Master of Arts in Speech-Language Pathology

Student Handbook

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**Introduction**

Welcome! The M.A. program in Speech-Language Pathology at St. John’s University is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and is New York State Licensure approved. We have prepared this handbook to guide you through the requirements of the M.A. Speech-Language Pathology program. All information pertaining to the Au.D. consortium program is contained in a separate handbook.

We hope this handbook will help answer questions you have regarding the program. The program requirements reflect the ASHA certification requirements that became effective September 1, 2014. You are reminded to refer to the [Graduate School Bulletin](#), meet with your advisor each semester, and regularly check the [CSD Graduate Students Group page](#) and [Academic Calendar](#) for important dates and deadlines. We are available to help and hope you experience a rewarding and stimulating graduate education.

Sincerely,

Peggy Jacobson, Ph.D.
Graduate Director for Communication Sciences and Disorders
St. John Hall, Room 344J
718-990-2055
jacobsop@stjohns.edu

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Mission of the Graduate Program

The mission of the graduate program is to impart and extend theoretical knowledge and develop clinical skills of students pursuing the discipline of Speech-Language Pathology and Audiology, so that you become competent providers of service and consumers of research. Consistent with the St. John’s College Mission, the program is committed to academic excellence. Within the program, we share a common desire to foster compassionate concern for others, to appreciate cultural diversity, to recognize the challenges encountered in an interdependent world, and to meet the challenges to service delivery created by social and economic factors. In the program, you will acquire advanced clinical knowledge and develop an understanding of research methods and the continuing need for inquiry. Such mastery is dependent upon a foundation of good information, judgment, writing, and critical reading and thinking. Further, it is the mission of the graduate program to meet the standards of the accrediting agency to maintain nationally-recognized accreditation. You will be encouraged to become a life-long learner, remain current in the discipline, and participate actively in the ongoing dissemination of knowledge. In sum, it is the mission of the graduate program to provide you with the opportunity to integrate the knowledge, skills, and values you need to become a speech-language pathology profession and to succeed in your chosen career. The program and the center adhere to the St. John’s University Mission, which prohibits discrimination on the basis of race, religion, color, national or ethnic origin, age, sex, sexual orientation, mental status, or disability.
Master of Arts Degree Program Requirements and Curriculum

A. Program Curriculum (consists of the following three components, which total 48 credit hours)

1. Core courses (15 credit hours):
   a. Basic Communication Processes (total nine credit hours): all students must complete CSD 202, 203, 204
   b. Clinical Core (three credit hours): CSD 210
   c. Research Core (three credit hours): CSD 201

2. Curriculum for advanced areas of concentration: (21 credits, excluding practicum and research project or thesis)
   a. Speech Disorders (at least six credits) that can include: CSD 309, 310, 311, 312, 314
   b. Language Disorders (at least six credits): CSD 317, 318.
   c. Dysphagia (at least three credits) that can include: CSD 328, 331
   d. Cultural Diversity (three credits): CSD 381
   e. Speech Pathology in an Educational Setting (three credits): CSD 330
   f. Audiology (at least three credits) that can include: CSD 354, 364

3. Practicum:
   a. Criminal Background Check:
      i. Your letter of admission refers to the Criminal Background Check, which is a requirement for all new and continuing students in the program. Information about this policy can also be found in our current Graduate Bulletin. In order to conduct the criminal background check, please go to: https://workforce.sterlingdirect.com/InvitationCodePage?InvitationCode=2040B50824FE43-7B1E1D04. There you’ll find instructions on how to complete the background check with Sterling.
      ii. Should you have any problems, please contact Associate Dean Laura Schramm at schramml@stjohns.edu. She will regularly monitor the results of the background check and authorize your enrollment in any clinical courses for the upcoming fall semester.
      iii. You need only complete the background check once as a St. John’s. Please understand, however, that external placement sites may require you to undergo their own criminal background checks.
      iv. Please complete the background check as soon as possible. If you do not complete it by the date specified in your acceptance letter, a hold will be placed on your account blocking future registration, which will only be lifted once you have met this requirement.

   b. You must complete a minimum of 400 contact hours of practicum for ASHA certification (six credit maximum), at least 325 of which must be obtained at the graduate level.

   c. Additionally, you must complete 10-20 Audiology hours in the minor area (CSD 420). For Audiology majors, 2000 hours are required along with a doctoral degree.

   d. Contact hours must include experience with:
      i. Client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds.
ii. Patient populations with various types and severities of communication and/or related disorders, differences, and disabilities across the lifespan for the Certificate of Clinical Competence (CCC) and the New York State License.

e. Up to six credits of practicum may be applied to the coursework requirements for the degree, New York State License, and ASHA Certificate of Clinical Competence.

Note: You are responsible for submitting updated copies of clinical practicum hours to your official departmental files. You must complete 25 supervised clinical observation hours prior to enrolling in clinical practicum and complete your first 25 hours of practicum at the St. John's University Speech and Hearing Center before being placed in an externship. You will need a minimum of three sites for a diverse caseload. All practicum courses listed with an “A” indicate 60 hours of experience. Practicum courses with a “B” indicate 120 hours. If you are taking the adult practicum, you should enroll in CSD 408. For clinical assignment, you must meet with the clinical coordinator and bring a current transcript. The clinical coordinator will select sites to meet your needs based on your coursework and prior experience. You should sign up as early in the program as possible to be put on a waiting list for placement.

B. Thesis and Non-Thesis Options

1. Thesis Option: (48 credits)
   a. In order to take this option, you must have a 3.5 GPA or above. It requires completion of 42 credits of coursework and practicum, as well as six credits of CSD 900 (Master's Thesis).
   b. A master's thesis differs from a research project primarily in scope. In a thesis, the investigation must be thoroughly pursued and the written presentation of the study and outcome must be in adherence with American Psychological Association (APA) style guidelines. You should select a mentor and, with his/her guidance, select a committee of no fewer than three members. You may select an outside faculty member with appropriate approval from the College Graduate Division. You must complete the necessary Graduate Division forms, which are posted online. Once this paperwork is completed, you must register with the Graduate Division to take an oral comprehensive examination and thesis defense. This oral examination is taken in lieu of the written comprehensive examination given to students who choose the non-thesis option.

2. Non-Thesis (Research Project) Option: (48 credits)
   a. The non-thesis option requires the completion of 45 credits of coursework and practicum, along with three credits of CSD 452 (Special Research in Speech-Language Pathology) or CSD 440 (Advanced Research Methods).
   b. A three-credit research project can take one of several forms. For example, you could design an original study and collect data on a small number of subjects. Other kinds of projects are possible, but they must be developed in consultation with, and approved by, your advisor.
   c. If you choose to do a research project, you should discuss your idea with the appropriate faculty member before registering for it in order to be sure that he or she believes that the project is appropriate and will be available to serve as your mentor for the project. You then register for the appropriate course: CSD 452 (Special Research in Speech-Language Pathology) or CSD 453 (Special Research in
Speech and Hearing Science). You should consider registering for the research project no later than the penultimate semester of your program.

d. Keep in mind that you must submit a proposal to the University Institutional Review Board (IRB) for approval; this includes a consent form to be signed later by all participating subjects. Your mentor will assist you in preparing the proposal. You may not collect any data prior to IRB approval. You must file an IRB application during the semester prior to the one in which you will be taking the comprehensive exam. The IRB requires that all persons involved as “Investigators” have a “completion certificate” from the Human Participant Protection Education for Research Teams online course.

If you are unable to complete the project by the end of the semester, you may take an incomplete grade for the research section until you complete the project. There is no need for you to register for research again.

e. The program has adopted APA guidelines for the preparation of student papers.

C. Comprehensive Examination

1. If you are electing to take CSD 452 or CSD 440, you must take a comprehensive examination during your last semester of coursework and no later than one year after you complete all course requirements.

2. During your final semester of coursework, you must make an appointment with your advisors to ensure that all course requirements are completed. Please bring a copy of your current transcript to the meeting. If applicable, you will receive a signed clearance form from your advisor.

3. You must bring the signed Comprehensive Examination Form to the Office of Student Financial Services, pay the $100 fee, and present the receipt to the Graduate Division, St. John Hall 145. Following this process, you will be automatically registered for the exam.

4. The exam format is objective with 125 multiple-choice questions.

5. You will not be permitted to sit for the exam if you are on academic probation or if you have incomplete grades other than for practicum or research.

6. If you fail the comprehensive exam, you may retake it once with the permission of the department and the Dean. If you fail twice, you must make a substantiated request to take the exam a third time, which may or may not be granted.

7. If you elect the thesis option, you will take an oral comprehensive exam centered on your thesis and related areas.

D. Other Information

1. This is a handbook and it does not replace the University Graduate Bulletin as an official, authoritative reference; it is merely meant to explain the highlights of the program.

2. Please also remember to check the St. John’s University website for updates and important dates.

3. We encourage you to review the CSD Student Group’s Page for the most up-to-date information regarding important dates, pertinent information, and available opportunities.

4. You must request that your results of the National Examination in Speech-Language Pathology and Audiology (Praxis) be sent to St. John’s University. A description of the examination is contained in this handbook.

5. If you are taking CSD 328 (Dysphagia) with Dr. Nancy Colodny, lecture classes will be held at Ozanam Hall, 42-11 201 Street, Bayside, N.Y. 11361 at the specified day and time. You are
required to obtain the following: tuberculosis test and documentation of results; MMR immunization and documentation of dates of vaccinations; student malpractice insurance (application available at the Speech and Hearing Center); and clinical/lab coat.

6. If you enroll in a practicum at the Harbor Health Systems (VA) Hospital, you must sign a letter attesting to the fact that you do not have a criminal record and have had all needed inoculations.

7. All students must provide evidence of MMR inoculations and provide verification to Student Health Services.

E. Services

1. The Counseling Center and Campus Ministry are both available to help with personal and/or emotional problems.
2. The Writing Center is available to help you improve your writing skills.
3. The University Learning Commons (ULC) is available to provide you with peer or professional tutoring.
4. If you are a non-native English speaker, English as a Second Language (ESL) courses are available.
5. The Speech and Hearing Center is available to assess students’ speech-language and hearing skills. Services are provided as courtesy to students in the program. Services to students’ family members are provided at a special rate.
6. If you are a student with special needs, identify yourself to Disabilities Services and contact Dorothy Schmitt, Associate Director of the Counseling Center at 718-990-6350. Reasonable accommodations will be made for you. Please note that accommodations cannot compromise or interfere with patient’s safety.

F. Complaint Process

If you wish to file a complaint against unfair practices in the program (e.g., grades, course assignments, program requirements, comprehensive exams), you should address your complaint first to the faculty member, and then to the program director, who will attempt to resolve the matter among the faculty, the Graduate Education Policy Committee, the department chair, and the dean. You may submit your complaint in either oral or written form. This handbook contains details regarding both informal and formal Academic Fairness Procedures. For other matters relating to the academic and clinical program, you may also lodge a complaint with the Council on Academic Accreditation for Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

G. Procedures for Disciplinary Action

1. If you are found cheating on exams and/or plagiarizing papers, you will receive a grade of F for the course. You may be asked to report to the Graduate Education Policy Subcommittee on Ethics. This committee will consist of three faculty members who will provide a hearing where you can state your case. The committee may make any one of the following recommendations:
   a. You will be counseled to pursue another career choice and remove yourself from the program.
   b. You will receive a grade of F in the course and may be placed on probation.
   c. You will be referred for counseling.
   d. Your advisor will monitor your carefully in the semesters that follow.
e. You will need to repeat the course if it is required.

2. The recommendations of the committee will be sent to the Graduate Division for action. At the Committee’s suggestion or Dean’s direction, the matter may be referred for Academic Discipline Procedures and sanctions may be imposed.

H. Probationary Status
If your GPA falls below the 3.0 threshold necessary for good academic standing, you will be placed on academic probation. Such probation carries sanctions, including: inability to enroll in clinical practicum; relinquishing graduate assistantship; reduced number of courses allowed to be taken; continued enrollment in courses beyond the needed credits to reach a 3.0 GPA for graduation; and possible postponement of the comprehensive exam. You will have one semester to return to good academic standing. Following a meeting with your chair and program director, you will be informed of the exact grades required to return to good standing in the next semester.

I. Maintaining Matriculation
If you are unable to enroll in classes for a semester, but wish to remain a student in good standing, you must register for CSD 925 to maintain matriculation. You must pay the $100 maintaining matriculation fee per semester to maintain your active student record. If you do not register to maintain matriculation and are not attending classes, you will be removed from the active roster of students. Once removed, you will need to reapply for admission. You do not need to register for maintaining matriculation over the summer. You may not maintain matriculation for more than two semesters and you must register and pay the fee for each semester that you maintain.

J. Procedures for Advisement
1. Early in your first semester, you will receive a letter and/or email with the name of your faculty advisor. You will meet with your advisor each semester prior to registration for the following semester. The advisement period will be posted on the CSD students’ group page. Your advisor will post hours for appointments and the department secretary will schedule the appointment for you.

2. For your advisement session, please remember to bring your transcript and download the course offerings from the SJU website. Please bring your copy of the Plan of Study that was provided during the Orientation meeting. Remember to continue with your advisor throughout your program. You may not arbitrarily change advisors.

3. Before you begin clinical practicum, you must clear it with the clinical coordinator in Speech-Language Pathology or Audiology at least one semester prior to enrolling. This is to ensure that you have all of the necessary prerequisites for beginning clinic (e.g., 25 documented observation hours). Externship sites are selected to ensure a broad exposure to a variety of clients across the life span.

K. Incompletes
With permission from your instructor, you may be granted an incomplete grade (INC). The timeframe for completing the coursework will be determined by the instructor but must be done within one year. If you have two incomplete grades on your record, you will not be able to register for more than one course in the following semester. Moreover, you will not be able to register for the comprehensive exam. If you have more than two incompletes, you will not be able to register for any courses in the subsequent semester, but must maintain matriculation. (Note: Incomplete
grades are often granted in clinical practicum courses and those involving research (e.g., CSD 452 and CSD 900) and do not affect your registration eligibility.

L. Guidelines and Etiquette on the Use of Technology

1. **Cell phones:** You must turn off your cell phone during class. In case of an emergency, you may have your phone on vibrate. For those cases that require you to be in contact with someone due to an emergency, inform the professor before class begins, be considerate, and sit close to the door to avoid disruptions. If you must take a call due to an emergency, leave the room. You are not permitted to send or read text messages during class.

2. **Laptops:** You may only use a laptop during class to type lecture notes. Unless your professor indicates otherwise, you should not use a laptop during class for any other purpose.

3. **E-mail:** You must send all e-mail from your @stjohns.edu account so that your identity is clear to the person receiving the e-mail. Use e-mail sparingly and never to replace classroom discussion and interaction unless for a hybrid course that is taught partially online. If you have a question regarding the lecture material, you should bring it up in class for the group to participate in the learning experience, since other students may have the same question. If you e-mail a professor with a question or other issue relevant to class material, you may be asked to present your e-mail to the class for group discussion. E-mail is not a forum for debate or tutoring. You should talk to your professor directly if you still need to discuss the question further. Unless you have made special individual arrangements with your professor or are enrolled in a hybrid course, do not use e-mail to send papers or other class projects. Due to confidentiality issues, you should not send clinical reports on clients through e-mail. Do not expect professors to reply to any e-mails during weekends or holidays.

4. **Phone calls:** Use your discretion. Phone calls (just like e-mail) are a very practical way to contact your professor. However, sometimes your professor may not be able to return your call right away. Please describe the reason for your call in your message. Unless it’s an emergency, your professor has the option to return the call by e-mail to your @stjohns.edu account. Some calls do not need to be returned (e.g., being late to class, can’t make it to class, etc.). Also, ask class-related questions during lecture time and make an appointment if your concerns need a longer session.
ASHA Certification Requirements*

The American Speech-Language-Hearing Association (ASHA) has established minimum standards for the Certificate of Clinical Competence (CCC). Those standards require that you complete specific academic requirements (described below) in Speech-Language Pathology and Audiology in both undergraduate and graduate coursework. In addition, you must complete practicum requirements before you can receive your M.A. degree. Once you complete your master’s degree, you must work in a clinical setting part-time or full-time under sponsorship in a Clinical Fellowship Year (CFY) and pass a National Praxis exam before you can receive the Certificate of Clinical Competence. Below is a brief overview of the academic and clinical requirements for certification.

Speech-Language Pathology

A. Required Education

1. You must acquire a minimum of 75 academic credits in the following areas:
   b. Disorders of human communication.
   c. Clinical techniques for evaluation and management of communication disorders.
2. The specific division of these required 75 credits are as follows:
   a. At least six credits in the physical sciences (physics, chemistry) and three credits in biological sciences; three credits in mathematics (statistics); and six credits in the behavioral and/or social sciences.
   b. At least 15 credits in normal development and use of speech, language, and hearing.
   c. At least 36 credits on the graduate level in:
      i. Information concerning communication disorders
      ii. Information about and training in evaluation and management of language and hearing disorders.
      iii. Of these 36 credits, coursework should provide a balance between traditional parameters of communication (articulation, fluency, language, and hearing), and emerging areas of practice (swallowing, upper aerodigestive functions, resonance). You must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. You must also demonstrate specific knowledge in the following areas:
         • Articulation
         • Fluency
         • Voice and resonance, including respiration and phonation
         • Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
         • Hearing, including the impact on speech and language
         • Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
         • Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
         • Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

* These requirements are primarily the same for state licensure. You must obtain a license as well to practice in many settings in New York State. We strongly encourage you to apply for a state license.
B. Clinical Requirements
You must complete at least 400 hours of supervised clinical experience with individuals who present a variety of communication disorders across the age range and from culturally and linguistically diverse backgrounds. This experience must occur within the training institution and in at least two of its externship sites. ASHA-certified personnel must supervise you for no less than 25 percent of direct client/patient contact. For diagnostic experience, supervision will be no less than 50 percent of the time.

You must have at least 25 hours of clinical observation prior to working directly with clients. Your first 25 hours of direct treatment must occur at SJU’s Speech and Hearing Center, which is located off campus at the Seton Complex, 152-11 Union Turnpike, Queens, NY 11367. Three full-time speech language pathology supervisors and one fulltime audiology supervisor are on site and available to you there.

If you have completed hours at another institution, only those hours obtained at an accredited program under the supervision of an ASHA-certified clinician will be accepted towards fulfilling the practicum requirement. You must complete at least 325 of the 400 hours while you are enrolled in the graduate program. Direct supervision must never be less than 25 percent of your total contact with any client. Your hours are based on direct contact with clients.

We will consider your choice of placement sites, but it may not be possible for us to honor them. We consider the experience provided by a site more important than the site location. The clinical coordinator will conduct site monitoring and evaluation, which may include on-site visitation and/or telephone conferencing.

C. The Clinical Fellowship (SLPCF)
You must obtain the equivalent of 36 weeks of full-time professional experience in which you perform clinical work in a mentoring relationship within the area of speech-language pathology. You may be able to work part time, as long as you exceed five hours per week. Working more than 35 hours per week will not shorten the minimum requirement of 36 weeks.

You must begin your Speech-Language Pathology Clinical Fellowship Year (SLPCF) after completing the required academic and clinical practicum experiences. You must file a SLPCF form with ASHA within 30 days of commencing your fellowship year. An ASHA-certified person, who will complete a supervision plan and rate you at designated intervals, must mentor you. You must receive a score of three or better on the core skills in the final segment of the experience, as rated by the SLPCF mentor using the SLP Clinical Fellowship Skills Inventory form. See ASHA membership and certification forms, which can be downloaded from ASHA.org.

D. The National Examinations in Speech-Language Pathology (Praxis)
After you receive your M.A. degree or during you final semester of study, you must pass the National Examination in Speech-Language Pathology or Audiology. Praxis exams are administered six times a year as Specialty Area tests of the Praxis Programs at the Educational Testing Service, Princeton, New Jersey. You have three years from your eligibility date to successfully pass the examination. The two-hour exam consists of multiple-choice questions. The National Examinations are also required in New York State for licensure. The Bulletin of Information may be obtained by contacting NTE Programs at 800-772-9476 or the ASHA Information Resource Center at Hotline 800-638-8255. You must report your scores to ASHA’s Certification Division and to the graduate program as we must report the outcome of student performance on the Praxis on our annual accreditation reports. Your passing score on the Praxis reflects positively on us! Access ETS to register for the exam: www.ets.org/Praxis. Click on Praxis II and follow the directions. The test is given September–August and the test fee is $115. For any additional help or information call 800-
772-9476 from 8 a.m. to 7:45 p.m. You may also call ETS at 877-387-8322 following the examination to obtain more immediate results for a $30 fee.

E. Continued Professional Development
In order to maintain your certification in both speech-language pathology and Audiology, you must demonstrate continued professional, effective January 1, 2005. You renew your certification every three years once you complete 30 professional development hours.

For complete ASHA Certification information, see the Membership and Certification Section on the ASHA.org website or request further information from:

Recruitment
American Speech-Language-Hearing Association
200 Research Boulevard
Rockville, MD 20850-3289
301-296-5700
Hotline: 800-638-8255

Information on State Licensure is available from:
The State Education Department
Office of the Professions
Division of Professional Licensing Services
Cultural Education Center
Albany, New York 12230
518-474-3817 x100
speechbd@mail.nysed.gov

Audiology
For details about the Au.D. Long Island Consortium with Adelphi and Hofstra Universities, see the Au.D. Student Handbook, the SJU website, and the Adelphi University website.
New York State Certification as Teacher of Students with Speech and Language Disabilities

The graduate program in Speech-Language Pathology offers a program leading to State Certification as Teacher of Students with Speech and Language Disabilities. In addition to earning the M.A. in Speech-Language Pathology, you must complete pedagogy courses, a student teaching practicum, and observation to be eligible for the professional certificate from the State Education Department.

To meet the pedagogy requirement, you must complete CSD 330 (Speech-Language Pathology Practice in Educational Settings) and an additional 12 credits from among the following graduate courses:

- CSD 315 Augmentative Communicative Systems
- CSD 325 Studies in Bilingualism
- CSD 380 Issues in the Profession
- CSD 381 Cultural Diversity in Speech-Language Pathology and Audiology
- EDU 9711 Education of Individuals with Exceptionalities
- EDU 9737 Early Childhood Special Education
- PSY 623 Developmental Psychology I

You may be able to count some undergraduate-level courses toward this requirement. The Content Core courses that are applicable to the New York State Teacher Certification are available within the M.A. program.

You must also complete CSD 407 (Practicum, two credits), for student teaching experience in an educational school-based setting entailing 150 contact hours.

To apply for the Professional Certificate, you must pass the following state exams:

- LAST (220) (Liberal Arts and Sciences Test)
- ATS-W (220) (Written Assessment of Teaching Skills)

The LAST and the ATS-W are part of the NYSTCE (New York State Teacher Certificate Examination) program administered by the National Evaluation System, Inc. of Amherst, Massachusetts (413) 256-2882.

How to Apply:

For University endorsement of your application by the Department of Communication Sciences and Disorders, submit your completed application with proof of all completed requirements, i.e.:

- Transcripts
- Verification of observation
- Letter of practicum completion in a school-based site, letter verifying teaching experience from employment District Supervisor
- Violence Prevention and Child Abuse Recognition and Reporting workshops
- Passing scores on all required tests
- Verification of finger proofing

You must also have taken a course or workshop in autism.

Bring your completed documents to the Coordinator of Student Teaching and Teacher Certification at the Speech and Hearing Center for signature, who in turn will send your signed application electronically to the State with return receipt requested, to:

New York State Education Department
Office of Teaching
Albany, New York 12234
Retain a photocopy of your complete application.

You may apply directly to the state on your own without endorsement. However you will be required to complete 24 credits in pedagogy.
Clinical Requirements, Guidelines, and Policies

A. Clinical Requirements

In order to make your clinical experience positive and rewarding, it will be helpful to know our policies regarding clinical practicum. If you are planning to register for a clinical practicum, please see the coordinator in the semester prior to registering in order to reserve your place. In this section, you will find some of the guidelines and procedures for clinical practicum at the Speech and Hearing Center of St. John’s University. Please keep in mind that a minimum of 25 hours of supervised clinical observation should be completed prior to engaging in any clinical practicum. A minimum of 25 hours (preferably 60 hours) of clinical practicum should be done at the St. John’s Speech and Hearing Center, after which time, and when deemed appropriate by your supervisors, you will be placed in an outside facility. St. John’s has affiliations with many agencies that vary in caseload and setting, which will provide a variety of experiences for you to meet ASHA requirements for certification, as well as prepare you for the professional world.

To learn the specific requirements governing each individual practicum site, it will be necessary for you to meet with the clinical coordinator, as each facility may have its own particular policies. All graduate students enrolled in clinical practicum must obtain malpractice insurance from an affiliated insurance carrier and present a valid certificate of insurance coverage to the clinical coordinator prior to engaging in therapy. In some cases, verification of health records and immunizations may be necessary. You will be given a copy of the Code of Ethics and held to this code when dealing with clients at all times. You will also receive a folder with necessary forms and procedures and invited to an orientation prior to meeting clients. If you need further clarification, please do not hesitate to ask us.

If you have special needs or interests, please tell us so that we can try to accommodate you within the given practicum requirements for ASHA certification. If you are a non-native English speaker, you will be expected to provide accurate models in English when working with English-speaking clients.

B. Guidelines for Clinical Practicum in Speech-Language Pathology

1. Prepare intervention strategies and specific materials at least 24 hours prior to each therapy lesson to be reviewed by your supervisor.
2. Keep a record of your clinical hours, which you will enter on forms available at the end of the semester.
3. If you are unable to attend a therapy session because of illness or other extenuating circumstances, you are required to call the Speech and Hearing Center, 718-990-6480, and your client as soon as possible. Attendance is compulsory. You must make up all therapy sessions you cancel.
4. Begin your session promptly (usually on the hour). Therapy sessions may last between 30-45 minutes depending upon supervisor recommendations. You will spend the remainder of the hour talking to the parents and/or the supervisor.
5. During your clinical activities you must conduct yourself as a clinician regarding dress, courtesy, discretion, and professionalism. Please note that jeans, sneakers, halter tops, low cut tops, shorts, and flip-flops are not considered professional or appropriate attire.
6. Your responsibility for giving information to parents consists of a brief report on the child’s progress and your assignment for the week’s home practice. If the parents ask your opinion, refer them to the supervisor, since the supervisor has the ultimate responsibility for the client’s welfare and any clinical decisions. Please conduct all conversations in the privacy of a closed room.
7. If you feel the situation is not progressing purposefully, you are responsible for requesting help from the supervisor, who will be willing to discuss any problems you may have. Expect
observations by the supervisor at any time especially via our audio-video system in the observation room.

8. Please do not interrupt any interview or therapy session without permission and good cause.

9. It is your responsibility to become familiar with the procedures of the Speech and Hearing Center and follow them.

10. The health, welfare, and safety of our clients are paramount. Should a client become ill, pass out, or experience dizziness, you must seek help by doing the following:
   a. Call the front desk
   b. Call the security desk, who will in turn notify security on campus
   c. There is a defibrillator in the lobby and we are trained in CPR

11. Check the bulletin board in the Speech and Hearing Center for notices or client cancellations.

12. Sign the Clinic Attendance Sheet in the client's file.

13. Sign the HIPAA release form agreeing not to divulge any information about your client to unauthorized sources.

14. Confidential permanent records for each client are kept in the office in locked files. You are permitted to review these records for planning purposes and must request permission to obtain a file from the supervisor. Under no circumstances may you remove permanent records from the Center, and doing so will result in a failing grade. You may not photocopy a report with a client’s complete name. When removing a file, place a “file out marker” with your name on it in its place. You may keep a working file on a client; a drawer for such files is located in the student room, next to the diagnostic cabinet.

15. No diagnostic tests or materials are to leave the Center. You must sign out all tests that you use.

16. There are lockers in the Center. If you wish to store your personal items for the day or your materials you must provide your own lock. Please remove your belongings at the end of the semester.

17. You will be given clinical hours commensurate with the time you have spent in direct contact with the client.

18. You will be responsible for correcting reports of clients (progress, diagnostic) after your supervisor has reviewed them. Using a disk will be helpful. If you email reports, please use the client’s initials only.

19. You must submit all diagnostic reports to the supervisor within one week but no later than two weeks from the date of the evaluation so that the final report may be sent out within three weeks from completion of the evaluation.

C. Policies and Procedures

1. Intervention Strategies: Intervention strategies outline the goals and activities of each session and are also used for evaluation of the effectiveness of the session. You will prepare this form partly before and partly after the session.
   a. You must submit your intervention strategy to the supervisor’s office at least 24 hours before meeting with the client. The supervisor will review and return suggested corrections to you. If necessary, you must make these corrections before meeting with the client.
   b. The intervention strategies must contain:
      i. Name of client
      ii. Name of clinician
      iii. Date and time of session
      iv. Age of client
      v. Communication problem presented by client
      vi. Whether session is individual or group
      vii. Measurable behavioral objectives, short term and session
Methodology and procedures

ix. Materials or equipment

x. Homework assignment

xi. Post-session evaluation

c. Intervention strategies do not go in the client’s file; you are to keep them in a separate file. You may not place any work materials in permanent files. You may have a working file in which to place your plans and materials, which you will keep in a drawer in the student room next to the diagnostic cabinet.

2. Logs: Log notes are part of every client’s permanent file. After each session, you will enter a short summary of therapy and results onto the log sheet. Forms are available in the Center. They should be filled according to guidelines for “soap notes.”

3. Attendance forms: Enter the date of the session on the attendance form. Indicate if the client cancelled and whether or not he/she called to do so.

4. Client data binder: A form for each client can be found in a three-ring binder in the rear of the center. Enter the client’s name, long-term goal, and short-term objectives. Describe objectives in measurable terms. Then, as the term progresses, record the client’s progress in the appropriate column. You should make an end-of-term assessment with your supervisor regarding client outcome, based on the measurable progress noted. This is a measure of effectiveness of your treatment.

5. Progress report: You must synthesize all of the material gathered about a client and summarize results of therapy in the form of a progress report at the end of the semester. Try to quantify behavior and improvement. In all cases, where possible, you should exercise evidence-based practice, techniques or methods that have evidence of their effectiveness. You should also use pre- and post-measures to determine objective gains. This synthesis may give new insights to the clinician and transfer valuable information to the next student clinician. You will submit the progress report to your supervisor for approval, at which point it becomes part of the permanent record and must be placed in the client’s file. Indicate its entry on the check sheet located at the end of each client’s folder. Forms are available in the Center.

6. Preparation for Lessons:

a. You should arrange materials beforehand. You should have enough alternative procedures in case something happens that prevents you from following through with what you originally planned.

b. You must provide some of your own materials. It is part of your training to develop materials on your own and to start a collection of materials, which will prove useful in the future. You will receive a review of materials and equipment available at the Center.

c. If you use any equipment (e.g. tape recorders, language master, etc.), please sign it out on the form posted on the inside of the cabinet door. If the equipment is broken, tell the director.

d. You are responsible for the upkeep of materials you use. Make sure that you return pictures, cards, parts, etc. to their respective boxes. Please keep cabinets and shelves in proper order. You will need to ask your supervisor for access to the cabinets.

e. If you inadvertently break equipment, let the director know so that it may be repaired. Leaving it for the next clinician to find is counterproductive.

f. Please be sure to wipe down all surfaces at the end of each session using our anti-bacterial wipes. Also, please use the anti-bacterial solutions or wash your hands prior to and after seeing a client. Please leave your therapy room in a neat condition for the next clinician.

g. In some cases, you may be charged a user’s fee to cover costs of consumables.

h. At the end of the semester, you will participate in a group clean-up activity.

7. Files: Files are kept in the office. Refer only to the cases on which you are working. When removing a file, place a “file out marker” with your name on it in its place. Clinic forms for
Clinician's use are kept in file cabinet drawer marked “Clinical Forms” in the student room next to the diagnostic cabinet. You may never remove a permanent file from the center.

8. **Confidentiality**: Material in the Center is strictly confidential. This means that talk in the halls or classrooms about clients is not consistent with a clinical approach or ethical behavior. A parent, someone who knows the client, or a professional worker may overhear you, and find your comments offensive and inaccurate. Keep in mind the importance of professional ethics and liability. For the name of any client to appear in public violates HIPAA regulations. Do not write or leave messages about clients in public places or on public bulletin boards. You will be asked to sign a confidentiality commitment form in compliance with HIPAA.

9. **Other Recommendations**:
   a. Each client should have a hearing evaluation or screening. If one has not been done in the past year, refer to the supervisor for scheduling.
   b. There will be a checklist at the back of each folder, which you will fill in at the end of the semester. Please enter any new reports, tests done, or significant reports received from other agencies with the date. All checklists, log notes, attendance forms, and files must be accurate and up-to-date before the supervisor authorizes clinician hour forms.
   c. Please place new material in front in the clients’ folders, so that items are arranged in reverse chronological order. Please follow the requested order when clipping materials together.
   d. Please be sure that all consent forms in the client’s file are signed to permit access to the client’s information.
   e. Complete supervisor evaluation forms at the end of the term. This is a means of attaining student feedback on clinical supervision. In turn, you will get an evaluation form delineating your grade and performance.

**D. General Guidelines in Audiology**

For students enrolled in CSD 420 (Clinical Practicum for Audiology for the Speech-Language Pathologist):

1. Keep a record of clinical hours on specified log sheets.
2. If you are unable to attend during your specified practicum time, call the Speech and Hearing Center at 718-990-6480. You will be expected to make up that time.
3. During your clinical activities, conduct yourself in a professional manner and honor the dress code.
4. Do not remove records from client’s folder! Under no circumstances are original records allowed to leave the Center.
5. All material and client information is strictly confidential. Do not talk about clients in classrooms or hallways. Names of clients should never appear or be spoken about in public.
6. Clip new material in front of a client’s folder so that items are in reverse chronological order. Please adhere to the format established for clipping materials together.
7. Your supervisor will be working with you very closely at the beginning of the practicum and giving you more independence as the term progresses. Please feel free to discuss any questions or problems with your supervisor(s), who are happy to help.
8. You will be given clinical hours for the amount of time you spend in direct contact with a client.

**E. Guidelines for Audiology Clinical Practicum**

All speech-language pathologists, by scope of practice, will need to be able to perform pure tone, tympanometry, and otoacoustic emissions screenings. In addition, cursory otoscopic hearing aid listening check and aural rehabilitation will be expected. However, this practicum will provide experience through observation of a complete audiological
evaluation to ensure a comprehensive understanding of the nature of hearing testing. Clients for aural rehabilitation may be assigned.

F. General Practicum Guidelines
1. Universal Precautions: As a Center, we practice “Universal Precautions” for infectious disease control. The program is based on principles of cleanliness and routine procedures of sanitation and hygiene for preventing the transmission of disease. Precautions include: hand washing, use of disposable non-latex gloves, and appropriate treatment of materials and toys with quaternary solution. There are liquid hand disinfectants in every room. ASHA guidelines for universal precautions are posted in every therapy room and all clinical supervisors and clinical students must adhere to these guidelines. Additional clean up duties are assigned to clinicians on a weekly basis.

2. Illness and Medical Emergencies: In the case of an injury or medical emergency, call Public Safety at 718 990-5252 and notify the front desk and the security desk in the hall. The clinic has a medical emergency kit for use by clients and clinicians. There is a defibrillator in the center hallway and supervisors and Public Safety officers are trained in CPR. Supervisors will call 911. In the case of an emergency, the University has a campus alert system that will automatically contact you through your cell phone and/or send a text message to you. Be sure the University has an accurate and updated contact number for you. To maintain a healthy environment, clients with infectious illnesses or fever will not be seen at the Center until they are fever-free for at least 24 hours. Similarly, student clinicians with infectious illnesses or fever should not work with clients. Any skin rash or open lesion with unexplained diagnosis should exclude the clinician from contact with others.

3. Availability of Supervisors: Do not hesitate to discuss any problems about coursework, clients, and therapy with your supervisor. All supervisors will be available during the hour of supervision and at scheduled office hours, which are posted. It is expected that you will discuss your case with your supervisor prior to, or following, your client hour and particularly prior to meeting your client for the first time. Place your name on a signup sheet before the clinic term begins. Remember: if you have any questions, ask! We are happy to help.

4. Grading Procedures: Your clinical grade will be given on an evaluation form that will highlight strengths and weaknesses. You should receive a midterm evaluation from your supervisor as well. During your last semester of therapy, you must meet with the coordinator to verify that you have obtained all the necessary hours in clinical practicum. A copy of your summary hours, signed by your supervisors, must be placed in your permanent file in the department office and kept with the clinical coordinator in the Center. Keep a copy of your signed hours. All students in practicum will meet weekly in a seminar class.

5. Remediation Procedure: If you do not complete a practicum successfully, a remediation plan will be put into place. The clinical coordinator will devise a remediation plan with input from the clinical supervisor. The plan will be reviewed and signed by you, the clinic coordinator, and the program director. If you cannot complete the remediation plan during the semester, you may have to receive an incomplete grade and repeat the practicum course. A practicum course may be repeated only once.

G. Guidelines for Clinical Practicum in Outside Facilities
1. Objectives of Practicum:
   a. To expose you to the delivery of speech-language pathology services in a hospital-based, medical, school, or special setting.
   b. To provide you with an opportunity to interact with various medical and allied health personnel in an agency or health center setting.
   a. To provide you with professionally supervised clinical experience for education in methodologies and strategies of assessment and intervention appropriate to the clients served.
2. **General Guidelines**
   a. You must be covered by malpractice liability insurance (Marsh Affinity Group, ASHA). Application forms are available at Center. You must present certificate of insurance and place a copy in your clinical record file.
   b. You must meet with the clinical coordinator regarding placement requirements for each setting one semester prior to registering. An interview will be arranged with the clinical coordinator of that setting, who will make the ultimate decision regarding acceptance. A letter of introduction and guidelines for supervision is mailed to that site supervisor before you arrive at the site. In no case are you allowed to withdraw from the site without prior approval from the St. John's University clinical coordinator.
   c. The outside facility will orient you to its rules, regulations, policies, and procedures. It is your responsibility to comply with these rules and procedures. For some sites, you may need a physical exam and immunization.
   d. If you have any difficulty at a setting, please discuss it first with the clinical coordinator or program director for advice on how to proceed.
   e. You must perform written work and record-keeping according to each outside facility’s guidelines.
   f. Keep a record of your clinical hours and supervision.
   g. If you are ill or cannot attend therapy, arrange with your individual supervisor (at practicum site) as to the proper procedures (telephoning supervisor, client, procedure for makeups, etc.).
   h. You are to conduct yourself professionally at all times in your dress, discretion, courtesy, etc.
   i. Your direct supervisor at the practicum site will give your practicum grade. You may be asked to do readings and specific assignments to enhance your experience at that site. Aside from your practicum site supervisor, the clinical coordinator from the University will supervise you by visiting or holding a teleconference with the site supervisor. All students enrolled in outside placements will be expected to attend a weekly class seminar held on campus.
   j. Do not hesitate to discuss any problems with your supervisors as soon as they arise. There are contractual agreements with each agency and specific guidelines to which we must adhere. If you have questions, seek the advice of the clinical coordinator.

H. **Credit Allotment for Clinical Practicum**
   In-House Audiology students (based on 12-week semester): For students registering for CSD 420, a one-credit practicum will carry a 20-hour commitment. That will introduce you to the role of the speech-language pathologist in audiological screenings and adhere to the Scope of Practice of speech-language pathologists.
Academic Goals of the Speech-Language Pathology and Audiology Graduate Programs

The graduate programs in Speech-Language Pathology and Audiology aim:
• To understand the nature of speech, language, and hearing systems used in communication;
• To understand the effect of communication differences and deficits on communication;
• To know, and where our knowledge is incomplete, to seek and develop a comprehensive base of knowledge and skills to address communication differences and disorders;
• To understand the bases of effective evaluation and treatment of communication disorders in children and adults from culturally diverse backgrounds across the life span;
• To be able to administer diagnostic procedures to assess and remediate individuals with communication deficits; and
• To develop and maintain strategies to be intelligent consumers and producers of basic and applied research in communication sciences and disorders.

Clinical Goals for Speech-Language Pathology Graduate Students at St. John's University

Evaluation:
• To be able to assess children and adults with communication deficits that fall within the purview of our scope of practice;
• To use appropriate screening procedures to identify individuals at high risk for communications disorders and to refer for complete assessment as necessary;
• To obtain and evaluate pertinent information from a variety of sources prior to the evaluation in order to understand the client’s status, to identify etiologic factors, and to plan assessment activities efficiently and appropriately;
• To conduct interviews in order to obtain appropriate case histories;
• To choose, administer, and interpret appropriate diagnostic instruments in order to obtain valid and reliable results;
• To make reasonable prognostic statements and appropriate recommendations and referrals based on the results of the evaluation;
• To convey the results, prognosis, recommendations, and referrals to the client or the client’s family in a way that is easily understood and that allows the client or the family to ask for clarification or additional information; and
• To write an accurate, complete report of the evaluation session.

Treatment:
• To develop appropriate long-term and short-term goals for the client based on the results of the diagnostic evaluation and/or previous treatment, and to obtain measures of client performance prior to initiating treatment;
• To write clear, concise, appropriate plans for each treatment session that include goals and procedures (including descriptions of appropriate stimulus materials, and specifying reinforcement that will be used); that demonstrate an ability to apply speech, language and hearing science to treatment; and that demonstrate an understanding of how to structure the environment and manage client behavior;
• To utilize evidence-based practice where applicable and to obtain baseline data from which to compare at the end of a semester of treatment;
• To evaluate each completed treatment session in terms of ability to elicit the target behavior, elements of the session that contributed to or interfered with the goals, and proposed modifications of strategies to correct any problems;
• To measure client progress during each session, and to use these data to plan future sessions and/or consider termination of treatment;
• To make appropriate referrals as the need arises during treatment;
• To learn to collaborate with other educational and health professionals in a variety of delivery systems;
To write thorough and concise progress reports based on objective data at the end of the semesters that summarize the treatment and make appropriate recommendations for further management; and
To integrate the family into the treatment protocol, and collaborate on intervention goals and strategies.

Counseling:
To provide appropriate counsel and guidance to clients and their families regarding diagnosis, prognosis, current status, and future direction.
To keep clients and/or their families informed about ongoing progress and possible facilitating techniques that can be used in the home, including home assignments when appropriate.

Graduate Program Goals in Speech-Language Pathology for ASHA Certification
To understand and appreciate an ethical code of conduct;
To practice according to ASHA’s code of ethics;
To appreciate the need for confidentiality that people expect of their service delivery system;
To appreciate and protect the security and privacy of patients’ records, and to adhere to HIPPA regulations;
To appreciate the need for infectious disease control in order to practice in a healthy, safe and secure environment; and
To maintain an accurate and up to date KASA form and portfolio of accomplishments.

The following academic and clinical skills are expected of those graduating from ASHA accredited programs:

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans. Involve clients/patients and relevant others in the intervention process.
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients’/patients’ performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
f. Complete administrative and reporting functions necessary to support intervention.
g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

You must meet the educational program’s requirement for satisfactory performance on periodic assessments of knowledge and skills (Formative Assessment).

You must pass the national Praxis exam for certification in the designated area (Summative Assessment).

You must document the acquisition of knowledge and skills on the Departmental Form (see appendix). The form is reviewed by the Program Director before you are endorsed for certification.
Scholarships

The scholarship in memory of Kit Kade awards $1,000 each year to a student selected for outstanding research activities. Such a student should be engaged in a research project and/or master’s thesis. Applications are available in the department for review by the Scholarship Review Committee. The award is presented at the annual graduate dinner in May.

There are other scholarships available through the Office of Student Financial Services. Students in need of financial support may apply to the Twin Angels Scholarship, which offers an award of $1,000. Applications are available at the Center. The Robert Azarra Memorial Scholarship is available for graduate Speech-Language Pathology students, and award amounts vary depending on the semester. The Burt Berthaler Memorial Scholarship is also available for graduate students in Speech-language Pathology on an annual basis. You can apply for this scholarship through Student Financial Services.

The Student Speech and Hearing Club

The Student Speech and Hearing Club is a student campus organization aligned with the National Student Speech-Language-Hearing Association. It provides co-curricular activities for students, including: guest lecturers; visitations; student-faculty events; fundraising; newsletters; and employment notices. We encourage graduate students to join and remain active members in order to begin building your professional network. The club holds meetings and posts notices at the Speech and Hearing Center.

A meeting of all graduate students and faculty will be scheduled at a mutually convenient time each semester in order to discuss concerns and issues. Feedback from students is essential to the ongoing operation of the program; we welcome your comments and encourage your participation.

We also want to know where you go when you graduate. Please let us know where you accept a CFY position, when you pass your Praxis Exam, when you receive licensure/certificate, and when there is any change in your work setting. We must follow all our graduates until they achieve their Certificate of Clinical Competence and License.

When you graduate, please complete the exit questionnaire so that we may benefit from your comments and feedback.

Strategic Plan

The faculty of the Department of Communication Sciences and Disorders has developed a strategic plan that sets forth our future goals and commitments to the growth and development of the graduate program in both the academic and clinical realm, a copy of which can be accessed online on the department’s website. The mission for the program and the College is available for view upon request.
Appendix

New York State Department of Education Licensure Regulations New York State
http://www.op.nysed.gov/prof/geninfo.htm

Speech-Language Requirements - New York State License in Pathology/Audiology
http://www.op.nysed.gov/prof/slpa/speechlic.htm

NYS Certification for Teacher of Students with Speech-Language Disabilities
http://www.asha.org/advocacy/state/info/NY/NYteachrequire/

Department of Communication Sciences and Disorder’s Five-Year Strategic Plan

ASHA Code of Ethics
http://www.asha.org/Code-of-Ethics/

Additional Resources:
ASHA Scope of Practice: www.asha.org
NYS Code of Ethics: www.nysslha.org
CSD Graduate Students’ Group: https://mysju.stjohns.edu/edu/group/csd-graduate-student

Knowledge and Skills Assessment Form
http://www.stjohns.edu/about/administrative-offices/provost/assessment-tools
8200. Introduction.
This article applies to the professions of speech-language pathology and Audiology. The general provisions for all professions contained in article one hundred thirty of this title apply to this article.

8201 Definition of practice of speech-language pathology.
The practice of the profession of speech-language pathology shall mean the application of principles, methods and procedures of measurement, prediction, non-medical diagnosis, testing, counseling, consultation, rehabilitation and instruction related to the development and disorders of speech, voice, and/or language for the purpose of preventing, ameliorating or modifying such disorder conditions in individuals and/or groups of individuals.

8202 Practice of speech-language pathology.
Only a person licensed or otherwise authorized under this article shall practice speech-language pathology or use the title of speech-language pathologist.

8203 Definition of practice of Audiology.
The practice of the profession of principles, methods and procedures of measurement, testing evaluation, consultation, counseling, instruction and habilitation or rehabilitation related to hearing, its disorders and related communication, impairments for the purpose of non-medical diagnosis, prevention, identification, amelioration or modification of such disorders and conditions individuals and/or groups of individuals.

8204 Practice of Audiology.
Only a person licensed or otherwise authorized under this article shall practice Audiology or use the title audiologist.

8205 State board for speech-language pathology and Audiology.
A state board for speech-language pathology and Audiology shall be appointed by the board of regents on recommendation of the commissioner for the purpose of assisting the board of regents and the department on matters of professional licensing and professional conduct in accordance with section sixty-five hundred eight of this title. The board shall consist of not less than seven members, three of whom shall be audiologists and four of whom shall be speech-language pathologists. Each speech-language pathologist and audiologist on the board shall be licensed and have practiced in this state for at least five years, as provided under this article except that the members of the first board need not be licensed prior to their appointment to the board. An executive secretary to the board shall be appointed by the board of regents on recommendation of the commissioner.

8206 Requirements for a professional license.
To qualify for a license as a speech-language pathologist or audiologist, an applicant shall fulfill the following requirements:
1. Application: file an application with the department;
2. Education: have obtained at least a Masters degree in speech-language pathology and/or Audiology or its equivalent, as determined by the department, in accordance with the commissioner's regulations;
3. Experience: have experience satisfactory to the board and in accordance with the commissioner's regulations;
4. Examination: pass an examination satisfactory to the board and in accordance with the commissioner’s regulations;
5. Age: be at least twenty-one years of age;
6. Character: be of good moral character as determined by the department; and
7. Fees: pay a fee of one hundred forty dollars to the department for admission to a department conducted examination and for an initial license, a fee of seventy dollars for each re-examination, a fee of one hundred fifteen dollars for each triennial registration period.

**8207 Exempt persons:**
This article shall not be construed as prohibiting:
1. The practice of any other professions licensed or registered under this title.
2. Any person employed by the federal, state or a local government or by a public or non-public elementary or secondary school or an institution of higher learning pathologist, an audiologist, a teacher of the speech and hearing handicapped, or a teacher of the deaf in the course of such employment.
3. Any person from engaging in clinical or academic practice under the supervision of a licensed speech-language pathologist or audiologist for such period of time as may be necessary to complete an experience requirement for a professional license, as provided in this article and in rules or regulations approved by the board of regents with the advice of the state board for speech-language pathology and Audiology.
4. A person from another state from performing speech-language pathology or Audiology services in this state provided such services are performed for no more than thirty days in any calendar year and provided that such services are performed in conjunction with and/or under the supervision of a speech-language pathologist or audiologist licensed under this article.
5. Any hearing aid dealer from performing hearing measurements by means of an audiometer or other testing equipment when used solely for the purpose of selecting, fitting, selling or dispensing an instrument designed to aid or improve human hearing, including the taking of impressions for the making and fitting of ear molds and the demonstration of use and instructions of persons in the use of such hearing aids and accessories thereto.
6. A student from engaging in clinical practice, under the supervision of a licensed audiologist or a licensed speech-language pathologist as part of a nationally accredited program or a state licensure qualifying program in speech-language pathology or Audiology, pursuant to subdivision three of section eighty-two hundred six of this article.

**8208 Special provisions.**
1. Every person regularly employed in teaching or working as a speech-language pathologist or audiologist for not less than two years prior to the effective date of this article shall be issued a license by the department, if he is a person of good moral character; twenty-one years or older, has been engaged in such practice in the state for at least two years in accordance with regulations of the commissioner of education, and possesses:
   a. The American Speech-Language-Hearing Association certificate of Clinical competence in Speech-Language pathology and/or Audiology, or the equivalent thereof as determined by the board in accordance with the commissioner’s regulations; or
   b. A masters degree in speech-language pathology, Audiology or communication disorders appropriate to the license being sought and thirty postgraduate semester hours in subjects satisfactory to the board and a total of five years experience; or
   c. A bachelors degree in speech-language pathology, Audiology or communication disorders appropriate to the license being sought and thirty postgraduate semester hours in subjects satisfactory to the board and a total of five years experience; or
   d. A bachelor’s degree and sufficient postgraduate study to be the equivalent of a masters degree in speech-language pathology, Audiology or communication
disorders as determined by the board in accordance with the commissioner’s regulations and a total of five years experience.

2. Applications for a license under this section shall be submitted by January first, nineteen hundred eighty and applicants shall have until that date to fulfill the requirements set forth by this chapter.

3. This article shall not prohibit the practice of speech-language pathology or Audiology by a corporation provided that such practice is carried on by a licensed speech-language pathologist or audiologist or persons exempt under this article and a violation of this provision shall be a class A misdemeanor.

4. Any person or firm offering the services of a speech-language pathologist or audiologist shall employ only persons licensed or exempt under this article and a violation of this provision shall be a Class A misdemeanor.
   a. The commissioner, pursuant to the recommendation of the board shall promulgate regulations defining appropriate standards of conduct for the dispensing of hearing aids by licensed audiologists. Such regulations shall also define continuing education requirements which such dispensing audiologist shall meet as a condition of maintaining registration pursuant to this article.
   b. Audiologists engaged in the practice of dispensing hearing aids shall comply with the applicable provisions of article thirty-seven-a of the general business law.

8209 Mandatory continuing competency.

1. a. Each licensed speech-language pathologist and audiologist required under this article to register triennially with the department to practice in the state shall comply with the provisions of the mandatory continuing competency requirements prescribed in subdivision two of this section, except as provided in paragraphs (b) and (c) of this subdivision. Speech-language pathologists and audiologists who do not satisfy the mandatory continuing competency requirements shall not be authorized to practice until they have met such requirements, and they have been issued a registration certificate, except that a speech-language pathologist or audiologist may practice without having met such requirements if he or she is issued a conditional registration pursuant to subdivision three of this section.
   b. Speech-language pathologists and audiologists shall be exempt from the mandatory continuing competency requirement for the triennial registration period during which they are first licensed. Adjustment to the mandatory continuing competency requirements may be granted by the department for reasons of health of the licensee where certified by an appropriate health care professional, for extended active duty with the armed forces of the United States, or for other good cause acceptable to the department which may prevent compliance.
   c. A licensed speech-language pathologist or audiologist not engaged in practice, as determined by the department, shall be exempt from the mandatory continuing competency requirement upon the filing of a statement with the department declaring such status. Any licensee who returns to the practice of speech-language pathology or audiology during the triennial registration period shall notify the department prior to reentering the profession and shall meet such mandatory continuing competency requirements as shall be prescribed by regulations of the commissioner.

2. During each triennial registration period an applicant for registration as either a speech-language pathologist or audiologist shall complete a minimum of thirty hours of learning activities which contribute to continuing competence, as specified in subdivision four of this section, provided further that at least twenty hours shall be in recognized areas of study pertinent to the licensee's professional scope of practice of speech language pathology and/or audiology. Any speech-language pathologist or audiologist whose first registration
date following the effective date of this section occurs less than three years from such effective date, but on or after January first, two thousand one, shall complete continuing competency hours on a prorated basis at the rate of one-half hour per month for the period beginning January first, two thousand one up to the first registration date. Thereafter, a licensee who has not satisfied the mandatory continuing competency requirements shall not be issued a triennial registration certificate by the department and shall not practice unless and until a conditional registration certificate is issued as provided for in subdivision three of this section. Continuing competency hours taken during one triennium may not be transferred to a subsequent triennium.

3. The department, in its discretion, may issue a conditional registration to a licensee who fails to meet the continuing competency requirements established in subdivision two of this section, but who agrees to make up any deficiencies and complete any additional learning activities which the department may require. The fee for such a conditional registration shall be the same as, and in addition to, the fee for the triennial registration. The duration of such conditional registration shall be determined by the department but shall not exceed one year. Any licensee who is notified of the denial of registration for failure to submit evidence, satisfactory to the department, of required continuing competency learning activities and who practices without such registration may be subject to disciplinary proceedings pursuant to section sixty-five hundred ten of this title.

4. As used in subdivision two of this section, “acceptable learning activities” shall mean activities which contribute to professional practice in speech-language pathology and/or audiology, and which meet the standards prescribed in the regulations of the commissioner. Such learning activities shall include, but not be limited to, collegiate level credit and non-credit courses, self-study activities, independent study, formal mentoring activities, publications in professional journals, professional development programs and technical sessions; such learning activities may be offered and sponsored by national, state and local professional associations and other organizations or parties acceptable to the department, and any other organized educational and technical learning activities acceptable to the department. The department may, in its discretion and as needed to contribute to the health and welfare of the public, require the completion of continuing competency learning activities in specific subjects to fulfill this mandatory continuing competency requirement. For speech-language pathologists who are employed in school settings as teachers of the speech and hearing handicapped or as teachers of students with speech and language disabilities, acceptable learning activities shall also include professional development programs and technical sessions specific to teaching students with speech and language disabilities including those designed to improve methods for teaching such students, aligned with professional development plans in accordance with regulations of the commissioner and promoting the attainment of standards for such students. Learning activities must be taken from a sponsor approved by the department, pursuant to the regulations of the commissioner.

5. Speech-language pathologists and audiologists shall maintain adequate documentation of completion of acceptable continuing competency learning activities and shall provide such documentation at the request of the department. Failure to provide such documentation upon the request of the department shall be an act of misconduct subject to disciplinary proceedings pursuant to section sixty-five hundred ten of this title.

6. The mandatory continuing competency fee shall be fifty dollars, shall be payable on or before the first day of each triennial registration period, and shall be paid in addition to the triennial registration fee required by section eighty-two hundred six of this article.
PART 75
Speech-Language Pathology and Audiology
NYS Department of Education

75.1 Professional study of speech-language pathology and/or Audiology. (a) To meet the professional education requirement for admission to the licensing examination, the applicant shall present evidence of:

(1) the completion of a program in speech-language pathology and/or Audiology registered by the department or determined by the department to be the equivalent of a registered program; and

(2) having received a master’s degree in speech-language pathology or Audiology, or the equivalent as determined by the department.

(b) To be considered the equivalent of a master’s degree in speech-language pathology and/or Audiology, the applicant’s educational program must culminate in a master’s degree from a college acceptable to the department and shall include a practicum and 60 semester hours of courses as specified in paragraphs (1) or (2) of this subdivision, of which not less than 30 semester hours shall have been at the graduate level.

(1) For Speech-Language Pathology:

(i) Basic communication processes: 12 semester hours;

(ii) Professional areas in speech-language pathology: 24 semester hours, 6 of which shall be in language;

(iii) Professional areas in Audiology: 6 semester hours;

(iv) Additional courses in the above or related areas: 18 semester hours; and

(v) A practicum in speech-language pathology of not less than 300 clock hours of which shall be on the graduate level and at least 35 but not more than 50 of the 300 hours shall be in Audiology.
(2) For Audiology.
(i) Basic communication processes: 12 semester hours;

(ii) Professional areas in Audiology: 24 semester hours;

(iii) Professional areas in speech-language pathology: 6 semester hours;

(iv) Additional courses in the above or related areas: 18 semester hours; and

(v) A practicum in Audiology of not less than 300 clock hours under supervision, at least 150 clock hours of which shall be on the graduate level and at least 35 but not more than 50 of the 300 hours shall be in speech-language pathology.

75.2 Experience (a) An applicant for licensure shall have completed not less than nine months of supervised experience of a scope and nature satisfactory to the State Board for Speech-Language Pathology and Audiology after all requirements for the master’s degree are completed.

(b) Duration. (1) Within any two-year period following completion of an educational program that meets the requirements of Section 75.1 of this part, an applicant must accrue nine months of acceptable experience with not more than two employers.

(1) Credit toward the experience requirement may be given for part-time employment accumulated at the rate of not less than 2 days per week and consisting of not less than 15 hours per week for continuous periods of not less than 6 months.

(c) Supervision (1) Supervision shall include meeting with and observing the applicant on a regular basis to review and evaluate the supervised experience and to foster professional development.

(2) Supervision shall be provided by the organization in which the applicant is working, and by an individual who is licensed in New York in the field for which the applicant seeks licensure, except that supervision of experience acquired in another state or in an exempt setting may be provided by a person holding the Certificate of Clinical Competence of the American Speech-Language-Hearing Association.

75.3 Examination. The department may accept grades satisfactory to the State Board for Speech-Language Pathology and Audiology on the uniform examination in speech-language pathology and/or Audiology of the American Speech-Language-Hearing Association, which examination may be used in whole or in part.
**St. John’s College of Liberal Arts and Sciences Academic Fairness Procedure**

**A. Informal Procedure**
Students who believe themselves aggrieved in an academic matter should bring this grievance in the first instance to the attention of the faculty member in question. It is hoped that through a reasonable discussion of the problem by professor and student a solution can be found to the problem without taking it beyond this level.

If such discussion is not possible or if the student believes that his/her complaint has not been properly considered, he/she should bring the matter to the attention of the Chair of the department.* Hopefully, consultation with the Chair will resolve the problem in question.

Finally, if action at these levels is not possible or if the student is not satisfied with the response given to his/her complaint, he/she may bring the matter in writing to the attention of the undergraduate or graduate Dean of the school or college to which the faculty member involved is contracted. Hopefully, consultation with the Dean will resolve the problem in question.

* The term “chair of the department” is synonymous throughout these procedures with “director of the division or center.”

**B. Formal Procedure**
The sole purpose of the formal procedure is to redress student academic grievances concerning the final grade received in a course. Such grievances shall be limited to those against the professor’s application of his/her criteria for determining the final grade.

1. **Initiation**
a. A student, having completely followed the informal procedure but dissatisfied with the results, may request employment of the formal procedure by submitting his/her grievance in writing to the appropriate Dean, with any materials supportive of the grievance, within 60 days from the start of the next semester.
b. On receipt of the written complaint, the Dean shall within one week notify the student of its receipt and forward a copy of the complaint to the instructor involved.
c. Within two weeks of the date of the notification by the Dean, the student and the instructor shall provide the Dean with the name of the faculty member they have each selected for the Academic Fairness committee as prescribed in section 2.b below. The Dean then will select a faculty member to serve as Chair of the Committee, also prescribed in 2.b.
d. The initial materials submitted to the Dean by the student, as well as any initial reply and material that might have been submitted by the instructor to the Dean, shall be transmitted to the committee Chair.

2. **Composition of the Committee**
a. In each case of academic grievance the Academic Fairness Committee shall be composed of three faculty representatives: One tenured faculty member from any
department of any college, selected by the faculty member against whom the grievance was placed; one tenured faculty member from any department of any college, selected by the student initiating the academic grievance; one tenured faculty member, selected by the Dean from the list provided for below excluding the department of the faculty involved.

b. Each department annually, in September, will elect two tenured faculty members to provide alternate members for the committee when any of the above parties is unable to comply with the stipulated selection procedure. The Dean will choose the chair from this list (B.2.a.). When a faculty member or student is unable to comply with the stipulated selection procedure, the Dean will appoint representatives from this list, but not from the faculty member's department.

3. Committee Procedure

a. Within two weeks of the composition of the committee, the chair shall convene a meeting of said committee to determine if the case submitted is a proper subject for implementation of this procedure.

b. If the committee, by majority vote, decides the matter is not within the jurisdiction of the procedure, the chair will so notify the appropriate Dean, the student and the instructor of the decision and the reason(s). Such a decision will be final and the grievances may not be represented.

c. If the committee, by majority vote, decided to hear the case the chair will notify both parties within one week and shall arrange a time to begin hearings. Usually, the hearings should begin within two weeks after the initial committee decision. However, Christmas and summer recesses may require an extension of time. It is intended that the individual needs of each case will be considered before delay is exercised.

d. The hearing shall be essentially informal in that the hearing is not regarded as a court of law and full adversary-type procedures will not be followed.

e. The hearing shall be both confidential and closed to protect the student and instructor.

f. All parties may attend the entire hearing, but not the committee's deliberations and voting.

g. All parties may have an advisor or counsel of choice present.

h. Both the student and the instructor may testify, present evidence and witnesses, and challenge all testimony and evidence as well as hear and question adverse witnesses.

i. The burden of proof shall rest solely upon the student lodging the complaint.

ii. The instructor shall provide the student access to all his tests, attendance records if any, and other material considered in the course of alleged grievance.

iii. In no case shall the committee consider statements against either the student or the instructor unless he has been advised of their content and of the names of those who made them, and has been given the opportunity to refute unfavorable inferences, which might otherwise be drawn.
iv. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the committee. The decision shall be based solely upon such matters.

i. The committee may establish other rules of procedure consistent with these procedures upon adequate notice to all parties concerned.

3. Termination of Proceedings
All proceedings shall be automatically terminated without the possibility of reactivation if the complaint is withdrawn by the student, resolved by the instructor amenable to student, or whenever a formal complaint is filed with a state or federal agency, or a court action is initiated by the grievant on the same complaint.

4. Authority and Resolution of the Committee
a. The committee has the power to request and receive the evidence it deems necessary and pertinent to the case.

b. The committee shall, by majority vote, either:
   i. Uphold the grade of the instructor and dismiss the complaint; or
   ii. Uphold the contention of the student that the final grade was unfair.

c. If the decision supports the instructor, the case is deemed closed.

d. If the decision supports the student, the committee shall submit in writing a recommendation to the instructor to change the final grade to any suggested by the committee.

e. The decision of the committee shall constitute final resolution of the complaint and written notice will be sent within two weeks by the committee to the student, the instructor, the chair of the department involved and the appropriate Dean.

f. Upon non-compliance by the instructor within two weeks of the decision of the committee in connection with B.4.d., the grade recommended by the committee will become the student's final grade.

g. The chair of the committee shall advise all parties that all portions of the complaint, including information and testimony gathered in the case as well as the resolution are to be kept in strict confidence.

h. At no time may any reference to or portion of the record of the case be used, referred to or incorporated into studies and evaluations of any nature or into any official faculty files.

i. The ultimate decision and action of this committee shall be considered final and admit of no further appeal.

LAFC Meeting # 307

18 November 2014