



University at Buffalo

Audiology and Speech-Language Pathology Clinic

College of Arts and Sciences

2025-2026

CDS Graduate Student Handbook

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Introduction

Welcome to the UB Audiology and Speech-Language Pathology Clinic. The faculty and staff of the Department of Communicative Disorders and Sciences within the College of Arts and Sciences are excited that you will be joining us for your graduate studies! The M.A. and Au.D. Programs at the University at Buffalo follow a model that blends evidence-based classroom learning with clinical experience. As part of your graduate program, you will be providing direct evaluation and providing evidence-based treatment services in our Clinic, under the direct supervision of our highly experienced clinical faculty.

We have developed this clinical handbook as a resource that you can use throughout your Master's or Clinical Doctorate program. Inside you will find advice, resources, information about clinical protocols and professional practice preparation, as well as updated policies and procedures.

It is your professional obligation to review and become familiar with the information written in your clinical handbook. The information provided to you should answer many of your questions. In addition to the requirements for the Master of Arts Degree in Speech- Language Pathology or the Doctor of Audiology Degree, your degree will provide the opportunity for you to meet the clinical education requirements for:

- Council on Academic Accreditation (CAA)
- ASHA Clinical Certification
- New York State Licensure
- New York State Teacher Certification [*Teaching Students with Speech-Language and Learning Disabilities (TSSLD)*] for SLP M.A. students.

Since each of the items above has separate requirements, students need to continually monitor their progress towards completion. Students are held responsible to check the ASHA and NYSED websites periodically throughout their program and need to contact their academic advisor if they have questions. Note that all policies and guidelines in this handbook are subject to change while you are enrolled in our program. Students will be informed of changes that are made. If you have any questions or concerns about the information contained in this manual, please contact the Director of the UB Audiology and Speech-Language Pathology Clinic or the Communicative Disorders and Sciences Department Chair.

UB Faculty and Staff

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Kara Gregoire

Administrator:

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Our Philosophy on Clinical Education:

The Department of Communicative Disorders and Sciences' objective is to assist graduate students to acquire the knowledge and required skills in their selected disciplines through in-depth academic content, sequentially structured clinical education experiences, and learning assignments. Our clinical education component is viewed as a dynamic process where students participate in active learning to apply academic information to clinical practice while working with clients who are diagnosed with a wide range of speech-language and/or audiologic disorders.

At the completion of their clinical practicum experiences, graduate student clinicians will have acquired the necessary ASHA KASA competencies to graduate. All clinicians will:

- Acquire a comprehensive knowledge of normal and abnormal speech, language, and hearing processes.
- Acquire the ability to interact, communicate effectively, and behave professionally with peers, supervisors, clients, family members, and other professionals.
- Demonstrate English language proficiency in both oral and written communication.
- Acquire the ability to select and administer appropriate assessment procedures to accurately and efficiently identify individuals who present with speech, language, or hearing differences, delays, or disorders, as well as to make appropriate diagnosis and recommendations.
- Acquire the ability to plan and implement an appropriate intervention program for individuals identified with a speech, language, or hearing difference, delay, or disorder considering the client's vocational, educational, social, and emotional wellbeing.
- Demonstrate self-evaluation skills resulting in active steps to develop and refine clinical competencies and extend their knowledge base.
- Acquire the ability to provide in-service and counseling services to accurately convey information about speech, language, or hearing disorders.
- Acquire the ability to effectively convey diagnosis, prognosis, recommendations, and a treatment plan both orally and in written report form.
- Demonstrate the provision of appropriate documentation for all services rendered.
- Demonstrate ethical and responsible professional conduct.
- Demonstrate problem-solving skills and decision-making skills using evidence-based practice.

Graduate Student Role in Clinical Education:

The transition from undergraduate education to graduate education with a clinical component can be a huge adjustment. Enrolled graduate students are responsible for and will be held accountable for their own learning. CDS Department faculty and staff are here to facilitate your successful completion of all degrees, clinical education, and professional standards. However, we can only help guide you through this process. Students in clinical education must focus on understanding why and how clinical decisions are made. They must actively participate by taking the initiative to gather information on their own, ask questions of their clinical instructors, and incorporate content from their courses into clinical practice. Students need to refine their self-evaluation skills so that they have heightened awareness of what they know, what they do not know, and the strategies needed for obtaining information and developing clinical skills. The goal is to acquire the knowledge and skills to enable you to be successful in an entry-level

position to implement screening, prevention, assessment, and treatment services with patients who have a wide range of speech-language and hearing disorders.

When students are having difficulties in clinical education, they are strongly encouraged to immediately discuss their concerns with the appropriate clinic faculty first. After which, they may contact the Clinic Director or the Department Chair. Early discussions can prevent later difficulties.

Professionalism:

The Fields of Audiology and Speech-Language Pathology are professional and clinical disciplines. Patients/clients will require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, the individuals served by the profession, and relations with other professionals. Included among professional tasks are education and training. The following conveys expectations about the behaviors of those who seek to join our professions.

- Timeliness means that everyone arrives on time, is prepared, and ready to complete professional tasks. Remember that “on time,” “prepared,” “appropriate,” and “appropriate” are defined by your situations, by the nature of the task, or by supervising person.
- For all clinical assignments proper attire is required based on the guidance of your clinical site requires (professional dress or a uniform if required).
- Email Etiquette:
 - All students are expected to check their UB email daily for updated clinic information. If a Clinical/Academic Faculty member email you, it is expected that you respond within a 24-hour period.
 - Please address Faculty by their noted title (Dr. Doe/Ms. Doe) unless otherwise specified.
 - Please be aware of professional tone. Emails should clearly communicate your needs/concerns in a respectful, courteous, and concise manner. Angry, harassing, or disrespectful emails will not be tolerated and will be directly addressed with the Clinic Director and Department Chair. See examples here:
<https://www.purdue.edu/advisors/students/professor.php#:~:text=Always%20start%20out%20your%20email,almost%20always%20a%20safe%20bet>
- As clinicians it is important that you and your supervisor protect the ultimate welfare of the persons served by your profession, and that “ultimate welfare” is a complex mix of desires, wants, needs, abilities, and capacities. All clinicians must take responsibility to practice cultural humility in understanding these needs, knowing that they may be drastically different across the populations and individuals they serve.
- As clinicians it is your responsibility to complete tasks and solve problems in ways that benefit others, immediately or in the long term. These responsibilities supersede your convenience. Please do not accept professional duties or tasks for which you are personally or professionally unprepared.
- Student clinicians are responsible for working collaboratively and effectively with others for the benefit of the person being served. This means you pursue professional duties, tasks, and problem solving in ways that advance your learning and the clinical care of those you serve. Everyone is responsible to give credit to others for work completed that was not your work. This also means

that everyone is responsible for respecting the values, interests, and opinions of others that may differ from your own, if they are not objectively harmful to the people served.

- Everyone is responsible for expanding the limits of their knowledge, understanding, and skill. Which means that everyone will accept direction (including correction) from those who are more knowledgeable or more experienced. This also means that you might need to provide direction (including correction) to those who are less knowledgeable or less experienced.
- As a part of learning others may establish objectives for you. While you might not always agree with the goals, or may not fully understand them, do your best to pursue them if they are not objectively harmful to the people served.
- If asked to attempt a task for the second time, the objective is to improve the ability to complete that task compared to the first time. Work to revise the ways that you approach professional duties, tasks, and problem solving in consideration of best practices.

Professional Attire:

Student clinicians are required to wear professional attire. This will be determined by the clinical setting that you complete your training. For example, if placed in a hospital, scrubs may be required in certain care areas. The following guidelines should be adhered to, unless otherwise specified by a supervisor. When representing UB at external placements, you are required to follow all guidance on attire set by that facility.

- Wear your name tag in an area that can be seen easily.
- Do not wear strong colognes, perfumes, or other scents, as clients and their support person(s) may have sensitivities or allergies.
- Hair should be worn in a way that does not interfere with clinical duties. This includes wearing hair in a way that allows for clear visibility for modeling and communicating with the client and avoids the possibility of contaminating areas when required by the student clinician's role (e.g.: in a therapy room or lab area).
- For infection control and safety, please keep nails clean and trimmed. Length should be appropriate to handle small instrumentation.
- Clothing should allow for an appropriate range of motion and is reasonable for the clinical setting. (i.e., consider pants for pediatric settings when active on the floor).
- Button-down shirts or blouses are appropriate and should avoid being low-cut and exposed midriffs. Tank tops and t-shirts should not be worn.
- Pants, slacks, skirts, or dresses are appropriate. The skirt length should reach below the arms when standing at a resting position or cover past the knee. Jeans and shorts should not be worn.
- Footwear should be professional, clean, meet safety requirements, and allow for safe mobility.
- Jewelry should be minimal. Facial piercings are to be limited to the ears, with the possibility of a small, discrete nose stud being acceptable.
- Tattoos and/or body art are permissible. A student may be asked to cover a tattoo if it promotes values contrary to the mission of the Clinic. This may include but is not limited to images or words that promote or represent violence, discrimination, or substance abuse.

The University acknowledges that attire is an important expression of one's identity. If you have concern or questions regarding this policy, you may discuss this with your clinical supervisor, academic advisor, or member of the CARE Committee. (See Important Resources and Links)

Steps for Clinical Practicum

The M.A. and Au.D. programs at the University at Buffalo follow a model that blends classroom learning with clinical experience. As graduate student clinicians you will provide direct assessment and treatment services under the close supervision of clinical faculty. Your clinical education will begin in the UB Audiology and Speech-Language Pathology Clinic located on the South Campus, 52 Biomedical Education Building. For you to be granted clinical privileges at the start of your first clinical practicum, you will attend various mandatory clinical labs and in-services during the first 1-3 weeks of the semester. You will receive the orientation schedule at the Welcome to Clinic Orientation. Mandatory in-services must be attended prior to the start of any new clinical rotation. These are typically scheduled during the first few week(s) of each new semester.

In addition, there are necessary paperwork requirements we must process before your arrival, as we will be assigning your caseload for your clinical practicum experience. Please review the following information carefully. Please meet all the following requirements and deadlines to not delay your clinical practicum experience or be denied a caseload. *It is important to note:* Students should *always* make copies of any clinic paperwork turned into CALIPSO, the clinic office either by hardcopy or electronic for their own files. On occasion, items get lost, and **it is the student's responsibility to always have copies available.**

Supplemental Program Fees:

Several applications will need to be purchased outside of the UB tuition fee schedule to help meet your program requirements or track your hours and professional standards. We do our best to keep these updated so you can plan these into your financials, however there may be additional expenses associated with your clinical programs that are not listed below.

Program	Membership	Fee
Simucase: Simulated SLP/AUD software used in clinic/class https://www.simucase.com/	Annual Membership- 12 months	\$110 yearly \$65 a semester
CALIPSO: Software used to manage your clinical hours and track your ASHA competencies. https://www.calipsoclient.com/	One-time Student Fee for your entire program	\$125 as of July 1, 2024

CALIPSO:

Clinical Assessment of Learning, Inventory of Performance, Streamlined Office Operations

Our department uses the CALIPSO web-based system for clinic administration and tracking of speech-language pathology and audiology clinical education. Students pay a one-time fee that covers their use of

the program to track their clinical education. Clinical competencies and skills are tracked, along with competency based clinical evaluations for measuring student clinical skill development. There will be an in-service during orientation weeks on how to track your clinical hours and use the system. The CALIPSO system is used as the primary database of student contact for current students. The CALIPSO system is used to track student paperwork including all required documentation needed to begin clinical practicum. You will upload all required documents requested in this packet to your CALIPSO student home page. To participate in clinic practicum all required paperwork must be current and complete. Across the semester, it will be important for you to understand how to use CALIPSO effectively. Students are responsible for logging the assigned clinical hours with 7 days of that experience. Hours not logged in CALIPSO within this time may not be approved at the clinical supervisor's discretion.

Sequence of Clinical Experiences:

Speech-Language Pathology

1. Fall in-house practicum/IPE
2. Spring in-house practicum/lecture or lab/IPE
3. Summer I in-house practicum
4. Fall in-house practicum /mentorship*
5. Spring Externship Placement

**Second year M.A. students mentor first year M.A. students through activities that aim to foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current scope of practice in speech-language pathology.*

Audiology

1. Fall in-house practicum/lab/IPE
6. Spring in-house practicum/lecture lab/IPE
2. Summer I/II in-house practicum/speech Hours/ clinical gateway practical exam
3. 2nd Year Part-Time Externship
4. 3rd Year Part-Time Externship
5. 4th Year Full-Time Externship

Clinical Practicum Registration:

First-year M.A. students will need to register for (Fall 1 & 2, Spring 1, Summer):

- 595 & 596: 3-6 credits (Practicum: Sp & Lang 1 TUT) -- **Department Force Registers**
- Fall 1: 3 credit CDS 525 Clinical Processes SLP -**Student Registers**
- Spring 1: 1 credit CDS 595 SLP (LEC) -**Student Registers**

Second-year M.A. students will need to register for (Fall and Spring):

- Fall: 4 credit CDS 596 (practicum Sp-Lang 2 TUT) - **Department Force Registers**
- Spring: Externship practicum 12 credits CDS 624/CDS624SCH (as advised by the Externship Coordinator) placements are 2 full-time, 8-week consecutive placements. - **Department Force Registers**

First-year Au.D students will need to be register for (Fall, Spring, Summer):

- CDS 591 (Audiology Clinical Practicum I) -**Department Force Registers**
 - Fall 1: 3 credits, Spring 1: 6 credits, Summer 1: 6 credits
- CDS 525 (Clinical Processes Lab) -**Student registers**

- Fall 1: 2 credits, Spring 1: 2 credits

Second-year Au.D students will need to register for (Fall, Spring, Summer)

- CDS 592 (Audiology Clinical Practicum II) - **Department Force Registers**
 - Fall 2: 6 credits, Spring 2: 6 credits, Summer 2: 3 credits

Third-year Au.D students will need to register for (Fall, Spring, Summer)

- CDS 592 (Audiology Clinical Practicum II) - **Department Force Registers**
 - Fall 3: 6 credits, Spring 3: 6 credits
- CDS 624 (Audiology Clinical Externship) - **Department Force Registers**
 - Summer 3: 3 credits

Fourth-year Au.D students will need to register for (Fall, Spring)

- CDS 624 (Audiology Clinical Externship) - **Department Force Registers**
 - Fall 4: 3 credits, Spring 4: 3 credits

Health Background Form & Annual Immunization Review Form:

Policy:

The UB Audiology and Speech-Language Pathology Clinic requires the health background form to be completed by all incoming M.A. SLP and Au.D students prior to client contact. All returning students must submit the Annual Immunization Review Form in the Fall of each year thereafter.

Purpose:

The purpose of this policy is to:

- Ensure that students are free from conditions that are a potential risk to clients or may interfere with adequate performance of duties.
- Ensure that students remain free of conditions that are a potential risk to clients or may interfere with adequate performance of duties throughout their clinical training program.

Scope:

This policy applies to all students actively enrolled in the UB Department of Communicative Disorders and Sciences' M.A. SLP and Au.D programs.

Procedures:

1. Health Background Form (New students only):

- **Requirement:** UB requires all students enrolled in a health-related program to submit the Health Background Form to Student Health Services prior to registering for classes. The CDS department also requires all new incoming M.A. SLP and Au.D students to submit this form to the department. The form will be included in your orientation packet and is also available to download [here](#).
- **Submission:** This form **MUST be uploaded to TWO places:**
 - a. Student Health Services via the [UB Patient Portal](#), fax or mail
 - b. The Department of Communicative Disorders and Sciences via the [CDS Department Student Health Information File](#).
 - Files must be in .pdf format
 - Files must be named using this naming convention:
LAST NAME, FIRST INITIAL. HEALTH BACKGROUND FORM

- **Deadline:** The Health Background Form **must be submitted to Student Health Services prior to registering for class**. This form must also be submitted to the CDS Department 1 week prior to the first day of classes in the Fall semester. Failure to submit this form will prevent you from beginning your clinical training program.

2. Annual Immunization Review Form (Returning students only):

- **Requirement:** All returning M.A. SLP and Au.D students must submit the Annual Immunization Review form available to download [here](#).
- **Submission:** This form **MUST be uploaded to TWO places-**
 - a. Student Health Services through the [UB Patient Portal](#), fax or mail
 - b. The Department of Communicative Disorders and Sciences via the [CDS Department Student Health Information File](#)
 - Files must be in .pdf format
 - Files must be named using this naming convention:
LAST NAME, FIRST INITIAL. ANNUAL IMMUNIZATION FORM
- **Deadline:** This form is **due annually, 1 week prior to the first day classes EACH Fall semester of enrollment in the M.A. SLP and Au.D program**. Failure to submit this form will prevent you from continuing your training program.

Responsibilities:

- **Students:** Obtain required information and signature from a qualified medical provider, report the information on the appropriate forms and submit the forms to Student Health Services as well as to the UB CDS Department by the aforementioned deadlines.
- **UB CDS Department:** Verify submission of health forms, maintain records, and manage compliance with this policy.

ANNUAL PROOF OF HEALTH INSURANCE COVERAGE

Policy Statement:

All students actively enrolled in the University at Buffalo (UB) Department of Communicative Disorders and Sciences M.A. SLP and Au.D programs are required to obtain and maintain active health insurance coverage throughout the duration of their enrollment. This is to ensure that students have access to necessary medical care and to safeguard against the financial burden of medical expenses while attending classes and clinical rotations.

Purpose:

The purpose of this policy is to:

- Ensure that all M.A. SLP and Au.D students have access to the necessary healthcare services.
- Protect students from financial hardship due to medical expenses.
- Comply with clinical site requirements for student health insurance.
- Promote a healthy and safe learning environment.

Scope:

This policy applies to all M.A. SLP and Au.D students actively enrolled in the UB Department of Communicative Disorders and Sciences.

Procedures:

1. Initial Proof of Insurance

- **Requirement:** All incoming M.A. SLP and Au.D students must provide proof of active health insurance coverage prior to the start of their first semester. Coverage under their parent's plan is acceptable. A copy of the insurance card will be kept in the CDS Department's Student Health Information File.
- **Submission:** Proof of insurance (e.g., copy of the front and back of the insurance card with the student's name listed on the card) must be submitted to the [CDS Department Student Health Information File](#)
 - Files must be in .pdf format
 - Files must be named using the following naming convention:
LAST NAME, FIRST INITIAL. HEALTH INSURANCE CARD
- **Deadline:** Proof of insurance must be submitted 1 week prior to the first day of classes Fall semester. Failure to provide proof of insurance will delay your ability to participate in clinical training.

2. Ongoing Proof of Insurance

- **Requirement:** Students must maintain health insurance coverage and submit proof of this annually throughout their enrollment in the UB M.A. SLP and Au.D Programs. A copy of the updated proof of insurance will be kept in the CDS Student Health Information file.
- **Submission:** Proof of insurance (e.g., copy of the front and back of the insurance card with the student's name listed on the card) must be submitted to the [CDS Department Student Health Information File](#)
 - Files must be in .pdf format
 - Files must be named using the following naming convention:
LAST NAME, FIRST INITIAL. HEALTH INSURANCE CARD
- **Deadline:** Proof of insurance must be submitted 1 week prior to the first day of classes each Fall semester. Failure to provide proof of insurance will delay your ability to participate in clinical training.

3. Insurance Lapse and Coverage Gaps

- **Notification:** Students must immediately notify the UB Department of Communicative Disorders and Sciences if their health insurance coverage lapses or if they experience a gap in coverage.
- **Resolution:** Students with a lapse in coverage must provide proof of reinstated or new coverage within 30 days of the lapse.
- **Non-Compliance:** Students who fail to maintain active health insurance coverage or fail to provide timely proof of insurance will be subject to disciplinary action, which may include suspension from the program until proof of coverage is provided.

4. Health Insurance Options

- **Resources:** Low cost, quality health insurance is available through the [New York State of Health Individual Marketplace](#) for those students in need of a new health insurance plan.

- **Assistance:** Students seeking assistance with applying for health insurance through the New York State of Health Individual Marketplace can access their [Navigators](#) (or In-Person Assistors) who can provide personal enrollment assistance. To learn more, visit <https://nystateofhealth.ny.gov> or call 1-855-355-5777. schedule a meeting with a representative from the Office of Student Affairs.

5. Exceptions and Appeals

- **Exceptions:** Requests for exceptions to this policy must be submitted to the CDS Department Chair and the UBASLP Clinic Director and will be considered on a case-by-case basis.
- **Appeals:** Students may appeal decisions related to this policy by submitting a written appeal to the CDS Department Chair and the UBASLP Clinic Director. Appeals must include a detailed explanation of the circumstances and any supporting documentation.

Responsibilities:

- **Students:** Ensure continuous health insurance coverage and timely submission of proof of insurance.
- **UB CDS Department:** Confirm submission of health insurance card, maintain records, and manage compliance with this policy.

Clinical Observation Hour Requirements:

Before starting clinical practicum, you **must complete 25 hours of observation** of professionals, certified by the American Speech Language and Hearing Association (ASHA), providing services to clients or patients with communication disorders. In addition, **these observation hours must be under the direction of your undergraduate university program.**

Students often participate and complete the 25 hours of observational experience during their undergraduate program. **Documentation that you completed the 25 hours of observation should be provided on letterhead of your undergraduate university signed by an authorized individual in your undergraduate program.**

Documentation of your completed 25 hours of clinical observation of speech-language and/or hearing services must be turned in to the department during your orientation week. This is a requirement to begin the M.A. and Au.D. clinical practicum. **If you did not complete the 25 hours of observation or your observations hours were not completed under the direction of an ASHA certified SLP or Au.D., then please contact the UBASLP Clinic Director so they can make arrangements for you to earn your observe hours. You will need to complete the observation requirement prior to being given a caseload assignment and it may delay the start of your clinical practicum.**

Undergraduate ASHA Supervised Clinical Clock Hours:

Up to 50 direct clinical clock hours of speech-language or audiology diagnostic and/or therapy services at the undergraduate level may be applied toward the 400 hours required by ASHA for speech-language and audiology students. Only hours earned under the direction of an ASHA certified SLP or Au.D. can be applied. Graduate students with undergraduate clinical experience hours (not observation) must provide documentation from your undergraduate college or university. The documentation must indicate the areas clinical clock hours were received, be on your undergraduate university department letterhead, and be

signed by authorized program director. All clinical hours obtained as an undergraduate must be supervised by a clinician with their American Speech Language and Hearing (ASHA) Certificate of Clinical Competence (CCC-SLP or CCC-Au.D). Clock hours obtained while an employee or under the supervision of a non- ASHA certified individual will not be accepted. Documentation should be turned in during the week of orientation.

HIPAA Training:

It is the policy that prior to participating in clinical education or observation activities in the graduate program, students must complete the HIPAA training on privacy protection for patients. Students will participate in HIPAA training during orientation for which certification of completion will be received after students have successfully completed the program, taken a quiz, and signed a confidentiality agreement that will be filed in their CALIPSO and/or student file.

Students will be trained and held accountable to understand the following:

- Know what Health Information, Individually Identifiable Health Information and Protected Health Information is (PHI) (see definitions-in PHI policy and procedures).
- Know what identifiers need to be removed to make PHI de-identified.
- Know that in general PHI may not be removed from a covered entity (in a format, electronic, written, oral or otherwise), including for subsequent use in coursework: **removal of PHI in a manner not permitted by HIPAA will expose both the student and the covered entity to HIPAA liability and substantial penalties.**

Infection Control:

It is the policy of the UB Audiology and Speech-Language Pathology Clinic that all staff and all students practice appropriate infection control procedures. All new students are required to attend a mandatory Infection Control Training outlining specific information related to their selected field of study. Clinical assignments will not begin until this in-service is completed as assigned.

https://www.health.ny.gov/professionals/diseases/reporting/communicable/infection/hcp_training.htm
<https://www.audiology.org/wp-content/uploads/2021/05/Infection-Control-in-Audiological-Practice.pdf>

Procedure:

- All students will participate in a mandatory infection control in-service, which will outline the infection control procedures for the clinic, specifically related to audiological and speech-language pathology clinical procedures.
- Clinical faculty will conduct the training and take attendance.
- Each student will be oriented to the infection control policy at the beginning of any assignment, by their direct supervisor, if they have not participated in the general in-service at the beginning of the semester.

Clinical Assignments:

Both in-house clinical assignments and externships are assigned to students by their Clinical Faculty. Prior to beginning all clinicals, students will attend mandatory in-services to prepare them for their assignments. For externship placements, all students will follow requirements outlined by their site supervisor. Please note that clinical assignment dates of service often do not follow UB's regular calendar. Please review the Clinical Calendar provided each year.

Graduate Clinical Externships

Audiology Externships:

The policy of the UB Audiology and Speech-Language Pathology Clinic is to provide our graduate students with outside placements covering a wide variety of experiences through our many affiliations. These placements offer opportunities for rich and rewarding experiences in preparation for completion of the graduate program. An assigned clinical faculty member will coordinate external placements on your behalf.

Clinical doctoral students in Audiology must complete six semesters of supervised clinical observation and practicum experience. The student must complete at least 25 clock hours of supervised observation prior to beginning the initial clinical practicum. Those 25 clock hours must be in evaluation and treatment of children and adults with disorders of speech, language, or hearing. Externship placements are assigned in the 2nd and 3rd year of the program. A full-time calendar year externship placement is arranged for the 4th year of the program.

- In accordance with ASHA and NYS Licensure requirements, students must obtain the equivalent of 52 weeks (no vacations, holidays), full time experience over the 4th year program in clinical contact hours.
- While ASHA does not specify the number of clinical clock hours required, UB requires a minimum number of 1,820 clinical hours. Students must meet all competencies and there is not a direct correlation between clinical contact hours and competencies. Students will be required to achieve more clinical contact hours when necessary to achieve competence in any given area.
- Canadian students need to refer to professional governing bodies' requirements and notify clinic coordinator of hourly requirements.
- Each student must complete their procedure skills list on CALIPSO to record skill acquisition for each patient encounter. These are used to record competencies for the student's Department KASA record.
- Each semester, requests will be taken from each graduate student regarding their plans for an externship. This will allow ample time for areas of interest and types of placements desired to be matched to the students to help prepare them for employment.
- Externship placements may be a distance from the University and not accessible by public transportation. **Students are required to provide their own transportation to and from off-campus training facilities. If students anticipate difficulty with transportation, it is their responsibility to inform the Externship Coordinator.**
- Students are responsible for monitoring their clinical contact hours and procedure skills list on CALIPSO. They are to report to the assigned Coordinator for any concerns of their external placement, acquisition of skills, and clinical contact hours.

Audiology Externship Student Responsibilities

- Audiology students are assigned off-campus externship placements beginning during their second year of graduate study after they have demonstrated significant clinical growth and independent functioning.
- All audiology students must also pass a Clinical Gateway Examination before beginning externship.
- Externship placements carry added responsibility for the student clinician.

- The Department of Communicative Disorders and Sciences carries the responsibility for ensuring that student externs will function within the policies and regulations of the training facility and demonstrate professional conduct and quality levels of clinical performance.
- Once the externship assignment is assigned, the student is responsible for contacting their cooperating supervisor and arranging a pre-externship visit to meet the staff, talk to the supervisor, observe services, and tour the facility.
- Student externs will be required to complete a Clinical Practicum Agreement prior to the start of their externship placement.
 - The first part of the Agreement form should be filled out by the student before the first meeting with externship supervisor.
 - The onsite supervisor will complete some parts of the form alone
 - Other parts require discussion between the student and the supervisor.
 - When the student and onsite supervisor have both read and filled out the Agreement, the student and supervisor must sign the agreement.
 - The student will upload Agreement to CALIPSO within 2 weeks of starting clinical practicum.
 - The clinic office assistant will print and submit the Agreement to the Externship Coordinator for signature.
 - The Externship Coordinator will give back to the office assistant to file into the student's chart.
- The Coordinator of Audiology Externships will serve as the primary faculty liaison between the Department of CDS and the externship placement. The coordinator will make periodic telephone contacts with the agency supervisor to discuss student performance concerns, etc. and arrange an onsite visit if indicated.
- Student externs are required to provide their own transportation during the externship semester. Many placements may require a significant driving distance and may not be accessible by bus or public transportation.
- Student externs are expected to conduct themselves as professionals:
 - Dress appropriately (See Professional Attire Policy).
 - Report to work on time; do not leave early.
 - Review patient records thoroughly.
 - Familiarize yourself thoroughly with agency record keeping procedures.
 - Seek out all learning experiences- observe other health related disciplines.
 - Engage in independent study.
- Students are requested to adhere to the agency calendar and schedules during externship – not the University calendar. If the University is on holiday, but the agency is open, students are required to report to the agency.
- In the case of illness, students are required to contact both the cooperating supervisor and the Externship Coordinator.
- At the conclusion of the externship, the off-campus supervisor will complete student evaluation on CALIPSO. The student is responsible for completing an evaluation of the externship placement, and all clinical hours must be entered and approved on CALIPSO, or the student runs a risk of receiving and “incomplete” on their grade report. This will result in potential denial of additional clinical externship placements and/or delay of conferral of the graduate degree.

Audiology Externships for F-1 Students

- It is the policy of the University at Buffalo for F-1 students who are registered for CDS 624 to apply for Curricular Practical Training (CPT) through UB International Student Services. Please consult <https://www.buffalo.edu/international-student-services/immigration-visa/f-1-student/curricular-practical-training--cpt-.html> for the most updated information on this process.

Procedures:

- F-1 students will receive their externship assignment and the required offer letter from their offsite supervisor from the Externship Coordinator.
- Once students have offer letters, they will access UBGlobal to apply for CPT.
- Once the student completes the application, UBGlobal will send the application to the Externship Coordinator for approval.
- Final approval will be granted by UB International Student Services.
- Please note that the CDS department has an exception on file with UB International Student Services for completing full-time externships (working more than 20 hours per week).
- Canadian students completing an externship in Canada do not need to apply for CPT for that portion of their externship.
- UB International Student Services requires a 2-week processing period. **To avoid any delays in beginning your externship, this process must be completed at least 1 month prior to the externship start date.** Also, please consult the due dates listed on the ISS website.

Speech-Language Pathology Externships:

The policy of the UB Audiology and Speech-Language Pathology Clinic is to provide our graduate students with 2 external clinical externship placements which cover a wide variety of experiences through our many affiliations. These placements offer opportunities for rich and rewarding experiences in preparation for completion of the graduate program. During the end of the 4th semester, The SLP Graduate Externship Coordinator will assign students to 1-2 externship placements that occur January through early May during their 5th Spring semester. To be assigned an externship placement, students must have:

- Completed all required academic classes
 - **If requesting a medical externship, taken, and passed CDS 686 Medical Speech-Language Pathology**
- Participated in 4 semesters of CDS 595/596 Clinical Practicum
- Achieved a grade of "Satisfactory" in all competency areas on their *Evaluation of Clinical Practicum* review on CALIPSO from all clinical supervisors
- Have accrued approximately 190-210 direct contact clinical practicum hours under the supervision of a licensed and certified SLP
- Be in good standing academically and clinically

Goals for the experience will be formulated in consultation between the student and external practicum supervisor based on the specialty and demands of the practicum site. The SLP Graduate Externship Coordinator for the Department of Communicative Disorders and Sciences carries the responsibility for procuring and assigning placements for each student unless students wish to pursue externships outside of the local area (see below for procedure).

SLP Externship Procedures:

- Students are required to attend an in-service explaining the policies and procedures of an externship held approximately 1 year prior to their externship semester. A document will be provided to students explaining these policies and procedures. Students will be asked to sign the document attesting to their knowledge of the policies and procedures involved in the externship process as well as their desire to be assigned to or seek their own placement.
- Following the above-mentioned in-service, externship surveys will be distributed to assess student needs for their placements. Surveys are collected well in advance to allow ample time for the Externship Coordinator to match student needs with externship sites.
- Local externship placements may be located up to 30 miles from the University and/or not accessible by public transportation. **Students are required to provide their own transportation to and from off-campus training facilities. If students anticipate difficulty with transportation, it is their responsibility to inform the Externship Coordinator prior to their 3rd (summer semester).**
- If students desire an out-of-area placement, the student is responsible for:
 - Informing the Externship coordinator **before/during their 3rd (summer) semester**
 - Initiating contact with desired SLP/placement site, providing supervision information to the SLP/ Site supervisor, and requesting an externship placement.
 - Ensuring requested supervisor meets the ASHA standards for supervision (provided during the in-service)
 - If the out-of-area placement/supervisor accepts the student for an externship placement, it is the student's responsibility to provide the community based SLP's contact information to the Externship Coordinator by the end of the Summer semester.
 - The Externship Coordinator is responsible for establishing an affiliation agreement between the University at Buffalo and the out-of-area placement site. If this agreement is unable to be established prior to the externship start date, the student will not be allowed to complete an externship at this location.
 - **No medical-based externship placements in Canada are allowed at this time.**
- Students are typically assigned **two separate 8-week externships**.
 - However, one full 16-week placement is possible upon approval of the Externship Coordinator.
 - No externships will be completed in less than six weeks.
 - Externships are typically Monday through Friday, full-time experience.
 - During externship placement, **the student must follow the externship site schedule not the University schedule.**
- No part-time externships are permitted unless the onsite supervisor requests such an arrangement or the externship supervisor is part-time.

Speech-Language Pathology Externship Responsibilities

Speech-language pathology students are assigned off-campus externship placements during their second year of graduate study and **only after they have demonstrated significant clinical growth and independent functioning**. Externship placements carry added responsibility for the student clinician. The Department of Communicative Disorders and Sciences carries the responsibility for ensuring that student externs will function within the policies and regulations of the training facility and demonstrate professional conduct and quality levels of clinical performance.

SLP Externship Procedures:

Student externs are required to adhere very closely to the following regulations

- As soon as the externship assignment is made, the student is responsible for contacting the cooperating supervisor and arranging a pre-externship visit to meet the staff, talk with their supervisor, observe treatment, and tour the facility.
- Prior to beginning the externship placement, students are responsible for completing onboarding procedures that are specific to their site's policies.
 - This may include, but is not limited to completing additional paperwork for the site's Human Resources department
 - Paying for and obtaining FIT testing for N-95
 - Being fingerprinted, having a background check completed, and/or getting a flu or COVID-19 vaccine.
 - Students should consult with their supervisor and the site's Human Resources department for additional information.
- Student externs will be required to complete the Clinical Practicum Agreement and Clarifying Expectations form prior to the start of their externship placement.
 - The first part of the Agreement form should be filled out by the student before the first meeting with externship supervisor.
 - The onsite supervisor will complete some parts of these forms alone, whereas other parts require discussion between the student and the supervisor.
 - When the student and onsite supervisor have both read and filled out the Agreement and Expectations forms, the student and supervisor must sign the forms.
 - The student will upload the initial paperwork to their Externship Box File **by the end of their first week of clinical practicum.**
- The SLP Externship Coordinator will serve as the primary faculty liaison between the Department of CDS and the externship placement. The coordinator will make periodic telephone contacts to the agency supervisor to discuss student performance or concerns and arrange an onsite visit if indicated.
- During their externship semester, students are advised to defer coursework and outside employment to have the time to take full advantage of the learning experience.
- Student externs are required to provide their own transportation during the externship semester. Many placements may require a significant driving distance and may not be accessible by bus or public transportation.
- Student externs are expected to conduct themselves as professionals
 - Dress appropriately (See Professional Attire Policy).
 - Report to work on time and not leave early.
 - Review patient records thoroughly.
 - Prepare plans well in advance.
 - Evaluate treatment effectiveness regularly.
 - Familiarize self thoroughly with agency record keeping procedures.
 - Seek out all learning experiences - observe other health related disciplines.

- Engage in independent study.
 - Be creative and construct your own materials.
- Department evaluation and therapy materials and equipment may not be taken out of the Clinic. Agency supervisors are welcome to visit the Clinic and review new materials at any time.
- Students are requested to adhere to the agency calendar and schedules during their externship – not the University calendar. **If the University is on holiday, but the externship agency is open, students are required to report to the agency.**
- In the case of illness or emergency, students must first notify their supervisor via phone and then send an email to the externship coordinator stating the reason for absence.
 - If students are out for more than 2 consecutive days, they will have to submit a doctor's note to the externship coordinator stating the reason for absence.
 - Unexcused or excessive absences (5 or more) will result in the need to repeat the externship and will delay graduation.
 - Individual supervisors may also enforce their site's absentee policy.
 - Cooperating supervisors may determine a reasonable amount of work that should be completed to make up for the student's absence. Students are responsible for the prompt completion of any alternative assignments.
- **Students are NOT ALLOWED to attend their externship placement in ANY CAPACITY when the supervisor is not on site unless arrangements have been made for the student to be supervised by another eligible supervisor.**
- Student externs will be required to document all supervisory contact (i.e., observation, conferences, lesson plan review, etc.) on the Externship Supervision Log.
- If a student has concerns or problems that they do not feel prepared to discuss with their cooperating supervisor, they should contact the Externship Coordinator and arrange a conference (i.e., infrequent supervisor observations, limited feedback on performance, etc.).
- All clinical hours must be entered and approved on CALIPSO daily or weekly during the placement. Failure to enter hours will result in potential denial of additional clinical externship placements and/or delay of conferral of the graduate degree.
- Students should complete and submit all final treatment reports and any other site-specific documentation to the cooperating supervisor no later than the last day of their externship.
- All signed and completed externship paperwork (Supervision Log, Formative Assessment form) is due to the student's externship Box file **no later than the last day of their externship placement. Failure to properly complete and submit documentation will result in potential "unsatisfactory" grade for the semester, and possibly delay conferral of graduate degree.**
- At the midpoint and conclusion of the externship, the off-campus supervisor will complete student evaluations on CALIPSO. At the end of this semester, the student must receive an **overall score of 3.0 or higher on the CALIPSO Clinical Performance Evaluation to receive a "satisfactory" grade for that placement.**
 - If the student receives an "unsatisfactory" grade at the conclusion of any externship placement, the student will need to complete and "pass" an additional 8-week rotation for each failed placement during the subsequent semester to qualify for the conferral of the graduate degree.

- If, at the mid-point of an assignment, a student is falling at or below a 3.0 on their CALIPSO evaluation and the supervisor feels the student is at risk of failing overall, a remediation plan should be set in place.
 - This remediation plan should be initiated by the supervisor at the midterm meeting and the student and supervisor should collaborate on specific goals that need to be reached by the end of the rotation.
 - Within this remediation process, student strengths and weaknesses should be discussed and specific opportunities and recommendations for student improvement should be outlined.
 - Supervisors should notify the externship coordinator if a student is failing or at risk of failing at midterm.
- At the conclusion of the externship placement, the student is responsible for completing an evaluation of the externship placement on CALIPSO.

SLP Externships for F-1 Students

It is the policy of the University at Buffalo for F-1 students who are registered for CDS 624 to apply for Curricular Practical Training (CPT) through UB International Student Services. Please consult <https://www.buffalo.edu/international-student-services/immigration-visa/f-1-student/curricular-practical-training--cpt-.html> for the most updated information on this process.

Procedures:

- F-1 students will receive their externship assignment and the required offer letter from their offsite supervisor from the Externship Coordinator.
- Once students have offer letters, they will access UBGlobal to apply for CPT.
- Once the student completes the application, UBGlobal will send the application to the Externship Coordinator for approval.
- Final approval will be granted by UB International Student Services.
- Please note that the CDS department has an exception on file with UB International Student Services for completing full-time externships (working more than 20 hours per week).
- Canadian students completing an externship in Canada do not need to apply for CPT for that portion of their externship.
- UB International Student Services requires a 2-week processing period. **To avoid any delays in beginning your externship, this process must be completed at least 1 month prior to the externship start date.** Also, please consult the due dates listed on the ISS website.

Measurement and Tracking of Clinical Competencies

The EASI component of CALIPSO is used to administer the formative assessments of student clinician performance at midterm and end of term. Across a student's program their clinical instructor's evaluation forms are housed on CALIPSO allowing students to monitor their progress across the program on key clinical skills.

- At *midterm*, clinical supervisors and students hold a midterm meeting to discuss student progress and clinical competency up to that point in the term. Another goal of the midterm evaluation is to

define goals for the remainder of the term. Note that clinical supervisors are required to independently score the student's performance prior to the midterm meeting.

- At the end of the semester, the supervisor will again use the appropriate formative assessment forms to complete an end of semester evaluation. The clinical supervisor and student will meet for a review and discussion of the student's progress towards mastery of clinical competencies.

ASHA's Clinical Competencies:

<https://www.asha.org/certification/2020-slp-certification-standards/>

Our clinical supervisors strive to create excellence in all students by facilitating the acquisition of knowledge, skills, and professional attributes needed in the field. While you are completing your clinical practicum, you will gain in-depth knowledge in each of the following areas:

- Professional Responsibilities
- Interpersonal Skills
- Communication Proficiencies: verbal, nonverbal, & written
- Interviewing & Counseling Competencies
- Self-Evaluation Skills
- Assessment Competencies (planning, implementing, post-session)
- Treatment Competencies (planning, implementing, post-session)

Supervisors at mid- semester and at the end of each semester are to provide assessment and discussion on each student's progress towards meeting ASHA required clinical competencies. Evaluations will be posted to each student's CALIPSO account.

Assessment of Student Clinical Competencies:

It is the policy of the UB Audiology and Speech-Language Pathology Clinic to evaluate student's clinical skills in speech-language pathology and audiology based on ASHA's required competencies in targeted skill areas for the evaluation and treatment of clients. Students are informed of the skills to be evaluated and evaluations are presented to each student from each supervisor twice a semester, 1x at mid-term and 1x at end of term.

Audiology:

- The Evaluation of Clinical Practicum on CALIPSO allows the supervisor and student to assess clinician goal areas. The student is graded utilizing a scale indicating the presence of a skill and/or the level of independence in implementing a technique.
- The competency areas evaluated for audiology practicum include professional conduct, clinical skills, and communication skills (*see evaluation on CALIPSO*).
- Each clinical supervisor reviews the evaluation process and establishes clinical goals on an individual basis.
- The audiology clinic faculty meets at mid-semester to review the progress of the students under their supervision. A meeting will take place to discuss areas of weakness with any student not meeting expected competencies.
- The supervisor and student meet again at the end of each semester to review performance and choose goals for the upcoming semester.

- Students who do not meet the requirements for a passing grade or who have areas in which additional supervisory support is necessary will be counseled accordingly. Please see the Clinical Performance Review and Probation Policy and Procedure.
- It should be noted that at any time during the externship placement, should a student engage in unprofessional conduct, the student can be removed from that placement. This may result in a delay of degree conferral.

Rating and Grading Scale:

Each student will be evaluated using the web based CALIPSO Student Assessment Form which the clinical faculty/clinical supervisors use to assess clinician skill development. The midterm and final grades are defined by a rating scale total score that indicates the level of independence on ASHA required clinical competency skills to determine a student's level of clinical independence for each clinical assignment. Students should also complete self-evaluations in CALIPSO mid-semester and at the end of the semester. Clinical faculty/clinical supervisors are encouraged to complete evaluations mid-semester, and minimally, must complete them for the end of the semester. Students are also encouraged to evaluate their preceptor within CALIPSO. Students and clinical faculty/clinical supervisors should debrief and discuss each evaluation. The following rating scale is to be used by students and clinical faculty/clinical supervisors for evaluations within the CALIPSO system.

Rating Score	Label	Description
1.0	Early Emerging	Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of the need to change. Supervisor/clinical educator must model behavior and implement the skill required for client to receive optimal care. Supervisor/clinical educator provides constant instructions and constant modeling. Critical thinking/problem solving is not present. (skill is present <20% of the time).
1.5	Emerging	Skill is not evident most of the time. Student requires direct instruction to modify behavior and is unaware of the need to change. Supervisor/clinical educator must model behavior and implement the skill required for client to receive optimal care. Supervisor/clinical educator provides frequent instructions and numerous models. Critical thinking/problem solving is becoming evident. The student primarily observes and begins stating limited facts. (skill is present 21-30% of the time).
2.0	Becoming Evident	Beginning to show awareness of need to change behavior with supervisor/clinical educator input. Supervisor/clinical educator frequently provides instructions and support for all aspects of case management and services. Critical thinking/problem solving is early emerging. The student primarily observes and states a few facts. (skill is present 31-43% of the time).
2.5	Evident Skill	Skill is emerging but is inconsistent or inadequate. The student shows awareness of need to change behavior with supervisor/clinical educator input. Supervisor/clinical educator frequently provides instructions and support for all aspects of case management and services. Critical thinking/problem solving is emerging. The student primarily observes and states several facts. (skill is present 44-59% of the time).
3.0	Developing w/Consistent Supervision	Skill is present and needs further development. The student is aware of need to modify behavior but does not do this independently. Supervisor/clinical educator provides on-going monitoring and feedback; focuses on increasing student's critical

		thinking on how/when to improve skill. Critical thinking/problem solving is developing. The student is identifying and analyzing problems and is beginning to reach conclusions. (skill is present 60-74% of the time)
3.5	Developing w/Intermittent Supervision	Skill is present and needs further development. The student is aware of need to modify behavior but does not do this independently. Supervisor/clinical educator provides intermittent monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. Critical thinking/problem solving is developing. The student is identifying and analyzing problems and is reaching conclusions more consistently. (skill is present 75-89% of the time).
4	Consistent	Skills are developed/ implemented most of the time and needs continued refinement or consistency. The student is aware and is modifying behavior in-session and is self-evaluating. Problem solving is refining. The student analyzes problems and consistently reaches appropriate solutions. Supervisor/clinical educator acts as a collaborator to plan and suggest possible alternatives. (skill is present 90-100% of the time).

Grading Scale:

The following grading scale indicates a satisfactory completion of clinic for the semester indicated. This score is the average of all the graded clinical competencies on the student evaluation and unscored areas will not count against students' average.

Note: Clinical supervisors may grade on a scale down to 0.25 of a point. (E.g.: if a student is between "Becoming Evident" and "Early Emerging" it is appropriate to score them at 1.75).

The table below outlines a grade of "satisfactory" for the end of a clinic semester.

Semester	Satisfactory Grade Minimum	Clinic	Course
Summer 1	2.0	UB	591
Fall 2	2.5	UB	591
Spring 2	3.0	UB	591
Summer 2	3.0	Community	592
Fall 3	3.0	Community	592
Spring 3	3.25	Community	592
Summer 3	3.25	Externship	624
Fall 4	3.25	Externship	624
Spring 4	3.5	Externship	624

Note: If the minimum of an average per semester is not earned by the end of the semester from each clinical supervisor, then that student clinician will meet with their supervisor and the Clinic Director to discuss remediation and be placed on Probation.

Speech-Language Pathology:

Rating Scale

Each student will be evaluated using the web based CALIPSO Student Assessment Form which the clinical faculty/clinical supervisors use to assess clinician skill development from each clinical experience. The midterm and final grades are defined by a rating scale total score that indicates the level of independence

on ASHA required clinical competency skills to determine a student's level of clinical independence for each clinical assignment. The following rating scale is to be used by students and clinical faculty/clinical supervisors for evaluations within the CALIPSO system. Students should also complete self-evaluations in CALIPSO mid-semester and at the end of the semester. Clinical faculty/clinical supervisors will complete brief evaluations mid-semester, and complete evaluations for the end of the semester. Students are also encouraged to evaluate their clinical faculty/clinical supervisors within CALIPSO. Students and clinical faculty/clinical supervisors are required to debrief and discuss each evaluation. The rating scale below is to be used by students and clinical faculty/clinical supervisors for evaluations within the CALIPSO system.

Rating Score	Label	Description
1	Early Emerging	The clinical skill/behavior is early emerging and not evident most of the time. The student requires direct instruction to modify behavior and is unaware of need to change. Supervisor/clinical educator must model behavior and implement the skill required for client to receive optimal care. Supervisor/clinical educator provides numerous instructions and frequent modeling. Critical thinking/problem solving is early emerging. Students primarily observe and states facts. (Skill is present <25% of the time).
2	Emerging	Skill is emerging but is inconsistent or inadequate. The student shows awareness of need to change behavior with supervisor/clinical educator input. Supervisor/clinical educator frequently provides instruction and support for all aspects of case management and services. Critical thinking/problem solving is emerging. The student is beginning to identify problems. (Skill is present 26-50% of the time).
3	Approaching	Skill is present and needs further development. The student is aware of the need to modify behavior but does not make changes independently. Supervisor/clinical educator provides ongoing monitoring and feedback, focusing on increasing student's critical thinking on how/when to improve skill. Critical thinking/problem solving is developing. The student is identifying and analyzing problems and is beginning to reach conclusions. (Skill is present 51-75% of the time).
4	Developing	Skill is developed/implemented most of the time and needs continued refinement or consistency. The student is aware and can modify behavior in the session and can self-evaluate. Supervisor/clinical educator acts as a collaborator to plan and suggest possible alternatives. Critical thinking/problem solving is refining. The student analyzes problems and more consistently reaches appropriate conclusions. (Skill is present 76-90% of the time).
5	Independent	Skill is consistent and well developed. The student modifies own behavior as needed and is an independent problem solver. The student can maintain skills with other clients, and in other settings, when appropriate. Supervisor/clinical educator serves as consultant in areas where the student has less experience. The supervisor provides guidance on ideas initiated by the student. Critical thinking/problem solving is independent. The student identifies and analyzes problems, reaches appropriate conclusions and adequately communicates with others. (Skill is present >90% of the time).

Grading Scale:

- The final grade for this course will be either satisfactory (S) or unsatisfactory (U).
- The criterion to earn a satisfactory grade (S) is a CALIPSO average is as follows:
 - Fall 1: 2.5, Spring 1: 3.25, Summer: 3.5, Fall 3.7, externships 3.5 each

Note: If the minimum of an average is not earned by the end of the semester from each clinical supervisor, then that student clinician will meet with their supervisor and the Clinic Director to discuss remediation and be placed on Probation.

Probation and Dismissal Policy for Graduate Students in the Department of Communicative Disorders and Sciences

Documentation of Academic and Clinical Progress

The American Speech-Language–Hearing Association (ASHA) mandates that all graduate students abide by the principles of the ASHA Code of Ethics and that they demonstrate the Knowledge and Skills Acquisition (KASA) consistent with the standards for ASHA certification (Standard IV & Standard V). Graduate students in the UB CDS MA/SLP and the AuD programs are expected to complete all of the necessary requirements for earning ASHA Certificate of Clinical Competence (CCC-SLP or CCC-A). Graduate students are required to demonstrate competencies with each of their KASAs which are achieved during completion of academic coursework and their clinical practicums. Each student's KASAs, which also covers the ASHA code of Ethics, will be tracked using the clinical tracking program CALIPSO. The KASA guidelines dictate the specific knowledge and skills that each program expects students to master by the time of their graduation. Assessments are conducted each semester to determine if students have demonstrated adequate progress relative to the KASA guidelines. In addition to receiving an overall course grade for a class, students are evaluated by the course or clinical instructor for specific knowledge and skills that are documented in CALIPSO.

Graduate School Policy on Academic Standing: <https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>

KASA Remediation:

If a student does not pass a KASA, even if it is during the semester, the faculty member should note this in CALIPSO. The notation can be changed to “pass” when the student remediates the KASA. Entering this into the system during the semester will allow the department to track patterns in KASA remediation for each student.

The student and faculty member will meet to discuss the requirements to remediate the KASA. The plan should be reasonable and designed to be completed within 1 semester. The faculty member will write a short agreement, specifying the activities, timeline, and expectations for passing the KASA. The faculty member and student will sign to agree. The agreement will be provided to the Graduate Administrative Support Person to be filed in the student's electronic file. Any changes needed to the plan will require an addendum to the original plan that is signed by both the faculty member and student and maintained within the student's departmental record. Changes to the plan can include providing additional instructional activities, time, or competency assessment attempts if the student is making acceptable progress in remediation.

Students may only remediate each KASA one time in each class. **Completion of these remediation activities does not result in changes to a student's overall grade in the course.**

If the student does not pass the KASA remediation in a class, further remediation will be managed through additional courses covering that KASA (if available) or Simucase assignments in the course area which will not count toward clinical education hours. Students may not graduate without passing all KASAs.

Academic Probation:

If a student receives a **grade of C+ or lower in more than one academic course**, they will be put on **probation** by the Department. Following a grade of C+ or lower in a class, the instructor will work with the Program Director to develop an appropriate plan for remediation plan and to ensure that KASAs are met. For example, they may require the student to repeat any aspect of a course prior to the student beginning outside placement rotations. Remediation of the course must be completed within a timeline designated by the instructor. **Completion of these remediation activities does not result in changes to a student's overall grade in the course. Only one opportunity for course remediation is allowed.**

If a student receives a **single grade of D+ or lower as an overall course grade in any academic or clinical course, they will be required to repeat** that course and obtain a grade of B or higher. The student may not begin their outside placement rotations until the problem course and/or KASA is completed successfully.

If a student needs to remediate KASAs in more than 3 courses, they will be placed on probation.

Clinic Probation:

If a student receives an **CALIPSO grade of “Unsatisfactory” from all clinical faculty/supervisors**, they will be put on **probation** by the Department. The Clinic Director and Clinical Faculty will determine an appropriate plan of action to remediate the relevant deficiencies. The remediation plan will be developed and carried out in the semester immediately following the semester where the student was placed on probation. **The student must obtain a “Satisfactory” from all clinical faculty/supervisors in the subsequent clinic practicum registration and must meet all requirements of the remediation contract/plan that were established.** Both requirements must be met in the semester immediately following the semester that resulted in the student being placed on probation. A student will not be able to begin their outside placement rotations until the remediation plan has been satisfactorily completed.

Further, if a student's knowledge and skills in a particular area are lacking, the student will be required to undertake remediation activities to demonstrate that they have achieved competency.

Dismissal from the Program:

The Doctor of Audiology and Master's Degree in Speech-Language Pathology are clinical training programs. Appropriate academic proficiency and clinical competencies must be achieved for individuals to function as ethical and competent audiologists or speech-language pathologists. Dismissal from the clinical graduate programs in CDS will be effective beginning the semester immediately following the occurrence of any one of the following:

- **Being placed on Probation a second time**, even in non-consecutive semesters
- **An overall GPA of less than 3.0 for two consecutive semesters**
- **A clinical practicum CALIPSO grade of 2 “Unsatisfactory” grades and/or failure to complete any applicable remediation plans within the associated semester**
- **3 grades of C+ or lower** in any course
- **An overall grade of D or F** in any academic or clinical course and either:
 - A grade of C+ or lower earned in any other class, or
 - An overall GPA of less than 3.0

- Failure to complete academic remediation and successful achievement of KASAs **after two opportunities**

ASHA Certification of Clinical Competence (CCC) Speech-Language Pathology or Audiology

The Department of Communicative Disorders and Sciences (CDS) clinical training program provides its graduate students in Speech-Language Pathology (SLP) and the clinical doctoral students in Audiology (Au.D) the opportunity to fulfill the supervised clinical practicum requirements needed to obtain the ASHA Certificate of Clinical Competence (CCC) in Speech-Language Pathology or Audiology. The ASHA CCC is the nationally recognized standard for the profession and is evidence that a professional has met requirements set by the profession. Applicants for ASHA's Certificate of Clinical Competence must hold a master's or doctoral degree. ASHA academic and clinical training requirements for certification are incorporated into both the undergraduate and graduate curricula within the Department of CDS, in addition to departmental course requirements (See Preparation for Licensure Policy and Procedure).

Certificate of Clinical Competence (CCC) in Audiology:

Clinical doctoral students in Audiology must complete six semesters of supervised clinical observation and practicum experience. Students must complete at least 25 clock hours of supervised observation prior to beginning the initial clinical practicum. Those 25 clock hours must be in evaluation and treatment of children and adults with speech, language, or hearing disorders. All clinical experiences must be completed under the direction of an ASHA certified Audiologist. Students will complete a full-time calendar year externship experience in the 4th year of the program.

- Students will complete clinic contact hours of supervised clinical practicum over four years.
- Students must complete 25 hours of supervised observation of evaluation and therapy of those with speech-language and or hearing disorders prior to starting clinical practicum. No observation hours will be provided concurrent with clinical practicum unless approved by the UBASLP Clinic Director.
- Students must reach an acceptable level of competence for all competencies to graduate. These skills should be attained over the four years in the UB Audiology Speech-Language and Hearing Clinic, at local practicum sites, and during the fourth-year externship.
- Students will satisfactorily complete one academic year in the UB Audiology Speech-Language and Hearing Clinic and pass the required Clinic Gateway Exam before being placed in external sites for practicum.
- Students are required to complete the procedures and skills on CALIPSO for each clinic encounter and receive evaluation from each assigned supervisor to record the student's progress. Overall competencies are recorded at the end of the 4th year on the student's Department KASA record.
- Students must obtain the equivalent of 52 weeks (no vacations, holidays), full time experience over the 4-year program in clinic contact hours. Students must meet all competencies. There is not a direct correlation between clinical contact hours and competencies. Students will be required to achieve more clinical contact hours when necessary to achieve competency in any given area.

- At the completion of each semester (academic or summer), the supervisor will complete a CALIPSO evaluation for each student. These must be reviewed with each student.

Clinical Hours Recommendations for Audiology

As there is no specified hours requirement dictated by ASHA for certification, the following hours recommendations are provided by this department. If a student wishes to practice outside the United States, they must understand and adhere to hours requirements in the place they wish to practice. Students are evaluated based on competency in specific clinical areas outlined in CALIPSO. A student must be deemed competent regardless of how many hours they have obtained in any specific area. See Audiology CALIPSO Grading Scale and Rating Scale for Clinical Performance for more details.

Semester	Recommended number of hours	Clinic	Course
Summer 1	40	UB	591
Fall 2	80	UB	591
Spring 2	80	UB	591
Summer 2	40	Community	592
Fall 3	80	Community	592
Spring 3	80	Community	592
Summer 3	40 hours/week	Externship	624
Fall 4	40 hours/week	Externship	624
Spring 4	40 hours/week	Externship	624

Certificate of Clinical Competence (CCC) in Speech-Language Pathology:

Graduate MA students in Speech-Language Pathology must complete 5 semesters of supervised clinical practicum experiences. All student clinicians must complete all 25 clock hours of supervised observation prior to beginning the initial clinical practicum. Those 25 clock hours must be in evaluation and treatment of children and adults with speech, language, or hearing disorders. All students will train under the direction of a licensed and ASHA certified SLP. Students must earn 375 clinical clock hours to graduate. The following requirements are needed to graduate and to apply for your Clinical Fellowship Year (CFY) to earn your CCCs.

- Applicants must complete a minimum of 400 clock hours of supervised Clinical observation and practicum experience (375 direct client contact including up to 75 simulated learning hours and 25 clinical observation hours).
 - The first 25 observation hours need not be acquired at a CAA Accredited Graduate University but must be supervised by an ASHA or CASLPA Certificate holder affiliated with an undergraduate program in the United States or Canada.
- Of the 400 required hours, students are required to complete at least 375 direct contact hours of supervised clinical practicum that concern the evaluation and treatment of children and adults with disorders of speech, language, and hearing.
- At least 325 hours of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
 - Up to 50 direct clinical contact hours acquired at the undergraduate level under the supervision of an appropriately licensed and certified professional may be applied toward certification with approval from the UBASLP Clinic Director.

- The 50 undergraduate direct contact clock hours need not be acquired at a CAA Accredited Graduate University but must be supervised by an ASHA or CASLPA Certificate holder affiliated with an undergraduate program in the United States or Canada.
- At least 50 supervised clock hours must be completed, in three separate types of clinical settings (e.g.: school, private outpatient clinic (like the UB Clinic), or hospital).
- It is UB's Clinic policy that 10-15 hours be obtained by each student in each of the areas below, dependent on competency evaluations and Clinic committee discretion:
 - Evaluation and Treatment: Speech disorders in children and adults (e.g., motor speech disorders, articulation, phonology, voice, & fluency).
 - Evaluation and Treatment: Language disorders in children and adults (e.g., receptive-expressive language disorders, social/pragmatic language disorders, AAC, Aphasia, TBI, PCC, & other neurogenic conditions developmental delays, etc.).
- For Canadian students, at least 20 hours of the 400 clock hours must be in audiology evaluation and/or treatment (CASLPA regulation). **All students are responsible for double-checking the CALSPA and CALSPO requirements and must inform the Clinic Coordinator.**
- Applicants for the CCC must pass the National Examination in Speech-Language Pathology PRAXIS and satisfactorily complete a post Master's Clinical Fellowship (CF) year under the supervision of a professional who holds the CCC in the professional area in which the applicant is working and seeking certification.
- For more detailed information on the ASHA requirements for certification:
<https://www.asha.org/certification/>

CLINICAL HOUR REQUIREMENTS		
Speech-Language Pathology		
Practicum Area	Clinical Clock Hours	Regulating Body
Total Hours	400	ASHA
Observation	25	ASHA
Diagnostic & Therapy	375	ASHA
Simulated max (of 375)	75 US & 50 CA	ASHA
Areas of Diagnosis	40-60	UB CDS
Child/Adult Language Disorders	10-15 each	UB CDS
Child/Adult Speech Disorders	10-15 each	UB CDS
Areas of Treatment	40-60	UB CDS
Child/Adult Language Disorders	10-15 each	UB CDS
Child/Adult Speech Disorders	10-15 each	UB CDS
TX & DX in Audiology	10 US 20 CA*	UB & CALSPO
*Canadian students must earn the required hours in Audiology for CALSPO Certification		

New York State Licensure Speech-Language Pathology and Audiology

It is the policy of the UB Audiology and Speech-Language Pathology Clinic to provide the opportunity for graduate clinicians to meet the clinical requirements necessary to apply for New York State Licensure. Audiology and Speech-Language Pathology students are informed of the educational and clinical requirements necessary to apply for licensure in New York State and are encouraged to investigate the requirements in the state in which they would like to practice. The requirements are as follows:

- General Requirements: good moral character, at least 21 years of age, meet education, examination, and experience requirements.
- The NYS Education Department, Office of the Professions requires a fee for licensure and first registration.
- Education Requirements: Master's degree in Speech-Language Pathology or Doctoral degree in Audiology from an approved program or its equivalent.
 - See Website for specific details:
 - SLP: <https://www.op.nysed.gov/speech-language-pathology>
 - AuD: <https://www.op.nysed.gov/audiology>
 - Examination Requirement: You must pass the Specialty Area Test of the Praxis Series administered by the Educational Testing Service (ETS) in your licensure area.
- Students are advised to monitor the New York State Education Department Website for changes in licensure requirements.
- For Audiologist to legally dispense hearing aids in the State of New York, one must obtain a Hearing Aid Dispensing License. Details on requirements and practical exams can be found at <https://dos.ny.gov/hearing-aid-dispenser>

New York State Teacher Certification: Teacher of Students with Speech and Language Disabilities (TSSLD)

It is the policy of the UB Audiology and Speech-Language Pathology Clinic to provide the opportunity for graduate clinicians to meet the clinical and academic requirements necessary to apply for NYS Teacher Certification. Graduate clinicians are informed of the NYS requirements and are also encouraged to investigate the requirements of the state in which they plan to practice so that they may acquire experiences accordingly. It is the policy of the Clinic to educate graduate students regarding the current requirements for certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) in New York State. Teacher certification policies are presented each semester in CDS 595 and during a yearly in-service by the Teacher Certification Officer.

- A yearly in-service is scheduled to inform incoming students of current teacher certification requirements. A checklist of requirements is available for students to complete to verify compliance with regulations.
- All students are provided with clinical opportunities to assure attainment of requirements within the Clinic and in appropriate externship placements.
- It is the responsibility of the student to complete course waiver forms if applicable.

- Students are responsible for returning all required paperwork to the Teacher Certification Officer abiding by all designated deadlines.

Council on Academic Accreditation

UB's programs in speech-language pathology and audiology are accredited by the Council on Academic Accreditation for Audiology and Speech-Language Pathology (CAA). They accredit eligible Clinical Doctoral programs in Audiology and Master's Degree programs in Speech-Language Pathology.

<https://caa.asha.org/programs/>

Institutions of higher learning that offer graduate degree programs in audiology and/or speech-language pathology can voluntarily seek accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

The specific purposes of the CAA are to:

1. Formulate standards for the accreditation of graduate education programs that provide entry-level professional preparation in audiology and/or speech-language pathology.
2. Evaluate programs that voluntarily apply for accreditation.
3. Grant certificates and recognize those programs deemed to have fulfilled requirements for accreditation.
4. Maintain a registry of holders of such certificates; and prepare and furnish to appropriate persons and agencies lists of accredited programs.

The intention of accreditation is to promote excellence in educational preparation while assuring the public that graduates of accredited programs are educated in a core set of knowledge and skills required to qualify for state and national credentials for independent professional practice. Quality education can be achieved in a variety of ways, and the CAA wishes to support programs in the achievement of the highest quality possible. These standards identify basic elements that must exist in all accredited graduate education programs while allowing flexibility in the ways in which programs pursue excellence.

The CAA has identified the following six components as essential to quality education in the professions and has established its accreditation standards accordingly:

1. Administrative structure and governance
2. Faculty
3. Curriculum (academic and Clinical education)
4. Students
5. Assessment
6. Program resources

The class entering graduate study in the Fall semester will be following the requirements of Council on Academic Accreditation (CAA) standards. Copies of the current CAA standards for Audiology and Speech-Language Pathology are available on the ASHA website at:

<https://caa.asha.org/reporting/standards/>

Students must become familiar with these standards during their first semester and review the standards periodically during their graduate program. Under current CAA standards, the CDS department and the students graduating from the program gather formative and summative evidence to demonstrate that the graduates of the program have achieved the level of knowledge and skills needed for entry level professional work (i.e. your final externship year, your first professional year of work; CF position for SLP students).

Across the program, it is critical for each student to track their progress towards meeting the standards. During clinic, students will work with their supervisors to develop clinical competencies, improve, and refine competencies, and maintain them. Formative assessment of progress is formally conducted at least 2 times per term with each therapy case and with each practicum experience. Electronic records (accessed via the CALIPSO System) are used by students to track their progress, clinical hours, and clinical competencies.

Students will need to work closely with their clinical supervisors to achieve all standards. It is each student's responsibility to monitor their progress (using CALIPSO) and initiate plans and communication with CDS faculty to facilitate their progress and achievement of ASHA and CAA requirements.

CDS Grievance Procedures

The Department of Communicative Disorders and Sciences takes all concerns seriously and follows the University at Buffalo Undergraduate School and Graduate School Grievance Policies to address all grievances. Please follow the links below to read the grievance policy for undergraduate and graduate schools.

University at Buffalo Graduate School Academic Grievance Policy

<https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>

Conveying Concerns to the Department or College

- a. Concerns regarding the department and/or college may be directed to:
 - a. Dr. Jessica Huber, Department Chair, Department of Communicative Disorders and Sciences, 122B Cary Hall, Phone: (716) 829-5558, jehuber@buffalo.edu.
 - b. Dr. Robin Schultze, Dean, College of Arts and Sciences, 810 Clemens Hall, casdean@buffalo.edu.

Complaints to the Council on Academic Accreditation (CAA)

Before filing a complaint, UB strongly recommends that you read Chapter XIII: Complaints in the *Accreditation Handbook*. Please visit the CAA website for the most up to date information and criteria on the complaint process. <http://caa.asha.org/programs/complaints/>

- a. The CAA is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status. A complaint process is also in place for considering complaints filed against the CAA.
- b. Per CAA's complaint policy and procedures, you are required to submit the complaint form in writing, via U.S. mail, overnight courier, or hand delivery.
- c. Send via U.S. Mail the completed complaint form and any attachments to the Accreditation Office as required. We do not recommend using an overnight courier or hand delivery during this time as it may not comply with the current restrictions; AND
- d. Email a copy of your completed complaint form and any attachments to accreditation@asha.org. If you mailed a complaint on or after March 15, 2020, please email the complaint to accreditation@asha.org to initiate the review.

CRITERIA

- e. Complaints about programs must meet all of the following criteria:
 - a. Be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology
 - b. Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards
 - c. Be clearly described, including the specific nature of the charge and the data to support the charge
 - d. Be within the timelines specified below:
 - i. If the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint
 - ii. If the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred
 - iii. If the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed
 - iv. *Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

SUBMISSION REQUIREMENTS

- e. Complaints against a program must be filed in writing using the CAA's official Complaint Form [DOCX- see website]. The Complaint Form must be completed in its entirety, which includes submitting a waiver of confidentiality with the complaint. Failure to provide a signed waiver of confidentiality will result in dismissal of the complaint. The CAA does not accept complaints over the phone.
- f. The complainant's name, address, and telephone contact information and the complainant's relationship to the program must be included in order for the Accreditation Office staff to verify the source of the information. The CAA does not accept anonymous complaints.
- g. The complaint must include verification, if the complaint is from a student or faculty/staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA.
- h. Documented evidence in support of the complaint must be appended, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Do not enclose entire documents, such as a handbook or catalog; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint.

Materials may be returned to the complainant if not properly organized to support the complaint.

- i. The complaint must be complete at the time of submission, including the complaint, waiver, and all appendices; if a complainant submits an amended complaint, including providing additional appendices, it will void the original submission and initiate a new process and timeline.
- j. All complaints and supporting evidence must be submitted in English, consistent with the business practices of the CAA.
- k. The complaint must be signed and submitted with any relevant appendices via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:
 - i. Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850
- l. The complainant's burden of proof is a preponderance, or greater weight, of the evidence. It is expected that the complaint includes all relevant documentation at the time of submission.
- f. Copies of the CAA's complaint procedures, relevant Standards for Accreditation, and the Complaint Form are available in paper form by contacting the Accreditation Office at accreditation@asha.org or 800-498-2071. All complaint materials (completed and signed complaint form and relevant appendices) must be typewritten or printed from a computer.

Student Grievance Committee: The committee members are responsible for hearing, investigating, and making decisions on student grievances within the department.

Committee Chair: Laura Roberts

- Speech-Language Program
 - Ling-Yu Guo
 - Laura Roberts
- Audiology Program
 - Mishaela DiNino
 - Nancy Stecker
- Undergraduate Program
 - Alison Hendricks
 - Wei Sun
- Ex-Officio for all: Jessica Huber

Important Resources and Links

Emergency Mental Health Support:

On Campus: UB Counseling Services-716-645-2720 (after hours press #2 for Crisis Counselor)
120 Richmond Quad (North Campus), 716-645-2720
202 Michael Hall (South Campus), 716-829-5800
<https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

UB Student Health Services:

4350 Maple Rd

Amherst, NY 14226

Phone: (716) 829-3316; Fax: (716) 829-2564

<https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

UB Emergency Services:

University Police: Call 716-645-2222 (***911 does not work on campus***)

<https://www.buffalo.edu/studentlife/help/emergency.html>

Download **UB Guardian App**: personal safety app with direct msg to UB Police, ability to call for security escort, get text notifications & allow others to see your location

<https://www.buffalo.edu/ubit/services/ub-guardian.html>

Off Campus Mental Health Support:

Crisis Services of Erie County 24-hour Hotline: 716-834-3131

Suicide and Crisis Lifeline, text 988 or dial 1-800-273-TALK (8255)

4-hour Crisis Text Line, text: "HOME" to 741741

Call 911

LGBTQ Crisis Support: The Trevor Project

Call: 1-866-488-7386 Text: "START" to 678-678

Chat: <https://www.thetrevorproject.org/get-help/>

Non-Emergency Mental Health (struggling with academics, clinic, or external circumstances are affecting your success in the program; **Please contact your immediate Supervisor or Clinic Director and ask for a guidance session.** They may request that the Clinic Director, Director of Graduate Studies, or Department Chair get involved depending upon the level of support needed.

UB Accessibility Resources

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

UB Student Services:

<https://www.buffalo.edu/studentlife/help.html>

To report Discrimination or Harassment issues:

UB Discrimination & Harassment & Policy

<http://www.buffalo.edu/equity/reporting-discrimination-and-harassment.html>

Office of Equity, Diversity and Inclusion

406 Capen Hall

Buffalo, NY 14260

Phone: 716-645-2266

Fax: 716-645-3952

Email: diversity@buffalo.edu

Website: <http://buffalo.edu/equity>

For specific department concerns about diversity, equity, and access: Please send your feedback or concerns to [CDS CARE@buffalo.edu](mailto:CDS_CARE@buffalo.edu)
<https://arts-sciences.buffalo.edu/cds/about/diversity.html>

To report an academic concern with the department please contact the department Administrative Assistant, or Department Chair. If a neutral party is needed to discuss the issues, the department will give you the contact of the Grievance Committee.

UB Graduate Grievance Policy; <https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>

Office of Health Promotion

114 Student Union (North Campus), 716-645-2837

<https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>

Sexual Violence

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.). UB's has resources such as academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB's Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, contact a Crisis Services Campus Advocate at 716-796-4399. <https://www.buffalo.edu/studentlife/help/emergency/unwanted-sexual-experience.html>

ASHA Council on Academic Accreditation (CAA) standards: <https://caa.asha.org/reporting/standards/>

ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology:

<https://www.asha.org/certification/2020-audiology-certification-standards/>

ASHA Code of Ethics:

<https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf>

New York State Application Forms for Audiology Licensure:

<https://www.op.nysed.gov/professions/audiology/application-forms>

New York State Hearing Aid Dispensing License Information:

<https://dos.ny.gov/hearing-aid-dispenser>

New York State Application Forms for Speech-Language Pathology Licensure:

<https://www.op.nysed.gov/speech-language-pathology>

New York State Consumer Bill of Rights

<https://www.op.nysed.gov/consumer-information-professions/consumers-bill-rights>

NOTE: This Graduate Student Handbook may be amended at any time at the discretion of the UBASLP Clinic Director and the CDS Department Chair.