Stony Brook University

School *of* Health Professions

Department of Speech-Language Pathology Graduate Handbook

Updated 08/28/2023

Graduate Handbook Table of Contents

Department of Speech Language Pathology
Graduate Handbook

The purpose of the Graduate Handbook is to provide the faculty, staff, students and clinical supervisors with information about the policies and procedures in the Department of Speech Language Pathology in the School of Health Professions which is part of Stony Brook Medicine at Stony Brook University. This Handbook does not contain all policies and procedures from Stony Brook Medicine(https://www.stonybrookmedicine.edu/education) and/or Stony Brook University (www.stonybrook.edu).

The Department of Speech Language Pathology

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Phone Number: 631- 632 - 5380

Social Media:

Facebook - https://www.facebook.com/SLPSBU

Instagram - https://www.instagram.com/sbuslpgrad/

Website - https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology

Faculty and Staff

The following website includes all faculty, staff and supervisors. The below listing includes faculty assigned to the program with .5 FTE or greater.
https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/faculty-staff/faculty-staff

Renee Fabus, Ph.D., CCC-SLP, TSHH, Chair and Founder of the Department, Associate Professor
She received her bachelor's degree from New York University, her Masters of Science degree in Speech-Language Pathology from Teachers College, and her M. Philosophy and Ph.D. from Columbia University. She completed a graduate certificate program in Higher Education Leadership from University of Massachusetts at Amherst in September 2020. Dr. Fabus is the founder of the Master's program in Speech Language Pathology at Stony Brook University (SBU). She has served in other academic roles at SBU including the Co-Founder and Co-Director of the Advanced Graduate Certificate Program in Bilingual Education Extension, Associate Dean for Research, and Interim Director of the Rehabilitation Research and Movement Performance Laboratory (RRAMP Lab). Additionally, she co-founded the Interprofessional Tele- Board which is an academic collaborative composed of representatives from the different health science schools to create educational resources for the healthcare community and develop standards for the practice of telehealth across disciplines. She is also a certified and licensed speech-language pathologist for over 20 years who has practiced in a variety of medical settings. She has taught and supervised students in programs in the New York City and Long Island areas and published books and peer-reviewed journal articles in the areas of speech sound disorders, aphasia, dysphagia, stuttering and telehealth. She has received both internal and external grant funding. More recently at Stony Brook University she received funding to create a pipeline of teachers in bilingual education (CR-ITI Grant), as well as a diversity, equity and inclusion mini grant and an NSF grant for Lip Reading by Unobtrusive Multimodal Sensors and Machine Learning Algorithm. Additionally, she has served as a reviewer and on the Editorial Board for journals and the SIG 15 Perspectives. She has served on regional, state and national committees including being Past President of the Long Island Speech Language Hearing Association, and more recently serving on the National Center for Interprofessional Practice & Education committee reviewing Interprofessional Presentations. She has a passion for educating and mentoring students to strive to reach their full potential.

Elisabel Chang, MS, CCC-SLP, TSSLD-BE
Director of Clinical Education, Clinical Assistant Professor
She is a licensed and certified bilingual speech-language pathologist in New York and Florida. She has practiced in a variety of settings (*e.g.*, NYC DOE, medically fragile patients in a home health setting, provided intervention to students in an integrated preschool setting, as well as clients in private practice). In addition, Ms. Chang worked as a diagnostician where she implemented linguistically and culturally responsible methods to determine language disorders vs. language differences for students in Nassau and Suffolk Counties, in addition to the NYC DOE before entering higher education. Elisabel served as a Clinical Instructor at the University of South Florida where she served a diverse community while helping graduate students transfer their academic knowledge to clinical situations while using evidence-based practices and developing their clinical judgment. She has and continues to educate graduate students how to administer culturally competent assessments and differential diagnosis for linguistically diverse students using standardized and non-standardized measures. Elisabel has also provided district-wide professional development to staff SLPs and lectured to graduate students on topics such as Cultural Competence in Speech-Language Pathology, Diversity and Inclusion in Speech-Language Pathology, Equality vs. Equity in Speech-Language Pathology, Language Difference vs. Language Disorder, Non-

Standardized and Dynamic Assessments, and Culturally and Linguistically Responsible Evaluations.

Joy Kling, M.A. CCC-SLP, TSSLD, Clinical Assistant Professor
Joy Kling received both her Master of Arts in Speech-Language Pathology and her Bachelor of Arts in Communication Sciences and Disorders with a minor in Psychology from the City University of New York: Queens College. Over the past twenty years, Joy has worked with people of all ages and cultures, in nearly every professional setting. Joy was the clinical supervisor for fluency disorders at the City University of New York: Queens College Speech-Hearing-Language Clinic. In 2009, Joy participated in the highly selective Eastern Workshop for stuttering specialists, a week-long workshop hosted by the Stuttering Foundation of America. She has volunteered her time, spearheading and co-leading the National Stuttering Association Kids' Chapter on Long Island, NY. Joy manages the CPSE Stuttering clinic at New York Therapy Placement Services in Port Jefferson, New York. She trains and supervises fellow speech-language pathologists in the assessment and treatment of stuttering. Joy owns a private practice in Miller Place, Long Island where she specializes in helping children, teens and adults with stuttering and voice issues, as well as other speech-language related areas. Joy believes in the importance of treating the "whole person" and working in a "team-approach" to therapy. She is excited to share her passion for stuttering with the graduate students at Stony Brook University.

Dr. Linda I. Rosa-Lugo, Ed.D., CCC-SLP, BCS-CL, F-ASHA, Visiting Clinical Associate Professor
Linda I. Rosa-Lugo, Ed.D., CCC-SLP, is an ASHA Board-Certified Specialist in Child Language, and ASHA Fellow. She received her doctoral degree from Teachers College, Columbia University. Currently retired from the University of Central Florida in February 2022, she served as the Associate Dean of Faculty Excellence, Graduate Programs and Global Affairs in the College of Health Professions and Sciences at the University of Central Florida (UCF), founding director of the UCF Listening Center, and teaching faculty member in the School of Communication Sciences and Disorders. She is a bilingual speech-language pathologist (SLP) and a teacher of children who are deaf or hard of hearing. Her experience includes many years in public schools as an SLP, classroom teacher, and district administrator. Dr. Rosa-Lugo has a long-standing commitment to interprofessional practice and education. She has received collaborative U.S. Department of Education grants in several areas: language/literacy; preparation of SLPs to serve English Language/Multilingual Learners with communication disorders; and listening and spoken language intervention for children and adolescents with hearing loss who come from linguistically diverse homes. Her research and publications during the past 27 years have focused on the areas named above. She currently is a member of ASHAs Board of Directors, serving as the Vice President of Speech-Language Pathology Practice.

Ryann Vigliotta, M.A.
Ryann Vigliotta is the Staff Assistant for the Speech-Language Pathology and Applied Health Informatics programs. She received her Bachelor of Arts degree in Earth Science from Dowling College and a Master of Arts degree in Infant/Toddler Early Childhood Special Education with a Middle School extension from St. Joseph's College. She has worked in various professional and educational environments including working with children with Autism Spectrum Disorder, as well as other developmental disorders. Prior to joining Stony Brook University, she worked in the hospitality industry where she developed the strong communication skills needed when interacting with people from a variety of backgrounds and cultures. She previously worked in the Health Benefit Administration field where she assisted the Human Resource department of major domestic and international companies with administering and managing their employees' health benefits. She is excited to be working with the Speech-Language Pathology department at Stony Brook University where she can utilize her previous work experience and education to aid in the success of its students and faculty.

Chapter 1 - Introduction

1.1 Program Description and Candidacy Program Description

The Speech-Language Pathology (SLP) program leading to a M.S. degree is housed in the School of Health Professions (SHP), at Stony Brook University's Southampton location. It is a comprehensive and rigorous program which prepares students for positions in a variety of settings including hospitals, rehabilitation facilities, long-term care facilities, extended care facilities, schools, agencies, and private practices. Stony Brook University (SBU) is affiliated with Stony Brook University Hospital, Long Island State Veterans Home, and Southampton Hospital. Students will engage in clinical practice each semester throughout their two-year program.

The graduate students in this program will engage in clinical simulations and interprofessional practice experiences with students from other health-related programs. The degree program is offered in a traditional weekday format and there is a cohort model which fosters camaraderie among students. Students are required to complete pre-requisite coursework prior to their admission into the program. During a student's didactic coursework, the student will have opportunities to observe and interact with patients diagnosed with several different diseases/disorders including Amyotrophic Lateral Sclerosis, Multiple Sclerosis, Parkinson's Disease, Aphasia, Cleft Palate, Autism, and Alzheimer's Disease. Upon completion of the program, students will be eligible for their American Speech-Language-Hearing Association (ASHA) certification and New York State (NYS) licensure. Optional tracks will prepare students for initial teaching certification and bilingual extension certification (in Spanish) in the schools.

Candidacy Status

The Master of Science (M.S.) education program in speech-language pathology (residential) at Stony Brook University of the State University of New York is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

According to Standard II: Education Program (https://www.asha.org/Certification/2020-SLP-Certification- Standards/#2), all graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status.

1.2 Mission and Vision

The mission of the Master's in Speech-Language Pathology program is to develop exceptional speech-language pathologists dedicated to positively impacting their communities through service, ethical and evidence-based practices, and advocacy and scholarship. In order to achieve this, we are committed to educate our students to become clinical practitioners, teachers and researchers in communication and swallowing disorders. The students will engage in team-based and problem- based learning experiences and provide services to individuals with communication disorders under expert faculty supervision while learning about integrating theory into clinical practice in a variety of medical, educational settings and private practice settings. Graduates from the program will be known for their commitment to lifelong learning, high standards of professional behavior,

collaborative practices, sensitivity to human diversity, and their ability and willingness to use their knowledge and skills to enrich the lives of others.

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VISION
The Master's Program in Speech-Language Pathology is dedicated to produce licensed and certified speech-language pathologists who will service persons with communication and swallowing disorders. The program provides a commitment for academic excellence by incorporating evidence-based practice, critical thinking, scholarly activity, innovative clinical training methods, and interprofessional education and practice. The program prepares qualified and compassionate individuals for careers in the field of communication and swallowing.

1.3 Student Learning Outcomes (SLOs)

1. Students will recognize and diagnose the basic human communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates in the following areas: speech sound production to encompass articulation, motor planning and execution, phonology, and accent modification; fluency and fluency disorders; voice and resonance including respiration and phonation; receptive and expressive language including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (*e.g.*, gestures, signs, body language), and literacy in speaking, listening, reading, and writing; hearing including the impact on speech and language; swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span; cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning; social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities; augmentative and alternative communication modalities. Standards IV-C and IV-D.

2. Students will apply learned principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates for each of the areas specified in #1, Standards IV-D and V-F.

3. Students will demonstrate the integration of research processes and principles into evidence-based clinical practice. Standards IV-E and IV-F.

4. Students will demonstrate knowledge of licensure and certification and integrate, apply and adhere to the American Speech-Language-Hearing Association standards of professional and ethical conduct. Standard IV-E, IV-G and IV-H.

5. Students will integrate, synthesize and apply their classroom knowledge with their clinical experiences, which include experiences enough in breadth and depth to achieve the following skills outcomes in evaluation, intervention, and interaction and personal qualities. Standards V-A and V-B.

 6. Students will demonstrate, synthesize, and integrate knowledge of clinical experiences, including Interprofessional Education and Practice with other health professional students and clinicians. Standards V-B and V-C.

SLOs for the optional teacher certification/bilingual education extension tracks:

1. Students will apply learned principles and methods related to prevention, assessment, and intervention for children with communication disorders in school settings. Standards IV-D, V-B and V-F.

2. Students will apply learned principles and methods related to bilingual prevention, assessment, and intervention for children with communication disorders in school settings. Standards IV-D, V-B and V-F.

Reference: Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association (2020). 2020 Standards and for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved [June 3, 2016] from https://www.asha.org/Certification/2020-SLP-Certification-Standards/.

1.4 Strategic Plan

Goal 1: Support and retain distinguished faculty (CAA Standard 2.0 Faculty)

Strategy 1: Support faculty intra and inter-disciplinary collaboration.

Tactic: Faculty will participate in at least one - two research study/studies per year with other faculty inside and outside the school (within the university).

Schedule: Continuously assess.

Objective 2: Support faculty to achieve excellence in service, scholarship and teaching.

Tactic 1: Faculty obligations will be balanced for scholarship, teaching, service, advising, supervision and student mentoring of research projects in order to achieve this strategy.

Schedule: The chair will review each faculty member's obligations annually.

Tactic 2: Faculty will obtain financial reimbursement for presenting their research at two conferences per year (regional, state, or national conferences).

Tactic 3: Faculty will obtain start-up funds to assist with the development of their scholarship plan.

Schedule: Each faculty member will obtain start-up funds based on his/her research agenda and is expected to write research grants yearly.

Objective 3: Provide mentorship to junior faculty in the areas of Scholarship, Teaching and Service.

Tactic: Faculty will meet with the chair to monitor and support their growth as teachers and researchers toward tenure. Prior to meetings, faculty will reflect on 3 different areas: Scholarship, Teaching and Service and provide one annual goal in each area. The chair will observe all faculty teaching and write a teaching evaluation.

Schedule: The chair will meet annually with each faculty member to discuss their career projector (including their goals in the areas of Scholarship, Teaching and Service).

Goal 2: Develop an accredited program which provides a commitment for academic excellence by incorporating evidence-based practice, critical thinking, scholarly activity, innovative clinical training methods, and interprofessional education and practice in order to meet CAA Standards, State Licensure, and teaching certification standards. (CAA Standard 3.0 Curriculum)

Objective 1: Develop and implement Interprofessional Practice experiences with faculty in other allied-health programs in the School of Health Professions, School of Medicine, School of Dental Medicine, and the School of Nursing.

Tactic: Faculty and students will engage in at least three clinical simulations/IPE events with faculty and students from the SHP, School of Nursing, School of Medicine and the School of Dental Medicine.

Schedule: Beginning Fall 2021 and continuing every fall semester.

Objective 2: Faculty will incorporate evidence-based practice, case studies, critical thinking, problem-solving and experiential learning activities during their pedagogical coursework.

Tactic 1: Faculty will incorporate these pedagogical strategies in at least two assignments in each course they teach.

Schedule: Beginning Fall 2020. The chair will review syllabi each semester and discuss the curriculum at a scheduled yearly retreat. The first retreat was in summer 2021. Subsequent faculty retreats occurred in summer 2022 and 2023. The next faculty retreat is scheduled for summer 2024.

Tactic 2: The chair will review the syllabi each semester and provide feedback.

Schedule: The chair will review syllabi each semester and discuss the curriculum at the scheduled yearly retreat.

Goal 3: Recruit and retain intellectually engaged, and ethical students (CAA Standard 4.0 Students).

Objective 1: Recruit well-prepared and motivated students of diverse ethnicity, cultures and linguistic backgrounds.

Tactic 1: Develop admission criteria which are consistent with the program's rigorous standards and mission. Review and revise the admission criteria for students who are admitted into the program.

Schedule: Spring 2020 admissions for entering cohort in Summer/Fall 2020 and have reviewed at faculty retreats (2021, 2022 and 2023).

Tactic 2: Maintain longitudinal data of student's performance in the program.

Schedule: Ongoing maintenance of data. Reviewed data of first cohort after they graduate in 2022.

Tactic 3: Review and update the Core Functions Document for the program.

Schedule: Started Fall 2020 and continuing with every cohort.

Objective 2: Create a peer mentoring program where more experienced (second year) graduate students' mentor (first year) less experienced students.

Tactic: When students are admitted into the program, they will be paired with a second-year student.

Schedule: This cannot be completed with the first cohort of students. This was implemented with a 2nd cohort of students in Fall 2021, 3rd cohort of students in Fall 2022 and a 4th cohort of students in Fall 2023.

Objective 3: Promote student participation in scholarship activities.

Tactic 1: Students will complete a capstone project as a summative assessment for their graduate program.

Schedule: Students will complete a capstone project in their second year of the program. The first cohort completed their capstone in Spring 2022. The second completed their capstone in Spring 2023.

Tactic 2: Students will be encouraged to engage in research activities with full-time faculty members.

Schedule: Ongoing.

Objective 4: Develop and implement a plan to promote alumni involvement/engagement.

Tactic 1:

1. Develop an exit survey for students graduating from the program. An exit survey was administered and reviewed at the faculty retreat. **Tactic 2:** Develop an alumni survey for students who graduated two years from the program. **Tactic 3:** Encourage alumni involvement: speaking in seminar classes, supervising students at externship sites, and providing mentorship of students in the program.

Schedule: 1. Exit survey administered in Spring 2022 when the first cohort of students graduated. 2. Begin Fall 2023 when 1st cohort completed the program and their CF experience- alumni survey administered.

Goal 4: Develop and implement a long-term plan for program assessment and student learning outcomes (CAA Standard 5.0 Assessment).

Objective 1: Develop and implement a 5-year strategic plan for the program during the candidacy period from CAA.

Tactic 1: The chair will develop and modify a strategic plan in consultation with the advisory committee of the graduate program in SLP.

Schedule: This was developed by Fall 2016. Reviewed in 2020. Will be reviewed and updated after every retreat. Next retreat in summer 2023.

Objective 2: Develop and implement a 10-year capital and infrastructure plan based on actual enrollments while in the 3rd year of Candidacy (in order to implement after accreditation is obtained) and Review the 5-year strategic plan.

Tactic 1: Faculty will meet with advisory committee yearly to discuss progress in developing the program. Yearly retreat (summer) with faculty to review the strategic plan.

Schedule: Will complete by Fall 2025.

Objective 3: Continuously evaluate the adequacy of student and faculty support through exit surveys for students and annual evaluation of resources by faculty and report results to Administration.

Tactic: Faculty will convene during an annual retreat to discuss programmatic issues and adequacy of support and results of surveys.

Schedule: Yearly beginning Summer 2021 and continued in 2022 and 2023. The next retreat is scheduled for summer 2024.

Goal 5: Design the space efficiently to ensure an environment that supports teaching, scholarship, learning, and community involvement (CAA Standard 6.0 Resources).

Objective 1: Develop and implement a plan for renovation of the space to include two smart classrooms, student workspace, faculty office space, faculty research laboratories, student multipurpose laboratory, and conference rooms with an audio-visual monitoring system.

Tactic: Meet with Dean of SHP.

Schedule: Ongoing.

Objective 2: Review the physical space plan and how it aligns with yearly goals of the program.

Tactic 1: The physical space was completed by spring 2021. The chair and program faculty will meet yearly to discuss how the physical space is aligned with the program goals.

Schedule: Yearly at retreats beginning in summer 2021. The next retreat is summer 2023.

Goal 6: Develop and retain a collaboration and partnership with different clinical facilities (Hospitals, Rehabilitation Centers, Skilled Nursing Facilities, Private Practices and School Districts) to diversify and increase student clinical experiences, support community outreach and promote clinical research (CAA Standard 3.0 Curriculum).

Objective 1: Develop collaborations with different types of facilities including schools, skilled nursing facilities, hospitals, agencies, private practices, and rehabilitation centers.

Tactic 1: Obtain additional contracts each semester with different child and adult facilities.

Schedule: Obtained contracts with 20 – 25 facilities by Fall 2020 and continue establishing 3 new contracts every semester by Fall 2023. Established new contracts in 2021, 2022 and 3 at minimum to date in 2023.

Chapter 2 - Academic Requirements and Policies

2.1 Overall Academic Requirements

A student is expected to successfully attain all the knowledge and skills/competencies for each of the didactic and clinical courses. Students must earn a grade of "B-" or higher in all didactic courses and "B" or higher in clinical courses and demonstrate mastery of the required knowledge and skills for that subject area.

1. If a student earns a "C+" grade or lower in a didactic course, the student will have to repeat the class when it is offered again.

2. If the student earns an overall grade of B- or higher in a didactic class, but does not master the required knowledge and skills within an area within the course or on any assessment measure within the course, they **must** complete a remediation (assignment) to acquire the knowledge and skills. The grade the student earned on the assessment measure will remain the same and not be modified. The faculty instructor in collaboration with the Chair of the Program and the student will develop a Remediation Plan for the student to master the knowledge and skills.

3. If a student earns a second grade of "C+" or lower in a second didactic course, the student will be dismissed from the Program.

4. Students must earn a grade of "B" or higher in all clinical courses and demonstrate mastery of the required knowledge and skills for that subject area.

5. If a student earns an overall grade of "B-" or lower in any clinical course (Clinical I, Clinical II, Clinical III, Clinical IV, Clinical V, SLP in the Schools Clinical, Bilingual Clinical) the student **must** repeat the clinical course when it is offered again and **may not** be enrolled in a clinical course the following semester. They may enroll in didactic courses only. If a student earns a second grade of "B-"or lower in a second clinical course, the student is dismissed from the program. If a student earns two failing grades in two didactic or clinical courses or one didactic and one clinical course, the student is dismissed from the program.

6. If a student earns a grade of "B-" or lower in any clinical assessment measure/ assignment **or** clinical rotation during Clinical I and/or Clinical II, the student **must** complete Remediation in the form of a Student Intervention Plan (SIP) to acquire the knowledge and skills. Please see the Handbook for Students and Supervisors for more detailed information.

7. If a student earns a grade of an "F" in any didactic or clinical course, they are dismissed from the Program.

2.2 Department Warning

A student who does not meet the standards set forth in Academic Policies and Procedures. The Chair will inform the student in writing of the failure to meet program requirements and possible consequences. A student may be placed on probation or suspended without receiving departmental warning. Please also see Policy in SHP Handbook 2023.

2.3 Probation

A student will be recommended for Probation if they meet any one of the following:
1. Overall GPA < 3.0.
2. Failed one didactic course with a grade of C+ or lower.
3. Failed one clinical course with a grade of B- or lower.
4. Demonstrated unprofessional behaviors with faculty, staff, clinical supervisors, or other students.
5. One instance of Academic Dishonesty in the program. See information in the Graduate Handbook and the SHP Handbook 2023.
6. Violation of the ASHA Code of Ethics 2023.
7. For additional information See SHP Handbook 2023

2.4 Dismissal from the Program

If a student earns two (2) failing grades in didactic and/or clinical classes, the student will be dismissed from the Program. Also, if there are two (2) or more instances of academic dishonesty the student will be dismissed from the Program. See information about Dismissal and Appeal Process in the Graduate Handbook and the SHP Handbook.

2.5 Maximum Time to Degree

A student can take up to five (5) years to complete Track I, II or III of the Program. After five years, the student will be dismissed from the Program.

2.6 Leave of Absence

A student may request or require a Leave of Absence which must be approved by the Chair and the Dean's office. A Leave of Absence can be taken for up to one year. If a student does not return to the Program after one year, the student will be dismissed from the Program.

A student may request a leave of absence (LOA) for medical or personal reasons, or may be required to go on leave as part of the terms outlined in an academic standing notice. In all cases, leaves of absence are not to extend, in total, one year. At the conclusion of an approved leave of absence, students must enroll or withdraw from the program. Students who fail to enroll or withdraw, will be discontinued. Enrollment after discontinuation will require a new application. A student may not be granted more than one leave of absence for other than medical reasons. A suspended student will not be granted a leave of absence.

All students must complete program requirements within the time specified in the respective program handbook. Time allotments are inclusive of leaves of absence. *See* individual program handbook for Time to Degree Completion requirement. An extension beyond 12 months for any LOA and/or extension beyond the number of specified years for fulfilling degree requirements may be requested for extraordinary circumstances, however is not guaranteed.

In the rare case of an exception, in which a student has been granted a leave for longer than one year, the program may require remediation or the auditing of coursework to ensure continued competency in previously completed coursework.

Procedure

1. A student requesting a leave of absence, either medical or personal, must do so
in writing to the Program Chair/Director.

2. The Program Chair/Director reviews the leave request and makes a
recommendation either approving or denying the request to the Dean, supplying
a copy of the student's letter.

3. The Program Chair/Director's recommendation shall include the following:
a. Reason for leave.
b. Length of time of the leave, not to exceed one year.
c. The date by which the student must inform the Program Chair/Director and the Dean in writing of the
intent to return (usually one to two months prior to the date of resuming studies).
d. Academic standing of the student at the time of leaving and the time of resuming studies.
e. Any conditions for reinstatement.
4. The Dean shall inform the student, in writing, within ten (10) business days, of the final decision. Copies
of this letter are sent to the Office of the Registrar and the Program Chair/Director.
5. Students requesting a leave for medical reasons must also submit a physician's note recommending
leave. A physician's note indicating that the student is able to resume studies when the leave is over shall
be a condition for reinstatement.
6. Leave may be extended by the student's petition to the Program Chair/Director, who will review the
request and make a recommendation to the Dean, as in #3 above.
7. If the conditions for reinstatement are not met by the date indicated, the student maybe subject to
dismissal.
8. Should there be disagreement between the student and the Program Chair/Director concerning the
arrangements for leave, the matter shall be referred to the ASC for review and recommendation.

2.7 Academic Standing and Dishonesty

The Department of Speech Language Pathology Policy follows the Policy in the SHP Handbook 2023.

2.8 Academic Grievances

The School of Health Professions Academic Standing Committee reviews and addresses grievances of
arbitrary, bias, capricious, discriminatory, malicious, or otherwise improper actions related to any
academic matters by students.

The Committee considers improper academic practices but will not intervene in disagreements regarding
matters involving academic freedom or faculty's intellectual judgment. A grievance related to a grade
must include evidence of improper action.

Ideally, academic grievances should be resolved informally via the pre-grievance procedure outlined
below and students must attempt such resolution prior to filing a grievance. However, in those matters that
cannot be resolved through that procedure, the student may communicate ("file") the grievance to the
Assistant Dean for Academic and Student Affairs who will then refer the grievance to the Academic
Standing Committee Chair. The filing of a grievance must be within 10 days of the completion of the pre-
grievance procedure, as outlined below.

The Chair of the Academic Standing Committee or designee will then contact the student and a meeting of the committee will be convened as soon as practical but not more than 10 business days following the filing of the grievance with the Assistant Dean for Academic & Student Affairs. The student is advised that they may opt to present the grievance to the committee in person or alternatively, may opt to submit a written summary of the grievance.

Procedure for Handling Academic Grievances
A. Pre-Grievance Procedures

1. The student discusses the concern(s) with faculty, preceptor, or clinical instructor of record. If the student's concern(s) are not resolved, then
2. Meet with advisor (if applicable), if not resolved then,
3. Meet with Program Director (if applicable), if not resolved then,
4. Meet with the Chair of the Department, if not resolved,
5. Department committee process begins (if applicable), if not resolved, then may opt to file a grievance.

    At any time, the student may request a meeting with the Assistant Dean for Academic & Student Affairs for guidance on **procedure**.

B. Procedure for Filing of a Grievance

The student will make an appointment to meet with the Assistant Dean for Academic & Student Affairs, who will then refer the matter to the Academic Standing Committee.

1. Grievances submitted to the Academic Standing Committee must be communicated and must contain:
a. name of the complainant
b. name of the person(s) against whom the grievance is being filed
c. the course concerned, if applicable
d. the specifics of the grievance (s), including relevant dates
e. supporting evidence (course syllabi, assignment/exam and rubric, program policies/handbook)
f. a statement of remedies already sought (i.e., conversation with advisor, faculty, Program Director, Department Chair, etc.)
2. The Committee will inform all parties concerned of the grievance
3. The Committee will then convene a meeting to hear the grievance

C. Committee Meeting for Grievance

The student may be present, and bring witnesses and/or an advisor. If such is the intent, the student must inform the Chair of the ASC in writing no later than five (5) business days before the hearing, identifying the witnesses and advisor by name and title.

1. The Chair of the ASC will create a hearing board. Hearing boards are made up of individuals on the ASC. A hearing board shall consist of a minimum of five (5) voting members of the ASC and a hearing officer. Normally the chair of the ASC serves as the hearing officer, except under unusual circumstances (e.g., illness, conflict of interest). In such a case, the Chair of the ASC will notify the alternate hearing officer. In all hearings, there will be at least one student. Neither the course instructor nor any faculty member of the department/program from which the student originated shall be impaneled on the hearing board. When a quorum is not available, hearing boards may be staffed by past members of the committee. In instances where it is impossible to reach a quorum with current or past committee members, *ad hoc* appointees will be determined by the Dean.
2. The ASC Chair will ask the Program Chair/Director to prepare a statement concerning the student's grievance and to produce to the hearing board all pertinent documentation and list witnesses, if any. The student has the right to request all documentation related to the hearing.

3. The SHP Assistant Dean for Academic and Student Affairs or his or her designee, shall be available to explain policy and procedures to the student.
4. The Associate Dean for the SHP or his/ her designee shall be available to explain policy and procedures to any faculty involved in a hearing.
5. The hearing officer will set a time for the hearing at the earliest possible date to allow all concerned parties adequate time for preparation. Unless there are unusual circumstances, the hearing will be scheduled no sooner than five (5) business days, and no later than ten (10) business days after receipt of the student's written grievance.
6. The hearing officer will open the hearing by presenting the student's grievance. The role of the hearing officer shall be to: (1) oversee the hearing process, (2) ensure that the policies and procedures of the SHP governing the process are followed and (3) ensure that the hearing moves in an orderly manner. As a member of the ASC, the hearing officer may ask questions of principals and witnesses. The hearing officer will participate in the proceedings but cast no vote, except in the case of a tie.
7. The Program Chair/Director and the student may call witnesses to the grievance hearing if the testimony would prove relevant to the final decision.
8. The advisor may counsel the student during the hearing but does not have the privilege of the floor.
9. At the conclusion of the meeting the Committee may recommend to:

   i. dismiss the case, or
   ii. Engage or work with appropriate departments and resources to resolve the issue.
10. The final recommendations will be sent to the student via formal notice from the committee within five (5) business days of the meeting.
11. The hearing board's written recommendation to the student and department/program will become part of the official record. Audio recordings made during board hearing also become part of the official record.
12. Complete records of the hearing shall be kept in the strictest confidence by the ASC Chair. Indeed, all hearing-specific activities, correspondence and communication related to the hearing shall be held in strict confidence by all members of the board at all times both during and after the hearing. Confidential records* are made available, upon request, to University Officials or boards hearing further appeals and to the student(s) requesting appeals. If the student wishes a transcript of the hearing, they are responsible for the cost of transcription. The school shall also get a copy of the transcript.
    * Confidential records are defined as records pertaining to the student who is submitting the grievance. This does not include records of other students.

D. Appeal of Committee Recommendation
If the student wishes to appeal the outcome of a grievance meeting the student must direct a letter stating the reason(s) for the appeal to the Dean. The student's written statement will explain the grounds of appeal and include any documentation supporting the reason for the appeal.

1. If the student chooses to appeal an outcome of a grievance meeting, they must inform the Dean in writing of the intent**,** and reason(s) for the appeal, within ten (10) business days of receipt of the Committee's formal recommendations.
2. The Dean of the School of Health Professions may or may not accept the recommendation of the Committee and shall inform the student of the final decision in writing within ten (10) business days of receipt of the appeal.
3. Deliberation at the Dean's Office level of appeal is limited to ensuring that students are provided due process at all stages of appeal, as outlined in the relevant course syllabus/and student handbooks.

2.9 Withdrawal from the Program- Outlined in the SHP Handbook 2023

 1. Authorized Withdrawal

Withdrawal from the Health Sciences, for any reason, will be recorded only when the student requests to withdraw in writing and the Program Chair/Director supports the request. The Program Chair shall forward the request to the Dean. The date upon which the student requests to withdraw, and not the date of the last documented class attendance, is considered the official day of withdrawal. Non-attendance or notification to the instructors does not constitute formal withdrawal. The student must submit the request in writing no later than two (2) modules or ten (10) weeks after the date of the last class attended.

2. Non-authorized Withdrawal

A student who leaves the school without obtaining an official withdrawal shall be considered to have an unauthorized withdrawal and may forfeit; 1) the privilege of honorable dismissal, 2) the prospect of readmission and will be reported on the official student transcript as having failed all courses which have not been completed.

Chapter 3 – Curriculum

3.1 Curriculum – This table indicates all the courses offered for Track I, II, and III.

Course Title	Credits	Course Title	Credits
Curriculum for Speech-Language Pathology Program (Courses in alphabetical order within a Track)			
Required Courses:		**Clinicals**	
Adult Dysphagia	3	**Clinical I**	0.5
		Clinical II	1.0
		Clinical III	1.5
		Clinical IV	3.0
		Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school;	3.0
		Audiology Clinical	0.5
		Diagnostic Clinical	0.5
		Note: One clinical credit is equivalent to about **40 clinical hours.**	
Aphasia and Related Disorders	3		
Augmentative and Alternative Communication	2		
Aural Rehabilitation	2		
Autism and Social Communication Disorders	2	**Optional Track- NYS Department of Education Requirements** for Teachers of Students with Speech and Language Disabilities (TSSLD):**	
Capstone Project in Speech-Language Pathology and Praxis Examination Preparation	2	**Education: Theory and Practice**	3
Clinical Concepts in Audiology	2	**Language Acquisition and Literacy Development**	3
Cognitive Communication Disorders	1	**Principles and Practices of Special Education**	3
Diagnostics in Speech-Language Pathology	2	**Speech and Language Pathology in the Schools Clinical**	4
Early Intervention in Speech-Language Pathology	3		
Fluency Disorders	2	**Optional Track- Bilingual Extension Requirements:**	
Foundations of Clinical Practice	2	**Bilingualism**	3
Language and Literacy Disorders in School-Age Children and Adolescents	3	**Foundation of Teaching English Language Arts to Bilingual Language**	3
Neuromotor Speech Disorders	3	**Methods of Teaching Second Language and Content to Bilingual Students**	3
Neuroscience in Communication Sciences and Disorders	3	**Sociolinguistics**	3
Preschool Child Language Disorders	3	**Speech and Language Pathology in the Schools Bilingual Clinical**	4
Research Methods and Resources in Communication Sciences and Disorders	2		
Seminar in Counseling	1		

Curriculum for Speech-Language Pathology Program(Courses in alphabetical order within a Track)			
Course Title	**Credits**	**Course Title**	**Credits**
Seminar in Medical Speech-Language Pathology	**1**	****Non-Credit Workshops (Required for students choosing the TSSLD and Bilingual Education Extension**	
Seminar in Professional, Ethical and Multicultural Issues in Communication Sciences and Disorders	**2**	**Dignity for All Students (6-hour course)**	**NC**
Speech and Language Pathology in the Schools	**3**	**Identification and Referral of Substance Abuse**	**NC**
Speech Sound Disorders	**3**	**Identifying and Reporting Child Abuse**	**NC**
Voice and Resonance Disorders and Instrumentation	**3**	**Prevention and Identification of School Violence**	**NC**
		Total required credits: 63; Track SLP + TSSLD + Non-Credit Workshops: 73; Track SLP + TSSLD + Bilingual Extension + Non-Credit Workshops: 85	

3.2 Curriculum with Course Descriptions – This information can also be found on our website-
https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/program

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 510	Aphasia and Related Disorders	This course will provide the students current theory and practice in the identification, assessment, and intervention of aphasia in adult. Topics include the anatomy, neuropathology and the cognitive and communication characteristics associated with the different types of aphasias and Right Hemisphere Syndrome. Evidence-based practices in assessment and intervention, multicultural issues during service delivery, patient and family education, and client advocacy will be covered. Students will learn how to translate research into clinical practice.
HHS 511	Cognitive Communication Disorders	This course will provide information about the assessment and intervention of cognitive communication disorders, including traumatic brain injury, primary progressive aphasia and dementia. Evaluating and treating cognition, including attention, memory and executive function skills will be discussed. Evidence based practice for assessment and intervention with a focus on The World Health Organization's International Classification of Functioning, Disability, and Health model will be discussed. There will be opportunities for inter-professional practice and discussion about multicultural service delivery, partner/family education and challenges that clinicians face in today's healthcare system.
HHS 512	Neuroscience in Communication Sciences and Disorders	This course will cover the neuroanatomy and Neuro-physiology of the speech, language, hearing, and swallowing mechanism. This intensive neuroscience course will include neuroanatomical dissections, lectures, and clinical problem solving. Additionally, students will be required to conduct a cranial nerve exam examining the cranial nerve s responsible for speech and swallowing with a client diagnosed with a communication or swallowing disorder. Team-based and problem-based learning will be used in the classroom to help students apply their theoretical knowledge into clinical practice.
HHS 513	Adult Dysphagia	The course will examine the anatomy and physiology of normal and disordered swallowing in the adult population. Topics include the assessment and intervention of swallowing disorders, etiologies of swallowing disorders. Working with tracheotomy /ventilator dependent populations, ethical considerations, documentation, insurance coverage as well as the importance of client advocacy and education with family and other professionals. Students will integrate and refine their skills through case scenarios, role-playing situations, inter-professional education and inter-professional practice.

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 514	Neuromotor Speech Disorders	This course will cover the etiology, assessment and intervention of motor speech disorders secondary to developmental or acquired central and/or peripheral damage to the nervous system of adults and children. Topics also include the identification and differentiation of various motor speech disorders secondary to neurological injury. In addition, best practice in assessment and intervention with an emphasis on evidence-based practice, ethical case studies, functional treatment outcomes, importance of inter-professional education, and client advocacy is discussed. Students will observe in the ALS team clinic at Stony Brook University Hospital.
HHS 520	Preschool Child Language Disorders	This course will examine the theories of language development, evidence-based practice assessment and intervention of language delays/disorders in preschool children, multicultural service delivery, treatment advocacy and outreach, designing intervention plans, establishing and maintaining collaborative relationships, and the role of family in the intervention process. Students will apply their theoretical knowledge to clinical practice by eliciting a language sample from a preschool child.
HHS 521	Speech Sound Disorders	This course will cover articulation and phonological development, theories of development, and disorders in children. In addition, best practice in assessment and intervention with an emphasis on evidence-based practice, language difference versus disorder, multicultural issues in service delivery, and phonological awareness is discussed. Students will have an opportunity to apply theory into clinical practice by completing a speech sample assignment with a child diagnosed with a speech sound disorder.
HHS 522	Early Intervention in Speech-Language Pathology	This course includes information about the normal development of feeding/oral- motor skills and its relation to overall motor development. In addition, feeding, craniofacial syndromes and disorders are discussed. Students will observe a session at the Cleft Palate - Craniofacial Center. Additionally, information about clinical practice in early intervention, caregiver training, multicultural issues in service delivery, and counseling of families will be discussed. There will be discuss ion about evidence-based practice approaches to the assessment and intervention of children who are medically fragile and how to best facilitate communication and feeding with these children.

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 523	Language and Literacy Disorder s in School- Age Children and Adolescents	This course will provide an overview about school-age and adolescent language and literacy disorders. Models of language and reading development will be covered. Evidence-based practice assessment and intervention of oral and written language disorders in school-age children and adolescents, multicultural service delivery, treatment advocacy and outreach, designing intervention plans accounting for Common Core State Standards and Response to Intervention (RTI), and providing therapy services to children in schools will be discussed. Students will apply their theoretical knowledge to clinical practice by eliciting narrative samples from a school-age child.
HHS 524	Autism and Social Communication Disorders	This course will review the current research about the speech-language, cognitive, and social communication aspects of Autism Spectrum Disorders. Additionally, possible theories of ASD, the diagnostic criteria used to identify these children, best practices in assessment and Intervention will be discussed. The course will also focus on the role of families in the assessment and intervention process, using effective intervention strategies, and collaborative and interdisciplinary models of service delivery for children diagnosed with Autism and social communication disorders.
HHS 526	Foundations of Teaching English Language Arts to Bilingual Language Learners	This course provides the students with a thorough understanding of methods of teaching English language arts to bilingual English language learners, including literacy for meeting the State learning standards for students. This is a required course for students who wish to obtain a Bilingual Extension in any registered and approved Base Certification Program. There will be a requirement of 25 hours of field experience dedicated to observations and paraprofessional authentic activities.
HHS 530	Voice and Resonance Disorders & Instrumentation	This course will provide a thorough understanding of physical, physio logical and pedagogical principles in understanding professional and nonprofessional impaired voice production in children and adults. Vocal anatomy, voice classification, and use of instrumentation for assessment and intervention will be discussed. This course will provide information about evidence-based practices in the assessment and intervention, multicultural issues, and client advocacy. Students will integrate their theoretical skills with clinical practice by engaging in real life scenarios and case studies.
HHS 531	Fluency Disorders	This course will provide students with the theoretical knowledge about the nature and possible etiologies of fluency disorders, and evidence-based practice assessment and intervention in the preschool, school-age, adolescent and adult populations. There will be an emphasis on working with family and friends of persons who stutter. At the culmination of the course, students will complete a diagnostic evaluation and an intervention plan of a person with a fluency disorder.

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 532	Aural Rehabilitation	This course provides information and strategies for aural habilitation/rehabilitation with children and adults. Topics include hearing aids, cochlear implants, assistive technology, speech reading, auditory training, listening skills impacted by hearing loss, dearness, auditory processing disorders and communication strategies and counseling techniques. Students will develop an intervention plan based on communication skills and needs of the individual and learn about collaborating as part of multidisciplinary teams.
HHS 533	Augmentative and Assistive Communication	This course examines the design, selection, and use of augmentative and alternative methods of communication. Additionally, it addresses the populations for which they are appropriate, and issues related to the prevention, assessment and intervention of persons using augmentative and alternative methods and devices, client advocacy, and service delivery models. Students will also learn about incorporating evidence- based practices and multicultural service delivery in assessment and intervention.
HHS 536	Seminar in Medical Speech-Language Pathology	This course will prepare students to provide evidence-based practice assessment and intervention with patients in a medical setting. Students will apply ethical and professional practice skills during problem-based and team-based case studies. Topics include: identifying the role of the SLP as a member of the rehabilitation team in healthcare, identifying pertinent background information and applying the information in making decisions about the patient's communication and swallowing function, creating functional treatment plans, and inter-professional education and practice. Students will also participate in neurology grand rounds.
HHS 537	Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders I	This course covers an overview of the policies of the Graduate Program in Speech-Language Pathology and current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to professional ethics, SLPs in different work settings, documentation, confidentiality, mandatory reporting of abuse, regulations and requirements for professional practice, cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations, and information about ASHA and its role in the profession. This course is the pre-requisite for Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders II.
HHS 538	Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders II (Pre -requisite SLP 537)	This course covers current issues and procedures related to the clinical practice of speech- language pathology. Topics include knowledge and skills related to certification and licensure, employment seeking skills, cultural linguistic diversity, and the clinical fellowship. Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders I is a pre-requisite for this course.

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 539	Seminar in Counseling	This course will provide an overview about counseling in speech-language pathology, specifically in interdisciplinary and collaborative healthcare and educational settings. This course will cover the role of the speech-language pathologist in the counseling process, contemporary counseling issues, models of counseling, multicultural issues and advocacy during prevention and wellness, screening, assessment and treatment in different service areas. Case studies and team-based learning will be incorporated.
HHS 540	Foundations of Clinical Practice (Co- requisite with SLP 581)	This course provides the students with a thorough understanding of the assessment and therapy principles, methods and procedures in speech-language pathology. Topics include Health Insurance Portability and Accountability Act (HIPAA), universal precautions, CALIPSO, writing behavioral objectives, session plans, progress notes, individual and group therapy, data accountability and recording, and teaching strategies. Students will attain 25 hours of supervised clinical observation if they did not attain at the undergraduate level. This course is taken concurrently with Clinical I.
HHS 542	Clinical Concepts in Audiology (Co- requisite 586)	This course will provide the student with the knowledge and skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist. Pure tone screenings, otoscopic inspection, tympanometry screening, listening checks for hearing aids, multicultural screening considerations, and counseling patient/family will be discussed.
HHS 544	Diagnostics in Speech-Language Pathology (Co-requisite 587)	This course will cover the principles and methods of evidence-based practice assessment of a variety of communication and swallowing disorders across the lifespan. Topics include: analyzing and interpreting testing data, designing functional intervention plans based on the results , reporting assessment results to clients, family, and other professionals working in educational and health related fields, teaching students to be critical consumers of assessment material s, client advocacy and outreach, and professional ethics and practice. Students will engage in team-based and problem-based learning experiences. Additionally, students will acquire experience writing the different sections of a diagnostic report. This course is taken concurrently with Diagnostics Clinical.
HHS 546	Speech and Language Pathology in the Schools	This course will cover the role of the speech-language pathologist in the school setting, models of service delivery historical and legal foundations of education, scheduling , individualized education planning, multicultural service delivery, importance of collaboration and consultation, Common Core Standards, managing the educational environment to maximize communication opportunities, communication with family and professional s, describe model s and theories of typical and atypical growth and behavior across age groups, and philosophies that provide the foundation for research-based special education practice.

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 551	Research Methods & Resources in Communication Sciences and Disorders	This course will teach students to be critical consumers of different types of research in the field of communication sciences and disorders. Topics include research designs, accessing and assessing articles in journals; using Refworks; creating an annotated bibliography, ethics in research, Institutional Review Board; Evidence-Based Practice in communication disorders; HIPAA; and constructing a presentation/ professional poster. Students will be required to write a research proposal including a research question, theoretical position, supportive literature review, and methodology.
HHS 572	Speech and Language Pathology in the Schools Clinical (Pre-requisite HHS 546, CEF 547, CEE 505, and CEE 594)	This is a required clinical/seminar for students pursuing the TSSLD certification. Students will complete 150 clock hours of supervised clinical practice in a school setting. There will be a seminar which will meet once weekly and allow students-to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals and reflect about their clinical experiences.
HHS 574	Speech and Language Pathology in the Schools Bilingual Clinical (Pre-requisite HHS 526, HHS 546, CEF 547, CEE 505, LIN 544, LIN 541/SPN 506, LIN 542 /SPN 505, and CEF 536)	This is a required clinical/seminar for students pursuing their Bilingual Extension certification. Students are required to complete 50 clock hours of supervise d clinical practice in a bilingual school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences.
HHS 581	Clinical I (Co-requisite HHS 540)	Students will integrate information learned in concurrent speech- language pathology courses through real-life clinical experiences, classroom discussions and clinical simulations with other allied health professionals. Clinical clock hours will be obtained for real-life experiences and clinical simulations. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. It is taken concurrently with Foundations of Clinical Practice in a student's first semester in the graduate program.
HHS 582	Clinical II (Pre-requisite HHS 581)	Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with adults. Clinical clock hours will be obtained for real-life experiences at clinical sites affiliated with Stony Brook University. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice and Clinical I are pre-requisites for this course. Students must earn a grade of a B or higher in the previous courses to enroll in this course.

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 583	Clinical III (Pre -requisite HHS 581 and HHS 582)	Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real- life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I and Clinical II are pre -requisites for this course. Students must cam a grade of an 8 or higher in the previous courses and have a cumulative GPA of3.0 or higher in the graduate program to enroll in this course.
HHS 584	Clinic a l IV (Pre-requisite HHS 581, HHS 582, HHS 583)	Students will integrate information learned in previous and concurrent speech-language pathology courses through real- life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I, Clinical II, and Clinical III are pre-requisites for this course. Students must earn a grade of a B or higher in the previous courses and have a cumulative GPA of 3.0 or higher in the graduate program to enroll in this course.
HHS 585	Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school; (Pre -requisite HHS 581, HHS 582, HHS 583, HHS 584)	Students will integrate information learned in previous and concurrent speech-language pathology courses through real- life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will completean evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I, Clinical II, Clinical Ill, and Clinical IV are pre-requisites for this course. This course is a required clinical for students not completing the TSSLD or TSSLD with Bilingual Extension. Students must earn a grade of a B or higher in the previous courses and have a cumulative GPA of 3.0 or higher in the graduate program to enroll in this course.
HHS 586	Audiology Clinical (Co-requisite SLP 542)	This course is taken concurrently with Clinical Concepts in Audiology. It will provide the student with the practical skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist. Students will gain hands-on experience performing pure tone screenings, otoscopic inspection, tympanometry screenings, listening checks for hearing aids, and making Referrals to audiologists.

Speech-Language Pathology Program		
Curriculum with Course Descriptions		
Course Number	Course Name	Course Description
HHS 587	Diagnostic Clinical (Co-requisite SLP 544)	Students will provide evidence-based practice assessment with children and adults diagnosed with communication and swallowing disorders. Students will be selecting and administering evaluation procedures, adapting evaluation procedures, interpreting and synthesizing information to determine diagnoses, considering multicultural service delivery and treatment advocacy and outreach, designing intervention plans, establishing and maintaining collaborative relationships, making appropriate referrals and recommendations, providing counseling and education to patients/family and other professionals, writing diagnostic reports, and adhering to the ASHA Code of Ethics. This course is taken concurrently with Diagnostics in Speech Language Pathology (Lecture).
HHS 594	Capstone Project in Speech-Language Pathology and Praxis Examination Preparation (Pre-requisite Completion of Research & Resources in Communication Sciences and Disorders, Clinical I, II, III, IV or Speech-Language Pathology in the Schools Clinical.)	This hybrid course will cover the nine ASHA areas of specialty, including speech sound disorders, child language/literacy disorders, adult language/neurological disorders, voice disorders, fluency disorders, augmentative and alternative communication, dysphagia, research methods, and cultural aspects of communication disorders. Additionally, basic human communication, audiology/hearing, counseling, professional issues, and research will be discussed. Additionally, students are required to complete a clinical research project in the second year of their graduate program. This course will provide the students the necessary tools to prepare and present a professional poster illustrating their research study. Students will write a research paper summarizing their capstone project for submission to a journal or for a professional presentation.

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology

Student Name: _____

Course Plan of Study for Track I - Eligibility for NYS Licensure and ASHA CCCs

Course Number	Course Title	Credits	Grade
Term 1: Fall 1			
Course Number	**Course Title**	**Credits**	**Grade**
HHS 510	Aphasia and Related Disorders	3.0	
HHS 511	Cognitive Communication Disorders	1.0	
HHS 512	Neuroscience in Communication Sciences and Disorders	3.0	
HHS 520	Preschool Child Language Disorders	3.0	
HHS 521	Speech Sound Disorders	3.0	
HHS 540	Foundations of Clinical Practice	2.0	
HHS 581	Clinical I	0.5	
Total = 15.5 credits			
Term 2: Spring I			
HHS 513	Adult Dysphagia	3.0	
HHS 514	Neuromotor Speech Disorders	3.0	
HHS 522	Early Intervention in Speech-Language Pathology	3.0	
HHS 536	Seminar in Medical Speech-Language Pathology	1.0	
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2.0	
HHS 582	Clinical II	1.0	
Total = 13 credits			
Term 3: Summer 1			
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2.0	
HHS 542	Clinical Concepts in Audiology	2.0	
HHS 586	Audiology Clinical	0.5	
HHS 544	Diagnostics in Speech-Language Pathology	2.0	
HHS 587	Diagnostics Clinical	0.5	
HHS 546	Speech and Language Pathology in the Schools	3.0	
HHS 583	Clinical III	1.5	
Total = 11.5 credits			
Term 4: Fall 2			
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3.0	
HHS 524	Autism and Social Communication Disorders	2.0	
HHS 530	Voice and Resonance Disorders and Instrumentation	3.0	
HHS 531	Fluency Disorders	2.0	
HHS 584	Clinical IV	3.0	
Total = 13 credits			
Term 5: Spring 2			
HHS 532	Aural Rehabilitation	2.0	
HHS 533	Augmentative and Alternative Communication	2.0	
HHS 539	Seminar in Counseling	1.0	
HHS 585	Clinical V	3.0	
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2.0	
Total = 10 credits			
Total credits in program = 63 credits			

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology

Student Name: _____

Course Plan of Study for Track II - Eligibility for NYS Licensure, ASHA CCCs and Teaching Certification TSSLD

Course Number	Course Title	Credits	Grade
Term 1: Summer 1			
CEE 505	Education Theory and Practice	3.0	
CEF 547	Principles and Practices of Special Education	3.0	
CEF 594	Language Acquisition and Literacy Development	3.0	
Total = 9 credits			
Term 2: Fall 1			
HHS 510	Aphasia and Related Disorders	3.0	
HHS 511	Cognitive Communication Disorders	1.0	
HHS 512	Neuroscience in Communication Sciences and Disorders	3.0	
HHS 520	Preschool Child Language Disorders	3.0	
HHS 521	Speech Sound Disorders	3.0	
HHS 540	Foundations of Clinical Practice	2.0	
HHS 581	Clinical I	0.5	
Total = 15.5 credits			
Term 3: Spring I			
HHS 513	Adult Dysphagia	3.0	
HHS 514	Neuromotor Speech Disorders	3.0	
HHS 522	Early Intervention in Speech-Language Pathology	3.0	
HHS 536	Seminar in Medical Speech-Language Pathology	1.0	
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2.0	
HHS 582	Clinical II	1.0	
Total = 13 credits			
Term 4: Summer 2			
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2.0	
HHS 542	Clinical Concepts in Audiology	2.0	
HHS 586	Audiology Clinical	0.5	
HHS 544	Diagnostics in Speech-Language Pathology	2.0	
HHS 587	Diagnostics Clinical	0.5	
HHS 546	Speech and Language Pathology in the Schools	3.0	
HHS 583	Clinical III	1.5	
Term 5: Fall 2			
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3.0	
HHS 524	Autism and Social Communication Disorders	2.0	
HHS 530	Voice and Resonance Disorders and Instrumentation	3.0	
HHS 531	Fluency Disorders	2.0	
HHS 584 or HHS 572	Clinical IV or Speech and Language Pathology in the School Clinical	3/4	
Total = 13/14 credits			
Term 6: Spring 2			
HHS 532	Aural Rehabilitation	2.0	
HHS 533	Augmentative and Alternative Communication	2.0	
HHS 539	Seminar in Counseling	1.0	
HHS 584 or HHS 572	Clinical IV or Speech and Language Pathology in the School Clinical	3/4	
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2.0	
Total = 10/11 credits			
Total credits in program = 73 credits			

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology

Student Name:

Course Plan of Study for Track III - Eligibility for NYS Licensure, ASHA CCCs, Teaching Certification TSSLD and Bilingual Extension

Course Number	Course Title	Credits	Grade
Term 1: Summer 1			
Course Number	Course Title	Credits	Grade
CEE 505	Education Theory and Practice	3.0	
CEF 547	Principles and Practices of Special Education	3.0	
CEF 594	Language Acquisition and Literacy Development	3.0	
Total = 9 credits			
Term 2: Fall 1			
HHS 510	Aphasia and Related Disorders	3.0	
HHS 511	Cognitive Communication Disorders	1.0	
HHS 512	Neuroscience in Communication Sciences and Disorders	3.0	
HHS 520	Preschool Child Language Disorders	3.0	
HHS 521	Speech Sound Disorders	3.0	
HHS 540	Foundations of Clinical Practice	2.0	
HHS 581	Clinical I	0.5	
Total = 15.5 credits			
Term 3: Spring I			
HHS 513	Adult Dysphagia	3.0	
HHS 514	Neuromotor Speech Disorders	3.0	
HHS 522	Early Intervention in Speech-Language Pathology	3.0	
HHS 536	Seminar in Medical Speech-Language Pathology	1.0	
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2.0	
HHS 582	Clinical II	1.0	
Total = 13 credits			
Term 4: Summer 2			
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2.0	
HHS 542	Clinical Concepts in Audiology	2.0	
HHS 586	Audiology Clinical	0.5	
HHS 544	Diagnostics in Speech-Language Pathology	2.0	
HHS 587	Diagnostics Clinical	0.5	
HHS 546	Speech and Language Pathology in the Schools	3.0	
HHS 583	Clinical III	1.5	
Total = 11.5 credits			
Term 5: Fall 2			
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3.0	
HHS 524	Autism and Social Communication Disorders	2.0	
HHS 530	Voice and Resonance Disorders and Instrumentation	3.0	
HHS 531	Fluency Disorders	2.0	
LIN 541	Bilingualism	3.0	
HHS 584	Clinical IV	3.0	
Total = 16 credits			
Term 6: Spring 2			
HHS 532	Aural Rehabilitation	2.0	
HHS 533	Augmentative and Alternative Communication	2.0	
HHS 539	Seminar in Counseling	1.0	
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2.0	
CEF 536	Methods of Teaching Second Language and Content to Bilingual Students	3.0	
LIN 542	Sociolinguistics	3.0	
Total = 13 credits			
Term 7: Fall 3			

CEF 526	Foundations of Teaching English Language Arts to Bilingual Language Learners	3.0	
HHS 574	Speech and Language Pathology Bilingual Clinical	4.0	
Total = 7 credits			
Total credits in program = 85 credits			

3.4 Program Advisement

Each student will be assigned a faculty advisor after orientation in May. Students will meet with their advisor in June about policies/procedures in the program as well as their conditions of admission and ASHA Pre Content Area Courses (https://www.asha.org/certification/course-content-areas- for-slp-standards/). The Master's program at Stony Brook University requires students to complete four prerequisite courses prior to admission into the program (Anatomy and Physiology of the Speech and Hearing Mechanism, Phonetics, Speech Science and Speech and Language Development). The Initial Advisement Form will be completed during the first advisement meeting. Students will arrange meetings with their faculty advisor a minimum of one advising session per semester, approximately the midpoint in the semester. During these meetings, the student and the faculty advisor will review the following information: The Evaluation of Student Learning Outcomes for each course from the previous semester, the Plan of Study, The Curriculum, Generic Skills Form and requirements toward graduation completed to date (including course grades). These forms as well as the Follow-up Advisement Meeting Form is located in the Appendix. Faculty are required to be available to students through appointments, phone calls, emails and office hours (See Faculty Office Hours Policy). During the orientation, the students will be informed about the policies and procedures with respect to academic and clinical instruction. This information will also be available to students in the Graduate Handbook, Handbook for Students and Supervisors, syllabi and on the program website (https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology) and Department Brightspace page.

At the first advisement meeting, the faculty advisor will present and discuss the Core Functions and assess the student's language proficiency in English (see Core Functions and Student Proficiency in English form). If it is determined that a student does not demonstrate English proficiency appropriate for clinical practice, the student will be counseled about the appropriate recommendations. The faculty advisor will review and complete the Tracking form, as well as the Course Plan of Study during advisement sessions each semester.

The faculty member will maintain minutes of their advisement meetings in the student's file. The chair will follow-up periodically with faculty, through email and impromptu meetings, to ensure that appropriate communication and counseling occurs with students with whom there are concerns about their performance.

Students enrolling in Track II must complete the required non-credit workshops (https://www.stonybrook.edu/commcms/spd/career/tworkshops.php?accordion=panel-d13e723) (https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html) by the end of the fall semester of their second year prior to graduation. Students must create a TEACH account where their EAS exam grade and workshops will be posted. The program code to apply for a TSSLD on TEACH is 39176. Students enrolled in Track II and Track III must pay a FERPA fee to the SPD prior to graduation.

All students are expected to complete a capstone project and clinical portfolio prior to graduating in their last spring semester - https://www.ets.org/praxis The code for reporting the scores to Stony Brook University-SLP is 0118.

3.5 Clinical Advisement

All students will meet with the DCE once a semester to review their clinical progress and clinical requirements toward graduation. Prior to meeting with the DCE, students will review the progress they have made toward graduation regarding their knowledge and skills and clinical clock hours. When meeting with the DCE, students will discuss progress towards graduation regarding clinical hours and

experiences, as well as review their Midterm and Final performance evaluations. The DCE will maintain meeting minutes and file them in the student's file. The DCE will meet weekly with the Chair to ensure that appropriate communication and counseling occurs with students with whom there are concerns about their performance.

Please see Handbook for Students and Supervisors 2023 for information about Clinical Dress Code, Clinical Advisement Forms, Clinical Grading, Forms for Clinical Experiences, Requirements for Supervision, Student Placements, Student Expectations and Professional Behaviors, and Transportation to Clinical Sites.

3.6   Clinical Curriculum and Sequencing

Procedures are in place to ensure that written agreements between the external site and the program are signed before students are placed. The program's practices in this regard will be consistent with existing policies and procedures of other programs in the School of Health Professions. The Director of Clinical Education will maintain a portfolio of the external sites in CALIPSO prior to the student's placements. Contained within CALIPSO will be a checklist of items required for that site as well items the program requires. One of the items that will be required by the program is a signed copy of the written agreement between the external site and the program. The SHP has a contracts coordinator who is responsible for ensuring the accuracy and maintenance of such agreements.

The Director of Clinical Education is responsible for updating information about the clinical curriculum in the Handbook for Students and Supervisors. The DCE is responsible for communicating and disseminating this Handbook to the Supervisors. Please see the Handbook for Students and Supervisors 2023.

Students will engage in clinical practice experiences each semester throughout their two-year program. The DCE is responsible for coordinating placements and supervising students during Clinical I and Clinical II. Students are supervised by faculty/supervisors with their respective expertise during Clinical I and/or Clinical II. During HHS 581: Clinical I, students will integrate information learned in current speech-language pathology courses through real-life clinical experiences, classroom discussions and interprofessional clinical simulations with other allied health professionals (other allied health professionals inside and outside of SHP) including but not limited to respiratory therapists, physician assistants, nurses, physicians, and dentists. Clinical clock hours will be obtained for real-life experiences and clinical simulations, as well as outpatient clinicals at SBUH (outpatient clinics) and Stony Brook Southampton Hospital.

During HHS 582: Clinical II, students will integrate information learned in previous and current speech- language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at the outpatient clinicals (SBUH outpatient) and Stony Brook Southampton Hospital.

During HHS 583: Clinical III, students will integrate information learned in previous and current speech- language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children and/or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement.

During HHS 584: Clinical IV, students will integrate information learned in previous and current

speech- language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children and/or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement.

During HHS 585: Clinical V, students will integrate information learned in previous and current speech- language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children and/ or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. This course is a required clinical for students not completing the TSSLD or TSSLD with Bilingual Extension.

If a student chooses to obtain their TSSLD certification, the student must enroll in Speech and Language Pathology in the Schools Clinical (HHS 572) instead of Clinical V. This is a required clinical/seminar for students pursuing their TSSLD certification. Students are required to complete 150 clock hours of supervised clinical practice in a school setting during this course. While inputting hours within CALIPSO the student will check TSSLD on the bottom left scroll down menu (these hours are added for TSSLD). There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences.

If a student chooses to obtain their bilingual extension, the student must enroll in Speech and Language Pathology in the Schools Bilingual Clinical which is a required clinical/seminar for students pursuing their Bilingual Extension certification. Students are required to complete an additional 50 hours with bilingual population of supervised clinical practice in a bilingual school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences.

Students will enroll in Clinical Concepts in Audiology and Audiology Clinical simultaneously in the summer semester. These courses will provide the student with the knowledge and skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist while the clinical will provide the student with the practical skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist.

Additionally, students will enroll in the Diagnostics in Speech-Language Pathology course and clinical simultaneously. This course will cover the principles and methods of evidence-based practice assessment of a variety of communication and swallowing disorders across the lifespan. Whereas, the clinical will provide the students with hands-on experience in providing evidence-based practice assessment with children and adults diagnosed with communication and swallowing disorders. Students will maintain a record of their clinical hours within CALIPSO, as well as, their midterm and final clinical evaluations.

Chapter 4 - Assessment

4.1 Assessment of Student Learning

The development of student learning outcomes will be an on-going process guided by the mission of the university, school and program and scheduled discussions among the program faculty, external supervisors, program advisory committee, and students and in consultation with Dean of the SHP at Stony Brook University. The Program Chair and program faculty will be responsible for continually ensuring that the student learning outcomes also meet the knowledge and skills delineated in the CAA and ASHA CFCC standards. The validation of the student learning outcomes is the responsibility of the Program Chair, program faculty, supervisors, and students. The process of validating student learning outcomes for the knowledge and skills required for entry into professional practice will consist of a variety of formative and summative assessments such as: course exams, student self-evaluation of student learning outcomes; instructor evaluation of student learning outcomes; semester meetings with program and clinical advisor to track progress towards completion of CFCC requirements and graduation requirements; mid-term and end of semester clinic evaluations, pass rate on the Praxis examination in SLP; student program clinical e-portfolios; and solicited feedback from students, employers, advisory committee, supervisors, and alumni; as well as professional involvement and expertise of the program faculty and ensuing discussions at faculty meetings and at the annual retreat.

Knowledge and Skills Assessment (KASA)

All students must submit their Evaluation of Student Learning Outcomes Form after the completion of each didactic and clinical course where they met the learning outcomes to their program advisor. The instructor for the course will have a copy of the form- an Evaluation of Student Learning Outcomes Form – as the last page in the syllabus. If the student meets the knowledge and skills in the class and earns a passing grade, the student should provide their advisor with this form at their next program advisement meeting. If a student requires Remediation a SIP (*see* Appendix G of the Handbook for Students and Supervisors 2023) will be implemented for Clinical Courses and a Remediation Assignment for Didactic Courses. All forms will be maintained in the student's file.

The student will be expected to meet the knowledge and skills competencies for each didactic and clinical course. The instructor for the didactic and clinical course will provide the student with the knowledge and skills outcomes for the course. The instructor and student will review the knowledge and skill areas at the midterm and final examination timeframes. If the student does not meet the knowledge and skills in an assignment/assessment measure in a didactic course, the student is expected to complete an "remediation" assignment. This assignment is developed in collaboration with the instructor. After the student achieves the knowledge and skills necessary for the assignment/course, the grade does not change. Please refer to overall Academics in 2.1 of this Handbook if a student does not master the knowledge and skills within a didactic course. Please refer to the Handbook for Students and Supervisors about mastery of knowledge and skills in Clinical courses.

The program will use a variety of mechanisms to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic aspects of the program.

- Supervisors will provide students with formative mid-semester and final evaluations of student learning outcomes as part of each clinic experience (HHS 581: Clinical I, HHS 582: Clinical II, HHS 583: Clinical III, HHS 584: Clinical IV and HHS 585: Clinical V, Clinical in the Schools, Bilingual Clinical). Students are expected to complete a site evaluation/supervisor evaluation after

each clinical in CALIPSO.

- In addition, students will have semester meetings with their assigned faculty advisor. During these meetings, the student and advisor/DCE will review the following forms: Evaluation of Student Learning Outcomes for each course; Student Self-Evaluation of Student Learning Outcomes for each course, and Generic Skills Inventory form completed by the student. Students will also have semester meetings with the DCE to review their progress in the clinical aspects of the program.

- Student learning outcomes will be aligned with the knowledge and skills delineated in the KASA. During the review of the aforementioned forms, the student and faculty advisor will discuss and document the student's current knowledge and skills on the KASA.

- During this meeting the faculty advisor and student will also update the student's Planned Course of Study form which includes ASHA CCC requirements, program degree requirements, state licensure requirements, state teacher certification requirements (if applicable), and/or other program certifications.

- The original of these forms will be placed in the student's file.
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Other mechanisms that will be used to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in the clinical components of the program include:

  o weekly meetings with their supervisors;

  o written feedback following clinic sessions or portions of clinic sessions (See the Handbook for Students and Supervisors);

  o meetings with faculty/instructors for courses.

4.2 CALIPSO and SIMUCASE

The Stony Brook University Program uses CALIPSO, a web-based secure platform system, to track students' clinical clock hours, clinical evaluations, and program outcomes. Students are required to pay the fee for CALIPSO. Each student will be provided with a pin to register as users on CALIPSO during the summer following orientation by the DCE. The site can be accessed at: https://www.CALIPSOclient.com. Please see the Handbook for Students and Supervisors 2023 for additional information about using CALIPSO, entering clinical clock hours, and performance evaluations.

Simucase® is a web-based application designed to enhance users' clinical competency across various specialty areas (https://www.simucase.com). The Council for Clinical Certification in Audiology and Speech-Language-Pathology (CFCC) allows for 75 hours of simulation to be acquired as part of the total of 400 hours required for ASHA Certification (see https://www.asha.org/Certification/Certification-Standards-for-SLP-Clinical-Simulation/)

Students will be required to purchase Simucase® for 2 years while they are enrolled in the Speech Language Pathology Master of Science (MS) Program. Simucase® will be utilized during a student's academic and clinical courses (e.g., Clinical I; Clinical II) for students to gain knowledge and skills in the evaluation and treatment of clients across the lifespan and disorders. Simucase® assignments will be used to bridge the gap between the acquisition of knowledge in an academic course and application of clinical skills with specific client populations. Students may earn clinical clock hours while using Simucase® as determined by the instructor.

To purchase an annual subscription to Simucase® go to https://www.simucase.com/. Students must purchase no later than the first day of their first semester in the graduate program.

4.3 Policies for Remediation

If the student does not meet the knowledge and skills in an assignment/assessment measure in a didactic course, the student is expected to complete an "remediation" assignment. This assignment is developed in collaboration with the instructor. After the student achieves the knowledge and skills necessary for the assignment/course, the grade does not change. Please refer to overall Academics in 2.1 of this Handbook if a student does not master the knowledge and skills within a didactic course. Please refer to the Handbook for Students and Supervisors about mastery of knowledge and skills in Clinical courses.

4.4 Summative Assessments of the Program

The program will use midterm and final course evaluation, evaluations from clinical sites and supervisors, supervisor evaluations, student course evaluations, program completion rates in the three tracks, PRAXIS scores, employment rates, and exit and alumni surveys to evaluate program quality. The Chair will discuss instructors' syllabi, midterm and final course evaluations with them to determine what possible changes are necessary to ensure that course content is of appropriate quality, currency and effectiveness. The program will evaluate the currency and effectiveness of all aspects of the program in faculty meetings, annual retreat and meetings with advisory committee. The Chair and the faculty will review the student graduation rates, PRAXIS scores, and employment rates at program meetings and the annual retreat to determine if any modifications are necessary in the program. The program will engage in a systematic self-study at an annual faculty retreat. The faculty and Chair will review the mission and goals of the program, curriculum, formative and summative assessment measures, and program outcome data to note if any modifications in the program are required.

Students are required to complete two summative assessment measures prior to being eligible for graduation:

1. A clinical e-portfolio-
Each student is required to complete a HIPAA complaint, electronic Clinical e-Portfolio while enrolled in the graduate program in Speech-Language Pathology. The clinical portfolio serves as a program/summative assessment. The Clinical e-Portfolio will be created using Digication (https://it.stonybrook.edu/services/digication-eportfolios). Students are expected to begin working on this portfolio their first semester in the program and will present their Clinical e-Portfolio to faculty the last semester they are enrolled in the program. See the Clinical Portfolio Rubric.

Each semester students are expected to gather and upload documentation into their Clinical e-Portfolio. The documentation should highlight their knowledge, skills, clinical roles and responsibilities across the Big 9 areas (i.e., Speech Sound Production, Fluency, Voice, Expressive/Receptive Language, Hearing, Swallowing/Feeding, Cognitive Aspects of Communication, Social Aspects of Communication, and Augmentative and Alternative Communication Modalities) and ASHA's professional competencies. Documentation should include artifacts from their didactic coursework, clinical seminars, clinical rotations, and externships. See the Clinical Portfolio Flowchart and Rubric in the Appendices. Select portions of the Clinical e-Portfolio will be submitted during each of their Clinical Seminars to be graded.

2. Capstone Research Project-
Each student is required to complete a group Capstone Research Project and present it in their second year of the program. Each student group is required to present their Capstone Presentations within the department and at SHP Research Day. Refer to the Capstone Research Project Requirements and Timeline in the Appendix.

4.5 PRAXIS Exam

Students are required to submit Praxis scores to the Department upon completion of the exam. It is also recommended that scores are sent to ASHA and NYS (if applying for licensure in NY). Online registration for the Praxis Exam is completed with the Education Testing Service (www.ets.org).
Test Name: Praxis Speech-Language Pathology
Time: 2 hours
Number of Questions: 120
Format: Multiple-choice questions / Computer-based
Passing Score: 162 (required for ASHA certification)
School Code: 0118
ASHA Code: R5031
New York State: 5331

4.6 Program and Clinical Exit Interview

All students are required to attend the program exit meeting in their final semester of the program. Students will be notified approximately one month prior to the date of the meeting. In the final semester, each student is required to meet with the Chair and DCE. The purpose of the meeting is to review important information related to graduation and the completion of the degree program. Students must complete the Graduate Exit Survey prior to this meeting. Prior to the exit meeting, the Chair and DCE will review all of the student program and clinical requirements to ensure that the student has met all the ASHA Competencies. The DCE reviews the information and certifies the clinical portion of the Program Verification Checklist. This information is provided to the Chair who will then sign off on the program requirements.

Chapter 5 - Graduation Requirements

5.1 Graduation Requirements

1. A minimum of 75 semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. The semester hours include 12 credits of prerequisite coursework and graduate coursework.

2. Complete a program of study with a minimum of a 3.0 GPA out of 4.0 GPA (a minimum of 75 semester credit hours overall, including at least 63 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes (see student learning outcomes). The applicant must maintain documentation of course work at both undergraduate and graduate levels demonstrating that the requirements in this standard have been met. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, or thesis/dissertation. The minimum of 36 hours of course work at the graduate level must be in speech-language pathology. Verification is accomplished by submitting an official transcript showing that the minimum credit hours have been completed.

3. Completion of summative assessments - graduate capstone research project and clinical e-portfolio.

4. Complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375hours must be spent in direct client/patient contact.

5. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

6. Completed application for graduation one semester before the completion of the program requirements.

7. Completed KASA Form with academic and clinical coursework.

8. Applicants for certification in speech-language pathology (Track I, II and III) must also successfully complete the Praxis examination in speech-language pathology that is administered by the Educational Testing Service (ETS). https://www.ets.org/praxis.

9. Students enrolling in Track II/III must complete the non-credit workshops (https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html) by the end of the fall semester of their second year prior to graduation. Students must create a TEACH account where their EAS exam grade and workshops will be posted. The program code to apply for a TSSLD on TEACH is 39176. Each student is required to pay the FERPA fee in the last semester of their graduate program.

After completing the academic and clinical requirements, individuals applying for certification in speech-language pathology must complete a Speech-Language Pathology Clinical Fellowship experience under the mentorship of an individual holding ASHA certification. For more information, visit the following website: https://www.asha.org/certification/clinical-fellowship/
In the last semester, students are:

1. Students will update their resumes to apply for Clinical Fellowships, apply for NPI number, and complete paperwork for graduation.
2. Students are required to present their clinical e-portfolio.
3. All students are expected to take the PRAXIS exam in order to apply for ASHA CCCs - https://www.ets.org/praxis The code for reporting the scores to Stony Brook University- SLP is 0118.
4. If applying for NYS licensure, complete appropriate forms --
http://www.op.nysed.gov/prof/slpa/speechforms.htm. Complete and submit Form 2 (NYS) to the Chair and the Staff Assistant.
5. If applying for TSSLD, the program code to apply for a TSSLD on TEACH is 39176.
6. Complete Program and Clinical Exit interview and Graduate Exit Survey from the program.
7. Download all materials from CALIPSO at the end of the semester, students will not have access to CALIPSO, one month after graduation by July 1.

Chapter 6 – Student Leadership and Other Opportunities

6.1 NSSLHA
Positions on the Board
- President
- Vice President
- Secretary
- Treasurer
- Diversity, Equity and Inclusion Representatives (2)
- Graduate Student Organization Senator
- Social Media Representatives (2)
- Event Coordinator
- Dean's Advisory

For information about the positions contact the NSSLHA Advisor: Professor Joy Kling, M.A., CCC-SLP, TSSLD, joy.kling@stonybrook.edu

6.2 Overall Service Hours for NSSLHA and Department
- All students are expected to complete six service hours during their first year of the graduate program
- Five out of the six required service hours must occur for NSSLHA meetings/events
- For the remaining one-hour, students are required to attend either information sessions, open houses, recruitment events at high schools, or to assist at any other department event during the academic year

For NSSLHA Service Hours

All students are required to attend three meetings (for example, NSSLHA guest speakers) and two events (for example, fundraising event)

6.3 SLPeers
SLPeers Mentorship Program, is where second-year students serve as mentors to the first year students. Our inaugural class created this mentor-mentee program for SBU and it was continued by the proceeding cohorts. The SLP Department arranges a minimum of two SLPeers events during each academic year.

6.4 Research Opportunities
Students interested in research opportunities outside of the requirements of the program, should contact their faculty advisor for additional information.

6.5 Scholarship Opportunities

A. Laufer Scholarship Information provided by the Department

B. The Sherrie Glasser Mayrsohn, Metro Speech-Language Pathology Scholarship - **https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/scholarship**

6.6 Student Resources

A. **Career Center - https://www.stonybrook.edu/commcms/career-center/index.php**

B. **Counseling and Psychological Services (CAPS) - https://www.stonybrook.edu/caps/**

C. **Professional Organizations –**

- Apply for Certification in Speech-Language Pathology - https://www.asha.org/Certification/SLPCertification/
- Long Island Speech-Language-Hearing Association (LISHA) – https://lisha.org/
- National Student Speech-Language-Hearing Association (NSSLHA) - https://www.nsslha.org/
- New York State Speech-Language-Hearing Association (NYSSLHA) - https://www.nysslha.org/
- New York State Teacher Requirements for Audiologists and Speech-Language Pathologists - https://www.asha.org/advocacy/state/info/NY/NYteachrequire/
- Office of Teaching Initiatives - https://www.highered.nysed.gov/tcert/
- Office of the Professions for Speech-Language Pathology & Audiology - https://www.op.nysed.gov/professions/speech-language-pathology/status

D. **Stony Brook University Libraries - https://guides.library.stonybrook.edu/health-professions**

E. **TimelyCare – Virtual Healthcare for Students - https://www.stonybrook.edu/commcms/studentaffairs/shs/TimelyCareSBU.php**

Chapter 7 – Policies and Procedures

7.1 ASHA's Code of Ethics 2023

Students are responsible for adhering to the ethical standards of the American Speech-Language-Hearing Association(ASHA) Code of Ethics, which is available by clicking the following link: https://www.asha.org/Code-of-Ethics/ It isyour responsibility to read these ethical principles. Any violation or inability to meet the spirit or purpose of this codeis considered unethical and is enough grounds for a letter drop in a practicum course or academic course and/or dismissal from the program.

7.2 ASHA 2020 Standards

Information about the 2020 ASHA Standards for Speech-Language Pathology are available on the ASHA website at https://www.asha.org/Certification/2020-SLP-Certification-Standards/.
The 2020 standards for the Certificate of Clinical Competence in Speech-Language Pathology are now in effect as of January 1, 2020. Students are required to become familiar with these standards during your first semester of graduate study and review the standards periodically throughout your program. As you progress through the program, you will have multiple opportunities to complete competencies across the scope of practice with individuals across the lifespan and to record the attainment of these competencies.

7.3 ASHA Scope of Practice

This scope of practice document is an official policy of the American Speech-Language-Hearing Association (ASHA)defining the breadth of practice within the profession of speech-language pathology. It can be viewed by clicking the following link: https://www.asha.org/policy/SP2016-00343/.

7.4 Annual Trainings on Brightspace – HIPAA, FERPA, Community Safety and the University Police Department, Infection Prevention, and Environmental Health and Safety

Faculty and Students are required to complete the School of Health Professions Annual Trainings on Brightspace- HIPAA, FERPA, Community Safety and the University Police Department, Infection Prevention, and Environmental Health and Safety. Students are required to watch a video and are trained about donning and doffing prior to starting Clinical I, specifically for the Stony Brook Southampton Clinical rotation. In order to reduce the risk of transmission of blood borne pathogens and to reduce exposure to infectious diseases and environmental hazards, the Centers for Disease Control and Prevention (CDC) recommends the use of "Standard Precautions" when dealing with all patients by treating all blood and potentially infectious material (semen, vaginal secretions, synovial, pleural, peritoneal, pericardial, cerebrospinal, and amniotic fluids) with appropriate precautions.

These precautions include:

> 7.4.1 Handwashing Wash hands prior to and immediately after examining/ treating every patient Hands must be washed as soon as possible after touching blood, body fluids, excretions and contaminated objects even if gloves have been worn Hands must be washed between patients and after removing gloves and other protective equipment

7.4.2 Gloves must be worn when working with patients/clients. The gloves must be changed between tasks if contaminated even when caring for the same patient.

7.4.3 Mask, Eye Protection, Face Shield - must be worn during patient care activities that may generate splashes of blood, body fluids, secretions, excretions or bone chips.

7.4.4 Gowns – must be worn during patient care activities that may generate splashes of blood, body fluids, secretions or excretions to protect skin and clothing. Soiled gowns must be removed as soon as possible followed by prompt handwashing.

7.4.5   Dispose of all biohazard material, including blood, body fluids, and microbiological culture, as infectious.

7.4.6   Never pipette by mouth.

7.4.7   Disinfect work surfaces after a spill and when work is complete. Appropriate disinfectants include 35% isopropyl alcohol and 10% chlorine bleach.

7.4.8   Eliminate the use of needles/sharps whenever possible. Use medical devices with safety features.

7.4.9   Use sharps in a safe, controlled environment whenever possible, with a sharps container nearby. Use safe techniques when using, handling, cleaning or disposing of sharp instruments and devices. Never recap used needles, do not remove used needles from disposable syringes by hand and do not bend, break or otherwise manipulate used needles by hand. Place all used sharps in appropriate puncture-resistant containers.

7.4.10 Use mouthpieces, resuscitation bags or other ventilation devices when mouth-to-mouth resuscitation is required.

7.5 HIPAA and Client/Patient Confidentiality for all Faculty and Students

All faculty, staff and students are expected to maintain confidentiality within conversations about clients/patients they have in any facility or placement whether on or off the Stony Brook University campus. Examples of identifying information includes name, social security number, address, email, employer/school, etc. Students should not discuss clients/patients by name with anyone besides their clinical supervisor. This includes conversations on texts, emails, social media including Facebook, LinkedIn, Twitter, Instagram, blogs, etc. Students cannot take pictures of clients/patients. Violations of client/patient confidentiality are very serious and can lead to dismissal from the program. Faculty, Staff and Students are required to complete an annual HIPAA Training through Stony Brook University.

7.6 FERPA and FERPA Fee

FERPA
Refer to the following link for information -
https://www.stonybrook.edu/commcms/registrar/policies/ferpa.php.
All faculty, staff and students will complete a FERPA training during the program.
FERPA Fee
Students who are enrolled in Track II or Track III must pay a FERPA fee to the SPD during their last semester in the program.

7.7 Castlebranch, Wolfie Portal and Health Clearance for Students

Students are required to submit information into Castlebranch and Wolfie Portal. Please refer to the Orientation PPT Presentation. All students must have completed and submitted an annual physical exam, with updated immunizations including COVID vaccine/booster, CPR training (with in-person component), Annual Trainings on Brightspace (HIPAA Training, Infection Control, Blood Borne Pathogens), NSSLHA membership and liability insurance into Castlebranch. Students must be cleared in CastleBranch prior to participating in any clinical rotation. Please refer to the Handbook for Students and Supervisors for additional information. If a student is not cleared in CastleBranch the student will not be able to attend a clinical rotation or may be asked to leave their clinical rotation. All students are responsible to monitor their CastleBranch and ensure their paperwork is current and up to date (not expired). Students are required to pay for the Compliance Tracker and a Background Check in CastleBranch. Some sites may require students to complete additional requirements such as Drug Testing and/ or Finger Printing.

7.8 Policy for maintaining confidentiality

Students are expected to maintain confidentiality in oral and written communication, as well as, report writing, with their site supervisors. Students are expected to follow policies and procedures for confidentiality in report writing as designated by their placement site. Students will have both stony brook.edu and stony brook medicine.edu email accounts. While students are enrolled in Clinicals I and II, Audiology Clinical and Diagnostic Clinical, they will be sending correspondences, as well as, reports about clients/patients without any PHI information (name, address, etc…) using their stonybrookmedicine.edu (secure server) account to their site supervisor.

7.9 Email Communication

Professional courtesy and professional behaviors are expected of faculty, staff and students in the classroom, clinical sites, and in online communications. All written communication exchanges must contain an appropriate salutation, be well-written, professional, and with a signature. Students are expected to obtain a Stony Brook University email address and use that while as a student in the Program. *Please see* email policies of Stony Brook University: https://it.stonybrook.edu/policies/d106. Students will also have a Stony Brook medicine email account when they are enrolled in Clinicals I, II, Audiology Clinical, and Diagnostic Clinical in order to maintain confidentiality for communications and report writing with their site supervisors. Faculty, Supervisors and

Students are expected to communicate using their SBUH email for these clinical experiences. It is expected that faculty, staff and students check and respond to email communication within a 24-hour period. Please review https://www.stonybrook.edu/commcms/ombuds/resources/quick-tips/quicktipcommunication.
For additional guidelines on email etiquette and absences/latenesses in Clinicals, please refer to the Handbook for Students and Supervisors 2023.

7.10 Office Hours Policy

Faculty are expected to maintain weekly in person/virtual office hours. Students may visit their instructor to discuss course content, learn more about faculty research, and discuss other aspects of the graduate program in speech-language pathology. All faculty are expected to hold at least 1-2 hours of in person/virtual office hours per week (per course) for the duration of the semester in which the course is being taught. It is recommended that faculty supplement traditional office hours with virtual office hours (e.g. Google Meet, Zoom) and/or with by appointment options. All office hour options should be listed on the syllabi and published on any relevant course platforms.

7.11 Graduate Student Proficiency in English Screening Procedure and Position Statement

It is the position of the American Speech-Language-Hearing Association (ASHA) that "students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the non-acceptance of individuals into higher education programs or into the professions solely based on the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population."

American Speech-Language-Hearing Association. (1998). *Students and professionals who speak English with accents and nonstandard dialects: issues and recommendations* [Position Statement]. Available from www.asha.org/policy.

The student's advisor will initially screen the student while engaging the student in a conversation, during their initial advisement meeting. This form will remain in the student's file and the Chair of the program will be notified of the results of this screen. The faculty advisor will provide the student with the results and recommendations of the screen.

Recommendations may include:

1. Monitoring voice, fluency, articulation, and language throughout clinicals;
2. Referral to an otolaryngologist for voice problems;
3. Evaluation/therapy recommendation for speech, language, and/or fluency issues;

7.12 Procedure to express a complaint about the Speech-Language Pathology Program

A complaint about the Speech-Language Pathology program at Stony Brook University may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. The complaint procedure is detailed in the CAA Accreditation Handbook (Chapter XIII). Criteria for complaints and submission requirements can be found at https://caa.asha.org/programs/complaints/.

One of the submission requirements for a complaint is that the complainant follow all institutional grievance and review policies before filing a complaint to the CAA. Every possible attempt is made to resolve complaints and grievances within the Speech-Language Pathology program. Please refer to the equitable treatment section of the program handbook.

7.13 Policies for Academic and Clinical Integrity and Conduct and Violations of Conduct (and expressing complaint about a grade earned in a class)

Students are required to approach their instructors with questions/concerns about their grade on an assignment/ course grade/ midterm/final evaluation, prior to approaching the chair of the department or the Dean's office in SHP. If it cannot be resolved with the instructor, the student can arrange a time to speak with the Chair. The chair may request additional documentation or a meeting with the student and the instructor independently. The student should not meet with the Dean's office prior to following this sequence of steps to resolve the situation. With regard to clinical concerns, students are required to approach their supervisors, if they do not feel that their concern is addressed, they can arrange a time with the DCE prior to approaching the Chair. If it cannot be resolved with the supervisor or DCE, the student can arrange a time to speak with the Chair. The Chair may request additional documentation or a meeting with the student, supervisor or DCE separately. The student should not meet with the Dean's office prior to following this sequence of steps to resolve this situation.

All academic dishonesty complaints are submitted to the Chair of the program from which the accused student originates. The Program Chair shall review the complaint and may request a written statement from the accuser(s) regarding the incident. If the Program Chair after consultation with the Chair of the Academic Standing Committee (ASC), determines that the accused student had a prior finding of SHTM academic dishonesty then the matter will be referred to ASC, and the Program Chair shall notify the accused student that the matter has been referred to ASC.

If there has not been a prior finding of SHP academic dishonesty, the Program Chair will notify the accused of the complaint and advise that he/she may: (a) resolve the matter within the program (and not contest the complaint/accept responsibility for the misconduct); or (b) contest the complaint in which case the complaint will be referred to the ASC.

The Program Chair/Director may also refer the case directly to the ASC for adjudication in lieu of resolution within the program. The accused student has five (5) days from notification of the complaint, to decide how he/she wishes to proceed. During this five (5) day period, and at any time during the process, the accused student has access to the Assistant Dean for Academic and Student Affairs, with whom the student may review and discuss the policies and procedures. Also, during this period or at any time during the process, the accuser and/or Program Chair may seek advisement concerning policies and procedures from the Associate Dean of the School of Health Professions.

1. If the accused chooses to resolve the matter within the Program, the Program Chair/Director shall meet with the student to discuss the proposed penalty and assess a penalty. If the penalty assessed by the Program Chair is uncontested by the accused student, the matter is considered resolved.

2. If the penalty rendered by the Program Chair pursuant to # 1 above is contested, then the matter shall be referred directly to the ASC. Academic Policies & Procedures.

Upon completion of steps #1 or # 2 above, the Program Chair, shall submit a signed Academic Dishonesty Incident Report (ADIR: see Appendix A) with supporting documentation, to the Chair of the ASC and a copy to the Assistant Dean for Academic and Student Affairs within five (5) business days of completion of Step # 1 or # 2, as appropriate. The Chair of the ASC shall maintain ADIRs. The ADIR can only be used in a finding of academic dishonesty, and then only in the penalty (closed session) phase of the hearing. Please see the Student Orientation Handbook in the School of Health Professions-

(https://healthprofessions.stonybrookmedicine.edu/sites/default/files/SHP%20STUDENT%20ORIENTATION%20HANDBOOK-%20Professional%20Programs.pdf

7.14 Student Accessibility Support Center and Office and Equity and Access.

The program will provide accommodation for individuals with special needs in accordance with the institution's policies and procedures. Students with special needs may contact the Student Accessibility Support Center (https://www.stonybrook.edu/sasc/) for a variety of services and accommodations intended to reduce the effects that special needs may have on their performance in a traditional academic setting. Services do not lower course standards or alter degree requirements but give students a better opportunity to demonstrate their academic abilities.

Disability Support Services include, but, are not limited to alternate format text materials, adaptive equipment (including FM systems), note-takers and tutors. Students are encouraged to meet with their advisors in the program or the Chair of the Program, as well as persons from the Center for Disability Support Services, to discuss services that will allow equal access to university provided opportunities. The policies for admission, placements and retention reflect an understanding of cultural and linguistic diversity because the program will refer students who are interested in improving their speech and language skills, whether the student is a student with English as a Second Language or a student that has a language learning deficit.

The program's policies and procedures are in accordance with the school's and institutions policies and procedures. The program encourages applications from applicants from various cultural backgrounds. The primary responsibilities of the Office of Equity and Access (https://www.stonybrook.edu/commcms/oea/) at Stony Brook University are to:

- Ensure the University's compliance with all state and federal regulations within the scope of our office.
- Implement policies that safeguard equal opportunity in employment and education.
- Provide an internal avenue of redress through the investigation and resolution of complaints of unlawful discrimination and discriminatory harassment, including sexual misconduct (which includes, but is not limited to sexual harassment, non-consensual sexual contact, sexual violence, domestic violence, dating violence and stalking);
- Establish campus-wide goals and internal systems to monitor recruitment activities, which includes but is not limited to hiring, training, promotion, transfer and termination,
- Support the University in its proactive recruitment, hiring and retention of under-utilized groups for all job groups and job titles;
- Promote an awareness of and appreciation for diversity and sexual misconduct prevention through sponsoring programs, providing educational and training activities, and engaging in collaborative initiatives.

OEA serves the entire campus community of Stony Brook University, including Stony Brook Medicine, the Long Island State Veteran's Home and all other Stony Brook University facilities and programs. The populations we serve include Stony Brook's world-renowned faculty and medical staff; our undergraduate, graduate, and professional students; our professional, administrative and support staff; contractors, vendors, patients, visitors and guests.

An important part of our effort involves ensuring compliance all federal and state laws requiring equal opportunity in education and employment and prohibitions against sexual misconduct or discrimination on the basis of race, sex, sexual orientation, gender identity, religion, age, color, national or ethnic origin, disability, marital status, genetic information, criminal conviction, domestic violence victim status, and or military status.

Stony Brook University, as required by law, must be in compliance with the Civil Rights Act of 1964 (Title VII), as amended, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act (ADEA), the Americans with Disabilities Act, New York State Human Rights Law and New York Education Law Article 129B "Enough is Enough."

Institutional Policies for Accommodating Disabilitieshttps://www.stonybrook.edu/policy/

7.15 Equitable Treatment

The Chair will maintain a confidential record of internal and external complaints, charges, and litigation alleging violations of policies and procedures related to non-discrimination. The Chair will refer the student to the appropriate office depending on the nature of the complaint, to the institution. The Chair will bring those complaints which relate to accreditation to a program faculty meeting for discussion.

The University policy for Internal Complaints (depending on the nature of the complaint) is as follows:

Internal Complaints:

Depending on the nature of the complaint, the person will be referred to the appropriate office. If there is a complaint related to Title IX, the Office of Institutional Diversity and Equity at *https://www.stonybrook.edu/diversity/complaint.html* would be contacted and the person would file a complaint with them. See individual office websites below and/or Contact the Office of University Counsel 631- 632-6110 for records of complaints.

External Complaints:

7.15.1 A discriminatory complaint would be the jurisdiction of the Office of Institutional Diversity and Equity.

7.15.2 A complaint concerning an employee would be the jurisdiction of the Office of Labor Relations.

7.15.3 A complaint concerning a student would be the jurisdiction of the Office of Community Standards. The program will ensure that appropriate corrective action be taken when violations of compliance with nondiscrimination statues occur.

The program will follow the guidelines as instituted by the University and refer the person to the appropriate office. The Office of Equity and Access (OEA) is charged with the responsibility of monitoring these notices. Marjolie Leonard serves as the Senior Director for OEA as well as the University's Title IX and ADA Coordinator. To file a discrimination complaint, contact OEA, https://www.stonybrook.edu/commcms/oea/

7.16 Professional Behaviors

Students are preparing for a career in speech-language pathology, a profession that demands high standards of ethics and professional behavior. The ASHA Code of Ethics (2023) reflects the values and expectations for the professional conduct, scientific and clinical practice of speech-language pathology. As a practicing professional, students will be required to abide by the Code of Ethics. Please refer to the Code of Ethics [https://www.asha.org/policy/ET2016-00342/] for further information.

Please note that professionalism includes but is not limited to things such as arriving to class on time, attending class and clinical rotations/externships through the end of the semester, attending mandatory components of the course, reading assigned materials, coming prepared for course activities, and responding to emails within 24 hours. The use of non-sexist, person-first, and professional language is expected in written assignments/emails and in classroom discussions.

7.17 Attendance, Social Media and Cell Phone Policy

Department Attendance Policy

According to the School of Health Professions Handbook (2023), "Attendance at all scheduled didactic and clinical learning activities is required of students in the School of Health Professions. Since the teaching programs of the school seek not only to present facts, but also to develop skills and attitudes appropriate to the health professional, mere acquisition of cognitive knowledge may not be sufficient to pass a particular course or to learn the skills required of a professional person." This policy pertains to both in person and online classes in the department. The student is expected to notify the instructor in writing about their absence or lateness. Students should contact the Student Health Services if they are not feeling well (https://www.stonybrook.edu/commcms/studentaffairs/shs/services/COVID_Testing/index.php).

A student may be excused from class and will not lose points from their overall grade for observation of religious holidays, attending a clinical rotation, medical illness with appropriate medical documentation (within 7 days otherwise, it will become an unexcused absence), death of a parent/guardian, significant other, or attending a non-credit workshop for teaching certification.

Students will be expected to notify their professor in advance, but definitely before the final date of the 'add/drop' period of their intention to be out for religious observance, clinical rotation, or attending a non-credit workshop. Students may not accumulate more than 5 excused absences, otherwise, a student may earn an INC.

The student can discuss with their faculty member at that time how they will be able to secure the work covered. When a student is absent, it is the student's responsibility to arrange for and complete any work/make-up work in a timely fashion.

The following absent and lateness policy is for all classes in the Department of Speech Language Pathology:

- One unexcused absence, the student will not lose points from their overall grade.

- Two unexcused absences, the student loses 2 points from their overall grade.

- Three unexcused absences, the student loses 4 points from their overall grade.

- Four unexcused absences, the student loses 8 points from their overall grade.

- Five unexcused absences, the student earns an "F" for the course.

Social Media

The Speech-Language Pathology program recognizes that social networking websites and applications, including, but not limited to, Facebook, Instagram, LinkedIn, Twitter, Snap Chat, YouTube and blogs, are a common form of communication. There is potential for misinterpretation of the relationship or the potential sharing protected information via these sites. Students are reminded that that should have NO expectation of privacy on these sites. Students need to be aware that posting certain information is a violation which can be penalized. Offenses could be considered non-academic misconduct or violation of professional behaviors and subject to program procedures and may result in dismissal from the program. Students must adhere to the ASHA Code of Ethics2023. The SLP department currently has Facebook and Instagram accounts (https://www.facebook.com/SLPSBU/ and https://instagram.com/sbuslp2020?utm_medium=copy_link)

The following is a list of online behaviors that are considered violations of social media policy and will result in a student being placed on probation and then potentially being dismissed from the program:

1. It is a HIPAA violation if you mention a patient/client with enough information that the person might be identified. This includes posting of images.
2. Posting on social media the names, negative comments or criticisms of faculty, staff, or any clinical or university personnel is not acceptable.
3. Display of vulgar language or photographs that imply disrespect for any individual, group because of age, race, gender, ethnicity, sexual orientation or culture. Please refer to the Diversity and Inclusion Policy in this handbook. Presentation of personal engagement in illegal activities including use of recreational drugs, alcohol or substance abuse.
4. Asking your faculty, clinical instructors, clinical supervisors, or any university or clinical site employee to "friend" you on any social media, while a student in the program.

Please see additional Social Media guidelines of the university - https://www.stonybrook.edu/social/guidelines/

Cell Phone and Laptop Policy

You are welcome to use a laptop or tablet in this class if it contributes to your learning. While the use of technology can assist in your learning there are instances in which Technology (e.g., cell phones, laptops, iPads, and tablets, etc.) can become a distraction to your learning and disruptive to your peers. Students are expected to actively engage in classroom activities/discussions. If a student is unable to contribute to activities/discussions or is otherwise distracted by technology, the student will be asked to refrain from using it in class.

Cell phones should be used at a minimum in the student workspace to not disturb anyone working. In addition, the use of cell phones in the classrooms and simulation rooms is prohibited unless specifically permitted by the instructor. Please refer to the Graduate Student Handbook and Handbook for Students and Supervisors 2023 for additional information. Violations of Professional and Ethical behavior can impact a student's enrollment in the graduate program as well as negatively impact their course grade.

7.18 Professional Etiquette Guidelines

Stony Brook University Community: https://www.stonybrook.edu/redbook.
Synchronous Online Class and Use of Zoom Professional Etiquette and Guidelines

Synchronous online classes offer students a rich opportunity to learn via Zoom, a web conferencing and communication platform. To obtain the best online learning experience and learn from your peers and instructor please adhere to the following guidelines:

Preparing to Attend an Online Class via Zoom

- Log into the class at least 5 minutes early. This will allow you to determine if there are any challenges logging into Zoom or if there are any issues with your computer. This will provide you with time to resolve challenges prior to class.
- Attending an online synchronous class requires your full participation (e.g., class discussions; group in-class activities). Therefore, it is recommended that students not enter the virtual classroom while driving, traveling, or completing any other ADLs. This can be dangerous for you and others. If for any reason you are enroute from another class or clinical, please notify the instructor immediately.
- If you are having technical issues, please notify the instructor by email and/or the zoom chat feature. Remember to notify the instructor when they are resolved.

Participation Protocol - Synchronous Online Class
- The expectations for your attendance and participation in Zoom sessions are the same as in an in-person classroom. The expectation is that you will be prepared to be actively engaged in the class.
- Be an active participant instead of a passive spectator. Being actively engaged enhances learning and allows us to learn from each other.
- Refrain from talking to others in your immediate environment or being on the phone communicating with others (e.g., text; scrolling through phone; using social media; etc.)
- Minimize engaging in other activities during zoom class as well as standing up, walking around, eating and/or any other activity that might detract from the class activities. Treat online class behavior as if you were in a face-to-face classroom.
- If you need to eat, please notify the instructor that you will be turning your webcam off for that purpose.

Professional Engagement
- Engage in respectful online interactions with faculty instructor and peers.
- Avoid speaking out of turn and refrain from being negative.
- If you need to speak, make use of the option that Zoom and other software have, which allows you to "raise your hand" virtually.
- If online interactions occur via typing instead of voice chat, be careful to follow the proper etiquette by not using all-caps or making jokes that could be misinterpreted as rude. Sarcastic humor, in particular, does not translate well when using text instead of voice.

Webcam Etiquette
- As future speech language pathologists, you understand the importance of verbal and non-verbal communication and how the lack of non-verbal communication could potentially impact the communication message. It is recommended that webcams remain on during class time.
- Using a webcam to communicate can be intimidating, especially if you are not used to doing so. While remote courses may seem "relaxed," it is important to be cognizant of the comments you post in the chat, name displayed on your account, and the background included in your video. Remote learning and platforms give you the option of using a virtual background. If you are uncomfortable having others visualize what is behind you during class, you may use a green screen or a zoom virtual background. Familiarize yourself with zoom virtual backdrop features should you choose to use these while your webcam is in use.

- Your attire should be respectful of others online as well as your background. Dress appropriately and similarly in a manner that is appropriate for an in-person class (e.g., while in zoom do not wear pajamas to class; do not sit in bed or lie down under the covers, etc.).
- If you need to step away from your computer for any reason (bandwidth issues; to deal with someone else in the room) please notify the instructor using the chat function.
- In order to support learning in *breakout rooms*, students are encouraged to consider leaving their cameras and microphones on during this time. Mute microphones in break room to minimize distractions as appropriate

Microphone Etiquette

- Enter the Zoom room as quietly as possible to allow for the introduction of class and any other announcements. Please click on the "audio" icon in Zoom as you enter the classroom and make sure that there is a red line through the icon. This will mute your microphone.
- Once class starts, you will have an opportunity to unmute your microphone, introduce yourself to the professor, ask questions, respond to the presentation, etc.
- Use the *Chat Box* feature to raise your hand through the Participant icon in the main toolbar on Zoom. If you wish to ask a question or make a comment while the professor is presenting, please use these features to alert the instructor to your input or just ask your question. *Do not use the chat to communicate with your peers or post messages in the chat to everyone if they are NOT related to class material.*
- If your participation or environment creates a disruption to class, and you do not mute your microphone or pause your webcam, the instructor reserves the right to mute and/or pause your access to preserve the integrity of the class session.

Class Recording

- Students *are not permitted* to record lectures. If a student requires accommodations, please contact the Student Accessibility Support Center (SASC) at (631) 632- 6748.
- The professor will try to pin videos for lectures when screen sharing material to reduce distraction and increase focus.

Email Etiquette

- Review and adhere to the following SBU email etiquette guidelines - https://www.stonybrook.edu/commcms/ombuds/pdfs/Flyer%20-%20Using%20Email%20Etiquette.pdf

If you have any questions or concerns, do not hesitate to contact the instructor.

7.18 Printing Policy

All registered Stony Brook students are provided with a semester long quota of ~1500 pages ($75) in the SINC Sites, Health Sciences Library, and Residential Computing Centers or by using the Print From Anywhere service. Funding

for student printing comes from the Student Technology Fee. Stony Brook uses the Pharos system to

manage printing. Students can access the Print Center to check the status of their jobs and their quota. Color printing is now part of the student print quota, with color printing available in the Main Library SINC Site, Central Reading Room, and Health Science Center Library!

In order to print, send print jobs to the print queue from a SINC Site computer, personal computer, iPad or other mobile devices using the Print From Anywhere software, web browser, or email. Students need their Stony Brook University ID card to release their print jobs.

Single-sided pages print at a cost of $0.05 per page and double-sided pages print at a cost of $0.08 per sheet. Color printing costs $0.25 per page and double-sided pages print at a cost of $0.40 per sheet. Printing duplex, or on both sides of a sheet of paper, saves you money and saves trees!

Users who have run out of print quota for the semester can choose to put money on their **Wolfie Wallet** account and use the funds to supplement their print quota. When logged into a Pharos Release Station, both balances will be displayed. If you have both print quota and funds on your **Wolfie Wallet** account, the print job will be charged to your print quota first. When that runs out, the remaining balance will be charged against your **Wolfie Wallet** account.

This type of transaction will take place using the Card Readers in the Main Library SINC Site, Central & North Reading Rooms and Engineering SINC Site.

For More Information about Printing in a SINC Site visit this DoIT webpage: https://it.stonybrook.edu/services/printing

7.19 Policy for Viewing/Obtaining Records and Retention of Files

Current students will have access to their files in the presence of their faculty advisor. Program graduates will contact the administrative assistant in the program to obtain permission to view their files. Students who did not graduate from the program will contact the administrative assistant in the program to obtain permission from the chair of the program to view/copy their files. The SHTM policy and the program policy for retention of student records is as follows: The Admissions Files for students accepted into a program will remain 7 years from entry term of program.

Academic Records: The Stony Brook University transcript (including course work that had been transferred from other institutions) resides "forever" in Stony Brook University. All paper related documentation is destroyed 7 years from entry term of program.

Students will have access to their clinical evaluations and clinical hours by using the CALIPSO software.

Policies for students obtaining records from the University.
https://www.stonybrook.edu/policy/policies.shtml?ID=507R

Here is also the link for the Registrar's office. The Student Records TAB would give you what you need.
https://www.stonybrook.edu/commcms/registrar/

7.20 Health Safety

Stony Brook University and the Office of Emergency Management are committed to providing students, faculty and staff with the knowledge and resources needed to make healthy decisions and ensure a network of care for those who need support.

- The University Counseling Center offers consultation, crisis intervention, brief psychotherapy, group and couple's therapy, and psychiatric services for all Stony Brook students. Additional services are available through the Wo/Men's and Gender Resource Center.
- The Stony Brook University Employee Assistance Program provides confidential information, assessment and referral services to employees, family members and retirees.
- Stony Brook has a Behavior Assessment Committee that meets regularly for the sharing of information and the coordination of responses to at-risk/ distressed students. There is a process in place for review, assessment and referral through Student Affairs.
- A Critical Incident Management Committee of senior Administrators and Emergency Management personnel meet bi-weekly to review incidents, status of programs and operational needs.
- Outreach efforts have already begun to familiarize faculty and staff with reporting procedures and expectations when a student is disruptive or distressed. This effort is being coordinated by the Center for Prevention and Outreach, a new unit in the Division of Student Affairs. A brochure was recently updated and distributed to all faculty and another one is being developed for staff which describes these protocols. The brochures also contain resources and lists offices for faculty and staff to contact if the need arises and/or if they have questions.
- The Center for Prevention and Outreach has also developed and implemented a one-class session curriculum module, which includes depression/suicide prevention and bystander intervention. The session is being presented to all incoming freshman as part of the SBU101 course required for all new students.
- Disability Support Services assists students with disabilities in accessing the many resources of the University. Individuals with visual, mobility and hearing impairment as well as those with hidden disabilities such as chronic medical conditions, psychological, and learning disabilities are invited to make use of the services and equipment available.
- Student Health Services offers comprehensive and cost-effective health services for both medical and psychological health problems. The staff includes physicians, physician assistants, nurse practitioners, registered nurses, pharmacists, laboratory technologists, a social worker, health educators, and a substance abuse and addictions counselor. If you are concerned about or are contemplating suicide, please go to U lifeline.

7.21 Weather Emergency Policy

Long Island has a climate that is similar to other coastal areas of the Northeastern United States; it has warm, humid summers and cold winters. The Atlantic Ocean helps bring afternoon sea breezes that temper the heat in the warmer months and limit the frequency and severity of thunderstorms.

Severe thunderstorms are not uncommon, especially when they approach the island from the mainland areas of the Bronx, Westchester County and Connecticut in the northwest. Measurable snow falls every winter and in many winters one or more intense storms (called a Nor'easter) produce blizzard conditions with snowfalls of 1–2 feet (30–60 cm) and near-hurricane force winds.

Long Island is somewhat vulnerable to hurricanes. Its northern location and relatively cool waters tend to weaken storms to below hurricane strength by the time they reach Long Island, although despite this, some storms have made landfall at Category 1 or greater strength.

In the wintertime, temperatures are warmer than areas further inland (especially in the night and early morning hours), sometimes causing a snowstorm further inland to fall as rain or mixed precipitation on the island.

For weather-related information and/or school closings, monitor the SB Advisory
page or call:631-632-SNOW (7669)|631-444-SNOW (7669)
Students are required to sign up for alerts on the following site for information about weather emergencies:

https://www.stonybrook.edu/commcms/emergency/alerts/

7.22 Critical Incident Management and Emergency Communications

Members of Stony Brook's Emergency Management Team have been working with Administration on a review of policies, procedures and programs to respond to and manage critical incidents on campus. The review addresses risk assessment and mental health issues, emergency response, communications technology and other general recommendations.

The following is a summary of the assessment and actions taken to date. Please note that this list is not inclusive of all actions that can and will be done in the future, as this will be a continuous improvement process.

Emergency Communications

1. Stony Brook has a Communications Plan for emergency responders using cell phones, pagers, email and portable radios to ensure communications and interoperability with each other and external agencies such as the Suffolk County Police and local fire departments. Emergency information is communicated to the campus community by way of our fire alarm systems, e-mail, web site, campus cable TV system and radio station (WUSB 90.1 FM) and external media sources.

2. Text, Voice and E-mail Messaging: Stony Brook has implemented a mass notification system with a private vendor to provide urgent communications to members of the campus community. Stony Brook University officials can also generate emergency messages by utilizing NY Alert, a similar system

developed by the State Emergency Management Office (SEMO).

3. Outdoor Warning Siren: Stony Brook University has installed an outdoor siren alert on the University's main campus. While some individuals may hear the siren indoors, the siren is designed to be heard OUTDOORS ONLY.

In the event of a true emergency that presents a safety concern, the University will sound the outdoor siren alert, which will last 60-seconds, and the following actions should be taken:

- S STOP Stop what you are doing.
- O OBSERVE Observe your immediate surroundings for danger.
- S SHELTER Seek shelter and additional information.

4. Digital Signage: A software package has been purchased and new digital signage is being planned for installation in large assembly areas in campus buildings. The LCD displays will be centrally controlled with content directed to a particular geographic area.

5. Voice Fire/PA Systems: Fire alarm systems on campus are being upgraded to add additional voice-capable systems and to optimize their voice capability. This will allow us to broadcast an alternate emergency tone and voice message over the speaker system.

6. Campus Safety Website: A new Campus Safety "Staying Safe on Campus" website has been established as are source for the campus community. The website has links to important emergency, safety, security, health, counseling and other information.

7. An Emergency Command Vehicle (SUV), equipped with communications equipment will be used as a mobile command post at major incidents where University officials will work together in a unified command with external agencies.

Emergency Management and Response

1. Stony Brook University has a comprehensive Emergency Management (All Hazards) Plan that establishes the policy, procedures, and organizational structure to respond, control and recover from emergency situations, using the National Incident Management Training System (NIMS).

2. An Emergency Operations Center (EOC) is used by a team of University Officials, the Incident Commander, and Command Staff to evaluate situations and plan for the effective management of the people, organizations, and resources utilized in response to emergencies.

3. Emergency Responders, including University Police Officers, Fire Marshals, Building Managers, Safety Wardens, and Residential Hall staff respond to and evaluate emergency situations using the Incident Command System (ICS).

4. Critical Incident Plans and Training: Our University Police Department, in partnership with the Suffolk

County Police Department (SCPD), has reviewed Critical Incident Response Plans and provided training to all UPD Officers for "active shooting" situations. In addition, UPD Officers have received training on the National Incident Management System (NIMS), Mental Health Disorders, Firearms Training and Incident Response. Table-top exercises are frequently conducted as part of an effort to better prepare our Emergency Responders for an actual event.

5. Fire Safety: Our University Fire Marshals have recently expanded operations to provide fire safety coverage round-the-clock (24/7). Fire Marshals are highly trained for response to fires, fire alarms, hazardous material incidents, technical rescues, and other emergencies. They work closely with local volunteer fire departments which facilitates the response and recovery from emergency situations. A number of fire prevention activities are held annually during the month of September during Campus Fire Safety Month.
For additional information, please contact:

Lawrence Zacarese
Assistant Chief of Police / Director of Emergency Management
Phone:(631) 632-6540
Email: Lawrence.Zacarese@stonybrook.edu

7.23 Evacuation Procedures

When evacuating your building or work area:

- Stay calm; do not rush.
- Gather your personal belongings only if it is safe to do so.
- Close your office door and window, but do not lock them.
- Use the nearest safe stairs and proceed to the nearest exit. DO NOT USE THE ELEVATORS.
- Proceed to the designated Emergency Assembly Area (EAA)
- Wait for any instructions from emergency responders.
- Do not re-enter the building or work area until you have been instructed to do so by the emergency responders.
- Faculty/Staff are responsible for informing students of proper evacuation routes and a designated assembly area at start of the semester and at time of evacuation.
- Faculty should be the last to leave the classroom/laboratory during an evacuation, making sure all students exit properly and to the designated assembly area.
- It is the responsibility of faculty/staff to account for his/her students at the designated meeting area and inform emergency responders of anyone missing.

See the following website for more information -
https://www.stonybrook.edu/commcms/emergency/procedures/evacuation

7.24 Fire Alarm Procedures

If a fire occurs, evacuate the area immediately and call University Police by dialing 333 from any campus phone, or dial (631) 632-3333 from any phone.

1. If safe to do so:

- Confine the fire by closing doors and windows.
- Notify anyone in the immediate area.
- Activate the nearest fire alarm box.
- Attempt to extinguish the fire using one fire extinguisher only.

2. If there is smoke or heat, stay low.

3. DO NOT USE ELEVATORS.

4. Before opening any door, feel it near the top. If it is hot, do not open, but:

- Call University Police and tell them your exact location and situation.
- Place a blanket or similar article along the bottom of your door to keep out smoke. If possible, wet the material first.
- Retreat. Close as many doors between you and the fire as possible.
- Hang a light-colored material out the window to attract attention from below.

5. If the door is NOT hot:

- Open the door cautiously--stand behind the door and be prepared to close quickly if there is excessive smoke.
- Conduct a final search before leaving, if safe to do so.
- If your mobility is limited by wheelchair, crutches, etc., leave the area and position yourself in the stairwell landing, call University Police, and wait for responding agencies.
- Assemble outside. Do not re-enter the building until notified.

School *of* Health Professions

Department of Speech Language Pathology

APPENDICES – FORMS

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology

Graduate Handbook

(Student Name)_____on (the following date),_____,

has read and understood all the policies and procedures in the Graduate Handbook and agreed to

abide by them and the ASHA Code of Ethics 2023.

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology
Social Media Consent Form

The Department of Speech Language Pathology would like permission to use your name and/or images on our social media platforms from summer 2023 – summer 2025. Read below and sign one of the options. Thank you.

I provide the Department of Speech Language Pathology to use my name and image on social media:
Student Name (printed):
Student Signature:
Date:

I provide the Department of Speech Language Pathology to use my image but not my name on social media:
Student Name (printed):
Student Signature:
Date:

I DO NOT provide the Department of Speech Language Pathology to use my name or image on social media:
Student Name (printed):
Student Signature:
Date:

Stony Brook University

School *of* Health Professions

Department of Speech Language Pathology

Core Functions
Council of Academic Programs in Communication Sciences and Disorders (2008)

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits graduate programs that prepare individuals to enter professional practice in audiology and/or speech-language pathology. The Department of Speech Language Pathology has a program in Candidacy in speech-language pathology. All students admitted to the master's program are bound by the professional standards needed to successfully engage in the speech-language pathology profession. The knowledge and skill standards of the profession are defined by ASHA in Standard IV-A through IV-G and Standard V-A through V-C of The Standards for the Certificate of Clinical Competence in Speech-Language Pathology in addition to the updated 2020 standards. In order to acquire the knowledge and skills required by ASHA in the practice of speech-language pathology, to function in a wide variety of clinical situations, and to render many different kinds of client services, students enrolled in the Speech Language Pathology program at SBU must have skills and attributes in six specific areas, called "Core academic/clinical requirements."

Students are responsible for signing the Core Functions, at the first advisement meeting after Graduate Orientation. This form is housed in the student's file. Each student must meet all the Core Functions set forth below on a continuing basis. Each student must take responsibility for maintaining physical and mental health.

COMMUNICATION

A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English language. (Language to be determined by program.)
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as apart of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student most possess adequate motor skills to:
- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.

- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:
- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.

• Dress appropriately and professionally.

CULTURAL RESPONSIVENESS

•Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.

•Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

I,_____(please print your full name) have read and understand the purpose and guidelines of the "Core Functions Statement". I understand the successful completion of the Speech Language Pathology Master's Program is contingent upon my ability to perform the skills listed in the Core Functions Document. Once admitted and enrolled in the master's program, I understand that if I have any questions following enrollment, I should contact my faculty advisor and the Chair of the Department.

Student Signature: _____ Date: _____

School *of* Health Professions
Department of Speech Language Pathology

**TEACHER CERTIFICATION AND GRADUATION INFORMATION
SPEECH-LANGUAGE PATHOLOGY PROGRAM**

GRADUATION

In the semester you are enrolled in your last course, you must apply for graduation on SOLAR according to the dates stated on the Registrar's Academic Calendar.

**Please note that filing for graduation and filing for certification are two independent processes; you are required to do both.

Please visit: https://www.stonybrook.edu/commcms/spd/academics/graduation.php for information about graduation**

GRADUATION REQUIREMENTS FOR TEACHER CERTIFICATION CANDIDAT*ES*

Workshops
All SLP students who wish to obtain their teacher certification must complete the following four workshops in order to graduate:
Identifying and Reporting Suspected Cases of Child Abuse and Maltreatment Prevention and Intervention of School Violence (SAVE)
Dignity for All Students Act (DASA)
Identification and Referral of Substance Abuse

All workshops are offered at Stony Brook University. Here is the link to information about the schedule and how to register. SBU Certification Workshops Completion of these workshops will be reported directly to NYSED and will be posted on your TEACH account. If you choose to take these workshops outside of Stony Brook University, you must provide proof that these workshops were completed if they are not posted on your TEACH account.

**The first three workshops listed will be reported directly to your TEACH account. The Substance Abuse workshop will not be reported to your TEACH account as it is a Stony Brook University requirement for graduation and not a requirement for teacher certification. **

TEACHER CERTIFICATION

All applicants for teacher certification must use the New York State Education Department's (NYSED) TEACH online system. TEACH is an online service of NYSED's Office of Teaching Initiatives (OTI) that allows candidates to apply for certification and fingerprinting, check application status, and submit professional development hours.

TEACH Account

You must create a TEACH account.

To create a TEACH account,
1. Go to www.highered.nysed.gov/tcert.
2. Create a TEACH login and password. Step-by-step instructions are provided. **BE SURE TO WRITE DOWN YOUR LOGIN AND PASSWORD!!**
3. Create/Update Applicant Profile by entering your personal information. Make sure that your name and social security number are accurate. This information must be the same information that you use for all certification workshops and tests.
4. Self-Reported Education
5. Apply for Certificate
a. Area of Interest: Classroom Teacher
b. Subject Area: Speech and Language Disabilities
c. Grade Level: PreK-12 – All Grades
d. Title: Speech and Language Disabilities
e. Type of Certificate: Initial Certificate
6. Educational Preparation for this application only—Since you are completing an approved teacher preparation program, you will fill in the following program code.
Program Code: 39176

**NOTE: Due to COVID-19, NYSED has made available the Emergency COVID-19 certificate for candidates who are seeking initial and professional certificates. This certificate allows candidates to work in New York State public schools for two years while taking and passing the required exam(s). Candidates must apply for the non-emergency certificate on or before September 1, 2022. They must ALSO apply for the Emergency COVID-19 certificate in the same title as the nonemergency certificate on or before September 1, 2022. There is no application fee for the Emergency COVID-19 certificate. Candidates must pay the application fee for the non-emergency certificate.

Testing Requirement
All SLP students who wish to obtain their teacher certification must pass the Educating All Students (EAS) exam. Here is the link for information about the exam and how to register. Educating All Students (EAS) The testing company will send your test score directly to NYSED, and it will be posted on your TEACH account.

Fingerprinting
You must be fingerprinted before your application for certification will be processed by NYSED. Here is the link to information about how and where to get fingerprinted. NYSED Fingerprinting If you have worked in another jurisdiction where fingerprints were required, you do not have to be fingerprinted again. You can complete an OSPRA 104 and forward it to that jurisdiction requesting that your fingerprints be transmitted to NYSED.

FERPA Form and Fee--College Recommendation

Once your degree is conferred, the University will be ready to enter a recommendation on your behalf to NYSED through TEACH. You must complete the SPD FERPA Form 2021-2022 and pay the $90 fee before the Teacher Certification Office can submit your TEACH college recommendation. The Family Educational Rights and Privacy Act (FERPA) protects the rights of students with respect to their education records. This signed consent form will authorize Stony Brook University to release your records to NYSED as part of your application for certification.

Application Status

To view the application status of your certificate in TEACH, select Account Inquiry—Certificates— Applications— Evaluation History—View Evaluation History.

Please note that it is the student's responsibility to make sure that that he/she has met all NYSED certificate requirements and that he/she has submitted all necessary documentation to NYSED. The Stony Brook University Teacher Certification Office ONLY handles the electronic college recommendation. For the most up-to-date license requirements, please refer to the NYSED website at:

 http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do.

Contact Information

New York State Education Department
Office of Teaching Initiatives, 5N-EB
89 Washington Avenue
Albany, NY 12234
Phone: 518-474-3901
Email: tcert@nysed.gov (best way to communicate with NYSED)

Stony Brook University
Certification Office
2321 Computer Science Building
Stony Brook, NY 11794-4434
Phone: 631-632-7055
Email: spd_graduationandcertification@stonybrook.edu

Stony Brook University

School *of* Health Professions

Department of Speech Language Pathology

Advisement Sheet

Date	Meeting Minutes

Stony Brook University

Department of Speech-Language Pathology
Tracking Form

Name of Student:

Student enrolled in Track I, Track II, or Track III (Circle one). Date coursework completed for Track

Student Checklist for Curriculum for Speech-Language Pathology Program(Courses in alphabetical order)

Course Title	Completed/ Grade		Course Title	Completed/ Grade
Required Courses:			**Clinicals**	
Adult Dysphagia			**Clinical I** **Clinical II** **Clinical IIIClinical IV** **Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school; Audiology Clinical Diagnostic Clinical** **Note: One clinical credit is equivalent to 40 clinical hours.**	
Aphasia and Related Disorders				
Augmentative and AlternativeCommunication				
Aural Rehabilitation				
Autism and Social Communication Disorders			**Optional Track- NYS Department of Education Requirements** for Teachers of Students with Speech and Language Disabilities (TSSLD):**	**Yes/No**
Capstone Project in Speech-Language Pathology and Praxis Examination			**Education: Theory and Practice**	
Clinical Concepts in Audiology			**Language Acquisition and Literacy Development**	
Cognitive Communication Disorders			**Principles and Practices of Special Education**	
Diagnostics in Speech-Language Pathology			**Speech and Language Pathology in the Schools Clinical**	
Early Intervention in Speech-Language Pathology				
Fluency Disorders			**Optional Track- Bilingual Extension Requirements: Yes/NO**	
Foundations of Clinical Practice			**Bilingualism**	

Language and Literacy Disorders in School-Age Children and Adolescents		Foundation of Teaching English Language Arts to Bilingual Language	
Neuromotor Speech Disorders		Methods of Teaching Second Language and Content to Bilingual Students	
Neuroscience in Communication Sciences and Disorders		Sociolinguistics/ Hispanic Dialectology and Sociolinguistics	
Preschool Child Language Disorders		Speech and Language Pathology in the Schools Bilingual Clinical	
Research Methods and Resources in Communication Sciences and Disorders			
Seminar in Counseling			
Seminar in Medical Speech-Language Pathology		**Non-Credit Workshops(Required for students choosing the TSSLD and	
Seminar in Professional, Ethical and Multicultural Issues in Communication Sciences and Disorders I and II		Dignity for All Students (6-hour course)	
Speech and Language Pathology in the Schools		Identification and Referral of Substance Abuse	
Speech Sound Disorders		Identifying and Reporting Child Abuse	
Voice and Resonance Disorders and Instrumentation		Prevention and Identification of School Violence	
		Total required credits: 63; Track SLP + TSSLD + Non-Credit Workshops: 73; Track SLP + TSSLD + Bilingual Extension + Non-Credit Workshops: 85	

School *of* Health Professions
Department of Speech Language Pathology

Student Name: _____

Course Plan of Study for Track I - Eligibility for NYS Licensure and ASHA CCCs

Term 1: Fall 1			
Course Number	**Course Title**	**Credits**	**Grade**
HHS 510	Aphasia and Related Disorders	3.0	
HHS 511	Cognitive Communication Disorders	1.0	
HHS 512	Neuroscience in Communication Sciences and Disorders	3.0	
HHS 520	Preschool Child Language Disorders	3.0	
HHS 521	Speech Sound Disorders	3.0	
HHS 540	Foundations of Clinical Practice	2.0	
HHS 581	Clinical I	0.5	
Total = 15.5 credits			
Term 2: Spring I			
HHS 513	Adult Dysphagia	3.0	
HHS 514	Neuromotor Speech Disorders	3.0	
HHS 522	Early Intervention in Speech-Language Pathology	3.0	
HHS 536	Seminar in Medical Speech-Language Pathology	1.0	
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2.0	
HHS 582	Clinical II	1.0	
Total = 13 credits			
Term 3: Summer 1			
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2.0	
HHS 542	Clinical Concepts in Audiology	2.0	
HHS 586	Audiology Clinical	0.5	
HHS 544	Diagnostics in Speech-Language Pathology	2.0	
HHS 587	Diagnostics Clinical	0.5	
HHS 546	Speech and Language Pathology in the Schools	3.0	
HHS 583	Clinical III	1.5	
Total = 11.5 credits			
Term 4: Fall 2			
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3.0	
HHS 524	Autism and Social Communication Disorders	2.0	
HHS 530	Voice and Resonance Disorders and Instrumentation	3.0	
HHS 531	Fluency Disorders	2.0	
HHS 584	Clinical IV	3.0	
Total = 13 credits			
Term 5: Spring 2			
HHS 532	Aural Rehabilitation	2.0	
HHS 533	Augmentative and Alternative Communication	2.0	
HHS 539	Seminar in Counseling	1.0	
HHS 585	Clinical V	3.0	
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2.0	
Total = 10 credits			
Total credits in program = 63 credits			

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology

Student Name: _____

Course Plan of Study for Track II - Eligibility for NYS Licensure, ASHA CCCs and Teaching Certification TSSLD

Course Number	Course Title	Credits	Grade
Term 1: Summer 1			
CEE 505	Education Theory and Practice	3.0	
CEF 547	Principles and Practices of Special Education	3.0	
CEF 594	Language Acquisition and Literacy Development	3.0	
Total = 9 credits			
Term 2: Fall 1			
HHS 510	Aphasia and Related Disorders	3.0	
HHS 511	Cognitive Communication Disorders	1.0	
HHS 512	Neuroscience in Communication Sciences and Disorders	3.0	
HHS 520	Preschool Child Language Disorders	3.0	
HHS 521	Speech Sound Disorders	3.0	
HHS 540	Foundations of Clinical Practice	2.0	
HHS 581	Clinical I	0.5	
Total = 15.5 credits			
Term 3: Spring I			
HHS 513	Adult Dysphagia	3.0	
HHS 514	Neuromotor Speech Disorders	3.0	
HHS 522	Early Intervention in Speech-Language Pathology	3.0	
HHS 536	Seminar in Medical Speech-Language Pathology	1.0	
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2.0	
HHS 582	Clinical II	1.0	
Total = 13 credits			
Term 4: Summer 2			
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2.0	
HHS 542	Clinical Concepts in Audiology	2.0	
HHS 586	Audiology Clinical	0.5	
HHS 544	Diagnostics in Speech-Language Pathology	2.0	
HHS 587	Diagnostics Clinical	0.5	
HHS 546	Speech and Language Pathology in the Schools	3.0	
HHS 583	Clinical III	1.5	
Term 5: Fall 2			
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3.0	
HHS 524	Autism and Social Communication Disorders	2.0	
HHS 530	Voice and Resonance Disorders and Instrumentation	3.0	
HHS 531	Fluency Disorders	2.0	
HHS 584 or HHS 572	Clinical IV or Speech and Language Pathology in the School Clinical	3/4	
Total = 13/14 credits			
Term 6: Spring 2			
HHS 532	Aural Rehabilitation	2.0	
HHS 533	Augmentative and Alternative Communication	2.0	
HHS 539	Seminar in Counseling	1.0	
HHS 584 or HHS 572	Clinical IV or Speech and Language Pathology in the School Clinical	3/4	
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2.0	
Total = 10/11 credits			
Total credits in program = 73 credits			

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology

Student Name:

Course Plan of Study for Track III - Eligibility for NYS Licensure, ASHA CCCs,
Teaching Certification TSSLD and Bilingual Extension

Course Number	Course Title	Credits	Grade
Term 1: Summer 1			
CEE 505	Education Theory and Practice	3.0	
CEF 547	Principles and Practices of Special Education	3.0	
CEF 594	Language Acquisition and Literacy Development	3.0	
Total = 9 credits			
Term 2: Fall 1			
HHS 510	Aphasia and Related Disorders	3.0	
HHS 511	Cognitive Communication Disorders	1.0	
HHS 512	Neuroscience in Communication Sciences and Disorders	3.0	
HHS 520	Preschool Child Language Disorders	3.0	
HHS 521	Speech Sound Disorders	3.0	
HHS 540	Foundations of Clinical Practice	2.0	
HHS 581	Clinical I	0.5	
Total = 15.5 credits			
Term 3: Spring I			
HHS 513	Adult Dysphagia	3.0	
HHS 514	Neuromotor Speech Disorders	3.0	
HHS 522	Early Intervention in Speech-Language Pathology	3.0	
HHS 536	Seminar in Medical Speech-Language Pathology	1.0	
HHS 551	Research Methods and Resources in Communication Sciences and Disorders	2.0	
HHS 582	Clinical II	1.0	
Total = 13 credits			
Term 4: Summer 2			
HHS 537	Seminar in Professional, Ethical and Multicultural Issues	2.0	
HHS 542	Clinical Concepts in Audiology	2.0	
HHS 586	Audiology Clinical	0.5	
HHS 544	Diagnostics in Speech-Language Pathology	2.0	
HHS 587	Diagnostics Clinical	0.5	
HHS 546	Speech and Language Pathology in the Schools	3.0	
HHS 583	Clinical III	1.5	
Total = 11.5 credits			
Term 5: Fall 2			
HHS 523	Language and Literacy Disorders in School Age Children and Adolescents	3.0	
HHS 524	Autism and Social Communication Disorders	2.0	
HHS 530	Voice and Resonance Disorders and Instrumentation	3.0	
HHS 531	Fluency Disorders	2.0	
LIN 541	Bilingualism	3.0	
HHS 584	Clinical IV	3.0	
Total = 16 credits			
Term 6: Spring 2			
HHS 532	Aural Rehabilitation	2.0	
HHS 533	Augmentative and Alternative Communication	2.0	
HHS 539	Seminar in Counseling	1.0	
HHS 594	Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination	2.0	
CEF 536	Methods of Teaching Second Language and Content to Bilingual Students	3.0	
LIN 542	Sociolinguistics	3.0	
Total = 13 credits			
Term 7: Fall 3			

CEF 526	Foundations of Teaching English Language Arts to Bilingual Language Learners	3.0	
HHS 574	Speech and Language Pathology Bilingual Clinical	4.0	
Total = 7 credits			
Total credits in program = 85 credits			

School *of* Health Professions
Department of Speech-Language Pathology
Initial Advisement Meeting

Date of Meeting	
Student Name	
Advisor Name	
☐ Filled Out Contact Info Sheet	
☐ Track I	
☐ Track II & Education courses	☐CEE505 ☐CEF547 ☐CEF 594
☐ Track III	
☐ ASHA Content Courses	☐ Biological Science ☐ Physical Science / Chemistry ☐ Statistics ☐ Social Science https://www.asha.org/certification/course-content-areas-for-slp-standards/
☐ Four Prerequisite Courses	☐ Anatomy/Physiology of Speech Mechanism ☐ Phonetics ☐ Speech and Language Acquisition ☐ Speech Science
☐ Handbook Form	
☐ Core Functions Form	
☐ Social Media Form	
☐ Student English Proficiency Exam	Date: ☐ Pass ☐Fail

Student provided information about:
☐ Annual Trainings
☐ CALIPSO
☐ Castlebranch
☐ Email Communication/ Medicine and SBU
☐ Graduate Checklist/Summative Assessments
☐ Liability Insurance
☐ NSSLHA Membership
☐ Simucase
☐ Staff Length White Lab Coat
☐ Scrubs – 1 Black and 1 Burgundy
Comments/Questions:

School *of* Health Professions
Department of Speech-Language Pathology
Follow-up Advisement Meeting

Date of Meeting	
Student Name	
Advisor Name	
☐ Track I	
☐ Track II & Education courses	☐CEE505 ☐CEF547 ☐CEE594 ☐ All Noncredit workshops completed ☐ Identifying and Reporting Suspected Cases of Child Abuse and Maltreatment Prevention and Intervention ☐ Prevention and Intervention of School Violence (SAVE) ☐ Dignity for All Students Act (DASA) ☐ Identification and Referral of Substance Abuse ☐ EAS Exam ☐Create a TEACH Account (TSSLD Code is 39176) 1Pay FERPA fee
☐ Track III	☐ Noncredit workshops completed ☐EAS Exam ☐Create a TEACH Account 1Pay FERPA fee ☐ Bilingual Exam – OPI ☐ BEA- Spanish 1Pay FERPA fee
☐ Prerequisite Courses	☐ Completed
☐ ASHA Content Courses	☐ Completed
☐ Reviewed courses completed and grades on Tracking Form and Course Plan of Study	☐ Remediation Needed ☐Remediation Completed and Signed which course(s)_____ _____
☐ Learner Outcome Forms	☐ Completed for the following semesters: _____
☐ PRAXIS exam (School Code: 0118 ASHA Code: R5031 New York State: 5331)	☐ Date taken _____and scores sent (ASHA, NYS and SBU) ☐Score Obtained _____☐Pass/ ☐Fail
☐ Capstone Project	☐ Capstone Mentor _____
☐ Clinical Portfolio	☐ Completed and Score Obtained _____
☐ Generic Abilities Assessment	Date: ☐ Comments and examples provided ☐Measurable goals written ☐Signed
☐ Concerns	

Comments/Questions:_____

_____

Stony Brook University

School *of* Health Professions

Department of Speech Language Pathology

Graduate Student Proficiency in English Screening Procedure

Position Statement

It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the non-acceptance of individuals into higher education programs or into the professions solely based on the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

American Speech-Language-Hearing Association. (1998). *Students and professionals who speak English with accents and nonstandard dialects: issues and recommendations* [Position Statement]. Available from www.asha.org/policy.

The student's advisor will initially screen the student while engaging the student in a conversation, during their initial advisement meeting. This form will remain in the student's file and the Chair of the program will be notified of the results of this screen and the result. The faculty advisor will provide the student with the results and recommendations of the screen.

Recommendations may include:
1. Monitoring voice, fluency, articulation, and language throughout clinicals;
2. Referral to an otolaryngologist for voice problems;
3. Evaluation/therapy recommendation for speech, language, and/or fluency issues;

Please check one of the following:

Student Passed the Screen _____

Student Failed the Screen _____

Student Signature: _____

Advisor Signature: _____

Date of the Screen: _____

Stony Brook University

School *of* **Health Professions**
Department of Speech Language Pathology
Evaluation of Student Learning Outcomes
(Knowledge and Skills) Form

Student Name: _____

Course Number and Name: _____

Semester:_____

Instructor's Name: _____

1. If the student has mastered the knowledge and skills in all assessment measures/assignments in the course, please circle "YES." The student will then give this form to their advisor who will place it in their file. If the student has not obtained the knowledge and skills in an assessment measure, please circle "NO", indicate which assessment measure the student did not master the knowledge and skills _____and complete item #2.
   YES / NO

2. If the student has not mastered the knowledge and skills in an assessment within the course, the student is required to complete a Remediation Plan. The instructor in collaboration with the student will develop a Remediation Plan. The instructor will complete the table below and both the instructor and student are required to sign and date the form when the student has successfully met the Knowledge and Skills and completed the Remediation Plan. After signing the form, the instructor will send this form and the Remediation assignment to the Chair to sign and then the form will be filed in the student's file.

CAA Standard	CFCC Standard	Learning Objective	Assessment Measure with proposed date for Completion (agreed by the instructor and the student)	Date Completed

_____   _____
Student's Signature and Date   Instructor's Signature and Date

_____
Chair of the Program's Signature and Date

School of Health Professions

Department of Speech Language Pathology
Generic Abilities Assessment

Student Name: _____   **Date:** _____

Student Advisor: _____

Directions: The ten Generic Abilities listed in the shaded boxes are to be developed by the student during the academic phase of their professional education.

- This form is to be used primarily as a self-assessment tool by students. Each student is expected to rank each core ability within the ***shaded box*** in accordance with the descriptors below the numbered line. The ranking represents a continuum for expected student progress during their graduate program. The descriptors below the boxes serve as examples of the behaviors expected for that particular ability. Please provide specific examples based on didactic and/or clinical rotations/externships.

- The ranking is to be completed by each student:
  - Each Fall and Spring semester.
  - Prior to required faculty/student advisement meeting. Students are expected to submit this form prior to their scheduled advisement session.

- Students should use feedback from multiple sources when self-assessing. When asked, students should be able to support their rankings with specific related examples. Feedback might come from:
  - Didactic classes
  - Clinical rotations/ externships
  - Written comments from faculty/supervisors
  - Self-awareness
  - Faculty
  - Clinical Supervisors

Adapted from: Model for Ability-Based Assessment in Physical Therapy Education, WW May, et al. Journal of Physical Therapy Education, 9:1 Spring 1995.

1. Commitment to Learning						
1	**2**	**3**	**4**	**5**	**6**	**7**
Requires direction often, has difficulty identifying needs and sources of learning and rarely seeks out new knowledge and understanding.		Self-directed, frequently identifies needs and sources of learning, and invites new knowledge and understanding.		Highly self-directed, consistently identifies needs and sources of learning, and deliberately seeks out new knowledge and understanding.		

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- identifying problems
- formulating appropriate questions
- showing evidence of preparation prior to class
- participating in small groups
- attending class consistently
- showing attentiveness
- demonstrating a positive attitude toward learning

Develops During the Program

Demonstrated by:

- awareness of or providing additional material outside of class structure
- enthusiasm about new ideas
- reconciling differences in opinions or information
- showing confidence in present material
- setting personal and professional goals
- seeking new learning opportunities
- seeking out professional literature

Demonstrates at Externships and Beyond

Demonstrated by:

- applying new information and re-evaluating performance
- reading articles critically and understanding limits of application to professional practice
- researching and studying areas where knowledge base is lacking
- accepting that there may be more than one answer to a problem
- researching areas where knowledge is lacking

Examples and Comments:

2. Professionalism						
1	2	3	4	5	6	7
Exhibits questionable or poor conduct concerning ethics, regulations, policies and procedures, and represents the profession in an incompetent and negative manner		Usually exhibits professional conduct concerning ethics, regulations, policies and procedures, and represents the profession in a competent and positive manner		Exhibits superior professional conduct concerning ethics, regulations, policies and procedures, and actively promotes/represents the profession in a highly competent/commendable manner		

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- following department and school policies
- seeking opportunities for leadership
- demonstrating honesty, courage and regard to others
- an awareness of the professional role of a speech language pathologist

Develops During the Program
Demonstrated by:

- demonstrates professionalism on social media and abides by department social media policy
- volunteering in the department or community
- promoting the Speech Language Pathology profession
- personal attire is appropriate
- knowing what to say and who to say it to
- completed annual HIPAA
- awareness of ethical and legal issues and the impact on the profession
- respect other's time and personal boundaries

Demonstrates at Externships and Beyond
Demonstrated by:

- participating actively in professional organizations – LISHA, NYSSLHA, and ASHA
- volunteering in regional, state and national organizations
- attending professional workshops
- acting in a leadership role when needed
- supporting research in speech language pathology
- adhere to the ASHA Code of Ethics 2023

3. Communication Skills

1	2	3	4	5	6	7
Exhibits poor written, verbal and non-verbal communication skills and lacks ability to modify information to meet the needs of various audiences/purposes.		Exhibits acceptable written, verbal and non-verbal communication skills and is usually capable of modifying information to meet the needs of various audiences/ purposes.		Exhibits superior written, verbal and non-verbal communication skills and readily modifies information to meet the needs of various audiences/purposes.		

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- understanding of basic English (verbal, written, grammar, spelling, expression)
- communicating appropriately in one on one situations
- using internet resources in a professional manner
- recognizing differences in communication styles

Develops During the Program
Demonstrated by:

- writing professional emails and responding professionally to emails in a timely manner (24 hours)
- demonstrates appropriate communication skills to resolve differences
- restating, reflecting and clarifying messages to faculty, supervisors and fellow peers
- modifying communication skills based on audience
- using technology in presentations
- the quality of all written work
- the art of notetaking in class and during clinicals
- the quality of class presentations should be without errors
- the quality of handouts created are with no errors/details
- the quality of all assignments submitted
- exhibiting appropriate professional communication skills to faculty, staff, clinical supervisors and fellow peers

Demonstrates at Externships and Beyond
Demonstrated by:

- modifying written and verbal communication to meet needs of various audiences
- presenting verbal or written message with logical organization and sequencing
- maintaining open and constructive communication
- communicating professional needs and concerns
- providing appropriate feedback to fellow classmates, clinical supervisors and faculty members
- communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others

Examples and Comments:

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4.Interpersonal Skills						
1	2	3	4	5	6	7
Engages in non-effective or judgmental interactions with persons in the academic setting, and loses focus in unexpected/ new situations.		Usually engages in effective and non-judgmental interactions with most persons in the academic setting, and maintains focus in unexpected/new situations.		Consistently engages in highly effective and non-judgmental interactions with all persons in the academic setting, and responds exceptionally well to unexpected/ new situations.		

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- respecting differences in others
- knowledge of verbal and non-verbal communication skills
- recognizing attentive behavior in classes and small groups

Develops During the Program
Demonstrated by:

- recognizing impact of verbal and non-verbal communication and modifying accordingly
- discussing problems with the appropriate faculty member/clinical supervisor
- using appropriate skills when one faculty member is referring the student to another faculty member/clinical supervisor
- assuming responsibility for own actions
- establishing trust and motivating others
- appropriately discussing a grade on an exam, practical, or assignment with faculty member or clinical supervisor
- maintaining professional demeanor in interactions with faculty, staff and other students

Demonstrates at Externships and Beyond
Demonstrated by:

- approaching others to discuss differences in opinion
- responding effectively to unexpected situations
- talking about difficult issues with sensitivity and objectivity
- delegating to others as needed

Examples and Comments:

5. Effective Use of Time and Resources						
1	**2**	**3**	**4**	**5**	**6**	**7**
Exhibits poor use of time and resources, shows lack of flexibility/adaptability, and seems incapable of setting goals		Obtains good results through use of time and resources, shows adequate flexibility/adaptability and is capable of setting goals.		Consistently obtains maximum results through superior use of time and resources, shows unusual flexibility/adaptability and sets realistic goals.		

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- making use of textbooks and reading assignments
- coordinating with others for group project assignments
- preparing for scheduled appointment times with others
- completing assignments on time

Develops During the Program
Demonstrated by:

- identifying and using additional resources and references for classes and clinical experiences
- accept responsibility and move forward when mistakes are made
- accepting responsibility for others in group activities
- effectively creating and implementing a schedule to achieve assignments in classes/clinicals
- using library, internet and school resources effectively for classes/clinicals

Demonstrates at Externships and Beyond
Demonstrated by:

- using limited resources creatively
- considering professional program and course goals in the context of the assignment
- demonstrating the ability to say "no" if request made does not add to priorities, or if the activity is in conflict with the set goals
- excellent time management and use of resources in classes and clinicals (no late assignments)
- actively seeking resources to solve problems or answer questions

Examples and Comments:

6.Use of Constructive Feedback						
1	2	3	4	5	6	7
Accepts feedback defensively, does not identify or integrate feedback, provides non-constructive, negative or untimely feedback to others		Usually accepts, identifies and integrates feedback from others, and frequently provides appropriate feedback to others		Seeks out, identifies, and eagerly integrates feedback from others, and provides constructive, timely, and positive feedback to others.		

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- knowledge of active listening skills
- showing a positive attitude
- knowledge about the importance of self-reflection
- knowledge of maintaining two-way communication

Develops During the Program
Demonstrated by:

- assessing own performance accurately
- utilizing and providing constructive and timely feedback when establishing pre-professional goals
- developing a plan of action in response to feedback
- receptively accepting feedback from faculty and supervisors
- using active listening skills
- integrating feedback from faculty and supervisors
- using self-reflection in classes and clinicals
- applying self-reflection from classes and clinicals

Demonstrates at Externships and Beyond
Demonstrated by:

- seeking feedback from others
- modifying feedback given to others according to their learning style
- reconciling differences with sensitivity
- considering multiple approaches when responding to feedback

Examples and Comments:

7. Problem Solving						
1	2		4	5	6	7
Does not regularly recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes		Frequently recognizes and defines most problems, analyzes data, develops and implements solutions, and evaluates outcomes		Consistently and insightfully recognizes and defines problems, analyzes data, develops and implements solutions and evaluates outcomes.		

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- recognizing problems in the academic setting
- recognizing problems of a personal nature
- knowing the basic steps of the problem-solving process

Develops During the Program
Demonstrated by:

- applying the problem-solving process to classes/clinicals
- generating alternative plans when difficulties or obstacles present themselves during the program
- developing flexibility and adaptability in situations
- updating solutions based on review of current research/evidence
- accepting responsibility for implementing solutions
- considering solutions not only stating the problem
- approach professors and clinical supervisors with at minimum one possible solution, not only the problem restated

Demonstrates at Externships and Beyond
Demonstrated by:

- approach faculty/supervisors with two or more possible solutions to a problem (not only restating the problem)
- weighing advantages and disadvantages of solutions and long –term impact of solutions
- contributing to formal quality assessment
- seeking solutions to community health-related problems

Examples and Comments:

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8. Responsibility

1	2	3	4	5	6	7

Demonstrates a poor level of commitment, is not dependable, not punctual, not aware of personal and professional limitations, and does not accept responsibility for actions and outcomes.

Demonstrates an appropriate level of commitment, is usually dependable, punctual, aware of personal and professional limitations, and accepts responsibility for actions and outcomes.

Demonstrates a high level of commitment over and above normal responsibilities, very dependable, always punctual, acutely aware of personal and professional limitations and accepts full responsibility for actions and outcomes.

Examples of Expectations

Demonstrates When Admitted Demonstrated by:

- knowledge of what it means to be responsible
- knowledge of deadlines for all class/clinical assignments
- create a schedule/calendar with classes/clinicals deadlines

Develops During the Program Demonstrated by:

- attend all classes/clinicals on time
- complete all assignments for classes/clinicals in a timely manner
- timely communication to faculty and supervisors
- directing complaints to the proper person in authority
- providing constructive feedback to the appropriate person
- contributing to the provision of a safe and secure environment for patients, classmates, and others
- encouraging peer/ colleague accountability
- following through on commitments made
- accepting responsibility for own actions/in actions and outcomes
- schedule and cancel meetings in a professional and timely manner
- complete proper healthcare protocols in a timely manner

Demonstrates at Externships and Beyond Demonstrated by:

- aware of professional and personal limitations and accepts responsibility
- does not make excuses for why responsibilities are not completed
- accepting leadership roles
- facilitating responsibility for program development and modification

Examples and Comments:

9. Critical Thinking		
1 **2**	**3** **4**	**5** **6** **7**
Does not identify, articulate or analyze problems, does not distinguish relevant from irrelevant, does not recognize/differentiate among facts, illusions and assumptions, and does not present ideas.	Frequently identifies, articulates and analyzes problems, distinguishes relevant from irrelevant, recognizes/ differentiates among facts, illusions and assumptions, and presents ideas.	Readily identifies, articulates and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, recognizes/differentiates among facts, and generates original ideas.

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- raising relevant questions
- recognizing gaps in knowledge base
- articulating ideas/problems

Develops During the Program
Demonstrated by:

- request clarification in a professional manner (provide some suggestions/scenarios)
- examining new ideas
- formulating new and seeking alternative ideas
- formulating alternative hypotheses
- critiquing hypotheses and ideas
- recognizing facts vs. opinion
- being able to distinguish relevant information in a case/situation

Demonstrates at Externships and Beyond
Demonstrated by:

- exhibiting an openness to contradictory ideas
- assessing issues raised by contradictory ideas
- justifying solutions selected
- determining effectiveness of applied solutions
- demonstrates flexibility in problem solving situations
- takes responsibility for actions and/or inactions

Examples and Comments:

10. Stress Management		
1 2	3 4	5 6 7
Fails to identify sources of stress/problems in self and does not seek assistance or utilize coping skills and is unsuccessful at balancing professional/personal life	Is usually aware of sources of stress/problems in self and others, frequently seeks assistance as needed, utilizes coping strategies, and maintains balance of professional/ personal life	Accurately identifies sources of stress/problems in self and others, actively seeks assistance when appropriate, demonstrates effective use of coping mechanisms and successfully maintains balance of professional/personal life.

Examples of Expectations

Demonstrates When Admitted
Demonstrated by:

- demonstrating effective/affective responses during most situations e.g. tests, personal communication
- recognizing own stressors or problems
- recognizing stress or problems in others
- maintaining professional demeanor in most situations

Develops During the Program
Demonstrated by:

- maintaining balance between professional and personal life
- accepting constructive criticism appropriately
- seeking assistance as needed
- establishing outlets to cope with stressors
- responding appropriately to urgent situations
- handling unexpected changes appropriately

Demonstrates at Externships and Beyond
Demonstrated by:

- recognizing when problems are unsolvable
- assisting others in recognizing stressors
- demonstrating a preventive approach to stress management
- offering solutions to the reduction of stress
- establishing a support network
- demonstrates emotional maturity
- demonstrates self-compassion

Examples and Comments:

Based on my Generic Abilities Assessment, I created three SMART goals and included a method for each goal (materials/procedures)

Goal #1:

Goal #2:

Goal #3:

Student Signature _____ **Date** _____

Faculty Advisor Signature _____**Date** _____

School of Health Professions
Department of Speech Language Pathology

Capstone Research Project Requirements and Timeline

A year-long Capstone Research Project is one of the summative measures for the Stony Brook University Graduate program in Speech Language Pathology. Students begin their capstone experience when they enroll in the course, *HHS 551 Research Methods and Resources in Communication Sciences and Disorders*, during the spring of their first year.

Students conclude their Capstone experience in the course, *HHS 594 Capstone Project in Speech Language Pathology and Praxis Examination Preparation,* in the spring of their second year. Students are required to submit their materials in a timely and professional manner. **If materials are not submitted in a timely manner, the date of graduation may be affected.**

During HHS 551, students are expected to complete the following (see below). A grade of incomplete (I) will be earned if the requirements are not met. Students are required to complete the Human Subjects and RCR On-line Training in the course.

1. Groups will be formed randomly. Should there be any concerns about the group configuration this should be discussed with the instructor to determine resolution.
2. The instructor will disseminate research topics to the students. The students in the respective groups will meet and rank order their topics of interest. Please note that first choice topics are not guaranteed.
3. A faculty member will be assigned as your faculty advisor by the second week in the semester depending on the student's chosen research topic.
4. A meeting will be scheduled with the faculty advisor, and instructor of HHS 551, and students in the group to discuss group responsibilities/expectations and anticipated capstone research project timeline. Once a faculty advisor is assigned, all email correspondence should be addressed to the faculty advisor and course instructor.
5. Students are expected to meet with their group separately from meeting with their faculty advisor and instructor during the spring semester. All meeting dates should be outlined in the group timeline to ensure that all members are present at scheduled meetings.
6. Students are expected to collaboratively schedule check-in meetings with their faculty advisor during the spring, summer and fall semesters. All meeting dates with the faculty advisor should be outlined in the group timeline to ensure that all members are present at scheduled meetings.
7. A requirement of the HHS 551 course is that each student group submit an appropriately written literature review that addresses a gap in the literature, research question(s) and method for review, in addition to an IRB application. Students are encouraged to use the

information from the library presentation that is held during the first semester. Should the group need support in writing these sections it is recommended that the group contact the librarian to obtain information (e.g., conducting literature review; referencing with Endnote; APA format (7th edition)).

8. Each student group will conduct a literature search using key words to find a minimum of 10 peer reviewed articles on the group's topic. It is recommended that students use a shared document to avoid repetition of articles. The group will collaboratively prepare a 5 to 7-page literature review. This document synthesizes all the articles read by the students in a research group into one cogent review, culminating with the purpose, rationale, research questions(s), and hypotheses.
9. Each student group is required to present the capstone research project proposal during the Research class. Students will have the opportunity to receive peer review feedback from their peers as well as their instructor and other faculty during the research class.
10. Students are required to submit a Google Form to work with a student enrolled in the Applied Health Informatics (AHI) graduate program.
11. Each student group is required to submit an IRB application to their faculty advisor and instructor as part of HHS 551.
12. Students are required to complete any modifications suggested after an ancillary review prior to the application being submitted to IRB.

During the summer, students are required to:
1. Complete the possible modifications proposed by IRB within 2 weeks after receiving notification from the IRB.
2. An AHI student will be assigned to each capstone project group.
3. Meet as a group (including AHI student) and outline the specific roles and responsibilities of group members and create a written timeline for submitting to their faculty advisor. This written document will be shared with the faculty advisor to ensure that all participants have agreed on dates/timelines.

During the fall (prior to HHS 594), students are required to:
1. Recruit participants and collect their research data.
2. Meet with their faculty advisor noted on the agreed timeline, as well as the group members as agreed upon and noted on the timelines.
3. Complete testing of participants and analyze the data.

In the spring (During enrollment in *HHS 594), students, are expected to:
1. Meet with their group (including AHI student) to outline the responsibilities and timeline for the semester as well as their faculty advisor to discuss meeting timelines and the work to be completed no later than the first week in February.
2. Submit a call for papers to a professional organization, ASHA, NYSSLHA, or another organization.
3. Submit a google form (February), collaboratively written by the group, in order to present their Capstone Project at the SHP Research Day (April).
4. Create a professional poster that includes the literature review research question/hypotheses, methodology (participants, materials, and procedures), results (statistical analysis, tables and figures), discussion (clinical implications, limitations, and

future research). The students will present their posters to the department and the School of Health Professions at the SHP Research Day. Please note, that two students from each group are required to present their capstone project on SHP Research Day. The names of the two students from the group who will be presenting should be submitted to the faculty advisor during the first week of February.
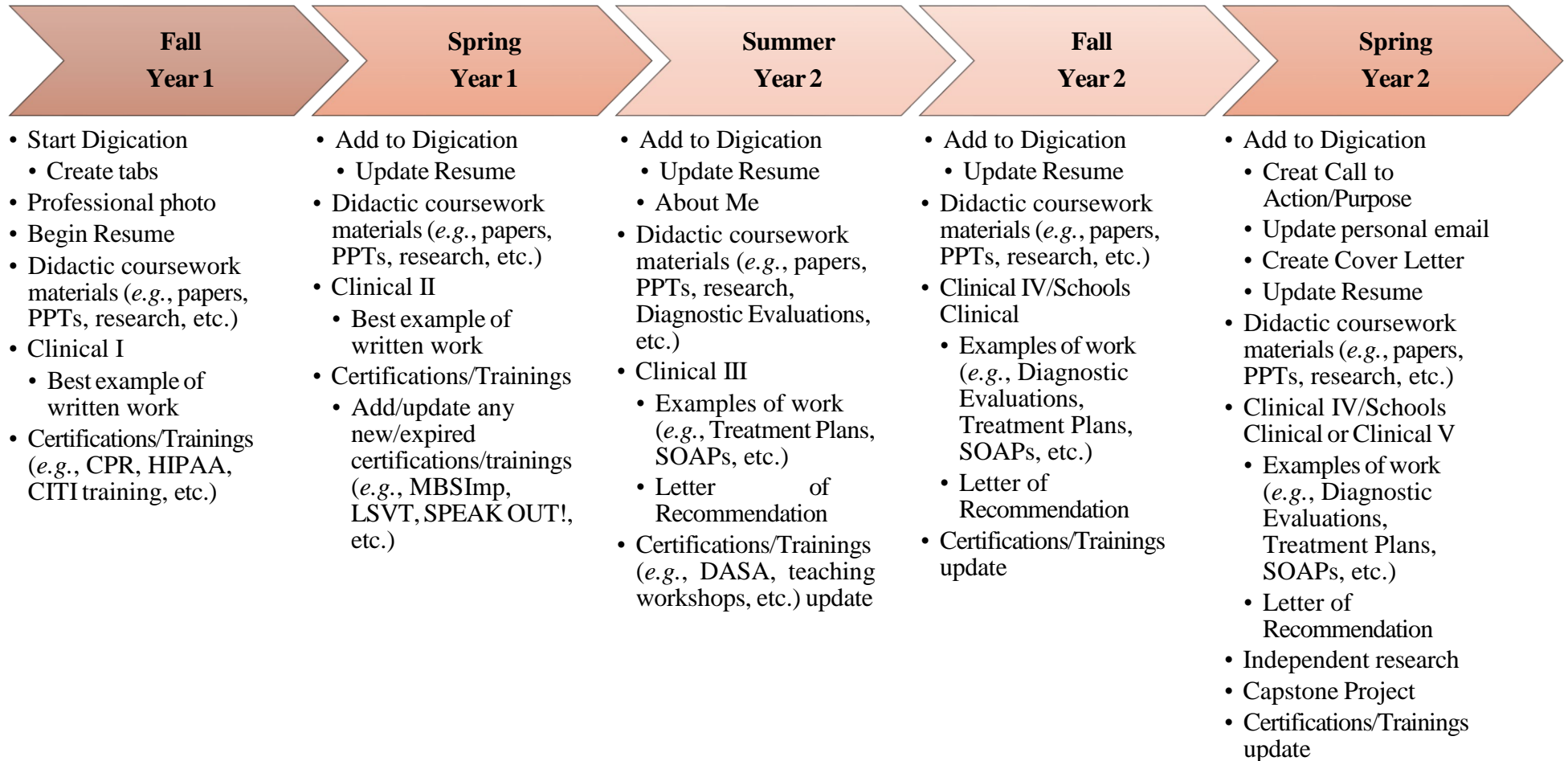
5. All students are required to present their Capstone Research Project during the departmental Capstone Presentation Day during the spring semester.

Appendix A: Checklist for Capstone Research Proposal Presentation

Category	Scoring Criteria	Total Points	Comments
Organization 3 points	A minimum of 10 peer-reviewed articles were used in the literature review to support the need for research focus (websites and books are allowed, but focus on articles) Indicate need/gap in the literature and contribution of proposed study	1	
	Presented a thorough and organized PowerPoint presentation with appropriate headings. The content was visually appealing including colors and font choices. Visual aids were well prepared, informative, effective, and not distracting.	1	
	Presentation had no spelling or grammar errors. The appropriate number of references were used and cited in APA 7th ed.	1	
Content 6 points	Introduction contains background information, justification for research using previous research studies, and stated clear research question(s) with supporting rationale for research question(s).	1	
	Technical terms are well-defined in language and appropriate for the target audience. Literature review has sufficient research articles to support well-formulated arguments for proposed research question(s).	1	
	Discussed the theoretical position for the research question in the literature review.	1	
	Described a clear and thorough methodology for examining the research question.	1	
	The references were relevant, salient, and current (within the last ten years).	1	

Category	Scoring Criteria	Total Points	Comments
	Described an appropriate statistical analysis for examining the research question.	1	
Presentation 7 points	Speaker maintains appropriate verbal and non-verbal skills during the presentation. Students demonstrated good eye contact with the audience and were appropriately animated (e.g., gestures, moving around, etc.).	1	
	Students explained the information and answered questions well.	1	
	Did not read directly from the slides.	1	
	Speaker used appropriate language to convey the content to the audience. Explained key terms well.	1	
	Professional attire	1	
	Length of presentation was within the assigned time limits.	1	
	Engaging and interactive with videos and interactive exercises	1	
Score	Total Points	16	

CLINICAL PORTFOLIO FLOWCHART

Fall Year 1	Spring Year 1	Summer Year 2	Fall Year 2	Spring Year 2

Fall Year 1
- Start Digication
  - Create tabs
- Professional photo
- Begin Resume
- Didactic coursework materials (*e.g.*, papers, PPTs, research, etc.)
- Clinical I
  - Best example of written work
- Certifications/Trainings (*e.g.*, CPR, HIPAA, CITI training, etc.)

Spring Year 1
- Add to Digication
  - Update Resume
- Didactic coursework materials (*e.g.*, papers, PPTs, research, etc.)
- Clinical II
  - Best example of written work
- Certifications/Trainings
  - Add/update any new/expired certifications/trainings (*e.g.*, MBSImp, LSVT, SPEAK OUT!, etc.)

Summer Year 2
- Add to Digication
  - Update Resume
  - About Me
- Didactic coursework materials (*e.g.*, papers, PPTs, research, Diagnostic Evaluations, etc.)
- Clinical III
  - Examples of work (*e.g.*, Treatment Plans, SOAPs, etc.)
  - Letter of Recommendation
- Certifications/Trainings (*e.g.*, DASA, teaching workshops, etc.) update

Fall Year 2
- Add to Digication
  - Update Resume
- Didactic coursework materials (*e.g.*, papers, PPTs, research, etc.)
- Clinical IV/Schools Clinical
  - Examples of work (*e.g.*, Diagnostic Evaluations, Treatment Plans, SOAPs, etc.)
  - Letter of Recommendation
- Certifications/Trainings update

Spring Year 2
- Add to Digication
  - Creat Call to Action/Purpose
  - Update personal email
  - Create Cover Letter
  - Update Resume
- Didactic coursework materials (*e.g.*, papers, PPTs, research, etc.)
- Clinical IV/Schools Clinical or Clinical V
  - Examples of work (*e.g.*, Diagnostic Evaluations, Treatment Plans, SOAPs, etc.)
  - Letter of Recommendation
- Independent research
- Capstone Project
- Certifications/Trainings update

Stony Brook University

Clinical Portfolio Rubric

Criteria	Excellent Total Points = 3	Sufficient Total Points = 2	Insufficient Total Points = 1
Organization	Digication used for clinical e-portfolio; the information was well organized and visually appealing; the website platform navigation was clear and user-friendly; the content was visually appealing including font choice/colors for ease of reading; included photographs.	Two of the following not observed: digication used for clinical e-portfolio; the information was well organized and visually appealing; the website platform navigation was clear and user-friendly; the content was visually appealing including font choice/colors for ease of reading; included photographs.	Three or more of the following not observed: digication used for clinical e-portfolio; the information was well organized and visually appealing; the website platform navigation was clear and user-friendly; the content was visually appealing including font choice/colors for ease of reading; included photographs.
Format	Portfolio contained section tabs; there was an appropriate amount of information in each section/length of pages; there were multiple pages rather than endless scrolling; sufficient information was provided.	Two of the following not observed: portfolio contained section tabs; there was an appropriate amount of information in each section/length of pages; there were multiple pages rather than endless scrolling; sufficient information was provided.	Three or more of the following not observed: portfolio contained section tabs; there was an appropriate amount of information in each section/length of pages; there were multiple pages rather than endless scrolling; sufficient information was provided.
Introduction	Introduced themselves to website visitors; included a professional photo, personal email; a clear and concise	Two of the following not observed: introduced themselves to website visitors; included a professional photo, personal email; a clear and	Three or more of the following not observed: introduced themselves to website visitors; included a professional photo personal email; a clear and

	purpose/call to action was included.	concise purpose/call to action was included.	concise purpose/call to action was included.
Cover Letter/ Resume	Engaging cover letter, well-formatted resume and contact information included as a web-optimized PDF.	One of the following not included or of insufficient quality: cover letter, resume and/or contact information included as a web-optimized PDF.	Two or more of the following not included or of insufficient quality: cover letter, resume and/or contact information included as a web-optimized PDF.
References/Letters of Recommendation	References and recommendations letters included.	One of the following not included: references and/or recommendations letters.	Two or more of the following not included: references and/or recommendations letters.
Coursework Content	Relevant examples of work, case studies, testimonials, course assignments, EBP presentations, and/or research included.	Two of the following not included: relevant examples of work, case studies, testimonials, course assignments, EBP presentations, and/or research.	Three or more of the following not included: relevant examples of work, case studies, testimonials, course assignments, EBP presentations, and/or research.
Clinical Content	All clinicals had a brief description of the clinical rotation/externship; treatment plan and materials included; writing sample included (*e.g.*, SOAP note, progress note, evaluation report, etc.).	Two of the following not included: a brief description of all clinical rotations/ externships; treatment plan and materials included; writing sample included (*e.g.*, SOAP note, progress note, evaluation report, etc.).	Three or more of the following not included: a brief description of all clinical rotations/ externships; treatment plan and materials included; writing sample included (*e.g.*, SOAP note, progress note, evaluation report, etc.).
HIPPA/Consent	Redacted information (*e.g.*, crossed out and/or initials of clients used, obtained consent from peers to include their work) to support HIPAA regulations.	Information not redacted and/or consent not obtained for one document.	Information not redacted and/or consent not obtained for two or more documents.

Professionalism	Professionally dressed, arrived on time and well-prepared.	One of the following not observed: professionally dressed, arrived on time and well-prepared.	Two of the following not observed: professionally dressed, arrived on time and well-prepared.
Presentation: Non-verbal Communication	Maintained good eye contact with attendees and was appropriately animated/ engaged with appropriate affect (*e.g.*, used adequate gestures, moved around, did not read from notes, etc.).	One of the following not observed: maintained good eye contact with attendees and was appropriately animated/ engaged with appropriate affect (*e.g.*, used adequate gestures, moved around, did not read from notes, etc.).	Two or more of the following not observed: maintained good eye contact with attendees and was appropriately animated/engaged with appropriate affect (*e.g.*, used adequate gestures, moved around, did not read from notes, etc.).
Presentation: Vocal Delivery	Used a clear and audible voice, rate of speech with appropriate intonation, delivery was poised, controlled, and smooth; good language skills and pronunciation were used; information was well communicated; used a professional tone (*e.g.*, had very few "umms," "so yeah").	Four of the following not observed: used a clear and audible voice, rate of speech with appropriate intonation, delivery was poised, controlled, and smooth; good language skills and pronunciation were used; information was well communicated; used a professional tone (*e.g.*, had very few "umms," "so yeah").	Five or more of the following not observed: used a clear and audible voice, rate of speech with appropriate intonation, delivery was poised, controlled, and smooth; good language skills and pronunciation were used; information was well communicated; used a professional tone (*e.g.*, had very few "umms," "so yeah").
Quality of Writing and Proofreading	Written responses were free of grammatical, spelling or punctuation errors.	Two of the following not observed: written responses were free of grammatical, spelling or punctuation errors.	Three or more of the following not observed: written responses were free of grammatical, spelling or punctuation errors.
Total Possible Points = 36			

Stony Brook University

School *of* Health Professions
Master's Program in Speech-Language Pathology
Checklist for Graduation

_____1. A minimum of 63 graduate semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech- language pathology (or 73 credits for TSSLD, 85 credits for BEE).

_____2. Completion of summative assessments (graduate capstone project and clinical e-portfolio and presentation).

_____3. Completion of a minimum of 400 clock hours (all required clinicals) of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

_____4. 325 of the 400 clock hours must be completed during graduate study in a program in candidacy in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

_____5. Completed application for graduation filed one semester before the completion of the program requirements.

_____6. Completed KASA with academic and clinical outcomes.

_____7. Graduate GPA of 3.0 or higher on a 4.0 scale.

_____8. Students enrolling in Track II/III must complete the non-credit workshops and pay the FERPA fee (https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html) by the end of the fall semester of their second year prior to graduation. Students must create a TEACH account where their EAS exam grade and workshops will be posted. The program code to apply for a TSSLD on TEACH is 39176.

_____9. The ASHA Content Area Courses are completed - https://www.asha.org/certification/course-content-areas-for-slp-standards/

August 2023/RLF

Stony Brook University

School *of* Health Professions
Department of Speech Language Pathology

<u>Program Verification Form</u>

Student Name: _____   **Track I** ☐ / **Track II** ☐ / **Track III** ☐

Program Verification Date:	Completed / Date
Four Prerequisite Courses:	**Yes** ☐ **No** ☐
ASHA Content Area Courses:	**Yes** ☐ **No** ☐
Classes: KASA Learning Outcome Forms Filed	
CALIPSO KASA Form	**Yes** ☐ **No** ☐
Capstone Project Presentation: Completed and Grade	**Yes** ☐ **No** ☐
Clinical Portfolio: Date Presented and Grade	
CALIPSO	
Total Clinical Hours in CALIPSO:	
Clinical Hours in every category:	**Yes** ☐ **No** ☐
Clinical Hours in at least three settings:	**Yes** ☐ **No** ☐
Clinical Hours all approved:	**Yes** ☐ **No** ☐
Performance Evaluations signed:	**Yes** ☐ **No** ☐
Total number of TSSLD Hours:	
Total number of Bilingual Hours:	
TSSLD and Bilingual Extension	
TSSLD EAS Exam (optional)	**Yes** ☐ **No** ☐
TSSLD Four non-credit workshops	**Yes** ☐ **No** ☐
TSSLD FERPA Fee	**Yes** ☐ **No** ☐
BEA Exam if applicable (optional)	**Yes** ☐ **No** ☐
Teaching Program Assessment Completed	**Yes** ☐ **No** ☐
OTHER	
Praxis: Date Taken, Score and Status (optional)	
Graduate Exit Survey	**Yes** ☐ **No** ☐
Future Employment:	
Personal Email for Alumni Group:	

_____ _____
Student Signature   Date

_____ _____
Elisabel Chang, M.S., CCC-SLP, TSSLD-BE   Date
Director of Clinical Education

_____ _____
Renee Fabus, Ph.D., CCC-SLP, TSHH   Date
Department Chair

Graduate Handbook

- End of document -