



Speech-Language Pathology Graduate Studies

Graduate Student Handbook Master of Speech-Language Pathology AY 2025-2026

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INTRODUCTION

Purpose & Resources

The Master of Speech-Language Pathology (MSLP) Graduate Program Student Handbook is a reference for all members of our academic community to know what is expected of them and ensure all individuals are treated fairly within the program and institution. This MSLP student handbook contains policies and procedures for academic and professional standards that are in place to maximize student success and enable students and faculty to maintain the high academic and professional standards necessary to be a successful speech-language pathologist. The MSLP program abides by and follows all University policies except where noted. The policies and procedures appearing in the MSLP Graduate Program Student Handbook reflect the most current policies and procedures of the program and University but are subject to amendment and change without prior notice. [Accreditation](#), [certification](#) or [APSU](#) policy changes sometimes dictate the changes. When a change occurs, a notification will be sent to all currently enrolled MSLP students.

It is the responsibility of each student enrolled in the MSLP program to understand and abide by the regulations and policies within this handbook and Austin Peay State University (APSU) Publications.

Student Support Services and Resources

MSLP students have the program faculty at their disposal as a resource for program policies, procedures, advising, and clinical education. Similarly, the [MSLP website](#) provides students with a number of [useful links](#) to university resources and other resources to support the student experience.

The [APSU Office of the Registrar](#) posts the current [Graduate Academic Bulletin](#) on their site.

[APSU Student Rights and Responsibilities](#) can be found in the [student handbook](#).

The [College of Graduate Studies](#) is a source for additional resources that are designed to support graduate student success. Resources MSLP students may find helpful include information regarding Graduate Student Research as well as Graduate Assistantships and Financial Support.

The [APSU Felix G. Woodward Library](#) also has a collection of professional and interprofessional books, [multiple databases](#) for research and customized [Library Guides](#) for specific courses in the MSLP program. Additionally, a [Health Sciences Librarian](#), is available to the program for curriculum embedded teaching-learning but also for individual consultation and assistance by appointment.

APSU [Office of Information Technology](#) provides students with [Help Desk Support Services](#), as well as campus connectivity, email, OneStop, Web Self-Service and information technology security.

APSU [Distance Education](#) provides the academic community with support for online teaching, learning and technology. This includes resolving technical and instructional needs related to Desire2Learn Brightspace (D2L) online classroom, Zoom web conferencing, Honorlock online proctoring and other tools.

Welcome

Welcome to the APSU MSLP Degree Program. Our goal is to help you learn the scientific principles, evidence-based approaches, and professional behaviors needed to become a well-prepared, compassionate, and successful speech-language pathologist. Program delivery will take place in face-to-face, hybrid and online learning mediums. This program was designed to integrate clinical experiences throughout teaching and learning opportunities, including a variety of practicum, simulations, case-based learning, interprofessional education, and lectures from subject matter experts.

The MSLP Student Handbook provides essential information on the academic and clinic policies and procedures established by the MSLP program faculty, as well as references to APSU policies. It is mandatory for MSLP students to read the Handbook thoroughly. Each fall semester, students must sign and submit the “Acknowledgement of Review,” confirming they have read and understood the Handbook's content.

The policies in this student handbook represent the culmination of a rigorous self-study and external review processes for the new MSLP academic degree program. These policies and procedures will evolve as the program is engaged in continuous evaluation of its practices. This student handbook is designed to ensure MSLP graduate students know what is expected of them regarding all aspects of the MSLP program. The policies within are also intended to ensure all graduate students are treated fairly in the program.

The MSLP faculty is committed to excellence and professionalism and expects students to uphold these same standards throughout all components of the program. On behalf of the faculty and staff, thank you for choosing the APSU MSLP Program to provide your education, you have made an excellent decision.

Sincerely,

Kelly A. Kleinhans, Ph.D. CCC/SLP

Kelly A. Kleinhans, Ph.D. CCC/SLP

Professor

Program Director, Master of Speech-Language Pathology Program

Accreditation Status

The Master of Speech-Language Pathology (MSLP) residential education program in speech-language pathology at Austin Peay State 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 5 years.

APSU Speech-Language & Swallowing Community Clinic

As part of APSU’s commitment to academic excellence and community outreach the MSLP program operates the APSU Speech-Language & Swallowing Community Clinic. The clinic is an essential resource for the clinical education of student clinicians as they learn during supervised authentic clinical experiences. For this reason, faculty, staff, and students are expected to maintain high standards in the provision of comprehensive assessment and intervention services.

APSU clinical educators and students are expected to adhere to the [ASHA Code of Ethics](#) and operate within the [Scope of Practice in Speech-Language Pathology](#) as well as current standards of practice of the [American Speech-Language-Hearing Association \(ASHA\)](#). Our goal is to provide effective and compassionate care to individuals with communication, feeding, and swallowing disorders, while instilling this core clinical value in all APSU MSLP students. Clinical education experiences will emphasize the importance of prioritizing the well-being of clients, their families, and caregivers.

The APSU Speech-Language & Swallowing Community Clinic provides services for people who experience difficulties with speech sound production, fluency, resonance, voice, language, reading, cognition, and feeding and swallowing. Services are provided by APSU student-clinicians under the supervision of clinical educators who are state-licensed speech-language pathologists with ASHA certification and clinical expertise in various communication and swallowing disorders. APSU graduate student clinicians and clinical educators will work collaboratively with other professionals on interdisciplinary teams.

Hours of operation of the APSU Speech-Language & Swallowing Community Clinic will vary by semester. Typically, morning and afternoon sessions are available during typical work hours Monday-Friday, although extended hours are sometimes available to meet student learning needs or community needs. We welcome both self-referrals and referrals from other healthcare providers, educational professionals, and other community members.

The APSU Speech-Language & Swallowing Community Clinic is located at 341 8th Street, Clarksville TN. The phone number for the clinic is: 931-221-1622.

Parking for clients is located in Lot 8 and 63. There is also parking on Marion Street.

Austin Peay State University (APSU) does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex (including pregnancy), disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by APSU. Inquiries or complaints regarding Title IX, should be directed to the Chief of Institutional Culture and Title IX Coordinator, williamslr@apsu.edu, 931-221-7690, Office of Institutional Culture, 601 College Street, Browning 140, Clarksville, TN 37044. Other inquiries or complaints regarding non-discrimination policies may be directed to the Director of Equal Opportunity, Title IX Deputy Coordinator, Sheila Bryant, bryantism@apsu.edu, 931-221-7178. The Austin Peay State University policy on nondiscrimination can be found at [Policy 6:001](#)

MSLP Faculty & Staff

Dr. Jennifer Bancroft

Assistant Professor
bancroftj@apsu.edu
931-221-6376
Health Professions Building, 207D

Ms. Jennifer Brandon

Clinical Assistant Professor
Clinical Education Coordinator
brandonj@apsu.edu
931-221-1623
Health Professions Building, 216C

Ms. Jennifer Bogard

Clinical Assistant Professor
bogardj@apsu.edu
931-221-6159
Health Professions Building, 207S
931-221-6223

Dr. Kelly Kleinhans

Professor
Program Director, MSLP
kleinhansk@apsu.edu
931-221-6223
Health Professions Building, 216B

Shannon Parker

Administrative Assistant
parkers1@apsu.edu
931-221-1622
Health Professions Building, 218B

Ms. Jessica Whittle-Sheldon

Clinical Assistant Professor
whittlej@apsu.edu
931-221-6324
Health Professions Building, 207E

MISSION STATEMENTS

University Mission

Austin Peay State University is mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

College Mission

The mission of the College of Behavioral and Health Sciences is to cultivate a dynamic and inclusive learning environment that prepares students to excel in their chosen disciplines. Through innovative education, research, and community engagement, we are committed to preparing graduates to meet the needs of a global society.

Austin Peay State University's College of Behavioral and Health Sciences is dedicated to recruiting, supporting, and retaining a distinguished faculty, staff, and student body. We cultivate an environment that values respect, intellectual curiosity, and meaningful engagement. By encouraging open dialogue and addressing disparities, we empower individuals from all backgrounds to achieve their fullest potential. Through our academic programs and initiatives, we prepare students to lead with integrity and make a lasting impact in their professions and communities.

Department Mission

The Health and Human Performance Department will lead in the preparation of competent professionals who demonstrate meaningful, high-impact scholarship and positively influence the well-being of communities they serve. The Department serves as a pathway to a variety of degrees, all which foster critical thinking, creativity, innovation, and competency to meet the professional aspirations and well-being of every student.

MSLP Program Mission

The mission of the Austin Peay State University Master of Speech-Language Pathology (MSLP) program is to lead in improving the lives of persons with communication disorders residing in Tennessee and surrounding regions by preparing professionals who are highly competent in the provision of evidence-based clinical services, and who deliver these services while upholding the highest standards of ethics, integrity, and compassionate care. The program promotes excellence through a culture of collegiality, supports individual distinctiveness and critical thinking, and engages meaningfully with the community., inclusion, critical thinking and engages with the community in meaningful ways.

Policies

University Policies

University policies related to students can be found within the [APSU Student Handbook](#); [students' rights](#) can also be found within the student handbook. Additional policies specific to graduate students can be found in the [Graduate Bulletin](#) .

A. Notice of Nondiscrimination

Austin Peay State University is an AA/EEO employer and does not discriminate on the basis of race, color, religion, ethnic or national origin, sex, sexual orientation or gender identify, disability, age, or status as a covered veteran in its programs and activities.

[Policy 6:001](#) Equal Opportunity, Harassment, and Nondiscrimination Policy for all Faculty, Students, Staff, Applicants dictates the Office of Institutional Culture oversee implementation of APSU's policy on equal opportunity, harassment, and nondiscrimination. The Office of Institutional Culture also has the primary responsibility for coordinating APSU's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

[Notice or complaints of discrimination, harassment, and/or retaliation](#) may be made using any of the following options.

1. File a complaint with, or give verbal notice to, the Chief Institutional Culture/Title IX Coordinator the Director of Equal Opportunity & Deputy Title IX Coordinator, Mandated Reporters, and Officials with Authority. (Please refer to Right to an Advisor section of this policy for contact information.) Such a report may be made at any time (including during non-business hours) by completing the online complaint form, by using the telephone number or email address, or by mail to the office address listed, or to the office address of any officials listed in Right to an Advisor section.
2. Report online using the [reporting form](#) posted on at:
https://cm.maxient.com/reportingform.php?AustinPeayStateUniv&layout_id=64 .

Anonymous reports are accepted but the amount and level of detail may affect APSU's ability to respond. Additionally, APSU tries to provide supportive measures to all Complainants, which is impossible with an anonymous report. Because reporting carries no obligation to initiate a formal response, and as APSU respects Complainant requests to dismiss complaints unless there is a compelling threat to health and/or safety, the Complainant is largely in control. The Complainant should not fear loss of privacy by making a report that allows APSU to discuss and/or provide supportive measures.

B. Student Conduct

As part of the APSU academic community students in the MSLP program must conduct themselves and comply with regulations and policies published in the [student handbook](#) representative of published [APSU policies 3: XXX Student policies](#) including [3:005 Student Academic and Classroom Misconduct](#). These publications detail behaviors and standards associated with academic conduct, disruptive behavior in the classroom (Policy on University Excused Absences for Students is [APSU Policy 2:041](#)). Please note MSLP standards and consequences often exceed those outlined in the student handbook. Students should refer to appropriate sections of this handbook. [Policy 3:001 Student Rights and Freedoms](#) outline established Rights and Freedoms of students enrolled at the University.

Faculty of the MSLP program will report suspected violations of academic honesty to the Office of Student Affairs. Consistent with [APSU policy 3:005](#) faculty will lower a grade to any extent including a grade of F on a paper, an assignment or for the course as a sanction for academic misconduct.

C. Grade Replacement

Within any graduate program, a single graduate level course may be repeated one (1) time with the new grade earned replacing the older grade for the purpose of the GPA calculation. However, all grades earned in all courses will be listed on the student's transcript. After one (1) course is repeated and the original grade replaced by the newly repeated course grade earned, all future grades earned in repeated courses will be averaged for the purposes of GPA calculations. Only the grades of C, D, F, FN, and FA are eligible to be repeated. To initiate a grade replacement, the student must complete and submit the appropriate form to the [College of Graduate Studies](#). This regulation is not applicable to degrees already conferred.

Graduate courses in the MSLP program are offered only one time per year and thus repeating a course may delay a student's graduation. Final grades below a C in the MSLP program indicate a student has not acquired the knowledge and skills for delivery of services and will be addressed by the Academic Progress Committee.

D. Grade Appeal

Although grades are assigned as an accurate and fair representation of a student's work, students have the right to appeal a grade. A grievance associated with a final grade must be submitted in writing.

Steps to initiate the process to appeal a grade in the MSLP Program that align with [APSU Policy 2:040](#):

- 1) Students are encouraged to discuss their final grades with the course instructor or clinical educator. The student should make an appointment with the appropriate course instructor or clinical educator to discuss the student's complaint. If the meeting does not resolve the complaint the student should schedule an appointment with the Chair of the Department of Health and Human Performance.
- 2) The student is encouraged to discuss the complaint with the Chair of the Department of Health and Human Performance. If the student then chooses to file a formal course grade

appeal, the student shall provide a written appeal to the Chair of the Department of Health and Human Performance. The Chair of the Department will investigate the complaint and render a decision. The student may accept the Chair's decision, or they may appeal to the Dean of the College of Behavioral and Health Sciences to continue with [APSU Policy 2:040](#)

- 3) If the grievance is not satisfactorily resolved with the Department Chair the student may submit a written appeal to the Dean of the College of Behavioral and Health Sciences, who may consult with the Dean of Graduate Studies. If the dean determines that there is no merit to the student's appeal, then there is no further recourse for the student. If the dean determines there is merit to the student's appeal, the dean will inform the student within 10 business days that the appeal will be forwarded to the Student Academic Grievance Committee.

Students are referred to [APSU Policy 2:040](#) for additional information on the policy and procedures. If the appeal needs to proceed further than the Dean of the College of Behavioral and Health Sciences, the student may then contact the [office of Academic Affairs](#) at 931-221-7676.

E. Student Non-Academic Grievances

The MSLP program will adhere to all institutional policies associated with complaints and resolution of complaints.

Students who have concerns at any time during their program should first communicate complaints and concerns starting with the person most directly concerned, when possible and if that is not possible, or if the student is concerned about negative repercussions, they may submit a written complaint to that person's immediate supervisor (i.e., Program Director or Chair of Department of Health and Human Performance). Student's must make the complaint in writing using the form found in the Appendix Formal Complaint Against the Program or Program Faculty Form.

For complaints against the MSLP program, students may submit a signed written complaint to the MSLP Program Director via email using the MSLP Formal Complaint Against the Program or Program Faculty Form found in the Appendix. Complaints that reach the HHP Department Chair level are entered into a log and tracked through the Office of Student Affairs.

For additional information students are referred to [APSU Student Affairs](#) and [APSU Policy 3:002](#) for additional information for nonacademic grievances.

All student appeals of decisions of the University Hearing Board or the Student Affairs Administrator to the Senior Student Affairs Officer or designee are handled through the office of Student Affairs and Dean of Students. The student appeals and procedures are described in the [Student Handbook & Calendar](#) with excerpts on the [Student Affairs Website](#). All appeals must be submitted in writing to the [Office of the Senior Student Affairs Officer](#) within three days after the student/organization is notified of the sanction imposed at any hearing or appellate level.

F. Credit Hour Policy

The MSLP program adheres to the institutional [Policy 2:064 Credit Hours](#). A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. This policy provides guidelines to measure the number of contact hours required for

each semester credit hour offered by Austin Peay State University, regardless of location or mode of delivery, including but not limited to traditional face-to-face courses, distance education courses, hybrid courses, and courses offered in a shortened session or at an off-campus instructional site.

[APSU Policy 2: 064](#) applies to all levels of courses (undergraduate and graduate) and all types of courses, including but not limited to clinical, independent study, internship, laboratory, practicum, seminar, student teaching, studio, study abroad, and research.

The University offers instruction and grants credit on the semester system. In accordance with federal regulation (34 CFR 600.2 and subsequent guidance), one semester credit (equivalent to 1.5 quarter hours credit) reasonably approximates the learning outcomes expected from one hour of direct faculty instruction and a minimum of two hours of out-of-class student academic engagement each week for 15 weeks. At Austin Peay State University, one credit hour is defined as a minimum of 750 minutes per term. Courses offered in alternative calendars and course types require an equivalent amount of faculty and student engagement and learning outcomes.

Developing the knowledge, skills, and interaction and personal qualities to practice independently as a speech-language pathologist occurs within the context of simulated and authentic service delivery. To develop competencies in speech-language pathology MSLP students must assume responsibility for the care of clients/patients/students under their care. All clinical experiences are supervised by a clinical educator with teaching-learning embedded before, during and after the experience. As MSLP students gain experience and demonstrate competence in their ability to care for clients/patients/students they will assume additional responsibility and granted greater independence service delivery.

To progress from novice student-clinician to entry-level competent, independent speech-language pathologist, MSLP students must expect time spent in clinical education, including clinical assignments, as well as time spent in study outside the classroom **is likely to exceed** recommended hours of engagement stated in the APSU [Policy 2:064 Credit Hours](#). Only students who are prepared and have the requisite knowledge, skills, and interactional and personal qualities may participate in a specified clinical experience. CFCC Standard V-D requires applicants for certification complete at least 325 of the 400 clock hours of supervised clinical experience while enrolled in graduate study in a program accredited in speech-language pathology by the CAA. Due to a number of factors (e.g., cancellations, inclement weather, student learning needs) students may be required to assume additional clinical assignments. Students who do not demonstrate knowledge, skills or interaction and personal qualities may require additional time engaged with the curriculum and educational experiences outside of the classroom to prepare for clinical experiences and qualify for specific clinical assignments.

G. Minors on Campus

Consistent with [APSU Policy 2:039 Minors on Campus](#) minors not enrolled in the APSU Speech-Language & Swallowing Community Clinic are not permitted in the clinic or in classrooms during instructional activities. Compliance with this policy is to ensure the MSLP program can meet program and university missions and protect the privacy of clients, students, and other individuals with communication disorders. Clients enrolled in the APSU Speech-Language & Swallowing Community Clinic who have children or siblings that are minors must wait in the waiting room area

of the clinic and are not permitted to move freely in the clinic. For teaching and learning purposes minors may be invited to MSLP classes or non-credit student learning experiences. In these instances, the faculty sponsor, adjunct or clinical educator must supervise the experience. Minors are not permitted to move freely about the classroom or clinic.

MSLP Specific Academic Standards, Policies & Procedures

A. Academic Standards

The MSLP program at Austin Peay State University was designed to prepare graduates to meet the current professional standards for clinical certification, state licensure and the state teaching credential. The comprehensive curriculum integrates rigorous academic coursework and diverse clinical experiences. In addition to acquiring professional practice competencies useful across work settings, APSU program graduates will be prepared to be leaders in the in the profession at local, regional and national levels.

The American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) is the professional credential for speech-language pathologists.

“Being “certified” means holding the Certificate of Clinical Competence (CCC), a nationally recognized professional credential that represents a level of excellence in the field of Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP). Those who have achieved the CCC—ASHA certification—have voluntarily met rigorous academic and professional standards, typically going beyond the minimum requirements for state licensure. They have the knowledge, skills, and expertise to provide high quality clinical services, and they actively engage in ongoing professional development to keep their certification current.

The standards for certification for audiology and speech-language pathology are established by audiologists and speech-language pathologists, respectively, who are members of ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). Certificate holders are expected to uphold these standards and abide by ASHA's Code of Ethics. More than 170,000 professionals currently hold ASHA certification.”

In accordance with the CFCC standards, candidates for the CCC must have completed the Master's degree or its equivalent, completed nine months of supervised professional experience, and must pass a national exam. Although certification is a voluntary process, many schools, clinics, hospitals, and other service facilities require their employees to have the CCC. Upon completion of the MSLP program graduates will be prepared to meet the academic and clinical requirements for the ASHA Certificate of Clinical Competence, to sit for the PRAXIS exam in speech-language pathology, to obtain employment as Clinical Fellows, and to demonstrate knowledge and skills required of competent entry-level speech-language pathologists.

Accordingly, the MSLP program will assess student’s acquisition of knowledge and clinical skills that have been aligned with the professional, academic, and clinical standards of the CFCC. Students will find many academic requirements of the MSLP program, such as admission, retention and

graduation requirements exceed those outlined in the Graduate Bulletin. This is necessary as the mission of the program is aimed at preparing graduates for successful careers as highly competent speech-language pathologists prepared for certification and state licensure standards.

Course Grades: Letter grades of “A” and “B” earned for academic course requirements of the MSLP program indicate a student has demonstrated knowledge and skills associated with specific standards outlined by the CFCC (and in the course syllabus). **At APSU a grade of “C” or below earned for an academic course final grade requirement for the MSLP program will indicate the student has not acquired necessary knowledge and skills for clinical practice.** Students earning below a “C” are not eligible for remediation and must re-enroll in the course the next time it is offered and earn a grade of “B” or above to fulfill degree requirements. Graduate courses in the MSLP program are offered only one time per year and thus repeating a course will delay a student’s graduation. Students earning below a “C” may not enroll in clinical courses for the MSLP program as the sequence of clinical experiences was designed to align with acquisition of knowledge and skills as a student progresses through the program (this impacts enrollment in MSLP 6092, 6093, 6094, 6096, 6098).

At APSU, letter grades of “A” and “B” earned for clinical courses in the MSLP program (MSLP 6090, 6092, 6093, 6094, 6096, 6098) are evidence a student is demonstrating the expected level of competence with supervised clinical experiences. A grade of “C” or below earned in a clinical course is evidence that when provided with higher levels of clinical supervision than what would be expected and/or opportunities to remediate a student has not acquired the necessary knowledge and skills required of the experience. A grade of “C” will require the student to repeat the clinical experience including registering for the class again and earning a grade of “B”. An Action Plan for remediation developed in collaboration with the MSLP Academic Progress Committee and student will be required for the second enrollment in that particular clinical course to ensure competencies are identified for which the student must demonstrate skill/behavior. Failure to complete an Action Plan associated with a clinical course (MSLP 6090, 6092, 6093, 6094, 6096, 6098) will result in dismissal from the program. The clinical practicum sequence dictates clinical courses in the MSLP program are offered only one time per year and thus repeating a course will delay a student’s graduation. If a student earns a “C” in a clinical course, even after the student has had an opportunity to remediate (the second attempt at the course), the student will be dismissed from the MSLP program.

A temporary grade of “I” indicates that a student has performed satisfactorily in the course, but due to circumstances beyond the student’s control, was unable to complete the course requirements. It also indicates that the student has received consent from the instructor to complete the work for which an “I” has been assigned.

The “I” grade cannot be used to enable a student to do additional work to raise a deficient grade. The course will not be counted in the cumulative grade-point average until a final grade is assigned.

An “I” must be removed no later than one calendar year from the time the grade was initially assigned. Time extensions must be submitted and approved by the Dean of the College of Graduate Studies before the time expires. An “I” not removed within a year will be converted to an “F,” except in courses involving thesis, field study reports, research project papers, and research literacy papers,

as indicated with a grade of “IP.” A student cannot make up an “I” by registering and paying for the course again. No student may graduate with an “I” or “IP” on his or her academic record.

In the MSLP program an “I” in a practicum will prevent a student from taking subsequent practica. Clock hours will not be counted toward certification for the certificate of clinical competence until successful completion of the practicum assignment is completed.

Summative Assessment Requirements: **Summative Assessment Requirements:** Designated competencies have been identified in each course that align with course-level Student Learning Outcomes. Summative assessments may include a variety of formats such as exams, papers, projects, or presentations, as determined by the course instructor. Faculty teaching the course are responsible for administering the summative assessment and notifying the student of their performance. After completion of a course-level summative assessment, students will receive feedback. Students must earn **80% or greater** on these identified summative assessments.

Faculty instructors may choose to allow a student **one retake** of a course-level summative assessment to replace the original grade. A retake is scheduled at the instructor’s discretion. The grade earned on a retake **cannot exceed 80%**, even if a higher score is achieved.

If a student does not achieve the required 80% on the **second attempt (retake)**, the faculty instructor will refer the student to the **Academic Progress Committee (APC)** for remediation. The purpose of remediation is to provide the student with an opportunity to strengthen their knowledge and skills through an individualized **Action Plan**, developed collaboratively with the APC. As part of this process, faculty will ensure the student receives targeted support, feedback, and strategies to prepare for a **third attempt** at demonstrating competency. This third attempt is administered only after the remediation process is complete.

The Action Plan must be completed within four weeks of the APC meeting or before the end of the semester in which the Action Plan is developed, whichever comes first. Successful completion of the Action Plan and demonstration of the required knowledge and skills will serve as evidence of competency.

Failure to successfully complete the Action Plan or pass the third attempt will prevent the student from enrolling in the next clinical course (MSLP 6092, 6093, 6094, 6096, or 6098), as the sequence of clinical experiences is designed to align with the progressive acquisition of knowledge and skills. This may delay the student’s graduation. **Failure to complete the Action Plan will result in dismissal from the program.**

MSLP students will be required to take three different Comprehensive Exams during their program of study as a summative assessment for the clinical practicum sequence. The intent of these Comprehensive Exams is to assess the student’s ability to retain, integrate and apply foundational knowledge, discipline specific knowledge relative to principles and methods of prevention, assessment and intervention for purposes of clinical reasoning.

The Comprehensive Exams serve as summative assessments of student learning. This means the exams are comprehensive and cumulative. CAA Standards 5.1 and 5.2 require programs to systematically assess whether students are acquiring the knowledge and skills necessary for

independent clinical practice, as outlined in the ASHA 2020 Certification Standards. These assessments ensure that graduates are competent in areas such as evaluation, intervention, ethics, cultural competence, and interprofessional collaboration.

Students must achieve 80% to earn a passing score.

Failure to pass a Comprehensive Exam administration will result in an official MSLP Academic Warning.

If a student does not pass the comprehensive exam after three attempts, or does not pass the final administration, the student may still complete the academic and clinical coursework required for graduation from the MSLP program. However, failure to pass the final comprehensive examination means the student **has not demonstrated the required knowledge and skills necessary to be recommended for the certificate of clinical competence or provisional license in Tennessee** that requires ASHA certification eligibility.

In this case, the student will earn the Master of Speech-Language Pathology degree without eligibility for ASHA certification or clinical fellowship sponsorship. This outcome may limit employment options in the field of speech-language pathology and prevent practice in settings requiring certification or licensure that follows ASHA standards.

Passing the program's summative assessments, including the comprehensive examination, provides internal evidence that the student has met the required knowledge and skill benchmarks. Without this evidence, the program cannot verify that the student has met the expectations required for ASHA certification or TN state licensure pathways linked to ASHA certification standards. Therefore, while the degree may still be conferred for coursework completion, certification eligibility is directly tied to passing the comprehensive exam as part of demonstrating readiness for professional practice.

Time 1: Spring 1-Week 1 with enrollment in MSLP 6092 Clinical Practicum.

Time 2: Spring 1-Week 14 with enrollment in MSLP 6092 Clinical Practicum.

Time 3: Fall 2-Week 14 with enrollment in MSLP 6096 School Placement in Speech-Language Pathology/MSLP 6098 Clinical Externship in Speech-Language Pathology.

Comprehensive Exam I	Administration: Week 1 of Spring 1; Enrollment MSLP 6092
If a student scores below 80%	The student is notified in writing that they did not pass the Comprehensive Exam I and have not demonstrated the knowledge associated with the program curriculum required at this time and receive a written MSLP Academic Warning.
Comprehensive Exam II	Administration: Week 14 of Spring 1; Enrollment MSLP 6092
If a student scores below 80%	The student is notified in writing that they did not pass the Comprehensive Exam II and have not demonstrated the knowledge associated with the program curriculum required at this time and receive a written MSLP Academic Warning.

	<p>The student is required to retake Comprehensive Exam II. This must be completed within four weeks of administration the first administration of Comprehensive Exam II at a date and time determined by the MSLP faculty.</p> <ol style="list-style-type: none"> I. If the student passes the retake of Comprehensive Exam II with 80%, they may enroll in MSLP 6096/6098 for the following fall. The student is notified in writing of their satisfactory progress based on their second attempt. <p>If a student fails the retake of Comprehensive Exam II resulting in a MSLP Academic Warning:</p> <ol style="list-style-type: none"> I. Students with three MSLP Academic Warnings (Comprehensive Exam I, Comprehensive Exam II, and the retake of Comprehensive Exam II) have failed the MSLP Comprehensive Exam for the third time and are dismissed from the program. II. Students with two MSLP Academic Warnings (for Comprehensive Exam II and the retake) must meet with the APC to create a remediation plan. This plan must be completed satisfactorily before continuing with the fall practicum sequence. Failure to complete the plan, or to complete it satisfactorily, will result in dismissal from the program.
(Final) Comprehensive Exam III	Administration: Week 14 Fall 2; Enrollment MSLP 6096/6098
Pass 80%	The student is notified in writing they have met this graduation requirement. Student is required to successfully participate in all remaining aspects of the academic and clinical components of the program including applying coursework to clinical experiences.
If a student scores below 80%	<p>Student is notified they have not demonstrated the necessary knowledge associated with the program curriculum and receive a written MSLP Academic Warning.</p> <ol style="list-style-type: none"> I. Students with three MSLP Academic Warnings (which would include administration of this Final Comprehensive Exam III) have failed the MSLP Comprehensive Exam for the third time and are dismissed from the program. II. Students with two MSLP Academic Warnings may retake the exam. The student must pass the exam to meet the graduation requirement. The student must retake the Final Comprehensive Exam III one time during the first two weeks of the spring 2 term. They must pass the exam to continue in the program.

Expectations for Professional Conduct: MSLP students are expected to adhere to the ASHA Code of Ethics, HIPAA guidelines and demonstrate professional integrity as outlined in the Expectations for Professional Conduct form. Failure to adhere to do so may result in immediate dismissal from practicum experience and from the clinic. Your grade may be reduced by one letter grade and may prevent you from continuing in the clinic the following semester and advancing to the next practicum experience. Clinical supervisors will document student's demonstration of professional

conduct. Students who cannot demonstrate these competencies may be referred to the Academic Progress Committee for remediation and to develop an Action Plan.

Good Standing: All students are expected to demonstrate acquisition of knowledge and skills required by the program. The [2025-2026 APSU Graduate Bulletin](#) identifies Good Standing: Students are in good standing as long as their overall cumulative grade point average is 3.0 or higher. Good standing indicates only that the student is meeting the minimum standard for retention. The MSLP program has established the additional following standards of performance in order for a student to be considered for good standing:

- Students must earn a minimum grade of “B” (80%) in all major courses and clinical practicum.
- Students will be expected to demonstrate competency in all professional, academic, and clinical domains associated with Student Learning Outcomes (SLO) for each course at a minimum of 80%.
- Students must pass the Final Comprehensive Exam administered near the end of the second fall term of enrollment.
- Students must act with integrity and as a professional-in-training demonstrating the conduct and behaviors outlined in the Expectations for Professional Conduct form.

Academic Probation: [Graduate Academic Policy](#) states when a graduate student’s cumulative GPA falls below 3.0 (3.25 for Ed.D. students), he or she will be placed on academic probation. **Every semester thereafter, the student must earn a minimum term/semester grade of 3.5, and the student will remain on academic probation until the cumulative GPA reaches 3.0 (3.25 for Ed.D. students) or better.** When the student’s cumulative GPA has returned to a 3.0 (3.25 for Ed.D. students) or greater, the student’s academic status will return to “Good Standing.” If the student fails to earn a minimum term/semester grade of 3.5 while on probation, he or she will be suspended. No grades of “D” or “F” are allowed in a student’s Master’s level program of study.

Academic Suspension: A student on academic probation whose semester GPA falls below a 3.5 (3.25 for Ed.D. students) and/or a student who earns five (5) or more “W”s will be suspended from the university. A student on academic suspension from the College of Graduate Studies may not be admitted to, or continue in, any graduate program at APSU for credit or grade point average calculation. A student may not enroll in a program at another University during the suspension period and have that credit transferred.

Students in the MSLP program who are placed on academic suspension will be dismissed and will need to reapply for admission to the graduate program.

B. Technical Standards

All students must possess the intellectual, physical and emotional capabilities necessary to undertake the full curriculum and to achieve the levels of competence required by the MSLP Program. The Technical Skills set forth the communication, intellectual-cognitive, sensory-observational, behavioral-emotional-social, and motor performance requirements essential to the provision of effective service delivery in a reasonably safe environment for students and clients.

MSLP students will be required to demonstrate these technical skills during the course of the program. The MSLP Technical Skills are found in the Appendix.

If a student believes that he/she cannot meet one or more of the Technical Skills without accommodations, it is appropriate for the student to take the responsibility of identifying her or his need for accommodation to the [APSU Office of Disability Services](#). If an applicant or student self-reports that he or she cannot meet one or more of the Technical Skills without accommodations, the MSLP Program Faculty in conjunction with the Office of Disability Services must determine whether accommodations can reasonably be made.

C. Grading Scale

The MSLP Faculty will use the following grading scale:

A=100-90

B=89-80

C=79-70

D=69-60

F=59 and below

Grades will be carried out to two decimal points throughout the semester and rounded up to the nearest whole number.

For clinical courses (i.e., MSLP 6090, 6092, 6094, 6096, 6098 and elective 6099) any summative clinical evaluation grade less than a “B” earned in supervised clinical practica experiences is considered unsuccessful completion of the practicum and demonstration of lack of clinical competence, therefore clock hours will not count toward certification. Students will be referred to the Academic Progress Committee and the practicum course must be repeated. Graduate student clinicians may be referred to the Academic Progress Committee at any time during a semester if a student fails to demonstrate acquisition of level-appropriate skills. Please note, the final grade for clinical practica incorporates evaluation of clinical skills, the competency exam grade, and demonstration of professional integrity outlined in the Expectations for Professional Conduct Form also embedded in CALIPSO evaluation.

D. Academic Progress Committee

The MSLP faculty will provide students with written feedback on their acquisition of knowledge and skills and behavior consistent with expectations for professional conduct. This feedback will provide the student with information regarding their progress with the curriculum. The Academic Progress Committee (APC) is comprised of the MSLP faculty. The APC provides students with written communication regarding their progress in the program. Written communication from the APC is filed in the student’s advising folder and posted to their private CALIPSO account.

The APC will also convene as needed through the semester to address deficits of knowledge and skills or professional conduct for students who may require remediation. Remediation is intended to provide the student with an opportunity to develop academic or clinical competency either during a course or at the completion of a course. When the committee identifies a student who needs remediation due to a knowledge gap or lack of skill acquisition the Academic Progress Committee

will convene with the student to develop an Action Plan. Action Plans will be tailored to the specific needs of the student. The plan must specify specific knowledge, clinical skills or behaviors that are to be acquired or improved, the action steps that must be demonstrated and timeline for completion. Upon completion of an Action Plan the document will be stored in the student's advising file and posted to their CALIPSO account.

Remediation should be tailored to the individual student through the identification and correction of specific areas of deficiency.

Failure to complete an Action Plan will result in dismissal from the program. If a student is not able to demonstrate mastery of the course material (academic or clinical skills) after the remediation attempt, the student will be deemed unable to master the knowledge and skills and may be dismissed from the program or may be required to repeat specific course(s) based on the recommendation of the APC.

Academic and clinical faculty will serve as a resource for the student, but ultimately the student is responsible for completing the work identified to support their acquisition in acquiring knowledge, skills, and professional conduct. Academic and clinical faculty may provide a coaching session to clarify points regarding content and to reinforce knowledge and skills. The faculty coach may provide support and resources to help the student improve note taking skills, advise on time management, or refer the student for help with test-taking anxiety.

This policy does not apply to course failure due to academic dishonesty, blatant student conduct violation, or violation of any other University regulations, or policies.

Student performance which may warrant a meeting of the Academic Progress Committee based on remediation needs:

- The student has earned a grade of "C" in any course,
- The student has earned less than 80% on a summative assessment following an opportunity to remediate (e.g., single exam, assignment, project, or other assessment), and
- The student has received an MSLP Academic Warning due to their performance on Comprehensive Exams II & III.

Remediation of summative assessments scheduled during finals week is at the discretion of the instructor. Failed make-up exams or make-up assignments are not eligible for remediation. Exams missed due to an unexcused absence are not eligible for remediation. Assignments, projects, etc. that are not submitted on time are not eligible for remediation.

E. Dismissal

Dismissal is considered for either serious breaches in professional conduct or academic concerns. The following is a non-exhaustive list of actions that would automatically lead to dismissal from the MSLP program:

- Failure to adhere to the ASHA Code of Ethics (Items 1-5 on Expectations for Professional Conduct Form)

- Noncompliance with HIPAA regulations (Items 1-5 on Expectations for Professional Conduct Form)
- Evidence for lack of or absence of integrity
- Failure to demonstrate professional integrity as outlined in the Expectations for Professional Conduct form
- Violation of the MSLP Social Media Policy
- Recording clinical experiences with clients/patients/students on your personal device or on a clinic device without permission
- Failure to complete an Action Plan or failure to complete an Action Plan Satisfactorily
- If the student fails to earn a minimum term/semester grade of 3.5 while on probation
- If a student, during the course of his/her graduate program, receives more than two (2) grades below "B"

F. Dress and Personal Appearance Code

The MSLP faculty strongly encourage MSLP students to consider their dress and personal appearance should reflect the professional behavior associated with serving clients and colleagues with respect and dignity. Clients and their families expect that their speech-language pathologist will be dressed professionally, so now is the time to adapt to this reasonable expectation. Professional attire inspires confidence among clients and fosters a therapeutic relationship.

MSLP students should arrive at all scheduled course activities in attire and with an attitude that is consistent with the professional integrity of a speech-language pathologist. Attire should be clean, neat, and convey a professional appearance whenever the student is on campus or at any off-campus clinical affiliation site. Those failing to comply may be dismissed from the classroom and/or the campus with documentation on the Expectations for Professional Conduct Form.

When participating in direct service delivery on the Clarksville Campus and affiliate locations scrubs and student badges are mandatory. Students are responsible for any costs associated with compliance with the dress and professional appearance code. Students must wear the approved scrub tops AND bottoms. These scrubs are the only products approved for clinic. The APSU Speech-Language Pathology logo is stitched on the top. You may wear a plain long sleeved white, red, or black shirt under the top. Your pants should fit comfortably as you will be on the floor with your pediatric clients. It is essential you make sure no skin is showing while moving around in your pants, a comfortable fit is advised. Students are advised to try on a pair to ensure the proper size is ordered. Hooded jackets and hooded sweaters are NOT to be worn during service delivery. Clean tennis shoes or clogs are acceptable. Socks, tights, or hose must be worn at all times when in uniform.

Lab coats and scrub jackets are NOT part of the student clinician uniform. Supervisors will indicate if there are practicum activities when the scrubs will not be worn.

Students must also abide by the following personal appearance guidelines:

1. Hair should not be in the student's face. Only small hair adornments are acceptable. This can be individually stipulated for unique clinical settings. Hair should reflect natural color hues. Head

coverings will only be permitted for religious purposes. Rationale: Hair can be a fomite for bacteria and can contaminate food and procedures as well as be offensive to the client.

2. Earring posts or small unobtrusive earrings may be worn (one earring per earlobe only). No other visible body piercing. Tattoos must be covered. Rationale: Large or inappropriately dressy earrings can be distracting or offensive as well as hazardous. A professional appearance should be maintained.

3. Nails must be short and clean. Artificial nails or nail tips are not acceptable. Rationale: Long fingernails can injure the client and artificial nails harbor bacteria.

4. No strong perfumes or colognes can be worn. No offensive body odor. Rationale: Strong and varied odors can be offensive to clients and co-workers. Some people are allergic to scents.

5. Moderate make-up allowed. Discretion should be employed. Rationale: Non-professional appearance may be offensive in a multicultural society.

6. Rings should be kept to a minimum. Rationale: Rings can harbor bacteria, can injure clients, and can be misplaced or lost.

7. When a student is in uniform the entire dress code must be adhered to. This may include the student's name badge at select settings.

The dress and personal appearance code extends to class meetings, clinic simulations, labs, or community events. As professional speech-language pathologists, you will be expected to meet the dress codes of the settings in which you work. Thus, these educational contexts should be considered your work settings during your graduate training.

The guidelines for professional dress in class are as follows:

- Acceptable tops include blouses, nice shirts, or sweaters; APSU/NSSLHA sweatshirts and T-shirts may be worn on Thursdays
- Acceptable bottoms include pants, slacks, and jeans with minimal distressing
- No shorts, sweatpants, sweatshirts, t-shirts, ripped jeans with large holes
- Shoulders and stomachs should be covered; no spaghetti straps, open-backed or cropped tops
- No hats, plastic/rubber flip-flops, or worn, dirty tennis shoes
- Hair should be clean and neatly styled

Questions regarding dress code and personal appearance code should be directed to the Clinical Education Coordinator. MSLP Students are expected to abide by the Dress and Professional Appearance Code during direct service delivery. MSLP faculty and clinical educators may relax these standards during indirect service delivery as long as professional integrity is maintained.

Any student not conforming to this policy will not be permitted to engage in direct service delivery. Students whose religious or cultural customs may conflict with certain aspects of this dress code

should speak with the Clinical Education Coordinator, who may consult with the Office of Student Affairs.

G. Attendance and Absences

The MSLP program policy requires that Graduate Students attend all scheduled appointments with clients, clinical educators, all academic class meetings, and scheduled exam dates.

As a supportive community that values wellness and well-being, the MSLP faculty realize that various circumstances will require that MSLP students must occasionally be absent from required events. Furthermore, we must work together to support each other during circumstances that take us away from required events. This policy outlines a process by which students can be granted excused absences and a reason for cancelling an appointment with clients, failing to attend assigned clinical placements or missing an MSLP class meeting or noncredit activity. Failure to comply with this policy will be considered unprofessional behavior.

Excused absences will be *considered* for the following reasons:

- Appointments for medical care that cannot reasonably be scheduled outside your MSLP program responsibilities (advance notification to faculty, clinical education coordinator or program director is required)
- Acute medical illness or family emergency
- To give a scholarly presentation at a professional conference
- Serving on a pre-professional board or relevant community organization
- Religious observances
- Discipline professional job interviews within reason

Graduate Students must submit a doctor's note if the combined absences for class and any clinical placements or requirements are in excess of one session during a semester.

Speech-language pathology graduate student clinicians enrolled in the following practicum courses have an obligation to provide clients with regular and consistent therapy sessions: MSLP 6090, 6092, 6094, 6096, 6098 and elective 6099. When students can anticipate that personal obligations will cause absence during a semester, they should consider not registering for clinic that semester. This will require approval from the Clinical Education Coordinator and may require the graduate student clinician to extend their program of study in order to accumulate the experiences and types of clinical hours required for verification of a variety of clinical skills.

Whenever possible, given the constraints of individual practicum settings and in collaboration with the assigned clinical supervisor, every effort should be made to reschedule clients in a timely manner to make up the missed appointment. Absences from clinical assignments not related to illness will be considered unexcused unless approved, in advance, by the APSU Clinical Education Coordinator. Graduate Students who miss more than 10% of any clinical practicum assignment or do not earn a grade of B or better may have their clinical privileges removed. No hours will be accrued.

All unexcused absences will be considered excessive and will necessitate corrective action. The Graduate Student will be placed on probation and an Action Plan will be developed.

- Graduate Students who have unexcused absences in MSLP academic courses will be required to make up all of the class periods missed in the current semester by completion of an outside assignment(s) to be determined in the Action Plan. The student's final grade for the semester may be lowered one letter grade.
- Graduate Student Clinicians who have an unexcused absence(s) in a clinical practicum will be required to make up all of the sessions missed in the *current* semester if the situation permits. The final clinical grade for the semester may be lowered one letter grade.
- Graduate Students who have an unexcused absence(s) in an off-campus clinical assignment will be required to make up all of the sessions missed in the *following semester* if the situation permits. The final clinical grade for the semester will be "Incomplete" and the grade may be lowered once the sessions are made up. Due to the limited availability of practicum assignments and depending upon circumstances and client availability, Graduate Student Clinicians needing to make up sessions will need to extend their program in order to accumulate the breadth of experiences for verification of a variety of clinical skills even if they have acquired the required number of supervised clock hours.
- Graduate Student Clinicians who demonstrate a pattern of unexcused absences across two semesters may be removed from the clinical program either temporarily or permanently; in this case no hours will be accrued and the Graduate Student Clinician will earn a clinical grade of F for that semester.

Graduate students who miss a scheduled assigned clinical experience are required to complete the Absence From Clinical Experience Form found in the Appendix of this handbook. Students must submit the Absence From Clinical Experience Form to the Clinical Education Coordinator either in advance of the excused absence or within 48 hours of the unexcused absence.

Punctuality: In addition to attendance, punctuality is an expectation of professional conduct. It is the responsibility of the student to arrive on time for classes, clinical experiences, clinical supervisory conferences, small group sessions, noncredit activities and all other events related to the MSLP program. Students should notify an instructor/clinical educator directly if they will be delayed for a class meeting/session.

Notification of Absence: The nature of our work as service-providers requires that we notify appropriate persons when we must be absent so that client/patient/student care is not compromised.

Notification of absence should be made as far in advance as possible. For emergent absences, students must communicate this directly with the appropriate faculty, clinical educator, or staff. A direct message to the instructor or clinical educator through the GroupMe app is acceptable. Individual faculty, clinical educators, or staff may require a phone message or email, follow the instructions for each individual. For off-campus clinical placements student clinicians must coordinate a communication plan for notifying clinical educators. Note all students must submit the Absence From Clinical Experience Form for absences at both on campus and off campus placements.

Students who fail to complete and submit the appropriate documentation relative to documenting absences at external placements and on-campus experiences may be removed from their clinical assignment.

Clinical Assignments: During the first year of the program, clinical assignments may be scheduled between the hours of 8:00 am and 7:00 pm M-H and 8:00 am-4:30 pm on Fridays (MSLP 6090, 6092,6093, 6094). During the second year of the program students will be assigned off campus clinical experiences with our clinical affiliates during enrollment in MSLP 6096 and MSLP 6098. Students will be required to coordinate full-time work hours that align with those required by the placement and program. To ensure students acquire the breadth of clinical experiences they must complete the full 15-week semester. A student who earns 400 supervised hours before completion of the 15-week semester, must continue at the placement until the end of the term. The student is required to continue recording supervised hours in CALIPSO.

H. Communication

The student's APSU assigned email account shall be the official means of communication with all students. Students are responsible for all information sent to them via their university assigned email account. MSLP students are expected to check their email on a frequent and consistent basis in order to stay current with program and University-related communications. MSLP students have the responsibility to recognize that certain communications may be time sensitive. The GroupMe app is used for informal communication between faculty and staff. It provides an opportunity for shared communication for social and information exchange.

Clinical appointments that are cancelled with greater than 24 hours' notice, student clinicians and clinical educators will be notified via email; whereas if less than 24 hours' notice is given, the student clinician and clinical educator will receive a phone call.

MSLP students are also expected to check their D2L course announcements on a frequent and consistent basis for time-sensitive information related to course updates.

MSLP students are not permitted to share personal phone numbers with clients enrolled at the APSU Speech-Language and Swallowing Community Clinic, nor are they permitted to make clinic associated phone calls with their personal phone. All phone communication associated with clinical service delivery must be made using the clinic phone under the direction of an APSU clinical educator.

I. Conduct in Use of Social Media

The APSU MSLP program runs a community clinic and relies on community partners to deliver the clinical components of the program, and thus Graduate Students in the program are expected to behave professionally and ethically at all times including how they engage with others online. Given the connectedness social media enables, Graduate Student activity online has the potential to be viewed by faculty and clients. The professional and ethical standards outlined in this policy were selected to prevent online student activity by graduate students that may lead to harmful and/or negative long-lasting impact on clients, peers, the career of the graduate student, and the reputation of the MSLP program or university, as well as the profession. Furthermore, it is common

practice for clients, potential clinical supervisors and future employers to use social media to learn more about graduate students.

Expected Standards of Conduct for Social Media Use for Graduate Students in the MSLP program:

1. Take responsibility and use good judgment. You are responsible for the material you share through social media. Be courteous, respectful, and thoughtful about how others may perceive or be affected by what you share. False and unsubstantiated claims and inaccurate or inflammatory communications may create a liability for you.
2. Think before you post. Anything you post is highly likely to be permanently connected to you and your reputation through internet and email archives. Current instructors/supervisors, future employers, and clients often have access to this information and may use it to evaluate your personal and professional judgment and suitability for employment. Take great care and thought before placing your identifiable comments in the public domain.
3. Protect your own privacy. Make sure you understand how the privacy policies and security features work on the sites where you are sharing material. Use privacy settings to safeguard personal information and content to the extent possible but realize that privacy settings are not absolute and that once on the internet, content is likely there permanently.
4. When interacting with other students, faculty or clinical instructors, or patients on the internet, maintain appropriate boundaries in accordance with professional and ethical guidelines just as you would in any other context.
5. APSU MSLP students may not engage with clients/students/patients associated with clinical service delivery and clinical education through social media beyond the accounts associated with the APSU NSSLHA chapter and platforms associated with professional organizations (e.g., TAASLP, ASHA).
6. APSU MSLP students may not post any pictures or recordings associated with clinical education.
7. APSU MSLP students should not participate in photographs or recordings which may be posted by another individual showing the MSLP student imitating, mocking or recreating a clinical experience or the student clinician's attitude, commentary or interpretation of events or activities associated with clinical experiences or the clinical education process.

Behaviors that may result in disciplinary action and are inconsistent with Expectations for Professional Conduct:

1. Using vulgar language.
2. Using language or photographs/recordings that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity or sexual orientation.
3. Publishing or sharing in any way, personal photographs or photographs of oneself or others that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
4. Publishing, discussing, or sharing in any way, potentially inflammatory or unflattering material.

5. Publishing or sharing in any way, personal photographs or photographs of clients in clinic or social situations. Keep in mind, permission forms signed for use of photographs, etc. in the program/clinic, are not intended for student permission/use. *Only APSU Speech-Language and Swallowing Community Clinic cameras may be used for recording or taking photographs of clients.

Each student is responsible for his or her postings on the internet and in all varieties of social media. In all communications, students are expected to be courteous, respectful, and considerate of others. Inappropriate postings on the Internet or social media will be considered lapses in the standards of professionalism expected of MSLP students.

J. Photographs and Recordings

Students are to consider lecture materials as an important source of learning in addition to reading and viewing materials assigned and/or suggested. Lecture materials are presented by faculty members responsible for a course, or by guest lecturers appointed by course faculty members. Students are not to assume the privilege of audio recording live classroom presentations of either guest lecturers or faculty members in the MSLP Program. Permission from the faculty member responsible for or presenting the materials must be obtained before recording any presentation. An acknowledgement form must be signed by all parties prior to any audio recording or taking photographs.

Recording clinical experiences with clients/patients/students on your personal device or on a clinic device without permission is a reason for dismissal from clinic and an earned failing grade.

Students found in violation of this policy will be referred to the Dean of Students for Academic Misconduct.

K. Student Accommodations

The Master of Speech-Language Pathology (MSLP) program is committed to providing reasonable accommodations for students with documented disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Qualified students with disabilities may receive accommodations that enable them to meet the program's technical standards required for successful completion of degree requirements. The MSLP program's Technical Standards are included in the Appendix.

The determination of reasonable accommodations is made on an individual basis by the [Disability Student Success Center \(DSSC\)](#) through an interactive process. It is the student's responsibility to initiate this process by contacting and working with the DSSC.

Please note that accommodations granted in didactic settings—regardless of modality (e.g., face-to-face, online, or video conferencing)—do not automatically apply to clinical service delivery or simulation-based learning in speech-language pathology. Clinical accommodations are considered separately and must also align with technical standards and clinical competencies.

Applicants and enrolled students who disclose a disability are considered for admission or continuation in the program if they are otherwise qualified. Accommodations must not significantly alter essential curricular requirements, compromise the safety of clients or others, or impose an undue burden on the program.

If an applicant or student indicates they cannot meet one or more of the technical standards, the case will be reviewed by the DSSC in collaboration with the MSLP Program Director and the MSLP Clinical Education Coordinator. Input from the student and relevant faculty will be included in this process to determine whether reasonable accommodations can support the student's successful completion of the MSLP curriculum and preparation for the Praxis exam.

L. Verification of Student Identity

Federal regulation requires that an institution must have procedures in place to facilitate student verification. The MSLP program and is aligned with this policy as provided by [APSU Distance Learning](#) and will use the following processes to verify that the student who enrolled in a course is the same student who is participating in the course and earning the credit. During the application for admission, student identity is vetted. A letter is mailed to them providing students their A#, username and password. Students can change their password by enrolling in the college account management system. Student identity is verified by required email or text numbers sent directly to the student. This service is available 24 x 7. APSU uses a single sign-on in which students are required to login using the APSU secure ID and password via Onestop to gain access to the D2L, learning management system. The MSLP program will require picture identification verification when a student is required to use online proctoring for assessments.

M. Withdrawal or Leave of Absence

After a student has officially registered for a class, the student is considered to be a member of the class unless the student officially drops the class or withdraws from the University. Official withdrawal requires that all courses be dropped online through APSU OneStop. During the first week of the program the MSLP program director will check course enrollment for MSLP courses to verify admitted members of each cohort have enrolled. The Program Director and Clinic Director will communicate with the College of Graduate Studies and the student to determine the reason the student is not enrolled.

In the event a student encounters an extenuating situation, such as family leave, illness, military duty, in which the result is the student being unable to maintain continuous enrollment, a student may request permission to suspend their studies on a temporary basis. A formal request to suspend their progress with the program must be filed by the student and approved by the program director and College of Graduate Studies. Requests for extensions will be considered on a case-by-case basis. If approved, the time toward degree completion is suspended. Suspended enrollment of continuous full-time participation toward degree completion cannot exceed two years in duration. This policy is more stringent than the [College of Graduate Studies](#) which states all work applied toward the degree must be completed within consecutive years. This policy is to protect the student. Certification standards are frequently updated by the CFCC. Changes to the knowledge and skills during an extended absence or protracted time may require a student to take additional course work. Students who withdraw from the MSLP program and enter into study for a different graduate degree program would be held to the [College of Graduate Studies](#) policy stating the time to degree completion is six years. The 6 years begin with the first course that is taken upon the first semester

the student is enrolled in course. Students should refer to the [College of Graduate Studies](#) Time Limit for Degree Completion for additional information about the policy and process.

MSLP Clinic Standards, Policies & Procedures

Note: All the MSLP Specific Academic Standards, Policies & Procedures outlined above apply to the MSLP student during activities associated with clinical education experiences.

A. Code of Ethics

Professional ethics are at the core of speech-language pathology service delivery. It is the student's responsibility to be familiar with and adhere to the American Speech-Language-Hearing Association (ASHA) Code of Ethics. The [ASHA Code of Ethics](#) is available to download from the ASHA website and found in the Appendix of this Student Handbook.

Please note graduate students of the APSU MSLP program should always identify themselves as "students" and must always engage in service delivery only under the direction of a clinical educator assigned by the MSLP Clinical Education Coordinator. Acting as a therapist in any context is a violation of the [ASHA Code of Ethics](#). If you are in question about a specific activity, contact the Clinical Education Coordinator or your clinical educator before engaging in the activity.

B. Policy on Professional Integrity

Integrity is a disposition which underscores clinical service delivery as it is a personal commitment to honesty and doing what is morally right. "Integrity is doing the right thing when you don't have to—when no one else is looking or will ever know—when there will be no congratulations or recognition for having done so" (Marshall¹, 2013, p. 142).

APSU MSLP students are expected to act with integrity in all areas of their academic and clinical experiences. Behaviors that are valued by the MSLP faculty and are evidence of your integrity include, honesty, trustworthiness, accountability, reliability, attentiveness, friendliness, charity, kindness, mercy, and beneficence.

C. Thank-You Notes and Gifts

The following policy is intended to avoid the impression that a student is seeking improper influence for their own gain, immediate or delayed, on an APSU faculty, staff or affiliate clinical educators. Students are encouraged to give faculty, staff and affiliate clinical educators thank you notes. However, the giving of gifts to individual faculty and staff by individual students while in the MSLP program is prohibited. Giving gifts to clinical educators is permitted only after grades have been submitted by the clinical supervisor and only if the student will not be supervised by that same person again during their program.

D. Transportation

The student is responsible for arranging transportation required to attend all academic courses, clinical practicum experiences, and advising or associated program meetings. Note for all clinical

¹ Marshall, C.W. (2003). Shattering the Glass Slipper. Prominent Publishing.

practicum experiences MSLP graduate student clinicians may be placed at sites that require transportation by car and should plan accordingly. Absences due to lack of transportation are not an excused absence.

E. Recording Supervised Experiences in the Practice of Speech-Language Pathology

Supervised experiences in the practice of speech-language pathology in the form of direct client contact are designed to meet requirements for [certification by the American Speech-Language-Hearing Association Council for Clinical Certification in Audiology and Speech-Language Pathology \(CFCC\)](#). Therefore, maintaining records and monitoring accumulation of time spent in direct client contact is an important responsibility of the student and the program.

Students are required to keep a written record of their individual time spent delivering treatment and evaluation throughout the semester. Students will use CALIPSO to track time spent in direct client contact. Each supervisor will verify the student's record of supervised experiences in direct contact by approving the hours entered into CALIPSO.

Hours should be counted and calculated as follows:

- Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Specific guidelines:

- Students may only report time spent in direct contact with clients. This excludes preparation time, report writing, scoring tests or language samples, and writing lesson plans.
- Prevention hours may be reported if the clinician is providing information or participating in activities that are directly related to prevention of communication disorders.
- Evaluation hours may be reported for time spent assessing and diagnosing communication disorders, prior to initiation of an intervention program. Hours may also be reported for informal testing, re-evaluation, and non-standardized tests.
- Treatment or evaluation time may be counted for time spent in professional meetings only if the family or client is present. This excludes time spent meeting with clinical supervisors.
- Clinical clock hours with clients who present with more than one communication disorder should distribute the time spent working on each disorder accordingly.
- A clinician should record the exact number of minutes/hours that he/she is in direct contact with the client during treatment or assessment activities. This can include time spent escorting a client to and from therapy/assessment rooms, as this is engaging in a therapeutic interaction. This can also include time spent conferencing with a parent/spouse/caretaker prior to, or after, a treatment/assessment session.
- Amount of time spent in direct contact with the client or clinical conference should be recorded exactly in terms of minutes/hours. Rounding up to the nearest hour of time increment is not appropriate.

- Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services.
- If more than one student is assigned to an assessment, each student is allowed to receive credit for the time spent providing service ONLY if different functions are being provided. For example, if one student interviews a parent and another tests the client, each student may claim direct client contact time. However, if more than one student is assigned to one function, such as testing a client, this time must be divided between students, depending on the amount of direct contact. For example, if one student tests for the first 40 minutes and the other student tests for 50 minutes, then this time is divided between the students – 40 minutes for the first student and 50 minutes for the second student.

F. CALIPSO

The MSLP program requires students to document their progress with academic and clinical education components of the program through CALIPSO. Each student who matriculates will create an account with CALIPSO linked to the MSLP program. In this manner the student will have access at any time to this information. CALIPSO requires a one-time license fee to be paid by each student directly to CALIPSO. Specific instructions will be provided at the start of the program.

CALIPSO will be used to track:

- Progress toward knowledge and skills to meet the 2020 SLP standards
- Clinical competencies
- Clinical evaluations
- Clock hours
- Client populations
- Clinical settings
- Clinical site information
- Clinical Supervisor information

G. ClinicNote EMR

Student clinicians will use ClinicNote, a cloud-based electronic medical records (EMR) system. ClinicNote was designed to support clinical education in university teaching clinics. The design gives clinical educators a secure platform to teach by providing feedback to student-clinicians directly within all documentation. This permits collaboration between the clinical educator and student, enables both parties to view version histories for teaching and assessment purposes. Students are required to purchase a one-year subscription to access the EMR. ClinicNote is HIPAA compliant and will only be accessible to students while on campus at the APSU Speech-Language & Swallowing Community Clinic.

H. Health Insurance Portability and Accountability Act (HIPAA)

MSLP students are required to comply with program policies and the Health Insurance Portability and Accountability Act (HIPAA) regarding client confidentiality. This applies to any and all clinical

service delivery regardless of setting. The requirements of HIPAA apply to the use, storage and/or electronic transmission of client related information, and are intended to ensure patient confidentiality for all healthcare related information. Students must complete HIPAA training designated by the MSLP program in order to participate in clinical experiences.

I. Background Checks

It is the policy of the MSLP program that all admitted students must consent to, submit to, and satisfactorily complete a criminal background check (CBC) before they may begin supervised practice of speech-language pathology. Results must be deemed acceptable to the Clinical Education Coordinator.

To practice speech-language pathology at the APSU Speech-Language and Swallowing Community Clinic MSLP students will complete a CBC through TrueScreen. Upon enrollment the Clinical Education Coordinator will send the student the instructions for completing the CBC.

External placements also require the CBC be completed prior to participating in the clinical education practicum. Unless otherwise indicated before beginning the second year of the program MSLP graduate students must complete the CBC (this would be a new CBC for the upcoming academic year). Some facilities may also require fingerprinting and/or drug screening. Please note that these requirements may differ based on clinical site and thus the MSLP student may need to complete multiple criminal background checks throughout the program contingent on the clinical affiliation agreement. The APSU MSLP Clinical Education Coordinator will communicate the requirements of specific practicum sites when clinical assignments are made.

All expenses associated with the CBC (and fingerprinting and drug screening) are the responsibility of the MSLP students. Students who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regards to the background check will not be permitted to participate in clinical experiences associated with the clinical education components of the program.

State licensure laws and school licensure endorsement may prohibit those with criminal convictions from obtaining a professional license to practice. Thus, students with criminal convictions or certain background activity may not be able to obtain the required clinical education experiences required of the curriculum (and national certification standards).

In the case of adverse findings in a CBC report, the Clinical Education Coordinator will proceed as follows:

- The Clinical Education Coordinator will contact the student to discuss the results and the student's perspective on the information. The conversation must be documented in writing and uploaded to Perceptive (the student's advising file). The student will be asked to sign and acknowledgement that s/he understands that a flagged background check may preclude the ability to be placed in clinical sites and therefore preclude successful completion of the MSLP program. The University will have no obligation to refund tuition or accommodate students in the event that a CBC or drug screening renders a student ineligible to complete required courses or clinical experiences.

CBC information is strictly confidential, for use only by authorized MSLP program faculty and or administrative staff and shall be retained in the student's academic advising file in Perceptive.

J. Student Insurance

Malpractice risk is always present, even for students. Whether charges are justified or not, students may be vulnerable to lawsuits alleging error(s) and/or negligence while performing duties associated with service delivery in clinical assignments as part of the MSLP curriculum. To cover the costs of defending him/herself, through Tennessee Higher Education Commission, the Department of Health and Human Performance provides general liability coverage for student clinicians in the MSLP program.

K. Degree and Amount of Supervision

Consistent with the [2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#), the amount of supervision for an individual student must meet the minimum level outlined in Standard V-E:

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Supervision must be provided by individuals who have been vetted to meet the requirements of clinical supervision outlined in Standard V-E:

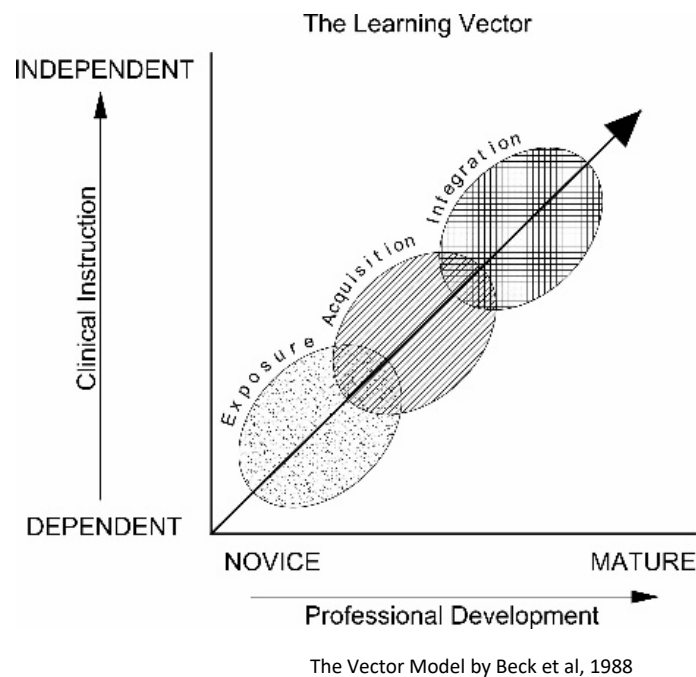
Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.

While the minimum amount of direct supervision must not be less than 25% of the student's total contact with each person they serve, the APSU MSLP program is committed to ensuring that students are receiving the degree of supervision that will facilitate achievement of the student learning outcomes and competencies and thus should be adjusted upwards whenever the student's current level of performance (i.e., knowledge, skills and experience) warrants. At the APSU Speech-Language and Swallowing Clinic, students will receive 100% direct supervision for diagnostic procedures.

APSU clinical educators will use the Learning Vector Model for supervision of students. In this model the clinical educator will individual supervision based on the student's particular stage of development for each clinical encounter. With each clinical experience the clinical educator progressively modifies their level of support in a manner that transforms a dependent student clinician to one that is relatively independent and can consult with the clinical supervisor to meet their learning needs and effectively and safely deliver care. See Figure 1².

² Beck, S.J. & Stritter, F.T. (1988). Applying developmental instruction in the clinical laboratory, in Beck & LeGrys *Clinical Laboratory Education* (Ed.), Norwalk, CT; Appleton-Lange.

Figure 1: The Learning Vector Model



As the student develops skills and matures, they will move through the stages of exposure, integration and acquisition. Using this model, as a student with more experience and skills encounters a new clinical experience, the clinical educator can readily adjust their involvement and level of supervision to a higher degree to accommodate new learning for that experience

L. Feedback

Providing student clinicians objective feedback is important in clinical education. Clinical educators are charged with providing each MSLP student they supervise feedback in a manner that will facilitate the student's acquisition of the required knowledge and skills. MSLP student clinicians can expect to receive feedback in both oral and written modes of communication. They can also expect to receive feedback in a timely manner. The clinical educator should be conscious in communicating feedback that compares a student clinician's observed performance and the required knowledge and skills appropriate to that clinical experience. The intent of feedback is always to improve the student clinician's progress toward improved performance with learning objectives in the areas of knowledge, skills and professional standards of behavior. MSLP students must be able to accept feedback including corrective feedback when warranted. MSLP students are expected to change their behaviors to meet required standards as a condition of demonstrating competency with knowledge, skills and professional standards of behavior. Note, that feedback can be evaluative but is not always evaluative. MSLP students will be informed of

the timing of evaluations for the purpose of measuring skill acquisition (e.g., midterms and finals).

M. Respect for Diversity

The MSLP program mission is based on an understanding that in order to lead in improving the lives of persons with communication disorders residing in Tennessee and surrounding regions, faculty, staff and students recognize multicultural communities are those comprised of people of diverse racial, ethnic, class backgrounds, national origins, religious, spiritual, political beliefs, ages, genders, gender identities, sexual orientations, and disabilities. The MSLP program provides opportunities for development of knowledge and skills focused on working effectively with all individuals inclusive of demographic beliefs, attitudes, and values.

Faculty, staff, and students are expected to be respectful to and supportive of all individuals they interact with. Furthermore, all should recognize that no individual is completely free from all forms of bias and prejudice. To counter this, faculty, staff, and students should be open to learning about others that are different from them, examine their personal values and biases, and avoid assumptions.

As a student in the MSLP program, you are expected to learn how to work with diverse populations and develop an awareness of cultural differences in order to provide quality inclusive services without disrespecting the clients they serve.

N. Clinical Assignments

Under the direction of the Program Director, the Clinical Education Coordinator will make all clinical assignments. MSLP Students may make requests for specific external placements in writing to the Clinical Education Coordinator. Requests will be honored when available and when they support educational and certification requirements.

The Clinic Education Coordinator will solicit student requests for second year placements around midterm of the first semester the student is enrolled in the MSLP program. No request can be guaranteed, clinical affiliation agreements can be cancelled, and facilities have the right to refuse a student. Often times personnel factors may influence a facilities' ability to accept a student placement. Some of the APSU affiliate facilities have requested the Clinical Educator make a request a year in advance of the placement.

O. Clinical Material and Equipment Use

The MSLP program owns a variety of materials for screening, assessment and treatment of communication and swallowing disorders. Materials and equipment are located in the APSU Speech-Language & Swallowing Community Clinic. Materials are quite varied in their purpose and type (e.g., standardized tests, treatment activities, toys, AAC devices and instrumental equipment). Students may also access cameras, laptops and iPads.

MSLP students may use materials as needed for their current clinical assignment. Students are asked to respect the program procedures for using the materials and equipment. Students may sign out any item using the barcode system. Students who fail to check out materials via this policy will

receive one warning. Subsequent infractions of this policy will be documented on the Expectations for Professional Conduct Form and negatively impact the student's grade.

Students are expected to treat each item carefully and return promptly. Materials may not leave the premise unless approved by the student's clinical supervisor or Clinical Education Coordinator. If an item is accidentally damaged, the student is responsible for reporting this to the Clinical Education Coordinator.

Standardized tests often come in a briefcase, bag or box and when signed out the student should keep all components together.

Test protocols will be available in a central location. Do not take the last test protocol. Students must inform the Clinical Education Coordinator that additional protocols are needed.

Students may use the copier to copy items from a workbook but should never take the workbook from the clinic.

Consumable treatment supplies should be discarded after each use.

Reusable nonporous materials should be wiped down with disinfecting wipes located in the clinic.

Items that are lost or destroyed because a student did not follow these procedures must be replaced by the student.

P. Use and Care of the APSU Speech-Language & Swallowing Community Clinic

The Clinical Education Coordinator, Clinical Educators and Administrative Assistant will make treatment room assignments. Students must leave treatment rooms and student workspaces as they found them in clean, neat and working order.

On the back of treatment room doors are instructions on how to clean the room (during and after treatment). This includes returning materials to their designated locations. Cleaning materials are provided by the program and APSU, including a vacuum and broom. All materials should be returned to their correct location immediately upon completion of use. Students should notify the Administrative Assistant if additional cleaning materials are needed or if items are running low. Follow specific instructions for cleaning the specialty mirrors (do not use Windex).

Students will be assigned a locker for use during year one of the program. There is a \$3.00 lost key fee.

Students and clients should not use the spa chair for purposes other than designated clinical education activities.

Q. Universal Precautions

Procedures for implementing universal precautions are to mitigate the risk of transmission of communicable diseases among and between our academic community and the vulnerable populations we serve at the APSU Speech-Language & Swallowing Community Clinic. Under universal precautions, blood and certain body fluids are considered infectious for HIV, HBV, and other blood borne pathogens. Physical examination and a case history may not reliably identify all

individuals infected with HIV or other blood borne pathogens. Universal precautions are intended to prevent and protect health care workers from exposure to mucous membrane and non-intact skin exposures of blood and tissues. Although the risk to these pathogens is minimal in saliva, sputum, nasal secretions, sweat, tears, vomit, and feces clinical educators will advise students when to wear gloves, although students may always act with caution and wear gloves when there is risk to exposure (to mucous membrane and non-intact skin).

Use protective barriers to prevent skin and mucous membrane exposure to blood, body fluids containing blood, and other fluids to which universal precautions apply. The type of protective barrier(s) should be appropriate for the procedure being performed and the type of exposure anticipated. Wear gloves when touching blood or body fluids, mucous membranes, or non-intact skin. Wear gloves when handling items or surfaces soiled with blood or body fluids. Wear masks and protective eyewear or face shields during procedures that are likely to generate splashing or droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes.

The Clinical Education Coordinator will train all students on universal precautions at the beginning of the first term of the program. Exposure to HIV or blood borne pathogens as part of a clinical encounter at the APSU Speech-Language & Swallowing Clinic must follow procedures to document the incidence on the Clinical Incident Form. Students enrolled in MSLP 6096 and 6098 should verify universal precaution procedures used by off-campus clinical affiliations.

Hand washing: Students are required to wash their hands before and after clinical encounters. Students should wash their hands if during a clinical encounter they are in contact with body fluids, their own or others (e.g., sneezing, wiping a nose). The Clinical Education Coordinator will train students on proper handwashing.

R. Personal Recordings

MSLP students are not permitted to photograph or record (either via audio or video) any APSU educational activity including clinical experiences without the prior expressed authorization of the faculty member or clinical educator. Furthermore, audio or video recording of meetings, phone calls, conversations, clients, or of any content involving others is prohibited unless prior consent of all parties involved is obtained. Violation of this rule shows a lack of integrity and will be included in the student's Expectations for Professional Conduct evaluation impacting the student's grade and progression with the curriculum. Recording or improper use of any recorded curricular material may constitute infringement of intellectual property rights.

S. Clinical Incident

This policy is designed to promote safety through the identification of, reporting, and acting upon incidents that may occur on the APSU campus at the APSU Speech-Language & Swallowing Community Clinic. Clinical educators and student clinicians should always promote and ensure a culture of safety with conscientious consideration of the physical space and client characteristics. A clinical incident is any event, occurrence, or observation associated with safety, accidents, injuries, or adverse occurrences involving clients.

In the event of an incident all APSU parties involved and or that observed the incident must fill out a Clinical Incident Form. A clinical incident report is not part of the client's chart. The Clinical Incident Form informs the appropriate university administrators of the incident. If the Clinical Incident Form does not have enough space to fully describe the event, attach an additional page of comments. Write only what was observed and be objective.

As soon as a clinical incident occurs immediate action to ensure client safety should be taken, such as calling 911 or the APSU Police Department. If the incident occurs and the clinical educator is not in the immediate physical space, they should be contacted immediately. With more involved incidents it may be necessary for a student to communicate with the first available clinical educator for assistance. A student should not manage a clinical incident without a clinical educator.

The completed Clinical Incident Form must be submitted to the Clinical Education Coordinator for Review. The Clinical Education Coordinator will submit the form to the Chair of the Department of Health and Human Performance as soon as possible, before the end of the workday of the event occurred. The Chair of the Department of Health and Human Performance will make the determination if additional members of the APSU community should be made aware of the incident.

T. Use and/or Abuse of Drugs/Alcohol

The APSU MSLP program must maintain a safe, efficient academic environment for students and must provide for the safe and effective care of clients while students are in a clinical setting. The presence or use of substances, lawful or otherwise that interferes with the judgment or motor coordination of student clinicians in this setting poses an unacceptable risk for clients, colleagues, the University, and the health care agency. Therefore, the unlawful use, manufacture, possession, distribution or dispensing of alcohol or illegal drugs, the misuse of legally prescribed or "over-the-counter" drugs, or being under the influence of such substances while engaged in any component of the MSLP program poses an unacceptable risk for clients, colleagues, the University, and the health care agency and is strictly prohibited. For purposes of this policy, "being under the influence" is defined as meaning that the student's judgment or motor coordination is impaired due to the presence or use of any one of the substances mentioned above.

Drug and Alcohol Testing

Students should be aware that agencies whom Austin Peay State University contracts may require successful completion of a drug/alcohol screen prior to commencement of participation in the clinical assignment. Testing positive may result in denial of the student's participation in the clinical experience. Additionally, while such screening is not required by Austin Peay State University, the student should know that under appropriate circumstances, the student may be subject to academic and/or disciplinary consequences. Refusal to submit to a facility's request for routine screening will result in the student not being able to attend clinical at that site. Due to limited and specialized clinical sites, an alternate site is not guaranteed. The costs of all routine testing prior to clinical experiences shall be incurred by the student.

MSLP student clinicians engaged in clinical activity may be requested to undergo a blood/urine screen for drugs and alcohol if reasonable suspicion exists to believe the student is using or is under the influence of drugs or alcohol such as to interfere with the safe and effective performance of

duties. Reasonable suspicion requires some specific, objective basis that the student is then using or is under the influence of drugs or alcohol prior to requiring testing. Reasonable suspicion may include: Observable phenomena, such as direct observation of drug/alcohol use and/or the physical symptoms or manifestations of being under the influence of such; or abnormal conduct or erratic behavior. The costs of all testing done on a reasonable suspicion basis shall be incurred by the student.

When a clinical educator (APSU SLP faculty or the agency personnel at an affiliated site responsible for the student or client care) has basis to believe reasonable suspicion exists, that clinical educator must contact another clinical educator or supervisor (faculty or staff) to corroborate his/her observations. In situations in that it is believed the student may endanger the safety of clients, employees, or self, the student's supervisor will immediately remove the student from the clinical situation before taking further action. If reasonable suspicion is corroborated, the student would be confronted with the observations and required to undergo screening either immediately or within next 24 hours (clinical educator discretion). Refusal to submit to a facility's request for reasonable suspicion screening will result in the student not being able to attend clinical at that site and they will be subject to disciplinary action by the MSLP program or University.

If it is determined that the student cannot safely continue assigned tasks, the student should not be allowed to return to the clinical setting that day regardless of whether reasonable suspicion is corroborated, or whether the student is tested or not. The student will be required to have a responsible person arrive at the facility to transport them home. If a responsible person cannot be identified, the police will be called for disposition. If the student is violent, the facility will be asked to follow its rules for controlling a violent visitor. The student who is required to be tested for drugs/alcohol may not return to the clinical assignment including the physical space until all conditions of progression have been met. The Academic Progress Committee will make the decision as to when a student may return to the clinical setting.

Detailed documentation of the basis for reasonable suspicion and the subsequent steps taken should be made as soon after the event as possible. The documentation should include the date, time, behavior observed/physical observations, and persons involved, and should be signed by the clinical educators and supervisors involved. If a student (without a direct supervisor from APSU being present) is requested by a facility to leave due to what the facility clinical educator and/or supervisor deems behavior consistent with alcohol or drug use, the student will be required to be drug/alcohol tested. Refusal to submit to a facility's request for reasonable suspicion screening will result in the student not being able to attend the clinical placement at that site and they will be subject to disciplinary action by the MSLP program or University. The facility must contact the MSLP program at the time the behavior occurs and report the incident. A written complaint will be sent to the MSLP program also. Any positive result or refusal to submit to required drug testing will affect the student's status within the program, up to and including dismissal from the MSLP program. In the event of a positive drug screening of a student currently enrolled in the MSLP program the Clinical Education Coordinator will notify the Program Director and Department Chair. The student will be withdrawn from all MSLP Courses. If the student has a license to practice in health care (e.g., SLPA, CNA) the MSLP program must report any and all licensing board.

Prescribed and/or Nonprescribed Medication Documentation

The MSLP Health History and Physical form may request a list of prescribed and/or non-prescribed medications that the student is taking at the time of enrollment. It is the student's responsibility to inform their clinical faculty of any medications that impair (as presented in professional pharmacological documentation) the student's ability to perform safe and effective client care during the delivery of speech-language pathology services. Medications that are mood altering, sedating and/or impair physical abilities or gross and fine motor abilities have the potential to contribute to the student's inability to meet technical standards or effective and safe services. Failure to report such medications may result in the student being unable to participate in a clinical assignment on or off campus and impact their grade and progress in the program.

Tobacco and Related Substances/paraphernalia

The use of tobacco and related substances is strictly prohibited except in university or facility designated areas. This includes Vaping. A strong odor of tobacco in client care areas may result in a student clinician being sent home from the clinical experience.

PROGRAM GOALS

MSLP Program Goals

1. Provide a graduate education culminating in the Master of Speech-Language Pathology that prepares students to meet the current professional standards for clinical certification and state licensure.
2. Offer graduate student clinicians exposure to diverse clinical populations, assessment procedures, treatment methodologies and work settings.
3. Prepare graduates of the program for complex work environments, interprofessional practice, evidence-based practice and an ability to adapt to changes in the profession.
4. Develop leaders that will impact the Clarksville community, region and state by expanding clinical services provided to the community through compassionate care, outreach, education and service activities.

Curriculum

Description of the Program

A. Administration

The Master of Speech-Language Pathology Degree Program (MSLP) is administered by the Department of Health and Human Performance (HHP). The HHP Department is administered by the College of Behavioral and Health Sciences (CoBHS).

The Program Director is responsible for the overall supervision and direction of the MSLP Program. The Program Director provides effective leadership for planning, growth and improvement of the program. Other responsibilities include coordination of accreditation and serving as a liaison with the HHP Graduate Coordinator and HHP Chair.

The Clinical Education Coordinator is responsible for overseeing the operation of the APSU Speech-Language and Swallowing Community Clinic. The Clinical Education Coordinator coordinates clinical assignments, clinical placements, clinical affiliation agreements, and provides direct supervision of graduate students.

B. Location of Coursework

The MSLP program is located on the Austin Peay State University Clarksville Campus. The program delivery is a hybrid model. In the first year of the program, the fall and spring terms, academic courses are delivered in face-to-face format. Beginning in the summer of the first year, academic courses are delivered in a hybrid format where 50% of the course may be delivered using online instructional formats. In year one MSLP students will participate in clinical practicum experiences on the APSU campus and at local clinical affiliations. In year two of the program MSLP students will participate in clinical practicum experiences off-campus at various external clinical affiliations. The student is responsible for arranging transportation required to attend all academic courses, clinical practicum experiences, and advising or associated program meetings.

Table 1: Instructional Delivery Method for MSLP Curriculum: Academic Courses

Face-to-Face	Hybrid	Online
6040 Speech Sound Disorders	6060 Hearing & Aural Rehabilitation	6080 Pediatric Motor Speech Disorders
6042 Pediatric Language Disorders	6062 Fluency Disorders	6082 Counseling for the SLP
6044 SLP as Research Consumer	6070 Cognitive-Communication Disorders	6084 Professional Practice Seminar
6046 Neuroscience	6072 Pediatric Feeding & Swallowing	
6050 Aphasia Following Stroke	6074 Voice and Resonance Disorders	
6052 Dysphagia	6076 Augmentative and Alternative Communication	
6054 Language for Learning & Literacy	6086 Grand Rounds	
6056 Contemporary Issues in SLP		
6064 Acquired Motor Speech Disorders		
6093 Diagnostic Procedures		

C. Length of Program

The MSLP program is a 54-credit hour program. The program will enroll a new cohort of students each fall semester. Students are expected to complete the MSLP program in four full-time semesters, referred to as Fall I, Spring I, Fall II and Spring II, and one summer of obligations between Year I and Year II of the program.

D. Balancing Program Load and Outside Work

Graduate school, especially a clinically based program such as the MSLP, is very different than the typical undergraduate experience. Some students find clinical graduate programs in speech-language pathology an intense experience. In order to provide students with learning experiences that will allow them to obtain the knowledge and skills required for certification students will spend an average of 12 hours a week for scheduled classes and approximately 16 hours a week in clinical experiences (direct service delivery and indirect service delivery activities such as documentation, preparation, reflection) during the first year. During the second year of the program of studies students will be required to participate in practicum experiences during the work week consistent with the work week hours (e.g., 40 hours) of the external clinical site. Students should also account for time studying or engaged with course content outside of assigned class time. The academic convention recommends two hours out of class for every credit hour. Students should be cognizant of these time commitments when choosing to work during graduate school. The MSLP faculty recognize that a graduate assistantship or employment outside of the university may be necessary for financial reasons and may offer a potentially a positive experience for the student. However, this should be considered to the extent that the student's academic and clinical obligations are not

negatively impacted. Students are advised to carefully consider the time commitment of the program, the total number of hours of employment and the flexibility of their work schedule.

In addition to class and clinical assignments, various required noncredit learning activities will be scheduled each term. Students will receive advance notice to enable them to modify their schedules to participate.

Advising

A. Initial Assignment

The student is assigned an MSLP faculty member as their advisor at the time of admission. The Program Director makes advising assignments that are equitable for the MSLP faculty.

B. Academic Advisor

It is the student's responsibility to meet with their MSLP faculty advisor each semester in preparation for the following semester to discuss progress in the program, academic requirements, and course scheduling. The student's advisor will send out a group email to their advisees notifying them the window for scheduling advising appointments for the next semester is open. Students will schedule a time in coordination with the availability of the academic advisor.

The MSLP faculty advisor is responsible for maintaining updated records of completed advising appointments, progress toward program completion, and verification of acquisition of knowledge and skills required for certification. All students are encouraged to meet with their advisor regularly and address any issues related to their graduate program. The student's academic advisor and MSLP Program Director are the only reliable source for program advising information. Students should not rely on their peers for academic advising advice.

Copies of materials created during advising will be uploaded to the student's advising folder and CALIPSO. Degree Works will be used as an advising tool so that faculty can view a degree evaluation (a summary of classes required, and classes taken) for each student. This will allow the faculty to review the courses required in each program of study and to also review progression in the MSLP program. Students have access to Degree Works in their Banner-OneStop. The Banner-OneStop advising page will also be used as an advising tool to track individual student advising appointment notes. Students have access to the OneStop advising page at all times. MSLP program faculty will use CALIPSO to track student acquisition of knowledge and skills as well as clock hours to meet certification standards. Each student will have their own CALIPSO account and have unlimited access to this information. Any additional documents created as part of a student's participation in the MSLP program (e.g., Program of Studies, Evaluation of Progress Reports, Expectations for Professional Conduct Form, Action Plans, Foundational Coursework form) will be uploaded to Perceptive and be considered part of the student's advising folder.

The program does not have the authority to dispose of student records. In accordance with [Policy 4:017 Records Retention and Disposal of Records](#) only the registrar's office may dispose of student records following American Association of Collegiate Registrars and Admissions Officers (AACRAO) best practice guidelines.

C. Thesis Advisor

A thesis is completed under the direction of a thesis advisor. The selection of this individual is based on the mutual consent of both the student and the thesis advisor and typically is made not later than the beginning of the second year of study. The thesis advisor and the academic advisor may be different individuals.

Credentialing

A. Certificate of Clinical Competence (CCC)

The MSLP graduate program was designed to ensure graduates would be eligible to apply for the Certificate of Clinical Competence (CCC) the national credential for Speech-Language Pathology (CCC-SLP). The program is aligned with the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology which went into effect on January 1, 2020.

Upon graduation from the MSLP program, which holds CAA candidacy status, you may submit your online application any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation from your program director that the requirements in Standards I–V have been met. This includes verification that you have completed the required 400 clock hours, including 25 observation hours and 375 supervised clinical experiences in speech-language pathology.

Passing the Praxis® Examination in Speech-Language Pathology is required for certification. The MSLP program faculty recommend students take the Praxis exam in the first half of their final semester of the program. **The Praxis Exam is test #5331. APSU MSLP students should mark their score recipient information for Austin Peay State University CODE 1028.** Scores must also be sent directly to ASHA from the Educational Testing Service (ETS). Students may also need to send their scores to the Tennessee Health Related Board for licensure. Please note if the exam is not successfully passed and reported to the CFCC within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

Applicants for certification must also complete a Speech-Language Pathology Clinical Fellowship (CF). The CF experience may be initiated only after completion of all graduate credit hours, academic coursework, and clinical experiences required to meet the knowledge and skills in Standards IV and V. The CF experience must be initiated within 24 months of the date on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the standards in effect at the time of re-application. CF experiences more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the

Clinical Fellow's responsibility to identify a CF mentor who meets ASHA's certification standards. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is incumbent upon the Clinical Fellow to verify the mentoring SLP's status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow. Applicants are referred to the [2020 CFCC Standards](#) for additional CF requirements associated with the certification standards.

B. Tennessee Professional School Service Personnel Endorsement

Graduates of the MSLP program who successfully complete all academic and clinical requirements of the program will be eligible to apply to the State Board of Education for licensure and endorsement as a school speech-language pathologist.

From policy 5.502:

Candidates seeking licensure and endorsement as a school speech-language pathologist must complete a program of studies in speech-language pathology at the graduate level prior to obtaining the practitioner school services personnel license.

Candidates must meet the licensure standards, employment standards, and assessment requirements of the State Board. Candidates applying for a professional school services personnel license as a school speech-language pathologist shall satisfy one of the following criteria:

1. Applicants new to the field seeking initial school service personnel licensure must complete a graduate degree in speech-language pathology from a state or regionally accredited institution of higher education with a speech-language graduate level program approved by the American Speech-Language-Hearing Association. They must also achieve a qualifying score on the assessment required by the State Board. Fully licensed teachers who are serving on employment standard waivers as speech-language teachers shall meet these requirements to be licensed as a school speech-language pathologist;
2. Speech-language pathologists who hold a valid license issued by Tennessee or an out-of-state licensing Board of Communication Disorders and Sciences or who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association may be issued the professional school services personnel license upon application. There are no additional requirements;
3. Speech-language teachers who have a graduate degree or master's equivalence in speech-language pathology and hold a valid Tennessee teacher license with a speech-language endorsement may be issued the professional school service personnel license upon application; or
4. Speech-language pathologists who have a graduate degree in speech-language pathology and hold a valid out-of-state educational credential issued before September 1, 2000, may be issued the professional school services personnel license upon

application. Applicants with valid credentials issued on or after that date shall pass the assessment required by the State Board.

In the second-year spring term, prior to graduation, MSLP students will be referred to the Coordinator of Teacher Licensure:

Kevin Fee
feek@apsu.edu
931-221-6182
Claxton Building, 228

The Coordinator of Teacher Licensure will confirm the student's eligibility for licensure contingent on successful completion of the degree requirements.

Students seeking credentialing in states other than Tennessee should consult that state's department of education website.

C. Tennessee State License

Prior to engaging in the practice of speech language pathology in Tennessee MSLP graduates must apply for a Tennessee license pursuant to T.C.A. § 63-17-110. Graduates apply for state license through the [Tennessee Board of Communication Sciences and Disorders](#).

The initial application will be for a Clinical Fellow:

(3) Clinical Fellows, pursuant to T.C.A. § 63-17-114(6), shall work under the supervision of a Tennessee licensed Speech Language Pathologist or an ASHA certified Speech Language Pathologist while the Clinical Fellow is obtaining a year of paid professional experience and shall adhere to the regulations established under Rule 1370-01-.10.

MSLP students will receive detailed advising regarding application for state license during their second year of the program during the spring term during MSLP 6084 Professional Practice Seminar.

The following qualifications are from Statute 1370-01-.04:

(1) An applicant for licensure as a speech language pathologist or audiologist must meet the following initial requirements to be considered for licensure by the Board: (a) Be at least eighteen (18) years of age; (b) Be of good moral character; (c) An applicant in the area of speech-language pathology must possess at least a master's degree in speech language pathology from an accredited institution; and 1. Possess a current Certificate of Clinical Competence (CCC) in the area of speech language pathology issued through the American Speech Language and Hearing Association (ASHA); or 2. Have successfully completed and documented the following: (i) A minimum of four hundred (400) clock hours of supervised clinical experience (practicum) with individuals having a variety of communications disorders, as required by ASHA. The experience shall be obtained through an accredited institution which is recognized by ASHA; and (ii) A Clinical Fellowship in the area of Speech Language Pathology; and (iii) Passage of the Written Professional Assessments for Beginning

Professional Associations

A. NSSLHA: APSU Chapter

The Austin Peay State University (APSU) Chapter of the National Student Speech-Language Hearing Association (NSSLHA) is a pre-professional association for APSU students studying communication sciences and disorders and students interested in human communication and disorders of human communication. The purpose of the APSU NSSLHA Chapter is to: Encourage the study of communication sciences and disorders (CSDI) and speech-language pathology (MSLP); Enhance the APSU collegiate experience; Create opportunities and experiences for members to advocate for individuals with communication disorders; Create opportunities and experiences for members to network with other students and professionals; Develop members as leaders in the area of human communication sciences and disorders and speech language pathology, and Provide a point of access for the dissemination of academic and professional information and Enhance the student's experiences at Austin Peay State University and assist in planning for life beyond the institution.

The National Student Speech-Language-Hearing Association mission is to provide opportunities and experiences to empower members and develop leadership skills that will enhance their professional preparation and success as a speech-language pathologist or audiologist.

Membership is limited to currently enrolled APSU students or current faculty and staff. Membership in the National Student Speech- Language-Hearing Association will be finalized after a membership application is reviewed and the annual nonrefundable dues of \$15.00 is paid.

Contact Information:

Email: nsslha@gmail.com

Instagram: [apsu_nsslha](https://www.instagram.com/apsu_nsslha)

B. ASHA

The [American Speech-Language-Hearing Association \(ASHA\)](https://www.asha.org/) is the national professional, scientific, and credentialing association for 218,000 members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology support personnel; and students.

Students who are National NSSLHA members for two years prior to application for ASHA certification are eligible for the NSSLHA to ASHA Membership Conversion which is a one-time discount of \$225.00 off the initial dues and fees.

An individual may also choose to apply for certificate-holder status that is, hold the Certificate of Clinical Competence but not become a member of the Association. Non-member certificate holders are not eligible for member benefits.

C. TAASLP

As an entry level speech-language pathologist MSLP graduates must adhere to the 2016 Scope of Practice in Speech-Language Pathology. This document, found in the Appendix, outlines Domains of Professional Practice.

“... a set of skills and knowledge that goes beyond clinical practice. The domains of professional practice include advocacy and outreach, supervision, education, research, and administration and leadership.”

Membership in the [Tennessee Association of Audiologists and Speech-Language Pathologists \(TAASLP\)](#) is one mechanism where an APSU MSLP graduate will find opportunities to develop professionally in these domains. TAASLP, as the state professional association for speech-language pathology, advocates on issues that impact the profession and practice of speech pathology in the state.

Students are encouraged to participate as a student member while enrolled in to MSLP program at APSU and then transition to a full member upon graduation.

Accreditation

CAA

The [CAA](#) is a semi-autonomous body within ASHA that is responsible for formulating [standards for accreditation](#) of entry-level professional preparation programs in speech-language pathology and audiology, evaluating programs, and granting accreditation to programs that have met the standards. There are six accreditation standards that must be met and a description of those standards is available online on the [CAA website](#).

For additional information about the CAA, students are referred to the [CAA Accreditation Handbook](#). Chapter II of the CAA Handbook states the Mission and Principles of the CAA.

A. Accreditation Status

The Master of Speech-Language Pathology (MSLP) residential education program in speech-language pathology at Austin Peay State 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 5 years.

B. Complaints Against the Program

The Master of Speech-Language Pathology (MSLP) residential education program in speech-language pathology at Austin Peay State 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 5 years.

If students have complaints regarding the program’s compliance with accreditation standards for speech-language pathology programs they may contact the [Council on Academic Accreditation for Audiology and Speech-Language Pathology \(CAA\)](#) .

Policy and procedures for filing complaints against the MSLP program to the CAA are found in the [CAA Accreditation Handbook](#) (March 2022 version). The process for Complaints Against Graduate Education Programs is found in Section XIII-A. The process for filing Complaints Against the CAA is found in Section XIII-B. Persons considering filing a complaint against the program should review all the information found in the [CAA Accreditation Handbook](#) relative to the process for [Complaints Against the Program](#).

A complaint about a graduate program in speech-language pathology accredited or in Candidacy status may be submitted by any student, staff, faculty, adjunct clinical educator or member of the public. The following criteria for Complaints Against Graduate Education Programs were taken from the CAA Handbook (pp. 66-67) and should be reviewed by persons considering filing a complaint about the APSU MSLP program to the CAA:

Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF] in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
 - 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 separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - 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;
 - 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.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be 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:

- a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- b. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- c. be submitted using the CAA's complaint form [DOC]
- d. sign and submit a waiver of confidentiality with the complaint; Because it may be necessary to identify the complainant to the affected program or to other potential sources of relevant information, the complainant is required to sign a waiver of confidentiality as part of the complaint submission. Failure to provide a signed waiver of confidentiality will result in dismissal of the complaint;
- e. must be complete at the time of submission, including the complaint, waiver, and all appendices; If a complainant submits an amended complaint, including providing additional appendices, it will void the original submission and initiate a new process and time line;
- f. append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that

present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.

g. must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA;

h. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via email 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.

Appendix

Form: Formal Complaint Against the Program or Faculty

MSLP Technical Standards

Form: Expectations for Professional Conduct

Form: Absence from Clinical Experience

ASHA Code of Ethics

2016 Scope of Practice in Speech-Language Pathology

Form: Health History and Physical Evaluation

Acknowledgement Statement