PACE UNIVERSITY

College of Health Professions

MASTER OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS IN SPEECH-LANGUAGE PATHOLOGY PROGRAM

Academic and Clinical Graduate Student Handbook 2026-2027

Please Note: All students in the Communication Sciences and Disorders program are subject to the policies/procedures set forth in this handbook. If the handbook is revised, students are subject to the updated handbook policies/procedures. If any information in this handbook is inconsistent with College policy, the policy of the College prevails. Pace University reserves the right to change policies and procedures at any time and without prior notice. Errors and omissions in published documents (written or electronic) may be corrected at any time. This handbook is provided for informational purposes only and is not a contract.

Students are required to sign a document attesting to having received and read the Academic and Clinical Graduate Student Handbook.

ACADEMIC AND CLINICAL GRADUATE STUDENT HANDBOOK

Students are responsible for knowing and complying with all applicable policies of Pace University and the Department of Communication Sciences and Disorders (CSD).

The Communication Sciences and Disorders Graduate Academic and Clinical Student Handbook may be changed from time to time at the sole discretion of the Communication Sciences and Disorders program and such changes may be made with or without prior notice. The Communication Sciences and Disorders graduate program in Speech-Language Pathology Academic and Clinical Student Handbook is not intended as, and shall not be construed as, a contract.

The Master of Science (MS) education program in Speech-Language Pathology (residential) at Pace University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700. Inquiries concerning the status and updates of the candidacy application and/or interest in the planned program by potential students should be directed to:

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LETTER FROM THE COMMUNICATION SCIENCES AND DISORDERS (CSD) CHAIR

Dear Communication Sciences and Disorders Graduate Students,

Welcome to Pace University! Congratulations on your acceptance to Pace and your decision to pursue graduate study in Speech-Language Pathology. The faculty of Pace University is dedicated to your success as knowledgeable and competent future clinicians. The policies in this Communication Sciences and Disorders graduate program in Speech-Language Pathology Academic and Clinical Student Handbook (handbook) were developed by the faculty and administrators of the Communication Sciences and Disorders (CSD) program. They serve to 1) provide information regarding requirements to complete your degree in the program; and 2) delineate standards of quality established for graduate education and professional certification by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

This Handbook will provide you with useful information about the College and Program, faculty, staff, academic and clinical policies, resources, and student support services. The handbook is updated annually to reflect current practices, policies, standards, and resources. It is every student's responsibility to remain current with all policies and procedures related to their graduate education; any changes will be reflected in the most current handbook, effective September 1. Students should contact their academic advisor and/or the program chair with any questions or concerns. The CSD faculty are available to assist you at any point in your studies.

Please allow me to join the rest of your new professors and the dean of the College of Health Professions in welcoming you to this exciting and challenging program. We are here to support you and promote your academic and clinical prowess in this wonderful and important field of study.

Sincerely,

Scott Youmans, PhD, CCC-SLP
Department Chair, Program Director
Communication Sciences and Disorders

THE COMMUNICATION SCIENCES AND DISORDERS (CSD) PROGRAM

Introduction

The Communication Sciences and Disorders (CSD) program is housed within the College of Health Professions (CHP). This handbook is designed to provide program information, assist in the design of the student's graduate academic/clinical plan of study, and clearly delineate the CSD graduate degree. It is not intended to replace the Pace University Graduate Catalog, but to supplement the general guidelines with information relative to this specific program.

Mission

The mission of the Master of Science (MS) CSD program in Speech-Language Pathology at Pace University is to prepare highly competent speech-language pathologists and support the mastery of necessary skills for students to lead rewarding, intellectually and civically engaged lives. This mission requires that students develop abilities in written and oral communication, critical and analytic thinking, information synthesis from various sources, evidence-based decision making, leadership, and an understanding of issues in context essential for successfully providing services in ay diverse and global world. The communication sciences and disorders profession, by nature, requires the student to embody these skills as well as perspective-taking, collaboration with health professionals from various disciplines, and connecting theory to practical experience. Upon graduation, students from the MS program will be eligible for the Certificate of Clinical Competence (CCC) certification from the American Speech-Language-Hearing Association (ASHA) as well as other relevant local and state credentials.

Expected Outcomes

Expected outcomes include the student's ability to:

- Articulate the basic sciences underlying normal speech, language, hearing, and communication.
- Articulate communication differences, delays, and disorders.
- Demonstrate knowledge in diagnostic and therapeutic methods.
- Communicate in written and oral form using a professional style of communication expected in the field.
- Communicate with diverse populations and cultures.
- Articulate ethical and professional issues germane to the discipline.
- Engage in interprofessional activities with relevant professionals (e.g., psychologists, neuroscientists, nurses, occupational and physical therapists, public health specialists, physicians, etc.).
- Articulate and identify knowledge regarding evidence-based practice (EBP).

CSD Program Faculty and Staff

The CSD program in the College of Health Professions (CHP) offices are located at 161 William Street, in New York, NY. All CSD faculty and staff offices and the Speech, Language, and Hearing Center are located on the 4th floor. Part-time and adjunct faculty without specific offices may be reached by email.

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GRADUATE ADMISSION, PROGRESSION, AND GRADUATION POLICIES AND CRITERIA

Admission

Graduate Admission Criteria

Below is the admission and progression process for Pace's CSD program in Speech-Language Pathology, as of Fall 2024:

- Students apply to the Pace University Communication Sciences and Disorders program.
- A minimum of a 3.0 grade point average (GPA) is required at the time of admission.
- If communication sciences and disorders was not studied at the undergraduate level, a minimum GPA of 3.0 is required in the alternate undergraduate major and for CSD-based prerequisite courses (detailed below).

Graduate Admission Required Documents

- Official transcript from undergraduate college/university.
- Three (3) letters of recommendation; 2 must be from professors/instructors.
- A personal statement.
- If selected to be interviewed, completion of a writing sample.
- Students admitted to the CSD program with no background in the discipline will be required to take and pass prerequisite courses before beginning the graduate course of study; a minimum cumulative GPA of 3.0 is required (across CSD-based prerequisite courses).

The following prerequisite courses are required prior to entry into the CSD program with a minimum aggregate GPA of 3.0:

- Phonetics (known at Pace as The Science of Speech Sounds; 3 credits)
- Introduction to Communication Disorders (3 credits)
- Early Language Development (3 credits)
- Speech Science (3 credits)

Additionally, the following prerequisite courses are required prior to entry into the CSD program with a passing grade:

- Biology (3 credits)
- Physical Science (e.g., chemistry, physics; 3 credits)
- Statistics (3 credits)
- Social/Behavioral Science (e.g., sociology, anthropology, psychology; 6 credits)

The following course is highly recommended, but not required:

- Psycholinguistics (known at Pace as The Psychology of Language; 3 credits)

Badging

Students will receive a badge upon completion of the required prerequisite courses (Introduction to Communication Disorders, The Science of Speech Sounds, Early Language Development, and Speech Science) as well as The Psychology of Language. More information can be found online at Badges at Pace.

*If incoming students have not taken the above courses at Pace or another accredited institution, they are required to take them and register as non-matriculated prior to admission to the CSD program.

*In rare cases, if a student is deficient in meeting admissions requirements, the student could be accepted if approved by the department chair in consultation with the department faculty. The student will remain on probation or limited matriculation status (as appropriate) for one semester and must meet all requirements and standards prior to proceeding in the program.

Students who earned a bachelor's degree in a country where English is not the official language and/or for whom English is not their first language, must submit scores from the TOEFL, or International English Language Testing System (IELTS), or Pearson PTE exam that are no more than two years old. The College of Health Professions requires:

- TOEFL scores of 100 (Internet-based version);
- IELTS score of 7.5; or
- Pearson PTE score of 68.

The admission committee may require additional testing if there are concerns about your ability to read, write, and speak English sufficiently to meet the demands of the intended curriculum, based on the materials you submitted as part of your application or on written or verbal communications with you after you submitted your application. Please refer to the English Proficiency Examination Requirements.

Academic Progression Criteria

The CSD program is designed to prepare you for a successful and fulfilling experience and career in speech-language pathology. To ensure your competency in completing an accredited graduate program in speech-language pathology, the following criteria must be satisfied:

- Completion of 60 credits of academic and clinical coursework.
- Completion of 400 hours of clinical practicum; 25 of these hours are observational and up to 50 hours can be obtained at the undergraduate level if applicable. Clinical practicum hours are obtained in-house at the Pace University Speech, Language, and Hearing Center and/or through teletherapy during the first three semesters and at external placements/sites during the final two semesters.
- All students are required to meet with their academic advisor every semester to monitor student progression and to ensure requirements in the graduate program are being met. Documentation of advisement is maintained. Students will not be allowed to register for courses in the upcoming semester (or have their scores released for the comprehensive examination in their final semester) until this requirement has been met.
- Second-degree graduate students who are taking CSD coursework on a non-matriculated basis to satisfy graduate program admissions may avail themselves of CSD faculty advisement on an individual basis.
- Students must earn and maintain at least a 3.0 grade-point average (GPA). Students are advised, monitored, and supported every semester by the CSD faculty to establish and maintain this requirement.
- Should a student earn less than a 3.0 in any CSD course, the student will be placed on Academic Probation (see Academic Probation policy). In addition, a remediation plan will be instituted for a student who earns a B- (2.7) or less in the course; the student must demonstrate that the standards (knowledge and skills) are met. Again, students are advised and monitored every semester by the CSD faculty to complete the remediation and be removed from Academic Probation.
- Students who receive more than one grade below a B in the same or different semesters will be dismissed from the program.

- Students must meet performance indicators for clinical practicum on campus at the Pace University Speech, Language, and Hearing Center and external placements.
- All students must comply with the procedures and policies of the Pace University Speech, Language, and Hearing Center described in this Handbook.
- All students must adhere to the procedures and requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 described in this Handbook.
- Students must complete mandatory workshops if designated by the program; the frequency, topics, and schedule to be determined.
- Students must complete all necessary training as mandated by the program, University, State, Clinical site and/or accrediting agencies.
- Students will complete a first-year project/comprehensive assessment/survey and must pass a second-year comprehensive examination.

Graduation Criteria

To graduate, students must successfully satisfy all academic (60 credits) and clinical (400 total hours; 25 hours of which are observational and up to 50 hours can be obtained at the undergraduate level), and mandatory workshops as determined by the CSD program to graduate. In addition, students must pass a Comprehensive Examination in the spring semester of their second year. To ensure all academic requirements and credits are met, as well as Core Functions, CSD academic advisors will review students' transcripts at the end of each semester and at the beginning of their last semester. The director of the Speech, Language, and Hearing Center, clinical externship manager, and supervisors will monitor and ensure that students receive the required total hours to meet compliance. A full-time student in good standing is expected to complete the program in its entirety in 5 semesters.

STUDENT ACADEMICS, GRADING POLICIES, AND PROCEDURES

Section I. Academic Standards: Graduate CSD Program*

Academic Standards	Conditions That Will Result in Academic Probation	Conditions That Must be Satisfied During Probationary Period
To fully pass a CSD course, a minimum grade of "B" is required.	Failure to receive the minimum passing grade of "B" in a CSD course.	The student must pass each course taken during the Probationary Period and, at the conclusion of the Probationary Period, have at least a 3.00 cumulative quality point average (CQPA), and complete all remediations successfully. Failure to do so will result in the student's dismissal from the program. A student cannot earn more than one grade of "B-" or lower in the same or any semester. Should this occur, the student will be dismissed from the CSD program. All graduate CSD courses are required.
The special case of earning a "B-" in one course. To fully pass a CSD course, a minimum grade of "B" is required. A "B-" is considered a failing grade; however, one final grade of "B-" is allowed provided that the student demonstrate the acquisition of the required knowledge and skills in the area(s) of deficiency during the Probationary Period. The student does not have to retake the course; however more than one final grade below a "B" in any combination of courses will result in dismissal from the program.	Failure to receive the minimum passing grade of "B" in a CSD course.	The student must pass each course taken during the Probationary Period and, at the conclusion of the Probationary Period, have at least a 3.00 CQPA, and complete all remediations successfully. Failure to do so will result in the student's dismissal from the program. A student cannot earn more than one grade of "B-" or lower in the same or any semester. Should this occur, the student will be dismissed from the CSD program. All graduate CSD courses are required.
Grades below a "B-" To fully pass a CSD course, a minimum grade of "B" is required. Anything below a grade of "B" is considered failing. For grades of "B-", see the above section. Should a student earn a grade of less than "B-", then the student must retake the course the next time it is offered at Pace University. More than one final grade below a "B" in any combination of courses will result in dismissal from the program.	Failure to receive the minimum passing grade of "B" in a CSD course.	Should a student earn a grade of less than "B", then the student must retake the course the next time it is offered at Pace University. The student must pass each course taken during the Probationary Period and, at the conclusion of the Probationary Period, have at least a 3.00 CQPA, and complete all remediations successfully. Failure to do so will result in the student's dismissal from the program. All graduate CSD courses are required. A student cannot earn more than one grade of "B-" or lower in the same or any semester. Should this occur, the student will be dismissed from the CSD program. All graduate CSD courses are required.
Students must maintain a CQPA of 3.00 or higher.	Failure to meet the minimum 3.00 CQPA standard and the student's CQPA is between 2.75 and 2.99.	The student must pass each course taken during the Probationary Period and, at the conclusion of the Probationary Period, have at least a 3.00 CQPA.

*These standards apply to all academic and clinical practicum courses.

Remediation Plan

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in courses or student practicum experiences. Thus, expected knowledge and skills associated with ASHA CFCC standards and learning outcomes are stated on each course syllabus. Remediation plans are designed to improve students' knowledge and skills in a specific area of weakness. Faculty routinely review student performance, with student input as appropriate to determine any remedial needs or concerns. Remediation can be recommended at any time. Three scenarios can result in the implementation of a remediation plan.

1. A remediation plan will automatically be implemented whenever a student receives a score of remediate regarding knowledge and skills associated with ASHA CFCC standards from any instructor or supervisor. In terms of classroom assignments, any product graded below a B is automatically remediated.
2. A remediation plan may be instituted if a student receives either multiple scores of emerging within an individual experience, or multiple scores of emerging on the same ASHA CFCC standard. The decision to implement a remediation plan under these circumstances will be made by the instructor(s) who gave the emerging scores.
3. A student may request that a remediation plan be developed for the scores of emerging that did not result in a plan. The decision to implement a remediation plan under this circumstance must be approved by the instructor(s). This decision will be based on the impact that the "emerging" score has on the student's ability to successfully complete the program in a timely manner. For example, a remediation plan may be implemented if few or no future opportunities are available for that standard to be addressed. However, a remediation plan may not be approved if there are many future opportunities for completion of the knowledge and skills associated with ASHA CFCC standards.

Remediation may take several forms such as tutorials, additional assistance in writing, mastery of a concept, and/or any issue related to student success (e.g., time management). Recommendation of remediation and expected outcome(s) will be documented in the student's file. If a remediation plan is necessary, the following steps will be taken:

1. A student-specific plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area(s) of concern. This plan may be concurrent with the present and/or subsequent semester. The faculty/instructor is responsible for monitoring, implementing, and documenting the remediation plan to achieve each goal and outcome.
2. This plan will then be shared with the student. The student, instructor, and director of the Speech, Language, and Hearing Center (if applicable) will each receive the plan. If other faculty or clinical instructors are responsible for any portion of the plan, they will also receive a copy.
3. In the case of specific academic needs, the faculty instructor(s) involved with identifying areas of need typically will serve as an advisor providing guidance and recommendations to assist the student with the completion of the plan, unless stated otherwise by the chair.

The CSD faculty and/or staff involved in the remediation plan will discuss remediation progress to determine the appropriate next step. At times, it may be appropriate for the student involved in the remediation plan to be enrolled in a 1-credit independent study class. Students on remedial plans can expect a range of highly specific assignments targeted to assist in achieving program standards in the identified area of need.

Should a student fail to complete a remediation plan successfully, the student will be placed on academic probation. The student will need to meet with the chair and director of the Speech, Language, and Hearing Center (if applicable) to determine the appropriate next step.

Sample Remediation Activities

Remediation activities are created based on the needs of the student and the area(s) in which difficulty was observed and/or determined. It is possible to have one remediation plan for multiple areas when those areas are related. Below is a list of sample remediation activities:

- Write a paper on a topic.
- Complete an independent study on a topic.
- Complete a literature review for a topic.
- Receive added individual instruction on a topic.
- Complete an additional class or supervised experience (e.g., writing class, remedial math class, undergraduate coursework in CSD).
- Complete supervised clinical observations.
- Remain in on-campus clinic for further clinical training prior to going off-site.
- Complete specific clinical activities, such as diagnostic report writing.
- Undergo additional oversight and documentation of appropriate professionalism, such as verifying that all paperwork is submitted on time.

Definition of Remediation Terms

- Met: Student has demonstrated knowledge and/or skill in this standard that is commensurate with knowledge and/or skills of entry-level speech-language pathologists beginning their clinical fellowship year. Clinical skills can be considered met when appropriate for a given student's clinical experience level.
- Emerging: Student has demonstrated progress towards the objective, but that progress is insufficient and does not meet the objective. Ratings of emerging do not count positively towards completion of an ASHA CFCC standard. A student who receives more than one emerging in an area or in a semester may be required to complete additional work until that objective has been met.
- Remediate: Student has not demonstrated appropriate progress towards the objective. This rating is similar to failing. Any student who receives a remediate will be required to complete additional work until that objective has been met. Instructors are encouraged to attempt to remedy any weak areas during the semester to avoid the need to institute a remediation plan. The remediation plan will include a due date for completion.

Academic Probation Policy

The academic standards of the CSD program are established by the CSD faculty and are intended to be consistent with the policies and practices of Pace University and to ensure that students meet the expected knowledge and skills required for certification by the American Speech-Language-Hearing Association (ASHA). Usually, CSD students who fail to satisfy the academic standards of the CSD program will be placed on academic probation. Under certain circumstances, however, students who fail to satisfy the applicable academic standards will be dismissed from the CSD program even though they previously were not on probation (see Academic and Clinical Handbook, Academic Dismissal Policy).

The purpose of academic probation is to give students an opportunity to improve their academic performance and to meet the applicable academic standards. Students who satisfy the conditions of probation in the time permitted will be returned to the status of good academic standing and be

eligible for continued enrollment in their CSD program. Students who fail to satisfy the conditions of probation within the time permitted will be dismissed automatically from the CSD program.

Set forth below in Section I are 1) the academic standards of the CSD program, 2) the conditions that will result in a student being placed on academic probation, and 3) the conditions of probation that must be satisfied for the student to be returned to good academic standing.

- A student who fails to satisfy the applicable academic standards will be placed on probation for a limited time set at the initiation of probation (Probationary Period).
- Typically, a student will be informed in writing by the chair of the program that they failed to satisfy the applicable academic standards and are placed on probation. Probation is automatic if a student fails to satisfy the applicable academic standards and, therefore, is not contingent upon receipt of such notification. It is the student's responsibility to verify their academic standing before each semester and to make inquiries to the Office of Academic Affairs if clarification is needed.
- If an academic course needs to be retaken, it must be successfully retaken the next time it is offered for the Pace University's CSD program. Regardless of whether the course retake results in a higher grade, the first grade will still count as the only allowable grade below a B. A second grade below a B in the course retake or any other course will result in dismissal from the Program.
- Neither the status of probation nor the conditions of probation may be appealed.
- The conditions of probation must be satisfied by the conclusion of the Probationary Period.
- If a student fails to satisfy the conditions of probation by the conclusion of the Probationary Period, they will be dismissed automatically from the CSD program.
- Students are permitted only one Probationary Period throughout the entire course of study for CSD program. A student who has successfully completed one prior Probationary Period will be dismissed automatically from the CSD program, should their academic performance warrant another Probationary Period within the five-semester course of study. Academic dismissal is a direct consequence of not meeting the grade expectations during said Probationary Semester.
- The academic standards, the conditions that will result in academic probation, and the conditions that must be satisfied during the Probationary Period for the CSD program include, but are not limited to, the following:

Grading Policy: Appeal Process

As a general principle, the instructor has sole authority to establish standards of performance and to exercise judgments on the quality of student performance in a manner that reflects reasonable and generally accepted academic requirements. Grades assigned in this fashion are final except if the instructor wishes to review them. No faculty member, administrator, or other individual may substitute their judgment of the student's performance for the reasonable judgment of the instructor. Students who believe that a final grade received in a course was not determined in a manner consistent with the principle described above may challenge that grade.

To appeal a grade, a student must report their intention to and consult with the department chair. The grade appeal process for a CSD course is governed by the Pace University's Grade Appeal Process. Before appealing a final grade in a CSD course, the student should familiarize themselves with the Pace University policy. The grade appeal process may not be used to appeal a grade for an examination, assignment, paper, project, or the like; only a final grade may be appealed.

Academic Dismissal

Graduate students with serious or continuing deficiencies in academic, ethical, professional conduct, and/or clinical areas will be dismissed from the CSD program and the University. If a student is academically dismissed from the University, the dismissal is effective on all Pace campuses. Students will not be eligible to reapply to the program.

Students who are academically dismissed from the University are allowed one appeal. Student appeals are made directly to the Academic Progression Appeals Committee in the College of Health Professions (CHP). Students may be reinstated only once through the appeals process.

Academic Dismissal: Appeal Process

Students who have been dismissed from the Communication Sciences and Disorders (CSD) program may appeal the decision of dismissal to the Academic Progression Appeals Committee (Appeals Committee). To initiate such an appeal, the student must deliver a written appeal by overnight mail or personal delivery addressed to the Chair, Academic Progression Appeals Committee, c/o Staff Associate for Appeals, Office of Academic Affairs, College of Health Professions/Communications Sciences and Disorders, 861 Bedford Road, Pleasantville, New York 10570. Alternatively, the written appeal may be sent as an email attachment to the chair of the Academic Progression Appeals Committee in care of csdappeals@pace.edu. The written appeal must be received by the Appeals Committee within fourteen (14) calendar days from the date of the letter informing the student that he/she/they or has been dismissed. If the appeal is not received by the Appeals Committee on or before the fourteenth day, normally the appeal will be denied.

NOTE: All grade appeals must be completed before the Appeals Committee will accept a student's appeal of the academic dismissal decision. An appeal of the decision dismissing the student from a CSD program must be received by the Appeals Committee within fourteen (14) calendar days from the date of the decision of the grade appeal.

Standards for Granting an Appeal

An appeal will be granted only if the student demonstrates to the satisfaction of the Appeals Committee that the student's unsatisfactory academic performance is due to (1) extraordinary and (2) non-recurring circumstances and (3) is not representative of the student's academic ability.

Information Required for an Appeal

The written appeal submitted by the student must include the following information:

1. The name, telephone number, address and email address of the student appealing the decision of dismissal.
2. The name of the program from which the student was dismissed.
3. The reason the student was dismissed from the CSD program.
4. Identification of the (a) extraordinary and (b) non-recurring circumstances that caused the student's unsatisfactory academic performance and subsequent dismissal from the CSD program; and (c) evidence that the unsatisfactory academic performance is not representative of the student's academic ability.
5. An explanation of why the information provided in Paragraph 4 above should result in the reversal of the decision to dismiss the student from the CSD program.
6. A copy of the letter informing the student that he/she/they have been dismissed from the CSD program.

7. A statement that no grade appeals are pending or will be commenced after the appeal of the decision to dismiss has been submitted to the Appeals Committee with respect to grades issued that resulted in the student being dismissed.

The Appeals Process

The Appeals Committee will meet as soon as practicable after the fall and spring semesters and each of the summer sessions to hear appeals of academic dismissals. The Appeals Committee will also meet at such other times as may be reasonably necessary. In addition to considering the student's written appeal, ordinarily the Appeals Committee will require the student to appear at a hearing to, among other things, answer any questions the Appeals Committee may have or to provide additional information. At the hearing before the Appeals Committee, the student may present additional evidence in support of his or her appeal. As part of its deliberations, and at its sole discretion, the Appeals Committee may, among other things, take into consideration the student's academic record, request relevant information from faculty members concerning the circumstances that gave rise to the dismissal, and request information from persons knowledgeable about other issues before the Appeals Committee. The student will be permitted to respond to such information if it is averse to the student and the Appeals Committee is likely to rely on it in making their decision. No advisors or representatives of the student may participate in the hearing before the Appeals Committee or the business of the Appeals Committee. Such advisors and representatives include, but are not limited to, attorneys, representatives, friends, classmates, and family members of the student. If the appeal is granted, the student will be reinstated in the Communication Sciences and Disorders program and placed on academic probation in accordance with the applicable conditions of probation set forth in the Academic Probation Policy (refer to Reinstatement after an Appeal below). If the appeal is denied, dismissal from the CSD program will be effective as of the last day of the semester in which the student was on probation or was enrolled immediately prior to being dismissed. The decision of the Appeals Committee requires a majority vote and is final and not subject to further review. The student will be notified of the decision of the Appeals Committee in writing as soon as practicable, typically within fifteen (15) business days following the date on which the Appeals Committee made its decision.

Reinstatement After an Appeal

A student whose appeal is granted will be reinstated in the CSD program on academic probation in accordance with the applicable conditions of probation set forth in the Academic Probation Policy. A student who is reinstated and fails to satisfy the conditions of academic probation within the time permitted will be dismissed automatically from the Communication Sciences and Disorders program. If such occurs, ordinarily the dismissal will be final, and the student will not have the right to any further review or appeal.

The Academic Progression Appeals Committee

The Appeals Committee consists of five full-time College of Health Professions faculty members, only three of whom ordinarily will hear a student's appeal. A member of the Appeals Committee who was a participant in the circumstances that gave rise to the student's unsatisfactory academic performance and/or subsequent dismissal, must recuse him, her, their selves from the Appeals Committee for the sole purpose of that student's appeal.

Grading is as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; and F = 0. Grades of B-, C+, and C are considered a non-passing grade in this program, and subject to the policies in this Handbook. Only one grade of B- is permitted without retaking the course; however, the student will be placed on academic probation (detailed above).

Incompletes Grading Policy

Incompletes should not be requested except under extenuating circumstances and only when a final examination or project cannot be completed on time. Accompanying documentation must be submitted and approval must occur. Although incompletes do not average into the student's GPA, they do represent uncompleted work and contribute to additional workloads on both the student's and instructor's/faculty member's part. The program policy strongly discourages requesting and awarding incompletes. Per Pace University policy, incompletes that are not resolved by the deadline, six weeks after the conclusion of the semester, will convert to a failing grade automatically. Students experiencing extraordinary circumstances causing them to fail to complete a substantial portion of a class's requirements should petition for late withdrawal rather than an incomplete. Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing difficulties completing a course should contact the instructor(s) and chair as soon as possible to determine the most appropriate and beneficial course of action.

A "K" grade is a pending grade and used solely for courses that are part of a multi-course sequence and for courses in which completion may extend beyond a six-week timeframe. The "K" grade is effective for graduate and doctoral-level courses only.

Policies and procedures relating to grades, grading, and incomplete grades are a matter of primary faculty responsibility and set forth online at Graduate Grades and Academic Standing.

Grievance Procedures

The University views students as responsible citizens who are integral members of the academic community. Policies and practices pertaining to student relations and services should reflect this point of view. All University officers will make every effort to ensure that this philosophy is implemented. It is recognized, however, that regardless of how well-intentioned people may be, complaints and misunderstandings are bound to occur. It is the purpose of the Student Grievance Procedures to ensure that these disagreements are expressed, explored, and resolved promptly and confidentially. Procedures for filing allegations of violations of University policies and procedures with respect to programs, services, activities or facilities can be found online at University Policies, Disciplinary and Grievance Procedures.

For filing complaints to the Council of Academic Accreditation (CAA), visit Complaints and follow the published process and procedure at and/or contact them at:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
Phone: (800) 498-2071
Email: accreditation@asha.org

The CAA addresses complaints regarding a program's compliance with accreditation standards. The CAA will not intervene in disputes between individuals and programs, outcomes such as grade changes, reinstatement to the graduate program, employment, etc., as part of their process. Specific criteria for registering complaints can be found on the Complaints page of the CAA website.

First-year Project/Comprehensive Assessment

At the completion of the first year of study in the CSD program, students will be assessed on the knowledge acquired during the first year in the program. Students will complete a 1st year project which includes required and suggested sections related to knowledge and skills obtained in the 1st year. This project will serve as a resource guide for students in preparation for the Praxis exam and future clinical practice. In addition, students will complete a program survey. These formative assessments will be used to inform faculty about areas of strength and weakness in the program and will allow for appropriate modifications to be considered.

Second-year Comprehensive Examination

Students must take a comprehensive examination as part of the program and degree requirements. This exam will take place in the Spring term of the second year of the CSD program. The comprehensive examination is a summative assessment of the student's knowledge acquired throughout the entire CSD program and content from throughout the program will be represented. The comprehensive exam uses a case-based approach to allow students to demonstrate the use of evidence-based, critical, and flexible thinking, and the capacity to integrate new learning into clinical decision-making. Students must earn a passing grade on this examination as part of their graduation requirements. If a student fails the exam, they will be provided with two opportunities to earn a passing grade through remediation. An oral remediation will follow the original examination if a student does not pass. Remediations will be determined by the Comprehensive Examination Evaluators based on the areas in need of remediations specific to each student. Students are allowed only three attempts to demonstrate their summative knowledge and skills. A student who fails the examination and both remediations will be dismissed from the program.

Leave of Absence, Medical Leave of Absence, and Resumption of Studies

Information about a Leave of Absence or a Medical Leave of Absence can be found in the Academic Policies and General Regulations section of the Pace University Graduate Catalog.

The Resumption of Study policy and procedure may be found in the Academic Policies and General Regulations section of the Pace University Graduate Catalog.

Leave of Absence Policy Addendum for College of Health Professions (CHP) Programs

Effective immediately, students enrolled in CHP programs who wish to take a Leave of Absence (LOA) must obtain prior written approval from their program director or department chair. This requirement is in addition to the existing university LOA policy, which allows students to withdraw from all enrolled classes up until the last day of the semester.

Key Points:

1. Approval Requirement: Before initiating an LOA, CHP students must consult with and receive written authorization from their program director or department chair.
2. Academic Standing Requirement: Students must be in good academic standing at the time of the request to be granted an LOA. Requests from students not in good academic standing will be reviewed on a case-by-case basis, and approval is not guaranteed.
3. Impact on Reentry: Students who take an LOA without prior approval are not guaranteed reentry into their program.
4. Cohort Considerations: Given the structured nature of CHP programs and strict cohort sizes, unauthorized leaves may disrupt academic progress and program completion timelines.

Procedure:

1. Consultation: Meet with your program director or department chair to discuss your intention to take an LOA, verify academic standing, and understand the implications for your academic progress.
2. Approval: Obtain written approval for the LOA from your program director or department chair. Note: Approval for return is up to the discretion of your program director or department chair.
3. University LOA Application: After receiving program approval, complete the university's LOA application process as outlined in the Pace University Leave of Absence Policy.

Note: Failure to adhere to this policy may result in delays in program completion or the inability to rejoin the program.

This addendum aims to ensure that students make informed decisions regarding leaves of absence and maintain the integrity and scheduling of CHP programs.

For more information or clarification, please contact your program director or department chair.

Academic Integrity

Pace University and the CSD program have zero tolerance for any violation of academic integrity and/or academic misconduct. The most important rules of academic honesty are fundamental in the pursuit of knowledge and follow inevitably from a respect for commitment to the principles of truth. Students enrolled in the CSD program are subject to both the ASHA Code of Ethics and the Pace University Academic Integrity Code.

Pace University Academic Integrity Code

Pace University's Academic Integrity Code requires students to accept responsibility for being honest and to respect ethical standards in meeting their academic assignments and requirements. Integrity in the academic environment requires students to demonstrate intellectual and academic achievement independent of all assistance except that authorized by the course instructor. Therefore, students must always respond truthfully to faculty, and credit must only be taken for research, ideas, or words that are original to the student. All data on academic or clinical assignments, client records, or results of research must be the student's own work or must be properly referenced. Students must never present any work under false pretenses. The Academic Integrity Code prohibits all forms of academic dishonesty and misconduct and provides non-exclusive illustrative examples of the kinds of conduct that are prohibited- including cheating, fabrication, helping others to violate the Academic Integrity Code, plagiarism, misrepresentation, unauthorized possession or use of academic materials, unauthorized communication, forgery or alteration, theft or destruction of academic materials, submitting duplicative work, acts that are harmful to other students, and making false statements to faculty, administrators or the Academic Conduct Committee regarding a possible code violation. Students are responsible for familiarizing themselves with the Academic Integrity Code of the University.

Pace University's Academic Integrity Code outlines the Direct Resolution and Academic Conduct Committee hearing procedures by which the University determines whether a student violated the Academic Integrity Code. If the violation is addressed through Direct Resolution, sanctions that may be imposed include, but are not limited to a reduction in the grade or a failing grade for the paper, report, examination, data compilation, presentation or other assignment; and/or a failing grade for the course in which the violation occurred; and/or requiring the student to complete a learning intervention designed to increase the student's awareness of the significance and consequences of the violation. If the matter is referred to the Academic Conduct Committee and determined that the violation occurred by a preponderance of the evidence, depending on the

severity of the violation, sanctions that may be imposed include but are not limited to file notation, reprimand, academic disciplinary probation, suspension, or expulsion from a program and/or the University. The Academic Integrity Code requires that all violations of the Academic Integrity Code be documented and reported to the chair of the Program in which the student is enrolled and the chair of the University's Academic Conduct Committee. Without limiting the University's discretion to impose a severe sanction for any single code violation, students found to have committed multiple violations of the Academic Integrity Code will generally be subject to more severe sanctions.

If a student is not satisfied with the resolution of an academic integrity violation, the student may follow the appeal process as outlined in the University's Academic Integrity Code.

The ASHA Code of Ethics

The ASHA Code of Ethics "reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility." It is intended as one tool to educate you regarding expected professional conduct, and adherence to ethical principles and standards.

Ethical Use of Social Media

The CSD program recognizes that social networking websites and applications are important and a frequently used means of communication, collaboration, and networking. As future professionals, students are strongly urged to consider that regardless of privacy settings, all information on social networking websites may be viewed by clients, clients' family members, colleagues, and current and/or prospective employers. Students are strongly advised against accepting social media connections with clients or members of client's families.

The following actions are strictly forbidden and will result in evaluation under the Pace University Academic Integrity Code and Policy, and may lead to dismissal from the program and University:

- Any unauthorized release of client information protected by Health Insurance Portability and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA) including but not limited to:
    - Revealing the personal health or educational information of other persons; this includes any identifying information including name, date of birth, age, diagnosis, gender, gender identity, race, ethnicity, contact information or clinic identity numbers, any images of the individual, or any other means through which an individual could be identified.
    - Conveying private (protected) academic information of clients seen in educational settings or those of another student in the Department of Communication Sciences and Disorders, including but not limited to course, exam, or assignment grades; narrative evaluations; adverse academic actions; professional behavior checklists or contracts; or clinical performance evaluations to any party within or outside the program.
- Any misrepresentation of role or credentials including but not limited to:
    - Posting information on social network sites, presenting themselves as an official representative or spokesperson for Pace University, the Program, or any affiliate organization inflating or misrepresenting academic or clinical credentials in online or face-to-face environments.
    - Representing themselves as another person, real or fictitious, or otherwise attempting to obscure circumvent the prohibitions included in this Handbook.
- Any threat or implication of threat to others including, but not limited to:

    - Threatening or presenting statements that imply threats to anyone including, but not limited to fellow students, faculty, peers, staff, clients, caregivers, clinical supervisors, or groups of individuals such as linguistic and/or cultural groups.
- Additional actions include:
    - Posting or sharing statements and/or photographs that imply disrespect for any person, group of persons, or identities as included in the University/College nondiscrimination policy or its equivalent.
    - Displays of information including personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
    - Displays of personal engagement in illegal activities including use of illegal recreational drugs.
    - Posting of potentially bullying, inflammatory, discriminatory, threatening, or unflattering material on another individual's social media site.

Further, students are directed to Pace University's Social Media Policy and IT Appropriate Use Policy.

ACADEMIC ADVISING/CLINIC ADVISING

All students are assigned to a CSD faculty member who serves as that student's academic advisor throughout the CSD program. Students are required to meet with their faculty academic advisor during designated advising days each semester and as needed when concerns over academic/clinical performance arise. Students will be restricted from registering for their classes/receiving the results of the comprehensive examination until they have been advised. The purpose of having such close contact with advisors is to ensure that all requirements for graduation are met. The director of the Speech, Language, and Hearing Center and clinical externship manager work with all students on clinical placement considerations and monitor the clinical performance for both on-campus and off-campus clinical experiences. The director of the Speech, Language, and Hearing Center meets with students at the end of each semester to review progress and discuss clinical experiences. The director of the Speech, Language, and Hearing Center and clinical externship manager meet with students at end of first year and throughout second year to update information and further refine externship activities.

Academic Plan of Study

The CSD program is designed to prepare majors for successful completion of a graduate degree from an ASHA CAA accredited program. High-quality professional training of graduates for rewarding careers in speech-language pathology is paramount. Students from the CSD program in Speech-Language Pathology must complete 60 credits of academic and clinical coursework and 400 hours in clinical practicum obtained at the Pace University Speech, Language, and Hearing Center and assigned external placements. Clinical coursework consists of five semesters: three in-house at the Speech, Language, and Hearing Center located on the Pace University NYC campus and/or through teletherapy and two external placements in the second year of graduate studies.

Clinical placements provide opportunities and experiences with pediatric and adult populations in a variety of settings (e.g., schools, facilities, medical centers and settings, agencies, etc.). The department chair, clinical director, and clinical externship manager collaborate to assign students to specific populations to ensure students meet and fulfill required hours in each specified area. Students are supervised a minimum of 25% in their clinical practicum assignment, varying with the experience and skill of the clinician. This minimum guideline is directed upwards based upon the needs of individual clients and clinicians.

Course sequences and requirements

First Year

FALL 1 (1st Semester)	Credits
CSD 601: Writing for Communication Sciences and Disorders	1
CSD 642: Advanced Articulation and Phonology	3
CSD 658: Advanced Diagnostics I	3
CSD 659: Advanced Child Language Disorders	3
CSD 661: Clinical Practicum (in-house)	3
CSD 670: Neuroscience for Communication Sciences and Disorders	3
Total Credit Hours:	16

SRPING 1 (2nd Semester)	
CSD 602: Cultural Humility	1
CSD 652: Autism Spectrum Disorders	3
CSD 655: Adult Language Disorders	3
CSD 661A: Clinical Practicum (in-house)	3
CSD 665: Advanced Diagnostics II	3
CSD: 680: Applied Research for Communication Sciences and Disorders	3
Total Credit Hours:	16

SUMMER 1 (3rd Semester)	
CSD 653: Fluency Disorders	3
CSD 661B: Clinical Practicum (in-house)	3
CSD: 663: Introduction to Augmentative and Alternative Communication	3
Total Credit Hours:	9

Second Year

FALL 2 (4th Semester)	
CSD 654: Disorders of Voice and Resonance	3
CSD 656: Motor Speech Disorders	3
CSD 660: Dysphagia	3
CSD 662: Clinical Practicum (external placement)	2
Total Credit Hours:	11

SPRING 2 (5th Semester)	
CSD 662A: Clinical Practicum (external placement)	2
CSD 671: Audiologic Rehabilitation	3
CSD 674: Professional Issues and Ethics and Counseling in Speech-Language Pathology	3
Total Credit Hours:	8

Evidence-based Practice Syllabus Statement

It is a principle of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice (EBP) in clinical decision making to provide high quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions. Faculty of the Pace University Communication Sciences and Disorders program intentionally incorporate principles of EBP in all coursework related to evaluation and management of communication disorders.

Students are encouraged to assess all information related to clinical practice through an EBP filter that will:

- recognize the needs, abilities, values, preferences, and interests of individuals and families to whom they provide clinical services, and integrate those factors along with best current research evidence and their clinical expertise in making clinical decisions;
- acquire and maintain the knowledge and skills that are necessary to provide high quality professional services, including knowledge and skills related to evidence-based practice;

- evaluate prevention, screening, and diagnostic procedures, protocols, and measures to identify maximally informative and cost-effective diagnostic and screening tools, using recognized appraisal criteria described in the evidence-based practice literature;
- evaluate the efficacy, effectiveness, and efficiency of clinical protocols for prevention, treatment, and enhancement using criteria recognized in the evidence-based practice literature;
- evaluate the quality of evidence appearing in any source or format, including journal articles, textbooks, continuing education offerings, newsletters, advertising, and Web-based products, prior to incorporating such evidence into clinical decision making; and
- monitor and incorporate new and high-quality research evidence having implications for clinical practice.

Adapted from American Speech-Language-Hearing Association Evidence-Based Practice in Communication Disorders.

Mandatory Workshops

Students will be expected to complete mandatory workshops that augment the curriculum. Workshops will be conducted as needed. Examples of workshops include participation in interprofessional education and collaborative practice activities.

A GUIDE FOR FUTURE PRACTITIONERS IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY: CORE FUNCTIONS

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

For the sake of this document, the term Core Functions refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

Admitted students are required to review and acknowledge their capacity to fulfill these core functions with or without accommodations. The core functions are fully described in Appendix A.

RESEARCH OPPORTUNITIES, STANDARDS, AND FACILITIES

Under the mentorship of the CSD faculty, graduate students have the opportunity to present original research at Pace-sponsored research forums, the New York State Speech-Language-Hearing Association (NYSSLHA), ASHA annual conventions and other research venues. This research is a result of an interest a student expresses in early classes, in addition to taking the Research Methods (CSD 680) course that prepares students for research in the field. Student research that results in professional presentations fosters intellectual growth, critical thinking, collaboration, and written and oral communication skills. Student research opportunities are dependent on several factors such as faculty and student availability, interest in the research topic, and a student selection process.

The student may not use the name, stationery and/or letterhead, or logo of CHP and Pace University in connection with personal research without the sponsorship of a member of the CSD program faculty. This permission is within the purview of the faculty member. The CSD program insists upon its right to determine the context in which its name is used.

Research involving human subjects must meet the guidelines of Pace University's Institutional Review Board (IRB). Students are expected to familiarize and comply with the IRB requirements. The student must consult the research advisor to ensure all guidelines are followed.

A research lab is located at 161 William Street, 4th Floor and is available for students to prepare research-related materials, store research documents, collect and analyze data, prepare materials, and prepare research-related documentation. It is equipped with two computers, audio recording and listening devices, acoustic analysis software, and experiment-building software. Research information and data is protected according to the IRB protocol. Research data is also collected in the sound-treated booth, which is equipped with two computers and audio-recording/listening devices, located on the 6th floor of 161 William Street.

REFERENCES/LETTERS OF RECOMMENDATION

Students must contact individual faculty and/or staff members and seek their approval prior to submitting their name as a reference. Students must also contact faculty and/or staff members to request a letter of recommendation. Please note that letters and references will be subject to individual faculty/staff member's discretion.

CLINICAL AND PRACTICUM INFORMATION AND REQUIREMENTS

The clinical education component of the program is viewed as a dynamic process in which students actively participate and learn to apply academic information to clinical practice while working with clients with various communicative disorders.

The goal is to prepare student clinicians to demonstrate strengths in the following before they complete their clinical practicum experience:

- A comprehensive knowledge of normal and abnormal speech, language, and hearing processes.
- The ability to interact and communicate effectively and professionally with peers, supervisors, clients, family members, and other professionals.

- The ability to use appropriate assessment procedures to identify accurately and efficiently those individuals who exhibit speech, language, or hearing differences, delays, or disorders, and make appropriate diagnosis and recommendations.
    - Understand the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
    - The ability to work effectively as a member of an interprofessional team.
- The ability to plan and implement an appropriate intervention program for those identified with a speech, language, or hearing difference, delay, or disorder considering the client's vocational, educational, social, and emotional wellbeing.
- Self-evaluation skills resulting in active steps to develop and refine clinical competencies and extend one's knowledge base.
- The ability to provide in-service and counseling services to convey accurately information about speech, language, and/or hearing disorders.
- The ability to convey diagnosis, prognosis, recommendations, and a treatment plan both in oral and written report form.
- Provision of appropriate documentation for all services rendered.
- Ethical and responsible professional conduct.
- Possession of a can-do, problem-solving attitude of inquiry and decision making.

A master's degree in speech-language pathology is the entry-level degree for the profession and is included in the requirements for the Certificate of Clinical Competence (CCC), awarded by the American Speech, Language, and Hearing Association (ASHA). The clinical practicum experience is designed to prepare and train students for expected knowledge, skills, and performance of entry-level speech-language pathologists.

Clinical coursework consists of five semesters; three in-house at the Speech, Language, and Hearing Center located on the Pace University NYC campus, off-site contracted preschool site, and/or telepractice, and two external placements in the second year of graduate studies. Clinical placements provide opportunities and experiences with pediatric and adult populations in a variety of settings (e.g., schools, facilities, medical centers and settings, agencies, etc.). The director of the Speech, Language, and Hearing Center, in consultation with the clinical externship manager, assigns students to specific populations to ensure students meet and fulfill required hours in each specified area. Students are supervised a minimum of 25% in their clinical practicum assignment, varying with the experience and skill of the clinician. Specific details regarding externship requirements are in the Clinical Externship Handbook provided to students in their second year.

Student Role in Education

The transition from an undergraduate to graduate education with a clinical component requires and expects students to take responsibility for their learning. CSD faculty and staff are here to facilitate and guide you in the successful completion of your academic and clinical education, commensurate degree, and professional standards. Students are expected to focus on understanding why and how clinical decisions are made. This can be accomplished by actively participating in the academic and clinical experience, taking the initiative to gather information necessary to learn and apply knowledge, asking questions of their academic and clinical instructors, and incorporating and applying content from academic courses to the clinical practice. Self-evaluation and reflection are essential skills to develop to increase awareness of what you know, what you do not know, and strategies for obtaining information and developing necessary clinical skills to deliver effective services. The goal is to acquire the knowledge and skills to enable you to be independent and successful in an entry-level position to implement

screening, prevention, assessment, and treatment services with patients/clients with varied types of communication disorders. When students are experiencing difficulties in clinical education, they are required to immediately discuss their concerns with the appropriate clinic faculty and the director of the Speech, Language, and Hearing Center, and/or chair. Early discussions can prevent later difficulties.

Documentation of Guided Observation Hours

Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area and has the required 2 hours of professional development/continuing education units in clinical education/supervision. Such supervision may occur simultaneously with the student's observation or after thorough review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes. Students entering the CSD program at Pace University are required to have 25 hours of guided observation. These hours should be turned into the director of the Speech, Language, and Hearing Center, prior to the first week of the year one fall semester. Hours may only be counted if they are verified by a certified/licensed speech-language pathologist who meets requirements for clinical supervision. Documentation requires both the supervising clinician's name and ASHA certification number. If possible, submit original documents; and make a copy for your records. Observation hours will then be entered into CALIPSO by students and approved by the clinical director. Failure to complete the required 25 observation hours will have an impact on your ability to engage in further clinical activities until they are completed.

Risk of Exposure

The CHP Risk of Exposure Policy is important for you to review and acknowledge.

Students enrolled in the clinical courses (all CSD 661 and CSD 662 courses) will be participating in caregiving activities. During these activities, exposure to communicable diseases, including, but not limited to, Hepatitis B (HBV), Tuberculosis (TB), Human Immunodeficiency Virus (HIV), SARS-Cov-2 (COVID-19), and Ebola Virus is possible. By enrolling in a clinical practicum course, students understand that they may contract a communicable disease while acting as a caregiver during clinical experiences. Students are provided standard precautions education, in accordance with the Centers for Disease Control and Prevention Guidelines and are expected to practice within those guidelines. Students are also expected to adhere to the policies of the clinical and practicum partners; however, in some cases, even when guidelines are followed, exposure resulting in illness can occur. This is an inherent risk in all healthcare fields. Students recognize and acknowledge that they are voluntarily accepting this risk as part of enrollment in the program and cannot hold the University responsible for any illness contracted during their clinical placements. By enrolling in any clinical course, you are acknowledging this potential for exposure and voluntarily accepting the risk of contracting a communicable disease. A student may elect to postpone returning to/entering clinical assignment due to concern regarding risk. This may delay graduation until all requirements are met.

EXTERNSHIPS

Externships provide CSD graduate students practical experiences and are a required component of ALL accredited graduate programs in speech-language pathology and audiology. The goal of an externship is to provide in-depth insight into a specific field in a setting external to the University.

Types of externships include:

- School
- Medical
- Private practice
- Agency
- Skilled nursing facility
- Outpatient center
- Rehabilitation program/center

Students will be informed of potential placements and may be interviewed by the external site for selection. The CSD program in Speech-Language Pathology will work with the student in locating appropriate placements and will be the academic liaison between the partner site and the University program. The Program and externship site must have a current fully executed contract in place prior to a student initiating an externship. The clinical director and/or designee will serve as the primary faculty liaison.

Efforts are made to accommodate each student's specific interests, skills, supervisory needs, and location; however, no student is guaranteed experience in any particular setting type. It is important to note that in this geographical area, externship placements are highly competitive, and students need to prepare for travel. Consideration of geographical area and transportation will be given but is not always possible. A student may travel up to 90 minutes for an externship placement. Students will be provided with opportunities to work with diverse client populations of varying age, cultural and linguistic diversity, and severity/types of disorders to meet the ASHA standards for certification. Students can have school placements to obtain the required student teaching hours for Teacher of Students with Speech and Language Disabilities (TSSLD) certification.

The requisite number of hours and client variety will be determined in each setting. Students must complete a total of 375 clock hours and 25 observation hours to meet clinical requirements; this includes both Year 1 (in house/telepractice; 3 semesters) and Year 2 (external placements; 2 semesters) for program completion and preparation for professional certification. Students must successfully complete first-year academic and clinical in-house placement requirements, not be on remediation plans, and in good academic standing to qualify for an external placement. Students must demonstrate adherence to ASHA Code of Ethics and mastery of Core Functions.

Year 2 graduate students are simultaneously enrolled in Year 2 fall and spring academic courses while completing clinical externship hours. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) requires a mutual agreement between the academic program and the externship facility. The externship facility provides a clinical opportunity, subject to the terms and conditions set forth as clinical contractual agreements between the University and sponsoring agency. The ASHA expectation of an externship site is that students will gain the necessary knowledge and skills to work with a variety of populations and disorders in various settings. Visit ASHA's Student Externship page for more information. The Pace University CSD program in speech-language pathology will oversee and coordinate all student placements via seminar classes and provision of student guidance throughout their program of study in keeping with guidelines established in the Master of Science in Communication Sciences and Disorders in Speech-Language Pathology Program Academic and Clinical Graduate Student Handbook and in the Clinical Externship Handbook.

Potential Requirements

Externship sites often have unique requirements; thus, student clinicians are required to abide by the sites list of requirements. Students will be advised of specific requirements prior to commencing externships. These requirements may include but are not limited to:

- Criminal background check, must be updated yearly
- Fingerprinting
- Proof of recent physical examination, must be updated annually
- Professional liability insurance, must be updated annually
- Negative Tuberculosis (TB) skin test (must be updated annually) or chest x-ray (must be updated every 2 years)
- Hepatitis inoculations or boosters
- COVID-19 Vaccination/booster
- Other documentation may be required by specific externship sites (e.g., a more recent or in-depth criminal background check, CPR training, drug screening, site-specific orientation, vaccination, and vaccination records, etc.)
- School placement requires Department of Education (DOE) clearance set up at the Board of Education, 65 Court Street, Brooklyn, NY
- Many require State Central Registry Clearance.

Expectations

Each externship placement is expected to be completed within a semester's time (15 weeks, including time to submit paperwork prior to the semester's end). Students are required to register for one externship per semester and will not be permitted to register for the next externship until all requirements of the previous semester are completed.

- Externships are 2-credit hour courses.
- A minimum of 150 clinical hours should be obtained during the externship.
- Attendance days and schedules will be determined by the site supervisor and student clinician upon assignment of the clinical externship. The daily schedule should be sufficient to meet required clinical hours but may exceed those hours. The student clinician is expected to complete the entire semester at each assigned site, even if clock hour expectations/ requirements have been met.
- Student clinicians are expected to adhere to the working calendar of each externship site rather than the University calendar. Potential conflicts in scheduling should be discussed with the externship supervisor as soon as possible.
- Student clinicians are expected to adhere to the working calendar of each externship site rather than the University calendar. Potential conflicts in scheduling should be discussed with the externship supervisor as soon as possible.
- Students should use official communication channels to communicate with externship supervisor, (i.e., Pace email).
- Externship supervisor will determine their preferred method of communication including phone calls and texts.
- Students are expected to be prepared for all sessions, complete all professional activities as outlined, uphold HIPAA requirements, and adhere to confidentiality procedures.
- Professional attire is expected; students must abide by the site's rules and confirm dress code prior to start of externship.
- If student is NOT present due to illness or unforeseen circumstances, the student must inform the externship supervisor and clinical externship manager within 24 hours.

- Students are expected to be present and on time for externship. More than 2 instances of lateness/absences may result in discontinuation of externship and/or implementation of remediation plan.

Confidentiality

Health Insurance Portability and Accountability Act (HIPAA) of 1996

HIPAA was designed to protect patient confidentiality across environments, particularly as related to sharing information. To maintain confidentiality and security of client information, graduate clinicians and clinical instructors must adhere to the following:

- Pace University email is to be used exclusively for any correspondences.
- All documentation that is transmitted electronically should include the unique client ID- names and initials are not to be used on any documentation transmitted electronically.
- Clinic files are maintained in a locked file cabinet on the 4th floor and/or in a cloud-based drive. Files cannot be removed from the clinic or student work room for any reason.
- Video review is to be done within the student work room or designated classroom.
- Students must complete HIPAA training annually.

For the complete policy, please visit Health Law Research Guide: Health Insurance Portability and Accountability Act on the Pace Law Library Research Guides website.

Confidentiality/Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of a student's education records, establish a student's right to access and review his/her education records, provide guidelines for the correction of inaccurate and misleading information that may be contained in those education records, and ensure a right to file complaints about alleged FERPA violations with the United States Department of Education.

Once a student reaches 18 years of age or attends a postsecondary institution, the rights created by FERPA transfer from the student's parents to the student. These rights include:

- The right to have access to and review his/her education records maintained by the postsecondary institution.
- The right to seek amendment of his/her education records that contain inaccurate and misleading information.
- The right to limit the disclosure of personally identifiable information in his/her education record.
- The right to file a complaint about alleged FERPA violations on the Office of the Department of Education File a Complaint website.

FERPA protects personally identifiable information in a student's education records. Education records are defined under FERPA as those records, files, data, video and audio tapes, handwritten notes and other material that contain information that is directly related to a student and maintained by Pace University or a party acting for the University. For further details on Pace University's FERPA policy, please visit Student Records FERPA Policy on the Pace University website.

Client Confidentiality Measures for HIPAA/FERPA Compliance

Maintaining client confidentiality at all times is of the utmost importance. Students are expected to adhere to ASHA and HIPAA guidelines and must provide proof of the Pace required HIPAA training prior to participating in any observation or clinical practicum experiences. Students must also sign a confidentiality agreement before taking part in the aforementioned activities in or

supervised by the Pace University Speech, Language and Hearing Center. The confidentiality agreement (Appendix D) will be kept on file with all other requisite paperwork for entering clinical practicum.

- Client Identification: To safeguard the confidentiality of Pace University clients, an identification number will be used. A master copy of the assigned numbers with the client's name will be kept on a secure clinic share drive.
- The client identification number should be used on all paperwork except the final report or plan. When storing old lesson plans on your personal computer or on a jump drive, the client identification number and only the client identification number should be used.
- Only Pace emails can be used for clinical writing transmission. You may not use your personal Gmail, Hotmail, Apple, AOL, or any other email platform for paperwork exchange between graduate student clinicians.
- This identifier should be used for any reports that are to be handed in for the practicum lecture unless otherwise directed.
- Refer to clients as the client(s) in all reports or notes. NEVER refer to the client by name or use any other identifying information such as date of birth, social security number, address, phone number, and email address on anything that is being sent over the Internet and in email format.
- The identifying information listed above can only be written in documents in the electronic medical record system used for clinic documentation called ClinicNote. UNDER NO CIRCUMSTANCES SHOULD A CLINIC CHART BE TAKEN HOME, SHARED, OR REMOVED FROM THE CLINIC.
- Information regarding a client is not to be shared with anyone without written permission from the client or guardian/power of attorney. Students must confirm with their supervisors and/or the director of the Speech, Language, and Hearing Center that the appropriate permissions have been obtained before sharing any information.
- All client conferences and interactions must take place in a confidential environment and never in a public setting.
- Violations of client confidentiality are taken seriously and consequences for violations will be determined on an instance-by-instance basis in accordance with University policy.

Professional Appearance and Demeanor

All student clinicians are representatives of the Pace University Speech, Language and Hearing Center, our Communication Sciences and Disorders program, the College, and University. As such, they are expected to dress and behave professionally at all times. Interactions with clients, their family members and any professionals and staff should be formal and respectful with professional boundaries maintained.

Appropriate professional dress is required for all clinical practicum participants. All students, faculty, and staff should be neat and professional in appearance when engaged in any clinical activity including telepractice. The Speech, Language, and Hearing Center includes the student workroom, laboratory, waiting room, diagnostic and treatment rooms, and the offices of clinical faculty.

Professional dress and posture contribute to credibility when delivering professional information or services. Professional posture includes direct eye contact, pleasant facial expression, composed physical posture, personal hygiene, and professional clothing. Students are required to

adhere to certain personal standards both for their own safety and the comfort of the client.

Attendance/Punctuality

Graduate clinicians must be in the Speech, Language, and Hearing Center or log in to Zoom for telepractice at least 10 minutes before a scheduled therapy session. The clinician must be prepared for the session and make sure that the therapy room is set up appropriately for the session.

Clinicians may cancel sessions only if they are ill or in the event of extreme personal emergency. If a clinician must cancel a session, the client should be notified at least 24 hours in advance. If ill on the day of the session, the clinician should contact the client as early as possible. The Clinical Supervisor and director of the Speech, Language, and Hearing Center must also be notified. Canceled appointments should be rescheduled.

Students are expected to attend all scheduled classes, labs, clinics, and mandatory program-related meetings (e.g., orientation), unless excused in advance by the instructor. Absences and tardiness may negatively impact demonstration of required competencies and professionalism, including grades assigned in academic or clinical courses.

Universal Precautions

Pace University is committed to providing a safe and healthful work environment for our entire staff and student body. The following Exposure Control Plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with the Occupational Safety and Health Administration (OSHA) standard 29 CFR 1910.1030, Occupational Exposure to Bloodborne Pathogens. For a detailed description, download Bloodborne Pathogens Exposure Control Plan (PDF).

Graduate clinicians and clinical instructors are expected to exercise universal precautions when working with clients and when using materials and treatment rooms. Specific details will be reviewed in practicum lectures. Both students and faculty are required to take Pace University's Environmental Health and Safety training, specifically the module on OSHA Bloodborne Pathogens. The training module is accessed through the Learning Management System. Each participant is given instructions on how to navigate and complete the training. This training is conducted annually. A record of completion is kept by the department staff.

Cleanliness and Maintenance

Cleanliness and maintenance of the Center's facility and supplies are the responsibility of graduate clinicians. Therapy rooms must be returned to their original order immediately following each session. Rooms are required to be left in the condition that they were in when the graduate clinician arrived for his/her/their session. Tables and countertops are expected to be cleaned with appropriate solutions, and materials placed in the storage areas or returned to the toy room. Care should be taken when returning toys and therapy materials.

Clinicians are expected to observe good hygiene practices; specifically, the use of rubber gloves for examination of oral structures, and wipes for clinic materials such as microphones, headphone cushions, and toys. Student clinicians, faculty, and staff are required to wipe down toys/materials, surfaces and doorknobs immediately following their sessions. Disinfecting wipes, paper towels, and gloves can be found in every treatment room within the Speech, Language, and Hearing Center as well as in the cabinet with appropriate label. There are also signs displayed throughout the clinic.

Toys that cannot be disinfected are not purchased or used. Any toy that ends up in a client's mouth, or is touched by a coughing, sneezing child must be disinfected. If a client mouths toys, those toys and materials used for that client are kept separate and clearly labeled for the entire semester. In such a situation, we may ask the parent to provide the toys. All toys are wiped down every week. There is a sign at the Center's entrance, asking everyone to disinfect their hands upon entering. There is a Purell dispenser at the Speech, Language, and Hearing Center entrance and dispensers are hanging from the walls in the hallways and in each treatment room. Phones and computer keyboards are wiped down regularly.

Parents and clients are asked about illness. Although the Center enforces a strict absence policy, students are asked to err on the side of caution and encouraged to stay home when unwell.

Therapy Materials, Books, Reference Items, and Diagnostic Tests

All therapy materials, books and reference items and diagnostic tests are available for use but must be signed out. Sign-out sheets are placed where items are located; materials housed or belonging to clinical faculty can be signed out through individual staff members. These materials will not, however, generally be sufficient for all of your treatment sessions. Students are encouraged to be creative in the development of their own materials. These can then be kept within your own set of treatment materials for the remainder of your clinical career. All materials and tests are the property of the Center and must be signed out and signed back in. Students are responsible for not only returning materials but returning them in a timely manner. Equipment and testing materials are not to be removed from the Center without the consent of the director.

Therapeutic Observations by Parents, Family Members, and/or Caregivers

Spouses, parents, legal guardians, and significant others of persons receiving therapy are permitted to observe therapy sessions via video feed. There are occasions when family members are encouraged to join the client and clinicians, especially during the gathering and intake of information.

Video Recording

Recording is encouraged to be used as a tool for development of clinical skills and modification of treatment programs. As previously stated, client confidentiality is of the utmost importance. Each client has permission for video and audio recording document on file denoting specific permissions for that client. Students are also required to permit recording of themselves. Recordings are not under any circumstances to be shared and/or removed from the department.

Criminal Background Checks and Fingerprinting

An increasing number of placement sites require criminal background checks prior to accepting a graduate clinician for that field experience. In fact, fingerprinting of prospective interns in many field placements is commonplace. Students are required to have this process completed prior to receiving clinical assignments and/or going on externship. The cost of such procedures is the responsibility of the graduate clinician. Pace uses the vendor American DataBank to help students track, access, and maintain their compliance records through their academic program. American DataBank has created a web-based database that allows students to access their immunization and compliance records from a computer as well as the ability to update and download their compliance passport at their convenience. This system is known as Complio and automatically notifies students when compliance records are expiring to alert them to update their records. For more information or to commence this process, log into Complio.

Liability Insurance

Pace University carries general and professional liability insurance that includes coverage for all students in the CSD program for claims arising from a student's activities in satisfaction of the requirements of his or her academic program, including clinical courses, at the University. The University's general and professional liability insurance does not cover any claim arising from a student's activities outside of his or her academic programs at the University, including, without limitation, claims arising out of previous or current academic activities at another institution or employment. These insurances apply only to claims brought against the student by third parties; they do not provide coverage for the student if the student is injured or becomes ill from work performed during their clinical course work. It is the student's responsibility to carry personal medical insurance to cover this potential.

All graduate students are required to obtain professional liability insurance prior to conducting any clinical services both within the Pace University Speech, Language, and Hearing Center and at external sites. Proof of liability insurance must be provided to the clinical director annually. Additional Information can be obtained at Proliability.

Clinical Practicum Requirements and Grading

Graduate clinicians must register for practicum every semester of their graduate program. This practicum experience enables students to obtain some of their clinical hands-on hours mandated by ASHA for obtaining their Certificate of Clinical Competence and for obtaining their Master of Science in Communication Sciences and Disorders at Pace University.

The Communication Sciences and Disorders program is designed and strives to prepare majors for successful completion of a graduate degree from an ASHA-CAA accredited program. The high-quality professional training of graduates for rewarding careers in speech-language pathology is paramount. Students from the CSD program must complete 60 credits of academic and clinical coursework and 400 hours in clinical practicum obtained at the Pace University Speech, Language, and Hearing Center, in person, through telepractice, and in assigned externship experiences.

Evaluation of the student is the joint responsibility of the practicum seminar instructor and the clinical supervisor. The clinical supervisor should provide the student with a formal verbal and written evaluation at midterm and again at completion of the practicum experience. Discussions during weekly supervision sessions should include an ongoing assessment of strengths and weaknesses and specific feedback for improving clinical performance. Any serious problems concerning the student's performance or professionalism should be brought to the attention of the practicum seminar instructor and clinical director immediately. Early opportunities for remediation increase the likelihood of success in the clinical practicum. A copy of the midterm and final written clinical evaluation should be entered into the CALIPSO system. We ask that the numerical ratings be elaborated with specific examples in the comments section. The clinical evaluation will be combined with the clinical seminar grade to determine the final semester grade. The instructor of the clinical seminar is responsible for calculating and entering the final grade.

SPEECH, LANGUAGE, AND HEARING CENTER PROCEDURES

In-house Practicum

Students are expected to provide supervised clinical services at the Pace University Speech, Language, and Hearing Center and/or in the community or via telepractice. Each semester these services will be assigned at the discretion of the director of the Speech, Language, and Hearing Center considering student interest, experience, and skills as well as the need to gain experience

with a variety of populations and disorders. Students may be assigned clients on any weekday (Monday–Friday) and time (morning, afternoon, evening) when classes are not scheduled. Students are expected to be available for clinical assignments, as indicated.

Supervision

The CSD program in Speech-Language Pathology at Pace University adheres to the requirements set forth by ASHA standards. All supervisors must hold a Certificate of Clinical Compliance (CCC) from the American Speech-Language and Hearing Association in the appropriate field, and active state licensure. Supervisors in educational settings must also hold the appropriate New York State Teacher of Students with Speech and Language Disabilities (TSSLD) certification. Documentation of the appropriate credentials will be required and verified annually. Current ASHA standard language provides additional requirements for individuals who supervise applicants beginning in 2020.

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each individual receiving services; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Direct supervision must be in real time. A supervisor must be available and on site to consult with a student providing clinical services to the clinical educator's client. In the case of telepractice, 100% supervision is required. Supervision of clinical practicum is intended to provide guidance and constructive feedback to facilitate the student's acquisition of essential clinical skills.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

In the case of asynchronous clinical simulation, supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated client/patient.

These are the minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants.

To that end, students enrolled in the Pace University graduate program in speech-language pathology will be supervised, but not limited to the following prescribed sequence:

- Side-by-side supervision
- Telepractice
- Live-feed video observation

Effective supervision ensures that new clinicians are well prepared and that individuals with communication disorders receive quality services (ASHA, 2013a).

Clinical educators integrate theoretical, evidence-based knowledge with clinical practice to help student clinicians in the following ways:

- Establishing and maintaining an effective working relationship with the supervisee.
- Assisting the supervisee in developing clinical goals and objectives.
- Assisting the supervisee in developing and refining assessment skills.
- Assisting the supervisee in developing and refining clinical management skills.
- Demonstrating for and participating with the supervisee in the clinical process.
- Assisting the supervisee in observing and analyzing assessment and treatment sessions.
- Assisting the supervisee in the development and maintenance of clinical and supervisory records.
- Interacting with the supervisee in planning, executing, and analyzing supervisory conferences.
- Assisting the supervisee in evaluation of clinical performance.
- Assisting the supervisee in developing skills of verbal reporting, writing, and editing.

Clinical Review

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. Thus, expected knowledge and skills associated with ASHA Council for Clinical Certification (CFCC) standards and learning outcomes are stated on each course syllabus. Remediation plans are designed to improve students' knowledge and skills in a specific area of weakness. Faculty routinely review student performance, with student input as appropriate, to determine any remedial needs or concerns. Remediation can be recommended at any time.

Clinical Supervisors use CALIPSO to evaluate student performance at the mid and endpoints of the semester. The evaluations are rated along a continuum of achievement with expectations based on the student's level of experience. Clinical competencies evaluated are expected to develop gradually over the course of the supervised practicum program and to culminate in a performance level appropriate for entry into the Clinical Fellowship (CF).

The CALIPSO Rating Scale is as follows:

1. Not evident: Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of a need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling (skill is present <25% of the time).
2. Emerging: Skill is emerging but inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services (skill is present 26-50% of the time).
3. Present: Skill is present and needs further development, refinement, or consistency. Student is aware of need to modify behavior but does not do this independently. Supervisor provides ongoing monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).
4. Adequate: Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).
5. Consistent: Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas

where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).

Grading Scale

CSD 661: Fall Year 1 In-House Practicum
CSD 661A: Spring Year 1 In-House Practicum
4.00–5.00 = A
3.66–3.99 = A-
3.35–3.65 = B+
3.04–3.34 = B
2.73–3.03 = B-
2.42–2.72 = C+
2.11–2.41 = C
1.80–2.10 = D
1.00–1.79 = F

CSD 661B: Summer Year 1 In-House Practicum
4.27–5.00 = A
3.96–4.26 = A-
3.65–3.95 = B+
3.34–3.64 = B
3.03–3.33 = B-
2.72–3.02 = C+
2.41–2.71 = C
2.10–2.40 = D
1.00–2.09 = F

CSD 662: Fall Year 2 External Placement
CSD 662A: Spring Year 2 External Placement
4.57–5.00 = A
4.26–4.56 = A-
3.95–4.25 = B+
3.64–3.94 = B
3.33–3.63 = B-
3.02–3.32 = C+
2.71–3.01 = C
2.40–2.70 = D
1.00–2.39 = F

Clinical Instruction Conferences

Clinical supervisors are available to graduate clinicians by appointment to address questions and concerns about ongoing case management as they arise. Twice per semester, formal conferences are scheduled with every student assigned a client. Evaluations are completed on CALIPSO. The first conference occurs at mid-semester. The mid-semester evaluation report is reviewed and discussed between the clinical instructor and clinician. Formative feedback is provided to highlight strengths and areas to develop, to determine goals to foster the graduate clinician's growth, and for discussion of clinical issues. At the end of the semester a final conference is held. During this conference a final evaluation, which has been previously completed by the clinical supervisor/instructor, is reviewed with the graduate clinician. The end of semester review is both formative (for development of skill) and summative (for assignment of grades and decisions about progression). Graduate clinicians must sign up for conferences in accordance with the clinical

supervisors'/instructors' scheduling availability.

Clinical Paperwork Timelines and Requirements

Students are to adhere to the timelines set forth by the Speech, Language, and Hearing Center, course syllabi, and/or individual clinical supervisors for documents including but not limited to lesson plans, SOAP notes, treatment plans, progress reports, diagnostic evaluations, etc. Failure to adhere to these guidelines will be reflected in the student's grade and may result in remediation. All paperwork and assignments must be provided directly to the supervisor as per client confidentiality policies. Paperwork is due well in advance of scheduled sessions to allow for supervisor feedback and guidance. As needed, revisions and changes may be instituted. Time must be allotted to communicate with your clinical supervisors at their discretion. Students will use ClinicNote to write, edit, and submit all documentation related to the Speech, Language, and Hearing Center.

Clinical Supervisors/Instructors

Clinical supervisors assume direct responsibility for a specified number of clients and supervise the graduate clinicians providing services to these clients. Clients and student clinicians are assigned to supervisors by the director of the Pace University Speech, Language, and Hearing Center according to availability and expertise. They may also provide direct services to clients primarily to demonstrate therapy techniques. Clinical supervisors report directly to the director of the Pace University Speech, Language, and Hearing Center. Clinical supervisors are responsible to complete the following:

- Develop and monitor the client's intervention program, ascertain those recommendations from the initial evaluation as well as the semester summaries are implemented, and assess client progress.
- Provide a limited amount of client service, mainly to demonstrate therapy techniques.
- Observe at least 25% of the client's therapy sessions, on average, over the term. Time is subject to change based upon level of skill and experience of the student clinician.
- Observe 100% of therapy sessions for telepractice.
- Assist students in developing clinical goals, rationales, objectives, and methods.
- Approve and sign each clinical session plan, subjective, objective, assessment, plan (SOAP) notes, evaluation report, treatment plan, semester summary, and professional correspondence (both in writing and electronically).
- Monitor all other materials entered to the client's chart, and sign when appropriate.
- Assist students in observing and analyzing assessment and treatment sessions.
- Model and facilitate professional conduct.
- Hold individual student conferences as frequently as needed to ensure that graduate clinicians provide high-quality services and develop clinical skills.
- Participate in client/parent/family member/caregiver conferences throughout the semester.

Tracking Hours

Graduate students are responsible for tracking their clinical hours. The American Speech, Language, and Hearing Association (ASHA) requires the completion of 400 hours. Students should become familiar with the ASHA guidelines. The CSD program and the Speech, Language, and Hearing Center have implemented the CALIPSO System for tracking and maintaining clinic hours and other relevant information related to progression through the Program. Student instructions on CALIPSO usage will be distributed and reviewed during the course CSD 661. Students are required to enter clinical hours, as appropriate, and have them approved by their clinical

supervisor. All clinical hours must be entered in the semester they were completed and approved prior to receiving final grade for the semester.

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) defines 1 clinical practicum hour as equal to 60 minutes. When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as 1 hour. Students may count only those hours for which they have provided direct client care.

Activities that count toward the practicum requirement as clock hours include direct contact with the client or the client's family in assessment, management, and/or counseling. Activities that do not count as clock hours include time spent on documentation, preparing for a session, preparing material, scoring, and analyzing tests, calling client/family to make appointments, conferencing on client with the supervisor, team meetings, or in rounds, observing a session or an IEP/IFSP meeting. At the end of each semester, clinical clock hours will be verified by the supervisor and the director of the Speech, Language, and Hearing Center.

Clinical Forms

All clinical forms that students are required to complete for observation, providing therapy, obtaining consent, etc. can be found on Classes, ClinicNote, and in the Speech, Language, and Hearing Center. Students are responsible for using all clinical templates and completing all forms as required.

Transportation

In addition to on-site clinical placements, students will complete externships at various locations throughout the New York Metropolitan area including the five boroughs, Long Island, and Westchester. All students are required to secure reliable transportation to and from practicum sites. Students are required to be independent for transportation purposes to the assigned site, accepting responsibility for meeting all such needs at their own expense.

New York State Teaching Certification and Bilingual Extension

The Teacher of Students with Speech and Language Disabilities (TSSLD) certificate is required by New York State (NYS) for speech-language pathologists who work with school-aged children in a school setting. The certificate is also necessary for individuals working in facilities receiving funding from the Department of Education. The Pace University Communication Sciences and Disorders (CSD) program does not provide certification for the TSSLD and is not an approved teacher preparation program. Students can have school placements to obtain the required student teaching hours for TSSLD certification. Pace University School of Education (SOE) offers some of the required workshops needed for the TSSLD. It is the student's responsibility to contact the SOE regarding offerings and registration for required workshops if they choose to take them at Pace University. Information regarding TSSLD requirements and pathways can be found at the New York State Department of Education Office of Teaching Initiatives.

Students are responsible for verifying information and applying for certification on their own. The CSD program will provide a letter verifying the completion of the 150 hours of student teaching as applicable.

The bilingual extension is attached to a valid base certificate like the TSSLD, authorizing the holder to teach bilingual education. The individual must hold the appropriate base certificate. Pace University's SOE has an approved bilingual extension program for graduate students that is

recommended to be completed after completing CSD program. The bilingual extension can also be obtained through other programs of the student's choice. Students should contact the New York State Department of Education Office of Teaching Initiatives for more information and to verify requirements.

Lab Fees

Students may be responsible for paying lab fees for program services. These can include Simucase, CALIPSO, Master Clinician, ClinicNote, True Learn, etc. Specific fees will be utilized by the program as applicable.

Emergency Procedure Guidelines for Speech, Language, and Hearing Center

All individuals associated with the Pace University Speech, Language, and Hearing Center must be familiar with the emergency procedures followed by Pace University in the event of an evacuation. Please follow the evacuation plan notices posted on the Speech, Language, and Hearing Center walls for specific procedures. Pace University's policies, procedures, and emergency protocols, visit Emergency Procedures.

STATE LICENSURE/ASHA CERTIFICATION

Pace University makes no guarantees regarding an individual's ability to obtain licensure, certification, or employment.

ASHA Certification

Successful completion of the academic and clinical requirements of the Master of Science in Communication Sciences and Disorders prepares graduates for entry-level practice. Upon completion of a clinical fellowship (after graduation), graduates are eligible for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). Visit ASHA Standards for Certification for additional information.

New York State Licensure

Students who complete the Master of Science in Communication Sciences and Disorders degree will also have completed academic and clinical requirements required for licensure in Speech-Language Pathology from the New York State Office of the Professions Division of Professional Licensing Services. For information and instructions for New York licensure, visit the New York State Education Department Office of the Professions.

Students who plan to seek licensure in another state should consult the licensing agency in that state for further information. ASHA maintains links for state contacts and licensing requirements at ASHA State-by-State. It is the student's responsibility to review and determine necessary components to obtain state licensure.

Passing the Praxis exam is a required component for obtaining certification to practice speech-language pathology by ASHA and most states. It is important for students to report Praxis scores to ASHA and to the CSD program at Pace University (reporting code = 0921).

STUDENT RESOURCES

National Student Speech-Language Hearing Association (NSSLHA) Membership and American Speech-Language-Hearing Association (ASHA)

It is recommended that all CSD majors become familiar with ASHA as an organization, as well as members of NSSLHA for several reasons. First, it is expected that speech-language pathologists and audiologists will be active members in their professional organization. Second, NSSLHA membership will provide full access to many professional and academic resources used in the field. Finally, student membership provides a sizeable discount in fees when ASHA membership and certification are sought. To obtain this discount, a student must be a member of the NSSLHA for a minimum of two years prior to applying for ASHA membership. For information regarding ASHA, visit the ASHA website, for certification visit 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, and for the National Student Speech Language Hearing Association, visit NSSLHA.

Depending on student participation each year, Pace University may have a campus chapter of the National Student Speech Language Hearing Association. When active, membership is open to all enrolled CSD students, and the Pace University NYSSLHA officers and faculty advisor meet with students in the fall to provide an overview of the chapter and goals for the upcoming academic year.

Students Who Speak English with Accents and Non-Standard Dialects

In compliance with ASHA Code of Ethics, the Pace University's Communication Sciences and Disorders Department does not discriminate against students who speak English with an accent or non-standard dialect. It is expected that the student will be able to provide modeling of target phonemes, grammatical features, and any other aspect of speech and language that is essential in the treatment of a client. Per ASHA recommendations, writing requirements and other competencies will not be altered for students who speak with a dialect or accent. Faculty carefully adhere to the ASHA 1998 position statement on Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations.

PACE POLICIES PROHIBITING SEX AND NON SEX-BASED MISCONDUCT AND DISCRIMINATION

Sex-Based Misconduct Policy and Procedures

As part of its commitment to providing a safe environment for every member of the University community and to ensuring that no student, faculty, or staff member is excluded from participating in or denied the benefits of any University program or activity on the basis of sex.

Pace University prohibits sex-based misconduct. Sex-Based Misconduct includes sexual harassment, sexual assault, gender-based harassment, sexual exploitation, domestic violence, dating violence, and stalking. The University also prohibits retaliation against anyone who reports an incident of sex-based misconduct or participates in an investigation or proceeding related to any such report.

For additional information, view the University's Sex-Based Misconduct Policy and Procedure (PDF).

Members of the University community who have questions about the sex-based misconduct policy and procedures or accessing available resources should contact the executive director for Institutional Equity/Title IX Coordinator at (212) 346-1310.

Discrimination, Non Sex-based Harassment, and Retaliation

Pace University is strongly committed to maintaining a working and learning environment that is free from unlawful Discrimination, Harassment, or Retaliation. The University is an equal opportunity employer and an academic institution which strongly believes that all employment and academic decisions must be made without regard to whether an employee or student possesses characteristics protected by federal, state, or local law.

All University officers, administrators, supervisors, staff, faculty members, students, visitors, and applicants, as well as vendors, consultants and contractors with whom the University does business are prohibited from engaging in discrimination, harassment, or retaliation.

For additional information, view the University's Discrimination, Non Sex-Based Harassment and Retaliation Policy and Procedure (PDF).

Members of the University community who have concerns about discrimination or harassment should contact the executive director of Institutional Equity/Title IX Coordinator at (212) 346-1310.

Reasonable Accommodations for Students with Disabilities

The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request an accommodation for a qualifying disability, a student must self-identify and register with the Office of Student Accessibility Services for his or her campus.

Except for the Office of Accessibility Services, no one, including faculty, is authorized to evaluate the need and arrange for an accommodation. Moreover, no one, including faculty, is authorized to contact the Office of Accessibility Services on behalf of a student.

For additional information, visit Students Accessibility Services or contact:

New York City
(212) 346-1199

Pleasantville
(914) 773-3201

Members of the University community who believe that they have been denied a reasonable accommodation for a disability to which they may be entitled should contact the Title IX coordinator/affirmative action officer at (212) 346-1310.

ADDITIONAL RESOURCES

Career Services

Career Services provides undergraduate and graduate students and alumni of the College of Health Professions with information about careers and job searches. Career Services is a resource for HSC students and alumni who wish to explore employment opportunities and the best way to present themselves to prospective employers. For example, Career Services offers assistance in, among other things, preparation of resumes and cover letters, developing interviewing skills, and organizes an annual spring career fair. Career Services is located on the Pleasantville and New York City campuses. For additional information, visit Career Services.

Computer Resource Centers

The Computer Resource Centers offer students a wide variety of resources including Internet access, wireless laptop workstations, over 50 software packages, headphones, USB connections, scanners, high-powered printers, and MAC computers.

There are many computer labs across the campuses, visit ITS Computer Lab: Satellite Campus Locations.

For additional information, visit ITS Computer Labs.

Counseling Center

The services of the Counseling Center address personal, academic and vocational problems. In addition, the Counseling Center is available to victims of sexual assault and can provide crisis intervention assistance, emotional support, information, and referrals to medical, police and other pertinent services. Information discussed during counseling sessions is confidential. The services of the Counseling Center are offered for no fee to all members of the Pace University community. For more information, visit the Counseling Center.

Education Records

The Family Educational Rights and Privacy Act, commonly referred to as FERPA, is a federal law that protects the confidentiality of student education records and provides for a student's right to review and request correction of such records. Information about a student's rights under FERPA can be found online at Student Records.

Financial Aid

To help make college more affordable, Pace university offers a generous financial aid program to its undergraduate and graduate students. Financial assistance can come from many places and in many forms, including scholarships and grants, federal work study, and student loans.

Visit the Financial Aid website for information about student aid opportunities.

Learning Commons

Learning Commons offers Pace University students tutoring for course writing assignments and general skill development related to reading and writing and workshops on study skills and time management. In addition, the Learning Commons also provides assistance in the use of the Publication Manual of the American Psychological Association.

For additional information, visit the Learning Commons.

Libraries

Library hours vary during semesters, vacations and summer sessions, and many library resources are accessible online. There are many databases available to support public health research.

New York City
Beekman Library
Phone: (212) 346-1332

Pleasantville
Edward and Doris Mortola Library
Phone: (914) 773-3380

For additional information about public health research resources, visit the Libraries website.

Office of the Registrar

The Office of the Registrar provides information and services related to course registration, scheduling, academic catalogs, transcripts and conferral of degrees. The Registrar's office can be reached through the Help Desk.

Safety and Security

The Safety and Security Department is responsible for ensuring the safety and security of all members of the Pace University community 24 hours a day, 365 days per year. Safety and Security also issues parking permits and identification cards.

The locations and telephone numbers of Safety and Security are:

New York City	Pleasantville	White Plains (Law School)
161 William Street, 1st Fl	Alumni Hall	Preston Hall
Phone: (212) 346-1800	Phone: (914) 773-3400	Phone: (914) 422-4300

Stay connected with Pace's Office of Safety and Security by downloading the PaceSafe Mobile App and registering for Emergency Alerts.

For additional information, visit Security and Emergency Management.

Evacuation Procedures

The University's evacuation plan is known as R.A.C.E. (PDF), which stands for:

- RESCUE/REMOVE person (s) from the immediate area or room who may be in danger.
- ALERT/ACTIVATE: Pull the nearest fire alarm and call 911 to explain the location of the fire.
- CONFINE the fire and smoke by closing all doors as you evacuate.
- EXTINGUISH a small, manageable fire by using a fire extinguisher.

Student Accounts

The Student Accounts office assists with billing, payments, outside scholarships, immunization compliance, and Veterans Education Benefits.

Student Accounts can be contacted by telephone at (877) 672-1830, email to studentaccounts@pace.edu, or via the Student Accounts Help Desk.

University Health Care

UHC offers a full range of primary care services to the Pace University community. UHC is staffed by nurse practitioners (registered nurses with advanced credentials who are certified to prescribe medications) and consulting physicians.

UHC is located at:

New York City	Pleasantville
161 William Street, 2nd Floor	Paton House, Ground Floor
Phone: (212) 346-1600	Phone: (914) 773-3760

Additional information may be found at the University Health Care website.

Health Insurance
Visit Student Health Insurance on the Pace University website for more information.

Immunization Compliance Policy
Students are required to comply with the requirements of the New York State Public Health Law regarding immunity against measles, mumps, and rubella. Details about the Immunization Compliance requirements can be found on the Pace University website.

Meditation Room
Meditation rooms are available on the New York and Pleasantville campuses at:

New York City
One Pace Plaza, 2nd Floor
Entrance is next to Lecture Hall North. Proceed through the door for W205D to enter the hall for room W204B.

Pleasantville
Wilcox Hall
Across from the elevator (no room number)

Lactation Room
Lactation rooms are available for use at both campuses and require security access.

New York City
One Pace Plaza
2nd Floor West Side, W205A
(same hallway as the computer labs W205 and W206

Pleasantville
15D Miller Hall

In New York City, access to both rooms can be given by visiting the Security office on the first floor of 161 William Street.

In Pleasantville, access to both rooms can be given by Security by calling (914) 773-3400.

Technology Use and Security
As a user of Pace University information technology resources, it is the student's responsibility to be aware of Pace's policies regarding use of Pace's information technologies, and federal, state, and local laws that affect technology use. This policy outlines information as to what Pace University expects, your rights, and how to report policy violations. Visit IT Security for additional information.

APPENDIX A: A GUIDE FOR FUTURE PRACTITIONERS IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY: CORE FUNCTIONS

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

Instructions for appropriate use of this document:

This document may be used when:

- informing individuals about the core functions associated with the professions of audiology and speech-language pathology.
- initiating discussions between students and programs regarding student success.
- empowering students to make informed choices regarding their pursuit of professions in audiology and speech-language pathology.
- facilitating strategies to achieve student success assisting programs and students in identifying and advocating for appropriate resources and accommodations.
- advancing the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

This document must not be used:

- to discriminate against individuals for any reason.
- as a measure of acceptance or denial into an educational program.
- as a tool to presumptively judge individuals' potential for success.
- as a stand-alone student assessment or intervention plan.
- dismiss students from a program.

Use of this document is not required by CAPCSD or any accrediting or credentialing body, including the Council on Academic Accreditation or the Council for Clinical Certification of the American Speech-Language-Hearing Association.

For the sake of this document, the term Core Functions refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

To ensure the integrity of the messaging in this document, a glossary of terms is included at the end of the document.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process.
- Respond in a manner that ensures the safety of clients and others.

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and/or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings.
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means,

including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions.
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

Glossary

- Cultural responsivity involves understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction" (ASHA, 2017) and includes "incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices.
- Evidence-based practice involves integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences (Evidence-Based Practice in Psychology, n.d.).

References

Cultural Responsiveness [Practice Portal] (n.d.). American Speech-Language-Hearing Association.

Evidence-Based Practice in Psychology. (n.d.). American Psychological Association.

This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions (PDF).

Approved by the CAPCSD Board of Directors April 3, 2023.
Reference update April 25, 2023

APPENDIX B: REMEDIATION FORM

Academic/Clinical Remediation Plan

Date: Instructor and/or Supervisor:

Student:

Course Name and Number: Semester:

Areas of remediation identified (refer to mid-term evaluation, final evaluation, and observations):

Remediation plan (including specific measurable goals and time frame to complete:

1.

2.

3.

4.

Date of review for completion of plan:

SIGNATURES

Student Instructor/Supervisor

Program Chair/Clinical Director

Academic/Clinical Remediation Plan Follow Up – Page 2

Date:

Follow up as related to goals set on page one:

Future Plan and Recommendations:

SIGNATURES

Student

Instructor/Supervisor:

Program Chair/Clinical Director

APPENDIX C: CODE OF CONDUCT FORM

Confidentiality and Code of Conduct Agreement for Student Clinicians

I, the undersigned acknowledge that I understand and must comply with Pace University Speech, Language and Hearing Center guidelines and HIPAA and ASHA guidelines regarding confidentiality. Any events observed or information obtained via direct contact, observation, written or oral report is confidential and not be shared or discussed out of class and/or supervisory conversations. Identifying information such as last names is never to be used.

I understand that written permission must be obtained before sharing any client information with other individuals including but not limited to family members and professionals such as doctors and teachers.

I understand when completing any assignments or paperwork pertaining to clinical observations or my own clinical activities, clients' identifying information is never to be included on any paper or correspondence outside of the speech center; this includes emails.

I understand that any violation of the confidentiality guidelines, or policies and procedures is serious and may result in disciplinary action.

Further, I understand that I am a representative of Pace University and as such am expected to demonstrate professional behavior. This includes, and may not be limited to, dressing in conservative, business casual attire, promptness and use of professional language and mannerisms.

Student Name Print

Student Signature Date

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