



GRADUATE STUDENT HANDBOOK

AUDIOLOGY & SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAMS

Table of Contents

Introduction

Mission Statements

University Mission: Public Affairs

Mission of the Programs

Student Organizations

Program Requirements

Overview of the Programs

Aud Program

SLP Program

Academic Advising

Research Requirements

Thesis Requirements

Project Requirements

Comprehensive Examinations

AuD Comprehensive Exam Policy

SLP Comprehensive Exam Policy

Clinical Requirements

Program Policies and Procedures

Missouri State University Student Rights Policy

FERPA

Disability Accommodation

Title IX

Non-Discrimination Policy

English Proficiency

Student Records Policy

Online Identity Identification Policy

Academic Integrity Policy

Attendance Policy

AUD Retention Requirements

SLP Retention Requirements

AUD Support and Remediation Policy

SLP Support and Remediation Policy

Student Recourse for Problem Solving

Continuous Enrollment Policy

Complaint Process

Graduate Program Professionalism Policy

Expected Graduate Student Behavior

Professional Appearance

Affect and Courtesy

[Punctuality and Attendance](#)

[Responsiveness](#)

[Initiative](#)

[Participation & Preparation](#)

[Compliance](#)

[Confidentiality](#)

[Professional Communication](#)

[Social Media Presence](#)

[Support and Remediation to Address Professional and/or Ethical Concerns](#)

Core Functions

[Communication](#)

[Motor/Physical](#)

[Sensory](#)

[Intellectual/Cognitive](#)

[Interpersonal](#)

[Cultural Responsiveness](#)

CAA Complaint Process

Certification and Licensure

[Tracking Your Acquisition of Knowledge and Skills \(KASA\)](#)

[National Exams](#)

[Certification and Licensure](#)

[Certification and Licensure FAQ](#)

Other Resources

Introduction

Welcome to the Master of Science (M.S.) in Speech-Language Pathology education program (residential) and the Doctor of Audiology (Au.D.) education program (residential) at Missouri State University. We are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. See: <https://www.missouristate.edu/SHCP/CSD/Accreditation.htm> (CAA standard 1.9)

There is a wealth of information on our website to familiarize you with what makes our programs special. The purpose of this handbook is to assist you as you navigate through your professional education (CAA Standard 4.4). Many policies, procedures, requirements, and conditions that must be met to satisfactorily complete the degree programs are outlined herein. Additionally, various policies and procedures pertaining to practicum are delineated.

Please become familiar with the contents of this handbook and use it as a reference while enrolled in your graduate program. You are expected to adhere to the contents of this handbook. Consult the School of Health Care Professions School Director, your Graduate Program Director, the Clinic Director or your assigned academic advisor if you have any questions.

You can review student outcomes measures via the following link:
<https://www.missouristate.edu/SHCP/CSD/StudentOutcomeData.htm> (CAA standard 5.5, 5.6)

Mission Statements (CAA Standard 1.3)

University Mission: Public Affairs

On June 15, 1995, Missouri Governor Mel Carnahan signed into law Senate Bill 340 which gave Missouri State University a statewide mission in Public Affairs.

As you progress through your graduate degree, you will find evidence of the public affairs mission throughout the curriculum. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement.

Mission of the Programs

The mission of the graduate programs in Audiology and Speech Language Pathology encompasses the areas of teaching, research, and service. The programs strive to:

1. Educate and inspire life-long learners in the fields of Audiology and SLP
2. Serve individuals with communication disorders across the lifespan through exemplary, culturally competent education, clinical and collaborative services, and research.
3. Positively affect the University and community through ethical leadership, community engagement, and cultural competence.

The mission statement and strategic plan can be found via the following link:
<https://www.missouristate.edu/SHCP/CSD/mission-statement.htm> (CAA Standard 1.5)

Student Organizations

Get Involved! You are encouraged to get involved and participate in student organizations. We have a local chapter of the Student Academy of Audiology (SAA) and the National Student Speech-Language-Hearing Association (NSSLHA).

The SAA is the national student organization of the American Academy of Audiology that serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology, and provides services, information, education, representation and advocacy for the profession and the public we serve. For more information, see <https://www.audiology.org/education-research/education/students>

The NSSLHA is for graduate and undergraduate student pre-professionals studying communication sciences and disorders (CSD). It is recognized by the American Speech-Language-Hearing Association (ASHA). The Missouri State University chapter of NSSLHA participates in a variety of community events and fundraisers throughout the year.

Chapter and/or national NSSLHA membership is available to full or part-time undergraduate and graduate students. National NSSLHA members are entitled to several benefits, including NSSLHA publications, the ASHA Leader, ASHA journals, reduced registration fees for the annual ASHA Convention, and significant savings on the first year of ASHA membership. Visit NSSLHA's website (<http://www.nsslha.org>) to find out how to join.

Program Requirements (CAA standard 3.3 a/b)

Overview of the Programs

AuD Program

The AuD program prepares professionals to enter the workplace with a high level of skills and knowledge through intensive academic and clinical experiences. Clinical experiences are obtained both at Collaborative Care Clinic located on campus and at off-campus locations. The doctoral program can be completed in nine semesters.

SLP Program

The SLP graduate program focuses on the academic, clinical, and research foundations for a career as a speech-language pathologist. The program is designed to prepare students to make evidence-based decisions and take appropriate, thoughtful action. Critical thinking and problem-solving skills to identify and meet the communication/and swallowing needs of individuals and families is taught. Clinical experiences are obtained both at the Collaborative Care Clinic located on campus and at off-campus locations.

Academic Advising (CAA Standards 4.6, 4.7, 4.8)

Upon admission, you are assigned an academic advisor. You should expect your advisor to communicate with you a minimum of once each semester to determine course enrollments for the following semester and update you on your progression through the program (e.g., KASAs, other program requirements). You are encouraged to regularly complete a degree audit to stay informed about the courses and requirements that are expected. Programs of study for each graduate program can be viewed on the website via the following links:

<https://www.missouristate.edu/SHCP/CSD/SpeechLanguage/TwoYearPlan.htm>
<https://www.missouristate.edu/SHCP/Audiology/ThreeYearPlan.htm>

Occasionally, if you lack requisite knowledge, you may need to take additional classes. Ask your academic advisor if your undergraduate classes meet all pre-requisites.

Research Requirements (CAA standard 3.5 a/b)

All students must successfully complete a thesis (CSD 799/999) or non-thesis research project (CSD 784/884) requirement. You will hear about the research experience and interests of the faculty in an effort to be paired with a research advisor with whom you share similar interests.

Many students wonder if they should do a thesis or a research project. Your academic and research advisors can help you determine this. The thesis option is a rigorous undertaking, with greater depth and breadth of content than a research project, as defined and approved by the thesis committee. You may be advised to choose one option over the other depending upon your professional goals.

Thesis Requirements

A thesis must be in final publication form (APA format), sequenced according to the [Graduate College guidelines](#), approved by the thesis director and thesis committee, and submitted to the program director and school director for signature at least 2 weeks before the Graduate College deadline.

Thesis students will have a thesis committee which consists of three to five persons. At least three of your thesis committee members must hold Graduate Faculty status. The Chair of your thesis committee must hold Research Graduate Faculty status. At least two additional committee members must hold either Research or Professional Graduate Faculty status. Students who elect to do a thesis must register for at least 6 total credit hours, typically over three semesters. You will be graded each semester relative to the syllabus for thesis. Before beginning data collection, you must prepare a thesis prospectus, consisting of a fully developed literature review, research question, and method section. The prospectus is to be presented to the thesis committee. After your data is collected and you have completed your results and discussion sections, you must formally defend your thesis before the thesis committee. SLP students selecting a thesis option may use the oral defense of their thesis to satisfy the comprehensive examination requirement.

Students must also present their thesis in an approved professional venue. Appropriate presentation venues include the ASHA Annual Convention, Missouri Speech-Language Hearing Association Meeting, AAA Annual Convention, MCHHS Student Research Symposium, Missouri State University Einhellig Interdisciplinary Forum, or others as approved by the thesis advisor.

Project Requirements

Research project students will have a research (project) advisor. AuD students must also have a committee comprised of at least 2 additional individuals. The project must be at least 3 total credit hours for SLP students and 6 credit hours for AuD students. Enrollment typically spans

three semesters. The content of the research project must be approved by the research (project) advisor. Project timelines are established by the research advisor. A final copy of the research project must be approved by the research advisor and submitted to the program by the provided deadline. The format of the submitted project is determined by your research project advisor.

Research (project) advisors will assign a grade each semester as prescribed in the project syllabus.

Students are required to present the results of their research project at an approved professional venue. Appropriate presentation venues include the ASHA Annual Convention, Missouri Speech-Language Hearing Association Meeting, AAA Annual Convention, MCHHS Student Research Symposium, Missouri State University Einhellig Interdisciplinary Forum, or others as approved by the research project advisor.

Comprehensive Examinations

Comprehensive examinations are a requirement of the graduate programs in Audiology and Speech Language Pathology at MSU. The format is determined by the program.

The schedules of comprehensive examinations differ by program and may need to be adjusted based on the university calendar. SLP students take their comprehensive exams no sooner than at the end of the fall semester of their second year of graduate school. AuD students will typically take comprehensive examinations at the end of their second spring semester.

Students must take the examination at the time it is offered unless there are extenuating circumstances such as changes in course timeline/sequence. Students must pass all comprehensive examinations. Requests for accommodations for comprehensive examinations must be submitted to the Disability Resource Center, consistent with University Policy (https://www.missouristate.edu/Policy/Chapter5/Op5_05_1_Accommodation.htm). It is recommended that accommodation requests be received by the Comprehensive Examination Coordinator or Program Director at least one month prior to the exam date.

Pursuant to University policy, failure to successfully complete the Comprehensive Examinations may result in dismissal from the Program (https://www.missouristate.edu/Policy/Chapter3/Op3_19_6_ComprehensiveExam.htm).

AuD Comprehensive Exam Policy

Prior to externship, students take comprehensive written examinations. The comprehensive examinations include all course material covered to date. Some examinations will be from individual area/course (e.g., Anatomy and Neurophysiology) and some will be from a combination of areas/courses (e.g., Diagnostics in adults and pediatrics). Students will be given a "PASS", "LOW PASS" or "NO PASS" grade. Students must successfully complete (pass/low pass) the written comprehensive examinations in all areas to be exempt from oral examinations. Students who do not pass the written examinations will be re-examined according to these conditions:

- 1) In areas which a student receives a “NO PASS”, they will be required to take oral examinations. An oral examination(s) is typically administered within 3-6 weeks of the written examination. For students who are unable to demonstrate competency in the oral examination(s), a *remediation plan* will be developed. The length, content, and form (written paper or an oral presentation) of the remediation plan will be determined based on the competencies that must be demonstrated. This will be evaluated as “successful” or “unsuccessful” by the faculty members involved, an additional faculty member, and may involve the School Director. If students do not successfully complete the remediation plan, they have failed the comprehensive examination. Consequently, they may not be allowed to go to their externship and may be dismissed from the program.
- 2) If students do not pass five or more written examination areas of the entire written examination, they will be required to take *written* examinations a second time in all unsuccessful written areas within 3-6 weeks. Students who pass the written examinations except 1-2 areas, a *remediation plan* will be developed and administered (see above). However, students who do not successfully complete the remediation plan or do not pass all written examination areas a second time, have failed the comprehensive examination.

Following the examinations, faculty will meet with the students and provide feedback including specific examples of acceptable and unacceptable responses, and when necessary, offer additional support to assist the student in meeting expected levels of competency and performance.

SLP Comprehensive Exam Policy

Students are encouraged to focus on comprehensive learning across their two years of study so that they are prepared for this culminating examination; content from all didactic coursework will be integrated into the exam. Details regarding the specific format and time of the exam will be provided by October 1 during the second fall semester. A typical retake schedule is outlined below. If a student fails their first attempt, a second attempt is offered. , If successful on second attempt, a student may still graduate on time. If a student fails their second attempt, a third attempt is offered. Students requiring a third attempt should recognize that, at best, their program length will be extended.; If a student fails the third comprehensive examination attempt, she/he will be dismissed from the program and will not be eligible to graduate.

Attempt 1:

Students will complete comprehensive examinations at the end of the fall semester of their second year of study. Testing is done on the MSU campus. The criterion to pass will be provided prior to testing. Students are expected to pass their comprehensive examinations on their first attempt.

Attempt 2:

If a student fails their first attempt, faculty will provide feedback, including specific examples of unacceptable performance, and offer additional support to assist the student in meeting expected levels of performance. Retakes will take place in the spring semester (typically in February). Details regarding the retake will be discussed with students as they prepare for their

second attempt.

Attempt 3:

The third and final attempt at the comprehensive examination will take place in the summer semester. Graduation will be delayed. Details regarding the retake will be discussed with students as they prepare for their second attempt. Prior to the exam, faculty will provide feedback, including specific examples of unacceptable performance, and offer additional support to assist the student in meeting expected levels of performance. If the student is unsuccessful in this third attempt, he/she has failed the comprehensive examination.

Clinical Requirements

Both the Audiology and Speech-Language Pathology programs have specific clinical program requirements. Please see the Graduate Student Clinician Handbook for full details regarding clinical/practicum requirements for your program.

Program Policies & Procedures (CAA standard 1.8, 4.2, 4.10)

Missouri State University Student Rights Policy

The Missouri State University [Code of Student Rights and Responsibilities](#) can be reviewed on the University's website. The [Office of Student Conduct](#) is responsible for implementation of the Code of Student Rights and Responsibilities.

FERPA

FERPA is the Family Educational Rights and Privacy Act. It is a federal law that protects the privacy of your student educational records. Under FERPA, you are entitled to see your educational records, consent to disclosure of personally identifiable information (except to the extent that FERPA authorizes disclosure without consent), seek correction of your records if inaccuracies are found, and file a complaint with the US Department of Education if your rights are violated. Information about the University's FERPA policies can be found here: [Family Educational Rights and Privacy Act \(FERPA\) - Office of the Registrar - Missouri State](#)

Disability Accommodation

If you are a student with a disability and anticipate barriers related to coursework, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the [Disability Resource Center website](#), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. The DRC provides answers to many common student questions on their [website](#). Once a university accommodation plan is established, you will be provided with an accommodation memo that can be shared with instructors.

Title IX Policy

Missouri State University does not discriminate based on sex in the education program or activity that it operates, including in admission and employment. The university is committed to maintaining an environment that is safe and free from sexual violence, sexual harassment, and

sexual assault including domestic or dating violence, and stalking. Concerns should be referred to the Office for Institutional Compliance & Title IX, Carrington 205, , 417-836-4252. University Title IX policies are available on the University Title IX website: [Title IX Resources - Missouri State](#). All faculty are required to report to the Title IX Office any concerns or allegations of sex discrimination or sexual harassment involving members of the University community (i.e., faculty, staff, and students) of which they become aware.

University Non-Discrimination Policy

[Non-Discrimination Policy Statement - Office for Institutional Equity and Compliance - Missouri State](#)

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, national origin (including ancestry, or any other subcategory of national origin recognized by applicable law), religion, sex (including marital status, family status, pregnancy, sexual orientation, gender identity, gender expression, or any other subcategory of sex recognized by applicable law), age, disability, veteran status, genetic information, or any other basis protected by applicable law in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972.

This policy shall not be interpreted in a manner as to violate the legal rights of religious organizations or of military organizations associated with the Armed Forces of the United States of America.

The University maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. Missouri State University is an Equal Opportunity employer. Inquiries concerning the complaint/grievance procedure related to discrimination on the basis of a protected class, including sexual harassment and sexual assault, or compliance with federal and state laws and guidelines, should be addressed to the Director, [Office for Institutional Compliance](#), Carrington Hall 205, 901 S. National Ave., Springfield, Missouri 65897, Compliance@MissouriState.edu, [417-836-4252](tel:417-836-4252).

English Language Proficiency Policy

Please see the Graduate Student Clinician Handbook for the English Language Proficiency Policy.

Student Records Policy (CAA Standard 4.7)

Student records are kept in a secure SharePoint, in Typhon, and by the University. In SharePoint, student records include undergraduate transcript/prerequisite review, observation/previous clinical hours, and evidence of other program requirements, such as final research project. Tracking documents, such as master spreadsheet for cohort requirements, are also stored on SharePoint. A separate SharePoint archive is kept for record of the student's clinical work. In Typhon, the student's clinical records are stored. This includes evidence of clinical training requirements, clock hours, and clinic grades. Official grades and advising notes are kept by the

University. For record retention policy (CAA Standard 4.8), see:

https://www.missouristate.edu/Policy/Chapter8/Op8_18_RecordsManagementGuide.htm

Online Identity Verification Policy (CAA Standard 4.10)

The University requires the following information for admission into graduate study as part of the identity verification process: mailing/permanent address, date of birth, phone, email, and official undergraduate transcripts. Along with these requirements, the SLP and AuD programs require a background check.

The University learning management system, Brightspace, must be accessed with the student's individual, university-given "M number" and a student's own password. Only registered students may access the course. Passwords are required to be changed every 6 months. These security mechanisms, such as identification numbers and pass code information, are in place and must be used each time a student participates online. In addition, all university servers are secure and have gateway protection.

Respondus Lockdown Browser & Monitor is a custom browser that locks the student into the testing environment making it unable for them to print, copy, access other applications, or visit other websites during a test. The Monitor feature records students using their computer webcams and microphones. Instructors also supplement technical means of verifying student identity with high degrees of student/faculty interaction. These can include online discussions that incorporate student photos and/or videos, work in groups or teams, and synchronous video-conferencing.

Academic Integrity Policy (CAA Standard 3.10 a/b)

Missouri State University is a community of scholars committed to developing educated people who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional policies for each class. University academic integrity policies and procedures are available on the University's [website](#). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Attendance Policy

Attendance of classes and clinical experiences is a crucial component of learning in graduate program. Please see the Graduate Student Clinician Handbook for information related to attendance for clinical practicum.

While missing class is usually not advisable, it is important to stay at home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please seek medical attention from your doctor or at Mager's Health and Wellness Center. They can provide you with a medical excuse and advise when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments. Please see each course syllabus for any additional attendance policies.

AUD Retention Requirements

The Doctor of Audiology graduate program retention requirements are intentionally designed to ensure students are meeting competencies required for pre-professional academic and clinical standards.

1. To remain in the program, a student must maintain a cumulative GPA of 3.00 in their graduate coursework each semester.
2. The accumulation of more than 9 hours of "C+" or below in academic and/or practicum courses will result in dismissal from the program.
3. No course with a grade below a "C" may be applied to a graduate degree.
4. Any grade of "C-" or below in any course, didactic or clinical, is not acceptable and may be grounds for dismissal from the program.
5. Students must progress satisfactorily through the levels of clinical practicum as defined in the Graduate Student Clinician Handbook. Clinical hours from clinical courses where a grade of "C" or below was earned will not be counted toward required clinical experiences. Repetition of that level is required prior to advancing to next level. Students may repeat a practicum only once. Dismissal from a clinical offsite or externship experience will automatically result in a grade of "F" and program dismissal unless it can be proven that extenuating circumstances were present.
6. While grades are important, the student's continuation in the Program is based on the composite picture of the ability of the student to perform satisfactorily in the clinical phase of training as well as the academic components. A student may be at risk for program completion due to issues involving professionalism, ethical conduct, and/or safety. Please refer to the Graduate Student Handbook for specific information regarding progression pathways and remediation policies.
7. Students who fail to meet the retention requirements may be placed on Academic, Clinical or Professionalism Warning Status. This status may result in the implementation of a remediation process or in program dismissal, depending on circumstances and determination of Audiology Faculty.

The Doctor of Audiology Graduate Program reserves the right to refuse enrollment or program continuation to any student. This refusal will be determined by the judgment of the Audiology Graduate Faculty and Director of the School of Health Care Professions faculty based upon the student's ability to successfully complete clinical practicum assignments or to assume patient care responsibilities and/or function as a clinician. Additionally, if a student has failed to demonstrate an attitude of professionalism as judged by the Audiology faculty, the student may be recommended for dismissal from the program.

According to the Missouri State University Code of Student Rights and Responsibilities, The Codes of Ethics of American Speech-Language-Hearing Association, and requirements of the Audiology program, academic integrity and honesty are the foundation of the University community. Students are expected to practice academic and clinical integrity in all assigned work. Students are also expected to be honest in all interactions with other students, faculty, and staff, and be professional in attitude, actions and attire.

The University, and the Doctor of Audiology program, has the inherent right to promulgate

appropriate rules and regulations for the orderly conduct of university business and the protection of the health and safety of the University community. Students are expected to comply with all published and stated rules and regulations. If a student is accused of violating any code (academic dishonesty, theft, possession of drugs, etc.) they will be subject to warnings, loss of privileges, probation, suspension, and/or dismissal.

SLP Retention Requirements

The MS-SLP graduate program retention requirements are intentionally designed to ensure students are meeting competencies required for pre-professional academic and clinical standards.

1. To remain in the program, a student must maintain a GPA of 3.00 each semester.
2. No course with a grade below a "C" may be applied to a graduate degree.
3. Any grade below a "C-" in any given course, didactic or clinical, is not acceptable and may be grounds for dismissal from the CSD program.
4. The accumulation of more than 9 hours of "C+" or below in academic and/or practicum courses will result in dismissal from the program.
5. Students must progress satisfactorily through the levels of clinical practicum as defined in the Graduate Student Clinician Handbook. Clinical hours from clinical courses where a grade of less than B- was earned will not be counted toward required clinical experiences. Following unsatisfactory performance, students must repeat the practicum level. Students may repeat a practicum level only once throughout the entire program. A second unsuccessful attempt at any practicum level will result in dismissal from the program.
6. While grades are important, the student's continuation in the program is based on the composite picture of the ability of the student to perform satisfactorily in the clinical phase of training as well as the academic components. A student may be at risk for program completion due to issues involving professionalism, ethical conduct, and/or safety. Please refer to the Graduate Student Handbook for specific information regarding progression pathways and remediation policies.
7. Students who fail to meet the retention requirements may be placed on Academic, Clinical or Professionalism Warning Status. This status may result in the implementation of a remediation process or in program dismissal, depending on circumstances and determination of SLP Faculty.

The MS-SLP Graduate Program reserves the right to refuse enrollment or program continuation to any student. This refusal will be determined by the judgment of the Graduate SLP Faculty based upon the student's ability to successfully complete clinical practicum assignments or to assume patient care responsibilities and/or function as a clinician. Additionally, if a student has failed to demonstrate an attitude of professionalism as judged by the Graduate SLP Faculty, they may be recommended for dismissal from the program.

According to the [Missouri State University Code of Student Rights and Responsibilities](#), the Code of Ethics of American Speech-Language-Hearing Association, and requirements of the SLP Graduate Program, academic integrity and honesty are the foundation of the University community. Students are expected to practice academic and clinical integrity in all assigned

work. Students are also expected to be honest in all interactions with other students, faculty, and staff, and to be professional in attitude, actions and attire.

The University, and the SLP Graduate Program has the inherent right to promulgate appropriate rules and regulations for the orderly conduct of University business and the protection of the health and safety of the University community. Students are expected to comply with all published and stated rules and regulations. If a student is accused of violating any code (theft, academic dishonesty, possession of drugs, etc.) they will be subject to warnings, loss of privileges, probation, suspension, and/or dismissal.

AUD Support and Remediation Policy

Students in the graduate programs are continuously monitored regarding academic, clinical, and professional growth. Students who fail to achieve satisfactory performance in any of the above areas will be subject to a plan of remediation. Depending upon the area of deficiency, a remediation plan will be developed by faculty. If additional input is required from other MSU personnel, those individuals will be consulted, which may include Program Directors and the School Director. Typical remediation plans may extend to one full academic semester or a portion of a semester. Throughout the remediation period students are monitored regularly. If a student does not meet the conditions of the remediation plan, he/she may be dismissed from the program. Students will be provided information regarding specific remediation policies in course syllabi.

SLP Support and Remediation Policy

The credentialing body of American Speech-Language–Hearing Association (ASHA), the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) requires that all graduate students abide by the principles of the ASHA Code of Ethics and that they demonstrate the Knowledge and Skills Acquisition (KASA) consistent with the standards for ASHA certification (Standard IV & Standard V).

The Speech-Language Pathology Graduate Program is a full-time, residential program structured around a cohort model. The program is designed to be completed within six semesters. The faculty aim to guide all students toward successful completion, culminating in graduation. Progression toward the Master of Science degree in speech-language pathology is dependent on the student's ability to achieve the required didactic and clinical grades and competencies, as well as their ability to demonstrate values and attitudes across all interactions that are consistent with professional and ethical standards.

Intervention may be required for any student falling below the program's academic and/or clinical standards and/or for inappropriate behaviors. Dismissal from the master's program, due to poor performance and/or progress, may occur at any time during the course of study. Remediation and/or program modification may become necessary during the program due to poor performance and/or specific circumstances. Students are responsible for being familiar with and abiding by the program's specific retention policies.

Defining Successful Progression

Per the program policy, a grade of C- or below cannot count toward a graduate degree. A student may repeat a didactic course only one time due to receiving a C- or below, and faculty must approve the request via faculty vote. A student may repeat remediation of specific skills up to two times across their entire clinical practicum but cannot repeat a practicum level more than once. For example, if a student needed to repeat Level 1 practicum, they could do so only once. Furthermore, they would not be eligible to repeat any additional practicum levels. A student may not complete more than two formal remediation plans across their clinical practicum levels as doing so is inconsistent with the program's retention requirements. For example, a student may remediate Level 1 practicum and then also Level 3, but if they fail to successfully remediate Level 3, they would be recommended for program dismissal at that point. A master's degree student is expected to complete all degree requirements within a maximum of four years from their first term of admission to the master's degree program, unless the student is enrolled in an individualized program of study with a different time limit that has been approved by the program faculty and the Graduate College. The SLP program director and/or clinic director may recommend modifications to plans of study based on an individual student's unique circumstances. Any proposed program modifications will be communicated to the faculty, and the proposal will be submitted for a faculty vote.

Student Progression Process

Each semester, the graduate SLP faculty meet at midterm and at the end of the term to review and document each student's academic, clinical, and professional progress. After midterm, graduate faculty advisors notify students of their status either in writing or during a scheduled meeting with their graduate advisor. Students are identified as *progressing toward graduation*, as *needing additional support*, or as *requiring formal remediation*.

Graduation Progression Pathway	Remediation Pathway
Student is demonstrating successful completion of courses and clinical practicum; demonstrating professionalism and practicing ethical behaviors. Advancing toward graduation.	Student identified as cause for concern due to grades, competency, professionalism, and/or ethical behavior. Concerns may be related to a single course, a single incidence, or maybe multi-factorial and more global in nature. Any student on a formal remediation plan will be automatically identified as a student of concern. Students are removed from that status upon successful completion of the remediation.
Didactic Courses: Earning final grade of B or above and/or demonstrating sufficient knowledge to meet	Didactic Courses: Earning final grade of C- or lower* and/or demonstrating insufficient knowledge to meet

stated course competencies. Clinical Courses: Earning final grade of B- or above and demonstrating sufficient skills according to practicum level. Program GPA: Achieves and maintains a 3.0 upon completion of 12 credit hours and beyond of graduate program. Professionalism and Ethics: No concerns observed, reported, or documented by faculty and staff. Student observed conducting self in a manner consistent with professionalism standards for the profession, and demonstrating ethical behaviors related to confidentiality, HIPAA, and emotional regulation.	stated course competencies. Clinical Courses: Earning final grade below a B- and/or demonstrating insufficient skills according to practicum level. Program GPA: Falls below a 3.0 at completion of second semester of graduate program. May be grounds for program dismissal. Professionalism and Ethics: Concerns observed, reported, and documented by faculty. Student conducted self in a manner inconsistent with professionalism standards for the university, and/or profession, and/or demonstrated one or more unethical behaviors related to confidentiality, HIPAA, and emotional regulation.
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Remediation and Support Options

Faculty hears concerns and determines if:

1. In-class support from instructor is sufficient as first attempt to provide opportunity for improvement
2. An advisor meeting is sufficient to discuss concerns and to provide recommendations for improvement
3. A formal remediation plan is needed.*

*Required for any academic course C- or lower. Required for any clinical course lower than B-

Results of faculty discussion are documented during the student review meetings and are saved to a secure program file.

- If in class support is required, the course instructor will address needs with student and document outcomes. If the outcome is not successful, a formal remediation will be considered.
- If an advisor meeting is necessary, the advisor will contact student, schedule meeting, and discuss concerns and suggestions. The advisor will document the meeting in the student's advising notes. The advisor will inquire about student progression/status at next faculty meeting. If the student has not made progress, a formal remediation will be considered.
- Formal remediation and progression plans for improvement are generated

automatically by grade requirements or are determined to be necessary by faculty. Depending on circumstances, student may progress to Remediation of Academic Course, Remediation of Clinical Course, Remediation of Academic and/or Clinic Core Competency(ies), Remediation of Essential Function(s), Professionalism and/or Ethical Behavior. Student is placed on academic probation by the program.

- Instructors are responsible for notifying both the student and program faculty of the outcome of a remediation, whether successfully completed or not.

Graduate students who do not meet academic or clinical remediation requirements, KASA-ASHA standards, and professional disposition standards will not meet graduation requirements and will thus be dismissed from the master's degree program.

Specific Support and Remediation Policies

Academic

The graduate program in Speech-Language Pathology requires students to demonstrate competency in all course learning outcomes and professional standards. Knowledge and competencies are evaluated through specific assessments administered and graded by the course instructor. A student's overall grade on examinations or projects may not always reflect their ability to demonstrate a specific competency. Course instructors establish clear performance criteria, and when these criteria are not met, the process described below is initiated. (Additional processes may also be outlined in the course syllabus.)

Examples include, but are not limited to:

- A student scores well on an exam but answers one or more questions incorrectly that assess core course competencies.
- A student fails to meet stated instructor criteria or fails an exam or project.

Students are responsible for understanding the grading requirements and competency expectations for each academic course. When a student does not meet an identified course competency, any one or combination of the following remediation options may apply:

1. Remediation Within the Course

- When a student fails to meet a competency, the instructor will provide opportunities for remediation. Remediation activities may include one-on-one meetings, additional readings, video analysis, exam retakes, or other activities deemed appropriate by the instructor.
- Students may attempt within-course remediation up to **three times**. After a third unsuccessful attempt, the instructor will determine whether the student must retake the course based on the final course grade or will be assigned an incomplete and allowed an opportunity to re-attempt the remediation after the course concludes.
- This remediation process does not alter the grade earned on the original assignment or assessment. The student retains the initially assigned grade.

2. Competencies Assessed at the End of the Semester

- If a student does not demonstrate competency on an end-of-semester assignment or

assessment but has otherwise completed all course requirements, the instructor may assign a grade of **Incomplete ("I")**. The student will then have the opportunity to remediate the competency in the following semester.

- Successful remediation allows the student to earn the grade achieved prior to remediation.
- Students may attempt this end-of-semester remediation process up to **three times** during the timeframe allowed for resolving an "Incomplete." After three unsuccessful attempts, the instructor may require the student to retake the course.
- This pathway is not considered a course retake unless the student is unable to demonstrate competency through the remediation process.

3. Course Retake

- A student may be required to retake a course only if they are unable to successfully remediate a competency, either during the course or within the timeframe for resolving an "Incomplete" grade.
- Retaking the course is necessary in cases where:
 - The student has attempted remediation but did not meet competency requirements; or
 - The nature of the deficiency demonstrates that remediation is unsuccessful or not feasible without reteaching a significant portion of the course.
- Because graduate courses are offered once per academic year, the student will be required to re-enroll the next time the course is offered.
- Upon successful completion of the retaken course, the student will earn the grade achieved in that enrollment.

4. Faculty Role in Remediation

- Faculty members will provide students with clear feedback regarding competencies not met and will develop a structured remediation plan in collaboration with the student.
- Faculty will document the remediation plan and its outcome as part of the student's academic record.

5. Program Oversight

- The program reserves the right to review remediation outcomes to ensure fairness, consistency, and alignment with accreditation standards.
- Students who are unable to remediate competencies after retaking a course may be subject to dismissal from the program, consistent with university and program academic standing policies.

Clinical

Remediation for a clinical experience may involve single or multiple competencies or may require that a student repeat an entire practicum experience. Students must demonstrate advancing competence in skills throughout clinical practicum. Failure to do so may result in formal remediation that necessitates program modification and delay of graduation. Unlike academic courses where remediation most often occurs between the instructor and student, the comprehensive nature of clinical practice necessitates that a student of concern has a committee and a documented plan guiding the remediation process.

Committee: A Remediation and Progression Committee (RPC) will be established shortly after a student has been identified by the faculty as requiring remediation. The RPC should be comprised of the student, one clinical faculty member, one academic faculty member, and the student's academic advisor. In cases where an advisor is also serving as the student's instructor in any capacity, an alternative faculty member will serve in their place.

RPC Faculty Roles:

- 1. Coordinator: Writes plan according to template; schedules meetings, provides written summary of meetings to each member of RPC.
- 2. Academic Advisor: Supports student; encourages student to ask questions; provides resources; documents remediation and RPC updates in Advising Notes.
- 3. Additional Faculty: Seeks feedback from those working with student; contributes to RPC discussions and evaluations.

Remediation and Progression Plan (RPP):

The RPP will be individualized according to the student's area(s) of need. It may include a specific list of clinical competencies or repetition of a practicum level, as detailed in clinic handbook and syllabus. The plan should include a start date, schedule of RPC meetings, specific goals for improvement and/or tasks to be completed, and a completion date. If a student is repeating a practicum experience, the RPP should focus on goals for improvement and suggested strategies as the repetition of the course serves as the bulk of the opportunities given to demonstrate remediation of skills.

Suggestions for support and remediation methods may include the following depending on type and extent of competencies requiring remediation:

- Additional weekly meetings with assigned clinical supervisors
- Video self-observation session reviews
- Observation and written reflection/summary of clinical sessions held by other graduate students
- Role-play of activities with the clinical supervisor
- Co-treatment of the client with the clinical supervisor
- Observation and feedback from another faculty member
- Case study assignments, including report writing
- Presentation of client in 'grand rounds' context to faculty
- Referrals to campus resources, such as the Writing Center
- Utilization of video mode for simulated evaluation scoring and interpretation
- Opportunities to repeat tasks, procedures, or practicum level following feedback

The RPC Coordinator will draft the RPP document. The RPC will consult with the student. The student may ask questions, offer suggestions, and seek clarification on any part of the RPP during this initial process. Once the RPC agrees to the plan and any adjustments have been

made, each member of the RPC will approve the plan in writing. During semester RPC meetings, student status and progress will be reviewed and discussed. The student's quality of work, including timeliness and accuracy, will be reviewed and the RPC will determine if the student is progressing or is at risk for not successfully completing the remediation activities as assigned. The student will have the opportunity to express concerns.

An RPP is considered successful when the student completes all stated goals in the RPP AND is meeting the required competencies in their clinical practicum. If the RPP is successful, the student is notified, and their advisor will document an advising note. The student is removed from academic probation and continues in the program with any necessary program modifications. If the RPP is unsuccessful, the RPC may recommend program dismissal to the program coordinator who will notify the student in writing. Exceptions may be made for singular competence or practicum experiences such as diagnostics. The committee may determine if additional time or experiences may be warranted. The student will be advised of the university grade appeals process should they wish to pursue.

A student clinician can be removed and dismissed from the program at any time if it is determined that the student clinician's performance jeopardizes the welfare or safety of their client(s), or if it is deemed that the student clinician's level of clinical skills does not benefit the client(s). Student clinicians are required to sign an acknowledgement of the above policies and procedures prior to starting any clinical practicum assignments or externship placements.

Professionalism and Ethics

The remediation of professional or ethical concerns is described below under the AUD/SLP Professionalism Policy.

Student Recourse for Problem Solving

During the progress of a course, should a situation arise, which could be resolved informally, the following informal procedure is recommended:

Step 1: Discuss the situation with the course instructor/clinical supervisor.

Step 2: Discuss the situation with the Program Director and/or Clinic Director, if applicable.

Step 2: Discuss the situation with the School of Healthcare Professions School Director

Step 3: Discuss the situation with the Dean of the McQueary College of Health & Human Services

If use of the informal procedure is unsuccessful in resolving the situation, formal procedures are available. (See the MSU Catalog or contact Academic Affairs for further information: 836-4589)

Continuous Enrollment Policy

As noted previously, students must maintain a full-time curricular load with courses taken in the prescribed sequence. The student and academic advisor will discuss circumstances that could lead a student to drop one or more classes. Following discussion, approval from program faculty, Program Director and School Director must be received. Depending upon the circumstance, an

accommodation plan or remediation plan may be developed and must be approved by all parties for the student to continue in the program. In certain situations, it may be necessary for the student to reapply for program admission during the next application period.

Complaint Process (CAA Standard 4.5)

Concerns about grades: If you wish to appeal a grade or have an academic grievance, you may request assistance through a procedure outlined on the Registrar's website. For more information, see [Student Grievance Resources - Missouri State](#)

Other issues not related to grades: If you have a complaint or concern regarding the program, fellow students, faculty, or any other issue you believe needs attention, first try to resolve the issue with the individuals directly involved. If you need further assistance, you should speak with your advisor or Program Director for guidance about where to direct your concern next. Formal complaints should be submitted to the School of Health Care Professions School Director, with appeals going to the McQueary College of Health and Human Services Dean, and the Provost in sequence.

If you have a concern relating to equitable treatment, you can file a complaint with the Office of Institutional Compliance at MSU. You can address concerns to the Office for Institutional Compliance, Carrington Hall 205, Compliance@MissouriState.edu, 417-836-4252, or to the Office for Civil Rights. For more information, visit [Office for Institutional Compliance - Missouri State](#)

Graduate Program Professionalism Policy (CAA Standard 3.1.1 a/b)

Expected Graduate Student Behavior (CAA Standard 3.10 a/b)

"The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. (ASHA Code of Ethics)".

Conducting oneself in a professional manner across contexts and situations is essential in developing and habituating the characteristics needed to practice as an honorable and principled individual. Graduate training encompasses more than achieving academic and clinic competencies. An integral facet of graduate education includes the acceptance of principles that outline behavioral standards for emerging professionals. Adherence to these standards necessitates deliberate awareness and application of professional principles throughout the graduate programs. Acknowledgement of this policy signifies that students understand they are responsible for contributing to a positive learning environment, where they not only represent themselves, but their cohort, their program, their university, and their future profession. Abiding by this policy will facilitate decision making on many levels and will better prepare students as they progress toward becoming ethical practitioners whom others trust to serve clients, collaborate with peers, and appropriately resolve conflicts.

Professional Appearance

The majority of student work during graduate school occurs within the clinic or in view of our clients. The clinic is a place of business that serves the community, and anyone working within the clinic acts as a representative. As such, students are expected to take care in their appearance any time they are in the clinic, even when not serving clients. The Graduate Student Clinician Handbook outlines specific regulations.

Affect and Courtesy

Students are expected to conduct themselves in a manner that is representative of being a productive MSU citizen and an aspiring working professional. Stress levels can be high during graduate school, and a positive attitude and kind demeanor can go a long way to mitigate this pressure. Students are expected to demonstrate courteous behavior to one another and to faculty and staff in all contexts. Personal and physical space needs to be respected. Gossip is unproductive and is strongly discouraged. Concerns or complaints should be addressed following the processes outlined in [Student Recourse for Problem Solving](#).

Punctuality and Attendance

Time is a precious commodity in graduate school, and everyone's time is valuable. Being on time and being present are signs of respect. Students are expected to be on time for classes, meetings, and clinic sessions, and they are expected to demonstrate regular attendance, except for extenuating circumstances. Excessive tardiness and/or absences, excused or unexcused, as determined by individual faculty, may be grounds for grade reduction and/or program modification. Refer to each course syllabus for details. Examples of program modifications may include but are not limited to the following: activities such as extra assignments, oral examinations, additional clinic sessions and/or rotations, and referral to the SLP/AUD Program Directors for a behavioral review. Barring extenuating circumstances, failing to be present for a scheduled clinic session without notice will result in a behavioral review meeting with faculty and will likely necessitate initiation of a remediation plan.

Responsiveness

Graduate work entails multiple means of collaboration between students and their advisors, supervisors, and professors. Timely communication is crucial. Students are expected to respond to verbal, written, and electronic correspondence within a timely fashion as established by individual faculty guidelines.

Initiative

The need for students to seek out additional support during graduate school is not atypical; however, faculty must be made aware of situations so that proper assistance can be offered. Students are expected to arrange a meeting with a relevant faculty member should an issue arise that may impede their participation in or progress with academic, clinical, or research responsibilities. Across courses and clinical practicum, students are also expected to take an active role in their learning. Students are expected to initiate contact with faculty to review such areas as specific learning concepts, procedures, written documentation, etc.

Participation & Preparation

Graduate work involves increased levels of maturity, preparedness, and overall involvement

across all program components. Students are expected to be actively engaged in academics, clinic, and research. While not all students are comfortable offering comments within the classroom setting, all are expected to demonstrate active learning behaviors. This means that students should have an organized workspace, demonstrate engagement through active listening behaviors, and should not be accessing electronic devices, other than to take notes during lectures. Students should respect the teaching style of their professor and should also feel comfortable contributing toward a collaborative and stimulating learning environment.

In the clinic, students are expected to come to supervisor meetings prepared with an agenda of discussion topics. While students are expected to require clinical guidance, they are also expected to have conducted relevant information gathering and preparation regarding their client's needs. Differing points of view are encouraged, and these perspectives should be discussed respectfully. In research, students are also expected to come to meetings prepared and are to follow timelines established with their research advisor. Students should demonstrate initiative and some independence while completing their assignment. However, they should also accept guidance and feedback from the faculty advisor.

Compliance

Graduate students are expected to adhere to all deadlines established by faculty and staff. Deadlines may include but are not limited to classroom projects, clinical report submissions, clinical hours submissions, and submission of various administrative forms.

Graduate students receive a significant amount of verbal and written feedback from academic and clinical faculty. Students will submit work that will be constructively critiqued in order to facilitate knowledge and skill acquisition throughout the program. Students are expected to review, respond to, and integrate this feedback with the goal of improving upon their abilities and meeting their knowledge and skills competencies. Students are encouraged to discuss feedback with faculty and to do so in a receptive and respectful manner.

Confidentiality (CAA Standard 3.8 a/b)

Graduate students have access to personally identifiable client records which are considered confidential under the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) law. The Privacy Rule calls this information Protected Health Information (PHI).

Individually identifiable health information is information, including demographic data, that relates to:

- the individual's past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number). (Ref: [HIPAA for Professionals | HHS.gov](#))

Graduate students must follow all procedures to protect this confidential information and must

understand that failure to comply with these rules constitutes a serious infraction. Violations in transmitting PHI via written, oral, or electronic means will warrant disciplinary action, including the possibility of dismissal. For additional policies related to HIPAA, see the Graduate Student Clinician Handbook.

Professional Communication

Graduate students will communicate with various audiences verbally and in writing. These individuals may include faculty, staff, clients, caregivers, professional peers (other SLPs, PT, OT, AUD, case managers, educators). While proficiency with professional communication is expected to evolve over time, students are expected to put forth their best effort in all interactions. As part of developing clinical competencies, students may receive feedback on their written and verbal communication.

Social Media Presence

Social media has a far-reaching presence with the potential to create harm for both the student and the university (even if unintentional) if not used with caution. Graduate students reflect on the graduate programs and the university both inside and outside of the clinic and classroom. As such, students should never expect privacy when posting their thoughts and opinions on social media, even in cases of closed or private groups. Students are strongly encouraged to consider their contributions' potential impact on social media before posting messages and photos. For example, asking, "Would I feel comfortable saying this to the person's face?" and "Would I hang this photo in the clinic materials center?" may help guide decision making regarding appropriately representing oneself.

Graduate students must follow all Health Insurance Portability and Accountability Act of 1996 (HIPAA) rules and regulations when communicating on social media. The HIPAA Privacy Rule protects all "*individually identifiable health information*" held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral. Violation of HIPAA privacy rules via social media posts are considered a serious infraction that will warrant disciplinary action.

Support and Remediation to Address Professional and/or Ethical Concerns

The goal of the (AUD/SLP) Graduate Student Professionalism Policy is to ensure that students meet the standards of conduct expected by the profession and are adequately prepared for clinical and professional practice. The support and remediation process is designed to provide a learning opportunity, not a punishment. The programs are committed to supporting students in developing the ethical and professional competencies necessary for lifelong success in the fields of audiology and speech-language pathology. However, if a student violates professional or ethical standards in ways that are egregious and/or cause harm, they may be recommended for program dismissal.

Identification of Concerns

Concerns regarding professionalism or ethics may be identified through:

- Academic faculty, clinical faculty, and/or staff observation

- Peer or client reports
- Academic or clinical performance evaluations
- Self-reporting by the student

If a faculty member or advisor has ethical and/or professional concerns about a student, the following steps will be followed:

1. The ethical/professional concerns are discussed with the student by the faculty member (who may also serve as the Program Director) and/or advisor, and an attempt will be made to resolve the concern. Concerns may not be limited to professional expectations outlined above. Violation may or may not impact grade depending on course competency requirements (e.g., errors in professionalism typically lower points received in Clinical Practicum – CSD 795/895. The concern will be documented, and a copy shared with the Program Director and/or the Clinic Director based on the nature of the concern.
2. If initial efforts by the faculty member or advisor are viewed as unsuccessful, the faculty member or advisor will notify the student, the Program Director and/or the Clinic Director of this concern via email and set a review meeting to discuss the concern within 5 business days following receipt of the email.
3. The Program Director and/or Clinic Director (depending on the nature of the concern) will conduct the review meeting with the student. Their academic advisor and/or instructor may attend, if relevant. The meeting should take place no later than 5 business days following the faculty member's or advisor's written complaint. A remediation plan, if appropriate, will be initiated to support the student's ethical and/or professional performance. If a remediation plan is initiated, a committee will be formed to oversee the creation of the remediation plan. Committee members will be agreed upon by the student and the Program Director/Clinic Director, documented, and shared with all parties involved.
4. If a remediation plan was initiated, the committee will meet no later than 5 business days following the review meeting to develop a remediation plan. Copies of the remediation plan will be maintained by the student and the Program Director/Clinic Director.
5. In the event that (a) the concern is of a nature that remediation is not appropriate or feasible, (b) the student has not shown significant improvement as evidenced by the remediation plan, or (c) the ethical and/or professional concern has arisen or continued after the student completed a remediation plan, suspension, dismissal, or other action may be recommended. The full graduate program faculty will be provided with a summary of the events and outcomes of the steps above and will vote to make a recommendation. The Program Director and/or Clinic Director will provide a complaint, in writing, to the School of Health Care Professions School Director, detailing the nature of the concern and recommendations for further action.
6. Upon receipt of the complaint, the School Director will appoint a 3-person faculty review committee (composed of faculty who did not participate in the remediation plan creation and monitoring) to assess the complaint and will provide the student with a copy of the complaint.

The student will be allowed 10 business days from the date the complaint is emailed or otherwise delivered to the student to provide a written response.

7. Upon receipt of the student's response, or after the student's time to respond has passed, the committee will schedule a meeting within 5 business days to review the complaint. Following the conclusion of its meeting, the committee will make a recommendation, in writing, to the School Director as to the committee's recommended disposition of the complaint.

8. Upon receipt of the committee's recommendation, the School Director will, within 5 business days, make a determination as to the disposition of the complaint. The School Director will provide a written copy of the disposition to the student. The written copy of the disposition should include details as to the reason for the disposition. The disposition of the complaint may include all possible outcomes including, but not limited to, further remediation, reprimand, suspension, or dismissal from the program.

9. If the student disagrees with the School Director's determination, the student may present an appeal, within 5 business days, to the Dean of the McQueary College of Health and Human Services. If the student disagrees with the Dean's determination, the student may present an appeal, within 5 business days of the receipt of the Dean's determination, to the Provost. There are no further appeals if the student disagrees with the Provost's determination.

Documentation of Remediation Process

All remediation activities will be documented and maintained in the student's academic file.

Documentation includes:

- Description of the concern
- Records of meetings and communication
- Signed remediation plans
- Outcomes and follow-up actions

Appeals

Students have the right to appeal any disciplinary decision through the university's established academic grievance process.

https://www.missouristate.edu/Policy/Chapter5/Op5_11_2_StudentComplaintProcedures.htm

<https://www.missouristate.edu/Registrar/Students/academic-appeal-procedures.htm#GraduateStudentAppeals>

Support and Resources

Students undergoing remediation are encouraged to access university support services, including:

- Academic advising
- Mental health counseling
- Faculty mentoring

Core Functions

Core Functions for Graduate Students in Audiology and Speech-Language Pathology at Missouri State University

This section identifies the core functions that audiology and speech-language pathology students are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. It was adapted from “A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions” updated by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2023. The Core Functions below aim to be inclusive. The Core Functions are also designed to facilitate discussions between students and faculty regarding any strategies, resources, and reasonable accommodations that may be necessary to achieve student success. The Core Functions below set the context for student knowledge and skill acquisition necessary to take personal responsibility for the individual care of clients and patients. To initiate a discussion regarding the Core Functions below, students are encouraged to contact their academic advisor or the program director. To request a reasonable accommodation due to a disability, students must contact the MSU Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>). DRC staff will engage in an interactive process involving students and Program personnel to determine what reasonable accommodations are appropriate, if any.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies. This includes ability to write discipline-specific papers and clinical reports in Standard American English.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.
- Provide appropriate models of target behaviors according to the needs of individual clients.

Motor/Physical

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves various tasks requiring manipulation of items and environments. It is recognized that this may be accomplished through a variety of means as deemed reasonable to offer and be appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and

technology, client/patient equipment, and practice management technology) while retaining the integrity of the process.

- Respond in a manner that ensures the safety of clients and others.
- Provide or independently secure transportation to/from clinical sites.
- Participate in professional responsibilities/activities for up to 8-10 hour shifts.

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. Such information may be accessed through various means, including direct sensory perception and/or adaptive strategies.

- Use sensory information to differentiate functional and disordered auditory, oral, written, and visual communication; to correctly differentiate anatomical structures and diagnostic imaging findings; to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.
- Maintain attention and concentration for sufficient time to complete clinical activities.

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions.
- Adhere to all aspects of relevant professional codes of ethics, privacy, information management policies, and program policies.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

- Understand and respect supervisory authority.
- Collaborate with peers and other professionals.

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

*Students should be aware that external clinical placements are part of the plan of study. External sites may have different expectations related to essential/core functions.

Adapted from: Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions. <https://www.capcsd.org/academic-and-clinical-resources/>

CAA Complaint Process (CAA Standard 4.5)

Complaints may be submitted to the Council for Academic Accreditation about any accredited program or program in candidacy status. Any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public may submit a complaint. For a complaint to be considered by the CAA, it must:

- a. be against an accredited education program or program in Candidacy status in speech-language pathology and/or audiology,
- b. relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards, and
- c. include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint.

For more information about submitting complaints to the CAA, please see <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

Certification and Licensure

The AUD and SLP academic programs prepare you to be eligible for ASHA certification and state licensure. To verify the programs meet licensure requirements in your state, please visit the

following site: [State Education Requirements for Licensure and Certification](#) (CAA standard 3.1 a/b)

Tracking your Knowledge and Skills

KASA stands for “Knowledge and Skills Acquisition”. You must track your acquisition of the knowledge and skills necessary for practice as a speech language pathologist or audiologist or success as a teacher of the deaf and hard of hearing. Your advisor will acquaint you with the KASA tracking process. You must progress satisfactorily through clinical levels and competencies. If you do not successfully achieve all competencies, regardless of grades or hours in the program, you will not be eligible for a SLP/AUD graduate degree until such time that the competencies have been demonstrated.

National Exams

All graduates must pass state and/or national examinations in their respective areas. For audiology and SLP, the examination is the Praxis. Passing the Praxis is not a requirement for graduation. However, taking the Praxis and providing the program with a copy of your results is a requirement for graduation.

Certification and Licensure

To be employed as an audiologist or a speech language pathologist the individual must hold a state license from the professional licensing agency. In some cases, the individual may also need to hold professional certification from their respective professional association.

Certification FAQs

Do I have to have a license prior to beginning my first job?

All AuD and SLP graduates must be licensed prior to taking their first job. They must continuously be licensed for as long as they are providing professional services. AuD graduates are eligible in most states for a full license upon graduation. SLP graduates are eligible for licensure or provisional licensure and/or educational credentials in most states upon graduation. Students are always advised to research individual state requirements to ensure eligibility. Licensing information for the state of Missouri can be found at <http://www.pr.mo.gov/healingarts.asp>

Do I need ASHA Certification?

Although certification from ASHA is evidence that the individual has met the highest standards as set by their professional association, certification is voluntary. There are many benefits in obtaining the earned professional certification. Graduation from a CAA accredited program qualifies the student to apply for ASHA certification. To become certified (CCC-SLP) a member must complete a clinical fellowship experience. To become certified (CCC-A) a member must submit completion of the AuD degree. Clinical fellowship is not a requirement for the graduate of an accredited AuD program. To review benefits of ASHA certification and learn more about the process, visit www.asha.org.

Do I need AAA Certification?

AAA is the American Academy of Audiology. AAA offers professional board certification through the American Board of Audiology (ABA). This is also a voluntary certification.

Do I need DESE Certification?

Teacher certification through the Department of Elementary and Secondary Education for the state of Missouri is required of teachers working in schools in the state of Missouri. SLP and AuD graduates are not required to have teacher certification in Missouri. It will be the student's responsibility to check with their individual states to determine the requirements for employment.

Can I (SLP) work in the schools without DESE Certification?

SLP graduates can work in Missouri schools after they have a Missouri license (provisional or full).

Other Resources

Mental Health

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Missouri State offers mental health students to students at Magers Health and Wellness Center and the [Counseling Center](#). You can learn more about mental health services on campus here: [Mental Health - Magers Health and Wellness Center - Missouri State](#)

Additional mental health resources include:

- *Counseling services at Collaborative Care:* [Counseling Services - Collaborative Care Clinic - McQueary College of Health and Human Services - Missouri State](#)
- *Burrell Behavioral Health:* [Burrell Behavioral Health | Home](#)
- *National Suicide Prevention Lifeline:* [National Suicide Prevention Lifeline website](#), dial 988

Other Campus Resources

[Amenities and General Services](#)

[Health and Wellness](#)

[Safety and Emergency Services](#)

[Student Life](#)

[Student Support](#)