



# ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF  
LIBERAL ARTS AND SCIENCES

## **Master of Arts Speech-Language Pathology**

### **Student Handbook**

The master's degree (M.A.) education program in speech-language pathology at St. John's University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

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## Introduction

Welcome! The master's degree (M.A.) education program in speech-language pathology at St. John's University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The program is also 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. 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. Please also remember to check the [St. John's University website](#) for updates and important dates.

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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*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.

"Excellence in research, scholarship, and service"

## Strategic Plan

A Strategic Plan, developed by the faculty of the Department of Communication Sciences and Disorders, 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.

### VISION:

- I. We cultivate nationally recognized educational and clinical excellence and lifelong learning by:
  - a) adhering to the principles of evidence-based clinical practice and teaching
  - b) embracing cutting edge technologies for clinical and didactic instruction
  - c) capitalizing on our faculty's wide ranging clinical and research expertise
  - d) recruiting top tier students to our graduate program; and
  - e) maintaining strong alumni ties
- II. We lead our field in global initiatives and service for social justice by:
  - a) serving individuals in need of speech-language-hearing-swallowing services by establishing and maintaining global partnerships in developing countries
  - b) promoting professional diversity in the field of CSD by
    - 1 Offering a bilingual extension program
    - 2 Recruiting and maintaining a culturally and linguistically diverse faculty and staff
    - 3 Recruiting and maintaining a culturally and linguistically diverse student body
    - 4 Supporting initiatives to increase traditionally underrepresented students in CSD

## **Academic Goals of the MA Program in Speech-Language Pathology**

The MA Program in Speech-Language Pathology aims to provide students with the knowledge and skill area standards necessary for entry into professional practice.

## **Master of Arts Degree Program Requirements and Curriculum**

Students need to meet all the academic and clinical competencies in order to graduate.

### **A. Program Curriculum** (consists of the following three components, which total 54 credit hours)

- a. Basic Communication Processes (6 credits): CSD 203, CSD 329
- b. Clinical Core (3 credits hours): CSD 210
- c. Research Core (6 credit hours): CSD 201; CSD440 / 452 or Master's Thesis CSD 900
- d. Speech and Language Disorders (18 credits): CSD 308, 312, 317, 318, 321, 322
- e. Alternative and Augmentative Communication (3 credits): CSD 315
- f. Dysphagia (3 credits) that can include: CSD 331, 341 (optional 1 credit)
- g. Cultural Diversity (3 credits): CSD 381 and/or CSD 325 (CSD 325 required for BE)
- h. Speech Pathology in an Educational Setting (3 credits): CSD 330
- i. Audiology (3 credits): CSD 354

#### **Clinical Practica** (6 credits)

- a. In-house practica (2 credits): CSD 405, 406
- b. Child externship (2 credits): CSD 407
- c. Adult externship (2 credits): CSD 408

### **Plan of Study for Two-Year, 54-credit Program**

The 54-credit lock-step plan for two years of study (5 consecutive semesters) is outlined below. Enrollment in summer courses is mandatory. Those seeking the Bilingual Extension will require 63 credits, including an additional Winter Intersession course. Bilingual Extension courses are indicated with an asterisk.

#### Fall I – 13 credits

- CSD 210 Origin and Assessment of Speech-Language Problems (3 credits)
- CSD 317 Acquired Language Disorders (3 credits)
- CSD 318 Developmental Language Disorders (3 credits)
- CSD 329 Neurobiology of Speech and Language (3 credits)
- CSD 405 Speech-Language Pathology Practicum I (1 credit)

#### Winter Intersession I

\*CSD 325 Studies in Bilingualism (3 credits)

#### Spring I – 13 credits

- CSD 203 Models of Language Behavior (3 credits)
- CSD 315 Augmentative and Alternative Communication (3 credits)
- CSD 330 Speech-Language Pathology Practice in Educational Settings (3 credits)
- CSD 331 Principles of Dysphagia (3 credits)

- CSD 406 Speech-Language Pathology Practicum II (1 credit)

#### Summer I – 9 credits

- CSD 201 Introduction to Research Methods (3 credits)
- CSD 312 Motor Speech Disorders (3 credits)
- CSD 354 Habilitation of Children Who are Deaf or Hearing-Impaired (3 credits)

#### Fall II – 11 credits

- CSD 308 Voice and Fluency (3 credits)
- CSD 381 Cultural Diversity in Speech-Language Pathology and Audiology (3 credits)
- CSD 314 Disorders of Articulation (3 credits).
- CSD 407/408 Practicum in Speech-Language Pathology in Educational Settings/Speech Pathology Practicum in Adult Setting (2 credits)

#### Spring II – 8 credits \* Additional course options offered

- CSD 321 Assessment and Intervention of Infants, Toddlers, and Pre-School Children (3 credits)
- CSD 322 Communication Problems of Geriatric Persons (3 credits)
- \*CSD 320 Language-Based learning Disabilities (3 credits)
- \*CSD 340 Special Topics (3 credits)
- CSD 407/408 Practicum in Speech-Language Pathology in Educational Settings/Speech Pathology Practicum in Adult Setting (2 credits)
- \*EDU 9003/9005 Literacy Development for First and Second Language Learners/Teaching English to Speakers of Other Languages and Dual Language Instruction (3 credits)

### **Plan of Study for Three-Year, 54-credit Program**

The 54-credit lock-step plan for three years of study (eight consecutive semesters) is outlined below. Those seeking the Bilingual Extension will require 63 credits, including an additional Winter Intersession course. Bilingual Extension courses are indicated with an asterisk.

#### Fall I – 9 credits

- CSD 210 Origin and Assessment of Speech-Language Problems (3 credits)
- CSD 317 Acquired Language Disorders (3 credits)
- CSD 329 Neurobiology of Speech and Language (3 credits)
- \*EDU 9001 Foundations of Bilingual and Second Language Education (3 credits)

#### Spring I – 9 credits

- CSD 203 Models of Language Behavior (3 credits)
- CSD 315 Augmentative and Alternative Communication (3 credits)
- CSD 330 Speech-Language Pathology Practice in Educational Settings (3 credits)
- \*EDU 9003/9005 Literacy Development for First and Second Language Learners/Teaching English to Speakers of Other Languages and Dual Language Instruction (3 credits)

#### Summer I – 3 credits

- CSD 201 Introduction to Research Methods (3 credits)

#### Fall II – 7 credits

- CSD 318 Developmental Language Disorders (3 credits)
- CSD 381 Cultural Diversity in Speech-Language Pathology and Audiology (3 credits)
- CSD 405 Speech-Language Pathology Practicum I (1 credit)



### Winter Intersession II

\*CSD 325 Studies in Bilingualism (3 credits)

### Spring II – 7 credits

CSD 331 Principles of Dysphagia (3 credits)

CSD 322 Communication Problems of Geriatric Persons (3 credits)

CSD 406 Speech-Language Pathology Practicum II (1 credit)

### Summer II – 6 credits

CSD 312 Motor Speech Disorders (3 credits)

CSD 354 Habilitation of Children Who are Deaf or Hearing-Impaired (3 credits)

### Fall III – 8 credits

CSD 308 Voice and Fluency (3 credits)

CSD 314 Articulation & Phonology (3 credits)

CSD 407/408 Practicum in Speech-Language Pathology in Educational Settings/Speech Pathology Practicum in Adult Setting (2 credits)

### Spring III – 5 credits (\*Additional course options offered)

CSD 321 Assessment and Intervention of Infants, Toddlers, and Pre-School Children (3 credits)

CSD 407/408 Practicum in Speech-Language Pathology in Educational Settings/Speech Pathology Practicum in Adult Setting (2 credits)

· \*CSD 320 Language-Based learning Disabilities (3 credits)

· \*CSD 340 Special Topics (3 credits)

## **B. 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 criminal background check, please go to: <https://workforce.sterlingdirect.com/InvitationCodePage?InvitationCode=2040B50824FE43-7B1E1D04>. There you'll find instructions on how to complete the CBC with Sterling.
- ii. Should you have any problems, please contact Associate Dean Laura Schramm at [schramml@stjohns.edu](mailto: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.

### C. Clinical Requirements

- i. 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. ii. Contact hours must include experience with: a) Client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds, and 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.
- iii. 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.
- iv. 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.
- v. Clinic Orientation: Graduate students enrolled in their first clinical practicum must attend two full days of Clinic Orientation at the beginning of their program, typically held on the second and third day of the first semester. Orientation topics include: Diagnostics, Articulation & 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. Students must pass the competency assessment prior to being assigned to work with clients. Students will sign a document stating they have received a copy of the Policies and Procedures Manual and have reviewed it in its entirety.
- vi. Students are encouraged to discuss clinical internship and externship preferences with the clinical coordinator, and **when possible**, we will **try** to accommodate you. Please understand this is not always possible. It is important to note that the primary obligation of the program is to provide a well-rounded clinical training experience that meets the quality standards of the program. To maintain the high quality of our training program, students may be assigned to a clinical externship placement or in-house clinic that is not the student's first choice but is necessary to meet the goals of the training program, ASHA certification (CCC-SLP), and/or state licensure requirements. Therefore, **a student who refuses a placement may be required to drop the clinical course (CSD 405, CSD 406, CSD 407, or CSD 408) and re-enroll the next semester. The program is not required to find an alternate clinical site for a student who refuses a placement. Students should be aware that refusing a clinical assignment may prevent them from graduating on time.**
- vii. **For CSD 407:** Child/School Placement- Students for whom SJU's spring break does NOT coincide with the externship placement school **must still complete** the externship experience during SJU's spring break. Fingerprints are required for students completing CSD 407 in Department of Education schools.
- viii. **For CSD 408:** Adult/Medical Placement- Any student required to have a rad-badge (a badge that measures exposure to X-ray that is used for performing Modified

Barium Swallow Studies) must provide their own badge. The program **will not** purchase these badges for the student. Some medical externship sites require a background check for student clinicians. The clinical coordinator can, upon request, provide you a form that releases the university to write a letter with the results of your initial criminal background check required for entry into the Master's program. The form is also available to you in the "Groups Page" in Canvas. Externship sites may or may not accept this letter in lieu of a new background check. Any additional background check required for externships is the student's responsibility.

#### **D. Thesis and Non-Thesis Options**

##### **Thesis Option:**

- i. In order to take this option, you must have a 3.5 GPA or above. It requires completion of 48 credits of coursework and practicum, as well as six credits of CSD 900 (Master's Thesis).
- ii. 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.

##### **Non-Thesis (Research Project) Option:**

- A. The non-thesis option requires the completion of 51 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 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 (Independent Research Project). You should consider registering 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 complete special training 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. Procedures for Advisement

- i. **Academic Advisement:** Early in your first semester, you will receive an email with the name of your faculty advisor. You will meet with the same advisor each semester prior to registration for the following semester. Each advisor provides students with directions regarding how to make an appointment for advisement. The primary purpose of these meetings is to review progress toward completing the academic and clinical requirements for the degree, and to plan for the subsequent semesters. Progress toward the degree is documented in the student advisement report which can be accessed at any time online through DegreeWorks in MySJU. It is recommended that students print a copy of this report to share at the academic advisement meeting. Information about registration can be located on the registrar's website: <https://www.stjohns.edu/about/leadership-and-administration/administrative-offices/office-provost/enrollment-management/office-registrar>. Students also have the opportunity to discuss matters of a confidential nature (e.g., personal, academic, financial, medical, etc.) when meeting individually with their advisor. Advisors can assist students by referring them to the appropriate available resources on campus. Additional student meetings can be scheduled as needed throughout the program.
- ii. **Clinical Advisement:** Students will meet with the Clinic Coordinator to monitor development of clinical skills, clinical progress toward meeting the clinical component of the ASHA Knowledge and Skills Areas (KASA), and to plan for subsequent clinical placements. Progress toward meeting the clinical competencies tied to the KASA standards is documented in the CALIPSO record keeping system. Students will also have ongoing access to review these files. The clinic coordinator will select sites to meet your needs based on your level of clinical readiness and, to the extent possible, your preferences. Please bring a current copy of your SJU Advisement Report to your meeting with the coordinator.

#### F. Comprehensive Examination

1. Students will sign up to take the comprehensive exam (CSD 105) when registering for their last semester of coursework. You are only eligible to take the comprehensive examination during your last semester of academic coursework (this does not apply to those extending their graduation to earn clinical hours or who have an additional clinical experience). The comprehensive examination is required for graduation.
2. If all requirements have been met as per your student advisement report from DegreeWorks, your advisor will register you to take the exam for the following semester.
3. The format of the comprehensive exam is objective with a range of applied multiple-choice questions. Test takers are allotted three hours for the exam.
4. You will not be permitted to sit for the exam if you are on academic probation or if you have incomplete grades. If the only incomplete grade you have is related to a practicum experience, please discuss this with the program director. There is a possibility to petition the college for permission to take the comprehensive exam. This only applies to incomplete

grades related to practicum experiences. Any incomplete grade related to an academic course will bar the student from taking the comprehensive examination.

5. 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. Passing the comprehensive exam is required for graduation.
6. If you elect the thesis option, you will take an oral comprehensive exam centered on your thesis and related areas.

## **G. Student Support Services**

Student support services are available to all students. Information can be located on the following university website: St. John's University Student Support Services: <https://www.stjohns.edu/life-st-johns/health-and-wellness>

- The [Counseling Center](#) and [Campus Ministry](#) are both available to help with personal and/or emotional problems.
- The [Writing Center](#) is available to help you improve your writing skills.
- The [University Learning Commons](#) (ULC) is available to provide you with peer or professional tutoring.
- If you are a non-native English speaker, [English as a Second Language](#) (ESL) courses are available.
- 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 discounted rate.

## **H. Probationary Status**

If your GPA falls below the 3.0 threshold necessary for good academic standing, you will be placed on academic probation. Measures will be taken to support and help you focus on academics in order for you to reach the 3.0 threshold GPA. Such facilitation includes a pause on graduate assistantship; reduced course loads, postponement of clinical practicum (e.g., you may be able to register for seminar, but must postpone the clinical practicum component), 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. Failure to earn a GPA at or above a 3.0 in the semester following probation will result in dismissal from the program.

## **I. Remediation Policy for academic and clinical coursework**

- i. **Academic Remediation Policy:** Student remediation is provided to ensure that students meet competency on all 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- 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 does not meet

competency on a final exam or project, demonstration of competency through alternate means will be required. The student may be given an “incomplete” in a course until remediation is complete. The course instructor sets due dates for remediation assignments.

- ii. **Clinical Remediation Policy:** If a student does not successfully complete a practicum (below a B- or significant weaknesses in KASA standard areas), 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 the student, the clinic coordinator, and the program director. If you cannot complete the remediation plan during the semester, you may receive an incomplete grade and repeat the practicum course. A practicum course may be repeated only once.
- iii. The recommendation to postpone a clinical externship due to lack of development of necessary clinical knowledge and skills will be determined with input from the student, the clinical supervisor, the clinical coordinator, and the program director.
- iv. Students who require multiple remediation experiences within or across semesters may be advised to postpone clinical externships until they demonstrate sufficient knowledge and skill levels (i.e., clinical readiness) to engage in external practica. This may include extending the student’s graduation date to ensure full development of academic and clinical knowledge and skills.

J. **Academic Honor Code:** All students must abide by the [SJU Academic Honor Pledge](#)

### **I. Procedures for Disciplinary Action**

- i. 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 may be counseled to pursue another career choice and remove yourself from the program; b) you may receive a grade of F in the course and be placed on probationary status; c) you may be referred for counseling; and/or d) you may need to repeat the course.
- ii. 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.

### **K. St. John’s College of Liberal Arts Academic Fairness Procedure 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 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.”

## **L. Student Complaints**

### **Formal Procedure**

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.

### **SJU 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 a 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.
  - v. The committee may establish other rules of procedure consistent with these procedures upon adequate notice to all parties concerned.

#### **4. 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 the 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.

#### **5. 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.

The committee shall, by majority vote, either: Uphold the grade of the instructor and dismiss the complaint; or uphold the contention of the student that the final grade was unfair. If the decision supports the instructor, the case is deemed closed.

- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. The ultimate decision and action of this committee shall be considered final and admit of no further appeal.

**M. 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 may not extend beyond 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 restrict your ability to register.

**N. 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.

**O. Attendance Policy:** The Master's Program in Speech-Language Policy has its own attendance policy. It provides both a level of consistency in terms of

expectations for students as well as the instructor's preference for its implementation.

**Attendance Policy for Academic Classes:** Active participation is expected which means that students come to class, on time, prepared to ask and answer questions regarding readings, assignments, and lectures. Attendance is always critical to your success. You are allowed 1 absence with no penalty or questions asked. All absences above the one "free" absence will require documentation (ask instructor for acceptable forms of documentation) to be considered excused. Unexcused absences will result in reduction of [instructor adds consequence here]. Lateness or leaving early may also result in loss of points.

**Attendance Policy for Practicum Seminars and In-house Clinical Practice and Externships:** Any unexcused absence from clinic or seminar may result in grade deductions and possible clinic probation at the discretion of the clinical coordinator.

**P. Accommodations or adaptations:** If you believe you need accommodations for a disability, please contact Services for Students with Disabilities (SSD) or the Office of Disability Support Services of your home school. 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 within the consortium. 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; 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.

For more information at St. John's University, please contact Office of Disability Services, Marillac Hall Room 134, 718.990.6867; [disabilityservices@stjohns.edu](mailto:disabilityservices@stjohns.edu); <https://www.stjohns.edu/life-st-johns/health-and-wellness/disability-services>

## **Q. Related Information**

### **Health requirements**

Courses that require Academic Service Learning or particular practicum sites such as, the Ozanam Hall Skilled Nursing Facility may require additional immunizations and documentation prior to visiting that facility.

All students must provide evidence of MMR inoculations and provide verification to [Student Health Services](#).

### **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 or complete in-class assignments. 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. 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. Due to confidentiality guidelines (HIPAA), all client identifying information should be omitted on clinic paperwork (i.e., intervention plans, SOAP notes, and, progress reports) sent via email.
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.

## **Requirements for ASHA Certificate of Clinical Competence in Speech-Language Pathology**

The American Speech-Language-Hearing Association has established a minimum of knowledge and skills required for the Certificate of Clinical Competence (2020 ASHA Certification Standards). 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, characteristics of various communication and swallowing disorders, identification procedures, and treatment approaches. In addition, 400 hours of clinical practicum experience are necessary to receive the M.A. degree. Once you complete 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**

#### **A. 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 three 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)

## **B. Clinical Requirements**

You must complete at least 400 hours of supervised clinical experience (at least 325 hours on the graduate level) 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. Telepractice supervision must be line of sight.

## **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 completion form at 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 [Clinical Fellowship Information](#) and [certification forms](#), which can be downloaded from [ASHA.org](http://ASHA.org).

#### **D. The National Examinations in Speech-Language Pathology (Praxis)**

After you receive your M.A. degree or **during your final semester of study (Please take your Praxis exam AFTER the comps exam)**, 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. 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! The Praxis exam website is extremely hard to navigate. Luckily, ASHA has a nice guide to help you learn about, register, and prepare for the Praxis (<https://www.asha.org/certification/praxis/>). Registration directly with ETS can be accomplished here (<https://www.ets.org/praxis/register>). You want to take the **The Praxis II™: Subject Assessment in Speech-Language Pathology and it is offered as a computer-based test (5331)**. The test is given September–August and the test fee is \$115 (this may change). 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. Notice you are signing up for the speech-language pathology test (**code 5331**). Please report to the following agencies: New York State (SLP Licensure) using **Code 7747**; ASHA (for your CCC-SLP) using code **5031**; **SJU (we have to report pass rates) using code 0203**.

#### **E. Continued Professional Development**

In order to maintain your certification in both speech-language pathology and Audiology, you must demonstrate continued professional education. Certification status is renewed every three years assuming completion of 30 professional development hours, which is equal to 3.0 CEUs. At least one of the 30 hours must be

in ethics. A one-time 2-hour training course in supervision is required before you may supervise students or clinical fellows.

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](mailto:speechbd@mail.nysed.gov)

#### **F. Exit Interview:**

The purpose of the Exit Interview is to review the documentation required for students to apply for **New York State licensure** and **SLP Certification from the American Speech-Language-Hearing Association (ASHA)**. If you have not had your Praxis scores sent to St. John's University, please bring verification that you have taken this exam. Also, please make sure you have met with the Clinic Coordinator (Ms. Schwartz) prior to the exit interview to ensure she has signed off on the completion of your clinical requirements. Students who finish during the Summer and Fall semesters will have a conferral date on September 30 or January 30 respectively. For these students, the exit interview will take place as soon as all degree requirements are met (before degree conferral date). The Program Director will contact you to make an exit interview appointment.

Upon completion of all academic and clinical requirements, the Program Director will issue a Letter of Completion. This will allow students to actively seek employment and to begin the Clinical Fellowship prior to the date of degree conferral. Students must contact the Registrar to pick up their diplomas after the diploma has been conferred.

New York State requests that you file for SLP application first [[NYS Speech-Language Pathologists & Audiologists: License Requirements \(nysed.gov\)](https://www.nysed.gov/education/assessment/assessment-services/slp-application)]; via Form 1 and a payment) and then complete form 4a which lists your supervisor and practice site [[NYS Speech-Language Pathologists & Audiologists: Application Forms \(nysed.gov\)](https://www.nysed.gov/education/assessment/assessment-services/slp-application)]. NYS Form 2 verifies your completion of our approved program and is completed by the program and sent directly to NYS. ASHA does not require that you apply for certification until you complete the CF experience, although there are benefits to applying early [[Apply for Certification in Speech-Language Pathology \(asha.org\)](https://www.asha.org/certification) ]. **Please note that the Program Director will not issue a letter of completion, FORM 2 (for New York State licensure)**

**or sign off on ASHA CCC information if the student does not complete the exit interview.**

**G. NYS license application:** You will be completing one part of the necessary paperwork at the exit interview (form 2). This form will be given to you at the meeting. However, in order to obtain NYS licensure as an SLP, you must complete the following steps on your own. Please note that NYS requests that you apply (using Form 1 and a payment) first and then send in your CF supervisor's information (Form 4a- both linked to above) before you begin your CF experience. **You do NOT need a NYS license to work in a public school. That requires the TSSLD- see below.**

1. Complete the Application for Licensure Form 1  
(find form here: <http://www.op.nysed.gov/prof/slpa/sla1.pdf>)
2. Mail this form and the appropriate fee (\$294.00- do not send cash) to:  
New York State Education Department, Office of the Professions, PO Box 22063, Albany, NY 12201
  - a. Make check or money order payable to the: New York State Education Department

\* More information about NYS license requirements may be found at:  
<http://www.op.nysed.gov/prof/slpa/speechlic.htm>

### **New York State Certification as Teacher of Students with Speech and Language Disabilities (TSSLD)**

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. The Content Core courses required for 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 a minimum of 150 hours.

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

- EAS

### **How to Apply:**

Specific details and step-by-step information is available to all graduate students 24/7 in our groups page. **Please consult the TSSLD & BE Handbook in the groups page.** All graduate students are encouraged to create an online TEACH account at the Graduate Orientation Meeting. Completion of required workshops and exams is maintained on the TEACH account. Upon graduation, the Clinic coordinator will forward verification of completion of the student teaching practicum requirement to the Chief Certification Officer in the School of Education. The student must submit an online Institutional Release of Academic Form (IRAF; <https://www.stjohns.edu/institutional-release-authorization-form-iraf-nys-certification-endorsement-approved-preparation>) to the certification officer so that coursework can be verified. Once the diploma has been issued, your application will be endorsed and forwarded to the NYS Education Department for the teaching credential.



When filling out the IRAF (<https://www.stjohns.edu/institutional-release-authorization-form-iraf-nys-certification-endorsement-approved-preparation>), only DASA should be selected under workshops, as that is the only workshop that is required to obtain college recommendation/endorsement. "Initial" is the certification type you are seeking. **TSSLD's program code is 26273 and use the same code for the Bilingual Extension.**

If you are seeking the TSSLD and the BE, you have to fill out the form twice. Once with the TSSLD name/code and the next one using the Bilingual Extension name and code (use the same code as the TSSLD).

The student's TEACH account must be complete and contain:

- Verification of completion of required 4 workshops including School Violence Prevention, Autism, Child Abuse Recognition (mandated reporter) and DASA workshop.
- Passing scores on all required tests
- Verification of finger printing

After filing the IRAF, the Chief Certification Officer in the School of Education will send your signed application electronically 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**

Students who are enrolled in the MA Program for Speech-Language Pathology and pursuing the TSSLD may also apply for the Bilingual Extension. In addition to the regular MA core requirements, candidates for the BE 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 BE consists of 15 credit hours broken down as follows: *(revised 10/17/17)*

CSD 203 Models of Language Behavior	3 credits
CSD 381 Cultural and Linguistic Diversity in SLP (included in the MA Curriculum)	3 credits
CSD 325 Theories of Bilingualism	3 credits
EDUC 9001 Foundations of Bilingual and Second Language Education	3 credits
EDUC 9005 Teaching English to Speakers of Other Languages and Dual Language Instruction	3 credits
or	or
EDUC 9003 Literacy Development for First and Second Language Learners	3 credits

## 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**

<https://www.stjohns.edu/academics/programs/speech-language-pathology-master-arts>

**ASHA Code of Ethics**

<http://www.asha.org/Code-of-Ethics/>

**Additional Resources:**

ASHA Scope of Practice: <https://www.asha.org/policy/SP2016-00343/>

NYS Code of Ethics: [www.nysslha.org](http://www.nysslha.org)

Manual and Procedures for Human Subject Research:

<https://www.stjohns.edu/academics/research/grants-and-sponsored-research/human-participants-irb-animal-use-research>

**NYS Dept of Education**  
**ARTICLE 159**  
**Professional License for Speech-Language Pathologists**

See: <http://www.op.nysed.gov/prof/slpa/article159.htm>

And see: <http://www.op.nysed.gov/prof/slpa/speechlic.htm>

**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.  
oration or modification of such disorders and conditions individuals and/or groups of individuals.

**8203 Practice of Audiology.**

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

**8204 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.

**8205 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 master's 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;
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.

### **8206 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 nonpublic 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.

### **8207 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 master's 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 bachelor's 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 master's 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.

### **8208 Mandatory continuing competency.**

- 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 noncredit 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.

- 1 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.

- 2 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  
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.