



**ST. JOHN'S
UNIVERSITY**

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

**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 January 1, 2017. 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 here to help you experience a rewarding and stimulating graduate education.

Sincerely,

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St. John's University does not discriminate on the basis of race, color, national or ethnic origin, sex (including sexual harassment and sexual violence), sexual orientation, disability, religion, age, status in the uniformed services of the United States (including veteran status), marital status, status as a victim of domestic violence, citizenship status, genetic predisposition or carrier status in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990 and the Amendments Act, Section 504 of the Rehabilitation Act of 1973, Title IV or Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies.

Mission of the Graduate Program

It is the mission of St. John's University's MA Program in Speech-Language Pathology to cultivate excellent, well-rounded, and culturally competent speech-language/hearing professionals who are lifelong learners; who employ evidence-based practices, who are responsible practitioners, and who illustrate Vincentian principles of global and social justice.

Master of Arts Degree Program Requirements and Curriculum

Program Curriculum

1. Program Curriculum (48 credits):

- a. Basic Communication Processes (nine credits): CSD 202, 203, 204
- b. Clinical Core (three credits): CSD 210
- c. Research Core (6 credits): CSD 201 and CSD 440 or 452

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, 315
- c. Dysphagia (at least three credits) that can include: CSD 328, 331
- d. Cultural Diversity (three credits): CSD 381, CSD 325
- e. Speech Pathology in an Educational Setting (three credits): CSD 330
- f. Audiology (at least three credits) that can include: CSD 354, 364

3. Summer coursework is mandatory

Projected Plan of Study for Students Matriculating September 2017				
Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
CSD 328 / 331 (Principles of Dysphagia)	CSD 317 (Acquired Language Disorders)	CSD 312 (Motor Speech Disorders)	CSD 201 (Research Methods)	CSD 440 / 452 (Advanced Research / Special Research)
CSD 329 (Neuroanatomy)	CSD 330 (School-Based Speech-Language Pathology)	CSD 354 (Aural Rehabilitation)		CSD 203 (Models of Language)
CSD 210 (Diagnostics)	CSD 315 (Augmentative Communication Systems)		CSD 308 (Voice / Fluency Disorders)	CSD 407/408
CSD 318 (Developmental Language Disabilities)			CSD 381 (Cultural and Linguistic Diversity in Speech-Language Pathology)	CSD 105 (Comprehensive Exam)
CSD 405a (In-House Clinic)	CSD 405b (Continued Clinic)		CSD 407 / 408	
13 credits	10 credits	6 credits	11 credits	8 credits

Subsequent to January 2018, students beginning the M.A. program in Speech-Language Pathology will complete 54 credits for the degree. This will allow students to obtain a more varied course load to address recent changes in the knowledge and scope and practice requirements for the discipline.

4. Practicum:

- a. *Criminal Background Check:*
 - i. Your letter of admission refers to the Criminal Background Check (CBC), 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 CBC, please visit the [Sterling website](#), where you'll find further instructions.
 - 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 registration for all graduate clinical and academic coursework.
 - iii. Please complete the background check as soon as possible. If you do not complete it by the date specified in your acceptance letter, you will not be able to register for any graduate courses.
 - iv. You need only complete the background check once as a St. John's graduate student. Please understand, however, that external placement sites may require you to undergo their own criminal background checks.
- 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. 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 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. If you are taking the child practicum, you should enroll in CSD 407. If you are taking the adult practicum, you should enroll in CSD 408. CSD 407 and CSD 408 will not necessarily be offered in sequence, so some students may do their adult placement before the child placement. The clinic coordinator will select sites to meet your needs based on your level of clinical readiness. Please bring a current copy of your SJU Advisement Report to your meeting with the coordinator.

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 adhere to the American Psychological Association (APA) style

guidelines. You should choose 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 faculty member before registering 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 register for the research project no later than the penultimate semester of your program.
 - d. Keep in mind that if your study involves human subjects, you must submit a proposal to the University [Institutional Review Board \(IRB\)](#) for approval. Your mentor will assist you in preparing the application. You may not collect any data, including pilot data, prior to receiving IRB approval. The IRB requires that all persons involved as investigators, including faculty mentors and student researchers, obtain a completion certificate by completing the online NIH Certification Course for the Protection of Human Subjects in Research.
If you do not complete the research project within a semester, you may take an incomplete grade until you complete the project. There is no need for you to register for research again. Having a grade of INC in a research project will not preclude you from sitting for the Comprehensive Exam.
 - e. The program has adopted APA guidelines for the preparation of student papers.

Comprehensive Examination

Students will sign up to take the comprehensive exam (CSD 105) when registering for their final semester of coursework. You must take a comprehensive examination during your last semester of coursework and no later than one year after you complete all course requirements. During your advisement meeting prior to your final semester, please indicate to your advisor that you will be taking the comprehensive exam in the following semester. Please bring a current copy of your [advisement report](#) to the meeting. If cleared to take the exam, you will receive a signed registration form from your advisor.

The format of the comprehensive exam is objective, with 125 multiple-choice questions.

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 a research project (CSD 452).

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.

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

Additional 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 331 (Principles of Dysphagia), you may be required to complete Academic Service Learning hours at the Ozanam Hall Skilled Nursing Facility, 42-11 201 Street, Bayside, NY 11361. Prior to visiting that facility, you will be 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](#).

Student 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.

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. 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.

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 Sub-Committee 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 you 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.

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 allowed courses; 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 following semester. Please note that the policy regarding academic probation is more stringent than that reported for other graduate programs at the University.

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.

Procedures for Advisement

Early in your first semester, you will receive a letter and/or email with the name of your faculty advisor. You will meet with the same 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. For your advisement session, please access and print out your [advisement report](#). Please also bring a copy of your plan of study that you developed at your first meeting with your advisor. Students continue with the same advisor throughout the program.

Remediation Policy for Academic and Clinical Coursework

Academic remediation: Student remediation is provided to ensure that students meet competency on all Knowledge and Skills Acquisition (KASA) standards. A student may receive a passing grade for an exam, but still require remediation. During a given semester, if a student receives a grade below B- (2.7) on any exam or assignment that is designed to measure competency on a particular KASA standard, the student will be required to complete a remediation assignment to demonstrate competency for that standard. Midterm remediation must be completed before the semester ends. If a student receives a grade below B- on a final exam, or term paper, that student will be required to do an alternate assignment before the midpoint of the following semester to demonstrate adequate knowledge and skills for the KASA standard measures. The Clinical Remediation Policy is explained in the section titled Clinical Requirements and Policies in the next section.

Students who require multiple remediation experiences may be advised to postpone clinical externships until they demonstrate sufficient knowledge and skill levels (i.e., clinical readiness) to engage in external practica. The recommendation to postpone a clinical externship will be determined with input from the student, the clinical supervisor, the clinical coordinator, and the program director.

Incomplete (INC) Grades

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 may not extend beyond one year. If you have two INCs 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 INCs, you will not be able to register for any courses in the subsequent semester, but must maintain matriculation. Please note that INCs are

often granted in clinical practica and research courses (e.g., CSD 452 and CSD 900) and do not restrict your ability to register if granted for these courses.

Disability Accommodations

If you believe you need accommodations for a disability, please contact Services for Students with Disabilities (SSD) or SJU's [Office of Disability Services](#). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at the University. Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SSD is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate.

Please note that accommodations may require early planning and are not retroactive; please contact the appropriate office as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course.

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. Do not expect professors to reply to any e-mails during weekends or holidays. Due to confidentiality guidelines (HIPAA), all client identifying information should be omitted on clinic paperwork (i.e., intervention plans, SOAP notes, progress reports) sent via e-mail.
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.

Clinical Requirements, Guidelines, and Policies

Introduction

Students will complete their first clinical practicum at the St. John's University Speech and Hearing Center. During this phase of the graduate training, students will begin to transition theoretical knowledge into practical application. In the supportive environment of the clinic, students will benefit from the guidance and modeling of an experienced Clinical Educator and gradually achieve independence. In addition to diagnostic and treatment skills, students will learn to apply principals of counseling, produce clinical documentation, and utilize evidence based practices.

Pre-Requisites

To begin the clinical practicum, you must submit documentation of 25 hours of clinical observation to the clinical coordinator. In addition, all students must attend mandatory clinic orientation. The amount of clinical contact hours accumulated per student is subject to student scheduling limitations and client availability. In-house practicum hours accrued can range from 30-90 hours, including diagnostic and treatment experiences. As per ASHA guidelines, contact hours are calculated as the number of minutes spent in direct contact with the client. These hours are logged through CALIPSO, an online program for tracking graduate coursework and clinical hours. All students will be required to purchase a CALIPSO membership at the start of practicum.

Clinic Orientation

During clinic orientation and seminar, students will be trained in specific procedures, guidelines, and documentation policies. A packet of written instructions regarding these policies will be provided, and will include HIPAA guidelines, the ASHA Code of Ethics, Universal Precautions, professional comporment, clinic form templates, and CALIPSO instructions. Graduate students enrolled in their first clinical practicum must attend two full days of clinic orientation at the beginning of each semester, typically held on the second and third day of the new semester. Orientation topics include: diagnostics, articulation and phonology, clinical writing skills, clinic procedures and CALIPSO training. At the end of the second day of orientation, students will be given a competency assessment to determine qualification to begin treating clients. Graduate students are required to sign a document stating they have received a copy of the policies and procedures manual and have reviewed it in its entirety.

Student Expectations

Students are expected to work collegially with their fellow clinicians, to accept clinical educators' feedback in a non-defensive manner, to follow through on clinical educator suggestions and take an active role in the clinical learning process. We hold our students to the highest standards of professional behavior in both academic and clinical settings. In class and in the clinic, we expect consistent attendance, punctuality, preparation, professionalism, and participation with active listening and thoughtful contributions to classroom discussions.

- A. **Student Conduct Policy:** Graduate clinicians are expected to dress and behave appropriately for a professional clinical setting. Jeans, flip-flops, high heels, tops revealing cleavage and leggings are unacceptable attire for a professional clinic. Long hair should be neat and away from the face. Piercings of face should be removed during clinic treatment sessions and tattoos should be covered. Additionally, please refrain from wearing scented lotions or cologne as many of our clients are highly sensitive and reactive to strong scents.
- B. **Student Availability:** During the in-house clinical practicum, students will establish professional relationships with the clients and must make a commitment to provide consistent treatment for the duration of the semester. All sessions cancelled due to student absence must be rescheduled. At the discretion of the Clinic Director and Coordinator, a student who misses more than two sessions with a client may be removed from the case to ensure client satisfaction and quality of treatment. Please note that the summer clinical practica in Speech-Language Pathology (CSD 405) and Audiology (CSD 420) do not conform to the exact dates of the academic calendar. They span across summer sessions I and II, and may vary from year to year.
- C. **Readiness for External Placement:** Students must demonstrate readiness for externship placement (CSD407 & CSD408). Proficiency is determined by clinical educator evaluations of overall clinical competence, academic preparation and demonstration of appropriate maturity and professionalism. To gain knowledge and practice of Speech-Language Pathology across the life span and to meet ASHA requirements for certification, students will generally complete externships in child and adult settings. However, some students may opt to gain experience with a particular population (e.g., individuals with complex communication needs) so that one site may include clients having a broad age range. Practicum placement decisions are based on student ability, interest and availability of site positions. St. John's Speech and Hearing Center continually updates and establishes affiliation relationships with a variety of externship sites. Site specific requirements may include documentation of medical and security clearance. In addition, some sites require an interview to determine proficiency and acceptance into the externship. It is highly recommended that students meet with the Clinical Coordinator early in the clinical training process to discuss possible externship placement plans and the preparatory steps needed to be taken by the student.

Policy for Placing Students in External Practicum Sites

The Clinical Coordinator will carefully consider each student's academic and clinical strengths and weaknesses prior to placing students at off-campus sites. Different settings (e.g., hospitals) require that students possess outstanding written communication as well as an exemplary academic record. A student's current academic and clinical skill level will play a role in matching a student to the external placement site.

General Practicum Guidelines

- A. **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.
- B. **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.
- C. **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.
- D. **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.
- E. **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.

Guidelines for Clinical Practica in Outside Facilities

Practicum Objectives:

- 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.
- c. To provide clinical experience for education in methodologies and strategies of assessment and intervention appropriate to the clients served.

General Requirements:

- 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. 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.
- c. 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.).
- d. You are to conduct yourself professionally at all times in your dress, discretion, courtesy, etc.
- e. 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 seminar held on campus.

Clinical/Educational Seminars:

Participation in a weekly Clinical/Education Seminar is mandatory in conjunction with each clinical practicum courses (CSD 405, CSD 407, and CSD 408). The course content of each seminar differs, and addresses specific areas of the discipline(s). Courses address applied theoretical issues, professional concerns, management techniques, supervisory requirements and methods, and record keeping. Readings that are relevant to the seminar will be required. In addition, these courses provide information relevant to ASHA's criteria for Certification, the Scope of Practice and Code of Ethics, and NYS-DOE criteria for Teacher of Students with Speech and Language Disabilities.

ASHA outlines and defines the roles of the speech pathologist with regard to standards of care reflected by The ASHA documents including: Code of Ethics, Preferred Practice Patterns, Scope of Practice, Technical Reports, Guidelines, Position Statements, and the Consumer Bill of Rights. All speech pathologists must abide by these guidelines and rules as interns or professionals. Students are strongly encouraged to review the Policies and Procedures Manual in its entirety as it contains many of the standards set forth by ASHA. In addition, students are expected to log on to the ASHA website (www.asha.org) and review the documents contained therein. Students are encouraged to

discuss any questions of ethics or practice they may have as clinical situations arise. The clinical staff looks forward to helping all students develop their clinical and professional skills.

Conflicts of Interest:

If a student has information regarding an employment position that may be of interest to other students, please share this information with the Program Director, who will share it with SJU [Career Services](#). This procedure allows us to disseminate the information without giving the appearance of endorsing a particular agency or private practice.

Student Support Services:

Student services for [health](#), [writing](#), [disability support](#), and [counseling](#) are available to all students.

Confidentiality:

Consistent with HIPAA and FERPA regulations, students are expected to protect the privacy of clients at all times. No protected health information (PHI) is to be disclosed without the signed written consent of the client or responsible family member. Information transmitted via email or fax must “de-identify” the client; any information that may serve to identify a client (e.g.-name, address, phone number, date of birth) must be deleted.

Technology in the Clinic:

All treatment rooms in the Speech and Hearing Center have been outfitted with video monitors. This technology is another form of direct observation accommodating larger audiences with simultaneous discussion of observations or private viewing. Headphones are available for this type of viewing and are required for all students, supervisors, and family members. Headphone covers are also required for use and must be removed and discarded after use. Students are expected to adhere to the following guidelines on the use of technology:

1. **Cell Phones:** All cell phones must be turned off during sessions. You are not permitted to have your cell phone with you during treatment sessions.
2. **Entertainment Devices:** Personal iPods, iPads, iPhones, and other entertainment devices are not to be used in treatment sessions. Please use clinic iPads with permission of the clinical educator.
3. **Laptops:** If using your laptop during the session, it should be for playing appropriate media relevant to your lesson plan.
4. **E-Mail:** So that the sender's identity is clear, all e-mail must be sent from your University account. You should speak to your supervisor directly, in person, with any client-sensitive information or concerns. For circumstances (e.g., personal issues, scheduling appointments, etc.) in which e-mail may indeed be useful and practical, do not expect a reply from your supervisor on weekends or holidays.
5. **Phone Calls:** Use your discretion. Phone calls (just like e-mail) are a very practical way to contact your supervisor. However, sometimes your supervisor 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 supervisor has the option to return the call by e-mail to your University e-mail account. Some calls do not need to be returned (e.g., being late to class, can't make it to class, etc.).

6. **Online Postings:** Please be cautious regarding the type of information posted online (e.g., YouTube, Facebook, e-mail, etc.). Do not violate the confidentiality of clients, fellow students, staff, or faculty.
7. **Clinic Technology Equipment:** Computers and printers are available for clinic work only. The clinic has several iPads available for use in therapy. Sign-out procedures and schedules are maintained in the Director's office. The fax machine is located at the front desk. Please ask support staff for permission and instructions for use of the fax machine for clinic-related business. Scanners and copy machines are available for staff and students for clinic-related business.

Failure to comply with the program guidelines on professional behavior and the use of technology will result in a meeting with the instructor and possible request. Repeated failures to comply with these guidelines may result in a lowered grade (at the discretion of the instructor) or a referral to the Graduate Education Policy Committee (GEPC) to discuss possible dismissal from the program.

ASHA Certification Requirements*

The American Speech-Language-Hearing Association (ASHA) has established a minimum of knowledge and skills required for the Certificate of Clinical Competence (ASHA Certification Standards, revised 2017). Specific academic undergraduate and graduate coursework is required that addresses the following: the discipline of communication sciences and disorders; basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases; and the ability to integrate information pertaining to normal and abnormal human development across the life span. Additionally, coursework must address the etiology and characteristics of various communication and swallowing disorders, identification procedures, and treatment approaches. To receive the M.A., you must complete 400 hours of clinical practicum experience. Once you earn your master's degree, you must work in a clinical setting part-time, or full-time in a supervised Clinical Fellowship (CF), and pass a National Praxis exam before obtaining the Certificate of Clinical Competence. Below is a brief overview of the academic and clinical requirements for certification.

Speech-Language Pathology

Required Education

1. You must acquire a minimum of 75 academic credits in the following areas:
 - a. Normal aspects of human communication.
 - 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;

* These requirements are primarily the same for state licensure. You must also obtain a license to practice in many settings in New York State. We strongly encourage you to apply for a state license.

- 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); and
- Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).

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.

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 if 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](#).

The National Examinations in Speech-Language Pathology (Praxis)

After you receive your M.A. degree or during your 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.

Continued Professional Development

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 203 Models of Language Behavior
- CSD 214 Habilitation of the Deaf and Hearing Impaired
- CSD 315 Augmentative Communicative Systems
- CSD 325 Studies in Bilingualism
- CSD 310 Voice Disorders
- CSD 311 Fluency Disorders
- CSD 318 Developmental Language Disorders
- CSD 317 Acquired Language Disorders
- CSD 381 Cultural Diversity in Speech-Language Pathology and Audiology

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 two credits of CSD 407 (Practicum), for student teaching experience in an educational school-based setting entailing a minimum of 150 contact hours.

To apply for the Professional Certificate, you must pass the Educating All Students (EAS) state exam.

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 printing

The requirement for a course or workshop (minimum 1 hour) in autism is completed within the MA Program curriculum (e.g., CSD 318 Developmental Language Disorders).

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
(518) 474-3901, (518) 474-3817

Retain a photocopy of your complete application.

New York State Certification as Teacher of Students with Speech and Language Disabilities – Bilingual Extension Certificate

Students who are enrolled in the M.A. program for Speech-Language Pathology and pursuing the TSSLD may also apply for the Bilingual Extension Certificate (BEC). In addition to the requirements for the TSSLD, candidates for the BEC will pass an examination in a language other than English, complete 9 additional credits in CSD and EDUC, and have at least 50 hours of clinical practicum experience with English language learners distributed across preschool, elementary school, middle school, and adolescence.

The BEC consists of 15 credits, and includes the following requirements:	
CSD 203 Models of Language Behavior	3 credits
CSD 325 Theories of Bilingualism	3 credits
CSD 381 Cultural and Linguistic Diversity in Speech-Language Pathology	3 credits
EDU 9001 Foundations of Bilingual and Second Language Education	3 credits
EDU 9003 Literacy Development for First and Second Language Learners	3 credits
EDU 9005 Teaching English to Speakers of Other Languages and Dual Language Instruction	3 credits

Interested students in good academic standing may apply to the Program Director to be placed into this concentration after the completion of 18 credits of graduate-level coursework.

Academic Goals of the M.A. Program in Speech-Language Pathology

The M.A. program in Speech-Language Pathology aims to provide students with the necessary knowledge and skill area KASA standards.

Clinical Goals for Speech-Language Pathology Graduate Students at SJU

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 to understand the client's status, to identify etiologic factors, and to plan assessment activities efficiently and appropriately;
- To conduct interviews to obtain appropriate case histories;
- To choose, administer, and interpret appropriate diagnostic instruments 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 propose 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, status, and 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 to practice in a healthy, safe and secure environment; and
- To maintain an accurate and up-to-date KASA form and portfolio of accomplishments.

Academic and Clinical Skills Expected of ASHA-Accredited Program Graduates

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).

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. Notification of Student Speech and Hearing Club events will also be posted on the CSD Groups Page.

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 on the SJU web site.

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

<http://www.stjohns.edu/academics/schools-and-colleges/st-johns-college-liberal-arts-and-sciences/communication-sciences-and/strategic-plan-and-mission>

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

Manual and Procedures for Human Subject Research: <http://www.stjohns.edu/about/administrative-offices/provost/grants-and-sponsored-research/human-participants-irb-animal-use-and-safety-issues-research>

New York State Department of Education Article 159 Speech-Language Pathologists and Audiologists

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 constructed 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.

Licensure Requirements

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.

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.

75.2 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

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.

L AFC Meeting # 307

18 November 2014