

SUNY Buffalo State

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

ADVISEMENT POLICY

All students in Speech-Language Pathology are assigned an advisor upon acceptance into the department. Advisors provide assistance regarding course selection and graduation requirements. They also provide mentorship regarding graduate school, career choices, academic and personal support, and the availability of disability services, if requested. ***Prior to each registration period, a student is required to meet with her/his advisor.*** The advisement policy is discussed at the department's student orientation meeting.

Course Selection/Graduation Requirements

Undergraduate Students: At the first advisement session, the **Undergraduate Course Sequence** is reviewed with each student. The advisor reviews this form relative to graduation requirements. In addition, the advisor reviews the student's academic record on DegreeWorks. The student is then advised about the appropriate course sequence, including pre-requisite courses, for ensuring they meet graduation requirements. Students are instructed to download and maintain an advising folder to be used at future advising sessions. After the initial advisement session, students are required to meet with their advisors each semester before the registration period to plan their schedules for the following semester. Students are expected to come to each advising session prepared (e.g., having planned their schedules, with relevant questions, and with their advising folder). A record of each advising session is entered into DegreeWorks.

Graduate Students: Students admitted to the graduate program are advised by the Graduate Program Director. The Graduate Program Director reviews the student's official undergraduate transcript and prepares a Graduate Course Sequence/Plan of Study. The Course Sequence lists all courses required for the M.S. Ed. It is sent to the student and to the Clinic Director prior to the start of the graduate program. During the first week of the fall semester, new graduate students are required to meet with the Graduate Program Director to review the Course Sequence and discuss the knowledge and skills required for completing the program. At that time students will review and sign the Department's policy on Progression, Remediation and Dismissal. Students then meet with the Clinic Director to discuss their clinical program, including overall clock hour requirements, on-campus clinic and off-campus placements. The Graduate Program Director holds weekly office hours and will meet with students at least once during each semester of graduate school to monitor performance and advise on courses, graduation requirements and credentials.

Career/Graduate School Counseling

Students are counseled about career options in several ways. During advisement sessions of both undergraduate and graduate students, the advisor may discuss career options with the advisee. Each year, the BS Chapter of the National Student Speech-Language-Hearing Association dedicates one of their monthly meetings to a discussion of career

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choices. Representatives from the Career Developmental Center attend this meeting to present information about career options. As necessary, students may be referred to the CDC for career counseling.

During their junior and senior years, undergraduate students are given information regarding selecting and applying to graduate school. Advisors also provide information regarding the GRE exam, the New York State Teacher Certification Examinations (EAS and ALST), letters of recommendation, and establishment of a file at the Career Development Center. Advisors may discuss specific graduate programs and/or refer the student to the ASHA and CAPCSD websites for information about programs in particular geographic areas. Graduate students are informed about career certification requirements by the Director of the Graduate Program.

Academic and Personal Support

Academic success is important to all students. In the Department of Speech-Language Pathology, student performance is monitored by all faculty members, as well as by the Academic Standards Committee (ASC). Each instructor monitors student performance in their courses with each assignment/examination, following a formative and summative assessment model. Mid-semester, the ASC requests from the faculty the names of all undergraduate students who are performing at a level of C or below and of graduate students performing at or below a B level. The names of these students are then distributed to the advisors prior to the advisement period. During advisement sessions, advisors discuss academic difficulties with the students thus identified. Possible outcomes include referral for tutoring or other academic support services available at the college, referral to the instructor for remediation, or help adjusting personal/study/work schedules. For assistance with issues relative to specific course content, the student is encouraged to meet with the course instructor.

In addition to providing counseling regarding academic matters, the faculty, to the best of their abilities, support students on matters of personal concern that may hinder academic performance. Students are informed of services available at the BSC Counseling Center for issues of personal/emotional/social adjustment.

Disability Services

Any student who requires accommodations to complete the requirements and expectations of coursework or their program of study because of a disability is invited to make his or her needs known to the instructor and to the Director of Services for Students with Disabilities, 120 South Wing, 878-4500.