support can be initiated at any time and must be appropriately documented by the faculty member or course instructor.

Student Success Plan (SSP)

An SSP is a formal intervention plan for specific program requirements or professional behaviors. The SSP includes specific goals, action steps, support mechanisms, and a defined completion timeline. SSPs are initiated by the faculty member, clinical educator, or academic advisor, or DoSS who identifies the concern.

Failure to complete an SSP within the specified timeframe will result in review by the Student Success Committee. The SSC will make recommendations for next steps which may include extended SSP completion timeline, initiation of academic probation, or recommendation for program dismissal.

Academic Recovery Plan (ARP)

An ARP is a formal intervention plan for students on academic probation with comprehensive requirements for return to good standing. The ARP includes specific goals, action steps, support mechanisms, and a defined timeline. ARPs are generated by the DoSS in collaboration with appropriate faculty, clinical educators, academic advisors, and program/university leadership.

Failure to complete an ARP within the specified timeframe will result in review by the Student Success Committee. The SSC will make recommendations for next steps which may include extended ARP completion timeline, initiation of academic probation, or recommendation for program dismissal.

Figure 1 summarizes the tiered support process and procedures for support plans and program dismissal.

Support Plan Documentation

SSPs and ARPs require a meeting with the student and applicable faculty/instructors to determine the terms of the plan. When the documentation is finalized, it is signed electronically by all involved program/university representatives and the student. All involved individuals will receive a signed copy of the plan, and a signed copy will be maintained in program electronic student files.

Support Plan Progression

SSPs are counted cumulatively across all program requirements (summative assessments, clinical evaluations, and professional conduct).

- 1st SSP: formal intervention with action plan and completion deadline
- 2nd SSP: automatic academic probation and ARP initiation
- 3rd incident that meets the requirements for an SSP: recommendation to the PD for program dismissal
- Incomplete SSP: the SSC will review the student's file and make recommendations regarding next steps (extend SSP deadline, initiate academic probation, program dismissal)
- Incomplete ARP: the SSC will review the student's file and make recommendations regarding next steps (extend ARP deadline, continued academic probation, program dismissal)
- Exception: A below-threshold score on a final clinical evaluation (not midterm) results in immediate academic probation and ARP initiation, regardless of prior SSP count. This immediate probation counts as the one allowable probation period.

Specific Triggers for Support

Professional Conduct

The course instructor or clinical educator should report concerns when a student does not meet professional standards, including:

- Oral or written communication
- Professional attire
- Meeting etiquette
- Attendance or punctuality
- Ethical conduct
- Academic integrity
- Other behaviors inconsistent with professional practice

The course instructor or clinical educator must submit concerns to the DoSS with supporting documentation. The SSC will review the documentation and recommend next steps, which may include an SSP, academic probation with an ARP, or program dismissal.

Summative Assessments

A score that meets the minimum established threshold is required on all program summative assessments (portfolio elements, clinical research project, comprehensive exam) for program completion. If the student scores below the established threshold on a summative assessment, an SSP will be initiated. The SSP will outline an action plan for meeting the requirements of the summative assessment and a timeline for completion that is no longer than six weeks. SSP progression follows the framework outlined in the Support Plan Progression section above.

Clinical Evaluations

A score that meets the minimum established threshold on all final clinical evaluations completed by clinical educators during clinical externships is required for program completion. If ratings from the clinical educator are below the established threshold on the midterm clinical evaluation, an SSP will be initiated. If ratings from the clinical educator are below the established threshold on the final clinical evaluation, an ARP will be initiated. SSP progression follows the framework outlined in the Support Plan

Progression section above.

Academic Probation

Academic probation is a formal status assigned to a student who fails to meet the minimum academic or clinical standards required for program progression. It serves as both a warning and a structured period for remediation and outlines specific requirements that must be met to return to good standing.

Probation Criteria: A student will be placed on academic probation if any of the following occur:

- Cumulative GPA falls below 3.0
- Final grade of C earned in two courses
- Final grade of U earned in any clinical course
- Final grade of D or F earned in any academic course
- Ratings on a final clinical evaluation that fall below the threshold specified in the course syllabus
- Second occurrence of SSP

Probation Process: Upon placement on probation, the DoSS will issue an ARP within five business days. The plan will specify:

- Required actions for program restart and progression
- Requirements that must be met
- Timeline and checkpoints for meeting requirements
- Probation end date not to exceed one academic year from the probation start date

Probation Restrictions: Students on probation may not progress to subsequent courses until probation requirements are met. If students are required to repeat courses or clinical externships, students should expect an extended program completion time. Students must complete all probation requirements within the timeframe specified in the ARP, not to exceed one academic year.

Probation Limitations: A student is allowed only one probation period during enrollment in the program. If a student meets multiple probation criteria

simultaneously (e.g., GPA below 3.0 and second SSP), all criteria will be addressed within a single ARP and count as one probation period. If a student successfully completes probation, returns to good standing, and subsequently meets any probation criteria again, the student will be dismissed from the program.

Probation Completion: Probation will be removed when the student successfully meets all requirements outlined in the ARP within the specified timeframe. If requirements are not met by the probation end date, the student will be dismissed from the program.

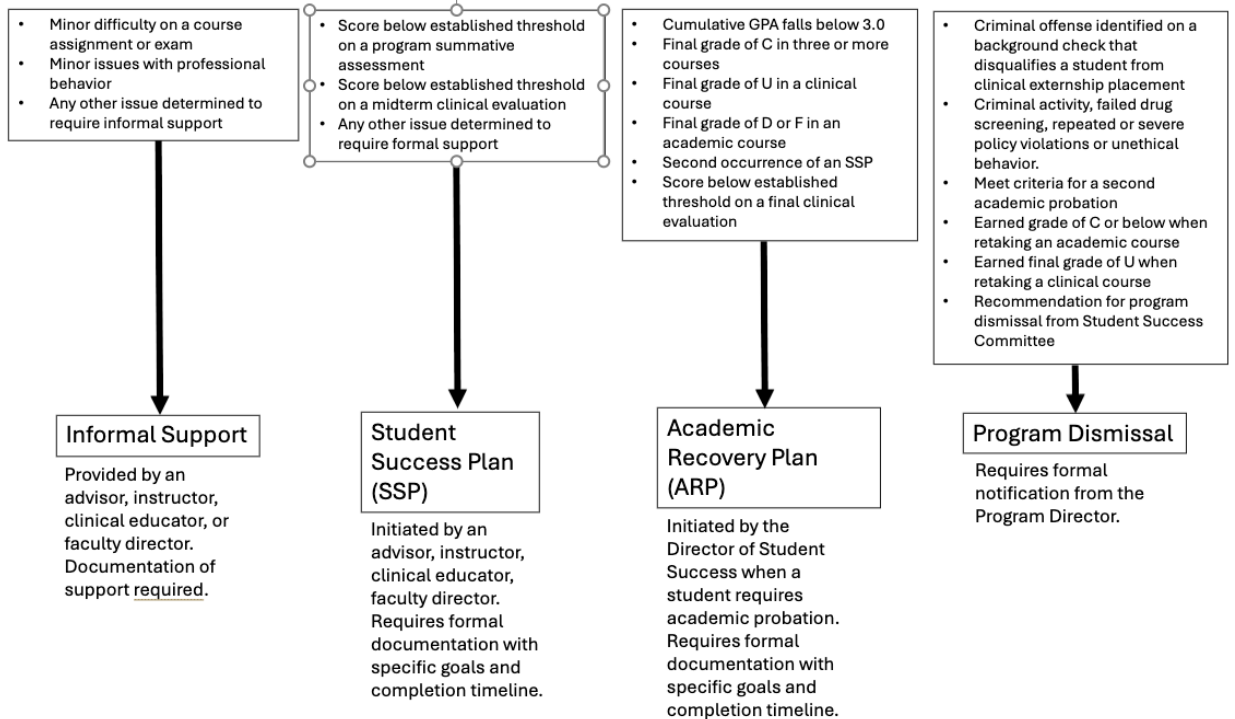
Program Dismissal

Prior to recommendation for program dismissal, the SSC will review all pertinent student information and make a recommendation for program dismissal in writing to the PD. Program dismissal decisions will be communicated in writing by the PD. While only one academic probation period is permitted, students may be dismissed at any time if immediate program dismissal criteria are met, regardless of academic probation status. The following are grounds for immediate program dismissal:

- Student requires a second academic probation
- Student does not complete an SSP or ARP by the specified deadline
- Student retakes an academic course and earns a grade of C or below
- Student retakes a clinical course and earns a grade of U
- Student earns a third C in a course (including initial attempts and retakes combined)
- Criminal offense identified on a background check that disqualifies a student from clinical externship placement
- Criminal activity, positive drug screening, repeated or severe violations of program policy or unethical behaviors

Dismissal Process: Students who are dismissed from the program due to poor academic or clinical performance or repeated violations of program policy or unethical behavior will receive written notification of dismissal from the PD and are not eligible to re-enroll in the program at any time in the future.

Figure 1: Summary of Student Support Process



Additional Student Support Policies

Course Withdrawal and Incomplete Grades

Course withdrawals will follow the university withdrawal policy. Incomplete grades will follow the university incomplete policy. These policies can be found in the OBU Academic Catalog. Notification of intent to withdraw from a course must be submitted in writing to the course instructor, academic advisor, and PD 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. A grade of “I” will be recorded on the official transcript for any course which receives a grade of incomplete. If the Incomplete (“I”) grade is not resolved by the stated deadline, 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 PD. The student must meet with their faculty advisor to discuss the decision and complete required documentation. Tuition refunds will follow the university 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 PD. Students who do not complete the program within this timeframe will be dismissed unless they have received an approved extension. Requests for extensions must be submitted in writing with supporting documentation. Extensions are granted in one-year increments and may not exceed two additional academic years (total maximum with extension: five calendar years from initial enrollment).

Student Health and Wellness Services

Information about mental health and general wellness services available to online and graduate students through Timely Care can be found in the SLP Student Orientation course in Canvas.

Mentorship Program

The 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 program.

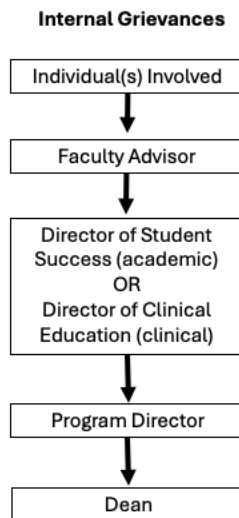
Internal Grievances

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 DoSS (course instructor concerns/grievances) and/or DCE (clinical educator concerns/grievances). If the matter remains unresolved it should be escalated first to the PD and then to the Dean (see Figure 2 below). All grievances will be handled with confidentiality to protect involved individuals.

Grievances involving the PD should be made directly to the Dean. Grievances involving faculty directors may be submitted to the PD 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.

Figure 2: Internal Grievances Flowchart



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 faculty directors, the PD, the Dean, the Provost, Human Resources, the Vice President of Campus Life, and the 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 program welcomes students from diverse educational and professional backgrounds. Prerequisite courses in several areas are required by the program and ASHA to uphold standards of professional practice and for eligibility for certification and licensure upon graduation. Prerequisite and admission requirements are outlined in the OBU Academic Catalog. Applicants must complete all prerequisite requirements and meet all admission requirements before enrollment in graduate courses.

International Transcripts

Applicants must be authorized to study and complete academic and clinical requirements in the United States. The program does not sponsor student visas. Applicants who completed a bachelor's degree or prerequisite coursework outside of the United States must submit a course-by-course credential evaluation from an organization affiliated with the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). The evaluation must include degree equivalency, GPA, and English translations of official transcripts and prerequisite course descriptions. Applicants educated in non-English instructional settings are also required to demonstrate English proficiency.

Transfer Credit

While prerequisite undergraduate courses may be completed at another regionally accredited institution, no graduate-level coursework will be accepted for transfer credit. All curriculum requirements for the program must be completed through the university.

Guided Clinical Observation Hours (Required)

The program requires completion of 25 hours of guided clinical observations in SLP prior to enrollment. Guided clinical observations must meet the requirements stated in the [ASHA certification standards](#) (Standard V-C). Documentation of guided clinical

hours must meet the requirements outlined below.

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 use guided observation hours completed at another institution, the student must submit acceptable documentation of 25 hours of guided clinical observation. The DoA 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.

Undergraduate Clinical Hours (Optional)

The program will apply a maximum of 50 clinical hours of on-site and in-person direct contact completed at the undergraduate level towards the required 400 hours of supervised clinical practicum as stated in the [ASHA certification standards](#) (Standard V-C). Documentation of undergraduate clinical hours must meet the requirements below.

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 DCE 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.

Degree Requirements

The program 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 and follow the same sequence. The required coursework and sequence is outlined in Table 1. Course descriptions can be found in the OBU Academic Catalog.

The curriculum requires four semesters of academic work (total 56 credits). Each full semester contains two eight-week sessions. Except for SLP 6332 Seminar in Speech-Language Pathology: Academic and Clinical Integration and SLP 6201 Mentored Research, academic courses will be completed during 8-week sessions. Clinical experiences, including SLP 5212 Virtual Practicum, will be completed during a full semester. In Table 1 below, full semesters are denoted as whole numbers (i.e. 1, 2, 3, 4) and 8-week sessions are denoted as a subdivision of a full semester (i.e. 1.1, 1.2, 2.1, 2.2, etc.).

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 OBU Professional License Disclosures for specific requirements in your state.

Graduation Requirements

Program graduation requirements are outlined in the OBU Academic Catalog.

Table 1: Course Sequence

Semester / Term	Course Name	Credits
Semester 1		
1.1 (8-weeks)	SLP 5102 Materials and Methods in Assessment and Intervention	2
	SLP 5143 Language Disorders Age Birth to Three	3
	SLP 5112 Cultural and Linguistic Considerations in Communication Sciences and Disorders	2
1.2 (8-weeks)	SLP 5001 On-Campus Residency: Education/Pediatric	1
	SLP 5133 Pediatric Speech Sound Disorders	3
	SLP 5143 Language and Learning Disabilities in Schools	3
	SLP 5202 Neuroscience of Speech, Language, and Swallowing	2
1 (Full Semester)	SLP 5212 Virtual Practicum (1.1 and 1.2)	2
	Total Credits Semester 1	18
Semester 2		
2.1 (8-weeks)	SLP 5222 Research and Evidence-Based Practice	2
	SLP 5232 Augmentative and Alternative Communication	2
	SLP 5312 Adult Dysphagia	2
2.2 (8-weeks)	SLP 5302 Pediatric Feeding and Swallowing	2
	SLP 6232 Neurodiversity and Social Communication	2
	SLP 5323 Acquired and Progressive Aphasia	3
2 (Full Semester)	SLP 6002 Education/Pediatric Externship (2.1 and 2.2)	2
	Total Credits Semester 2	15
Semester 3		
3.1 (8-weeks)	SLP 6011 On-Campus Residency: Medical/Adult	1
	SLP 6102 Neuromotor Speech Disorders	2
	SLP 6112 Cognitive Communication Disorders	2
3.2 (8-weeks)	SLP 6122 Voice Disorders	2
	SLP 6132 Fluency Disorders	2
3 (Full Semester)	SLP 6212 Medical/Adult Externship (3.1 and 3.2)	2
	SLP 6201 Mentored Research (3.1 and 3.2)	1
	Total Credits Semester 3	12
Semester 4		
4.1 (8-weeks)	SLP 6222 Interprofessional Practice	2
	SLP 6322 Professional Issues	2
4.2 (8-weeks)	SLP 6311 Craniofacial and Genetic Disorders	1
	SLP 6302 Aural (Re)habilitation	2
4 (Full Semester)	SLP 6402 Advanced Clinical Externship	2
	SLP 6332 Seminar in Speech-Language Pathology: Academic and Clinical Integration	2
	Total Credits Semester 4	13
	Program Total	56

Professional Expectations

The 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 university community. All students, faculty, and staff are expected to use their university email accounts or Canvas for all academic and professional exchanges to ensure timely receipt of important information. Adherence to these standards supports the development of professional communication skills essential for interaction with clients, caregivers, and colleagues.

Expectations

Regular Monitoring: Students and faculty are responsible for checking university email and Canvas messages/announcements regularly to stay informed of all program communications.

Professional Etiquette: All written communication should be clear, concise, and professional, using appropriate grammar and respectful language. Email communication should include:

- Professional greeting that includes the recipient's title and last name.
- Body that includes polite opening, brief purpose, and action items and is written using correct grammar and professional tone.
- Professional closing that includes the sender's first and last name.
- A link to a quick reference guide related to professional email communication can be found in Appendix B.

Response Time: Responses to communications are expected within two business days during the semester. Response times may be extended during university breaks. Adjunct faculty may have longer response times when not actively teaching or supervising.

Access: Students will receive access to their university email account and Canvas upon enrollment. Instructions for access 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 only for course-related, instructor-approved, or externship-approved purposes. All other use is prohibited.
- 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 university 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.

Artificial Intelligence Use

The program recognizes the increasing presence of generative artificial intelligence (AI) tools in academic and professional environments. The use of AI is permitted when it is

transparent, responsible, and aligned with program expectations, academic integrity standards, and legal and ethical requirements.

General Expectations

AI use must always be transparent and disclosed. Students are responsible for all submitted work, regardless of AI use. AI tools must not be used in ways that violate academic integrity, professional standards, or confidentiality. AI-generated content must be:

- Accurate and appropriately cited.
- Free from bias or fabrication.

Additional or more restrictive guidelines may be established by the course instructor or externship site.

AI Use in Academic Courses

AI tools may be used to support learning and assignment completion when allowed by course guidelines. Acceptable uses may include:

- Brainstorming ideas.
- Creating outlines.
- Formatting content.
- Summarizing sources.
- Generating draft slide or written content.

Faculty may establish additional restrictions or permissions, which will be outlined in the syllabus or Canvas.

AI Use in Clinical Settings

Use of AI in clinical contexts carries ethical, legal, and professional risks and is therefore strictly limited. This policy applies to all clinical activities, including on-campus residencies and externships.

Entry of any protected information into AI tools is strictly prohibited. This includes information protected under:

- FERPA (education records).
- HIPAA (protected health information).

Prohibited information includes anything that could identify:

- A client or patient.
- A student clinician.
- A clinical interaction (directly or indirectly).

No protected or identifiable information may be entered into personal or unapproved AI tools under any circumstances.

AI tools may only be used for clinical purposes if they are explicitly approved by the university, program, or externship site. Permitted uses include:

- Creating documentation templates.
- Generating general therapy ideas or goals (without client information).
- Drafting generic language (no protected data).
- Analyzing fictional simulated cases.

Disclosure Requirements

All AI use in clinical settings must be disclosed to the clinical educator and/or course instructor. Disclosure must:

- Occur prior to or at submission.
- Be included in documentation or as an attached statement.
- Include:
 - Name of AI tool(s) used.
 - Exact prompts entered.
 - Description of how and why AI was used.
 - Description of any information entered (must be approved content only without confidential or protected information).

Student Accountability

Students are responsible for all submitted work and must:

- Verify accuracy of all information.
- Identify and correct bias.
- Ensure proper citation and attribution.
- Confirm all sources are scholarly, legitimate, and traceable.

AI tools may produce inaccurate information, fabricated citations, or biased content. Submission of such material may result in academic review.

Review of AI Use

If inappropriate or undisclosed AI use is suspected students may be required to:

- Explain their work process.
- Demonstrate understanding of submitted content.

Externship Site Policies

Students must comply with all externship site AI policies. If a site policy is more restrictive than this policy, the externship site policy takes precedence.

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. Technology may be used during meetings only for course-related or instructor-approved purposes. All other use is prohibited.

Respect: Be respectful and attentive to the presenters. The information presented is important for your success and you are responsible for the content presented. Eating or chewing gum are prohibited unless allowed by the presenter.

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

The 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, externship 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 externship sites may have additional clothing and appearance guidelines. Students are expected to learn and follow the professional dress policies of the externship site.

- All clothing must be clean, maintained, and loose fitting. Clothing with holes or tears is not allowed.
- 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.
- Hair styles, facial hair, makeup, etc., should meet standards required by the clinical site and should not undermine the clinical interaction. Hair must be clean and tidy in appearance and should not interfere with safe and sanitary performance of clinical duties.
- 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.
- 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.

- 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.
- Site policies regarding body art must be followed.
- Head coverings (hats, bandanas, etc.) are not allowed unless they are worn for religious or health reasons.

Scrubs and University Logo Attire

Students are required to wear university/program branded scrubs and tops for on-campus residencies and externships. Students are required to purchase at least two sets of branded scrubs and two branded tops from the program approved uniform store. Students are required to wear a branded top with professional slacks for the pediatric/educational residency and branded scrubs for the adult/medical residency. Branded items approved for on-campus residencies and externships must be approved through the program approved uniform store. The store link can be found in Appendix B.

Branded scrubs should be worn to externship sites that require clinicians and students to wear scrubs. For externships, students may wear approved program or university branded items if allowed by the externship site. T-shirts and/or sweatshirts are not an acceptable replacement for scrub tops unless they are purchased through the program approved uniform store or the university bookstore and allowed by the externship 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, externships, on-campus residencies, program meetings, and any other program-related event that requires attendance.

Academic Courses

Academic courses in the 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. This assignment must be graded and included in the course grade. After the first week, attendance will be counted by submitting assignments and engaging in discussions.

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 expected as part of professional preparation. These sessions provide essential opportunities for interaction, discussion, and application of course content.

Attendance should be treated as attendance at a professional job. If a student is unable to attend a synchronous session, they are expected to notify the instructor via email or Canvas before the session begins and include any applicable information (e.g., absence date, absence reason, and plan for reviewing missed content). Students who are absent from a synchronous session will not be permitted to make up graded assignments completed during synchronous session unless an arrangement has been made with the instructor in advance.

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.

To ensure active engagement, each synchronous session will include an exit ticket component. Exit tickets will consist of brief questions, reflections, or other brief assessments related to the session content and will be submitted before the end of the meeting.

Exit ticket completion will be factored into the final course grade and will be evaluated for:

- Timeliness of submission
- Completeness and accuracy of responses
- Evidence of engagement with session content

On-Campus Residency Experiences

The on-campus residency experience is a vital component of the 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 PD 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 PD 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 PD within 24 hours of the missed session. Students will also be required to complete all required hours through alternative scheduling as outlined in the Emergency Contingency Planning for On-Campus Residencies policy.

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

An unexcused absence is any failure to attend any portion of the on-campus residency experience without prior approval from the PD or DCE or valid written documentation supporting the absence (e.g., medical documentation, emergency verification), submitted within the required timeframe.

The following will be considered unexcused:

- Oversleeping or mismanaging travel arrangements
- Work obligations or scheduling conflicts
- Non-emergency personal appointments (e.g., routine medical or dental visits)
- Social events, family gatherings, or vacations
- Failure to arrange childcare, transportation, or housing
- Leaving the residency early or arriving late for reasons not approved in advance
- Any reason deemed non-emergent or avoidable by program leadership

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.) are 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.

Clinical Externships

Attendance is mandatory for all scheduled clinical seminars, program meetings, and externships. Students are expected to prioritize externship responsibilities over other commitments.

Attendance Requirements

During externships, students must:

- Attend externships a minimum of three days per week for the full workday of the clinical educator, unless otherwise approved in advance.
- Maintain established externship schedule for the entire semester. Changes to days or hours require approval from the externship clinical educator, faculty clinical educator, and DCE.
- Arrange work, appointments, classes, and personal responsibilities around externship obligations.
- Attend externships during university scheduled breaks and holidays unless the clinical site is closed.

Absence and Tardiness Procedures

In the event of absence or tardiness, students must:

- Notify the externship clinical educator in advance using their preferred method of communication.
- Notify the faculty clinical educator in advance via phone and email.

- Arrange make-up hours with the externship clinical educator as soon as possible.

Excused Absences

Excused absences must be approved by the externship clinical educator prior to the scheduled externship day when possible. Acceptable reasons include:

- Personal illness with physician documentation
- Death of an immediate family member
- Unplanned emergencies involving immediate family

For emergencies, notify the externship clinical educator as soon as possible. Personal travel or events (weddings, vacations, etc.) are not considered excused absences.

Absence Penalties

Absences from scheduled externship days will result in the following:

- 1st unexcused absence or tardy- Email to faculty clinical educator.
- 2nd unexcused absence or tardy- meeting with the clinical educators and DCE with possible initiation of SSP.
- 3rd unexcused absence or tardy without approval for extended leave- Initiation of SSP and meeting with faculty clinical educator and DCE.
- Absence penalties do not apply under an approved extended leave of absence.

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 PD to ensure appropriate planning and compliance with accreditation standards and university policies. Students are encouraged to consult with the PD 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 Online, Nontraditional, and Graduate Student 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 PD 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 PD will review the request in consultation with relevant faculty directors, course instructors, or clinical educators as needed.
- The PD 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 completion timeline.

Student Reinstatement

- The student must contact the PD prior to the end of the approved leave of absence to initiate the reinstatement process.
- Prior to reinstatement, the student will meet with the DoSS and DCE to develop a program completion and student success plan.

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. In addition to the Code of Ethics, students are expected to be familiar with the Scope of Practice in Speech-Language Pathology and the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), which collectively define the boundaries, expectations, and credentialing requirements of the profession. Prior to engaging in any clinical activities, students will read and sign an acknowledgment of understanding of these professional standards in Exxat.

Students and faculty are expected to adhere to ethical research principles in accordance with university and federal regulations. Completion of research ethics training is required only for students enrolled in courses that include research instruction or who otherwise engage in research activities as part of the curriculum.

Only students who participate in research involving human subjects are required to obtain Institutional Review Board (IRB) approval prior to initiating research activities. Research activities that do not involve human subjects do not require IRB approval. All applicable training and approval requirements will be communicated within the relevant course or research experience.

Academic Coursework

Academic Integrity

Professional integrity begins with academic integrity. The 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 program academic integrity policy and are expected to uphold the principles of academic integrity stated in the OBU

Online, Nontraditional, and Graduate Student Handbook. Students are expected to follow these core principles of academic integrity:

- **Honesty:** Students are expected to present their own work honestly and accurately.
- **Accountability:** Students are responsible for understanding and following the academic integrity policies of the program and university.
- **Respect:** Students must give proper credit to the work and ideas of others and plagiarism is strictly prohibited.
- **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:

- Using or attempting to use unauthorized resources to complete an academic task. This includes test banks, assignment banks, another individual, print resources, and electronic resources that are not authorized by the course instructor and generative Artificial Intelligence (AI) when used outside the parameters permitted by course-specific or program-level AI policies or without required disclosure.
- Collaborating with other students on academic tasks without the consent of the instructor.
- Submitting work that closely resembles the work of another student indicating that the work was not completed independently.
- 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.
- 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.
 - Assisting or attempting to assist others in committing any form of academic dishonesty.
 - Sharing university login credentials with others or another individual accessing proctoring software in place of the student.
- Compromising the content of Praxis exam questions.
- Any other behavior deemed as academic dishonesty by a course instructor or clinical educator.

Student Identification

As a hybrid program, the 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 program students are required to submit documentation during the admissions process 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 a university 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

residencies and externships. 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.

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

- **Canvas:** The university uses 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 cannot 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.
- **Proctorio:** The university uses Proctorio as a secure online proctoring service to support the integrity of remote and hybrid assessments. Proctorio integrates directly with Canvas and requires students to authenticate using their secure institutional login. The platform verifies student identity and monitors testing sessions through automated proctoring features including video, audio, screen activity, and browser monitoring. Students are provided guidance on Proctorio

use prior to their first proctored assessment. All data collected through Proctorio is encrypted and used solely for academic integrity and course quality purposes. Access to proctoring records is limited to authorized faculty and administrators and is restricted to the course in which the assessment occurs.

Technology Requirements and Support

Students in the 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 laptop computer running one of the following operating systems:
 - Windows: Version 11 or higher
 - MacOS: Version 26 or newer
- WiFi 6 or newer
- Memory: 8GB RAM (16GB highly recommended)
- Storage: 256GB or higher
- Processor:
 - PC- Intel Core 13th Gen i5 or better/Intel Core Ultra processor
 - Mac- Apple Silicon based M-series
 - AMD Ryzen 5 or better
- 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 the university
- 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 the OBU IT Help Desk (problems with university network access, issues/questions related to university 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 university 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, Proctorio, Visible Body, True Learn, Plural Plus, etc), contact the software company's customer support.

Faculty Expectations

Faculty and instructors are expected to:

- Publish all course materials one week 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

Students are expected to:

- Check Canvas daily for announcements, course requirements and course assignments.
- Check email daily for program and university communications.
- 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

Students are provided with all assignment due dates at the beginning of the term through the course syllabus and Canvas. It is the student's responsibility to review these deadlines and plan accordingly. 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 from the earned grade.
- Assignments submitted 24 hours after the published deadline will receive a grade of zero unless arrangements have been made with the instructor prior to the published due date.
- It is the responsibility of the student to ensure that submitted assignments upload to Canvas by the published deadline. Technical issues must be reported immediately, and students should have a backup plan for technology failures.
- It is the responsibility of the student to communicate proactively with the instructor if an emergency or unforeseen situation arises before the assignment due date. Assignment extensions may be granted at the discretion of the instructor for documented emergencies, university approved activities, or previously approved accommodations.

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.
- Submitted in an accessible format. 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 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 the university. 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, except for SLP 6332 Seminar in Speech-Language Pathology: Academic and Clinical Integration and SLP 6201 Mentored Research, are 8-weeks in length and clinical courses, including SLP 5212 Virtual Practicum, are full semester courses. Because academic courses are

accelerated, students are expected to spend the same amount of time completing an 8-week course that a student would be expected to dedicate to a full semester course. Table 2 outlines instructional and independent work time expectations for courses based on the number of credits.

Table 2: 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 8-week session	18	12	6
Time per week for full semester courses	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 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 Experiences

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 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 DCE. 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: principles of patient privacy and data security, renewed annually.
2. Occupational Safety and Health Administration (OSHA): promotes a safe and healthy working environment, focusing on infection control and prevention of workplace injuries, renewed every two years.
3. Family Educational Rights and Privacy Act (FERPA): ensures the protection of educational records and student privacy.
4. Infection Control: prevention of the spread of infections in clinical and educational settings, with a particular focus on pathogens that pose significant health risks.

Emergency Contingency Plan for On-Campus Residencies

This plan ensures students complete all required on-campus residency contact hours and learning objectives in the event of university closure or facility inaccessibility due to weather emergencies, public health situations, infrastructure failures, security incidents, or other unforeseen circumstances requiring campus closure or program modification.

As previously stated, completion of all scheduled components of on-campus residencies are mandatory graduation requirements under all circumstances. Emergency-related disruptions do not exempt students from on-campus residency participation; rather, alternative scheduling and delivery modifications ensure requirement fulfillment. Students are responsible for maintaining schedule flexibility to accommodate contingency implementations. All students must participate in on-campus residency contingency schedule modifications.

Schedule Modification Options

When university closure or facility inaccessibility prevents scheduled on-campus residency sessions from occurring as planned, the program will implement one or more modifications to ensure students complete all required contact hours and learning activities. This may include but is not limited to:

- **Extended Daily Sessions:** Lengthening remaining scheduled days within

the same residency week to recover lost contact hours.

- **Weekend Sessions:** Adding Saturday or Sunday sessions during the affected residency week to maintain total contact hour requirements.
- **Week Rescheduling:** Shifting the entire residency week to alternative dates within the same semester or academic year.
- **Compressed Format:** Adjusting session timing or pacing to deliver required content and experiences within available timeframes.

Delivery Format Modifications

For certain emergency situations (e.g., public health mandates, extended infrastructure failures), the program may temporarily modify on-campus residency delivery format while maintaining all learning objectives and contact hour requirements. All delivery format modifications will maintain the integrity of hands-on clinical training, supervised practice opportunities, and competency assessment standards required for professional preparation. This may include but is not limited to:

- **Hybrid Delivery:** Delivering specific didactic content through synchronous online sessions, with hands-on clinical skill development and competency demonstrations completed in-person during the next available OCR period or through extended sessions.
- **Distributed Sessions:** Breaking a single residency week into multiple shorter on-campus periods to accommodate facility limitations or health/safety protocols.
- **Alternative Campus Facilities:** Relocating specific on-campus residency activities to alternative university facilities or partner clinical sites that meet learning objective requirements.

Student Responsibilities

Students must:

- Maintain schedule flexibility throughout each on-campus residency week and for two weeks following the scheduled on-campus residency period to accommodate extended sessions, weekend additions, or rescheduling.

- Monitor university communications and program announcements during scheduled on-campus residency weeks.
- Respond to communications from the DCE regarding schedule modifications within 24 hours.
- Make travel and lodging arrangements that allow for potential residency extensions of up to three additional days beyond the scheduled on-campus residency week.
- Adjust personal and work commitments to accommodate rescheduled or reformatted on-campus residency sessions.
- Complete all modified or rescheduled requirements to maintain progression in the program.
- Incur costs for additional travel, lodging, or meal expenses incurred due to on-campus residency rescheduling or extension.

Communication Protocol

The DCE will notify students of contingency plan activation and modified schedules by email and Canvas as soon as alternative arrangements are confirmed. Students are expected to check email and Canvas frequently during scheduled on-campus residency weeks and severe weather or emergency situations.

Externship Requirements

All clinical experiences must meet the requirements stated in the ASHA certification standards (Standard V-C). Completion of 400 hours is required through:

- Guided clinical observation
- Three clinical externships
- One virtual practicum course

To participate in any clinical experience, all required items must be completed in Exxat by stated deadlines. The DCE is responsible for verifying completion of clinical requirements and coordinating externships. The student is responsible for meeting

stated deadlines and submitting materials accurately related to externships. Externship sites may require additional onboarding, such as orientation modules, vaccination documentation, drug screening, FBI fingerprinting, mandatory reporter training, and additional health and safety clearances.

Vaccination Requirements and Exemptions

Approved vaccination exemptions are honored by the university and program; however:

- Externship sites are not required to accept vaccination exemptions.
- If a student has a university/program approved vaccination exemption, placement cannot be guaranteed at sites requiring vaccinations.
- Students are responsible for understanding the vaccination policies of externship sites.

Health Insurance Requirement

The university does not provide health insurance. Active personal health insurance is required throughout the program. Students are responsible for all medical and emergency care costs and providing proof of insurance if required by externship sites.

Associated Costs

Students are responsible for all costs related to clinical placements, including:

- Health and immunization requirements such as vaccinations, physical exams, laboratory tests, and health insurance.
- Professional requirements such as professional liability insurance, CPR certification, background checks, drug screening, fingerprinting, uniforms, and training modules.
- Transportation to and from clinical sites.

Clinical Hour Documentation

Clinical hours must be logged in Exxat on the same day services are provided ensuring:

- Accurate records
- Timely supervisor verification
- Compliance with accreditation and certification standards

Criminal Background Checks

All 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 DCE. 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 externship. 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 externships. Criminal convictions on a criminal background check that are not eligible for pretrial intervention or expungement will result in program dismissal.

The externship site has the right to review criminal background check information and determine whether to accept the students for an externship. If an externship site does not accept a student due to criminal background check information, the program will attempt to secure an alternative externship site for the student. If the student is unable to complete externships due to criminal background check issues, they will be advised that program completion is not possible as externships are a requirement for program completion.

Clinical Conduct

Students are required to maintain established standards of professional throughout their clinical education. Adherence to the ASHA Code of Ethics, ASHA Scope of Practice,

OBU Online, Nontraditional, and Graduate Student Handbook and OBU MS-SLP Academic and Clinical Handbook is required. The program professional conduct expectations are outlined in the Professional Expectations section of this handbook and professional misconduct will be handled as outlined in the Student Progress and Support section.

Students must comply all externship site policies regarding professional conduct. Non-compliance may result in termination of the externship and a failing grade. An externship clinical educator may terminate an externship if the performance, attendance, or conduct of the student is deemed unacceptable, and intervention efforts have failed. The externship clinical educator must provide written documentation detailing the reasons for termination to the DCE and the PD. 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 additional support during externships is requested by the student or the externship clinical educator, the DCE or faculty clinical educator will provide additional support. This can include further observations, targeted simulations, or additional mentorship opportunities to address specific areas for improvement. The DCE 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 externship site regardless of the photo/video/audio policy of the site. If needed for remediation, the externship clinical educator at the site must create, maintain, and destroy audio or video recordings for the purpose of clinical education according to the externship 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 externship 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 externship site administrators or externship 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 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 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.

Clinical 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 residencies and externships.

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. 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 externship 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 externship 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 uphold confidentiality standards 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. Students must follow externship site policies for data security and report any breaches or potential breaches to their externship clinical educator and the DCE immediately.

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

feedback to students to ensure accuracy and completeness. Externship clinical educators must ensure that the documentation meets the standards of the externship 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 DCE.

Externship Site Selection and Assignment

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

The DCE is responsible for 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 DCE 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 indicate clinical externship preferences by completing the onboarding survey in Exxat. The onboarding survey must be completed within 10 days of invitation. While student input is valued and considered, placements are determined by the DCE and may not reflect student preferences. Site selection is determined by educational suitability and site availability.

Placement Assignment

Student placements are assigned by the DCE, 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.

Clinical Education Requirements

Students must be supervised by qualified clinical educators who meet ASHA certification standards. In circumstances where the primary assigned clinical educator is absent, a student may be supervised by another qualified clinical educator with advanced approval of the DCE.

The following information should be noted regarding externships:

- The program will contact externship sites to arrange externships for the student. Students are not permitted to contact externship sites to arrange their own externships.
- Typically, students will have the following externships: school setting, clinical setting, and/or telepractice. Externships depend on the availability of externship sites and/or externship clinical educators in the student's area of residence.
- Externships require 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. Clinical externship experiences are not scheduled 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,

externships may require a commute of up to 100 miles one way from the student's place of residence. Depending on availability of externship 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 externship site and all settings where the externship 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 externship site.
- If the externship clinical educator leaves the externship site for any reason, the student may remain on site but may not engage in assessment, treatment, documentation review with clients, or other clinical activities unless supervision is immediately assumed by another qualified externship clinical educator approved by the DCE.
- 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 DCE within 24 hours.
- Students are required to follow all policies of the externship site. This may include but is not limited to vaccination requirements, background checks, orientation and training, attendance policy, and dress code.
- Once an externship has been assigned, the program will not provide an alternative externship site within the same semester unless there are extenuating circumstances.
- On most occasions, an externship site is confirmed at least 60 days prior to the start of the externship. Once the student receives confirmation of the externship site and externship schedule from the DCE, the student is expected to confirm and complete any remaining onboarding requirements as assigned from the externship site. These requirements will be found within Exxat after your externship assignment is published.

Conflict of Interest for Clinical Placements

To maintain professional boundaries and ensure an optimal learning environment, students may not complete clinical externships at sites where a conflict of interest or dual relationship exists. This policy is designed to support student professional development by allowing them to function fully in the student clinician role without the complications that arise when pre-existing personal or professional relationships interfere with the clinical education relationship and learning process.

Prohibited Relationships During Clinical Placements

Students may not be placed at sites where a family member is employed as an SLP, serves as the clinical educator, or is employed in a supervisory or administrative role. Students may not be supervised by a close friend or family member, including but not limited to spouse, domestic partner, parent, stepparent, child, stepchild, sibling, grandparent, grandchild, aunt, uncle, cousin, or in-law.

Disclosure Requirement

Students must disclose any potential conflicts of interest or dual relationships to the DCE immediately upon becoming aware of the potential conflict.

This includes situations where:

- A student discovers a personal connection to a proposed placement site or clinical educator after the placement has been assigned.
- A student's relationship status changes (e.g., begins dating someone at a clinical site).
- Failure to disclose a conflict of interest constitutes a policy violation and must be reported to the PD in accordance with the Policy Violations section of this handbook

Current Place of Employment Externship Placement

The program recognizes that many students enter the program with professional experience as licensed or registered SLP-As or in other clinical support roles. This policy governs the conditions under which students may request to complete an externship rotation at their current place of employment and establishes the process for requesting, reviewing, and formalizing such placements.

Rationale

Standards for certification and accreditation require that graduate clinical experiences provide appropriate breadth and depth across populations, disorders, and clinical settings. Employer-based placements carry an inherent risk of diminishing this breadth and depth when students already perform SLP-adjacent duties at the site. It is imperative that the program is able to document that the clinical externship experience differs from existing work responsibilities. This policy establishes parameters to ensure that clinical externship experiences provide students with required while honoring the professional experience students bring to the program.

Eligibility and Limitations

Students may complete no more than one (1) of their three required externship rotations at their current place of employment. For purposes of this policy, "current place of employment" includes any facility where the student is employed in any capacity, full-time, part-time, or PRN, including sites where the student holds a per-diem or contract arrangement.

Required Conditions for Approval

All employer-based placements must meet the following conditions regardless of which externship semester is requested:

- **Supervision Separation:** The externship clinical educator must be an ASHA certified, licensed SLP who is not the student's current direct employment supervisor, manager, or administrator. The proposed clinical educator must meet all ASHA and program eligibility requirements.

- **Caseload Differentiation:** The externship caseload must differ meaningfully from the current employment responsibilities in terms of population served, disorder types addressed, or clinical setting within the facility. Students who currently perform SLP-adjacent duties at the site are subject to heightened scrutiny of the caseload differentiation plan to ensure the externship provides genuine new clinical learning.
- **Role Separation:** During externship hours, the student must function exclusively in the student clinician role and may not perform employment duties simultaneously.
- **Affiliation Agreement:** The university must have an executed affiliation agreement or memorandum of understanding with the site. An employer-based placement addendum must also be executed by the student, the clinical educator, the DCE, and an authorized site representative prior to the start of the placement.

Request Process

Students requesting an externship at their current place of employment must complete the following steps:

1. Indicate interest on the program Clinical Onboarding Survey in Exxat. This is required to provide enough time for the program to establish an affiliation agreement with the clinical externship site.
2. Submit a completed Employer-Based Externship Placement Request Form to the DCE by the stated deadline. This form requires a detailed description of the proposed caseload, confirmation of the proposed clinical educator, and written attestations from the student.
3. Upon approval of the request, the program will initiate or confirm the affiliation agreement with the clinical externship site and prepare the Employer-Based Placement Addendum for execution by all parties.
4. The placement will be entered into Exxat only after the DCE has confirmed approval and all required documents have been completed and signed.

Clinical Educators

The program follows ASHA guidelines regarding student clinical education (supervision). Requirements for clinical education can be found in the ASHA certification standards.

The DCE verifies the credentials of all externship clinical educators prior to student placement. All clinical educators must hold a current state license and ASHA CCC-SLP credential and meet all ASHA requirements for clinical education. 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 education or supervision.

Students are supervised by qualified clinical educators in all clinical settings including on-campus residency experiences, virtual practicum, and externships. 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 meetings for telepractice placements. As stated in the ASHA certification standards, 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 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 their faculty clinical educator, and their faculty advisor, and the DCE. Should any changes occur to the type or amount of supervision, or change in clinical educator, the student must notify the DCE immediately. Students will complete an evaluation for each clinical educator and externship site throughout the program.

If it is determined that a student requires more supervision, either by the student, externship clinical educator, faculty clinical educator, or DCE, the program will provide additional support in collaboration with the externship 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 externship clinical educator before becoming independent, due to the complexity of a case or additional support requirements. In these situations, the DCE will work with the externship 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.

Appendix A: Terminology and Abbreviations

ARP: Academic Recovery Plan

ASHA: American Speech-Language Hearing Association

CAPCSD: Council of Academic Programs in Communication Sciences and Disorders

CCC-SLP: Certificate of Clinical Competence in Speech-Language Pathology

CFCC: Council for Clinical Certification

CAA: Council for Academic Accreditation in Audiology and Speech-Language Pathology

Clinical education: A structured component of the program in which students apply academic knowledge to real-world assessment and treatment of individuals with communication and swallowing disorders under supervision. Clinical education includes both on-campus and off-campus experiences and is required for skill development and competency attainment.

Interchangeable terms: clinical training, clinical learning, clinical experience, fieldwork, practicum

Clinical educator: A qualified, credentialed professional responsible for supervising, instructing, mentoring, and evaluating students during clinical experiences. The clinical educator ensures that students provide safe, ethical, and evidence-based services while progressing toward competency.

Interchangeable terms: clinical supervisor, preceptor, clinical instructor, site supervisor

DCE: Director of Clinical Education

Dean: Dean of Online, Graduate, and Nontraditional Education

DoA: Director of Admissions

DoC: Director of Curriculum

DoRS: Director of Research and Scholarship

DoSS: Director of Student Success

Externship: A supervised, off-campus clinical training experience in which graduate students provide assessment and intervention services in real-world settings (e.g., schools, hospitals, private practices, rehabilitation centers). Externships are coordinated by the program and allow students to apply academic knowledge and develop clinical competencies under the guidance of qualified clinical educators.

Interchangeable terms: external clinical experiences, external clinical practicum.

Externship site: A facility or setting external to the university where students complete supervised clinical experiences. These sites provide opportunities to work with diverse populations and disorders in real-world service delivery environments.

Interchangeable terms: external clinical site, clinical placement site, practicum site, off-campus clinical site

FERPA: Family Educational Rights and Privacy Act

HIPAA: Health Insurance Portability and Accountability Act

LMS: Learning Management System (Canvas)

MS-SLP: Master of Science in Speech-Language Pathology

OBU: Oklahoma Baptist University

PC: Program Coordinator

PD: Program Director

Practicum: A supervised clinical experience in which students engage in direct and/or indirect client services as part of their training. Practicum experiences may occur on-campus or at approved external sites and are designed to build clinical skills progressively.

Interchangeable terms: clinical practicum, clinical rotation, field placement, clinical experience

Program: Master of Science in Speech-Language Pathology

SLP: speech-language pathology or speech-language pathologist

SSP: Student Success Plan

SSC: Student Success Committee

Supervision: The process of guidance, oversight, and evaluation provided by a clinical educator to ensure that student clinicians deliver services safely, ethically, and effectively while developing professional competencies. Supervision may include direct observation, feedback, and performance assessment.

Interchangeable terms: clinical supervision, oversight, mentoring, clinical guidance

Supervisor: A qualified, credentialed professional who provides oversight, instruction, and evaluation of a student's clinical performance during practicum or externship experiences. The supervisor is responsible for ensuring that services are delivered safely, ethically, and in accordance with professional and program standards, while supporting the development of clinical competencies.

Interchangeable terms: clinical supervisor, clinical educator, preceptor, clinical instructor, site supervisor

University: Oklahoma Baptist University

Appendix B: Important Links

[2020 Standards and Implementation Procedures for the Certification of Clinical Competence in Speech-Language Pathology](#)

[Academic Catalog](#)

[Accomodate for Disability Accommodations](#)

[American Speech-Language Hearing Association](#)

[ASHA State-by-State](#)

[ASHA Code of Ethics](#)

[ASHA Scope of Practice](#)

[CAA Complaint Form](#)

[CAPCSD Core Functions](#)

[Disability Services](#)

[Essential Skills and Technical Standards](#)

[FERPA FAQ for Students](#)

[Kingdom Diversity](#)

[Master of Science in Speech-Language Pathology](#)

[Non-discrimination Policy](#)

[Oklahoma Baptist University](#)



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[Professional License Disclosures](#)

[Scope of Practice for Speech-Language Pathology](#)

[Speech-Language Pathology Graduate Student Supervision](#)

[Title IX Policies and Procedures](#)

[Title IX Reporting Form](#)

[Timely Care](#)

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