



GRADUATE STUDENT HANDBOOK

IMPORTANT NOTICE

This handbook is not a substitute for the Metropolitan State University of Denver's current graduate catalog. Students should be familiar with the University's policies explained in its graduate catalog. This handbook describes program-specific policies and procedures and serves as a supplement to the University's policies and procedures. Students also need to be familiar with all policies and procedures of the Bookhardt Family Speech-Language Clinic. Any substantive modifications to the graduate handbook will be promptly communicated to all students.

TABLE OF CONTENTS

PART I. Introduction to the MS SLP

- A. Welcome
- B. About
- C. Vision
- D. Mission
- E. Values and Aims
- F. Professional Culture
- G. Diversity and Inclusion Statement
- H. Accreditation Statement

PART II. Getting Started in the MS SLP

- A. Proof of Undergraduate Degree and Required Prerequisites
- B. Familiarity with Scholarly Literature and Evidence-Based Practice
- C. Student Orientation
- D. English Placement Tests for Non-Native Speakers
- E. Core Functions
- F. Student Hub
- G. Roadrunner Student ID Card
- H. MSU Denver Email Account
- I. MS SLP Course Registration
- J. Textbooks and Materials
- K. Academic Advising

PART III. MS SLP Academic Matters

- A. Program Admission
- B. Degree Requirements
- C. Knowledge and Skill Acquisition
- D. Plan of Study
- E. Sequence of Clinical Experiences
- F. Clinical Practica and Seminars
- G. External Practicum Placements
- H. Summative Portfolio

PART IV. Progressing Through the MS SLP

- A. Academic Progress and Student Performance
 - a. Didactic Coursework
 - b. Clinical Experiences
 - c. Grade Point Average and Minimum Grade Requirements
 - d. Incomplete
 - e. Withdrawal

- B. Student Intervention
 - a. 1st Level of Support: Student & Instructor/Supervisor
 - b. 2nd Level of Support: Competency Attainment Plan
- C. Student Evaluation and Feedback
- D. Graduation Procedures
- E. Commencement
- F. Credentialing
 - a. Certificate of Clinical Competence in Speech-Language Pathology
 - i. Standards I-V
 - ii. Standard VI (Praxis)
 - iii. Standard VII (Clinical Fellowship)
 - b. Licensure
 - i. Department of Regulatory Agencies
 - ii. Colorado Department of Education

Part V. Student Life

- A. National Student Speech-Language-Hearing Association
- B. University Resources

Part VI. Student Rights and Responsibilities

- A. Equitable Treatment and Nondiscrimination Policy
- B. Code of Conduct and Professionalism
- C. Social Media Policy
- D. Generative AI Policy
- E. Academic Integrity
- F. Clinical Integrity
- G. Continuation Review
- H. Concerns, Complaints or Grievances
 - a. Didactic Coursework
 - b. Clinical Experiences
 - c. Grade Appeals
 - d. Program

VII. Administrative and Contact Information

I. Introduction

A. Welcome

A warm welcome to the Master of Science in Speech-Language Pathology (MS SLP) at MSU Denver. Speech-language pathology is a rewarding profession, filled with people committed to making a difference in the lives of others. You'll find your work as a graduate student, like that of a speech-language pathologist, may be challenging, but always worth it.

The primary aim of a professional curriculum like the MS SLP is to facilitate a student's progress from pre-professional coursework to active participation in a professional group. As you have accepted our offer of admission, you have taken an important step in your professional development. As partners in your education, the faculty and staff in the SLHS department (henceforth referred to as "we" or "our") are committed to providing you with the professional knowledge and skills needed for your Speech-Language Pathology Clinical Fellowship experience. In turn, we expect you to be aware of and committed to the expectations of professional education.

The purpose of this graduate handbook is to provide you with an overview of the MS SLP program and its policies and procedures. It should serve as a guide as you make your way through your academic program of study, clinical experiences, and the professional certification process. Please keep the handbook throughout your program of study and for your personal professional records thereafter. The information contained in this handbook will help you plan and record your progress and document aspects of your graduate experience. You are responsible for knowing the information contained within this handbook. If there is information that is unclear, it is your responsibility to seek clarification.

While enrolled at MSU Denver, you are responsible for being informed about all rules, regulations and procedures required for graduate students at the university and the MS SLP program. You should also become familiar with three key policy documents of the [American Speech-Language-Hearing Association \(ASHA\)](#), linked below.

[Code of Ethics](#)

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

[Membership and Certification Handbook](#)

B. About

The MS SLP curriculum reflects current standards of professional practice and is organized to facilitate the integration of knowledge and skills that are required to function as a competent, entry-level speech-language pathologist. Students also have the option of pursuing a concentration in bilingual service provision in addition to the standard graduate curriculum. This bilingual concentration (“bilingual track”) provides students with advanced study and application of evidence-based service provision with monolingual (Spanish) or bilingual (Spanish-English) individuals across communicative contexts.

Student-centered learning is embedded into all didactic and clinical experiences. Students construct new knowledge through active learning experiences designed to promote understanding. We use inquiry-based teaching to deepen understanding of theoretical concepts, transfer knowledge to its clinical applications and strengthen critical-thinking and decision-making skills. We encourage students to consider perspectives and viewpoints that differ from their own, including the stories of marginalized populations.

C. Vision

The MS SLP vision is to serve diverse populations in the clinics and classrooms of the future.

D. Mission

The mission of the SLP graduate program at MSU Denver is to provide a diverse urban population with an inclusive graduate program committed to the interprofessional education and cultural responsiveness of students seeking clinical certification in speech-language pathology. Graduate programs at our institution are charged with converging excellence and innovation; our SLP graduate program converges knowledge with skill-based learning to close the theory-practice gap. Amidst changing landscapes in education and healthcare, our program encourages students to think critically and make informed decisions.

E. Values & Aims

We prioritize values that reflect those of the university at large including a shared commitment to community, access, diversity, respect and excellence ([CADRE](#)). We aim to:

- Offer an affordable and accessible pathway to a career in speech-language pathology.
- Implement comprehensive academic and clinical curriculum utilizing evidence-based practice.
- Educate clinical scientists who use research to make informed, ethical decisions.
- Apply faculty expertise across classroom, clinic, and community.
- Promote interprofessional education through institutional partnerships.
- Prioritize cultural responsiveness with option to pursue bilingual specialization.
- Nurture lifelong learning with the goal of continuously improving clinical service provision.

F. Professional Culture

The SLHS department seeks to foster a culture of diversity, inclusivity, respect, and integrity that will support the continued personal and professional growth and achievement of all students, clients, faculty, and staff. We believe this is central to the successful preparation of effective speech-language pathologists. To both contribute to and benefit from this culture, all members of the SLHS community, including those in the MS SLP program commit to:

- Be accountable for all personal actions, including acknowledging and seeking support for situations in which inadequate preparation or physical, mental, or health-related conditions might result in unsatisfactory performance.
- Work collaboratively with others in an engaging, respectful manner.
- Promote an environment that respects human rights, personal values, and cultural and spiritual beliefs and dismantles systems of power, privilege and oppression.
- Commit to nondiscriminatory interpersonal and professional relationships.

G. Diversity & Inclusion Statement

The SLHS department supports a culture of open-mindedness, trust and commitment to diversity, equity and inclusion. We commit to creating safe spaces to facilitate respectful discussions about complex issues and provide opportunities for all members of its community to reflect on and challenge their individual assumptions and belief systems regarding diversity.

H. Accreditation¹ Statement

The Master of Science program in Speech-Language Pathology at Metropolitan State University of Denver 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. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

¹ **Accreditation** ensures that **academic programs** provide opportunities for students to prepare to meet relevant credentialing such as certification and licensure. **Certification** ensures that **individuals** (e.g. you the MS SLP student) have met standards of knowledge, skills and abilities as determined by a national professional association (see Section IV.F.a). **Licensure** ensures basic **consumer protection** through adhere to standards endorsed in the state (see Section IV.F.b.i).

II. Getting Started in the MS SLP

A. Proof of Undergraduate Degree and Required Prerequisites

Prior to beginning the MS SLP program at MSU Denver, you must demonstrate completion of a bachelor's degree and SLHS prerequisite coursework. If your bachelor's degree and/or prerequisite coursework were in progress when you applied to the MS SLP program, you must request that an official transcript with degree conferral or completion of prerequisite coursework be sent to gradtranscripts.msudenver.edu in advance of program start.

The following prerequisite coursework must be completed with a grade of C or better before matriculation into the MS SLP program.

- Anatomy & Physiology of Speech
- Clinical Phonetics
- Diagnostic Audiology
- Language Acquisition & Development
- Language Disorders & Differences
- Neural Bases of Comm & its Disorders
- Principles of Assess & Intervention
- Rehabilitative Audiology
- Speech Disorders & Differences
- Speech Science

In line with clinical certification requirements (Standard IV-A), college-level courses in science and math (with a non-SLHS focus) should be completed prior to MS SLP program start.

Specifically:

- One course in biological science
- One course in physical science (chemistry *or* physics)
- One course in social/behavioral science
- One course in statistics

Upon entering the MS SLP program, you must provide evidence that you have completed a minimum of 25 observation hours of direct service provision with an ASHA-certified SLP or audiologist. Only activities that fall under the SLP scope of practice may be applied towards the observation requirement.

B. Familiarity with Scholarly Literature & Evidence-Based Practice (EBP)

Scholarly literature is the primary medium through which peer-reviewed research is communicated. To become clinicians who competently use different sources of evidence to guide clinical decision making (EBP), you will consistently engage with scholarly literature throughout the MS SLP program.

We expect you to enter the program having prior experience finding and reading scholarly literature. Our goal is to support you in using research efficiently and functionally. For those students whose undergraduate programs provided little opportunity to find and read scholarly

literature, you are strongly encouraged to connect with program leadership and MS SLP faculty early on in your program for resources/supplemental materials to review.

Every clinical interaction should be grounded in asking and answering clinical questions, which is dependent on accessing and using evidence-based information. Research by [Greenwell & Walsh \(2021\)](#) found that most practicing SLPs lack a consistent process to ask and answer clinically relevant questions and rarely access external evidence. SLPs' reliance on colleagues' opinions and personal experiences over external evidence is well documented and yet remains a primary barrier to quality clinical care.

Greenwell & Walsh found that explicit exposure to evidence-based practice (EBP) through “continued learning opportunities” during graduate school was the strongest demographic predictor of EBP use in clinical practice. Building on the findings/recommendations of Greenwell & Marsh, our program prioritizes EBP and how to translate EBP into clinical implementation. Our goal is for you to become increasingly independent with asking and answering clinically relevant questions.

C. Student Orientation

In advance of summer term, orientation will be held for all MS SLP new students. The orientation is designed to acquaint students to the faculty/staff and their classmates as well as review program expectations, student responsibilities, and relevant policies and procedures. Students are also encouraged to attend university-wide orientation events hosted for MSU Denver graduate students in Fall semester.

D. English Placement Tests for Non-Native Speakers

The primary language of instruction at MSU Denver and the MS SLP program is English. International applicants must demonstrate proficiency in English by obtaining a baccalaureate degree from a university where English is the primary language of instruction and is required for all evaluations (written and oral), or through TOEFL administration, with a minimum score of 20 in each section, a total score of 90 required for admission.

Students must demonstrate speech and language skills in English that are consistent with [ASHA's position statements on students and professionals who speak English with accents and nonstandard dialects.](#)

E. Core Functions

The MS SLP program adheres to the standards and guidelines of the Council on Academic Accreditation in Speech-Language Pathology and Audiology (CAA) of the American Speech Language Hearing Association (ASHA). Within these guidelines, the program has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating

its curriculum; and determining who has earned the MS SLP degree and acquired the knowledge and skills requisite to the entry-level practice of speech-language pathology.

The MS SLP program will not discriminate on the basis of race, color, creed, national origin, ancestry, citizenship, gender, sexual orientation, religion, age, or disability. Any student who feels they may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with the [Access Center](#) upon enrollment. [MSU Denver's Access Center](#) is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations.

In 2023, the Council on Academic Program in Communication Sciences and Disorders (CAPCSD), released a [guide that identifies behavioral or cognitive functions \("core functions"\)](#) associated with the professions of audiology and speech-language pathology. Students should review these [core functions](#) and schedule a meeting with the Program Director as early as possible to discuss questions or concerns.

F. Student Hub

[MSU Denver's Student Hub](#) is a personalized, secure university information online resource that provides accessibility to confidential student information. You can register for classes and access your class schedule, order textbooks, view your university bill and financial aid information, obtain a degree progress report, update your student information including address changes, etc.

G. Roadrunner Student ID Card

Your Roadrunner card serves as your identification badge and should be worn in every clinical setting, unless you are given a different badge to wear at an external site. Students who are not wearing a badge will be unable to engage in clinical activities. Your Roadrunner card is also required to access select buildings/restrooms, obtain a parking permit, prove campus affiliation when accessing the Health Center at Auraria, access campus recreation, provide borrowing privileges at the Auraria Library and collect your RTD College Pass.

H. MSU Denver Email Account

Your MSU Denver email address consists of your username followed by @msudenver.edu. To access your email online go to [MSU Denver's Student Hub](#) and select the Email (Office 365) link. Log in using your username and password.

I. MS SLP Course Registration

Only students who are accepted into the MS SLP program may register for any graduate-level SLHS course. The SLHS Department Coordinator will communicate with students what courses they should register for in advance of a given semester and outline what steps need to be followed. Students are responsible for checking their schedule and verifying they are registered for the appropriate number of credits for any variable credit courses (e.g. Clinical Practica). Students who do not adhere to these credit requirements may delay their program completion.

A [searchable schedule](#) of MS SLP courses offered in the coming semester is available in advance of registration. All didactic coursework is in-person, unless otherwise specified.

J. Textbooks and Materials

Students are responsible for purchasing required class textbooks. All academic writing should adhere to the latest edition of the American Psychological Association (APA) Publication Manual.

As part of tuition, each student will receive a CALIPSO account to track clinical hours and document acquisition of necessary knowledge and skills. Students will also receive ClinicNote accounts, which is the electronic medical record used in the Bookhardt Family Speech-Language Clinic. Additional details about clinical technology are found in the clinic handbook.

The program makes a concerted effort to minimize students' clinical expenses. However, students should expect to incur some additional costs related to the requirements of clinical sites, including but not limited to a background check and fingerprinting.

K. Academic Advising

Responsibilities for cultivating and maintaining a successful advising relationship fall to both the student and program. It is the student's responsibility to oversee one's own academic and professional career and seek out appropriate advising resources when necessary. It is the role of the program to provide relevant and useful resources to graduate students to foster academic and professional achievement. See Section V.B. for a list of offices and organizations with the institution that serve graduate students.

In the MS SLP program, the Program Director, Director of Clinical Education and/or faculty designees may serve as program advisors and work with you to customize systems of support that reflect your individual needs. Students are required to meet individually with program leadership or faculty designees at least three times throughout their 2-year program including an onboarding interview during their first semester and an exit interview during their final

semester. The focus of these meetings will be on credentialing requirements and progress towards degree completion. Beyond these individual advising meetings, group information sessions will be offered and tailored to the needs/concerns of individual cohorts or all MS SLP students.

III. MS SLP Academic Matters

A. Program Admission

The SLHS Department is committed to recruitment processes that are inclusive of diverse students as well as admission principles that account for the diversity of applicants' education and experiential background. Admission criteria are designed to capture the applicants' strengths and compatibility with the MS SLP's core values.

Eligibility requirements, admission procedures and application deadlines are found on the [SLHS website](#). Only degree-seeking students are admitted into the MS SLP program. Students may not be admitted into the MS SLP program with non-degree seeking status.

Students interested in the bilingual service delivery concentration will indicate interest upon acceptance into the MS SLP program. Students must demonstrate native or near-native proficiency with Spanish through standardized assessment of speaking and writing as well as conversational exchange with native Spanish speakers to be eligible for the concentration in bilingual service provision.

B. Degree Requirements

To earn the standard MS SLP degree, students must successfully complete 69 total credits (42 credits of didactic coursework + 27 credits of clinical practica). Students have the option to pursue a concentration in bilingual service delivery ("bilingual track") in addition to the standard graduate program (see Part A). The bilingual track of the MS SLP program is 75 total credits (48 credits of didactic coursework + 27 credits of clinical practica).

All coursework must be completed with grades of B- or higher. Additionally, students must complete a minimum number of hours of direct clinical contact as well as a summative portfolio as described in Sections F and H, respectively. Successful completion of these requirements indicates acquisition of knowledge and skill objectives as described below.

C. Knowledge and Skill Acquisition

The ASHA Council for Clinical Certification (CFCC) in SLP has established a set of standards that must be met before a candidate can be considered for the certificate of clinical competence (CCC) in SLP. These standards include knowledge and skill outcomes across the areas of:

- Professional practice competencies.
- Foundations of speech-language pathology practice.

- Identification and prevention of speech, language and swallowing disorders and differences.
- Evaluation of speech, language, and swallowing disorders and differences.
- Intervention to minimize the effects of changes in the speech, language and swallowing mechanisms.
- General knowledge and skills applicable to professional practice.

The MS SLP curriculum covers the complete range of knowledge outcomes (CFCC Standard IV-C through IV-H) and skill outcomes (CFCC Standard V-A through V-C) set in the [2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology](#).

At the end of a student's program of study the Program Director and Director of Clinical Education will confirm that students have successfully completed all academic and clinical requirements of the MS SLP program and have demonstrate knowledge and skill outcomes consistent with Standard IV and Standard V for the Certificate of Clinical Competence in Speech-Language Pathology.

D. Plan of Study

Students are expected to complete the standard MS SLP program in six semesters starting in summer and graduating 23 months later at the end of spring semester. Students must follow the designated plan of study for all didactic coursework and clinical practicum experiences unless formal approval is granted by program leadership. Students on competency attainment plans (see Part IV) should expect alterations to their plan of study.

Sample academic plans for MS SLP students for both the standard track and bilingual track are available on the [department website](#).

Students complete most of their didactic coursework within the first 14 months of the program (1st summer through 2nd summer). The first semester roots students in essential principles of clinical practice with culturally and linguistically diverse population. In subsequent semesters, students engage in professional-issues coursework on assessment as well as counseling and evidence-based practice/clinical research while simultaneously exploring developmental and acquired disorders of communication and swallowing and therapeutic interventions with diverse populations.

The MS SLP curriculum reflects current standards of professional practice and is organized to facilitate integration of knowledge and skills. In line with our commitment to interprofessional education and cultural-responsive practices, our courses have specific learning outcomes dedicated to these important areas.

Course numbering scheme: All didactic courses begin with a 5XXX; clinical courses start with a 6XXX. For didactic courses in the standard program, the second number represents the general classification of the course:

- 51XX = language
- 52XX = speech
- 53XX = professional issues
- 54XX = additional practice areas
- 55XX = basic science
- 56XX = hearing

Specialty courses for the bilingual service provision concentration are denoted with a “9” for the second number. Required didactic and clinical coursework is listed below for the standard and bilingual track. A complete list of courses can be found in the university catalog. Course descriptions are available in the university’s graduate catalog.

SLHS 5110 Language & Literacy: Birth to Five
SLHS 5120 Acquired Neurogenic Disorders I
SLHS 5130 Language & Literacy: School Age
SLHS 5210 Speech Sound Disorders
SLHS 5220 Acquired Neurogenic Disorders II
SLHS 5230 Voice Disorders
SLHS 5240 Fluency Disorders
SLHS 5310 Foundations of Clinical Practice in Speech-Language Pathology
SLHS 5320 Assessment in Speech-Language Pathology
SLHS 5330 Cultural & Linguistic Diversity in Communication Disorders
SLHS 5340 Evidence-Based Practice/Clinical Research
SLHS 5360 Therapeutic Engagement in Speech-Language Pathology
SLHS 5410 Swallowing & its Disorders
SLHS 5420 Communication Modalities for Individuals with Complex Communication Needs
SLHS 5915 Early Intervention & School-Age Bilingual Service Delivery
SLHS 5935 Bilingual Service Delivery in Medical/Clinical Practice
SLHS 5945 Foundations of Bilingualism
SLHS 6000 Speech-Language Pathology Clinical Skills Lab
SLHS 6100 Clinical Practica I
SLHS 6101 Clinical Seminar I
SLHS 6200 Clinical Practica II
SLHS 6201 Clinical Seminar II

Most didactic courses are 3 credits. Clinical seminars and practica are repeatable up to a certain number of credits. All students complete 14 credits of Clinical Practica II by program end. Typically, these credits are equally distributed between Fall 2 and Spring 2 semesters. For some students, including those on the bilingual track, the distribution of credits may vary between Fall 2 and Spring 2 to better balance credit load across semesters.

E. Sequence of Clinical Experiences

Supervised clinical experience is defined by the CFCC as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice.

Clinical experiences are incorporated into every semester of the program and parsed into three phases: initial, continuing and transitional. Across all phases, the amount of direct supervision is commensurate with the knowledge, skills, and experiences of the student. Clinical experiences also take into consideration client needs, type of services, and setting.

Clinical skills lab will include practice of clinical approaches and techniques that students will be expected to implement during clinic. If students are assigned to a clinical experience before or concurrent with related coursework, the Director of Clinical Education (DCE) or appropriate designee will meet with the student no less than two weeks before the experience starts to evaluate the student's readiness. If readiness is not demonstrated, additional activities and supports will be assigned by the DCE and/or faculty/staff within the SLHS Department.

The Bookhardt Family Speech-Language Clinic is the on-campus clinic associated with the SLHS Department and extends to clinical activities at the on-campus preschool and screenings in the community. Policies and procedures specific to the Bookhardt Family Speech-Language Clinic are found in the clinic handbook.

For the three clinical experiences below, the timelines are approximate. The DCE in consultation with program leadership will decide readiness for all clinical experiences.

Initial experiences (Summer 1 and Fall 1). Occur through Bookhardt Clinic. Students delivering intervention will be directly supervised 100% of the time at the outset of the experience, with no less than 50% of each session being directly supervised over the course of the experience. 1st year students may be paired with 2nd year students for intervention sessions. No diagnostic evaluations will be scheduled for students in Summer 1. Concurrent with their Assessment in SLP course, students are required to complete a diagnostic evaluation and evaluation debrief in Fall 1. 1st year students may also assist 2nd year students and/or clinical educators to complete additional diagnostic evaluations in Fall 1.

Continuing experiences (Spring 1 and Summer 2). Occur through Bookhardt Clinic. Intervention sessions will be directly supervised between 25-100% over the course of the experience, with exact amount dependent on a student's knowledge, skill and experience as well as complexity of client. With new or complex clinical assignments, direct supervision will start at 100% and will be adjusted between 25-75% as the student becomes accustomed to the experience. Diagnostic sessions will be directly supervised 100% of the time. In Summer 2,

students may be paired with 1st years for intervention sessions. Select students may be assigned to clinical sites beyond the Bookhardt Clinic in Summer 2 depending on readiness and availability of clinical sites.

Transitional experiences (Fall 2 and Spring 2). In Fall 2, students are assigned more complex clinical cases through Bookhardt Clinic and may be partnered with a 1st year student. Assuming student readiness, most clinical experiences during Fall 2 and Spring 2 occur at external sites under the heading of external practicum. Supervisors/preceptors are field-based ASHA certified SLPs who are employed at external settings and oversee graduate students at these placements. The Director of Clinical Education works with external supervisors/preceptors to ensure that the amount of supervision is consistent with a given student's knowledge, skills and experience and is no less than 25% of the student's total contact with each client (or more depending on facility/payer requirements). Students in external clinical experiences will meet with their supervisors on an ongoing basis.

F. Clinical Practica and Seminars

The MS SLP practicum sequence is designed to ensure that students:

- Meet the 400 direct-contact hour requirements for ASHA's CCC-SLP across the nine major areas listed in CFCC Standard IV-C. A maximum of 25 clinical observation hours are included in this total. At least 325 of the 400 clock hours must be completed while the student is engaged in graduate studies. No more than 75 direct contact hours (i.e. 20%) may be applied through clinical simulations such as those taking place in the Day Health Institute's Interprofessional Simulation and Skills Lab, which are incorporated into the MS SLP curriculum.
 - For students in the bilingual track, roughly 100 of the 325 clock hours completed in graduate studies will be spent delivering clinical services in Spanish, under the supervision of a bilingual SLP. These hours may be obtained at the Bookhardt Clinic, during a study abroad/medical mission to the CRISMA clinic in Mexico and/or at external sites.
- Obtain a variety of supervised clinical experiences across different settings and with individuals across the lifespan, with a range of disorders or differences and from culturally/linguistically diverse backgrounds.

Most clinical practicum experiences are accompanied by a required seminar. Clinical seminars are structured to bridge didactic coursework to its clinical application while exploring setting-specific considerations for service delivery, interprofessional education/practice, and contemporary professional issues. Clinical seminars are also designed to support students' development of a professional portfolio that reflects cumulative work and captures growth in knowledge and skills over the course of the program in line with accreditation requirements for programmatic summative assessment (see Section H).

G. External Practicum Placements

External practicum placements include educational, private practice, and healthcare settings. As described above (Section E), students typically transition into external practicum experiences during the last two semesters of their program. Students should expect to complete two 12-week externships with contracted community partner sites. In special circumstances, the Director of Clinical Education (DCE) in consultation with program leadership, may move to modify time spent at a given site.

Students will be assigned to external placements based on interest and need for experience with different populations in alignment with clinical competency requirements. Personal as well as academic experiences will be taken into consideration when determining an external placement. Students may provide established connections to placements, but all external practicum sites must be officially requested, contracted, and confirmed by DCE.

Most external partners require an application and interview prior to accepting students as interns. Students will be provided with sufficient time to complete applications for sites where this is a requirement.

Each external site has different requirements for student interns to complete prior to beginning their placement, such as background checks and fingerprinting, drug screens, CPR/BLS certification, and proof of immunizations. Students may incur additional costs related to these requirements. Specific sites may have additional training or compliance requirements that go beyond the requirements to attend the university. These include but are not limited to HIPAA training, CPR or first aid certification, certification of immunizations and self-attestations or examinations of physical capacity to work in each setting. The DCE will inform students of all requirements prior to confirming a placement; however, students must agree to comply with all additional requirements of an external site to secure placement at that site.

A minimum of 25% supervision must be provided by the supervisor in external sites. Partner sites may have additional requirements for amount of supervision. For example, if a client has Medicare, the supervisor must provide 100% supervision and be able to always see or hear the student and client.

Supervisors must hold their certificate of clinical competency (CCC) from ASHA and must meet ASHA's 2020 standards for supervision. DCE will verify that supervisors meet all requirements prior to finalizing each student placement.

Students may not receive external compensation from a partner site for work completed during an externship placement. This voids the liability insurance provided for the student by the state. This does not include MSU Denver's Earn and Learn program or scholarships that have been awarded to the student.

While at externships, students are expected to adhere to policies and procedures from the MS SLP Program, ASHA's code of ethics, HIPAA and any other regulations or codes provided by the externship site. Students may request access to documentation related to site specific policies, requirements or procedures upon securing a placement at that site. Students should direct any questions about specific site requirements to their supervisor and the DCE.

If a student violates policies or procedures of the MS SLP program, and/or those of an external partnership site, the DCE in consultation with program leadership and guidance from the practicum site will determine next steps based on severity and type of violation.

A Continuation Review will be automatically initiated if a student is dismissed from an external practicum placement for cause (see Section VI.G.).

H. Summative Portfolio

All students are required to submit a summative portfolio. Through representational artifacts and reflective writing assignments, students will display their path to independently asking and answering clinically relevant questions along with personal perceptions and areas for growth. Artifacts are approved assignments that have a central purpose of asking and answering clinically relevant questions and developing critical thinking and problem-solving skills specific to clinical decision making. Post-graduation, the portfolio may function as a personalized professional development plan for students.

In addition to the summative portfolio, students are required to deliver a presentation that connects to their professional portfolio in the final semester of their program.

Three faculty/staff members of the MS SLP program will use a rubric to holistically evaluate each student's portfolio based on their proficiency applying clinical decision making and demonstration of professional practice competencies. Students must receive a meets expectations designation on the summative portfolio rubric in partial fulfillment of the MS SLP requirements. Students who receive an unsatisfactory rating (below expectations) on their summative portfolio will be required to revise and resubmit until a satisfactory rating is awarded. Conferral of degree may be delayed for students who fail to submit a satisfactory portfolio on-time.

Specific details on the portfolio will be shared with students during Summer 2. Dedicated time to design and refine the portfolio will occur throughout Year 2 of the MS SLP program. Alterations to the format of the summative portfolio require formal approval by the Program Director.

IV. Progressing Through the MS SLP

A. Academic Progress and Student Performance

Assessment of the necessary knowledge and skills required for competent entry-level professionals is a joint effort and the responsibility of students, clinical educators, faculty members and program leadership.

Students are encouraged to carefully monitor their own academic and clinical progress, and if indicated, initiate discussion, action, or both to assure timely completion of their MS SLP degree. Students can continuously track academic and clinical progress towards degree completion and credentialing requirements using web-based application like the Degree Progress Report and through CALIPSO.

As an accredited professional program, a critical aspect of our students' education and preparation is adherence to the standards, ethics, and values of the profession. Therefore, students are continually assessed in terms of academic and clinical performance.

a. Didactic Coursework

Within didactic courses, student performance is assessed regularly through a combination of formative and summative measures. Students must meet a predetermined benchmark to demonstrate acquisition of a specific knowledge or skill. Rubrics will be provided in each course that maps student learning outcomes to CFCC standards and map evaluation metrics to student learning outcomes.

The faculty member assigned to a didactic course will be responsible for assigning final course grades. At the end of each semester, the Program Director will update academic performance. Achievement of specific knowledge- and skill-based outcomes will be based on final course grade. Students who receive a final score of 80% or higher in a didactic course will be considered to have met all course-based learning outcomes and have acquired the associated knowledge and skills.

For concerns about a course instructor or didactic course grade see Section VI.H.

b. Clinical Experiences

Clinical educators (CEs) are a valuable resource to students and integral in the clinical education and training of future professionals. Clinical educators are full-time or part-time members of the department that fulfill a supervisory role for clinical experiences through the Bookhardt Clinic. Students are expected to actively participate in all meetings with their CEs by identifying where supported is needed, bringing concerns and questions, and sharing their own thoughts

and rationales. CEs are training in how to deliver feedback to graduate students and are expected to follow tenets of deliberate supervision, reflective practice, and trauma-informed supervision. Graduate students are expected to accept feedback and suggestions from their CEs and think critically about questions their CEs pose.

Additional information on CE office hours and processes for responding to CE feedback on client engagement is found in the Clinic handbook. For external placements, both supervisors and students receive a dedicated handbook from the Director of Clinical Education that includes information on feedback processes.

Clinical competency rating scales (CCRS) are the formal rubrics that will be used to evaluate task-specific clinical skills and professional behaviors for all clinical practicum experiences while enrolled in the MS SLP program.

- **Not evident:** Skill absent most of the time. Student requires direct instruction to modify behavior; is unable to change techniques or carry over behavior(s) without direct input from supervisor. Supervisor must model behavior(s) and implement the skills required for client to receive optimal care.
- **Emerging:** Skill is emerging yet inconsistently demonstrated. Student needs supervisor input to change behavior and shows periodic carry over of behavior. Supervisor frequently provides instructions/models to student clinician in session to ensure client receives optimal care.
- **Present:** Skill is maintained yet needs further development and refinement in line with best practices. Student consistently demonstrates ability to modify instructions/models in session based on client response, modifications are generally successful. Supervisor provides on-going monitoring and feedback on session/skill progression. Feedback focuses on increasing student's critical thinking on how/when to improve skill.
- **Developed:** Skill is consistent and well developed. Student can independently modify/adapt as needed in session(s) to address needs of clients/students and independently applies critical thinking skills. Students can maintain skills across clients and settings. Supervisor serves as collaborator; provides guidance on ideas initiated by student.

Through CCRS in CALIPSO, CEs or external supervisors provide formative evaluations of student performance at midterm and summative evaluations of student performance at the end of each full semester practicum (fall and spring semesters only). The DCE will average scores from the supervisor evaluations to reach a semester composite score. The final grade for each clinical practicum experience will be based on the composite CCRS score as well as the timeliness and completion of administrative tasks required for clinical service provision.

At the end of each semester, the DCE will review CALIPSO information to verify that students are on track to meet clinical experience requirements and associated clinical competencies in line with KASA and CFCC standards.

For concerns about clinical educators or field-based supervisors and/or clinical grade see Section VI.H.

c. Grade Point Average and Minimum Grade Requirements

Students in the MS SLP Program are expected to maintain a GPA of 3.0 and have no grades below a B-. If a student receives a grade below B-, the course will not be counted toward degree completion, the knowledge and skill areas associated with the course will be deemed unmet, and the clinical hours will not be counted toward the required total of 400. A Competency Attainment Plan will be required for any student who does not maintain a GPA of 3.0 and a B- or better in all coursework.

d. Incomplete

The University policy is that an incomplete (I) notation **may** be granted when a student, who is achieving satisfactory progress in a course is not able to complete all class assignments due to extenuating circumstances such as documented illness, military leave, disability, or circumstances beyond their control. In addition, students must have completed at least 75% of total coursework. If an incomplete is granted, the faculty member must initiate an electronic Incomplete Agreement Form (available through Registrar) to clarify what outstanding work the student should complete within the designated time frame. The agreement is signed by the faculty member, student and Department Chair.

e. Withdrawal

Students who are considering dropping a course or withdrawing from the program should discuss options with program leadership prior to initiating any action with the Registrar's Office. Course withdrawal may introduce substantial delays in completing the graduate program as well as may reduce financial aid awards.

Students who withdrawal from classes and/or the program are financially responsible for those classes in accordance with the withdrawal/refund policies located on the Student Hub.

B. Student Intervention

The Student Intervention Policy guides identification of and intervention for students who are not meeting the program expectations for acquisition of academic and/or clinical knowledge and skills based on student performance in academic and clinical courses. The Student

Intervention Policy includes level of support that range from informal support to the creation of a Competency Attainment Plan. If, at any stage, a student refuses to engage in the process, the student may be referred to a Continuation Review (see Section VI.F.).

The Student Intervention process is as follows:

a. 1st Level of Support: Student & Instructor/Supervisor

Through interaction that is a normal and typical part of the class or clinic, faculty and clinical educators may offer support to students experiencing challenges in meeting program expectations for acquisition of academic and/or clinical knowledge and skills. Students are also encouraged to use this level of support for any knowledge and/or skills they believe they are not achieving, or for any other concerns pertaining to successful program completion.

This level of support should be initiated early. The student and faculty/clinical educator may engage in a discussion focused on identifying additional support and/or steps that might be required to facilitate student success. Additional input from others involved with the MS SLP program should be solicited, as both parties see fit. In the case of external practicum experiences, the Director of Clinical Education may initiate meetings with the student and site supervisor.

The results of this level of support may include appropriate accommodations or modifications to assignments and/or provision of additional support as well as including recommendations that involve changing behavior. All suggestions/recommendations should be shared between the student and instructor/supervisor in writing (email), with an acknowledgment that both parties understand the suggestions/recommendations. This level does not require the development of a formal plan.

For most students, this level of support is sufficient to navigate the challenges that may interfere with student success.

b. 2nd Level of Support: Competency Attainment Plan

If the student and/or faculty/clinical educator believe that the support provided at the first level is not sufficient, either party may request the second level of support, which will engage the appropriate program administrator (Program Director if academic intervention; Director of Clinical Education if clinical intervention). The result of this level of support is an individualized, written competency attainment plan (CAP). Students are allowed a maximum of one CAP to address academic deficiencies and one CAP to address clinical deficiencies. Unsuccessful completion of a CAP, or the need for a second academic or clinical CAP will result in a Continuation Review (see Section VI.F.)

The process for developing the CAP is as follows:

- The instructor or supervisor who initiates the CAP (either independently or at the student's request) documents unmet learning objective/s and meets with the student to relay concerns and to gather input from the student about their understanding of the learning outcomes and assessment procedures. This information will be relayed to the appropriate program administrator (PD or DCE) along with any written communications between the parties.
- The responsible program administrator (PD or DCE) will seek input from other faculty and/or supervisors to determine the student's progress across courses and/or settings.
- The PD or DCE will meet with the student to gain insight into the student's perceptions of their strengths and challenges, and the student's preferences for support.
- Using the information collected, the PD or DCE will draft the CAP to include the following components:
 - Identify specific learning outcomes identified for intervention. All specific learning outcomes for the program will be mapped to the appropriate course and to CFCC and KASA standards.
 - Identify all assessments used to evaluate the student's progress in meeting the specific learning outcome.
 - Identify the student's current level of performance relative to the specific learning outcomes.
 - Specify the actions and timeline necessary by both the student and responsible program personnel to facilitate successful acquisition of the specific learning outcome(s).
 - The PD or DCE will schedule a meeting with the student and instructor/supervisor who initiated the CAP to review and refine the CAP draft. The final CAP will be signed by student and the PD or DCE along with any program personnel involved with carrying out the CAP. The signed CAP will be stored in the student's academic file.

C. Student Evaluation and Feedback

Students will complete course evaluations on a semesterly basis. Evaluations of clinical supervisors and clinical experiences are also requested of students. The process for evaluating supervisors/sites is described in the clinic handbook.

MS SLP students will be invited to formally share their program experiences at the midpoint and as they near completion of their degree. Information will be gathered through electronic surveys and semi-structured exit interviews with program leadership. An annual survey will be delivered to alumni (up to 5 years post-graduation) about their specific experiences, including

how the MS SLP program prepared them for professional practice and solicit recommendations for improvement.

D. Graduation Procedures

An application for Graduation is due by the end of the first week of the semester you plan to graduate. The graduation application can be found under the “register” tab of the Student Hub.

E. Commencement

Graduation is a time of celebration for your academic accomplishments so participation in commencement ceremonies, including MS SLP hooding, is highly encouraged.

A University ceremony takes place at the end of the fall and spring semesters. MSU Denver does not hold commencement ceremonies in the summer. Summer graduates may participate in either the previous spring or following fall university commencements. However, their name and degree awarded will only appear in the fall commencement materials.

MS SLP graduates must make their own arrangements for the purchase of the appropriate graduation regalia well in advance of university commencement. Information will be provided to graduates by the University in a timely manner.

Program leadership receives notification of your official graduation status a few days after semester grades post (~10 days week after commencement). You must wait until after program leadership emails confirmation of your graduation status to send any verification paperwork required for provisional licensure or CF. Verification requests received before official confirmation of degree will not be processed.

Diplomas are mailed approximately three weeks after graduation to the mailing address information through your Student Hub account.

F. Credentialing

a. Certificate of Clinical Competence in Speech-Language Pathology

The ASHA Council for Clinical Certification (CFCC) in SLP has established a total of eight standards that must be met before a candidate can be considered for the certificate of clinical competence (CCC) in SLP. (See [2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology](#)).

Standard I: Degree

Standard II: Education Program

Standard III: Program of Study

Standard IV: Knowledge Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellowship
Standard VIII: Maintenance of Certification

i. Standards I-V

Successful completion of the MS SLP degree at MSU Denver aligns with Standards I-V.

ii. Standard VI

For Standard VI applicants must pass the National Examination in Speech-Language Pathology (5331). Students are strongly encouraged to complete the Praxis during the final semester of the MS SLP program, after all required didactic coursework has been completed. Praxis scores should be directly sent to our graduate program (MSU Denver SLP recipient code 0505) as well as ASHA (recipient code 5031) in addition to any other regulatory agencies specific to your professional pursuits.

A variety of Praxis preparatory tools are available for those interested. Among the tools program alumni have used are *Advanced Review of SLP: Preparation for the SLP Praxis*; Fripity SLP Praxis Study Bundle; SLPTestPrep.com.

iii. Standard VII

For Standard VII applicants must successfully complete a SLP Clinical Fellowship (CF) under mentorship of a certified and qualified clinician. The CF experience may be started only after all academic coursework and supervised clinical practicum have been completed and verified by the MS SLP Program Director as meeting Standards IV (Knowledge Outcomes) and V (Skills Outcomes). The CF experience must consist of a minimum of 1,260 hours and a minimum of 36 weeks of full-time experience (defined as 35 hours per week) or its part-time equivalent. Eighty percent of the CF experience must be spent in direct, **in-person** client/patient contact.

Students are responsible for making sure CF supervisors are ASHA-certified and eligible to supervise CFs. Students can do this by getting the prospective supervisor's ASHA number and verifying via this [ASHA link](#) that they have met the 2020 ASHA certification standards for providing clinical instruction and supervision to individuals preparing for ASHA certification. If a prospective CF has not met the 2020 standards, students need to communicate this with them to ensure they've completed the requirements PRIOR to the student starting their fellowship.

A CF opportunities folder will be shared with students in Clinical Seminar II with job posts we receive from employers interested in hiring graduates for CF positions.

b. Licensure

i. Colorado Department of Regulatory Agencies (DORA)

[Colorado's Department of Regulatory Agencies Division of Professions and Occupations](#) certifies speech-language pathologists in the state. School speech-language pathologists who are paid solely by a school district, board of cooperative services, or state charter school providing services to exceptional children are excluded from regulation by this office. Access [Colorado Department of Regulatory Agencies SLP Application Checklist](#). To obtain a certification as an SLP, you must:

- Hold a master's degree or higher in Communication Sciences and Disorders from an accredited institution.
- Have successfully completed a clinical fellowship accredited by ASHA.
- Have passed a National Examination (Praxis is approved by ASHA).

ii. Colorado Department of Education

The [Colorado Department of Education provides an Initial Special Services License for school speech-language pathologists](#). To obtain an Initial Special Services License as an SLP, you must:

- Hold a master's degree or higher in communication disorders or speech-language pathology from an accepted institution of higher education.
- Successfully complete a speech-language pathology program accredited by the Council of Academic Accreditation of ASHA.
- Completed a practicum or internship with children and students ages birth-21 in a school setting, equivalent to 8 weeks full time (320 hours) under the supervision of a professionally licensed SLP.
- Successfully passes a state approved SLP specialty area test (Praxis II 5331. Passing Score: 162).

V. Student Life

A. National Student Speech-Language-Hearing Association

The [National Student Speech-Language-Hearing Association \(NSSLHA\)](#) is the only national student organization for pre-professionals studying communication and disorders recognized by ASHA. NSSLHA membership is available to full- or part-time undergraduate and graduate students in SLHS. Benefits of NSSLHA membership include: NSSLHA publications, ASHA Leader, one ASHA journal, reduced registration fees for the ASHA convention, and savings on the first year of ASHA membership. MSU Denver has an affiliated chapter of NSSHA. Contact nsshla@msudenver.edu for more information.

B. University Resources

- [Access Center \(Disability Support Services\)](#)
- [Auraria Early Learning Center \(Child Care\)](#)
- [Auraria Library](#)
- [Campus Recreation](#)
- [Center for Equity and Student Achievement](#)
- [Counseling Center](#)
- [Food Assistance \(Rowdy's Corner\)](#)
- [Gender Institute for Teaching and Advocacy \(GITA\)](#)
- [Health Center at Auraria](#)
- [Immigrant Services](#)
- [International Student Support](#)
- [LGBTQ Student Resource Center](#)
- [Office of the Bursar](#)
- [Office of Career Services \(C2Hub\)](#)
- [Graduate Studies](#)
- [Office of Diversity and Inclusion](#)
- [Office of Financial Aid and Scholarships](#)
- [Office of the Registrar](#)
- [Phoenix Center at Auraria \(Sexual Assault & Dating/Domestic Violence\)](#)
- [Student Activities \(Center for Multicultural Engagement and Inclusion\)](#)
- [Testing Services](#)
- [Tivoli Station \(Campus Bookstore\)](#)
- [Urban Leadership Program](#)
- [TriO Student Support Services](#)
- [Veteran and Military Student Services](#)
- [Writing Center](#)

VI. Student Rights and Responsibilities

A. Equitable Treatment and Nondiscrimination Policy

As a student at MSU Denver, you should be able to live, study, and work in an environment free from unlawful discrimination and sexual misconduct according to Title IX. The [Equal Opportunity Office \(EOO\) at MSU Denver](#) plays an important role in helping to ensure that the civil rights of all are respected and that a diverse, multicultural workforce, student population, learning and work environments are achieved and maintained. The EOO is MSU Denver's central intake and referral office for [unlawful discrimination complaints](#) from students, staff, faculty and visitors.

B. Code of Conduct and Professionalism

[MSU Denver's Student Code of Conduct](#) outlines community responsibilities for all students during their time at MSU Denver. The Code of Conduct outlines the Student Conduct guidelines, process, and procedures. You should take time to read and understand the Code of Conduct to help you along your educational journey at MSU Denver.

The SLHS department seeks to foster a culture of diversity, inclusivity, respect, and integrity that will support the continued personal and professional growth and achievement of all students, clients, faculty, and staff. We believe this is central to the successful preparation of effective speech-language pathologists. To both contribute to and benefit from this culture, all members of the SLHS community, including those in the MS SLP program commit to:

- Be accountable for all personal actions, including acknowledging and seeking support for situations in which inadequate preparation or physical, mental, or health-related conditions might result in unsatisfactory performance.
- Work collaboratively with others in an engaging, respectful manner.
- Promote an environment that respects human rights, personal values, and cultural and spiritual beliefs and dismantles systems of power, privilege and oppression.
- Commit to nondiscriminatory interpersonal and professional relationships.

Speech-language pathology is a professional discipline. Professions require certain behaviors of those who practice them. These expectations apply to situations that focus on professional tasks and responsibilities, on the people served by professional tasks, or on relationships with other professionals. Students must always represent the MS SLP program by exhibiting professionalism and ethical behavior. Expectations for professional conduct include attendance and ability to work with others. Students are expected to attend all scheduled classes, labs, clinics and mandatory program-related meetings, unless excused in advance by the instructor. Absences and tardiness may negatively impact demonstration of required competencies and professionalism, including grades assigned in didactic or clinical courses. Students are expected

to cooperate, participate, share information and show respect for peers. With group projects, each member is expected to actively contribute.

Expectations for professional dress and manner are presented in the clinic handbook.

C. Social Media Policy

MSU Denver requires that all students and employees adhere to the same standards of professional conduct online as they would in the workplace or classroom. Refer to clinic handbook policies related to social media and clients.

D. Generative AI Policy

Instructors are required to have a clear generative AI policy on their course syllabi including if and how generative AI may be used. Instructors may decide to restrict the use of generative AI. However, accessibility for students with documented accommodations or disabilities using assistive technologies should be considered. Instructors may allow or even encourage use of AI; in such cases instructors must indicate how and when AI is permitted in the course, including requirements for referencing specific AI tools.

In all assignments/assessments students are to use independent critical thinking. Students are responsible for knowing if generative AI tools may be used in each course/assignment. Properly referencing and critically evaluating AI-generated information is the responsibility of the student. Any questions regarding use of AI should be communicated in writing to the instructor in advance of assignment/assessment submission.

E. Academic Integrity

Academic integrity must be defined, quite simply, as doing one's own academic work without unauthorized assistance from other persons or resources. More specifically, academic integrity means that student take their coursework seriously and place significant value on learning and engagement in the classroom and while completing assignments and projects.

The MS SLP program will adhere to the MSU Denver's Academic Integrity Statement from the Graduate Catalog. "As students, faculty, staff and administrators of Metropolitan State University of Denver, it is our responsibility to uphold and maintain an academic environment that furthers scholarly inquiry, creative activity and the application of knowledge. We will not tolerate academic dishonesty. We will demonstrate honesty and integrity in all activities related to our learning and scholarship. We will not plagiarize, fabricate information or data, cheat on tests or exams, steal academic material, or submit work to more than one class without full disclosure."

Any use of generative AI in the creation of submitted work that does not explicitly permit its use or a failure to reference its use when AI is permissible may be subject to grade reductions and/or more severe sanctions.

F. Clinical Integrity

All those associated with the MS SLP program at MSU Denver will adhere to the principles and rules of ethics described in the [ASHA Code of Ethics](#). These principles and rules will serve as a framework of professional and ethical behaviors to abide by while an SLP graduate student at MSU Denver. These principles include:

- Principle of Ethics I: Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities.
- Principle of Ethics II: Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.
- Principle of Ethics III: Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the profession.
- Principle of Ethics IV: Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

G. Continuation Review

The MS SLP Program has the right and responsibility to re-evaluate the student's suitability for continuing in the MS SLP program. Examples of issues that may result in Continuation Reviews include:

- academic and/or clinical concerns that remain unresolved despite formal remediation through competency attainment plan(s).
- behavior or interactions that violate professional standards (see Section IV.A.) and/or MSU Denver's [Student Code of Conduct](#). Concerns may include, but are not limited to, difficulties with interpersonal engagement (i.e. with peers, faculty, staff, and/or field supervisors), tardiness or unexcused absences, or behaviors that disrupt interaction or learning in the classroom or clinic.
- dismissal from an external practicum site for cause.

Major infractions of academic dishonesty (including but not limited to cheating or plagiarism) may result in an academic misconduct report submitted to the Dean of Students in addition to Continuation Review. Student behavior that is deemed to be a major violation of clinical integrity – as guided by ASHA's Code of Ethics – may result in removal from clinical experiences before the Continuation Review occurs.

In the case of serious concerns about the student's behaviors including those that threaten, cause or have the potential to cause physical, psychological, or emotional harm to others, immediate suspension from the program and an incident report submitted to the Dean of Students may precede Continuation Review.

If a situation requires a Continuation Review, an ad hoc committee of at least two members will be formed by program leadership to meet and conduct a formal review of the student's performance and make recommendations as to a plan of action. The committee may be comprised of program leadership and/or full-time Departmental faculty. Results of the Continuation Review may result in modifications to the student's plan of study, removal from clinical practicum with a failing grade and/or dismissal from the program.

One committee member will chair the review. The committee chair is responsible for gathering all relevant information and scheduling the review. The chair will email the student the meeting date, no less than five working days before the review and share what information is being considered by the committee. Students may submit a written response to the committee and/or speak to the committee directly so long as they communicate with the committee chair their intent to participate at least 24 hours in advance of the meeting.

If the student is receiving services from the ACCESS center, the student's Disability Coordinator may be invited to attend to ensure that the student's rights and University's obligations regarding ADA requirements are fulfilled.

No more than five working days after Continuation Review, the committee chair will email a statement to the student and Program Director (or Department Chair, if Program Director is serving on the committee), which summarizes the information presented to the committee and the committee's recommendations to address performance problems/violations.

Should the student disagree with the recommendations of the Continuation Review, they must follow the [Student Complaints Policy](#) for the next level of review (i.e. Department Chair or, if needed, College Dean) along with required forms and timeline for submission.

H. Concerns, Complaints or Grievances

a. Didactic Coursework

Students who have a concern about a course should contact the course instructor to discuss and seek resolution regarding their concerns. This is the preferred process of the MS SLP program. However, in alignment with university policy, if the student is not satisfied with the resolution, the student has not received a response in a timely manner or the nature of the concern is such that the student is not comfortable contacting the course instructor, the student may take matters directly to the Program Director (PD). The PD will ask what steps the

student has taken before bringing the concern to their office. In the event the PD is the course instructor, concerns can be brought to the Department Chair.

b. Clinical Experiences

Students who have a concern about a clinical experience should contact their clinical educator or field-based supervisor to discuss and seek resolution regarding their concerns. This is the preferred process of the MS SLP program. However, in alignment with university policy, if the student is not satisfied with the resolution, the student has not received a response in a timely manner or the nature of the concern is such that the student is not comfortable contacting the clinical educator/supervisor, the student may take matters directly to the Director of Clinical Education (DCE). The DCE will ask what steps the student has taken before bringing the concern to their office. In the event the DCE is the clinical educator, concerns can be brought to the Program Director.

c. Grade Appeals

The [University's Grade Appeal Procedure](#) including a [Petition for Grade Appeal](#) is found in the university catalog. This process should be followed to appeal a grade received in any MS SLP courses (i.e. didactic or clinical).

d. Program

Students are advised to review the [university policy regarding appeals and concerns](#). This information includes procedures for Equal Opportunity Grievance and Title IX. Students with concerns related to any aspects of the program's compliance with accreditation standards may at any time voice their concerns directly to:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310 Rockville, MD 20850
Phone: (800) 498-2071
Email: accreditation@asha.org

VII. Administrative and Contact Information

For a complete list of SLHS personnel including Academic Department Coordinator, Department Chair, Director of Clinical Education and Graduate Program Director visit our [faculty and staff page](#).