University at Buffalo

The State University of New York

Department of Communicative Disorders & Sciences

UB Audiology and Speech Language Pathology Clinic

College of Arts and Sciences

CDS Graduate Student Handbook

2026-2027

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Introduction

Welcome to the Department of Communicative Disorders and Sciences (CDS) and to the UB Audiology and Speech-Language Pathology Clinic. The faculty and staff of CDS, within the College of Arts and Sciences, are pleased to welcome you to graduate study at the University at Buffalo.

The Master of Arts (M.A.) in Speech-Language Pathology and Doctor of Audiology (Au.D.) programs integrate rigorous, evidence-based academic instruction with progressive, supervised clinical education. Throughout the program, students apply knowledge and skills developed in the classroom to clinical practice. As part of this training, students participate in the evaluation and treatment of individuals with communication and/or hearing needs under the supervision of experienced clinical faculty.

Purpose of This Handbook

The Graduate Student Handbook is a resource for students to refer to throughout the M.A. or Au.D. program. This Handbook provides guidance related to clinical education, professional expectations, clinical protocols, policies and procedures, available resources, and preparation for professional practice.

Students are expected to review this handbook carefully and remain familiar with its contents. Each student is responsible for understanding and following the policies, procedures, and expectations outlined in the handbook and for seeking clarification when needed.

In addition to meeting the academic and clinical requirements of the M.A. in Speech-Language Pathology or Au.D.in the Audiology program, students have opportunities to meet applicable requirements established by:

- The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- The American Speech-Language-Hearing Association (ASHA) for professional certification
- The New York State Education Department (NYSED) for professional licensure
- New York State teacher certification requirements for Speech-Language Pathology M.A. students pursuing the Teaching Students with Speech and Language Disabilities (TSSLD).

Accreditation, professional certification, state licensure, and teacher certification are governed by separate organizations and requirements may change. Students are responsible for monitoring their progress toward all applicable requirements, reviewing current ASHA and NYSED requirements throughout the program, and consulting with their academic advisor when questions arise.

Handbook Updates and Student Responsibility

Clinical education, accreditation, certification, and licensure requirements may change during a student's enrollment. Policies, procedures, and guidelines in this handbook are therefore subject to revision. Students will be informed of substantive changes and are responsible for following the most current policies and procedures communicated by the program.

Questions about clinical education, clinical policies, or this handbook should be directed to the Director of the UB Audiology and Speech-Language Pathology Clinic. Questions about departmental or academic policies may be directed to the appropriate program leadership, academic advisor, or Chair of the Department of Communicative Disorders and Sciences. Additional information about the department can be found: UB CDS Website

UB CDS Faculty and Staff

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Clinic Director
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Kris Tjaden, Ph.D., CCC-SLP

Director of Undergraduate Studies
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Director of Audiology
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Undergraduate/Graduate Coordinator
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Clinic Business Practice Manager
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Clinic Administrative Assistant
Amanda Simpson

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Our Philosophy on Clinical Education

The Department of Communicative Disorders and Sciences is committed to preparing competent, evidence-based, and ethical professionals in speech-language pathology and audiology. Our educational philosophy integrates rigorous academic learning, evidence-based practice, and progressively structured clinical experiences to prepare students for professional practice.

Graduate education requires a strong foundation of discipline-specific knowledge and the ability to apply that knowledge in clinical settings. Academic and clinical learning are intentionally connected: coursework provides the foundation for clinical reasoning and decision-making, while clinical experiences allow students to apply, integrate, and expand that knowledge through practice.

Graduate professional education also requires a shift from focusing primarily on course grades to demonstrating competency. Grades remain an important measure of academic performance and satisfactory progress; however, a passing grade alone does not demonstrate readiness for professional practice. Students must show that they have acquired and can apply the required knowledge and skills.

Competency is measured through the Knowledge and Skills Acquisition (KASA) competencies identified throughout the curriculum. Didactic and clinical courses include specific KASA competencies that students must successfully demonstrate. These competencies align with the knowledge and skills required by the American Speech-Language-Hearing Association (ASHA) for professional certification.

At the graduate level, learning is not solely about the grade earned in a course. Students must demonstrate and apply the required competencies in both didactic coursework and clinical education. A course grade does not replace the requirement to meet the KASA competencies associated with that course.

Clinical education is a developmental process. Students make progress through sequentially structured experiences that increase in complexity, independence, and professional responsibility. Under the supervision of clinical faculty and educators, students work with individuals with a broad range of communication and/or hearing needs while developing the clinical reasoning, technical skills, professional communication, and evidence-based decision-making required for entry-level practice.

Students are expected to take an active role in both their academic and clinical education. This includes preparing for coursework and clinical experiences, applying previously learned information, using feedback to improve performance, engaging in self-reflection, identifying areas for growth, and taking responsibility for strengthening knowledge and skills. Expectations for independence, clinical reasoning, integration of knowledge, and professional accountability increase as students make progress through the program.

Successful progression through the graduate program requires demonstrated competency in both academic and clinical performance. By the completion of the program, students must have met the applicable KASA competencies and other requirements for graduation and eligibility to pursue professional certification and licensure.

All Graduate student clinicians will demonstrate the following skills:

- Develop and apply comprehensive knowledge of typical and disordered speech, language, communication, and hearing processes.
- Integrate academic knowledge, current research, and clinical information to support evidence-based assessment and intervention.
- Apply critical thinking, clinical reasoning, problem-solving, and professional decision-making across academic and clinical settings.
- Communicate effectively and demonstrate professional behavior when interacting with clients, families, peers, clinical educators/supervisors, faculty, staff, and other professionals.
- Demonstrate proficiency in professional oral and written communication appropriate to the clinical setting and scope of practice.
- Select, administer, score, and interpret appropriate assessment procedures and formulate appropriate clinical impressions, diagnoses, referrals, and recommendations within their scope of practice.
- Develop and implement evidence-based intervention and management plans responsive to each client's individual needs, goals, preferences, and educational, vocational, social, and emotional well-being.
- Engage in ongoing self-evaluation and reflective practice and take active steps to develop, refine, and strengthen clinical competencies and professional knowledge.

- Provide appropriate education, counseling, consultation, and/or in-service training to clients, families, caregivers, professionals, and other relevant individuals.
- Effectively communicate evaluation findings, clinical impressions or diagnoses, recommendations, goals, and plans of care through professional oral and written communication.
- Complete accurate, timely, professional, and appropriate documentation for all clinical services provided.
- Demonstrate ethical, responsible, and professional conduct consistent with applicable professional standards, policies, regulations, and scope of practice.
- Demonstrate increasing independence, accountability, and professional responsibility as they progress through the graduate program.

Graduate Student Role in Clinical Education

The transition from undergraduate study to graduate professional education can be a significant adjustment. Graduate students are responsible for their own learning and are expected to take increasing ownership of their academic and clinical development. CDS faculty and staff will provide instruction, supervision, feedback, and guidance, but students must actively engage in the learning process.

Clinical education requires students to understand not only what clinical decisions are made, but why and how those decisions are reached. Students are expected to seek information, ask appropriate questions, apply content from their courses to clinical practice, and use feedback to improve their performance. Developing accurate self-evaluation skills is essential so that students can recognize what they know, identify gaps in knowledge or skill, and determine how to address those gaps.

The goal of graduate clinical education is to prepare students for entry-level professional practice, including the ability to provide screening, prevention, assessment, intervention, and related services within the scope of practice of their discipline.

Students who are struggling to develop their clinical skills should discuss concerns promptly with the appropriate clinical faculty members. If additional support is needed, students may contact the Clinic Director or the Department Chair. Addressing concerns early allows time to identify appropriate supports and strategies for improvement.

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. **See below the expectations and the behaviors of those who seek to join our professions.**

- Timeliness means arriving on time, prepared, and ready to complete professional responsibilities. Expectations for being “on time,” “prepared,” and “appropriate” may vary by setting, task, and supervisor.
- Appropriate professional attire is required for all clinical assignments. Students must follow the dress requirements of the clinical setting, including uniforms or scrubs when required.
- Email Etiquette:
    - Students are expected to check their UB email daily for academic and clinical information. Messages from academic or clinical faculty should be acknowledged or answered within 24 hours.
    - Address faculty using their professional title (e.g., Dr. Doe, Ms. Doe, or Professor Doe) unless otherwise specified.
    - Use a professional tone in all written communication. Emails should state questions, needs, or concerns clearly, respectfully, and concisely. Disrespectful, harassing, or otherwise unprofessional communication will be addressed by program leadership.
- As clinicians it is important that you and the clinical faculty 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 for giving 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 or casual business attire. Specifics will be determined by the clinical setting where 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 clinical faculty or 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 exposing 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 but may be required to be covered. 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 concerns 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 weeks 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 prevent assignment of 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 website used in clinic/class-**SLP only** **Register for Simucase-SLP**	Annual Membership- 12 months	$130 per year
CALIPSO: Website used to manage your clinical hours and track your ASHA KASAs.	One-time Student Fee for your entire program	$125 1x fee

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, KASAs, skills, and clinical clock hours 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 within 5 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 (M.A.) Clinical Education Sequence		
Term	**Clinical Education Experience**	**Clinical Practicum Registration**
Fall 1	In-house practicum / IPE	CDS 595 Clinical Practicum (LAB): 3 credits CDS 525 Clinical Processes: 3 credits
Spring 1	In-house practicum / lecture / IPE	CDS 595 Clinical Practicum (LEC): 1 credit CDS 595 Clinical Practicum (LAB): 4 credits
Summer	In-house practicum	CDS 596 Clinical Practicum: 4 credits
Fall 2	In-house practicum / mentorship*	CDS 596 Clinical Practicum II (LEC): 1 credit CDS 596 Clinical Practicum II (LAB): 4 credits
Spring 2	Full-time externship in the field	CDS 624 Externship: 12 total credits

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

Course / Requirement Notes	Registration Responsibility / Notes

CDS 595 & CDS 596 Clinical Practicum LAB	Department force registers.
CDS 525 Clinical Processes	Student registers in Fall 1.
CDS 624 Externship LAB	Department force registers for 12 total externship credits. Students seeking NY TSSLD are registered for 6 credits for SCH-LAB section and 6 credits for 000-LAB section. Students not seeking teacher certification are registered for 12 credits for 000-LAB section.

Audiology (Au.D.) Clinical Education Sequence		
Term	**Clinical Education Experience**	**Clinical Practicum Registration**
Summer 1	In-house practicum; beginning diagnostic audiology training	CDS 590 LAB Practicum I: Audiology - 6 credits
Fall 1	In-house practicum / clinical practicum lecture/IPE	CDS 591 LEC Clinical Practicum Lecture - 1 credit CDS 591 LAB Practicum I: Audiology - 3 credits
Spring 1	In-house practicum / clinical practicum lecture/IPE Clinical Gateway Examination	CDS 591 LEC Clinical Practicum - 1 credit CDS 591 LAB Practicum I: Audiology - 3 credits
Summer 2	Off-site clinical practicum	CDS 592 LAB Practicum II: Audiology - 6 credits (OFFSITE)
Fall 2	Advanced clinical practicum / clinical practicum lecture Research project presented	CDS 592 LEC Clinical Practicum - 1 credit CDS 592 LAB Practicum II: Audiology - 6 credits
Spring 2	Advanced clinical practicum / clinical practicum lecture Comprehensive Examination; schedule Praxis II: Audiology	CDS 592 LEC Clinical Practicum- 1 credit CDS 592 LAB Practicum II: Audiology - 6 credits

Summer 3	Externship year begins	CDS 624 Externship: Audiology
Fall 3	Full-time externship year	CDS 624 Externship: Audiology
Spring 3	Full-time externship year / program completion	CDS 624 Externship: Audiology

*Revised program structure June 2026: The Au.D. curriculum is now a three-year program completed across 9 consecutive semesters, beginning in Summer 1. Year 3 (Summer 3, Fall 3, and Spring 3) is the externship year.

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 it 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 one 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, one week prior to the first day of 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 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 parents' 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 one 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 one 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 and 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. Students may also 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.

Students often participate and complete 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 and include their ASHA numbers.**

Documentation of your completed 25 hours of clinical observation of speech-language and/or hearing services must be submitted 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 were not completed under the direction of an ASHA certified SLP or Au.D., then please contact the UBASLP Clinic Director so they can decide how you will earn your observation 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 total hours required by ASHA for both speech-language pathology and audiology. Note: 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 or clinician with their ASHA numbers. 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-A). 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 both an in person and online HIPAA training on privacy protection for patients. Students will participate in HIPAA training at the beginning of Summer 1 for Audiology students or during orientation for SLP students. Both of 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 (PHI) is (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 course outlining specific information related to their selected field of study. Clinical assignments will not begin until this in-service is completed as assigned.

Department of Health: Health Care Provider Infection Control Training

American Academy of Audiology Guideline: Infection Control in Audiological Practice

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 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

A clinical supervisor for a speech-language pathologist (SLP) or audiologist (AUD) should not be a family member or close friend because it creates severe conflicts of interest, prevents objective evaluation, and violates professional ethics codes set by organizations like the American Speech-Language-Hearing Association (ASHA)

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 6 semesters of supervised clinical practicum experiences. 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. Local field placements are assigned in the 2nd year of the program. Then a full-time calendar year externship placement is arranged for the 3rd 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 3rd 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 field work placements beginning during their 2nd 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 outside field work.
- Field work 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 field work assignment is assigned, the student is responsible for contacting their cooperating supervisor and arranging an initial visit to meet the staff, talk to the supervisor, observe services, and tour the facility.
- Student clinicians 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 2nd year Externship Coordinator for signature.
- The Audiology faculty in charge of a field or externship placement 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 clinicians 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 their external/agency supervisor and the UB Externship Coordinator.
- During midterm and finals of the field placement or 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 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 Coordinators will assign students to 2, 9-week 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**
- **Be in good standing academically and clinically.**
- 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.
- Earned 175-200 direct contact clinical practicum hours under the supervision of a licensed and ASHA certified SLP.

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 Coordinators 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 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 9-week externships**.
    - However, one full 18-week placement is possible upon approval of the Externship Coordinators.
    - No externships will be completed in less than 7 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 students 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 with 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 do 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 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 3.5 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 3.5 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 start date**. Also, please consult the due dates listed on the ISS website.

Measurement and Tracking of Clinical Competencies

CALIPSO is used to administer 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.

CALIPSO Rubric Scoring

Au.D. Clinical Performance Evaluation, Feedback, and Grading

Clinical Feedback and Student Responsibilities

Clinical education is a developmental process in which students are expected to demonstrate progressive growth in clinical knowledge, skills, critical thinking, problem solving, independence, and professional responsibility.

All students will receive regular feedback regarding their clinical performance through verbal discussion, written feedback, and/or review of VALT-recorded clinical sessions. Students are expected to thoughtfully review supervisory feedback and demonstrate implementation of that feedback in subsequent clinical sessions, clinical decision-making, case management, and clinical documentation.

Students are responsible for communicating with their clinical faculty or preceptor when they do not understand a clinical concept, expectation, recommendation, or feedback provided. Asking questions and seeking clarification are essential components of the clinical learning process. When a student does not seek clarification, the clinical faculty member or preceptor will presume that the feedback and expectations are understood and will expect appropriate implementation in future clinical work.

As students advance through the Au.D. clinical education sequence, they are expected to require progressively less direct instruction, modeling, monitoring, and feedback. At the same time, expectations for independent clinical reasoning, problem solving, self-evaluation, and application of previously acquired knowledge and skills increase.

CALIPSO Clinical Evaluation Process

The following rating scale is used by students and clinical faculty/preceptors when completing clinical evaluations within the CALIPSO system. Students are expected to complete a self-evaluation in CALIPSO at mid-semester and at the end of each semester. Clinical faculty and preceptors are required to complete a formal evaluation at mid-semester and are required to complete an evaluation at the end of the semester.

Students are also encouraged to complete an evaluation of their clinical faculty member or preceptor within CALIPSO. Students and clinical faculty/preceptors are required to meet to review, debrief, and discuss clinical evaluations, including areas of strength, areas requiring continued development, and expectations for future clinical performance.

CALIPSO Audiology Clinical Performance Rating Scale Descriptions

1.00 **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).

1.50 **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 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).

2.00 **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).

2.50 **Evident 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).

3.00 **Developing with 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)

3.50 **Developing with 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).

4.00 **Consistent**: Skill is 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).

Scoring Between Rating Levels
Clinical faculty and preceptors may assign scores in 0.25-point increments when a student's performance falls between two defined levels on the CALIPSO rating scale. For example, if a student's performance falls between 1.5 - Becoming Evident and 2.0 - Early Emerging, a score of 1.75 may appropriately represent the student's current level of clinical performance.

Progressive Clinical Performance Expectations
The CALIPSO rating describes the student's demonstrated level of clinical performance. The minimum score required for satisfactory completion of clinic is determined by the student's semester within the Au.D. clinical education sequence. Clinical expectations intentionally increase as students' progress through the program. Therefore, a score that meets expectations during an introductory clinical experience may not represent satisfactory performance during a later clinical experience.

This progressive model reflects the expectation that students will demonstrate increasing:
• clinical knowledge and integration of academic content.
• technical and clinical skills.
• critical thinking and problem solving.
• accuracy and efficiency.
• independence in clinical decision-making and case management.
• ability to recognize and modify their own performance.
• integration and generalization of supervisory feedback; and

• professional responsibility and readiness for independent practice.

By the third-year externship, students are expected to demonstrate substantially greater independence, consistency, self-evaluation, and clinical reasoning than during their initial in-house clinical experiences.

Minimum Scores for Satisfactory Clinical Performance
The semester grade is based on the average of all scored clinical competencies on the student's CALIPSO evaluation. Competency areas that are not scored will not be included in the student's calculated average.

Course	Semester	Minimum Satisfactory Average	Unsatisfactory
CDS 590	Summer 1	>= 1.75	< 1.75
CDS 591	Fall 1	>= 2.00	< 2.00
CDS 591	Spring 1	>= 2.50	< 2.50
CDS 592	Summer 2	>= 2.75	< 2.75
CDS 592	Fall 2	>= 3.00	< 3.00
CDS 592	Spring 2	>= 3.00	< 3.00
CDS 624	Summer 3	>= 3.00	< 3.00
CDS 624	Fall 3	>= 3.25	< 3.25
CDS 624	Spring 3	>= 3.75	< 3.75

Interpretation of Satisfactory Performance
The minimum satisfactory score represents the **minimum** overall level of clinical performance expected at that stage of the Au.D. program. Meeting the numerical threshold does not eliminate the expectation that a student demonstrates continued growth and competency across individual areas of clinical performance.

As students' progress through the nine-semester clinical sequence, satisfactory performance reflects a developmental transition from observation and direct supervisory support toward increasingly independent clinical practice. For example, a 2.0 in Fall 1 reflects an appropriate early-emerging level of performance for a beginning Au.D. clinician. In contrast, by Spring 3, satisfactory performance requires an average of at least 3.75, reflecting the expectation that a student nearing completion of the Au.D. program consistently demonstrates advanced clinical skills, independent clinical reasoning, self-evaluation, and readiness for professional practice with the clinical educator/preceptor functioning primarily in a collaborative role.

Speech-Language Pathology Clinical Performance Evaluation, Feedback, and Grading

Clinical Feedback and Student Responsibilities

Clinical education is a developmental process in which students are expected to demonstrate progressive growth in clinical knowledge, skills, critical thinking, problem solving, independence, and professional responsibility.

All students will receive regular feedback regarding their clinical performance through verbal discussion, written feedback, and/or review of VALT-recorded clinical sessions. Students are expected to thoughtfully review supervisory feedback and demonstrate implementation of that feedback in subsequent clinical sessions, clinical decision-making, case management, and clinical documentation.

Students are responsible for communicating with their clinical faculty or preceptor when they do not understand a clinical concept, expectation, recommendation, or feedback provided. Asking questions and seeking clarification are essential components of the clinical learning process. When a student does not seek clarification, the clinical faculty member or preceptor will presume that the feedback and expectations are understood and will expect appropriate implementation in future clinical work.

As students advance through the M.A. SLP clinical education sequence, they are expected to require progressively less direct instruction, modeling, monitoring, and feedback. Expectations for independent clinical reasoning, problem solving, self-evaluation, integration of academic knowledge, and application of previously acquired clinical skills increase throughout the program.

CALIPSO Clinical Evaluation Process

The following rating scale is used by students and clinical faculty/preceptors when evaluating clinical performance within the CALIPSO system.

Students are expected to complete self-evaluations in CALIPSO at mid-semester and at the end of the semester. Clinical faculty and preceptors are required to complete evaluations at mid-semester and are required to complete an evaluation at the end of the semester. Students are also encouraged to evaluate their clinical faculty member or preceptor within CALIPSO. Students and clinical faculty/preceptors are required to debrief and discuss each evaluation, including areas of strength, areas requiring continued development, and expectations for future clinical performance.

SLP Clinical Performance Rating Scale

1.0 - 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 the need to change. The supervisor/clinical educator must model behavior and implement the skill required for the client to receive optimal care. The supervisor/clinical educator provides numerous instructions and frequent modeling. Critical thinking/problem solving is early emerging. The student primarily observes and states facts. Skill is present less than 25% of the time.

2.0 - Emerging: Skill is emerging but is inconsistent or inadequate. The student shows awareness of the need to change behavior with supervisor/clinical educator input. The 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. Skills are present 26-50% of the time.

3.0 - Approaching: Skill is present and needs further development. The student is aware of the need to modify behavior but does not make changes independently. The supervisor/clinical

educator provides ongoing monitoring and feedback, focusing on increasing the student's critical thinking regarding how and when to improve the skill. Critical thinking/problem solving is developing. The student identifies and analyzes problems and is beginning to reach conclusions. Skill is present 51-75% of the time.

4.0 - 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. The 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.

5.0 - Independent: Skill is consistent and well developed. The student modifies their own behavior as needed and is an independent problem solver. The student can maintain skills with other clients and in other settings, when appropriate. The supervisor/clinical educator serves as a consultant in areas where the student has less experience and 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 more than 90% of the time.

Scoring Between Rating Levels

When a student's performance falls between two defined rating levels, intermediate scores may be used to represent the student's current level of clinical performance. The semester grade is based on the average of the clinical competencies scored on the student evaluation; competency areas that are not scored are not included in the student's calculated average.

Progressive Clinical Performance Expectations

The clinical rating describes the student's demonstrated level of performance. The minimum score required for satisfactory completion of clinic is determined by the student's semester within the M.A. SLP clinical education sequence. Clinical expectations intentionally increase as a student makes progress through in-house practicum, mentorship, and externship experiences.

A score that represents satisfactory performance during an introductory clinical experience may not meet expectations during a later semester. Students are expected to demonstrate progressively greater independence, consistency, clinical reasoning, integration of supervisory feedback, self-evaluation, and professional responsibility as they advance through the program.

This progressive model reflects increasing expectations for:

- integration of academic knowledge into clinical practice.
- clinical and technical skills.
- critical thinking and problem solving.
- accuracy, efficiency, and organization.
- independence in clinical decision-making and case management.
- recognition and modification of one's own clinical performance.
- implementation and generalization of supervisory feedback; and
- professional communication, responsibility, and readiness for clinical practice.

Minimum Scores for Satisfactory Clinical Performance

The following minimum averages represent satisfactory completion of clinic for each semester. Students must meet or exceed the minimum score established for their current semester of clinical education.

Semester	Minimum Satisfactory Average	Unsatisfactory
Fall 1	>= 2.75	< 2.75
Spring 1	>= 3.25	< 3.25
Summer	>= 3.50	< 3.50
Fall 2	>= 3.75	< 3.75
Spring 2 - Externship	>= 3.50	< 3.50

Interpretation of Satisfactory Performance

The minimum satisfactory score represents the **minimum** overall level of clinical performance expected at that stage of the M.A. SLP program. Meeting the numerical threshold does not eliminate the expectation that students demonstrate continued growth and competency across individual areas of clinical performance.

The progression of minimum scores reflects increasing expectations across the in-house clinical sequence. For example, the Fall 1 minimum of 2.75 reflects a beginning clinician who is progressing from Emerging toward Approaching performance and continues to require significant supervisory support. By Fall 2, the minimum satisfactory average increases to 3.75, reflecting the expectation that the student is progressing toward the Developing level and demonstrates substantially greater consistency, self-evaluation, clinical reasoning, and independence.

The Spring 2 externship minimum is 3.50. Although this numerical threshold is lower than the Fall 2 in-house minimum, externship performance occurs in a new clinical environment and may involve unfamiliar populations, procedures, documentation systems, and site-specific expectations. Students are nevertheless expected to generalize previously acquired knowledge and skills, respond appropriately to preceptor feedback, demonstrate professional responsibility, and progress toward increasingly independent clinical practice throughout the externship.

Remediation and Probation Policies and Procedures

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 M.A./SLP and the Au.D. 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. Importantly, **students must pass all KASAs listed in each class, even if they have passed the same KASA in a different class.** For example, language-related KASAs might overlap between the child language disorders classes and the adult language class. However, language issues in adults with aphasia are very different from those of developing children; thus, the knowledge and skills required are different.

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 indicating their agreement with the plan. The agreement will be provided to the Graduate Coordinator 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 working with another academic or clinical faculty member with expertise in that area. The course instructor will identify another faculty member to complete the second remediation. They will similarly provide a written agreement, specifying the activities, timeline, and expectations for passing the KASA, that is signed by the faculty member and the student and submitted to the Graduate Coordinator for file keeping. **If the student does not pass the second remediation, they will be dismissed from the program.** 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. Following a grade of C+ or lower in a class, the instructor will work with the Program Director to ensure that a plan for remediation is underway (see above). The student may need to complete KASA remediation(s) before beginning outside placement rotations.

If a student receives a **single grade of D+ or lower in any academic 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's overall graduate GPA falls below 3.0, they will be placed on probation and required to bring their GPA above 3.0 by the end of the remediation semester. Failure to do so will result in dismissal from the program.

M.A.-SLP Program Only: If a student needs to remediate KASAs in 4 or more courses over 12 months, they will be placed on probation and required to remediate all KASAs successfully by the end of the remediation semester. Failure to do so will result in dismissal from the program.

Clinic Probation:
If a student receives **a CALIPSO grade of "Unsatisfactory"** as a final grade with any supervisor, 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 semester 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.

Students who do not receive a "Satisfactory" for any of the clinical knowledge and skills, even if they receive a "Satisfactory" in their CALIPSO grade, will be required to undertake remediation activities to demonstrate that they have achieved competency (see above).

Externships: If a student is remediating KASAs from one course, they may still be placed on externship, if the course remediation will not impact their learning at the externship and they are making good progress toward remediation. If the student is remediating in more than one course, they will need to delay their externships until they remediate.

Au.D. Gateway and Comprehensive Exams: Students in the Doctorate of Audiology must pass a Gateway and a Comprehensive Examination. If a student fails one of these exams, they will have an opportunity to remediate the missed information or the whole exam, depending on their performance. If they fail the remediation, they will be offered one additional remediation

attempt. If they fail the second remediation, they will be dismissed from the program. Remediation on gateway and comprehensive examinations may lead to delays or changes in offsite clinical placements.

Dismissal from the Program – Summary:
The Doctor of Audiology and Master's 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 semesters
- Receiving two CALIPSO "Unsatisfactory" grades in clinical practicum
- Failure to complete any applicable remediation plans within the associated semester.
- Failure to complete academic remediation and successful achievement of KASAs after two opportunities at remediation.
- Three grades of C+ or lower in any course
- An overall grade of D or F in any course and either:
    - A grade of C+ or lower earned in any other class, or
    - An overall GPA of less than 3.0

ASHA Certification of Clinical Competence (CCC)

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 6 semesters of supervised clinical practicum experience. Students must complete at least 25 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 3rd year of the program.

- Students will complete clinic contact hours of supervised clinical practicum over three 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 concurrently with clinical practicum unless approved by the UBASLP Clinic Director.
- To advance each semester, students must meet a satisfactory score on their CALIPSO reviews that assess their clinical and KASA competencies. These skills should develop each semester throughout their 3 years in the program, from the UB Audiology Speech-Language Pathology Clinic, at local practicum or field sites, and during the 3rd year externship.
- Students will satisfactorily complete 3 semesters in the UB Audiology Speech-Language Pathology Clinic and pass the required Clinic Gateway Exam before being placed in outside field sites for their 2nd year of clinical 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 3rd year on the student's Department KASA record on CALIPSO.
- Students must obtain the equivalent of 52 weeks (no vacations, holidays), full-time experience over the 3rd 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.
- Although there is not a total number of clinical clock hours required, keeping track of your clinical clock hours is a requirement to help your faculty see your clinical experience record, competency development, and areas where you need additional experiences.

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

Graduate M.A. 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 CASLPO 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 clinical hours of supervised clinical practicum that concerns 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 CASLPO 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 5-10 hours be obtained by each student in each of the areas below, depending 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 (CASLPO regulation). **All students are responsible for double-checking the 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/
- See ASHA/CAA SLP Clinical Hour requirements on the page 40.

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 (0f 375)	75 US & 50 CA	ASHA
Clinical Documentation	50	ASHA
Areas of Diagnosis		
Child/Adult Language Disorders	5-10 each	UB CDS
Child/Adult Speech Disorders	5-10 each	UB CDS
Areas of Treatment		
Child/Adult Language Disorders	5-10 each	UB CDS
Child/Adult Speech Disorders	5-10 each	UB CDS
TX & DX in Audiology	5-10 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 an 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 experience 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 (CAA)

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.

AI Policies and Procedures

Recommended Use of Generative AI for Dissertations, Theses and Capstone Projects

The Department of Communicative Disorders and Sciences at the University at Buffalo recognizes that generative artificial intelligence (AI) tools can be valuable support in the development of dissertations, theses and capstone projects when used thoughtfully, responsibly and transparently. Used well, these tools may help students sharpen their critical thinking by supporting activities such as brainstorming, exploring perspectives, organizing ideas, reviewing literature, refining analytical processes and improving clarity of expression. At the same time, AI tools are meant to support, not replace, the student's own intellectual work, scholarly judgment, analysis and authorship. Students remain fully responsible for the originality, accuracy and integrity of all submitted work, including carefully checking any AI-assisted material, protecting sensitive or confidential information, and disclosing substantial AI use in accordance with university, departmental and project-specific expectations.

AI Use by Activity Area

- ***Idea development and critical thinking***

Generative AI may be used to support early-stage thinking activities such as brainstorming topics, refining research questions, exploring alternative perspectives, identifying possible counterarguments and clarifying complex concepts. In these cases, AI should be used to prompt reflection, comparison and critical thinking, not to supply conclusions or replace the student's own reasoning.

- ***Literature engagement and research support***

AI tools may assist with preliminary literature-related tasks such as summarizing articles, identifying broad themes across sources, comparing perspectives or helping students orient themselves to a body of scholarship. Students remain responsible for reading relevant sources directly, evaluating their quality and relevance and ensuring that all interpretations, syntheses and citations are accurate.

- ***Organization and project planning***

AI may be used to help students organize ideas, develop outlines, map possible sections or think through the structure of an argument or project. These uses are appropriate when they help students plan and refine their own work rather than generate the substance of that work.

- ***Analysis and research workflow***

AI tools may be used in limited ways to support aspects of research workflow, such as organizing materials, assisting with coding or scripting, identifying possible patterns or helping students think through analytic options. However, any use of AI in analysis must be approached with caution. Students are responsible for independently evaluating all outputs, methods and interpretations. AI should not be treated as an autonomous analytic authority, and the project's analytic decisions, interpretations, methodology and conclusions must remain the student's own work and scholarly judgment.

- ***Use of research data***

AI may be used to facilitate analysis only when the data have been fully de-identified and when such use is consistent with university policy, applicable legal and ethical standards and, where relevant, approved research protocols. Students must not upload or enter identifiable, confidential, unpublished, proprietary, FERPA-protected, HIPAA-protected or human-subject data into public AI systems. When there is any uncertainty about whether data are sufficiently de-identified or whether the use of AI is permissible, students should consult their advisor, committee chair, IRB documentation or other appropriate university guidance before proceeding.

- ***Writing refinement***

AI may be used in limited ways to improve grammar, readability, style or clarity in the text the student has already drafted. It should not be used to generate core sections of a dissertation, thesis or capstone project, to produce substantial original text on the student's behalf, or to paraphrase large sections in ways that obscure authorship. The final written work must represent the student's own scholarly voice, analysis and intellectual contribution.

Accuracy, verification and accountability

Because AI systems may generate inaccurate, incomplete, biased or fabricated content, students are responsible for critically evaluating and verifying all AI-assisted material before incorporating it into their work. Responsibility for the accuracy, integrity, originality and ethical use of all submitted work always rests with the student.

Transparency and disclosure

Students should acknowledge substantial use of AI in a manner consistent with the expectations of their advisor, research lab, clinic, committee or department. In general, uses of AI that materially shape the development, analysis or presentation of a project should be disclosed. Students may also be asked to document how AI was used during the research and writing process to support transparency and responsible scholarly practice.

Faculty consultation and disciplinary judgment

Because expectations may differ across projects, methods, and subfields, students should consult with their advisor, committee chair, or program faculty when they are uncertain whether a specific use of AI is appropriate. Faculty guidance, disciplinary standards, and project-specific requirements should always take priority over general advice.

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 Academic Grievance Policies to address all academic grievances. Please follow the links below to read the academic grievance policy for 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. Jeffery Grabill, 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 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 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 filed by other complainants, the conduct must have occurred at least 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 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 reviewed 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 will include 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 forms 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. Specific members beyond the chair will be established on volunteer basis.

Committee Chair: Erin Willson

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 message 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 accommodation to enable you to participate in any course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and notify the instructor of the 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

https://arts-sciences.buffalo.edu/cds/about/diversity.html

To report an academic concern with the department please contact the Undergraduate and Graduate Coordinator 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.