



**Stony Brook University**

School *of* Health Professions

**Department of Speech-Language  
Pathology  
Graduate Handbook**

Updated 06/03/2024

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School of Health Professions  
**Department of Speech-Language Pathology**  
A Message from the Chair



Welcome to the School of Health Professions' Speech-Language Pathology Program at Stony Brook University! Whether you're joining us for the first time or returning for another year, we're thrilled to have you as part of our community. Our commitment is to foster your growth both professionally and personally during your journey with us.

In this graduate handbook, you will find guidance, as well as policies and procedures to acquaint yourself with our community and essential information that will support your development as advocates and leaders in the profession. These resources are designed to enhance your academic, clinical and professional success as you navigate through our program. Be sure to thoroughly review this handbook and use it as a frequent reference throughout your time in our graduate program.

Our department is steadfast in its commitment to educate students in providing person-centered, interprofessional care to their clients and in promoting diversity, equity, and inclusion within our department, school, university, and outside community. Moreover, we are dedicated to advancing your professionalism and leadership skills.

Your health and well-being are our utmost concern. We strongly encourage you to utilize the comprehensive resources at your disposal, such as counseling services, wellness initiatives, and academic support facilities, all of which are dedicated to enhancing your experience as a student.

We encourage you to reach out to our program leadership, faculty, and staff whenever you need assistance. Our team is eager to support your successful completion of the program and is excited to be part of every step of your journey!

Please don't hesitate to contact me if you have any questions. I look forward to working with each of you.

All the Best,

*Renee Fabus*

Renee Fabus, Ph.D., CCC-SLP, TSHH (she/her/hers)  
Chair of the Speech-Language Pathology Department  
(631) 638- 0502

## Department Address and Social Media

The purpose of the Graduate Handbook is to provide the faculty, staff, students and clinical educators 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](http://www.stonybrook.edu)). Please do not hesitate to contact us with any questions.

The Department of Speech Language Pathology

Address: 239 Montauk Highway in Southampton, New York. 11968

GPS Address: 39 Tuckahoe Road in Southampton, New York 11968

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 core faculty assigned to the program.

<https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/faculty-staff/faculty-staff>

### **Renee Fabus, Ph.D., CCC-SLP, TSHH (she/her/hers), Chair and Founder of the Department, Associate Professor**

Dr. Fabus received her bachelor's degree from New York University, her Master 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 including Dysphagia and 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 and the CAPCSD Admissions Committee. She is dedicated to educating and mentoring both students and faculty, inspiring them to achieve their full potential.

### **Elisabel Chang, MS, CCC-SLP, TSSLD-BE (she/her/hers)**

**Director of Clinical Education, Clinical Assistant Professor, [elisabel.chang@stonybrook.edu](mailto:elisabel.chang@stonybrook.edu)**

Professor Chang is a licensed and certified bilingual speech-language pathologist in New York and Florida. Her professional journey as a bilingual speech-language pathologist is diverse, showcasing her expertise across various settings and roles. Her experiences include Clinical Practice in a range of clinical settings, including the New York City Department of Education (NYC DOE), home health care for medically fragile patients, integrated preschool settings, and private practice. Her experience spans diverse populations and environments, allowing her to address the needs of individuals with communication disorders across different contexts. As a diagnostician, Ms. Chang implemented linguistically and culturally responsible methods to differentiate language disorders from language differences among students in Nassau and Suffolk Counties, as well as the NYC DOE. This role highlights her commitment to ensuring accurate and culturally sensitive assessments for linguistically diverse populations. Ms. Chang transitioned to higher education as a Clinical Instructor at the University of South Florida, where she mentored graduate students in applying academic knowledge to clinical practice. She emphasized evidence-based practices and the development of clinical judgment, preparing students to serve diverse communities effectively. In her role as an educator, Ms. Chang provided district-wide professional development to staff speech-language pathologists and lectured on various topics related to cultural

competence, diversity, and inclusion in speech-language pathology. Her expertise in culturally competent assessments and differential diagnosis for linguistically diverse students has been instrumental in advancing the field. Overall, Elisabeth's career reflects a commitment to excellence, clinical practice, education, professional development, cultural responsiveness, and advocacy for equitable access to speech-language services.

**Joy Kling, M.A. CCC-SLP, TSSLD, Clinical Assistant Professor (she/her/hers), [joy.kling@stonybrook.edu](mailto:joy.kling@stonybrook.edu)**

Professor 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, (she/her/hers), [linda.rosa-lugo@stonybrook.edu](mailto:linda.rosa-lugo@stonybrook.edu)**, Dr. Rosa-Lugo 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 ASHA's Board of Directors, serving as the Vice President of Speech- Language Pathology Practice.

**Ryann Vigliotta, M.A., Staff Assistant (she/her/hers), [ryan.vigliotta@stonybrook.edu](mailto:ryan.vigliotta@stonybrook.edu)**

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 (the “Program”) leading to a Master of Science (M.S.) degree is situated within the School of Health Professions (SHP) at Stony Brook University’s Southampton location. This comprehensive and rigorous program prepares students for diverse practice settings with an emphasis on medical speech-language pathology and working with multicultural populations.

Structured around a traditional in-person, weekday format, the Program promotes a strong sense of community and collaboration through its cohort model. Benefiting from Stony Brook University’s affiliations with Stony Brook University Hospital, Stony Brook Southampton Hospital, and the Long Island State Veterans Home, students gain access to a wide array of clinical rotation opportunities. These partnerships provide invaluable, hands-on experiences in real-world settings, enhancing the learning experience.

The program covers nine essential content areas, ensuring that students gain a broad range of knowledge and skills. During the first year of the Program, students participate in clinical rotations and interprofessional practice experiences, collaborating with peers from other health-related programs. In the second year, students are required to complete three externships, to include at least one pediatric and one adult placement offering exposure to a minimum of three practice settings and a variety of client populations.

Upon completing the Program, graduates are well-prepared to pursue certification from the American Speech-Language-Hearing Association (ASHA) and licensure from New York State (NYS). Additionally, the Program offers optional tracks for students interested in teacher certification and/or bilingual extension certification, providing pathways for those seeking specialized qualifications.

### **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**

#### **MISSION**

The mission of the Master of Science in Speech-Language Pathology program is to prepare exceptional speech-language pathologists committed to positively influencing their communities through service, ethical and evidence-based practices, advocacy, and scholarship.

## **VISION**

Our graduates will be recognized for their commitment to lifelong learning, high standards of professional behavior, collaborative and evidence-based practices, sensitivity to human diversity, and their ability and willingness to utilize their knowledge and skills to enhance the lives of individuals with communication disorders. As a program, we are committed to fostering a culture of academic, clinical and research excellence that encourages our graduates to lead, inspire, and make meaningful contributions to the field.

### **1.3 Student Learning Outcomes (SLOs)**

1. The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences (IV-A).
2. The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span (IV-B).
3. The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and 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 (IV-C).
4. The student must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (IV-D).
5. The student must demonstrate knowledge of ethical conduct and knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (IV-E, and IV-F).
6. The student must demonstrate knowledge of contemporary professional issues and entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice including IPE/IPP (IV-G and IV-H).
7. The student must demonstrate demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice (V-A).
8. The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
  1. Evaluation
    - a. Conduct screening and prevention procedures, including prevention activities.

- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
  - c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
  - d. Adapt evaluation procedures to meet the needs of individuals receiving services.
  - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
  - f. Complete administrative and reporting functions necessary to support evaluation.
  - g. Refer clients/patients for appropriate services.
2. Intervention
- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
  - b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
  - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
  - d. Measure and evaluate clients'/patients' performance and progress.
  - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
  - f. Complete administrative and reporting functions necessary to support intervention (V-B).
  - g. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
  - h. Adhere to the ASHA Code of Ethics and behave professionally.

### **Optional Goals**

9. 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-A, V-B, V-C, V-D, and V-F.

10. 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-A, V-B, V-C, V-D, and V-F

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). *2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*. Retrieved from [www.asha.org/certification/2020-SLP-Certification-Standards](http://www.asha.org/certification/2020-SLP-Certification-Standards).

## **1.4 Strategic Plan**

The Department of Speech-Language Pathology in the School of Health Professions at Stony Brook University is proud to unveil its 2024-2028 strategic plan designed to propel its master's program to exceptional heights of excellence. In alignment with the school's and university's overarching visions, our strategic plan embodies our commitment to excellence and innovation in Speech-Language Pathology education and practice. By creating clear goals and objectives, the department aims to meet current challenges and anticipate and shape future trends in the field.

### **Mission**

The mission of the Master of Science in Speech-Language Pathology program is to prepare exceptional speech-language pathologists committed to positively influencing their communities through service, ethical and evidence-based practices, advocacy, and scholarship.

### **Strategic Priority I - Program Education Delivery**

Goal I.1 – Growth | Growth by improving access, quality-reputation, and best-in-class education.

Objective 1 – Quality: Advance outstanding national quality rankings.

Tactic - The SLP department will uphold the highest educational standards of its program to gain initial accreditation status with CAA.

Objective 2 - World-class: Grow our educational offerings.

Tactic - The SLP department will incorporate experiential learning opportunities, e.g. research projects, simulation-based learning, service learning to increase their practical skills and real-world applications.

Goal I.2 - Student Engagement | Defining opportunities to increase student engagement.

Objective 1 - Support initiatives that increase student retention.

Tactic - Student participation in SLPeers program.

Tactic - Students are required to complete NSSLHA and Department service hours.

Tactic - The SLP department provides special events and initiatives for students to build a network of contacts in the profession.

Tactic - The SLP department will establish an Alumni-Student Mentoring program to facilitate knowledge, skills and professional networking.

Goal I.3 - Innovative Learning Opportunities | Supporting and Advancing Educational Development.

Objective 1 - Deliver education model that achieves optimal outcomes.

Tactic - The SLP department will meet or exceed standard pass rates for the PRAXIS exam based on accreditation requirements.

Tactic - SLP department will meet or exceed program completion rates based on accreditation requirements.

Objective 2 - Continuous program assessment.

Tactic - The SLP department will engage in programmatic qualitative and quantitative assessment of student outcome data, e.g. supervisor feedback and surveys, adjunct faculty, alumni, and graduate student surveys, and student course evaluations.

Objective 3 - Develop and implement interprofessional practice experiences with faculty/students 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 clinical simulations/IPE events with faculty and students from the SHP, School of Nursing, School of Medicine and the School of Dental Medicine.

## **Strategic Priority II - Program Workforce and Culture**

Goal II.1 - High-performance and inclusive environment | Recruit, develop, and retain an exceptional workforce.

Objective 1 - Support faculty to achieve excellence in service, scholarship and teaching.

Tactic - The SLP department will ensure faculty obligations are balanced for scholarship, teaching, service, advising, supervision and student mentoring of research projects in order to achieve this strategy.  
Tactic - The SLP department will support faculty presentation of research at regional, state, or national conferences.

Objective 2 - Provide mentorship to junior faculty in the areas of scholarship, teaching and service.

Tactic - The SLP chair will meet with faculty to monitor and support their growth in scholarship, teaching and service.

Tactic - The SLP department will support the participation of faculty in the SHP mentoring program.

Objective 3 - Create a diverse and inclusive culture that values and leverages the unique perspectives, backgrounds, and talents of all individuals.

Tactic - The SLP department will actively recruit a diverse student body to better reflect our patients and clients.

Tactic - The SLP department will implement strategies to improve the retention rate of students from diverse backgrounds.

Tactic - The SLP department will develop a curriculum which addresses cultural competence.

## **Strategic Priority III - Program Research**

Goal III.1 - Innovative Scholarship | Promote and expand interdisciplinary scholarship initiatives.

Objective 1 - Support faculty intra and inter-disciplinary research collaboration.

Tactic - The SLP department will support faculty participation in interprofessional scholarship.

Objective 2 - Foster student research

Tactic - Students will complete a capstone project collaboratively with a minimum of one student from another healthcare program in SHP.

### **Strategic Priority IV - Program Resources**

Goal IV.1 Enterprise Excellence | Support and advance excellence through allocation of resources.

Objective 1 - Achieve SLP strategies through increased revenue.

Tactic - The SLP department will develop strategic corporate partnerships to increase revenue.

Objective 2 - Advancement | Support advancement opportunities to increase philanthropy.

Tactic - The SLP department will create and implement strategies for successful advancement and development opportunities by facilitating philanthropic relationships with potential donors, corporate partners, and alumni including major gifts, students scholarships, endowments, and funding of major projects

Tactic - The SLP department will identify alumni-based initiatives for implementation.

Objective 3 - Reputation | Optimize marketing and communications initiatives to support SLP awareness and engagement.

Tactic - The SLP department will continue to grow its social media presence on additional platforms for maximum exposure.

Tactic - The SLP department will increase awareness of the profession.

### **Strategic Priority V - Program Community and Partnerships**

Goal V.1 Expansion of Strategic Partnerships | Expand and advance internal and external partnerships to strengthen community connections and affiliate relationships.

Objective 1 - Affiliations: Develop and expand partnerships with internal and external affiliates.

Tactic - The SLP department will increase external partnerships to facilitate student acquisition of diverse learning experiences.

Tactic - The SLP department will collaborate with our partners in Southampton and Stony Brook Hospital to increase student knowledge, skills, and competencies.

Objective 2 - Community engagement: Support and strengthen partnerships with community members and agencies to promote health and wellness awareness and services.

Tactic - The SLP department will support community engagement events, healthcare screenings, and services to underrepresented areas.

## **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 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 they 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 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 (*i.e.*, 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.
6. If a First-Year 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. If a First-Year Student earns a grade of “B-” or lower in the same Clinical Rotation twice during Clinical I and/or Clinical II, it is an automatic failure for the clinical course. If a First-Year Student earns an overall grade of “B-” or lower in two or more Clinical Rotations within the same semester, it is an automatic failure for the clinical course. If a First-Year or Second-Year student earns an overall grade of “B-” in any clinical course, the student will have to repeat the clinical course, when offered again, may not be enrolled in a clinical course the following semester, and will be put on Probation. If the student earns a second grade of “B-” or lower in a clinical course, the student will be dismissed from the Program.
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 may be issued a Department Warning by the Chair under the following circumstances:

- Semester GPA Below 3.0: When the student’s semester GPA is below 3.0, yet their overall GPA remains at or above 3.0.
- Multiple First-Year Clinical Remediations: If a first-year student requires remediation in more than one clinical rotation during Clinical I and/or Clinical II.
- Insufficient Post-Remediation Performance: When a first-year student receives a grade below 3.0 in three or more areas on their final CALIPSO evaluation, despite undergoing a remediation plan.



- Second-Year Midterm or Final Evaluation Concerns: If a second-year student either fails their Midterm Performance Evaluation or scores below 3.0 in three areas of their Final Performance Evaluation (but their overall score is still a 3.0 or higher) in CALIPSO during any clinical externship.
- Performance in Second-Year Final Evaluation: In cases where a second-year student scores below 3.0 in two or more areas on their final CALIPSO evaluation but obtains an overall score of 3.0.

### **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 educators, or other students.
5. One instance of Academic Dishonesty in the program which must be reported to the Academic Standing Committee. See information in the Graduate Handbook and the SHP Handbook 2024.
6. Violation of the ASHA Code of Ethics 2023.

### **2.4 Dismissal from the Program**

Failure to earn the minimum grade (C+ for didactic, B- for clinical) in two (2) courses will result in dismissal. 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 2024.

### **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. The program follows SHP Policy.

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 5 years. Time allotments are inclusive of leaves of absence. 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 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 may be 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 Dishonesty including Classroom Dishonesty and Clinical Dishonesty Penalties and Procedures**

The Department of Speech Language Pathology Policy follows the Policy in the SHP Handbook 2024. See Academic Policies & Procedures SHP Academic Dishonesty Guidelines Flowchart in SHP Handbook 2024.

### **2.8 Academic Grievances**

If a student believes there has been a violation or inequitable application of any policy or procedure the student can pursue filing a grievance. The student is encouraged to first meet with the instructor. If this is not feasible, the student should contact the Chair of the Department and may choose complete the complaint form. A student may also choose to contact the university's Ombudsman Office at : <https://www.stonybrook.edu/ombuds>.

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 2024**

### 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.

This Tracking Form is reviewed each semester with the program advisor and the student. A copy is maintained in the student’s file.

Curriculum for Speech-Language Pathology Program (Courses in alphabetical order within a Track)			
Course Title	Credits	Course Title	Credits
<b>Required Courses:</b>		<b>Clinicals</b>	
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
		<b>Note: One clinical credit is equivalent to about 40 clinical hours</b>	
Aphasia and Related Disorders	3		
Augmentative and Alternative Communication	2		
Aural Rehabilitation	2		
Autism and Social Communication Disorders	2	<b>Optional Track- NYS Department of Education Requirements** for Teachers of Students with Speech and Language Disabilities (TSSLD):</b>	
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	<b>Optional Track- Bilingual Extension Requirements:</b>	
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)**

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

**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.



<b>Speech-Language Pathology Program</b>		
<b>Curriculum with Course Descriptions</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Course Description</b>
HHS 514	Neuromotor Speech Disorders	<p>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.</p> <p>Students will observe in the ALS team clinic at Stony Brook University Hospital.</p>
HHS 520	Preschool Child Language Disorders	<p>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.</p>
HHS 521	Speech Sound Disorders	<p>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.</p>
HHS 522	Early Intervention in Speech-Language Pathology	<p>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 discussion 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.</p>

<b>Speech-Language Pathology Program</b>		
<b>Curriculum with Course Descriptions</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Course Description</b>
HHS 523	Language and Literacy Disorders in School-Age Children and Adolescents	<p>This course will provide an overview about school-age and adolescent language and literacy disorders. Models of language and reading development will be covered.</p> <p>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.</p>
HHS 524	Autism and Social Communication Disorders	<p>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.</p>
HHS 526	Foundations of Teaching English Language Arts to Bilingual Language Learners	<p>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.</p>
HHS 530	Voice and Resonance Disorders & Instrumentation	<p>This course will provide a thorough understanding of physical, physiological 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.</p>
HHS 531	Fluency Disorders	<p>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.</p>

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, deafness, 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 materials, 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 professionals, describe models and theories of typical and atypical growth and behavior across age groups, and philosophies that provide the foundation for research-based special education practice.

<b>Speech-Language Pathology Program</b>		
<b>Curriculum with Course Descriptions</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Course Description</b>
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.
HHS572	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 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.
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 earn a grade of an 8 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 584	Clinical 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 complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I, Clinical II, Clinical III, 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.

### 3.3. Grades and Course Plan of Study

Depending on the Track the student is pursuing (Track I, II, or III), a copy of the form is maintained in the student's file. The form is reviewed and completed with the program advisor and the student each semester while the student is enrolled in the program.

**GRADING SCALE:** The overall course grade is assigned point values as outlined below. Grades **will or will not** be rounded up and is determined by the instructor for the course.

Letter	Numerical	Grade points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	≤60	0.00

**Incompletes:** Incompletes (I) may be given at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond his or her control. Incomplete (I) grades are used by the Health Sciences programs and the Schools of Medicine and Dental Medicine as described in the school section of this Bulletin. If a grade is not reported by the deadline date appearing in the academic calendar, or if the instructor does not extend the period for completing the course requirements, the grade of I will automatically be changed to U or I/F as appropriate. The grade of I/F will be averaged as F when computing the grade point average (GPA) or determining other aspects of the academic standing of the student. Under unusual circumstances, an instructor may extend the period for completing the course requirements. In such cases, the instructor must notify the respective schools' Deans Office in writing of the new deadline.



# 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

<b>Term 1: Fall 1</b>			
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	
<b>Total = 15.5 credits</b>			
<b>Term 2: Spring I</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 3: Summer 1</b>			
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	
<b>Total = 11.5 credits</b>			
<b>Term 4: Fall 2</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 5: Spring 2</b>			
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	
<b>Total = 10 credits</b>			
<b>Total credits in program = 63 credits</b>			

# 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**

<b>Term 1: Summer 1</b>			
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	
<b>Total = 9 credits</b>			
<b>Term 2: Fall 1</b>			
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	
<b>Total = 15.5 credits</b>			
<b>Term 3: Spring I</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 4: Summer 2</b>			
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	
<b>Term 5: Fall 2</b>			
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	
<b>Total = 13/14 credits</b>			
<b>Term 6: Spring 2</b>			
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	
<b>Total = 10/11 credits</b>			
<b>Total credits in program = 73 credits</b>			

**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**

<b>Term 1: Summer 1</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>
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	
<b>Total = 9 credits</b>			
<b>Term 2: Fall 1</b>			
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	
<b>Total = 15.5 credits</b>			
<b>Term 3: Spring I</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 4: Summer 2</b>			
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	
<b>Total = 11.5 credits</b>			
<b>Term 5: Fall 2</b>			
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	
<b>Total = 16 credits</b>			
<b>Term 6: Spring 2</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 7: Fall 3</b>			
CEF 526	Foundations of Teaching English Language Arts to Bilingual Language Learners	3.0	
HHS 574	Speech and Language Pathology Bilingual Clinical	4.0	
<b>Total = 7 credits</b>			
<b>Total credits in program = 85 credits</b>			

### 3.4 Program Advisement

Each student will be assigned a program advisor after orientation. Students will meet with their program advisor in June, and every fall and spring semester. The following forms will be reviewed and maintained in the student's file.

The Graduate Handbook Form (see Appendix A) will be completed during the first program advisement meeting after orientation. This form states that the student has read the handbook and agrees to abide by the policies and procedures.

The Social Media Consent Form (see Appendix B) will be completed during the first program advisement meeting after orientation. This form asks the student to indicate their consent for their name and/or images to be used on our social media.

The Core Functions Form (see Appendix C) will be completed during the first program advisement meeting after orientation. This form will be maintained in the student's file.

The Advisement Sheet (see Appendix D) will be completed by the program advisor during advisement meetings. The program advisor 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.

The Initial Advisement Form (see Appendix E) will be completed during the first program advisement meeting after orientation. During the initial advisement meeting, the program advisor will review the student's transcript for the prerequisite courses and ASHA Content Areas (<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 Follow-up Advisement Form (see Appendix E) will be completed during the second meeting and at every meeting thereafter. This form is a checklist containing essential items for the student to complete.

The Tracking Form (see Appendix F) will be completed by the program advisor during each advisement meeting.

The Course of Study Forms (see Appendix G) will be completed by the program advisor during each advisement meeting.

The Graduate Student Proficiency in English Screening Procedure form (see Appendix H) will be completed by the program advisor at the initial program advisement meeting after orientation. After the screening, the program advisor will notify the Chair of the results and recommendations of the screen. This form will remain in the student's file.

The Evaluation of Student Learning Outcomes Form (see Appendix I) for each course will be reviewed after the student's first semester in the program until their last program advisement meeting. These forms will be maintained in the student's file.

The Generic Abilities Assessment (see Appendix J) will be completed by the student in spring 1 and fall 2. The student is expected to submit this form to their program advisor before their scheduled advisement

session. During the session, the program advisor and the student will discuss the form. Teacher Certification and Graduation Information for the Speech-Language Pathology Program (see Appendix K) is provided to students enrolled in Track II during their first semester in the program. It provides the student with the requirements for obtaining Teaching Certification. 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](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.

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, Clinical Handbook, syllabi and on the program website (<https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology>) and Department Brightspace page.

### 3.5 Clinical Advisement

All students will meet with the DCE once a semester to review their clinical progress and clinical requirements toward graduation (*i.e.*, clinical hours and experiences), as well as review their Midterm and Final Evaluations. The DCE will maintain meeting minutes and file them in the student's file. The DCE and Chair will meet on a weekly basis to ensure that counseling take place with students whose performance raises concerns. See Appendix L.

First-Year students are expected to prepare for their Fall Year 1 clinical advisement appointment by reviewing CALIPSO to:

- Ensure they completed feedback for all Supervisors;
- Ensure they completed feedback for all clinical sites;
- Ensure all Performance Evaluations are finalized with their name and date; and
- Ensure all clock hours are approved.

In preparation for Spring Year 1 clinical advisement, First-Year students should follow the Fall Year 1 preparation procedures in addition to:

- Completing a form (which will be emailed at an appropriate time) to collect information with a view towards summer externships; and
- Sharing their resume with the DCE the day of the scheduled appointment via Google docs;

Second-Year students are expected to prepare for their Summer Year 2, Fall Year 2, and Spring Year 2 clinical advisement appointment by:

- Updating their resume in *Google docs* in advance of the meeting;
- Ensure they completed feedback for all Supervisors;
- Ensure they completed feedback for all clinical sites;
- Ensure all Performance Evaluations are finalized with their name and date;
- Confirm that there was a performance evaluation to correlate to every area (*e.g.*, Speech Sound, Cognition, etc.) in which a clinical clock hour was approved;
- Ensure all clock hours are approved;
- Confirm there a clock hour submitted to correlate to every area (*e.g.*, Social Aspects, AAC, etc.) in which they were rated on the performance evaluation; and

- Run an “Experience Record - XPREc” report and bring with them the day of advisement to discuss minutes earned in Evaluation and Treatment of Child and Adult in each of the nine areas (*e.g.*, Speech Sound Production, Fluency, Voice, etc.).

Please see Clinical Handbook 2024 for information about Clinical Rotations/Externships, Clinical Dress Code, 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 Clinical Handbook. The DCE is responsible for communicating and disseminating this Handbook to the Students and the Supervisors. Please see the Clinical Handbook 2024.

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.

See the Clinical Handbook 2024 for more information.

### **3.7 Independent Study Policy**

Independent study is a course which the student completes independently under the supervision of a faculty member. See independent study policy in SHP Handbook 2024.

## **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; capstone project and professional 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.

### **4.2 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. 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. 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 Clinical Handbook 2024 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 program advisor.
- 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 program advisor will discuss and document the student's current knowledge and skills on the KASA.

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:

- weekly meetings with their supervisors;
- written feedback following clinic sessions or portions of clinic sessions (See the Clinical Handbook 2024);



- meetings with faculty/instructors for courses.

### **4.3 Policies for Remediation**

The Program Chair will email all the instructors at the mid-point and final-point of the semester to determine whether any student requires a Remediation Plan.

#### **Students not requiring a Remediation Plan:**

Notification Email to Students: At the end of the course, the instructor will notify students who do not require a Remediation Plan via email, confirming that they have met the knowledge and skills requirements of the class.

Submission of KASA Form: The instructor will email the Staff Assistant the Knowledge and Skills Assessment (KASA) form with their signature, along with a list of students who met the knowledge and skills and did not require a Remediation Plan.

Appointment Scheduling and Student Signatures: Upon receiving the KASA forms, the Staff Assistant will schedule appointment times for the students to stop by their office to sign the KASA forms. During the appointed times, students will visit the Staff Assistant's office to sign the KASA forms, confirming their acknowledgment of meeting the course requirements.

Review by Program Chair: Once signed by the students, the Staff Assistant will provide the KASA forms to the Program Chair for review.

Filing Process: After review and approval by the Program Chair, the Staff Assistant will file the signed KASA forms in the respective students' academic files, which will be securely locked in a cabinet.

By following this process, the Program ensures that students who have successfully completed the course without the need for remediation are properly acknowledged and documented.

#### **Students requiring a Remediation Plan:**

Creation of Remediation Plan: The instructor will meet with students who require a Remediation Plan to create a remediation assignment that aligns with the Standard in which they require remediation. The remediation assignment must provide a timeline/deadline for completion.

Assessment of Remediation Assignment: Once the remediation assignment is completed by the student, the instructor and student will meet to review it. If the student demonstrates that they have met the knowledge and skills in the completed remediation assignment, both the instructor and the student will sign the KASA form.

Submission for Review: Upon completion of the remediation assignment, the instructor will email the KASA form and the remediation assignment to the Program Chair for review and signature.

Approval and Filing: If approved by the Program Chair the documents will be submitted to the Staff Assistant who will file them in the student's academic file, which remains locked in a cabinet.

This process ensures that students who require remediation receive tailored support to meet the necessary

standards and that their progress is documented appropriately.

#### 4.4 Software Required for the Program

A. CALIPSO (Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations). [CALIPSO](#) is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for SLP and audiology training programs. CALIPSO offers unique features of interactive and customized data dashboards that enable knowledge management between the clinical administrator, supervisor, and student because of student's unlimited access to their records and ability to monitor their progress toward meeting the standards.

The Program uses [CALIPSO](#) to record and maintain all the students' clinical program requirements (e.g., clinical clock hours, clinical evaluations, and program outcomes). Students must pay for CALIPSO. Students will be provided a "pin" to register as users on CALIPSO during their first semester of coursework. Please refer to the Clinical Handbook for how to use CALIPSO.

B. Laerdal SimCapture. The Program uses [Laerdal SimCapture](#), a web-based platform, as their learning management solution for healthcare simulation and education. As part of Clinical I and Clinical II rotations students will complete Clinical Simulation rotations in the Simulation Lab to enhance their clinical training and clinical education. These simulations will be recorded for learning, debriefing and student self-reflection purposes. The DCE will create SimCapture accounts for students to access their recordings. Students will receive an email at their "stonybrookmedicine.edu" emails providing a link to activate their SimCapture account. Students must create their account, make note of their username and password for future log-in access.

C. Q-global®. Q-global® is Pearson's web-based system for administering, scoring and reporting Pearson assessments. It houses the industry's gold standard in assessment tools and is accessible from any computer connected to the Internet. Q-global helps you quickly and efficiently organize examinee information, generate scores, and produce accurate, comprehensive reports.

D. Simucase®. [Simucase®](#) is a web-based application designed to enhance users' clinical competency across various specialty areas. 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.

Students will be required to purchase Simucase® for two years while they are enrolled in the Program. Simucase® will be utilized during a student's academic and clinical courses (e.g., Clinical Seminars) 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 Supervisor. To purchase an annual subscription please visit [Simucase®](#). Students must purchase Simucase® no later than the first day of their first semester in the graduate program.

#### 4.5 Summative Assessments of the Program

The program will use midterm and final performance evaluations, summative assessments of the program (Capstone Project and Professional e-Portfolio), 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 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 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.

All students are expected to complete two summative assessments (Capstone Project and Professional e-Portfolio) prior to completing their last spring semester.

1. Professional Portfolio. Each student is required to complete a HIPAA compliant, electronic e-Portfolio encompassing all of their academic and clinical work while enrolled in the Program. The e-Portfolio will be created using [Digication](#) and serves as a Program Summative Assessment. The e-Portfolio should be organized in a variety of topic folders (*i.e.*, Letters of Recommendation, Clinical Evaluations, Clinical reports, or notes written, etc.) and highlight students' knowledge, skills, clinical roles and responsibilities across the different 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 throughout their time in their Program. Students will begin working on their e-Portfolio their third semester in the Program. They will gather and upload documentation into their e-Portfolio each additional semester. Select portions of the e-Portfolio will be submitted and graded in Clinical III, Clinical IV, Clinical V or SLP in Schools Seminar (*see* the e-Portfolio Flowchart in [Appendix M](#) and Professional Portfolio Rubric in the [Appendix M](#)). During their final semester in the Program students will present their e-Portfolio to Program faculty displaying their work throughout the Program.
2. Capstone Project Guidelines and Timeline. A one-year Capstone Research Project serves as a culminating assessment for the Stony Brook University Graduate Program in Speech-Language Pathology. Students begin this capstone journey by enrolling in HHS 551: Research Methods and Resources in Communication Sciences and Disorders, in the spring of their first year. See Appendix N for the Checklist for Research Proposal Presentation in HHS 551.

Students culminate their Capstone experience with the course HHS 594: Capstone Project in Speech-Language Pathology and Praxis Examination Preparation, which takes place in the spring of their second year. **It is imperative that students submit their materials promptly and professionally. Failure to do so may result in a delay of their graduation date.**

During HHS 551, students are expected to complete the following requirements. Failure to meet these

requirements will result in a grade of incomplete (I). Specifically, students must complete the CITI-Training Human Subjects (Human Subjects Protection in Social and Behavioral Sciences Course and The Responsible Conduct of Research (RCR) Online Training) as part of the course.

1. The instructor will select research topics for student consideration. Groups will meet to rank their preferred topics. While we strive to accommodate preferences, first-choice topics cannot be guaranteed. Groups will be formed around mutual interests in research topics. Should any group assignment concerns arise, please consult the instructor promptly for resolution.

2. A research faculty mentor will be assigned to each group by the second week of the first semester, based on the group's research topic.

3. Students will meet with their research faculty mentor and HHS 551 instructor to discuss the capstone project's plan and deadlines. Groups are required to organize a Google folder to include each members roles and responsibilities. All emails must include the faculty advisor and course instructor

4. Group meetings must be held during the spring semester, independent of research faculty mentor and instructor sessions. All meeting dates must be included in the group's timeline to guarantee attendance. Document minutes for each meeting and store them in the group's Google folder.

5. Schedule check-in meetings with your research faculty mentor for the spring, summer, and fall semesters collaboratively. It's essential to record all these dates in the group's timeline to ensure everyone can attend.

6. For the HHS 551 course, a required assignment is the submission of a well-crafted literature review by each study group. This review involves identifying a gap in current research, framing relevant research questions, and detailing the chosen methodology for the review. The submission must include an IRB application. Resources from the first semester's library presentation are available to aid in this process. For additional support, especially with literature review techniques, Endnote usage, and use of appropriate APA format (7th edition), groups should consult the program's designated librarian.

7. Each student group must perform a literature search related to their chosen topic. The goal is to identify a minimum of 10 peer-reviewed articles using relevant keywords. To avoid duplication, students are encouraged to collaborate using a shared document. As a group effort, develop a 5 to 7-page literature review that integrates insights from all reviewed articles. This review should establish the study's purpose, rationale, research questions, and hypotheses

8. Each student group is required to deliver a capstone research project proposal presentation during the Research class. This presentation serves as a valuable opportunity for students to receive constructive peer review feedback from their classmates, instructors, and other faculty members

9. Students must complete a Google Form to collaborate with a peer enrolled in the Applied Health Informatics (AHI) graduate program.

10. As a requirement of the HHS 551 course, each student group must submit an Institutional Review Board (IRB) application to their faculty advisor and instructor.

11. Students must address and incorporate any changes suggested during the ancillary review process before submitting the final IRB application.

### **Summer Requirements:**

1. **IRB Modifications:** Students must address any modifications suggested by the IRB within two weeks of notification.

2. **AHI Student Assignment:** Each capstone project group will be assigned an Applied Health Informatics (AHI) student.

3. **Group Meetings & Timeline:** Groups, including the assigned AHI student, must delineate specific roles, responsibilities, and create a written timeline for project milestones. This timeline must be shared with the faculty advisor to confirm agreement on all dates.

### **Fall Requirements (Before HHS 594):**

1. **Participant Recruitment:** Students are tasked with recruiting participants and gathering research data.
2. **Advisor Meetings:** Groups must meet with their faculty advisor according to the pre-established timeline.
3. **Data Testing and Analysis:** Complete participant testing and proceed with data analysis.

### **Spring Requirements (During HHS 594):**

1. **Initial Meetings:** Groups must convene, including the AHI student, to finalize responsibilities and semester timelines, and consult with their faculty advisor to confirm the work plan by the first week of February.
2. **Call for Papers:** Submit papers to professional organizations such as ASHA, NYSSLHA, or others.
3. **SHP Research Day Submission:** By February, submit a google form, prepared collaboratively, to present the Capstone Project at the SHP Research Day in April.
4. **Professional Poster Creation:** Design a professional poster that encapsulates the literature review, research question/hypotheses, methodology, results, and discussion. Two students from each group must be selected to present at the SHP Research Day, with their names submitted to the faculty advisor by the first week of February.
5. **Capstone Presentation Day:** All students must present their Capstone Research Project during the departmental presentation day in the spring semester. See Appendix N for the Capstone Presentation Rubric for students in HHS 594.

#### **4.6 PRAXIS Exam**

Students are required to register to take the PRAXIS exam through ETS (- <https://www.ets.org/praxis>). When registering to take the PRAXIS exam, students should indicate where they want to scores to be sent. If students do not indicate it at this time, there will be an additional cost.

Test Name: Praxis Speech-Language Pathology

Passing Score: 162 (required for ASHA certification)

SBU School Code: 0118

ASHA Code: R5031

New York State Department of Education: 7737

New York State Office of the Professions: 7747

#### **4.7 Program 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 meeting reviews information regarding the completion of the degree program. Students are required to complete the Graduate Exit Survey before attending this meeting. Before the exit meeting, the Chair and the DCE will verify that all student program and clinical requirements have been met to ensure that the student has fulfilled 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. See the Program Verification Form in Appendix O

## **Chapter 5 - Graduation Requirements**

### **5.1 Graduation Requirements. Checklist is included in Appendix P.**

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 63 credits of 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).
3. Completion of summative assessments – Capstone Project and Professional 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 375 hours 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. Students must complete 25 observation hours and can earn up to 75 simulation hours.
6. Completed application for graduation one semester before the completion of the program requirements.
7. Completed KASA Form with academic and clinical coursework.
8. 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](https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html)) 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.

### **5.2 Clinical Fellowship (CF)**

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 for the Department Job Fair, to apply for Clinical Fellowships, apply for NPI number, and complete paperwork for graduation.
2. 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 after their Program Exit meeting. If completing CF out of

state, please review requirements on ASHA and complete the required paperwork (<https://www.asha.org/advocacy/state/>).

3. If applying for TSSLD, the program code to apply for a TSSLD on TEACH is 39176.
4. Complete Program Exit meeting and Graduate Exit Survey from the program.
5. 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 Resources**

### **6.1 National Student Speech Language Hearing Association (NSSLHA -<https://www.nsslha.org/>).**

The National Student Speech Language Hearing Association (NSSLHA) is the only national student organization for pre-professionals studying communication sciences and disorders (CSD) recognized by the American Speech-Language-Hearing Association (ASHA).

- A. Positions on the Board. Students are elected to the below positions by their peers for one academic year. After

The students are elected the students must re-register the chapter with SBU

([https://www.stonybrook.edu/commcms/studentaffairs/sac/Club\\_Org\\_Resources/ Clubreregistraton\\_Old.php](https://www.stonybrook.edu/commcms/studentaffairs/sac/Club_Org_Resources/Clubreregistraton_Old.php)) and NSSLHA (<https://www.nsslha.org/chapters/>).

Email Address: [slp\\_nsslha@stonybrook.edu](mailto:slp_nsslha@stonybrook.edu)

- President - The president is the official representative of the Graduate Speech-Language Pathology Club. Responsibilities include preparing the agenda for all general body meetings and executive board meetings. The President holds the power to convene and preside over all meetings. Lastly, the president shall further perform duties, as may be necessary and proper in the fulfillment of their office, subject to the approval of the executive board. In the event that the President is unable to perform their duties (due to leave of absence, resignation, or impeachment), the Vice President will serve as the President for the remainder of the semester.
- Vice President - The Vice President shall be responsible to see that standing committee chairpersons are fulfilling their duties, the technical and electronic duties, including but not limited to being the primary contact for the organization, for posting and updating all social media pages for organization; including leading general body meetings. The Vice President shall also step in to perform the president's duties in the event that a president took a leave of absence, resigned, or was impeached. Lastly, the Vice President may be necessary and proper in the fulfillment of their office, subject to the approval of the executive board.
- Secretary - The Secretary shall take minutes and attendance of all meetings and maintain an up to date active voting membership roster. The Secretary shall send out a weekly email, which outlines the agenda of the upcoming meeting, one school day prior to the meeting. The Secretary shall be responsible for requesting space and meeting with various campus partners to ensure the success of events. In the event that the Secretary is unable to perform their duties (due to leave of absence, resignation, or assumption of the presidency), a new Secretary will be elected in a special election called by the President.
- Treasurer - The Treasurer of NSSLHA is responsible for keeping a detailed record of money allotted to and raised by the organization. The Treasurer shall be responsible for overseeing any and all fundraising activities that the organization holds and is directly responsible for collecting all monies and allotting them to the proper parties. The Treasurer also shall perform such duties, as may be necessary and proper in the fulfillment of their office, subject to the approval of the executive board. The treasurer is responsible for overseeing/transactions with the NSSLHA bank account.
- Diversity, Equity and Inclusion Representatives (2) - Ensure all activities, events, programs, etc. are inclusive for everyone, develop/practicing initiatives for community outreach, reaching out to professionals in the SLP field of various backgrounds to add to the DEI mentor list, getting guest speakers of various backgrounds to speak on specific topics in the SLP field regarding marginalized groups, researching and distributing articles that help bring awareness of diversity, equity, biases etc. in the SLP field; Participate in fundraising events.

- Graduate Student Organization Senator - Complete and submit the GSO petition/nomination process to become the official GSO Senator for the Speech Language Pathology program, attend monthly GSO Senate Meetings,

Vote during these meetings (Meetings are in-person but you may join virtually), join and meet monthly with a GSO Committee (Disability Advocacy, DEI, etc.), spread awareness of GSO funds among peers and organized departmental events to secure funding, coordinate with the NSSLHA Secretary to determine funding requirements and potential GSO funds, connect with GSO Secretary and Treasurer to expedite reimbursement applications, assist students in completing GSO reimbursement forms, and participate in fundraising events.

- Social Media Representatives (2) - Responsible for posting on the Stony Brook Graduate Program in Speech Language Pathology Social Media accounts that align with Department guidelines, Instagram: @sbuslpgrad

Facebook: SBU Speech Language Pathology Program, create engaging and visually appealing posts for notable days in each month as well as events/fundraisers held by NSSLHA & ASHA, take photos at important events and upload them to the social media accounts, organize and monitor livestream events on the SBU SLP Facebook page (First Year Pinning Ceremony and Second Year Awards Ceremony), frequently use Canva.com- if you're interested in this position, it would be beneficial to begin to familiarize yourself with the program! (Profile is free), and researching and distributing articles that help bring awareness of diversity, equity, biases etc. in the SLP field; Participate in fundraising events

- Event Coordinator - Apparel Order: facilitate and keep in continuous contact with apparel representatives, coordinate with cohort and other board members for their perspectives and opinions on the type or style of the apparel, set up/brainstorm ideas for fundraising events, coordinate with locations to donate (e.g., food drive, clothing drive, organizations), aid in planning any other events that arise (contingent on e-board's choices), collaborate with Social Media Representatives on any overlapping responsibilities (e.g., Pinning ceremony), create google forms for events and send emails and or make phone calls to coordinate/plan events with the other board members and attend all board meetings and event meetings with the president and vice president

- Dean's Advisory - Collaborate with other School of Health Profession graduate students (PT, OT, AT, SLP, RT, PA), deans, and student affair administrators in providing advice, input, and recommendations for improvement on matters related to our program, attend virtual meetings once a month (first Wednesday of the month), and participate in fundraising and other NSSLHA events

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 graduate students are expected to complete six community service hours during their first year of the 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
- The opportunities and schedule of events for service hours will be discussed during the fall semester.

### 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 NSSLHA Board disseminates a survey to incoming graduate students during the summer. The matches are created by the NSSLHA Board based on the survey results. The Mentor-mentee pairs are disseminated before the fall semester. 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 the Chair for additional information.

### 6.5 Scholarship Opportunities

Details about the following scholarships will be provided during the summer semester. Students are required to apply for these scholarships.

- A. Laufer Scholarship Information provided by the Department. First and Second year students are eligible to apply for this scholarship. <https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/scholarship>
- B. The Sherrie Glasser Mayrsohn, Metro Speech-Language Pathology Scholarship. First and Second year students are eligible to apply for this scholarship. <https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/scholarship>
- C. The NY Speaks Bilingual Scholarship. Students interested in Track III of the program are eligible to apply for this scholarship.
- D. Additional Opportunities are listed on this website - <https://healthprofessions.stonybrookmedicine.edu/students/scholarships>

### 6.6 Student Support Services and Resources

- A. **Academic Success and Tutoring Center -** [https://www.stonybrook.edu/commcms/academic\\_success/](https://www.stonybrook.edu/commcms/academic_success/)
- B. **Career Center -** <https://www.stonybrook.edu/commcms/career-center/index.php>
- C. **Counseling and Psychological Services (CAPS) -** <https://www.stonybrook.edu/caps/> (631 - 632 - 6720)
- D. **Financial Aid and Scholarship Services-** <https://www.stonybrook.edu/commcms/finaid/>
- E. **Information Technology -** <https://www.stonybrook.edu/commcms/southampton/resources/doiit.php>
- F. **Professional Organizations –**

- Apply for Certification in Speech-Language Pathology - <https://www.asha.org/Certification/SLPCertification/>
- American Speech-Language-Hearing Association - <https://www.asha.org/>
- American Speech-Language-Hearing Association State-by-State - <https://www.asha.org/advocacy/state/>
- 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>

**G. Recreation and Wellness Center - <https://www.stonybrook.edu/commcms/studentaffairs/rec/>  
(631) - 632 - 7209**

**H. Redbook - <https://www.stonybrook.edu/commcms/studentaffairs/redbook/>**

**I. School of Health Professions - <https://healthprofessions.stonybrookmedicine.edu/home>**

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

**K. Stony Brook Southampton Library - <https://library.stonybrook.edu/southampton-library/>**

**L. Student Accessibility Support Center - <https://www.stonybrook.edu/dss/>**

**M. Student Health Services - (631 - 632 - 6740), <https://www.stonybrook.edu/commcms/studentaffairs/shs/>**

**N. TimelyCare - Virtual Healthcare for Students - (631 – 631 – 6720),  
<https://www.stonybrook.edu/commcms/studentaffairs/shs/TimelyCareSBU.php>**

**O. University Police - 631-632-3333 (please indicate that you are on the SH campus).**

## **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 is your responsibility to read these ethical principles. Any violation or inability to meet the spirit or purpose of this code is 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 School of Health Professions Statement on Diversity, Equity, and Inclusion**

The School of Health Professions is committed to ensuring safe, welcoming, and inclusive learning spaces for all members of our community. Inclusive learning spaces can include classrooms, labs, and other places of learning where all stakeholders (students, faculty, and staff) will be treated with respect and dignity. Students will be provided equitable opportunities to express ideas, opinions, and worldviews.

The use of any language or behavior that may be construed as offensive and/or disparaging based on a person or group’s race, ethnicity, sexual orientation, gender identity, age, religion, socio-economic status, disability status, citizenship status, or any other characteristic is not acceptable behavior. Students who are in violation of the aforementioned may be referred to the Office of Student Conduct and Community Standards.

### **7.5 SHP Annual Trainings on Brightspace – HIPAA, FERPA, Bloodborne Pathogens, Infection Prevention, and Environmental Health and Safety**

Faculty and Students are required to complete the School of Health Professions Annual Trainings on Brightspace which include Health Insurance Portability and Accountability Act (HIPAA), FERPA, Bloodborne Pathogens, Infection Prevention, and Environmental Health and Safety. After completing the training, a certificate will be issued to them. The Timeline for Required Activities and Checklist prior to the fall semester is included in Appendix Q. For further information about any of these items, please see the SHP Handbook 2024.

## **7.6 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 potentially lead to dismissal from the program.

## **7.7 FERPA and FERPA Fee**

### **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. Refer to the following link for information -

<https://www.stonybrook.edu/commcms/registrar/policies/ferpa.php>.

All faculty, staff and students will complete FERPA training during the program.

## **7.8 Castlebranch, Wolfie Portal and Health Clearance for Students**

Students are required to submit information into Castlebranch and Wolfie Portal. Please refer to the SHP Orientation PPT Presentation. All students must have completed and submitted an annual physical exam, with updated immunizations, 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 Clinical Handbook 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.

## **7.9 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 stonybrook.edu and stonybrookmedicine.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.

## **7.10 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, and Clinical Educators.

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 email guidelines - <https://www.stonybrook.edu/commcms/ombuds/resources/quick-tips/quicktipcommunication>.

### **7.11 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.

### **7.12 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](http://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;

### **7.13 Complaints**

#### Complaints

A complaint about any aspect of the Speech-Language Pathology program at Stony Brook University may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, clinical educator and/or member of the public. Please see the SHP Learning Environment Concern Guide for Students (see Appendix R). If students have a complaint, the students are encouraged to complete the Complaint Form (See Appendix S) and submit it to the Chair. The chair documents and maintains a record of all complaints in a locked cabinet, ensuring that all complaints are investigated and recorded when each complaint is resolved.

#### Student complaints about grades:

Students are required to approach their instructors with questions/concerns about their grade for the course or on an assignment, midterm, or final examination prior to approaching the chair of the department. If the situation cannot be resolved with the instructor, the student can arrange a time to speak with the chair. The chair may request additional documentation or meetings with the student and instructor independently. If the student's concern is not resolved with the chair, the student may discuss the complaint with the SHP Assistant Dean of Academic and Student Affairs.

#### Student complaints about clinical concerns:

With regard to clinical concerns, students are required to approach their supervisors/clinical educators. If they do not feel that their concern is addressed, they can arrange a time with the DCE before approaching the chair. If the issue cannot be resolved with the supervisor/clinical educator 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. If the student's concern is not resolved with the chair, the student may discuss the complaint with the SHP Assistant Dean of Academic and Student Affairs.

#### Academic Integrity concerns:

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. The program follows the guidelines of the SHP for academic integrity concerns. The Department follows the Policy in the SHP Handbook 2024. All academic dishonesty complaints are submitted to the chair of the program. The program chair 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 SHP academic dishonesty, then the matter is referred to ASC and the program chair notifies the accused student that the matter has been referred to ASC.

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.

3.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 SHP Handbook 2024 on Brightspace.

#### Faculty, Staff, and Student Complaints

The University Office of Student Conduct and Community Standards maintains a record of student complaints. They receive, investigate, and resolve alleged violations of the Code of Student Responsibility involving misconduct by students.

Title IX and Sexual Misconduct: All faculty, staff, and students complete a training through the Office of Institutional Diversity & Equity (OIDE) about reporting sexual misconduct annually. The policies for Title IX and Sexual Misconduct can be found on this Stony Brook University website (<https://www.stonybrook.edu/commcms/oea/>).

#### Policy for Complaints about the 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. The complaint procedure is also listed on our website:

<https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/CAA-complaint-policy>.

#### Complaint Mechanism

Student complaints regarding the program's policies and procedures or unlawful conduct are maintained by the chair in a locked cabinet. The chair will make documentation available to the CAA upon request. Grievances not settled at the program level are elevated to the School of Health Professions Academic Standing Committee and the Office of the Dean when applicable. Records are kept by the committee. The grievance policy is outlined in the SHP Handbook 2024.

Students are informed of the process and mechanism required to contact the CAA to file a complaint regarding the program's compliance with accreditation standards during orientation. All complaints are evaluated by the chair to determine if they may impact compliance with accreditation standards. In the event a complaint is deemed impactful to

the program's accreditation standards, the chair collaborates with the SHP dean, program faculty, and other university administrators as needed to investigate the complaint, determine areas of impact, and recommend a solution. It is the chair's responsibility to identify potential adverse impacts on accreditation standards, communicate with the SHP dean, and notify CAA in alignment with CAA and ASHA policies. A confidential file with student complaints is maintained in a locked cabinet accessible only to the chair. At all times during the complaint process, it is the responsibility of the individual faculty, chair, assistant dean, or dean to ensure the privacy of the student and to follow ordinary ethical principles of confidentiality. Stony Brook adheres to the regulations set forth by the Family Educational Rights and Privacy Act (FERPA).

### **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 or faculty member 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 department meeting for discussion. Depending on the nature of the complaint, the person will be referred to the appropriate office.

1. If there is a complaint related to Discrimination, Title IX, the Office of Institutional Equity and access at <https://www.stonybrook.edu/commcms/oea/> would be contacted and the person would file a complaint with them.
2. A complaint concerning an employee would be the jurisdiction of the (<https://www.stonybrook.edu/employee-labor-relations/>).
3. A complaint concerning a student would be the jurisdiction of the Office of Community Student Conduct and Community Standards (<https://www.stonybrook.edu/commcms/studentaffairs/sccs/>). The program will ensure that appropriate corrective action be taken when violations of compliance with nondiscrimination statutes occur.
4. 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/>. Stony Brook University is committed to creating and maintaining workplace, educational, and recreational environments that are safe and accessible and free of all forms of discrimination, harassment, and sexual harassment. Such behavior is prohibited and violates Title VII and Title IX of the Education Amendments of 1972. The University does not tolerate it and it must be reported (ReportIT). All faculty complete an annual training.
5. If you are a victim of a rape or sexual assault, the student must seek medical attention immediately. Students must contact University Police at 631-632-2333.

### **7.14 Student Accessibility Support Center**

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.

Student Accessibility 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  
Disabilities**<https://www.stonybrook.edu/policy/>

## 7.15 Department Attendance Policy

The SLP faculty recognizes the significance of attendance in all aspects of our Program, including Program Activities. Adhering to this policy serves as a demonstration of the professional attributes expected from all our graduate students.

At this level of education, it is the responsibility of the graduate student to demonstrate a professional approach toward the learning process. Therefore, the following Program policy regarding absenteeism is adopted, and applied to all absences, regardless of the reason.

Any graduate student who misses more than one (1) Class in any one course is actionable by one or more of the following:

1. A discussion with the chair and possible Warning Letter: for any subsequent absence/lateness; and/or
2. Possible Grade Reduction from overall final grade for any subsequent absence/lateness in the course where the original absence or lateness occurred. The number of points deducted is at the discretion of the faculty instructor and will be outlined in the syllabus.

Any circumstances exceeding this policy must be discussed with the Program Chair. In certain circumstances, a formal Leave of Absence may be recommended.

In addition, graduate students are required to actively engage and participate in all Program Activity. If a graduate student is absent, they lose the opportunity to participate in essential and valuable learning experiences, including class discussions, group projects, and hands-on activities. Consequently, absences will negatively impact a graduate student's overall grade.

If a graduate student is absent from Program Activities, they are responsible for learning any educational information missed during any absence. If an assignment is due on the date of the absence, the assignment must be submitted prior to the absence, except in emergency cases (*i.e.*, death in family, car accident, etc.). In emergency cases, the graduate student must submit the assignment as soon as possible, but no later than 48 hours beyond the due date. Absences do not excuse graduate students from completing coursework, and may still impact their grades. If a graduate student is absent on the date of an exam and/or quiz, a make-up exam and/or quiz will not be given. However, in the event of an extenuating circumstance (*i.e.*, death in the family, car accident, etc.), a makeup exam and/or quiz may be given in an alternate format (*i.e.*, essay, short answer, etc.). Additionally, any absences from Program Activities (*e.g.*, clinical rotations, externships, clinical simulations, trainings, debriefings, and/or meetings, etc.) must be made up and count towards the one (1) absence.

Lateness is defined as arriving to classes more than 15 minutes after the class scheduled times. Lateness due to clinical rotations or attending a non-credit workshop for teaching certification will be excused without penalty as long as there is advance notice of one (1) month. The required course work will still need to be completed and submitted as indicated on the course syllabus. Two (2) latenesses equals one (1) absence.

Procedures to Ensure Compliance. The course instructor will monitor attendance using their preferred method (*e.g.*, formally, or informally, announced, or unannounced, ongoing basis or periodically).

## 7.16 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 Ethics 2023. The SLP department currently has Facebook and Instagram accounts (<https://www.facebook.com/SLPSBU/> and [https://instagram.com/sbuslp2020?utm\\_medium=copy\\_link](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/>

### **7.17 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 Clinical Handbook 2024 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 Zoom Etiquette 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. There are instances in which guest speakers have agreed to come to class to share their experiences and expertise with us. It is required that you maintain your webcams to engage with the guest speaker. **In particular, it is key that you understand the importance of communication.**

### 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.

### **7.19 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>

## **7.20 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/>

## **7.21 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.
- Student Accessibility 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.

## **7.22 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/>

### **7.23 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 a 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 Zaccarese

Assistant Chief of Police / Director of Emergency Management

Phone:(631) 632-6540

Email: [Lawrence.Zaccarese@stonybrook.edu](mailto:Lawrence.Zaccarese@stonybrook.edu)

### **7.24 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>

### **7.25 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.

## 7.26 SB Alert & SB Guardian

SB Alert - It is a comprehensive notification system used to alert members of the campus community about emergencies. Students must register for the program on SOLAR.

To access SB Alert click this link: <https://www.stonybrook.edu/commcms/emergency/alerts/>

To access SB Guardian click this link: <https://www.stonybrook.edu/commcms/emergency/alerts/guardian>

## 7.27 Syllabus Policies

**Diversity, Equity, and Inclusion Statement:** The School of Health Professions is committed to ensuring safe, welcoming, and inclusive learning spaces for all members of our community. Inclusive learning spaces can include classrooms, labs, and other places of learning where all stakeholders (students, faculty, and staff) will be treated with respect and dignity. Students will be provided equitable opportunities to express ideas, opinions, and worldviews.

The use of any language or behavior that may be construed as offensive and/or disparaging based on a person or group's race, ethnicity, sexual orientation, gender identity, age, religion, socio-economic status, disability status, citizenship status, or any other characteristic is not acceptable behavior. Students who are in violation of the aforementioned may be referred to the Office of Student Conduct and Community Standards.

**Plagiarism:** Plagiarism is simply the use of others' words and/or ideas without clearly acknowledging their source. As students, you are learning about other people's ideas in your course texts, your instructors' lectures, in-class discussions, and when doing your own research. When you incorporate those words and ideas into your own work, it is of the utmost importance that you give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to the program director for possible adjudication before the SHP Academic Standing Committee.

## UNIVERSITY POLICIES

**Student Accessibility Support Center:** If the student has a physical, psychological, medical, or learning disability that may impact the student's course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). They will determine with the student what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu//programs/fire-safety/emergency-evacuation/evacuation-guide-disabilities> and search Fire Safety and Evacuation and Disabilities.

**Academic Integrity Statement:** Each student must pursue his or her academic goals honestly and be

personally accountable for all submitted work. Representing another person's work as the student's own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Professions, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

**Critical Incident Management:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Graduate Bulletin, the Graduate Class Schedule, and the Faculty-Employee Handbook.

**Course Materials and Copyright Statement:** Course material accessed from Brightspace, Zoom, Echo 360, VoiceThread, etc. is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

### **IMPORTANT INFORMATION**

**Consult Assess Respond Educate (CARE Team):** (631) 632-CARE or [care@stonybrook.edu](mailto:care@stonybrook.edu). CARE is a team of staff that supports student and community safety:

- Harm to self (suicide attempts, suicidal communications, self-injury)
- Harm to others (behaviors, threats)
- Disruptive and/or bizarre behavior

The CARE team gathers all relevant information and intervenes when appropriate. Students may be required to attend assessments, but they are designed to be supportive and are non-disciplinary.

**Counseling and Psychological Services (CAPS):** (631) 632-6720 or (855) 509-5742. Counselors are available to speak 24 hours a day, 7 days a week, 365 days a year. If you are in crisis or need to speak with a counselor after hours please call. <https://www.stonybrook.edu/caps/>.

**Stony Brook Southampton Police:** (631) 632-3333. When calling, please indicate that you are calling from or for an incident on the Southampton campus.

**Stony Brook University Community:** <https://www.stonybrook.edu/redbook>.



**School of Health Professions**

**Department of Speech Language Pathology**

**APPENDICES – FORMS**



Stony Brook University

**School of Health Professions**  
**Department of Speech-Language Pathology**  
**APPENDIX A --- Graduate Handbook Form**

I have read and agree to abide by the codes, policies and procedures of the Department of Speech-Language Pathology Graduate Handbook updated on June 3, 2024, and the ASHA Code of Ethics 2023.

---

Student Printed Name

---

Student Signature

---

Date





Stony Brook University

**School of Health Professions**  
**Department of Speech Language Pathology**  
**APPENDIX B ---- 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 2024 – summer 2026. 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**

**APPENDIX C \_----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 part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

## **MOTOR**

A student must 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

APPENDIX E part 1 Initial Advisement Meeting

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

Student provided information about:

- Annual Trainings
- Castlebranch
- Email Communication/ Medicine and SBU
- Communication Module Completed
- Graduate Checklist/Summative Assessments
- Liability Insurance
- NSSLHA Membership
- Software (CALIPSO, SIMUCASE, Laerdal Sim Capture, Q-Global)
- Attire Ordered

Comments/Questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



School of Health Professions

Department of Speech-Language Pathology

APPENDIX E -part 2 ----Follow-up Advisement Meeting

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

Comments/Questions:



# Stony Brook University

## School of Health Professions Department of Speech-Language Pathology

### APPENDIX F 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
<b>Required Courses:</b>		<b>Clinicals</b>	
Adult Dysphagia		Clinical I Clinical II Clinical III Clinical IV Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school; Audiology Clinical Diagnostic Clinical	
		<b>Note: One clinical credit is equivalent to 40 clinical hours.</b>	
Aphasia and Related Disorders			
Augmentative and Alternative Communication			
Aural Rehabilitation			
Autism and Social Communication Disorders		<b>Optional Track- NYS Department of Education Requirements** for Teachers of Students with Speech and Language Disabilities (TSSLD):</b>	<b>Yes/No</b>
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		<b>Optional Track- Bilingual Extension Requirements: Yes/NO</b>	
Foundations of Clinical Practice		Bilingualism	



Language and Literacy Disorders in School-Age Children and Adolescents	
Neuromotor Speech Disorders	
Neuroscience in Communication Sciences and Disorders	
Preschool Child Language Disorders	
Research Methods and Resources in Communication Sciences and Disorders	
Seminar in Counseling	
Seminar in Medical Speech-Language Pathology	
Seminar in Professional, Ethical and Multicultural Issues in Communication Sciences and Disorders I and II	
Speech and Language Pathology in the Schools	
Speech Sound Disorders	
Voice and Resonance Disorders and Instrumentation	

Foundation of Teaching English Language Arts to Bilingual Language	
Methods of Teaching Second Language and Content to Bilingual Students	
Sociolinguistics/ Hispanic Dialectology and Sociolinguistics	
Speech and Language Pathology in the Schools Bilingual Clinical	
<b>**Non-Credit Workshops(Required for students choosing the TSSLD and Dignity for All Students (6-hour course)</b>	
Identification and Referral of Substance Abuse	
Identifying and Reporting Child Abuse	
Prevention and Identification of School Violence	
<b>Total required credits: 63; Track SLP + TSSLD + Non-Credit Workshops: 73; Track SLP + TSSLD + Bilingual Extension + Non-Credit Workshops: 85</b>	



Stony Brook University

School of Health Professions

Department of Speech Language Pathology

# APPENDIX G – Tracks I, II, II

*Student Name:* \_\_\_\_\_

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

<b>Term 1: Fall 1</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Grade</b>
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	
<b>Total = 15.5 credits</b>			
<b>Term 2: Spring I</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 3: Summer 1</b>			
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	
<b>Total = 11.5 credits</b>			
<b>Term 4: Fall 2</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 5: Spring 2</b>			
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	
<b>Total = 10 credits</b>			
<b>Total credits in program = 63 credits</b>			



# 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***

<b>Term 1: Summer 1</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Grade</b>
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	
<b>Total = 9 credits</b>			
<b>Term 2: Fall 1</b>			
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	
<b>Total = 15.5 credits</b>			
<b>Term 3: Spring I</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 4: Summer 2</b>			
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	
<b>Term 5: Fall 2</b>			
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	
<b>Total = 13/14 credits</b>			
<b>Term 6: Spring 2</b>			
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	
<b>Total = 10/11 credits</b>			
<b>Total credits in program = 73 credits</b>			



# 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

<b>Term 1: Summer 1</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Grade</b>
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	
<b>Total = 9 credits</b>			
<b>Term 2: Fall 1</b>			
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	
<b>Total = 15.5 credits</b>			
<b>Term 3: Spring I</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 4: Summer 2</b>			
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	
<b>Total = 11.5 credits</b>			
<b>Term 5: Fall 2</b>			
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	
<b>Total = 16 credits</b>			
<b>Term 6: Spring 2</b>			
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	
<b>Total = 13 credits</b>			
<b>Term 7: Fall 3</b>			
CEF 526	Foundations of Teaching English Language Arts to Bilingual Language Learners	3.0	
HHS 574	Speech and Language Pathology Bilingual Clinical	4.0	
<b>Total = 7 credits</b>			
<b>Total credits in program = 85 credits</b>			



# Stony Brook University

## School of Health Professions

### Department of Speech Language Pathology

## APPENDIX H ----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](http://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

### APPENDIX I ----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: \_\_\_\_\_



# Stony Brook University

## School of Health Professions Department of Speech Language Pathology

### APPENDIX J -----Generic Abilities Assessment

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Program 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* and the ranking represents a continuum for expected student progress during their graduate program. Please provide three specific examples based on didactic and/or clinical rotations/externships for each core ability.
- The ranking is to be completed by each student:
  - Spring Year 1 and Fall Year 2.
  - Prior to required faculty/student advisement meeting. Students are expected to submit this form prior to their scheduled program 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**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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 and Comments:**



**2. Professionalism**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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 and Comments:**

**3. Communication Skills**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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 and Comments:**

#### 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 and Comments:

**5. Effective Use of Time and Resources**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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 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 and Comments:**

**7. Problem Solving**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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 and Comments:**

**8. Responsibility**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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 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 and Comments:



**10. Stress Management**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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 and Comments:**

### 11. Cultural Humility

1	2	3	4	5	6	7
<p>Limited cultural knowledge and awareness. Does not distinguish between diversity, equity, and inclusion.</p>		<p>Knowing cultural differences exist and being respectful of those differences. Respecting these cultural differences and actively adjusting to accommodate these differences.</p>			<p>Embrace differences, celebrates diversity, promotes inclusion, and attends workshops and events. Regularly assesses own biases and assumptions. Reflects on how the student can positively contribute to a more inclusive environment. Demonstrates cultural humility, competence, and responsiveness.</p>	

**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** \_\_\_\_\_

**Program Advisor Signature**

Stony Brook University						
School of Health Professions						
Speech-Language Pathology Department						
Self-Reflection Competency Skills Checklist						
Reflection is a valuable practice that allows students to gain insights into their learning experiences. Please take some time to reflect and rate yourself with the following scale on each of the below items (1= never, 2 = rarely, 3 = sometimes, 4 = most of the time, and 5 = all the time).						
		1 = Never	2 = Rarely	3 = Sometimes	4 = Most of the time	5 = All the time
<b>I. Gender Inclusivity</b>						
a. I use my pronouns						
b. I ask others to show how they would like to be referred to and to share their pronouns.						
c. I use gender neutral terms.						
EXAMPLE (please type in an example):						
		1 = Never	2 = Rarely	3 = Sometimes	4 = Most of the time	5 = All the time
<b>II. Communication Skills and Feedback</b>						
a. I listen attentively to others without interrupting and validating their feelings.						
b. I avoid distractions or interrupting other people while listening.						
c. I provide verbal and non-verbal cues when listening attentively.						
d. I ask clarifying questions to ensure understanding.						
e. I express my thoughts and ideas clearly and concisely.						
f. I adjust my communication style to suit different situations or audiences.						
g. I can switch between formal and informal communication when necessary.						
h. I show empathy towards other perspectives and emotions.						
i. I strive to understand other viewpoints before expressing my own.						
j. I am mindful of my tone in oral and written communication exchanges.						

k. I approach conflict with an open mind and willingness to find a common ground.					
l. I actively seek feedback on my communication and interpersonal skills from others.					
m. I am open to feedback and willing to make improvements.					
EXAMPLE (please type in an example):					
<b>III. Cultural Humility, Cultural Competence, and Cultural Responsiveness</b>	1 = Never	2 = Rarely	3 = Sometimes	4 = Most of the time	5 = All the time
a. I take responsibility for learning about the culture of others.					
b. I seek guidance and support from others when I encounter microaggressions.					
c. I self-reflect and examine my own beliefs and cultural identities to better understand those of others.					
d. I adapt my communication style to people from different cultural backgrounds.					
EXAMPLE (please type in an example):					
<b>IV. Reflective Executive Analysis and Professionalism</b>	1 = Never	2 = Rarely	3 = Sometimes	4 = Most of the time	5 = All the time
a. I arrive on time for classes, meetings, and appointments.					
b. I notify others if I anticipate being late.					
c. I respond promptly to emails, phone calls, and other forms of communication.					
d. I demonstrate a strong commitment to completing tasks and meeting deadlines.					
e. I use calendars, digital tools, and planners to schedule and maintain appointments.					
f. I have difficulty starting tasks or projects.					
g. I have strategies in place to manage distractions and maintain focus.					
h. I estimate how long tasks will take and allocate time accordingly.					
i. I break down large projects into smaller manageable ones.					

j. I set realistic deadlines for myself and adhere to them.					
k. I am able to adjust my plans or strategies in response to unexpected changes or obstacles.					
l. I have strategies in place to cope with feelings of stress.					
m. I am able to adjust my approaches based on past experiences and outcomes.					
n. I am able to problem-solve in new situations.					
o. I am proactive in seeking out additional responsibilities or opportunities for growth.					
p. I seek guidance and support from others when I encounter ethical situations.					
r. I take my role seriously and prepare to engage effectively in my professional duties including class readings / assignments.					
s. I prioritize professionalism in my attire, ensuring it aligns with the expectations and standards of the audience and setting.					
t. I consider the potential consequences of my actions before reacting.					
EXAMPLE (please type in an example):					
	1 = Never	2 = Rarely	3 = Sometimes	4 = Most of the time	5 = All the time
<b>V. Interprofessional</b>					
a. I am cooperative and supportive when working with others.					
b. I contribute positively to team discussions and decision-making processes.					
c. I approach new challenges with a positive attitude and a willingness to learn.					
d. I am flexible and adaptable to changes.					
EXAMPLE (please type in an example):					

VI. Goals						
<i>Choose three areas listed above and write a measurable goal in each area for you to address by the next semester.</i>						
Area Name		Type in your measurable goal.				
I.						
II.						
III.						

Created with Assistance from OpenAI (2024). ChatGPT (May 2024) [Large Language model].  
<https://chat.openai.com/chat>



**School of Health Professions  
Department of Speech Language Pathology**

**APPENDIX K -----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 CANDIDATES**

***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](http://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/cerhelp/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](mailto: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](mailto:spd_graduationandcertification@stonybrook.edu)



# Stony Brook University

## School of Health Professions Department of Speech Language Pathology

### APPENDIX L part 1 ----- Clinical Advisement (FAY1/SPY1)

Student:

Date:

Clinical Advisor: Elisabel Chang, M.S., CCC-SLP, TSSLD-BE  
Director of Clinical Education

Meeting Topics	Outcome	
1. Did the student have any clinical rotation questions/concerns?		
2. CALIPSO <ul style="list-style-type: none"> <li>• Did the student complete feedback for one supervisor and one site?</li> <li>• Were all clinical hours entered correctly?</li> <li>• Did the student enter in the "Comment" box the date, client initials, area of dx/tx, minutes?</li> <li>• Did the student diversify clinical clock hours?</li> <li>• Were all clinical clock hours approved? <ul style="list-style-type: none"> <li>○ Was there a clock hour submitted to correlate to every area (e.g., Social Aspects, AAC, etc.) in which the student was rated on the performance evaluation?</li> </ul> </li> <li>• Were all performance evaluations reviewed and signed/dated? <ul style="list-style-type: none"> <li>○ If not, were all performance evaluations <i>then</i> reviewed with the student, signed/ dated?</li> <li>○ Was there a performance evaluation to correlate to every area (e.g., Speech Sound, Cognition, etc.) in which a clinical clock hour was approved?</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No
3. Did the student upload undergrad observation hours? <ul style="list-style-type: none"> <li>• If not, were they advised to upload undergrad hours and submit a clinical clock hour?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No
4. Were there any additional comments/ concerns from the student? <ul style="list-style-type: none"> <li>• If yes, please explain.</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No



# Stony Brook University

## School of Health Professions Department of Speech Language Pathology

### APPENDIX L part 2 Clinical Advisement (SUY2/FAY2/SPY2)

Student:

Date:

Clinical Advisor: Elisabel J. Chang, M.S., TSSLD-BE  
Director of Clinical Education

Meeting Topics	Outcome				
1. Did the student have any clinical placement questions/concerns? • <i>If yes, please explain.</i>	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
2. CALIPSO					
Is the supervisor in CALIPSO? • <i>If no, was the supervisor contacted to create a CALIPSO account?</i>	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Is the site in CALIPSO? • <i>If no, was the site entered into CALIPSO?</i>	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Is the student entering clinical clock hours daily? • <i>If no, was the student advised to do so?</i>	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Did the student enter the date, client initials, area of dx/tx, minutes in the "Comment" box? • <i>If no, was the student advised to do so?</i>	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Is the student submitting clinical clock hours weekly? • <i>If no, was the student advised to do so?</i>	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Has the student diversified their hours? • <i>If no, was the student advised to do so?</i>	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Was the Cumulative Record reviewed and areas identified in which the student requires clinical clock hours?	<b>AREA</b>	<b>DX Has</b>	<b>DX Needs</b>	<b>TX Has</b>	<b>TX Needs</b>
	Speech Sound	C A	C A	C A	C A
	Fluency	C A	C A	C A	C A
	Voice	C A	C A	C A	C A
	Language	C A	C A	C A	C A
	Hearing	C A	C A	C A	C A
	Swallowing	C A	C A	C A	C A
	Cognition	C A	C A	C A	C A
Social Aspects	C A	C A	C A	C A	

	AAC	C A	C A	C A	C A
<ul style="list-style-type: none"> <li>Was the student and supervisor notified of the deficient areas?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
<p>Were all performance evaluations signed and dated?</p> <ul style="list-style-type: none"> <li>Was there a performance evaluation for every clinical clock hour approved?</li> <li>Was there a clock hour to correlate to every area in which a student was rated on the performance evaluation?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
3. Next placement consideration					
<p>4. Is the student's resume updated to include current placement?</p> <ul style="list-style-type: none"> <li><i>If no, was the student advised to do so and share using Google docs?</i></li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
<p>5. Were there any additional comments/concerns from the student?</p> <ul style="list-style-type: none"> <li><i>If yes, please explain.</i></li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No			



Stony Brook University

School of Health Professions

Department of Speech Language Pathology

**APPENDIX M -part 1---- Professional Portfolio Flowchart**

**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

School of Health Professions

Department of Speech-Language Pathology

**APPENDIX M –part 2--Professional Portfolio Rubric**

Student Name:  
Review Name:

Presentation Date:  
Overall Grade:

Criteria	Excellent Total Points = 5	Sufficient Total Points = 3 - 4	Insufficient Total Points = 1 - 2
<b>Organization and Format</b>	<ul style="list-style-type: none"> <li>Content was visually appealing including font choice/colors for ease of reading</li> <li>Portfolio navigation was clear and user-friendly</li> <li>Sections and subsections were appropriately organized and labeled</li> <li>There was an appropriate amount of information in each section</li> <li>There were multiple pages rather than endless scrolling</li> </ul>	<ul style="list-style-type: none"> <li>Three to four items observed from Excellent column</li> </ul>	<ul style="list-style-type: none"> <li>One to two items observed from Excellent column</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Introduced themselves</li> <li>Appropriate information and pictures included</li> <li>Included a professional photo</li> <li>Included contact information</li> <li>Included a clear and concise purpose/call to action</li> </ul>	<ul style="list-style-type: none"> <li>Three to four items observed from Excellent column</li> </ul>	<ul style="list-style-type: none"> <li>One to two items observed from Excellent column</li> </ul>
<b>Cover Letter and Resume</b>	<ul style="list-style-type: none"> <li>Engaging cover letter</li> <li>Well-formatted resume</li> <li>Resume was current</li> <li>Resume included descriptions for clinical rotations</li> <li>Resume included descriptions for externships</li> </ul>	<ul style="list-style-type: none"> <li>Three to four items observed from Excellent column</li> </ul>	<ul style="list-style-type: none"> <li>One to two items observed from Excellent column</li> </ul>
<b>References/ Letters of Recommendation</b>	<ul style="list-style-type: none"> <li>Three references listed</li> <li>Minimum of two letters of recommendations</li> <li>Two letters highly recommended the student</li> <li>Two letters portrayed an exemplary student</li> <li>All letters are from clinical supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Two references listed</li> <li>At least one letter highly recommended the student</li> <li>At least one letter portrayed an exemplary student</li> <li>At least one letter is from a clinical</li> </ul>	<ul style="list-style-type: none"> <li>One reference listed</li> <li>Two letters recommend the student</li> <li>Two letters portrayed an average student</li> </ul>



		supervisor from graduate school	
<b>Coursework Content</b>	<ul style="list-style-type: none"> <li>• Relevant examples of coursework, case studies, course assignments, EBP presentations, and/or research included</li> <li>• Artifacts represented a diverse experience (at least 5 areas of practice)</li> <li>• Explanations provided for each artifact</li> </ul>	<ul style="list-style-type: none"> <li>• Limited examples included (only case studies, or only PPTs, etc.)</li> <li>• Artifacts represented a limited experience (3 areas of practice)</li> <li>• Minimal explanations provided</li> </ul>	<ul style="list-style-type: none"> <li>• Irrelevant examples included</li> <li>• Minimal artifacts included (2 areas of practice)</li> <li>• Inadequate explanations provided</li> </ul>
<b>Clinical Content</b>	<ul style="list-style-type: none"> <li>• All clinicals had a brief description of the clinical rotation/externship</li> <li>• Included treatment plans and examples/pictures of materials (at least 5 artifacts)</li> <li>• Writing samples included (<i>e.g.</i>, SOAP note, progress note, evaluation report, etc.) (at least 5 artifacts)</li> <li>• Artifacts represented a diverse experience (at least 5 areas of practice)</li> <li>• Explanations provided for each artifact</li> </ul>	<ul style="list-style-type: none"> <li>• Most clinicals had a brief description</li> <li>• Included treatment plans and examples/pictures (3 artifacts) for most clinicals</li> <li>• Included some writing samples (3 artifacts) for most clinicals</li> <li>• Artifacts represented a limited experience (3 areas of practice)</li> <li>• Minimal explanations provided for artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• Few clinicals had a brief description</li> <li>• Included minimal treatment plans and examples/pictures (2 artifacts)</li> <li>• Included minimal writing samples (2 artifacts)</li> <li>• Minimal experience depicted (2 areas of practice)</li> <li>• Inadequate explanations provided</li> </ul>
<b>HIPPA/ Consent</b>	<ul style="list-style-type: none"> <li>• Redacted information (<i>e.g.</i>, crossed out and/or initials of clients used, first names not permitted) to support HIPAA regulations on all documents presented</li> <li>• Provided consents (even colleagues, peers, supervisors, etc.) for all artifacts which were not redacted</li> </ul>	<ul style="list-style-type: none"> <li>• Most documents were redacted</li> <li>• Most consents were provided</li> </ul>	<ul style="list-style-type: none"> <li>• Some documents were redacted</li> <li>• Some consents were provided</li> </ul>
<b>Quality of Artifacts Provided, Writing and Proofreading</b>	<ul style="list-style-type: none"> <li>• All artifacts provided were of high quality</li> <li>• Written responses were free of grammatical errors</li> <li>• Written responses were free of spelling errors</li> <li>• Written responses were free of punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Some artifacts were of high quality (50% of artifacts)</li> <li>• Written responses contained some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Few artifacts were of high quality (25% of artifacts)</li> <li>• Written responses contained excessive errors</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>• Professionally dressed</li> <li>• Arrived on time</li> <li>• Well-prepared</li> <li>• Accepted feedback very well</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately professionally dressed</li> <li>• Arrived less than 2 minutes late</li> <li>• Moderately prepared</li> <li>• Accepted feedback moderately well</li> </ul>	<ul style="list-style-type: none"> <li>• Not professionally dressed</li> <li>• Arrived more than 2 minutes late</li> <li>• Minimally prepared</li> <li>• Minimally accepted feedback</li> </ul>

<b>Presentation: Non-verbal Communication</b>	<ul style="list-style-type: none"> <li>• Consistently maintained good eye contact with attendees</li> <li>• Appropriately animated/engaged with attendees</li> <li>• Consistently used appropriate affect (<i>e.g.</i>, used adequate gestures, moved around, etc.)</li> <li>• Minimally read from notes/PPT</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained moderate eye contact</li> <li>• Moderately animated/ engaged</li> <li>• Moderately used appropriate affect</li> <li>• Moderately read from notes/PPT</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained minimal eye contact</li> <li>• Minimally animated/engaged</li> <li>• Minimally used appropriate affect</li> <li>• Heavily read from notes/PPT</li> </ul>
<b>Presentation: Verbal Communication</b>	<ul style="list-style-type: none"> <li>• Consistently used a clear and audible voice, appropriate rate of speech with appropriate intonation</li> <li>• Delivery was consistently poised, controlled, and smooth</li> <li>• Excellent language skills and pronunciation were consistently used</li> <li>• Information was consistently well communicated</li> <li>• Consistently used professional language (<i>e.g.</i>, had minimal fillers – “umms,” “so yeah,” “and yeah”)</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately used a clear and audible voice, etc.</li> <li>• Delivery was moderately poised, etc.</li> <li>• Moderately used good language skills, etc.</li> <li>• Information was moderately communicated and understood</li> <li>• Moderately used professional language</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally used a clear and audible voice, etc.</li> <li>• Delivery was minimally poised, etc.</li> <li>• Minimally used good language skills, etc.</li> <li>• Information was not communicated well</li> <li>• Minimally used professional language</li> </ul>
<b>Time Management</b>	<ul style="list-style-type: none"> <li>• Presented within allotted timeframe</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeded timeframe by 2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeded timeframe by 4 minutes</li> </ul>
<b>Total Possible Points = 60</b> <b>Score ____ / 60</b>			

Any additional comments:



**Stony Brook University**

**School of Health Professions  
Department of Speech-Language Pathology**

**APPENDIX N part 1----**

**Checklist for Research Proposal Presentation in HHS 551**

Category	Scoring	Points	Comments
<p>Organization (3 points) 0.5x6=3 points</p>	<p>Use a minimum of 10 peer-reviewed articles in the literature review to support the need for your research focus. While websites and books are allowed, prioritize articles.</p>		
	<p>Clearly indicate the need/gap in the literature and emphasize the contribution of your proposed study.</p>		
	<p>Ensure your PowerPoint presentation is thorough and organized, with appropriate headings.</p>		
	<p>Make the content visually appealing by considering colors and font choices.</p>		
	<p>Prepare informative and effective visual aids that enhance understanding without distracting from the main points.</p>		
	<p>Cite references appropriately using APA 7th edition guidelines.</p>		
	Introduction:		

Category	Scoring	Points	Comments
<p style="text-align: center;">Content (6 points)</p> <p>0.6x9=6 points</p>	<p>Provide background information. Justify your research using previous research studies. State clear research question(s) and provide supporting rationale.</p>		
	<p>Define technical terms in language appropriate for your target audience</p>		
	<p>Ensure your literature review includes sufficient research articles to support well-formulated arguments for your proposed research question(s).</p>		
	<p>Discuss the theoretical position for your research question within the literature review.</p>		
	<p>Describe a clear and thorough methodology for examining the research question.</p>		
	<p>Use relevant, salient, and current references (within the last ten years).</p>		
	<p>Check for spelling and grammar errors.</p>		
	<p>Maintain appropriate verbal and non-verbal skills during the presentation</p>		

Category	Scoring	Points	Comments
Presentation (7 points)	Demonstrate good eye contact with the audience and appropriate animation (e.g., gestures, movement).		
	Explain information clearly and answer questions effectively.		
	Avoid reading directly from the slides.		
	Use language that conveys content effectively.		
	Explain key terms well.		
	Dress professionally.		
	Manage time effectively, ensuring your presentation fits within the assigned time limits.		
	Engage the audience with videos and interactive exercises.		



# Stony Brook University

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### APPENDIX N ---- part 2: Capstone Presentation Rubric for students in HHS 594

	<b>Below Average (1)</b>	<b>Average (2)</b>	<b>Good (3)</b>	<b>Outstanding (4)</b>
<b>Title</b>	<ul style="list-style-type: none"> <li>The title lacks clarity or relevance to the topic, making it difficult for the audience to understand the focus of the presentation.</li> <li>The title does not contain the dependent and the independent variables.</li> </ul>	<p>The title is somewhat clear and relevant but may need improvement in terms of specificity or engaging language.</p> <ul style="list-style-type: none"> <li>The title is missing either the dependent or independent variables.</li> </ul>	<p>The title is clear and relevant to the topic but may lack a bit of specificity or creativity.</p> <ul style="list-style-type: none"> <li>The title includes dependent and independent variables.</li> </ul>	<p>The title is clear, concise, and effectively communicates the topic and scope of the presentation.</p> <ul style="list-style-type: none"> <li>It is engaging and piques interest. The title includes the independent and dependent variables.</li> </ul>
<b>Introduction/Background including research question(s) and contribution to the literature</b>	<p>The introduction/background mentions literature or prior research tangentially, without providing meaningful insights or context (no studies are cited).</p> <p>The research question is not clear and concise. The rationale for the study is not clearly explained with literature support.</p>	<p>The introduction/background references some relevant literature or prior research, but the coverage is limited or superficial (2 studies).</p> <p>The research question is clear and concise. The rationale for the study is not explained with</p>	<p>The introduction/background includes a review of some relevant literature or prior research but may lack depth or breadth (3 – 5 studies).</p> <p>The research question is clear and concise. The rationale for the study is clearly explained with</p>	<p>The introduction/background succinctly provides an overview of key literature (minimum 5 studies), clearly presents the research question(s), contains justification for the study’s rationale with literature, and articulates the study’s contribution to the existing gap.</p>

	<b>Below Average (1)</b>	<b>Average (2)</b>	<b>Good (3)</b>	<b>Outstanding (4)</b>
	The gap in the literature/contribution of the current study is not explained.	literature support.  The gap in the literature/contribution of the current study is not explained well.	literature support.  The gap in the literature/contribution of the current study is not explained well.	
<b>Method including participants, materials/ equipment, and procedure</b>	The methods section is somewhat unclear or lacks detail, making it difficult to understand the research methodology OR It is missing information about the participants, materials, and procedure(s).	The methods section is somewhat clear and provides an adequate explanation of the research methodology but may lack detail in some areas OR It has information about the participants, but not the materials and procedure(s).	The methods section is clear and detailed, providing a good explanation of the research methodology, but may lack some minor details or clarity in certain areas. It has information about the participants, materials, and procedure(s).	The methods section is exceptionally clear and detailed, providing a thorough explanation of the research methodology, including participants (inclusion/exclusion criteria), materials, and procedure (s).
<b>Results</b>	The results are not analyzed in-depth, without thorough interpretation and discussion of key findings. The results are not described in relation to the research questions.	The results are not analyzed in-depth. The results are not directly relevant to the research questions.	The results are analyzed and mostly interpreted with discussion of key findings. The results are directly relevant to the research questions. The results are somewhat explained clearly and in relation to research questions.	The results are analyzed in-depth, with thorough interpretation and discussion of key findings. The results are directly relevant to the research questions. The results are explained clearly and in relation to research questions.
<b>Table (s) and Figure(s)</b>	Visuals are unclear or poorly labeled, making it difficult for the audience to interpret the information presented.	Visuals are somewhat clear and adequately labeled, but there are noticeable issues with readability or clarity that detract from understanding.	Visuals are clear and mostly well-labeled, but there may be some minor issues with readability or clarity that could be improved.	Visuals (e.g., tables, figures, graphs) are clear, well-labeled, and easy to read. They effectively support the presentation of results and enhance understanding without overwhelming the audience.

	<b>Below Average (1)</b>	<b>Average (2)</b>	<b>Good (3)</b>	<b>Outstanding (4)</b>
<b>Discussion/ Conclusions including Clinical Implications and Limitations</b>	The discussion provides a superficial analysis of the results, touching on the significance, implications, and limitations of the findings without delving into meaningful depth or insight. One study is used.	The discussion provides an adequate analysis of the results, addressing the significance, implications, and limitations of the findings, but there are noticeable gaps in depth or insight. Two - three studies are used.	The discussion provides a thorough analysis of the results, addressing the significance, implications, and limitations of the findings, but there may be some areas where additional depth or insight could enhance understanding. Three - five studies are used.	The discussion provides a comprehensive and insightful analysis of the results, addressing the significance, implications, and limitations of the findings. It demonstrates a deep understanding of the topic and effectively integrates relevant literature (at least 5 studies) to support key points.
<b>References/ Citations</b>	Several citations are inaccurate or incorrectly attributed, raising doubts about the reliability of the information presented (more than 7 errors) OR references are not within ten years and there are more than two seminal articles.	Citations are mostly accurate, but there are noticeable errors or inconsistencies in attribution that may affect the credibility of the presentation (5 – 6 errors) OR references are not within ten years except for two seminal articles.	Most citations are accurate, with only minor errors or inconsistencies in attribution throughout the presentation and in the references (between 2 – 4 errors) AND all references are within ten years except for one seminal article.	All citations are accurate, correctly attributing ideas, data, and quotations to their respective sources in APA (7 <sup>th</sup> edition) throughout presentation and in references (1 error only) AND all references are within ten years except for one seminal article.
<b>Acknowledgements</b>	The acknowledgments section acknowledges only a few individuals or organizations who contributed to the project or presentation, with significant omissions or oversights.	The acknowledgments section acknowledges some individuals or organizations who contributed to the project or presentation, but there are noticeable omissions or oversights.	The acknowledgments section acknowledges most individuals or organizations who contributed to the project or presentation, but there may be some minor omissions or oversights.	The acknowledgments section demonstrates inclusivity by recognizing all individuals or organizations who contributed to the project or presentation.
<b>Engagement</b>	The presenters fail to incorporate interactive elements into the presentation.	The presenters provide minimal opportunities for audience interaction, resulting in limited	The presenters attempt to engage the audience through some interactive elements but do not involve	The presenters actively engage the audience through videos and interactive elements such as questions or



	<b>Below Average (1)</b>	<b>Average (2)</b>	<b>Good (3)</b>	<b>Outstanding (4)</b>
		participation and involvement.	the audience.	activities, fostering participation and involvement.
<b>Grammar and Mechanics</b>	The presentation has more than 5 spelling and/or grammar errors.	The presentation has 4 – 5 spelling and/or grammar errors.	The presentation has 1- 3 spelling and/or grammar errors.	The presentation demonstrates no spelling or grammar errors.
<b>Presentation Delivery</b>				
<b>Confidence</b>	Each of the presenter's confidence fluctuates throughout the presentation, with frequent moments of hesitation or nervousness that detract from the overall delivery. They may appear visibly uncomfortable in challenging situations. All the presenters have difficulty answering questions.	Two presenters appear somewhat confident during the presentation, but there are noticeable instances of hesitation or nervousness that affect delivery. They may struggle to maintain composure in challenging situations. Only two presenters (if applicable) answer questions well.	Three-four presenters display confidence during the presentation, speaking clearly and assertively for the most part. There may be occasional moments of hesitation or nervousness, but they are minimal and do not significantly detract from the overall delivery. Three-four (if applicable) presenters answer questions well.	All the presenters demonstrate exceptional confidence throughout the presentation, speaking clearly and assertively. They all maintain composure, even in challenging situations, and exude a strong sense of authority. They all (if applicable) answer questions well.
<b>Nonverbal communication</b>	All of the presenters' use of nonverbal communication is minimal or ineffective, failing to enhance the delivery of their message. Gestures, facial expressions, or body language may be distracting or inappropriate, undermining audience engagement.	The presenter's use of nonverbal communication is somewhat limited or inconsistent, detracting from the overall effectiveness of their delivery. Gestures, facial expressions, or body language may appear forced or inappropriate. Only 1- 2 presenters are using appropriate nonverbal communication.	Three - four presenters utilize nonverbal communication to some extent, but there may be instances where gestures, facial expressions, or body language appear unnatural or out of sync with verbal communication. They could enhance their use of nonverbal cues to better convey their message.	All the presenters effectively utilize nonverbal communication, including gestures, facial expressions, and body language, to enhance the delivery of their message. Nonverbal cues are natural, purposeful, and synchronized with verbal communication.
<b>Voice Projection</b>	None of the presenter's voices	One- two presenter's voices are clear,	Three- four of the presenter's voices	Each presenter's voice is clear,

	<b>Below Average (1)</b>	<b>Average (2)</b>	<b>Good (3)</b>	<b>Outstanding (4)</b>
	are clear, strong, or well-projected during the presentation. They do not vary their volume appropriately to emphasize key points and maintain audience engagement.	strong, and well-projected, ensuring that all audience members can hear and understand them. One- two of them vary their volume appropriately to emphasize key points and maintain audience engagement.	are clear, strong, and well-projected, ensuring that all audience members can hear and understand them. Three-four of them vary their volume appropriately to emphasize key points and maintain audience engagement.	strong, and well-projected, ensuring that all audience members can hear and understand them. They all vary their volume appropriately to emphasize key points and maintain audience engagement.
<b>Inclusive Language</b>	None of the presenters use gender neutral language, use stereotypes, do not incorporate cultural sensitivity, or use person first language in their PPT and oral presentation.	One-Two of the presenters use gender neutral language, avoids stereotypes, incorporate cultural sensitivity, and use person first language in their PPT and oral presentation. OR One-Two of the presenters are missing some of these key elements.	Three-four of the presenters use gender neutral language, avoids stereotypes, incorporate cultural sensitivity, and use person first language in their PPT and oral presentation. OR Three-four of the presenters are missing some of these key elements.	All presenters use gender neutral language, avoids stereotypes, incorporate cultural sensitivity, and use person first language in their PPT and oral presentation.
<b>Presentation Design</b>	References are somewhat unclear or inconsistently formatted, making it difficult for the audience to locate or understand the sources (more than 5 errors/formatting concerns).	Some of the references are presented adequately, but there are noticeable issues with clarity, readability, or consistency in formatting that could be improved (4 – 5 errors/formatting concerns).	Most of the references are presented clearly, with most necessary information provided, but there may be some minor issues with readability or consistency in formatting (1 – 3 errors/formatting concerns).	All references are presented clearly and consistently, with all necessary information (e.g., author, title, publication year, etc.) and provided in a readable format in the ppt presentation.

**Comments**

<b>Strengths:</b>
1.
2.
3.
<b>Suggestions:</b>
1.

	<b>Below Average (1)</b>	<b>Average (2)</b>	<b>Good (3)</b>	<b>Outstanding (4)</b>
2.				
3.				



# Stony Brook University

## School of Health Professions Department of Speech Language Pathology

### APPENDIX O ----- Program Verification Form

Student Name: \_\_\_\_\_

Track I  / Track II  / Track III

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



## School of Health Professions Department of Speech-Language Pathology

### **APPENDIX P ----- 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 (Capstone Project and Portfolio 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. Students can earn up to 75 hours of simulation.
- \_\_\_\_\_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](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/>



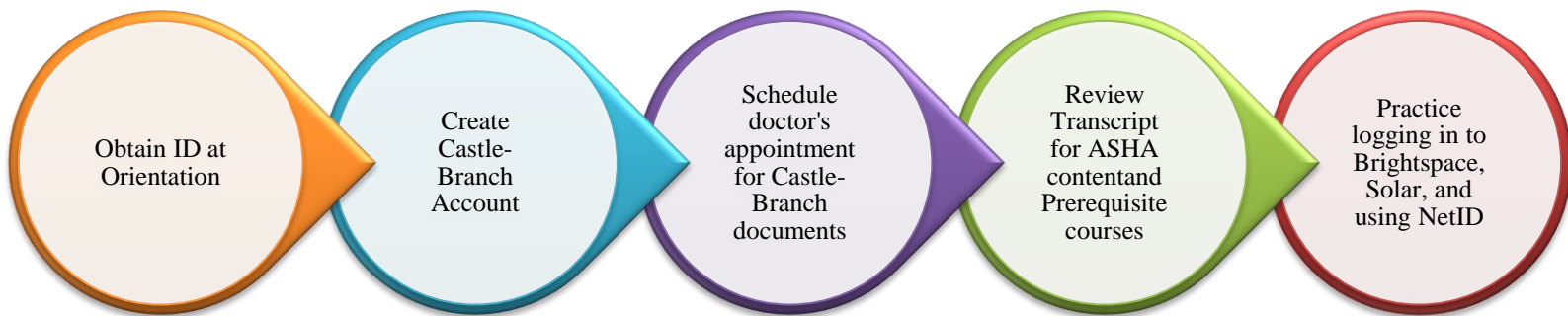
Stony Brook University

School of Health Professions

Department of Speech-Language Pathology

## APPENDIX Q ----- TIMELINE FOR REQUIRED ACTIVITIES

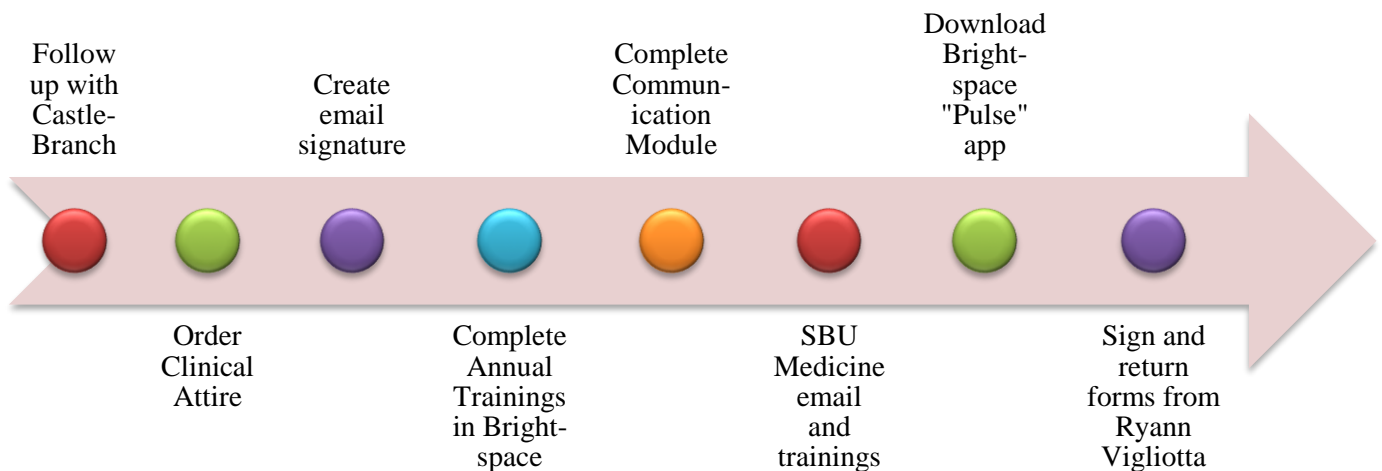
### JUNE 2024 TIMELINE



- Obtain ID badge at orientation
- Create [CastleBranch](#) account
  - Physical Examination / Health History Form
  - COVID-19 Vaccination Booster-not required at this time, may be in the future
  - Varicella (Chicken Pox) Negative/Equivocal Titer
  - Measles (Rubeola), Mumps, & Rubella Negative/Equivocal Titer
  - Hepatitis B Vaccination or Declination
  - Hepatitis B Booster
  - Tetanus, Tdap (Tetanus, Diphtheria, Pertussis) **or** Td (Tetanus & Diphtheria)
  - TB Screening (2 step PPD or Quantiferon Gold)
  - Influenza (Flu)
  - Health Insurance
  - SBU Health Insurance
  - Compliance Training Certificate in SHP Brightspace
    - HIPAA and Corporate Compliance Training
    - Infection Control and Bloodborne Pathogens Training

- Purchase background check
- Federal and State Exclusion Screening
- CPR Certification – will complete in August 2024
- Schedule doctor's appointment to have CastleBranch documents completed
- Make sure to include titers testing and up to date vaccinations (not every physical automatically checks titers, request specific titer tests – *see* above for details)
  - [How To Access Health Forms via BrightSpace](#)
- Review your transcript to ensure you completed the courses mentioned below. In the event that you have not completed any of the required courses you may want to consider completing the course(s) over the summer.
  - [ASHA Content Courses](#)
    - Biological Science
    - Physical Science / Chemistry
    - Statistics
    - Social Science
  - Four Prerequisite Courses
    - Anatomy/Physiology of Speech Mechanism
    - Phonetics
    - Speech and Language Acquisition
    - Speech Science
- Practice logging in to Brightspace, Solar, and using NetID
  - [Solar vs. NetID guide](#)

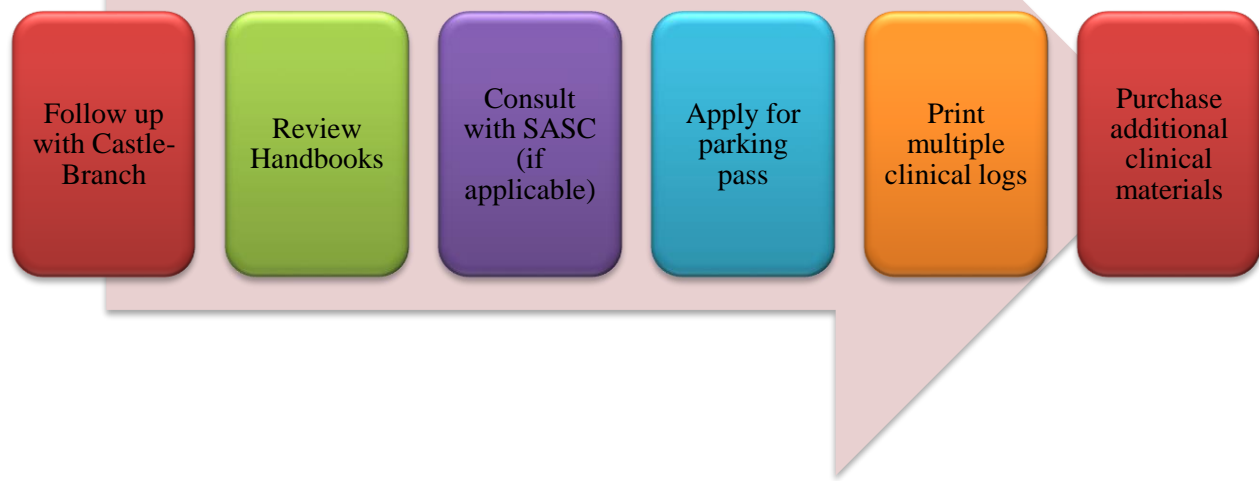
## JULY 2024 TIMELINE



- Follow up with CastleBranch to check on clearance status
- Order clinical attire (*e.g.*, black and burgundy pair of scrubs and clinical polo) via Google form which will be disseminated by Prof. Chang
  - Pay for order (Prof. Chang will disseminate payment information at a later date)
- Create email signature with pronouns, and email address
- Complete SHP Annual Trainings on Brightspace
- Complete Communication Module
- Log in to SBU Medicine email and complete trainings
  - Familiarize yourself with OneDrive
- Download Brightspace "Pulse" app
  - Set [Notifications](#) in "Pulse" app
- Sign and return forms to program advisor
  - Graduate Handbook Form
  - Core Functions Form
  - Social Media Form



## AUGUST – BEFORE FIRST DAY OF CLASS



- 
- Follow up with CastleBranch to check on clearance status
  - Review Graduate and Clinical Handbook(s)
  - Consult with [SASC](#) (if accommodations are required)
  - Apply for a parking pass for main campus ([Commuter Standard Permit – FREE](#))
  - Print multiple [Clock Hour Logs](#) to keep in clipboard
  - Purchase [additional clinical materials](#) (e.g., clipboard, penlight, any kinds of stickers for pediatric clients, etc.)
-

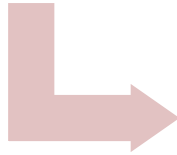
## AUGUST – FIRST WEEK OF CLASSES



- 
- Attend Program Orientation
  - Attend Trainings
    - CPR course
    - Narcan
    - Active Shooter
  - Purchase [Simucase®](#)
  - Log in to [Q-global](#) account (Prof. Chang will provide log-in information)
    - Practice navigating platform
  - Attend Software Trainings
    - Create CALIPSO account (using PIN emailed to you)
    - Log in to [Laerdal SimCapture](#) (using link with log-in information emailed to you)
    - Practice navigating platform
  - Attend all Clinical Rotation orientations
    - Alzheimer's Disease (AD) clinic
    - Amyotrophic Lateral Sclerosis (ALS) clinic
    - Autism Spectrum Disorder (ASD) clinic
    - Cleft / Craniofacial clinic
    - Huntington's Disease (HD) clinic
    - Infant/Toddler at Stony Brook Child Care Service
    - Long Island State Veterans Home (Dysarthria / Dysphagia /
    - Partnership to Advance Collaborative Education (PACE) clinic
    - Preschool Language Enrichment at Long Island Head Start
    - Preschool Screenings
    - Clinical Simulations
-

September 1<sup>st</sup>!

Purchase  
NSSLHA  
Membership



Purchase  
AMBA  
Proliability

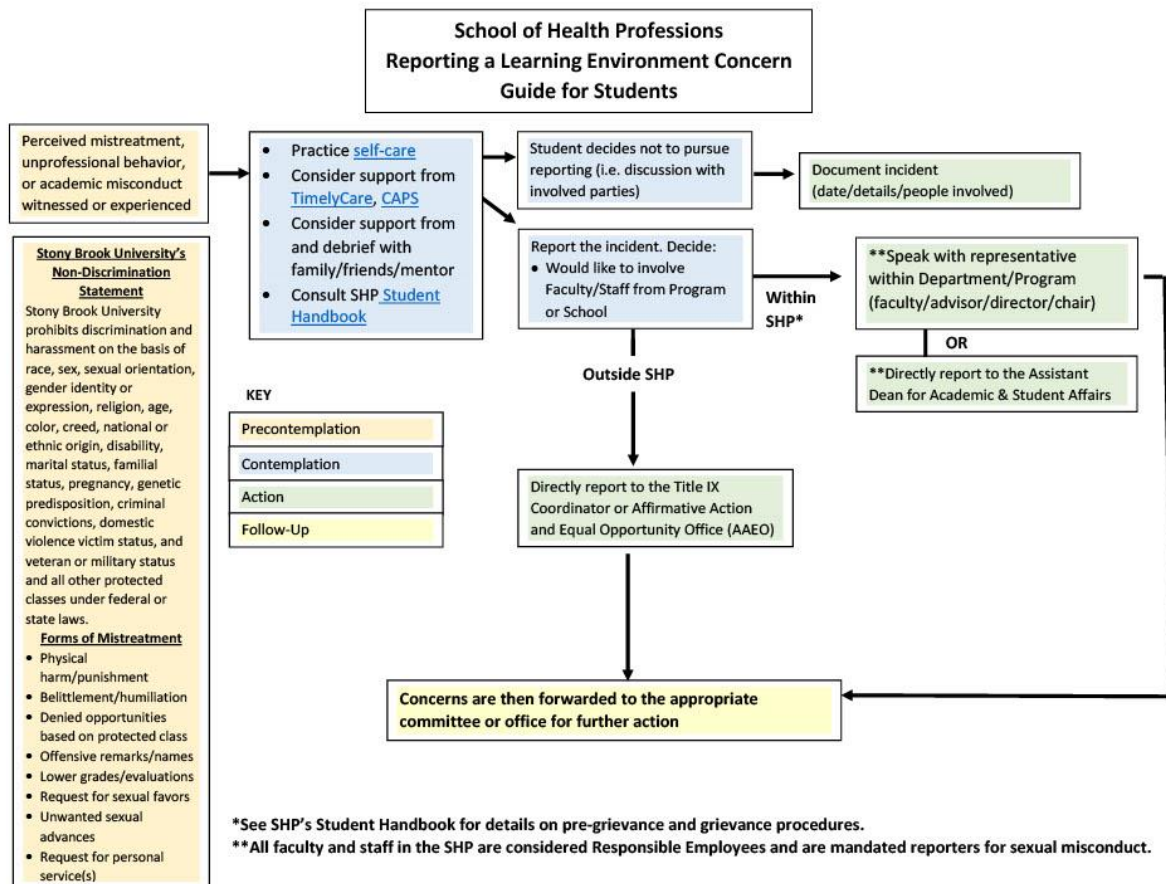
- Purchase NSSLHA membership on 9/1/2024**
  - If you are not yet a NSSLHA member or let your membership expire, do not register for your NSSLHA membership until 9/1/2024; **you must register on 9/1/2024**
- Purchase AMBA Proliability with the following coverages
  - You must have professional liability insurance prior to the start of your clinicals
  - National NSSLHA Membership → “Discounts” → “Insurance” → AMBA
    - Professional Liability: \$1,000,000 each incident / \$3,000,000 policy aggregate
    - Supplemental Liability: \$1,000,000 each occurrence / \$3,000,000 policy aggregate
- Medical Payments: \$1,500 any one person / \$75,000 policy aggregate



# Stony Brook University

## APPENDIX R ---

### Reporting a Learning Environment Concern Guide for Students





# Stony Brook University

## School of Health Professions Department of Speech-Language Pathology

### APPENDIX S ----- COMPLAINT FORM

#### I. PERSONAL INFORMATION

A. Complainant's First and Last Name:

B. Complainant's Email Address:

C. Complainant's Phone Number:

#### II. NATURE OF COMPLAINT

A. Please check all that apply:

- Belittlement/Humiliation
- Denied opportunities based on protected class (*e.g.*, race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, citizenship, age (over 40), familial status, pregnancy, disability, genetic information, military status, veteran status, etc.) or any other characteristic.
- Discrimination based on 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 or any other characteristic.
- Faculty/Supervisor
- Lower grades/evaluations
- Offensive remarks/names
- Physical Harm/Punishment
- Request for personal service(s)
- Sexual Harassment/ Request for sexual favors/Unwanted sexual advances/
- Other (please specify):

#### III. COMPLAINT DETAILS

B. Date of Incident:

C. Description of Complaint:

**IV.ADDITIONAL INFORMATION**

**A. Evidence (if available):**

**SIGNATURE**

By signing below, I confirm that the information provided is accurate and complete.

\_\_\_\_\_  
**Complainant's Signature**

\_\_\_\_\_  
**Date:**

Please return this form to Dr. Fabus ([renee.fabus@stonybrook.edu](mailto:renee.fabus@stonybrook.edu)). All complaints will be investigated and maintained in the chair

# **Graduate Handbook**

**- End of document -**