

SUNY Buffalo State University
Department of Speech-Language Pathology

Graduate Policy on Progression, Consultation, Remediation, and Dismissal

The Department of Speech-Language Pathology recognizes that the awarding of a master's degree with the recommendation for American Speech-Language-Hearing Association (ASHA) Certification, New York State (NYS) Licensure, and New York State (NYS) Teacher Certification carries with it the full authority of the institution and communicates to those seeking services that the graduate is competent. This recommendation requires that graduate students in speech-language pathology acquire and demonstrate the requisite knowledge, skills, dispositions, and interaction/personal qualities essential to professional practice dictated by ASHA, the New York State Office of the Professions, and the SUNY Buffalo State University Teacher Education Unit (TEU). Students are responsible for ensuring that he/she/they has/have adequately met all of the aforementioned requirements. In addition, students must meet all requirements of the SUNY Buffalo State University Graduate Studies Office:

<https://ecatalog.buffalostate.edu/graduate/academic-policies/academic-probation-dismissal/>.

Progression

Specific skills dictated by ASHA, the New York State Office of the Professions, and the SUNY Buffalo State University TEU are required to progress through the master's program. Graduate students must meet, with or without reasonable accommodations, the following minimal standards:

Knowledge – The student is responsible for: a) attaining the knowledge competencies associated with each course; and b) monitoring his/her/their performance as the semester progresses. Any and all concerns about successful completion of the course should be immediately discussed with the instructor. To meet the knowledge competencies for each course, students must attain a final grade of B (3.0) or better. If a student's final grade falls below a B, see the below remediation section. The Graduate Program Director monitors each graduate student's academic performance at midterm and at the end of the semester.

Skill – The student is responsible for: a) attaining the skills associated with clinical practica; and b) monitoring his/her/their performance as the semester progresses. Any and all concerns about successful completion of the clinical practica should be immediately discussed with the clinical supervisor(s). Students must attain a final grade of B (3.0) or better in each clinical practicum, both on and off campus, in order to advance to the next practicum level. If a student's final grade falls below a B, see the below remediation section. The Clinic Director monitors each graduate student's clinical performance at midterm and/or at the end of the semester.

Professional Dispositions – Professional disposition standards have been developed by the Speech-Language Pathology Department, informed by guidelines established by ASHA, the New York State Office of the Professions, SUNY Buffalo State University Teacher Education Unit (TEU), and the SUNY Buffalo State University Graduate Studies Office. These standards address the following dispositions: professionalism, reliable and dependable, respectful, committed to client learning, reflective, enthusiastic, and collaborative, in addition to these related areas: attendance, knowledge and skills, work completion, academic integrity, and (appropriateness of) oral and written communication. In most cases, concerns in these areas will be addressed by bringing these problems to the attention of the student, developing a remediation plan to

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address the concerning behaviors, and successfully executing that plan. Failure to adhere to dispositions will likely negatively impact client care and may place clients, peers, faculty, staff, or others at risk. For this reason, adherence to these dispositions throughout the program is taken seriously and repeated failure to adhere will result in program dismissal (see Dismissal policy below).

Students must adhere to expectations outlined in:

- The ASHA Standards: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>
- The ASHA Code of Ethics: <https://www.asha.org/code-of-ethics/>
- The NYS Code of Ethics and Conduct: <http://www.op.nysed.gov/title8/part29.htm>
- The TEU Dispositions (adapted for SLP, see SLP Graduate Student Handbook and SLP website)
- The SUNY Buffalo State University's Graduate Policy on Conduct and Integrity: <http://ecatalog.buffalostate.edu/graduate/academic-policies/academic-misconduct/>
- SLP Graduate Student Handbook – policies, procedures, and *Evaluation of Student Clinician* form
- SLP course outlines

Graduate Student Consultation

A Consultation Report/Remediation Plan form is generated by a course instructor/clinical supervisor when there are concerns or violations related to knowledge, skills, dispositions, and interaction/personal qualities. Concerns/violations will be documented and actions to be taken will be outlined. The report may yield a remediation plan and, in extreme circumstances, recommendation for dismissal (see Dismissal policy below).

The Department Chair and the Graduate Program Director will receive a copy of all Consultation Report/Remediation Plan forms. The Clinic Director will receive a copy of all Consultation Report/Remediation Plan forms generated from clinical courses. The original signed Consultation Report/Remediation Plan will be filed in the student's folder.

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Graduate Student Remediation

Remediation is the process by which the student is afforded additional opportunity to demonstrate that he/she/they meet(s) the requisite knowledge, skills, dispositions, and interaction/personal qualities essential to professional practice.

Students, including undergraduate students who are enrolled in graduate SLP courses, must earn a final grade of B in academic and clinic courses (indicating meeting ASHA knowledge and skills standards aligned with the course) **and** demonstrate appropriate dispositions and interaction/personal qualities.

A student **must** remediate if:

- They do not successfully complete an assignment/assessment that addresses one of the specifically identified knowledge and skill areas as articulated by ASHA standards
- They earn a final grade below a B in an academic or clinical course
- They fail to demonstrate requisite dispositions and interaction/personal qualities

The successful completion of remediation activities will not change a student's final course grade.

Knowledge – ASHA dictates minimum knowledge competencies in all aspects of the presented curriculum. If knowledge is not demonstrated (as determined by formative or summative assessment), students must remediate that portion of their coursework. This may be done informally or formally (via a remediation plan) during the semester or formally after the semester ends.

A remediation plan will be generated by individual course instructors and the remediation policy will be included in all course syllabi.

Please note: Per SUNY Buffalo State University's Graduate Catalog, earning a grade of C is considered below average, and indicates that the student has below average knowledge in the course content. No more than two grades of C can be accepted toward the M.S. Ed. If a student earns a C in more than two courses, courses must be repeated in the same grading mode as the first attempt and have the same prefix, number, and credit. The repeated course must be taken at Buffalo State University. When a course is repeated, only the higher grade earned and associated credit hours with count toward the GPA. There may be financial implications when having to repeat a course and/or when on academic probation.

- Students who earn more than 2 Cs in their academic courses will not be permitted to enroll in SLP 515, SLP 505 or SLP 611 (off campus practicum) until the course(s) is/are retaken, a satisfactory grade is earned, and all ASHA Standards associated with the course have been demonstrated.

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Students must adhere to this remediation timeline:

- Remediation assignments for fall academic courses must be completed no later than the **first day** of the following spring semester.
- Remediation assignments for spring academic courses must be completed by May 31st.
 - In extreme circumstances, variations to the timeline above may be made with the approval of the course instructor and the Graduate Program Director.

Skill - Students performing below B in any clinical practicum (SLP 515, SLP 505, SLP 611) will earn a final grade of E and will be required to remediate by repeating the failed practicum at the same practicum level in the following semester. Clinic clock hours from the unsuccessful clinic will typically **not** count toward the minimum required hours. The final decision regarding earning hours for an unsuccessful clinic will be determined on a case-by-case basis by the Clinic Director, the Department Chair, and the clinical supervisor(s). The student's graduation/degree conferral date will likely be delayed by a minimum of one semester in cases where a failed practicum has to be repeated.

The remedial clinical practicum will target individual objectives that may include, but are not limited to, directed activities such as:

- Extended observation
- Self-evaluation of recorded sessions
- Co-treatment with supervisor
- Role-playing
- Mock evaluation and treatment reports

Performance below B in any two semesters of clinical coursework (SLP 515, SLP 505, or SLP 611) will result in dismissal from the program.

Disposition – Students not able to demonstrate dispositions as dictated by ASHA, the New York State Office of the Professions, and SUNY Buffalo State University's TEU, Graduate Studies, and Speech-Language Pathology Department, in all activities related to their academic and clinical program, will remediate. Remediation plans targeting dispositions can be generated at any time during the semester. Failure to adhere to dispositions, resulting in a negative impact on client care or putting clients, peers, faculty, staff, or others at risk could result in temporary removal from clinical practica or immediate dismissal from the program (see below).

Please note: Graduate SLP students practice under the license and certification(s) of their direct supervisor(s); therefore, supervisors are obligated to make decisions (including removal of a student from a placement) in the interest of the welfare of the client(s).

ASHA's Code of Ethics, 1G states:

Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified audiologist or speech-language pathologist.

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Capstone Experience – Students must complete the Departmental Capstone experience in one of three ways: 1) by successfully completing a digital portfolio in the spring semester of their second graduate year; 2) by successfully completing a mentored master’s project; or 3) less commonly, by successfully completing a master’s thesis.

Students electing to complete a master’s project or thesis will follow the guidelines set forth by the college: [Project, Thesis, Comprehensive Examinations, and Defense of Graduate Portfolio - Buffalo State](#)

Dismissal

Dismissal from the Speech-Language Pathology Graduate Program is rare. If a student is judged to be in jeopardy of dismissal for any of the reasons cited below, every effort is made to provide that student with the necessary guidance and support so that this outcome may be averted. <https://ecatalog.buffalostate.edu/graduate/academic-policies/academic-probation-dismissal/>

The following are potential reasons for program dismissal:

Poor academic performance– The SUNY Buffalo State University Graduate Catalog states that all graduate students are required to maintain a minimum cumulative GPA of 3.0 (4.0 scale) in their graduate program. A student is automatically placed on probation if the GPA falls below 3.0. Matriculated full-time students are given one additional semester to achieve a 3.0 GPA, provided total credit hours do not exceed the degree program by more than six. Failure to achieve a 3.0 GPA within the specified time results in academic dismissal. In addition, failure to maintain a minimum 3.0 GPA during each semester of academic probation results in academic dismissal.

A student who has been academically dismissed must wait one full year from the time of dismissal before applying for readmission. A student may be readmitted to the college only once after an academic dismissal. If readmitted, the student is automatically returned to academic probation if their cumulative GPA is below 3.0. The student then has one full-time semester or 9 credits of part-time study to achieve a 3.0 cumulative GPA and must maintain a minimum of 3.0 GPA during each semester of academic probation. Failure to do so will result in final academic dismissal.

Poor clinical performance – **Performance below B in any two semesters of Clinic (SLP 515, SLP 505, or SLP 611) will result in dismissal from the program. Withdrawals from clinical rotations need to be approved by the Clinic Director and the Graduate Program Director. If a student withdraws from a clinical rotation after receiving a midterm or final grade of E, this will still be considered an E by the department. Students who earn a combination of an E and a W (in the case that the withdrawal was not approved), will be dismissed from the program.** Application for readmission following dismissal for poor clinical performance follows the guidelines cited above.

Dismissal criteria:

- two E grades in clinical courses
- two semesters with a GPA <3.0 (per University Policy)

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Unacceptable professional dispositions

ASHA Code of Ethics 1.R states:

Individuals shall not allow personal hardships, psychosocial distress, substance use/misuse, or physical or mental health conditions to interfere with their duty to provide professional services with reasonable skill and safety. Individuals whose professional practice is adversely affected by any of the above-listed factors should seek professional assistance regarding whether their professional responsibilities should be limited or suspended.

Repeated failure to demonstrate the appropriate professional dispositions and/or skills in related areas that are outlined on the Graduate Student Consultation report may result in dismissal from either a clinical course or from the SLP graduate program. In rare cases, a student may receive multiple consultation reports within the same semester and/or across semesters. This situation suggests that the student is either not successfully addressing or remediating areas of concern that have been identified and/or presents with multiple dispositional concerns. Students who present multiple or repeated problems with professional dispositions are almost certainly compromising client care and may be placing others at risk. Failure to adhere to dispositions, impacting client welfare/care or putting clients, peers, faculty, staff, or others at risk could result in temporary removal from clinical practica or immediate dismissal.

Dismissal from a clinical course (SLP 515, SLP 505, SLP 611) will occur if a student receives two or more consultation reports within the same semester. The student will earn a grade of “E” for that semester and will begin their next clinical semester on a two-week probationary status. The student must demonstrate the appropriate professional dispositions and/or related areas during the two-week probationary period. If unsuccessful, the student will be removed from clinic at the end of that two-week period. If successful, the student must continue to demonstrate the appropriate professional dispositions and/or related areas for the duration of the semester.

In addition, program dismissal will occur if a student receives a total of three or more consultation reports within a semester or receives a total of five consultation reports at any time within their graduate program. Note that, prior to dismissal from either a clinical course or from the program, the student will receive focused feedback from clinical supervisors, academic faculty, the Graduate Program Director and/or the Department Chair (as appropriate to each case). The department will make every effort to work proactively with students who struggle with dispositions to prevent the need for a consultation report. However, it is ultimately the responsibility of the student to ensure that he/she/they consistently exhibits dispositions that are expected for professional practice.

Failure to complete the capstone experience- Failure to successfully complete the capstone experience may delay a student’s graduation/degree conferral date. Failure to successfully complete any capstone remediation within the specified time frame may result in dismissal from the program.

If a student is formally dismissed from the program, information regarding recommendations for future career possibilities will be provided upon request.

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Admissions of Persons with Prior Felony Convictions:

“All teacher education programs include a clinical/field component. If you have been convicted of a felony, your criminal history record may impede your ability to complete this program and/or become a NYS certified teacher.” Please review the Buffalo State policy: <https://deanofstudents.buffalostate.edu/admission-persons-prior-felony-convictions>

My signature confirms that I have received, read, and understand:

1. The SLP Graduate Policy on Progression, Consultation, Remediation, and Dismissal
2. Buffalo State University’s Teacher Education Unit Candidate Dispositions (TEU, 2017) Adapted for the Speech-Language Pathology Department (SLP, 2020/2021)
3. The Student Consultation Report/Remediation Plan form (TEU, 2017) Adapted for the Speech-Language Pathology Department (SLP, 2020/2021)

Print name: _____

Signature: _____ Date: _____