



# New Program Proposal: Graduate Degree Program

**Form 2B**

Version 2016-10-13

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to master’s or doctoral degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies<sup>1</sup>), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). The completed form and appended items should be sent as a single, continuously paginated document.<sup>2</sup> If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, Binghamton University in a separate electronic document. Guidance on academic program planning is available [here](#).

## Table of Contents

*NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, Binghamton University the actual appended items should continue the pagination.*

Section 1. General Information .....	2
Section 2. Program Information .....	4
2.1. Program Format .....	4
2.2. Related Degree Program .....	4
2.3. Program Description, Purposes and Planning .....	4
2.4. Admissions .....	19
2.5. Academic and Other Support Services .....	22
2.6. Prior Learning Assessment .....	23
2.7. Program Assessment and Improvement .....	23
Section 3. Program Schedule and Curriculum .....	24
Section 4. Faculty .....	27
Section 5. Financial Resources and Instructional Facilities .....	29
Section 6. Library Resources .....	30
Section 7. External Evaluation .....	31
Section 8. Institutional Response to External Evaluator Reports .....	32
Section 9. SUNY Undergraduate Transfer .....	32
Section 10. Application for Distance Education .....	32
Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization .....	32
List of Appended Items .....	33

<sup>1</sup>Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

<sup>2</sup>This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
<b>a) Institutional Information</b>	Date of Proposal:	
	Institution's 6-digit <a href="#">SED Code</a> :	211000
	Institution's Name:	Binghamton University
	Address:	P.O. Box 6000 Binghamton, NY 13902-6000
	Dept of Labor/ <a href="#">Regent's Region</a> :	Southern Tier
<b>b) Program Locations</b>	List each campus where the entire program will be offered (with each institutional or branch campus <a href="#">6-digit SED Code</a> ): 211000	
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites or extension centers</a> ) where courses will offered, <b>or check here [X] if not applicable</b> :	
<b>c) Proposed Program Information</b>	Program Title:	Masters of Science in Speech-Language Pathology
	<a href="#">Award</a> (s) (e.g., M.A., Ph.D.):	MS
	Number of Required Credits:	54 Credits
	Proposed <a href="#">HEGIS Code</a> :	1220
	Proposed 6-digit <a href="#">CIP 2010 Code</a> :	51.0203
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED <a href="#">professional licensure title(s)</a> <sup>3</sup> to which the program leads: Speech-Language Pathology	
<b>d) Campus Contact</b>	Name and title: Donald Neiman, Binghamton University Vice President for Academic Affairs and Provost Telephone: 607-777-2070 E-mail: dneiman@binghamton.edu	
<b>e) Chief Executive or Chief Academic Officer Approval</b>	<b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.</b>	
	Name and title: Donald G. Nieman Executive Vice President for Academic Affairs and Provost Signature and date:	
	<b>If the program will be registered jointly<sup>4</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>	
	Partner institution's name and 6-digit <a href="#">SED Code</a> : Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):	

<sup>3</sup> If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

<sup>4</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including Binghamton University not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.<sup>5</sup>

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

<sup>5</sup> The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

## Section 2. Program Information

### 2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education  
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).*
- c) **Other:**  Bilingual  Language Other Than English  Upper Division  Cooperative  4.5 year  5 year

### 2.2. Related Degree Program

*NOTE: This section is not applicable to a program leading to a graduate degree.*

### 2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The Master of Science in Speech-Language Pathology (MS-SLP) degree will prepare competent and dedicated professionals to serve both adults and children with communication disorders. Students will meet the highest academic, clinical and ethical standards. Didactic coursework will be taught in-person, and some courses will be delivered on-line (less than 50%). The first two clinical practicum experiences will be completed in simulation experiences, as well as limited evaluation and treatment experiences (school and community screenings or specialized clinics). Following completion of the first two semesters of coursework and practicum, students will complete two semesters of part-time internships in the community, with the final two internships being full-time. The capstone will be the successful completion of the PRAXIS exam. The proposed MS-SLP program requires 54 credit hours over six-semester. Graduates will be eligible for certification by the American Speech-Language-Hearing Association (ASHA) and New York State (NYS) licensure. Additionally, students will be eligible for teaching licensure by completing six credits of additional coursework and an internship in the schools.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student

learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The Masters of Science Program in SLP will prepare students for successful careers in speech-language pathology. Students will be held to the highest academic, professional and ethical standards. The program intends to educate and mentor students to the highest level of entry level knowledge and skills leading to effective performance as clinical practitioners, teachers, and researchers in communication and swallowing disorders.

The American-Speech Language and Hearing Association's Council of Academic Accreditation (CAA) provides guidelines that students graduating from programs need to meet upon graduation. Individual programs are given some autonomy in methods for tracking students' progress in acquiring knowledge and skills. The Council of Clinical Certification outlines the knowledge and skills necessary to earn clinical certification. These learning outcomes related directly to the CAA Standards.

SLO 1. Students will demonstrate knowledge of communication and swallowing processes, disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

SLO 2. The student will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

SLO3. The student will apply ethical conduct in classroom, research, and clinical endeavors.

SLO4. The student will demonstrate an understanding of the processes used in research and translating research to evidence-based practice.

SLO5. Students will demonstrate knowledge of contemporary professional issues including lifelong education, legal issues, certification, reimbursement, trends in professional practice, professional communication (written and verbal), legal issues, and professional behavior.

SLO6. Students will apply their classroom experiences to interprofessional experiences with students in a variety of health professions.

SLO7. Student will have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

SLO8. The student will complete experiences that include a sufficient in breadth and depth to achieve the following skills outcomes across the following areas:

1. Evaluation processes
  - a. Conduct screening and prevention procedures (including prevention activities).
  - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
  - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental measures.
  - d. Adapt evaluation procedures to meet client/patient needs.
  - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
  - f. Complete administrative and reporting functions necessary to support evaluation.
  - g. Refer clients/patients for appropriate services.
2. Intervention processes
  - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
  - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
  - c. Select or develop and use appropriate materials and instruments for prevention and intervention.
  - d. Measure and evaluate clients'/patients' performance and progress.
  - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
  - f. Complete administrative and reporting functions necessary to support intervention.
  - g. Identify and refer clients/patients for services as appropriate
3. Intervention processes
  - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
  - b. Collaborate with other professionals in case management.
  - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
  - d. Adhere to the ASHA Code of Ethics and behave professionally.

SLO9. Students will integrate, synthesize and apply their classroom knowledge with their clinical experiences, which include experiences sufficient in breadth and depth for consideration for certification as a clinical fellow.

SL10. The student will successfully complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology.

- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The Vision, Mission Strategic Plan and NYSUNY 2020 Challenge Grant support the development of a SLP program at Binghamton University (BU). BU's vision is dedicated to providing a higher education, "that combines an international reputation for graduate education, research, scholarship and creative endeavor...." Its newly updated strategic plan "Road Map to Renewal" identifies 4 University Initiatives and 10 Divisional Initiatives. The first University Initiative is to "Develop a College of Nursing and Health Sciences." Several of the Divisional Initiatives also support the new college and the growth of health-related programs including the establishment of a Center for Inter-professional Education and Research. The NYSUNY 2020 Challenge Grant Plan for BU includes funds for renovation of a facility to house the College of Nursing and Health Sciences in Johnson City, NY. BU's initiatives also seek to have a positive impact on healthcare access and economic development to the region. The establishment of the MS-SLP is a critical piece of the new college and the School of Rehabilitation Sciences.

Students in the planned MS-SLP program will have significant opportunities to interact with students in proposed doctoral programs in Occupational (OTD) and Physical Therapy (DPT), as well as established programs in nursing, public health, social work, pharmacy, linguistics, education and other programs at Binghamton University as the program develops. The SLP program has approval to offer an undergraduate Minor in Speech and Hearing Science and will do so in the fall semester of 2021. It is expected that this program will foster connections and relationships with a number of programs on campus, and foster the development of a combined undergraduate and masters' degree in the future.

Binghamton University has a history of academic excellence and highly rated programs which are held in positive regard both nationally and internationally. In 2019, *Business First* ranked Binghamton University the #1 Public College in the State of New York, and #16 in the country. U.S.A. Today (2020) ranked Binghamton University within the top 100 Universities in the country. The SLP program will be aligned with the highly rated Decker School of Nursing. The University's strategic plan, the "Road Map to Renewal," provides support for the new Decker College of Nursing and Health Sciences. Within this context, the proposed SLP program is well positioned to become an example of outstanding training and research in speech-language pathology and communication disorders. The program will exist in combination with several other new allied health and clinical programs, and benefit from these new opportunities for interprofessional education and learning.

Broome County and the greater Binghamton area has a population just under 200,000 people. If one considers surrounding counties in New York (Chenango, Delaware, Tioga, and Cortland) and Pennsylvania (Wayne and Susquehanna), there are well over 350,000 individuals within a close distance to Binghamton University. The development of the SLP program will meet the needs of communities in this region. In fact, the College of Nursing and Health Sciences has a long-standing focus on healthcare research and provision of services to rural and underserved populations, and the SLP program is planning to build from this focus. As a part of this focus, there are many contracts established with facilities for students in the nursing programs, and these relationships will assist the proposed SLP program. Additionally, the proposed DPT and OTD programs are working to identify placements as a part of their accreditation. It is worth noting that Binghamton University is the only large, state university within 100 miles of this area. There is little competition for students, clinical placements and research opportunities for students in these programs.

The SLP program will be working in partnership with the OT and PT programs to identify contracts for internships for students. Since there has not been a program in the area in the past, the SLP program has an opportunity to establish relationships that can serve future students and the area. Upon initial review, there are 3 hospitals in the greater Binghamton area, and several others in a 60-mile radius of BU. Additionally, there are 10 long term care and rehabilitation facilities offering care to older adults as well as home health. Within a 60-mile radius, there are a considerable number of similar facilities, so opportunities for many more placement sites. In addition, there are 12 public school districts in Broome County. These districts include 57 public schools serving approximately 31,000 students. Additionally, there are multiple preschools in the area. Several of these districts have identified their willingness to offer clinical placements for SLP students, and a willingness to partner with the program long term. There are additional school districts and private schools in the surrounding counties who can also become partners and provide placements for our students. These relationships, and the rural nature of Broome County, will also allow the SLP program faculty to develop telehealth therapy programs as well as other state of the art clinical services for student placements and research opportunities. These relationships within the University, college and community provide an ideal foundation to develop an outstanding MS-SLP program.

It is hoped that the Binghamton University's focus on research will stimulate students' research interest and will encourage students to pursue doctoral studies after completing the MS-SLP. The faculty in the proposed SLP, OTD, and DPT programs will have opportunities to recruit current practicing clinicians and potential students to pursue doctoral studies in the existing doctoral programs (PhD and EdD) in the College of Community and Public Affairs. These students, who will be licensed SLPs, will be funded through contracts with community organizations and organizations/agencies, thus meeting the need for SLPs in the surrounding

area. Additionally, these students will contribute to the development and growth of the SLP program while they are completing their studies. Additionally, the relationship with the doctoral programs on campus will also attract experienced faculty interested in training students to pursue these degrees. It should also be noted that the relationship with these doctoral programs will enable Binghamton University SLP faculty to actively respond to the continuing need to increase available Ph.D. graduates who enter academia. The recruitment and training of doctoral students will not only benefit the SLP program, but also lead to the betterment of the University, SLP profession, and especially the broad community of Broome county and all of New York state.

- d) How were faculty involved in the program’s design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

At the time of preparing this proposal, the program director was the only faculty member in the Division of SLP. Due to the limitation of faculty in SLP, the director discussed the development of the program with the program directors in Occupational and Physical Therapy, as well as the Director of Clinical Education in Physical Therapy. During the process of preparing the proposed curriculum, the directors spoke broadly about the SLP curriculum and about availability of area clinical sites. The director of SLP has also met with faculty members at BU regarding the development of the curriculum. Additionally, discussions were held with individuals external to the University who were chosen because of the specific feedback they might provide. The table below summarizes these discussions.

<b>Internal or External Source</b>	<b>Individual(s) Contacted</b>	<b>Time Frame</b>	<b>Outcome or Information Gathered</b>
External	Academy Solutions, LLC	2018	Provided initial feasibility study of need, for the establishment of an SLP program at BU. The findings of this study and report were used to prepare the proposal.
External	Tess Kirsch Associate Director of Accreditation for Policy and Education Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), ASHA	April 2020	Tess and I met in April 2020 to discuss the process of accreditation with CAA.



Internal or External Source	Individual(s) Contacted	Time Frame	Outcome or Information Gathered
External	Stephanie Hughes, Ph.D., CCC- SLP Private Practice Clinician, Adjunct Faculty, and tenured professor in the past at the University of Toledo and Governors State University.	July 2020	Dr. Hughes has experience teaching and providing therapy in a variety of academic programs. She provided feedback on the design for the program. Stephanie also provided a perspective on the research expectations, and size of the faculty.
External	Derek Daniels Ph.D. CCC-SLP Associate Professor and Graduate Coordinator, Wayne State University	July 2020	Derek provided a perspective on graduate admissions and potential considerations related to enrollments. He was complimentary of the general plans for the curriculum. Wayne State is a smaller, public R1 research university so Derek's perspective on expectations for faculty and enrollment were very helpful. Additionally, Derek shared some ideas for managing the recruitment of students.
External	Joe Donaher, Ph.D., CCC-SLP, BCS-F Academic and Research Program Director The Center for Childhood Communication The Children's Hospital of Philadelphia	July 2020	Joe has been in a position that requires him to work with a number of different Universities, primarily since Children's Hospital serves as a placement for a large number of students each year. Joe provided feedback about the mode of clinical training and offered ideas for how to establish relationships with those adjuncts who take students on internships.
External	John McCarthy, Ph.D., CCC-SLP Professor and Associate Dean of Research Ohio University	July 2020	As a part of John's position as Associate Dean, he oversees faculty development, workload allocations, and funding of research. His impression of the curriculum and clinical model were positive.

<b>Internal or External Source</b>	<b>Individual(s) Contacted</b>	<b>Time Frame</b>	<b>Outcome or Information Gathered</b>
External	Glen Tellis, Ph.D., CCC-SLP, BCS-F Professor and Chair, Department of Speech-Language Pathology Misericordia University	July 2020	Glen was the founding chair of the Speech-Language Pathology program at Misericordia University. Glen successfully founded his program and guided the program through the accreditation process. Glen suggested that the curriculum could be reduced in some areas, but otherwise believed the structure was appropriate.
Internal	Patti Reuther, MS, RN, CHSE Director of Innovative Simulation and Practice Center Decker College of Nursing and Health Sciences Binghamton University	August 2020	Patti and I discussed the proposed SLP curriculum and how the Innovative Simulation and Practice Center can support the SLP program. Patti shared some considerations for scheduling. Additionally, Patti suggested several ways to incorporate simulated patients into the SLP program.
Internal	Patrick Leiby Director of Technology and Innovation Decker College of Nursing and Health Sciences Binghamton University	August 2020	Patrick met with Patti and I about the use of technology in simulation training for students in the Decker College. Additionally, Patrick discussed some possible software for Anatomy and Physiology courses, as well as other teaching technology.
External	Maria Wilson, MS-SLP Clinician, Private Practice in Binghamton, NY	August 2020	Maria has worked in Broome County for more than 20 years. She shared the needs for the community and we discussed ways that a new SLP program might assist. Additionally, we discuss how to pursue clinical services to help the area.

<b>Internal or External Source</b>	<b>Individual(s) Contacted</b>	<b>Time Frame</b>	<b>Outcome or Information Gathered</b>
External	Laura Childress, MS-SLP Lourdes Hospital	August 2020	Laura discussed Lourdes hospital as a placement site for students. Also, she spoke about other shortages in the community, especially the need for early intervention services.
External	Stephanie Williams, MS-SLP UHS, Binghamton General Hospital	August 2020	I discussed the overall plan for the MS program, and the types of clinical internships and services that would be ideal for student success. Stephanie shared her insights into the needs for clinicians and clinical services in the greater Binghamton community.
External	Kim Howard, MS-SLP Susan Thomas, MS-SLP Lourdes Hospital	August 2020	We discussed the shortage of clinicians in the area, as well as the possibility and process of placing interns at Lourdes. Additionally, the structure of the curriculum was shared, and both Kim and Susan offered helpful feedback.
Internal	Tracey Lyman, MS Loretta Mason-Williams, Ph.D. Department of Teaching, Learning, and Educational Leadership	September 2020	I spoke to Tracey and Loretta about the availability of education courses for our students seeking school licenses. Additionally, we discussed the school internships that their department has set up with surrounding community schools. Finally, they both shared the need for SLPs in the community.

Internal or External Source	Individual(s) Contacted	Time Frame	Outcome or Information Gathered
External	<p>Tina Caswell, MS, CCC-SLP  Clinical Assistant Professor  Graduate Chair  Department of Speech-Language Pathology and Audiology, Ithaca College  Vice President of New York State Speech-Language Hearing Association</p>	September 2020	<p>Tina has over a decade of experiences as a clinical supervisor and faculty member at Ithaca College. Additionally, she works in private practice in the Binghamton area. Tina discussed the needs for services in the region. Finally, Tina echoed the need for the program for this part of New York.</p>
Internal	<p>Jennifer Gills-Mattson, Ph.D.  Department of Psychology  Co-Director, Institute for Child Development  Binghamton University</p>	September 2020	<p>Jennifer and I discussed the services offered through the institute and the role that a future graduate program might work with the speech-language pathologists at the Institute for Child Development. There are opportunities for future internships for graduate students.</p>
Internal	<p>Sara A. Wozniak  Senior Assistant Dean  Decker College of Nursing and Health Sciences  Binghamton University</p>	September 2020	<p>Sara is the Senior Assistant Dean who oversees student affairs and advising in the college. Sara shared her views on advising the graduate students in the college, and assisting in matriculating students completing undergraduate degrees into the future SLP graduate program. Sara's feedback regarding a summer start for cohorts of students was very helpful.</p>
Internal	<p>Nina M Flanagan, PhD, GNP-BC, APMH-BC  Professor of Clinical Practice  Director of Inter-Professional Education  Coordinator Adult/Gerontology Nurse Practitioner Program, School of Nursing  Decker College of Nursing and Health Sciences</p>	September 2020	<p>Nina and I discussed the IPE programming at Binghamton University and how the SLP program might be involved in the training program. Additionally, the essential coursework and how these courses might fit into the SLP curriculum were explored.</p>
Internal	<p>Sharon Bryant, PhD  Associate Professor  Director of Diversity, Equity, and Inclusion  Decker College of Nursing and Health Science  Binghamton University</p>	November 2020	<p>Sharon was very helpful in a discussion of how her office can help with recruiting students and how the program can connect with existing offices and programs on campus.</p>

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the profession](#), append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

The proposed Speech-Language Pathology Program at Binghamton University is designed to meet the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. These standards, developed by the Council of Academic Accreditation, were utilized throughout the process of planning both the academic and clinical training aspects of the program. Additionally, Tess Kirsch (named in section 2.3.d above) was consulted early in the development process to assure that the on-line, hybrid model was appropriate. Ms. Kirsch shared the process for application timelines and necessary paperwork. I have appended a copy of the latest standards and a summary table as directed.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

To calculate the enrollment for the SLP program, three considerations were made. First, a needs assessment suggested that there is a shortage of SLPs nationwide, and this shortage is especially true in the Southern Tier. Similarly, the shortage of seats in graduate programs when compared to applicants is exacerbating the limited number of SLPs in the region. Based on these needs, it was expected that graduating a large cohort of students would start to meet this need. Second, the needs assessment identified a large number of undergraduate students at BU are planning to seek a graduate degree in SLP following graduation. This is a historical trend at BU and we expect this student body will grow as the MS-SLP and the undergraduate minor are made available. It is also expected that these students would be served well by the option to continue their graduate studies at BU. Also, the presence of the minor ought to increase the number of students interested in the SLP degree and allow for a large cohort of applicants for the MS program. Students will also be able to take these courses as a part of the graduate program, if they are unable to take these courses at the undergraduate level. Finally, the financial stability of the program was a guiding principle of the enrollment plan.

The table below provides the planned enrollment for the MS-SLP program. The target enrollment is to have 45 students admitted each year, but an initial group of 30 students will be admitted in the first year. Once the seats in the MS-SLP program are full, there will be a total enrollment of 90 students. The new Decker College of Nursing and Health Sciences facility in Johnson City provides an important opportunity for the SLP program. The new facility includes the Speech and Language Analysis (SLA) Lab, office space for faculty and staff, research labs, and classroom space. It should be noted that the SLA lab includes all the equipment and supplies needed for teaching and some research activities. The program will have students distributed over two admission dates, one cohort beginning their studies in the summer semester and another cohort initiating coursework during the fall semester. Students will complete most of the coursework during the same semesters. The clinical experiences, practicums and internships, will be completed in two groups. With this approach, students entering the program in the summer, will complete the first clinical experience in the summer, with all subsequent experiences being completed in each term that follows. The students entering the fall will complete their first clinical experience that semester, followed by each additional experience during consecutive semesters.

To recruit a cohort of 45 qualified students a multifaceted recruitment plan will be utilized. First, a the SLP Division will initiate a large-scale marketing plan that promotes the program

throughout the University, New York State, the North East, and the USA. This marketing will include brochures and information sessions for students across the university. Marketing will also target universities in New York and the northeast that have undergraduate degrees in SLP or communication disorders. Second, the marketing will focus on Universities that have undergraduate programs in SLP, but do not have a MS program. One such institution is Elmira College in New York, which has a robust undergraduate major in Communication Sciences and Disorders. Third, well-qualified students who are interested in SLP and do not have the undergraduate degree will be admitted to the MS program. These students will be allowed to complete the undergrad requirements at the graduate level, through a sequence of five courses (SLP 508, 514, 515, 520, and 522).

In the event the MS-SLP program does not reach the cohort size of 45 per year, a few additional steps will be taken to increase the enrollment. First, the program director and the faculty will increase outreach to high school and undergraduate students on the Binghamton University and other Universities in New York. Second, students in the newly created SLP undergraduate minor at Binghamton University will be allowed to seek early admission to the graduate program if they are doing well in their coursework and would meet enrollment requirements. Second, the SLP Division would seek to establish a more formal relationship with Elmira College or similar institutions. In this type relationship, highly qualified students from these institutions could be given priority admission or early admission to the MS-SLP program. Third, the MS-SLP program will explore development of an undergraduate to graduate degree program, a 3+2 or 4+1 model, that would allow for increased recruitment of qualified undergraduate students and transfer students to be enrolled to complete the Minor in Speech and Hearing Science and graduate from the MS-SLP degree program. Finally, the program director and the faculty would increase outreach to high school and undergraduate students on the Binghamton University and other Universities in New York. Increasing efforts related to each of these steps would allow for access to larger groups of student populations while developing ways to allow high performing students increased access to the program.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time Year 1	Full-time Year2	Total	
1	30	0	30	30
2	45	30	75	75
3	45	45	90	90
4	45	45	90	90
5	45	45	90	90

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, Binghamton University do not list each General Education course.

The pre-requisites for the MS program in Speech-Language Pathology include admission to the program following completion of an undergraduate degree program. The graduate degree in SLP at BU is a six-semester (consecutive) program delivered over two years. Students are admitted into the program in cohorts, thus progressing through the program together. While initiating the program, we will only admit full-time students in both the summer and fall semesters. The design of the coursework and evaluation are based on the standards put forth by the Council of Clinical Certification (Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology, retrieved from <https://www.asha.org/certification/2020-SLP-Certification-Standards>) and CAA. The standards reflect the notion that students in graduate school participate in a curriculum that is focused on both knowledge and skill development. Within this model, faculty are tasked with designing

coursework that engages students in deep study of the physiological, psychological, and social aspects of communication disorders, and how this knowledge of disorders relates to practice. Additionally, students will be required to demonstrate the skills necessary for prevention, assessment and treatment of individuals across the scope of practice in speech-language pathology. Formative assessment will be completed each semester for the didactic and clinical coursework. Students will be required to earn a grade of a B or higher in didactic coursework and clinical courses (practicum and internships). If students do not achieve this level of performance, they will complete a remediation plan directed by the instructor. Students will only be allowed two remediations for didactic courses and one remediation for clinical coursework. Summative assessment for coursework and clinical training will be assessed by completing the knowledge and skill outcomes as outlined by the CAA requirements. Finally, students' successful completion of the Praxis exam, employment rate within the first year following graduation, and program completion rate will be used as outcome measures for the program.

Course Number	Course Title	Credits
<b>Courses Required for the MS-SLP Program</b>		
SLP 500	Clinical Practicum I	1
SLP 501	Clinical Practicum II	1
SLP 510	Healthcare Del. (IPE)	3
SLP 520	Pediatric Language Disorders	3
SLP 521	Language Dis. In School Age and Adolescents	3
SLP 530	Counseling in SLP	3
SLP 532	Dysphagia	3
SLP 535	Voice and Pharyngeal Disorders	2
SLP 541	Stuttering	3
SLP 550	Articulation and Phonological Disorders	3
SLP 560	Neurogenic Communication Dis. I	3
SLP 561	Neurogenic Communication Dis. II	3
SLP 565	Exploring Research in SLP	3
SLP 575	Professional Issues	2
SLP 580	Seminar in SLP	3
SLP 581	Seminar in SLP II	3
SLP 590	Internship I	2
SLP 591	Internship II	2
SLP 592	Internship III	4
SLP 593	Internship IV	4
<b>Total required credits:</b>	<b>54</b>	
<b>Other Courses:</b>		
SLP 585	Thesis (optional)	3
SLP 598	Independent Study in SLP (can substitute for 580, can take up to 4 times)	3
<b>Courses Required of Students who did not Complete Undergraduate Requirements</b>		
SLP 508	Anatomy and Physiology of Speech, Language and Hearing	4
SLP 514	Introduction to Communication Disorders	4
SLP 515	Normal and Abnormal Speech and Language Development	4
SLP 518	Clinical Phonetics	4
SLP 522	Audiology and Aural Rehabilitation	4
	<b>Total required credits:</b>	<b>20</b>

Courses will be taught primarily on-campus, but may include on-line materials as instructors prefer. On-line courses will be rare, but courses during the final two semesters will be delivered on-line so students can complete their full-time internships. Clinical practicum will be completed on-campus, through simulation and in the clinic that is under development. Doing the internship experiences (SLP 590, 591, 592, and 593), students will complete placements at both the on-

campus clinic and at community facilities (clinics, nonprofit organizations, hospitals, and other medical facilities).

## **h) Program Impact on SUNY and New York State**

- h)(1) *Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Binghamton University resides in the Binghamton Metropolitan area, which includes a population over 200,000. The larger region of the Southern Tier and Central New York includes both rural and urban areas. The University of Binghamton has an enrollment of more than 17,000 students, from over 40 different states and many different countries. It is the largest comprehensive University within a 50-mile radius, with the only other University with a significant population being Cornell University (which does not have an SLP program). The profile of Binghamton University as a high-quality academic institution with a lower cost than private Universities in the region makes it positive for potential students. Additionally, the SLP Division has developed a new undergraduate Minor in Speech and Hearing Science. Currently, there is a segment of Binghamton University undergraduate students who are currently pursuing coursework that will lead to entry to a graduate program. These students are majoring in Linguistics, Psychology, and other majors. To date, these students have tended to take the required coursework for admission to a graduate program at other Universities. The minor will also contribute to the recruitment of undergraduate students and also increase the visibility of the profession to the student body. The minor, as well as the high quality of BU undergrads, will help grow a qualified student group who will seek application to the MS-SLP program. Geographical factors, the strength of Binghamton University and their students, as well as the development of an undergraduate degree program will allow for a large group of students who will attend the MS-SLP program in the future.

Between August and November of 2020, a needs assessment was completed which included a short survey, interviews, and focus groups with stakeholders in the region. These stakeholder groups included faculty from other programs at Binghamton University, administrators from school systems and healthcare settings, and speech-language pathologists in the region. In general, there was overwhelming support from these constituent groups for establishment of the graduate program. Among the needs expressed were that there was a shortage of available SLPs in the area, with many positions left unfilled over the past few years. Many potential employers shared that positions are listed, but they often do not get applicants. This shortage of SLPs has led to long waiting periods, some over a year, for new patients. These waiting lists would be greatly reduced if there are an increased number of students who graduate, and might fill these positions. Finally, many organizations expressed that they would like Binghamton University graduate interns to work at their facilities. It appears that graduate students from other Universities do place interns at these local facilities, but are disappointed that these students tend not to apply for positions after graduation. Finally, there was a strong expression of interest in working with the Division of SLP on special projects that would target reducing shortages of speech and language services in the region. Additionally, students and faculty suggested that there would be a substantial benefit to the University to establish the MS-SLP program. Among the reasons expressed is simply the number of students who would like to stay at Binghamton University.

Based on the geographical location, the stature of Binghamton University, and the findings of the needs assessment, it is clear that the proposed MS-SLP program is well positioned for success. There are no other large universities within 100 miles of Binghamton University and the stature of Binghamton University will allow for the recruitment of high-quality undergraduates and graduate students to complete the academic programs. Additionally, the academic and research strength situates the SLP Division to recruit faculty that will develop high impact research programs. Finally, BU is situated in a region that is in need of new SLPs to fill positions. The communities close to Binghamton University are underserved and will benefit from the establishment of the SLP programs. To date, other Universities and Private Colleges in the state are not filling these needs.



- h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

A feasibility study conducted by Academic Solutions, LLC for Binghamton University (Academic Solutions, LLC, 2018) reported that state projections of employment growth from 2014 to 2024 for the profession of speech- language pathology indicates a continuing need for graduates ([www.projectionscentral.com/Projections/LongTerm](http://www.projectionscentral.com/Projections/LongTerm)). The growth in demand for speech- language pathologists among the states of New York, Connecticut, New Jersey, Pennsylvania and Massachusetts area is very strong. Within these states there will be growth demand for an additional 4,850 speech-language pathologists representing an overall increase of 17.8%. Thus, the need for SLPs in New York and surrounding states, as well as nationwide, remain high. In addition, a needs assessment was completed in preparation of this document (July 2020-Novemehr 2020). The needs assessment included interviews, focus groups, a survey, and review of open jobs in the greater Binghamton area. From this review, it is clear that there is a large need for SLPs in the Binghamton area, Broome County, and counties that surround Broome County.

SLPs work in a variety of settings. A large number of SLPs work in school settings, and the number of these positions available will continue to grow with higher enrollments in schools, especially students with special needs. There continues to be a projected number of students enrolled with special education needs. Federal law guarantees that all students with disabilities have access to special education and related services. Similarly, the increased identification of children with communication disorders will also stimulate the need for SLPs in both pre-school and K-12 schools.

Growth in demand for speech-language pathologists is expected to increase in medical settings as well. A variety of factors suggest that the demand for speech-language pathologists is driven by an aging population and the corresponding increase in medical conditions that result in speech, language and swallowing problems. Additionally, medical advances are constantly improving, thus leading to higher survival rates for adults with neurological conditions and for children born prematurely. These issues will lead to more SLPs needed in hospitals, home health, skilled-nursing settings and long-term care settings ([www.bls.gov/ooh/Healthcare/Speech-language-pathologists.htm#outlook](http://www.bls.gov/ooh/Healthcare/Speech-language-pathologists.htm#outlook)). Since many of these settings hire SLPs through contracts, the need will allow for opportunities in growth in private practice outpatient facilities.

It is expected this shortage extends to the counties in proximity to Binghamton University and other rural areas in New York state. Rural areas often are more likely to have shortages of services. Thus, the proposed program in SLP will allow for service to those areas, both through the placement of graduate students in internships and the development of clinical services at Binghamton University. Interns often allow for practicing SLPs to be more productive in their service provision. Additionally, there are no programs in Broome County and no other programs within a 50-mile radius. Finally, it is expected that faculty in the Binghamton University program will develop clinical service programs that will benefit the community. Currently, the SLP Division is meeting with community schools, hospitals, and local agencies to develop partnerships to support the development of the Rural Speech and Language Telehealth Network (RSLTN). The RSLTN aims to provide contracted therapy services to the community at large, but also provide continuing education and support related to telehealth delivery.

The Division of SLP will focus on research, which fits with the focus of Binghamton University as a research-intensive university. In keeping with this focus, students are expected to engage in research projects during their program. This preparation, and the presence of Ph.D. programs in which SLP faculty can collaborate will promote doctoral study. In total, these areas of focus will provide a perfect environment for training future researchers and instructors. The shortage of faculty trained to work in programs for SLPs and communication disorders has been an ongoing problem for decades. Meeting these shortages will allow for an increased focus on the field and expand research. The anticipated shortage is due to the growth in the

number of SLP programs in the US, continued retirements of faculty that outpace new graduates, and a reduction in the number of doctoral programs across the country.

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – [SED’s Inventory of Registered Programs](#).*

The table below summarizes data for the other SUNY Universities that have an SLP graduate program. From the table, one can see that there is an ample number of students applying to these programs, that all of the programs appear viable, and that many students are not gaining enrollment to these programs. This data provides support that the new MS-SLP program at Binghamton University will not impact these other programs in a meaningful way, given that there are a number of applicants that do not appear to be gaining admission or choosing these programs.

Institution	Program Title	Degree	Enrollment Per Class	Reported Number of Applicants
SUNY Cortland	Communication Sciences and Disorders	MS	15	134
SUNY New Paltz	Communication Disorders	MS	18	190
SUNY Buffalo	Communication Disorders and Sciences	MA	28	123
SUNY Fredonia	Speech Language Pathology	MS	28	94
SUNY Plattsburgh	Speech Language Pathology	MA	18	94
SUNY Buffalo State	Speech Language Pathology	M.ED	30	169

Additionally, we believe that Binghamton is located in a geographic area, Broome County and the Southern Tier, that can benefit from the presence of our program. SUNY Cortland is the only one of the six Universities listed in the table that is within 100 miles of Binghamton University. Though the proximity of these two programs could be an issue, it should be noted that SUNY Cortland has a healthy program that has the smallest enrollment among these institutions listed. There will be ample opportunities for students to do clinical placements within 50 miles of the Binghamton University campus, while students may also work with the clinical director and program director to establish internship placements in their home community during the last two semesters of the program. We believe that this design will allow for greater access for students in any part of New York state initially, and then outside of the state in the future.

There are five universities or colleges that offer masters programs in SLP within 100 miles of Binghamton University. Also included in this discussion is SUNY Cortland, due to the proximity of this SUNY University with Binghamton University. The table below summarizes the target enrollments, total number of applicants and number of students offered enrollment reported by each program in 2018 (retrieved from:

[https://find.asha.org/ed#q=New%20York%20&sort=relevancy&f:@areaofstudy=\[Speech-Language%20Pathology\]](https://find.asha.org/ed#q=New%20York%20&sort=relevancy&f:@areaofstudy=[Speech-Language%20Pathology])

Institution	Program Title	Degree	Target Enrollment Per Class	Reported Number of Applicants
SUNY Cortland	Communication Sciences and Disorders	MS	15	134
Ithaca College	Speech Language Pathology	MS	30	167
Marywood University (PA)	Speech Language Pathology	MS	23	123
Misericordia University (PA)	Speech Language Pathology	MS	32	177
Syracuse University	Speech Language Pathology	MS	35	184
East Stroudsburg University (PA)	Communication Sciences and Disorders	MS	30	174

As with the discussion above, the data suggests that there are an ample number of applicants for each program, and limited seats in these programs to satisfy all of the students who apply. Thus, there appears to be a need for a program at Binghamton University. As stated earlier, we acknowledge that there will be some competition for the highest performing students and clinical placements, but Broome County and the Southern Tier will benefit from having a program in the region. Finally, we do expect that some students will do their last two clinical placements in their home communities, thus not stressing local facilities, and allow the program to have a broader impact.

- h)(4) Collaboration:** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

There were no consultations held with members of the SUNY campuses. It should be noted that the director did review the websites for each program and examined the curriculums offered by each. There is some difference, especially when one considers the clinical training model. The clinical training sequence that is planned will engage students in simulation and focused, shorter term clinical experiences (community-based screening, short intensive clinical placements) during their first two semesters. The purpose of this model of clinical training is to allow students to prove initial competency without the responsibility of having to manage an actual client. Finally, students will complete four internships in different settings, allowing each student to gain valuable preparation for their future career. Generally, other Universities only allow for two internships at the most. We believe that this structure will provide our future students with a solid foundation for their future.

- h)(5) Concerns or Objections:** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns were shared by the other SUNY campuses.

## 2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.

Applicants for the program will be admitted in the summer and fall. Students will meet the program based on the following requirements:

- Graduated from a baccalaureate program that undergraduate coursework in speech-language pathology, communication disorders or equivalent, as approved by the program faculty. These students could complete these requirements as a part of an undergraduate major, but students can also apply to the program if they have completed another degree

program. The specific course requirements are as follows:

- Coursework in phonetics, anatomy and physiology of the speech and hearing mechanism, typical and disordered speech and language development, Introduction to Audiological Testing and Rehabilitation, and Speech Science.
  - One course in biology, social sciences, statistics, and a physical science (physics or chemistry).
- Applicants must complete the Graduate Record Examination.
  - Must have a minimum cumulative grade point average of 3.0 and a minimum of 3.0 for courses during the last 60 semester credits or 90 quarter credits of coursework.
  - Students must submit three letters of recommendation, two of which must be from instructors at their home institution.
  - Students are required to submit an official transcript from all universities they have attended, documenting all of their coursework taken.
  - Students must complete an admission essay.
  - A short interview with a faculty member completed by phone or videoconference may be completed.
  - International transcripts will be reviewed on a case-by-case basis to ascertain whether the student(s) demonstrate an adequate academic performance for admission.
  - Pay an application fee.

These admission requirements do not differ significantly from those of Binghamton University. The graduate school requirements for admission for graduate study include:

- Earned a bachelor's degree (or its equivalent) from a nationally or regionally accredited college of university.
- A 3.0 GPA over the entire undergraduate career
- A 3.0 GPA during the last 60 semester credits or 90 quarter credits of the undergraduate degree, with most courses graded (not pass/fail).
- A 3.0 GPA in a graduate degree, with most courses graded regularly (not pass/fail).
- In consideration of different grading scales used around the world, each academic department evaluates international transcripts to determine on a case-by-case basis whether they demonstrate one of the above requirements.

b) What is the process for evaluating exceptions to those requirements?

It is likely that in the process of admitting students, the faculty might identify students who have not met one of the above requirements. One relatively common deficiency a student might report is the lack of undergraduate requirements. Often, highly qualified applicants will be professionals working in the medical or educational sector, who decide to make a career change and pursue SLP. This is also true of students who advance to the end of the undergraduate career and apply to an SLP program. In these cases, each application will be reviewed in detail by the program director and admissions committee. Binghamton University offers a Minor in Speech and Hearing Science (starting Fall 2021) that fulfills requirements related to coursework in SLP or communication disorders required for admission. In the event a qualified student needs to meet these undergraduate requirements, these students will be offered admission. These students will then complete all undergraduate requirements (as graduate coursework) during their first year. These students will most likely need two additional semesters to complete the MS-SLP program. It is predicted that other cases will present themselves as we have more applicants to the program, and each applicant will be reviewed on a case-by-case basis, with the program faculty still adhering to the standards outlined above.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Recruitment practices and procedures will be in accordance with those established by the Binghamton University Office of Diversity, Equity, and Inclusion, and with its Road Map goal of “uniting to foster a diverse and inclusive campus culture.” Recruitment is a combination of field recruitment through conferences, employer relationships, community college relationships, along with digital marketing and traditional channels. The Division of SLP is committed to recruitment and retention of students, as well as faculty, from historically underrepresented groups. Binghamton University and the Decker College have a history of serving these

populations, and there are several national and state grant funded equity and access programs. Among these are 10 Bridges to the Baccalaureate (Bridges), 2) Collegiate Science and Technology Entry Program (CSTEP), and 3) Educational Opportunity Program (EOP). Bridges is funded by the National Institutes to support community college students from minority groups underrepresented in the biomedical and behavioral research enterprise of the nation and/or populations disproportionately affected by health disparities. CSTEP is funded by the New York State Education Department to increase the number of historically underrepresented or economically disadvantaged students in programs that lead to licensure and to careers in scientific, technical and health related fields. The program fosters a cooperative learning environment with support services that enhance each student's academic growth and professional potential. EOP is funded by the State University of New York to provide access, academic support and financial aid to students who show promise for succeeding in college but who may not have otherwise been admitted. To be eligible for EOP students must be economically disadvantaged. The SLP division will explore ways to interact with those who direct these programs to identify ways to support potential students. These programs will provide tutoring to support the students as they take the required prerequisites for physical therapy. Moreover, the CSTEP program has an annual statewide conference in April. A representative from the SLP division will attend this graduate and professional school fair to recruit underrepresented students.

The program director will work with the Binghamton University's Division of Diversity, Equity and Inclusion (DEI). DEI, in partnership with the campus community, holds events throughout the year to accommodate students in these populations. The director will ask for opportunities to meet with these students during their undergraduate studies, to provide information about the undergraduate minor, and the need for a diversity in the field. From there, faculty will provide advising in the process of matriculation through their undergraduate studies, and subsequent application for the graduate program. Additionally, the program director will seek advice on other means of recruiting students from underrepresented students prior to admission. Finally, marketing materials for the graduate SLP degree that target students from underrepresented groups in a positive way will be developed and shared with appropriate programs at other Universities in NY.

To encourage enrollment from historically underrepresented groups, the Decker College of Nursing and Health Sciences students from underrepresented groups can apply for the Clark Fellowships. Additionally, the recruitment efforts will focus on specific association recruitment, including the Association of Minority Health Professions School, Inc., Association of Clinicians for the Underserved, Society for the Analysis of African American Public Health Issues, Indian Higher Education Consortium (AIHEC), South Asian Public Health Association, Hispanic-Serving Health Professions Schools, Inc., Gay and Lesbian Medical Association, Society of Healthcare Professionals with Disabilities, and National Rural Health Association.

The Decker School of Nursing has been recruiting students from the Southern Tier region since its inception. This broad area includes individuals from Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Otsego, Sullivan, Tioga, and Tompkins counties. These counties are designated as rural by the Health Resources and Services Administration (HRSA). HRSA also designated these areas as medically underserved and this reality has led the nursing programs to focus on rural health. It is expected that the SLP program will also draw on students from this large area. Additionally, the on-line, hybrid design of the MS degree program will make it easier to recruit students from this region. Many of these students may find this type of programs attractive since it will allow them to live in their home communities, save money by living at home, and complete their placements in their home communities. It is also expected that these students will then be able to fill positions in these rural communities following graduation. In this way, the SLP program will be assisting the region in making up the limitation in health care through the development of the RSLTN.

It should be noted that the clinical education model of simulation training, interprofessional clinical activities, and multiple community based clinical internships will be attractive to students

outside of this region. Additionally, students will be drawn to the Binghamton University's reputation, and the relatively low cost.

Dr. Sharon Bryant is the Director of Diversity, Equity and Inclusion for The Decker College of Nursing and Health Sciences. The SLP program director will work closely with Dr. Bryant on implementing this inclusive plan for recruiting and retaining students from underrepresented groups.

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

Geographic – The Division of SLP expects that a majority of students will be drawn from New York State and the New England region. This is based on the demographic and geographical make-up of the current student body. Currently and in the recent past, there is a significant contingent of students at Binghamton University with plans to pursue a graduate degree in SLP after graduation. The Division of SLP will begin offering an undergraduate minor in Speech and Hearing Science to better serve this student group, as well as expand the group. It is expected that many of these students will apply to the proposed MS-SLP program at BU. The Division of SLP will look for opportunities and mechanisms to offer these students priority registration to the MS-SLP program. In an effort to expand the applicant pool, the MS-SLP program will market nationally and internationally in an attempt to enroll students from a variety of geographic origins and other groups so as to maximize the diversity and quality of the learning experience.

Academic origin - We anticipate the academic origins of the expected student body to be primarily those students who have completed a baccalaureate degree that includes the prerequisite coursework in SLP or communication sciences and disorders. We also expect there will be some applicants/students for which speech language pathology is a discovery career and have an unrelated undergraduate degree. These students, if they meet other requirements for admission, will be admitted and will complete the prerequisite coursework requirements during the first two semesters of their graduate program.

Women & minority groups – In 2019 the ASHA SLP membership demographics profile reported that 95.5% of SLP members were female and 91.7% were white. This data is relatively stable over the past decade. The SLP program at Binghamton University will recruit from pools of students that will increase the diversity of applicants. It should be noted that significant shifts in cohort demographics as compared to current SLP demographics are not likely.

ESL - Most practicing SLPs that identify as ESL are trained at universities in the USA or have relocated to the United States after earning their entry-level professional degree at a University outside the USA. It is unlikely that there will be a large number of applicants or students that identify as ESL. If we have students identify as ESL, there are adequate resources on campus to assist and support ESL students.

## 2.5. Academic and Other Support Services

- a) Summarize the academic advising and support services available to help students succeed in the program.

Students in the MS-SLP program will have access to the same academic support services as all students at Binghamton University are afforded. These services include:

- Center for Civic Engagement
- Counseling Center
- Dean of Students
- Division of Diversity, Equity and Inclusion
- Health Services (for on campus students)
- International Student and Scholar Services
- University Tutoring Services

- Services for Students with Disabilities
- The Graduate School
- Division of Research
- Center for Learning and Teaching
- Fleishman Center for Career and Professional Development

In addition to these services, the program director and clinical director will have monthly meetings with the students to assure that their needs are being met and that each is performing well in their internships. Additionally, students will be assigned to a faculty advisor and an advisor within the college office. The faculty advisor will be the primary contact for a student and will also direct the students' research project.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

Students in this program will be eligible for financial aid that is available to most other students. Efforts will be made to fund students at graduate teaching or research assistantships, primarily through grants and community-based scholarships. Additionally, students will be eligible for other types of scholarships and financial aid, for example the Clark Fellowship. One of the benefits of on-line coursework is that students will have the ability to work while taking coursework, though they will need to be mindful of clinical responsibilities.

## 2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

## 2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

Following the review processes by Binghamton University and the SUNY system, the MS-SLP program at Binghamton University will seek accreditation by the Council of Academic Accreditation in Audiology and Speech and Language Pathology (CAA). The CAA accredits Speech and Language Pathology Master's degree programs. CAA is composed of 18 members who are speech-language pathology and audiology academic members and/or professionals. Additionally, one public member who is not an audiologist or speech-language pathologist sits on the board. Completing an academic degree from a university that is accredited by CAA is required by students to sit for the licensure exam in most states and is required to qualify for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association, as well as licensure in the state of New York and other states. The CCC and state licensure is required for practice where third-party billing, particularly Medicare and Medicaid, is made for service providers. CAA is the only accreditor for academic programs in speech-language pathology. The CAA evaluates candidacy and accredited programs according to the [Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology](#). These standards are reviewed and revised. The 2020 standards were accepted in 2018. The standards can be viewed at <https://www.asha.org/certification/2020-slp-certification-standards/>.

Once the MS-SLP program is approved by Binghamton University, SUNY, and NYSED, the program will submit the application for candidacy to CAA. Five months prior to submission of the full application materials to CAA, the program will provide notice to CAA. Programs are to follow the candidacy process as outlined in CAA's [Accreditation Handbook](#)

(<http://caa.asha.org/wp-content/uploads/Accreditation-Handbook.pdf>). Once the candidate program submits the application for review, between 18 months and two years is needed to complete the review process. The candidate programs are provided a standard timeline for the review process <https://caa.asha.org/reporting/candidacy-procedures/>. Once the Candidacy Application is approved, the candidate program will prepare for a site visit from CAA. Following a successful site visit, the program will enter the candidacy period and can begin graduate recruitment.

The candidacy period for a candidate program is five years. During this five-year period, the candidate program submits an Annual Report to CAA. If the program is progressing well, it may opt to submit an Application for Accreditation instead of the Annual Report during the third year. If the Application for Accreditation is accepted, the program is accredited for five years. Programs submit yearly updates on the program while accredited.

Students in accredited programs complete coursework and clinical assignments that meet knowledge and skills outcome standards. Students are to be evaluated in a variety of ways that reflect both formative and summative assessment methods. Additionally, the students learning experience should reflect the scope of practice in Speech and Language Pathology. The ways in which the courses meet accreditation standards are summarized in Appendix A. At the end of the programs, students will prepare for their licensure exams and certification applications. The program of study will prepare the students to be successful on these exams through holding preparation workshops, through a partnership with EBS Healthcare. Finally, the program will also assist students in the preparation of their resume and career search, utilizing University Career Services and through resources in the profession. Student success will be reported through number of students graduating in each cohort (with the goal of 100% graduation rate), number of students passing the national exam (with the goal of 100% pass rate), and number of students finding employment within the first six-months following graduation (with the goal of 100% rate of hire).

### Section 3. Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, found [here](#). Rows for terms that are not required can be deleted.

**NOTES:** *The Graduate Schedule must include all curriculum requirements and demonstrate that expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm> are met.*

#### **Special Cases for the Program Schedules:**

- *For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs*
- *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.*

- a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

The program will be offered through a traditional, semester schedule. Students will be admitted into the program during both the summer and fall semester.



- b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.

See below

- c) For each new course in the graduate program, **append** a syllabus at the end of this document. **NOTE:** *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

See below

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document.

**Fall Admission for the MS-SLP 2-Year Program (students starting in the summer term will have a slightly altered schedule).**

Term 1: Fall 1				Term 2: Spring I			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
SLP 500- - Clinical Practicum I	1	X		SLP 501- Clinical Practicum II	1	X	Completion of SLP 500
SLP 510- Healthcare Delivery	3	X		SLP 521- Language Disorders in School and Adolescents	3	X	
SLP 520- Pediatric Lang. Disorders	3	X		SLP 532- Dysphagia	3	X	
SLP 550- Articulation and Phonological Disorders	3	X		SLP 561- Neurogenic Communication Disorders II	3	X	
SLP 560- Neurogenic Communication Disorders I	3	X		SLP 541- Stuttering	3	X	
Term credit total:	13			Term credit total:	13		
Term 3: Summer 1				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
SLP 565- Exploring Research in SLP	3	X		SLP 530- Counseling in SLP	3	X	
SLP 590- Internship I	2	X	Completion of SLP 500 and SLP 501	SLP 535- Voice and Pharyngeal Disorders	2	X	
				SLP 575- Professional Issues	2	X	
				SLP 591- Internship II	2	X	
Term credit total:	5			Term credit total:	9		
Term 5: Spring 2				Term 6: Summer 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
SLP 580- Seminar in SLP	3	X	Completion of previous term(s).	Second State Education Licensing Course	3	X	Completion of previous term(s).
SLP 581- Seminar in SLP II	3	X		SLP 594- Internship IV	4	X	Completion of previous term(s).
SLP 591- Internship III	4	X	SLP 591- Internship III				
First State Education Licensing Course	3	X	State Education Licensing Course				
Term credit total:	10-13			Term credit total:	4-7		
<b>Program Total:</b>			<b>Total Credits: 54</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Successful Completion of the Praxis Exam.</b> <b>For those students starting the program in the summer term, the schedule above will be slightly altered to accommodate their admission date.</b>			

#### 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

Please see below.

- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in in Regulation 52.2*

<http://www.highered.nysed.gov/ocue/lrp/rules.htm>

- c) What is the institution's definition of "full-time" faculty?

Faculty are considered full time when they have full time commitments to a department, division or school. Their full-time responsibilities include teaching, research and service. Full time is considered a ten-month appointment with typically a two-course teaching load each semester, for tenure track faculty, and 3 courses for nontenure or clinical faculty. Students will be enrolled in a limited number of classes in the summer. Thus, the faculty will have the opportunity to teach summer courses and will be paid a summer stipend per course.

**SUNY Faculty Table**

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
<b>PART 1. Full-Time Faculty</b>					
**Rodney Gabel, Ph.D., CCC-SLP Professor and Program Director Speech-Language Pathology	100%	SLP 510, SLP 514, SLP 530, SLP 541, SLP 565, SLP 575,	Ph.D., The Pennsylvania State University BS, MS Bowling Green State University	Communication Disorders	Certificate of Clinical Competence in SLP
<b>Part 2. Faculty To-Be-Hired</b>					
TBH1 Clinical Coordinator, Clinical Professor 1, Non-Tenure Track	100%	SLP 500, SLP 501, SLP 575, SLP 591, SLP 592, SLP 593, SLP 594,	MS or Ph.D.	Speech-Language Pathology or related	Appropriate professional affiliations or licenses, Certificate of Clinical Competence in SLP required, experience in research and experience in content area.

## Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

Binghamton University has acquired and renovated a building in Johnson City that will house the Decker College of Nursing and Health Sciences. The building will allow ample space for administrative, teaching, and research activity related to the Decker College. The renovated building meets all codes including ADA, will have state-of-the-art simulation laboratories, full audio/visual and networking capabilities, and modern amenities for the students. The fifth floor will include the space allocated to the SLP division, which will include a classroom, Speech and Language Analysis Lab (SPAL), four research labs for the Ph.D. faculty, and office space for speech services that are being planned. The fifth floor and the sixth floor are currently under construction and will be completed well before the first cohort is admitted. Despite the space on the fifth floor, the SLP faculty and students will access other pertinent space in the building including the Simulation and Practice Center, common areas, classrooms, and amenities.

The projected start-up costs for the MS-SLP program includes the identification and recruitment of four tenure eligible or tenure track faculty, a Clinical Coordinator (non-tenure track), an administrative assistant (shared with other programs in the Decker College) and four clinical professors. It is expected that the Ph.D. level faculty will be hired over the first three years, while the clinic director will be hired during the 2020-2021 academic year. Additionally, the clinical professors will be hired during the first two years of developing the division. These positions will be funded through contracts in the community, as a part of the RSLTN. Initially, these individual contracts will be to therapy services for schools, medical settings in Broome county, primarily via telepractice. These relationships will be advantageous for the community in that there is a significant shortage of clinicians, while also providing training and funding for doctoral students. Eventually, these contracts will serve as internships for MS students, with the Ph.D. students serving as clinical supervisors.

As a part of the budget for start-up of the program, the SLA Lab will be established. The SLA Lab will be funded by a gift of the Decker Family Foundation (\$320,261.16). The SLA Lab will serve as a research and teaching lab for graduate students in the MS-SLP program. The equipment for the lab space will include videoendoscopy and six workstations for analysis of speech production (Computerized Speech Lab with Pulmonary Analysis). Additionally, six audiometers will be purchased for teaching and diagnostic purposes. Also, a variety of testing materials in paper and digital form and six tablets will be purchased to allow for testing and therapy delivery. For teaching purposes, anatomical models and charts will be purchased. Funding through Binghamton University's Group 3 program will support the furniture and computers for each lab and office, as well as building the audiology booth. Other supplies and equipment for daily operation of the program will be supported by the university. Finally, the budget for the program will include start-up funds for faculty research.

The program budget is projected to include the time spent in progressing through the approval processes for SUNY, NYSED and ASHA's CAA. It is expected that these reviews will take roughly three years. It is expected that the earliest class will be recruited during the spring of 2023-2024 academic year, and the first cohorts of students will be admitted during the summer of 2024 and fall 2024. There will be a total of 30 students admitted the first year, and then 45 each subsequent year. The program budget accounts for the protracted review and accreditation period. There will be ample opportunities to recruit this number of students into our program. One manner is through the undergraduate Minor in Speech and Hearing Science at BU. This minor will be initiated during the fall of 2021. Currently, there are approximately 20 students at BU that are planning to enter graduate school in SLP, though there might be more. These students are majoring in a variety of degree programs and are having to take their undergraduate SLP courses from other

Universities. Once we initiate the minor, we will be able to provide a pathway for this initial group of students to apply for the MS-SLP program. It is also expected that the population of BU undergraduate students interested in the degree will grow as the undergraduate minor and the MS degree are marketed to the community. Additionally, a marketing plan to promote the MS degree has been discussed and will be aggressive. We expect that the stature of BU and the relative affordability in the SUNY system will make the MS-SLP degree popular. Additionally, the option to admit students as degree seeking graduate students while they complete requirements, as well as the structure of the hybrid course delivery will also allow us to reach a broader audience of students.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

**SUNY Program Expenses Table**

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Before Start	Year 1	Year 2	Year 3	Year 4	Year 5
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Personnel (Faculty, Adjuncts, Course Assistants)	\$2,908,087	\$1,096,835	\$1,118,012	\$1,139,612	\$1,161,644	\$1,184,117
Library	\$9,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Fees <sup>1</sup>	\$25,290	\$8,970	\$8,970	\$8,970	\$8,970	\$11,400
Maintenance and Operations	\$52,250	\$20,750	\$20,750	\$20,750	\$20,750	\$20,750
Capital Expenses	\$399,261	\$0	\$0	\$0	\$0	\$0
<b>Sum of Rows Above</b>	\$3,394,388	\$1,129,055	\$1,150,232	\$1,171,832	\$1,193,864	\$1,218,767
<b>Revenue</b>	\$879,261	\$902,490	\$1,949,490	\$2,312,775	\$2,312,775	\$2,312,775

**Section 6. Library Resources**

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution’s implementation of SUNY Connect, the SUNY-wide electronic library program.

The current holdings of the Binghamton University Libraries are made up of around 2,332,315 physical items, 1,121,693 electronic items, 365 databases, 2000 linear feet of archives and manuscripts, and a growing institutional repository. All of these materials are made available to all university students, faculty, and staff. Affiliates are able to access the electronic material from off campus simply by logging in with their university information.

The library participates in SUNY Connect. Below are some of the SUNY Connect resources that will be relevant to the Physical Therapy program:

- Annual Reviews

- Academic Search Complete
- Alt HealthWatch
- CINAHL Plus with Full text
- Health Source - Consumer Edition
- Health Source: Nursing/Academic Edition
- Medline with Full text
- New England Journal of Medicine
- ScienceDirect
- Vocational and Career Collection
- EBSCO eBook Collection

There are ample number of texts and journals available to students and faculty as a part of the current holdings. Many of these are available due to the psychology, linguistics, and education departments on campus. In addition, all relevant speech and language disorders journals can be accessed via SUNY connect. The search engines that are commonly used, by speech and language researchers (PsychInfo, Medline, etc.) are available. The one limitation is in the area of textbooks and OER materials for students related to courses. These materials will also be useful to faculty for the development of their courses and research.

b) Describe the institution’s response to identified collection needs and its plan for library development.

The university has planned for the library to receive a budget that supports future needs of the Division of SLP and the MS-SLP Program. As new faculty are hired and courses are developed, further evaluation of need will be explored. Initial discussion with the librarian for the Division of SLP has begun, and additional resources will be purchased by the time the initial group of students is admitted.

**Section 7. External Evaluation**

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators’ names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

<b><u>Evaluator #1</u></b>	<b><u>Evaluator #2</u></b>
Name: Anu Subramanian Ph.D. Title: Clinical Associate Professor and Director of Clinical Education Institution: University of Iowa	Name: Jack Damico, Ph.D. Title: Professor and Department Chair Institution: University of Colorado - Boulder

## Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

## Section 9. SUNY Undergraduate Transfer

**NOTE:** *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

## Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education?  No  Yes. If yes, **append** a completed *SUNY [Distance Education Format Proposal](#)* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education?  No  Yes

## Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.  
 No  Yes, a completed *[Master Plan Amendment Form](#)* is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.  
 No  Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

***SUNY Guidance on Degree Authorization.*** Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.



## List of Appended Items

**Appended Items:** Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
NA	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item €
Appendix A	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, <a href="#">Commissioner's Regulations for the Profession</a> , or other applicable external standards	Section 2.3, Item €
NA	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item €
NA	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Appendix B	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
Appendix C	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
Appendix D	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
NA	<i>For programs requiring external instruction</i> , a completed <a href="#">External Instruction Form</a> and documentation required on that form	Section 3, Item (d)
Appendix E	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
Appendix F	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
Appendix G	<i>For all programs</i> , a single Institutional Response to External Evaluators' Reports	Section 8
NA	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a <a href="#">Distance Education Format Proposal</a>	Section 10
NA	<i>For programs requiring an MPA</i> , a <a href="#">Master Plan Amendment form</a>	Section MPA-1

Appendix A

**CAA Accreditation Application and Annual Report  
Speech-Language Pathology Knowledge and Skills within the Curriculum**

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
<b>3.1.1B PROFESSIONAL PRACTICE COMPETENCIES</b>						
Accountability	SLP 510-Healthcare Del., SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 565-Exploring Res. In SLP, SLP 575-Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Integrity	SLP 510-Healthcare Del., SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 565-Exploring Res. In SLP, SLP 575-Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Effective Communication Skills	SLP 510-Healthcare Del, SLP 520-Pediatric Language Disorders, SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II,			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
	521- Language Dis. In School Age and Adolescents, SLP 530- Counseling in SLP, SLP 532- Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560- Neurogenic Comm. Dis. I, SLP 561- Neurogenic Comm. Dis. II, SLP 565- Exploring Res. In SLP, SLP 575- Professional Issues, SLP 580-Seminar in SLP		SLP 592- Internship III, SLP 593- Internship IV			
Clinical Reasoning	SLP 510-Healthcare Del, SLP 520- Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530- Counseling in SLP, SLP 532- Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560- Neurogenic Comm. Dis. I, SLP 561- Neurogenic Comm. Dis. II, SLP 580- Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Evidence-Based Practice	SLP 520-Pediatric Language Disorders (Fall I), SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560- Neurogenic Comm. Dis. I, SLP 561- Neurogenic Comm. Dis. II, SLP 565- Exploring Res. In SLP, SLP 575- Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum	SLP 590- Internship I , SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Concern for Individual Served	SLP 510-Healthcare Del, SLP 520- Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
	Counseling in SLP, SLP 532- Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560- Neurogenic Comm. Dis. I, SLP 561- Neurogenic Comm. Dis. II, SLP 575- Professional Issues, SLP 580-Seminar in SLP					
Cultural Competence	SLP 510-Healthcare Del, SLP 520- Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530- Counseling in SLP, SLP 532- Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550 Articulation and Phonological Disorders, SLP 560- Neurogenic Comm. Dis I., SLP 561- Neurogenic Comm. Dis. II, SLP 575- Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Professional Duty	SLP 510-Healthcare Del, SLP 520- Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530- Counseling in SLP, SLP 532- Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560- Neurogenic Comm. Dis. I, SLP 561- Neurogenic Comm. Dis. II, SLP 575- Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III SLP 593- Internship IV			
Collaborative Practice	SLP 510-Healthcare Del, SLP 520- Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530- Counseling in SLP, SLP 532- Dysphagia, SLP 535-Voice and	SLP 500-Clinical Practicum I SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III SLP 593- Internship IV			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
	Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II; SLP 575-Professional, SLP 580-Seminar in SLP					
<b>3.1.2B FOUNDATIONS OF SPEECH-LANGUAGE PATHOLOGY PRACTICE</b>						
Discipline of human communication sciences and disorders	SLP 414/514-Introduction to Communication Disorders, SLP 575 Professional Issues					
Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases	SLP 408/508-Anatomy & Phys. Of Speech, Lang., & Hearing, SLP 415/515- Normal and Abnormal Speech and Lang., SLP 418/518 Clinical Phonetics. SLP 420/522-Audiology and Aural Rehabilitation, SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 532-Dysphagia, SLP 535- Voice and Pharyngeal Dis., SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis., SLP 561-Neurogenic Comm. Dis. II, SLP 580 Seminar					
Ability to integrate information pertaining to normal and abnormal human development across the life span	Undergraduate course in lifespan through Psychology or Human Development, SLP 415/515 Normal and Abnormal Speech and Language Development					
Nature of communications and swallowing processes to include knowledge of:						

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
<ul style="list-style-type: none"> <li>• Etiology of the disorders or differences</li> <li>• Characteristics of the disorders or differences</li> <li>• Underlying anatomical and physiological characteristics of the disorders or differences</li> <li>• Acoustic characteristics of the disorders or differences (where applicable)</li> <li>• Psychological characteristics associated with the disorders or differences</li> <li>• Development nature of the disorders or differences</li> <li>• Linguistic characteristics of the disorders or differences (where applicable)</li> <li>• Cultural characteristics of the disorders or differences</li> </ul> <p>For the following elements:</p>						

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
Articulation	SLP 415/515- Normal and Abnormal Speech and Lang., SLP 550- Articulation and Phonology					
Fluency	SLP 541- Stuttering					
Voice and resonance, including respiration and phonation	SLP 535- Voice and Pharyngeal Disorders, SLP 561- Neurogenic Comm. Dis. II					
Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities	SLP 415/515- Normal and Abnormal Speech and Lang., SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 560-Neurogenic Comm., SLP 580-Seminar					
Hearing, including the impact on speech and language	SLP 408/508- Anatomy & Phys. Of Speech, Lang., & Hearing, SLP 420/522- Audiology and Aural Rehab.					
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)	SLP 408/508- Anatomy & Phys. Of Speech, Lang., & Hearing, SLP 535- Dysphagia					
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)	SLP 560-Neurogenic Comm. Dis., SLP 580-Seminar					
Social aspects of communication (e.g., behavioral and social	SLP 415/515- Normal and Abnormal Speech and Lang., SLP 520-Pediatric Language Disorders, SLP 521-					

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
skills affecting communication)	Language Dis. In School Age and Adolescents, SLP 530- SLP 560- Neurogenic Comm., SLP 561- Neurogenic Comm. Dis. II, SLP 580 Seminar					
Augmentative and alternative communication	SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 580 Seminar					
<b>3.1.3B IDENTIFICATION AND PREVENTION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES</b>						
Principles and methods of identification of communication and swallowing disorders and differences	SLP 510-Healthcare Del., SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 565-Exploring Res. In SLP, SLP 575-Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Principles and methods of prevention of communication and swallowing disorders	SLP 510-Healthcare Del., SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			



	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
	Neurogenic Comm. Dis. II, SLP 565- Exploring Res. In SLP, SLP 575- Professional Issues, SLP 580-Seminar in SLP					
<b>3.1.4B EVALUATION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES</b>						
Articulation	415/515- Normal and Abnormal Speech and Lang., SLP 550- Articulation and Phonological Disorders	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Fluency	SLP 541- Stuttering	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Voice and resonance, including respiration and phonation	SLP 535-Voice and Pharyngeal Dis.	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities	SLP 415/515- Normal and Abnormal Speech and Lang., SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 580 Seminar	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Hearing, including the impact on speech and language	SLP 420/522-Audiology and Aural Rehabilitation	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Swallowing (oral, pharyngeal, esophageal, and related functions,	SLP 532 Dysphagia	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II,			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
including oral function for feeding; orofacial myology)			SLP 592- Internship III, SLP 593- Internship IV			
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)	SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 580 Seminar	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Social aspects of communication (e.g., behavioral and social skills affecting communication)	SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 565-Exploring Res. In SLP, SLP 575-Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Augmentative and alternative communication needs	SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<b>3.1.5B INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE SPEECH, LANGUAGE, AND SWALLOWING MECHANISMS</b>						
Intervention for communication and swallowing differences with individuals across the lifespan to minimize	SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
the effect of those disorders and differences on the ability to participate as fully as possible in the environment	Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 565-Exploring Res. In SLP, SLP 580-Seminar in SLP					
Intervention for disorders and differences of the following:						
<ul style="list-style-type: none"> <li>• Articulation</li> </ul>	415/515- Normal and Abnormal Speech and Lang., SLP 550-Articulation and Phonological Disorders	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<ul style="list-style-type: none"> <li>• Fluency</li> </ul>	SLP 541-Stuttering	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<ul style="list-style-type: none"> <li>• Voice and resonance, including respiration and phonation</li> </ul>	SLP 535-Voice and Pharyngeal Dis	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<ul style="list-style-type: none"> <li>• Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing,</li> </ul>	SLP 415/515- Normal and Abnormal Speech and Lang., SLP 520-Pediatric Language Disorders, SLP 521-Language Dis. In School Age and Adolescents, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 580 Seminar	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
and manual modalities						
<ul style="list-style-type: none"> <li>Hearing, including the impact on speech and language</li> </ul>	SLP 420/522-Audiology and Aural Rehabilitation	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<ul style="list-style-type: none"> <li>Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)</li> </ul>	SLP 535- Dysphagia	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<ul style="list-style-type: none"> <li>Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)</li> </ul>	SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 580 Seminar	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<ul style="list-style-type: none"> <li>Social aspects of communication (e.g., behavioral and social skills affecting communication)</li> </ul>	SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532- Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561- Neurogenic Comm. Dis. II, SLP 565- Exploring Res. In SLP, SSLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593 Internship IV			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
<ul style="list-style-type: none"> <li>Augmentative and alternative communication needs</li> </ul>	SLP 580 Seminar	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
<b>3.1.6B GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE</b>						
Ethical conduct	SLP 510-Healthcare Del., SLP 520-Pediatric Language Disorders, SLP 521- Language Dis. In School Age and Adolescents, SLP 530-Counseling in SLP, SLP 532-Dysphagia, SLP 535-Voice and Pharyngeal Dis., SLP 541-Stuttering, SLP 550-Articulation and Phonological Disorders, SLP 560-Neurogenic Comm. Dis. I, SLP 561-Neurogenic Comm. Dis. II, SLP 565-Exploring Res. In SLP, SLP 575-Professional Issues, SLP 580-Seminar in SLP	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Integration and application of knowledge of the interdependence of speech, language, and hearing	SLP 575- Professional Issues	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Engagement in contemporary professional issues and advocacy	SLP 575- Professional Issues	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Processes of clinical education and supervision	SLP 575- Professional Issues	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Professionalism and professional behavior in keeping with the	SLP 575- Professional Issues	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II,			

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum Experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
expectations for a speech-language pathologist			SLP 592- Internship III, SLP 593- Internship IV			
Interaction skills and personal qualities, including counseling and collaboration	SLP 530- Counseling, SLP 575- Professional Issues	SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			
Self-evaluation of effectiveness of practice		SLP 500-Clinical Practicum I, SLP 501-Clinical Practicum II	SLP 590- Internship I, SLP 591- Internship II, SLP 592- Internship III, SLP 593- Internship IV			

Appendix B

Specific Learning Objective	Courses	Clinical Experience
<p>SLO 1. Students will demonstrate knowledge of normal communication and swallowing processes, disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:</p> <ul style="list-style-type: none"> <li>● Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification</li> <li>● Fluency and fluency disorders</li> <li>● Voice and resonance, including respiration and phonation</li> <li>● Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing</li> <li>● Hearing, including the impact on speech and language</li> <li>● Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span</li> <li>● Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning</li> <li>● Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities</li> <li>● Augmentative and alternative communication modalities</li> </ul>	<p>SLP 408/508- Anatomy and Physiology of Speech, Language and Hearing; SLP 414/514- Introduction to Communication Disorders; SLP 415/515- Normal and Abnormal Speech and Language Development; SLP 418/518- Clinical Phonetics;  SLP 420/522- Audiology and Aural Rehabilitation;  SLP 520-Pediatric Language Disorders;  SLP 521-Language Dis. In School Age and Adolescents;  SLP 530-Counseling in SLP;  SLP 532-Dysphagia; SLP 535-Voice and Pharyngeal Disorders; SLP 541-Stuttering; SLP 550-Articulation and Phonological Disorders;  SLP 560-Neurogenic Communication Dis. I; SLP 561-Neurogenic Communication Dis. II; SLP 580- Seminar in SLP; SLP 598 Independent Study in SLP</p>	
<p>Specific Learning Objective</p>	<p>Courses</p>	<p>Clinical Experience</p>
<p>SLO 2. The student will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates in the following areas:</p> <ul style="list-style-type: none"> <li>● Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification</li> <li>● Fluency and fluency disorders</li> <li>● Voice and resonance, including respiration and phonation</li> <li>● Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic</li> </ul>	<p>SLP 520-Pediatric Language Disorders;  SLP 521-Language Dis. In School Age and Adolescents;  SLP 530-Counseling in SLP;  SLP 532-Dysphagia; SLP 535-Voice and Pharyngeal Disorders; SLP 541-Stuttering; SLP 550-Articulation and Phonological Disorders;  SLP 560-Neurogenic Communication Dis. I; SLP 561-Neurogenic Communication Dis. II; SLP 580- Seminar in SLP; SLP 598 Independent Study in SLP</p>	

<p>communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing</p> <ul style="list-style-type: none"> <li>• Hearing, including the impact on speech and language</li> <li>• Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span</li> <li>• Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning</li> <li>• Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities</li> </ul> <p>Augmentative and alternative communication modalities</p>		
<p>SLO3. The student will apply ethical conduct in classroom, research, and clinical endeavors.</p>	<p>SLP 510- Healthcare Delivery; SLP 520- Pediatric Language Disorders; SLP 521-Language Dis. In School Age and Adolescents; SLP 530-Counseling in SLP; SLP 532-Dysphagia; SLP 535-Voice and Pharyngeal Disorders; SLP 541-Stuttering; SLP 550-Articulation and Phonological Disorders; SLP 560-Neurogenic Communication Dis. I; SLP 561-Neurogenic Communication Dis. II; SLP 565-Exploring Research in SLP; SLP 575-Professional Issues; SLP 580- Seminar in SLP; SLP 598 Independent Study in SLP</p>	<p>SLP 500-Clinical Practicum I; SLP 501-Clinical Practicum II; SLP 590-Internship I; SLP 591-Internship II; SLP 592-Internship III; SLP 593-Internship IV</p>
<p>SLO4. The student will demonstrate an understanding of the processes used in research and translating research to evidence-based practice.</p>	<p>SLP 565-Exploring Research in SLP; SLP 575-Professional Issues</p>	
<p>SLO5. Students will demonstrate knowledge of contemporary professional issues including lifelong education, legal issues, certification, reimbursement, trends in professional practice, professional communication (written and verbal), legal issues, and professional behavior.</p>	<p>SLP 510- Healthcare Delivery; SLP 575-Professional Issues</p>	
<p>SLO6. Students will apply their classroom experiences to interprofessional experiences with students in a variety of health professions.</p>	<p>SLP 510-Healthcare Delivery; SLP 575-Professional Issues</p>	<p>SLP 500-Clinical Practicum I; SLP 501-Clinical Practicum II; SLP 590-Internship I; SLP 591-Internship II; SLP 592-Internship III; SLP 593-Internship IV</p>
<p>SLO7. Student will demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.</p>	<p>SLP 510- Healthcare Delivery; SLP 520- Pediatric Language Disorders; SLP 521-Language Dis. In School Age and Adolescents; SLP 530-Counseling in SLP; SLP 532-Dysphagia; SLP 535-Voice and Pharyngeal Disorders; SLP 541-Stuttering; SLP 550-Articulation and Phonological Disorders;</p>	<p>SLP 500-Clinical Practicum I; SLP 501-Clinical Practicum II; SLP 590-Internship I; SLP 591-Internship II; SLP 592-Internship III; SLP 593-Internship IV</p>



	SLP 560-Neurogenic Communication Dis. I; SLP 561-Neurogenic Communication Dis. II; SLP 565-Exploring Research in SLP; SLP 575- Professional Issues; SLP 580- Seminar in SLP; SLP 598 Independent Study in SLP	
<p>SLO8. The student will complete experiences that include a sufficient in breadth and depth to achieve the following skills outcomes across the following areas:</p> <ol style="list-style-type: none"> <li>1. Evaluation processes           <ol style="list-style-type: none"> <li>a. Conduct screening and prevention procedures (including prevention activities).</li> <li>b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.</li> <li>c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental measures.</li> <li>d. Adapt evaluation procedures to meet client/patient needs.</li> <li>e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.</li> <li>f. Complete administrative and reporting functions necessary to support evaluation.</li> <li>g. Refer clients/patients for appropriate services.</li> </ol> </li> <li>2. Intervention processes           <ol style="list-style-type: none"> <li>a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.</li> <li>b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>c. Select or develop and use appropriate materials and instruments for prevention and intervention.</li> <li>d. Measure and evaluate clients'/patients' performance and progress.</li> <li>e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>f. Complete administrative and reporting functions necessary to support intervention.</li> <li>g. Identify and refer clients/patients for services as appropriate</li> </ol> </li> <li>3. Intervention processes</li> </ol>		SLP 500-Clinical Practicum I; SLP 501-Clinical Practicum II; SLP 590- Internship I; SLP 591-Internship II; SLP 592-Internship III; SLP 593- Internship IV

<ul style="list-style-type: none"> <li>a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>b. Collaborate with other professionals in case management.</li> <li>c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li> <li>d. Adhere to the ASHA Code of Ethics and behave professionally.</li> </ul>		
<p>SLO9. Students will integrate, synthesize and apply their classroom knowledge with their clinical experiences, which include experiences sufficient in breadth and depth for consideration for certification as a clinical fellow.</p>		<p>SLP 500-Clinical Practicum I; SLP 501-Clinical Practicum II; SLP 590-Internship I; SLP 591-Internship II; SLP 592-Internship III; SLP 593-Internship IV</p>
<p>SL10. The student will successfully complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology.</p>		<p>SLP 500-Clinical Practicum I; SLP 501-Clinical Practicum II; SLP 590-Internship I; SLP 591-Internship II; SLP 592-Internship III; SLP 593-Internship IV</p>

## Appendix C

### Catalogue Description

**SLP 500 Clinical Practicum I (1 Credit)**- Provides students with supervised therapeutic experiences in a simulated setting.

**SLP 501 Clinical Practicum II (1 Credit)**- Students will complete supervised therapeutic experiences assisting in community settings and simulated activities.

**SLP 508 Anatomy and Physiology of Speech, Language and Hearing (4 Credits)**- This graduate course is designed as an introduction to the anatomy and physiology of the speech and hearing mechanisms.

**SLP 510 Health Care Delivery (3 Credits)**- This is an interprofessional course with students in various health and behavioral health care professions. Foundational knowledge necessary to understand the organization of the health care system and health care delivery in the United States is provided in this course.

**SLP 514 Introduction to Communication Disorders (4 Credits)**- This course will provide students an introduction to communication disorders and the fields of speech-language pathology and audiology.

**SLP 515 Normal and Abnormal Speech and Language Development (4 Credits)**- This graduate course will present basic theories of language acquisition and procedures to describe the developmental sequence of childhood language, delayed language, and disordered language.

**SLP 518 Clinical Phonetics (4 Credits)**- This graduate course will introduce you to the science of speech sounds. Students will develop an understanding of the differences between vowels and consonants, and learn how to transcribe sounds using the International Phonetic Alphabet (IPA).

**SLP 520 Pediatric Language Disorders (3 Credits)**- This course provides the conceptual framework for understanding language disorders in the pediatric and preschool population. Special emphasis is placed on application and theory of assessment as well as intervention for children in this age group.

**SLP 521 Language Disorders in School-Age and Adolescents (3 Credits)**- This course will provide students the conceptual framework for understanding language disorders in school-age children and adolescents. Special emphasis is placed on application and theory of assessment as well as intervention for children in this age group.

**SLP 522 Audiology and Aural Rehabilitation**- This graduate level course is designed to investigate hearing loss and its prevention, hearing assessment, hearing technologies available to provide auditory access, and an introduction to (re)habilitation for those with hearing impairment.

**SLP 530 Counseling in SLP (3 Credits)**- This course focuses on counseling approaches that are helpful in supporting individuals with communication disorders and their families. Additionally, students will gain an understanding of the psychological and social impact of communication disorders.

**SLP 532 Dysphagia (3 Credits)**- This course introduces the student to the nature, evaluation, and management of feeding and swallowing disorders from infancy through adulthood. Specific etiologies, instrumentation utilized in evaluation, and evidence-based treatments will be explored.

**SLP 535 Voice and Pharyngeal Disorders (3 Credits)**- An advanced course in the evaluation and treatment of voice and resonance disorders. Discussion will focus on normal voice production, as well as assessment and treatment of voice and resonance disorders.

**SLP 541 Stuttering (3 Credits)**- The major goals of the course will include providing each student with a background in the nature, assessment and treatment of stuttering in children, adolescents and adults. Other fluency disorders will be reviewed.

**SLP 550 Articulation and Phonological Disorders (3 Credits)**- Students will be introduced to the nature of speech sound disorders at the articulatory and phonological levels. Speech sound acquisition, assessment, treatment and consideration of special populations will be reviewed.

**SLP 560 Neurogenic Communication Disorders I (3 Credits)**- Students will learn about the etiology, nosology, and characteristics of adult neurogenic language disorders. Students will demonstrate knowledge of assessment and treatment of adult neurogenic disorders.

**SLP 561 Neurogenic Communication Disorders II (3 Credits)**- Students will learn the general speech characteristics that accompany motor speech disorders, understand the basic assessment techniques for differential diagnosis, and appropriate treatment strategies used for motor speech disorders.

**SLP 565 Exploring Research in SLP (3 Credits)**- Students will explore the methods and process of research, and learn how to critically review pertinent research in the field. The course will culminate in the development of an independent research project or paper, that will lead to their project required for graduation.

**SLP 575 Professional Issues (3 Credits)**- This course is designed to cover professional issues in speech-language pathology. Broad topics related to laws, licensure, and issues with practice will be explored.

**SLP 580 Seminar in SLP (3 Credits)**- Students will explore a specific area of speech and language pathology. It is expected that the topic of this course will be an expansion of courses already completed in the program or a new topic that allows students to develop an area of specific interest.

**SLP 590 Internship I (2 Credits)**- Provides graduate students with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served. This will be the first of four internships required of the student.

**SLP 591 Internship II (2 Credits)**- Provides graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served. This will be the second of four internships required of the student.

**SLP 592 Internship III (4 Credits)**- Provides graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served. This will be the third of four internships required of the student.

**SLP 593 Internship IV (4 Credits)**- Provides graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served. This will be the fourth of four internships required of the student.

**SLP 598 Graduate Independent Study**- Advanced study of a topic of special interest. It is expected that students will be either masters or doctoral students who are doing advanced training in research and teaching. Thus, it is expected that students will complete a research project as a part of this course. This course can be repeated up to 4 times.

## Appendix D

### Speech-Language Pathology/Binghamton University SLP 500- Clinical Practicum I Location TBD

#### Instructor Information

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

#### Course Supports:

#### Communication Policy

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

#### Course Information

##### Description

Provides students with supervised therapeutic experiences with specific speech and language disorders. Students should have completed or be currently enrolled in graduate level communication disorders course addressing the specific practicum disorder selected. Additionally, a focus will be given to interprofessional communication and practice (simulation) that includes working with other professionals.

#### Student Learning Outcomes

Standard	Requirements/Objectives	Learning Activities	Portfolio Evidence (83% or higher required)
Standard IV: Knowledge Outcomes			
IV-B	The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information		

	pertaining to normal and abnormal human development across the life span.		
IV-D	The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.		
IV-E	The applicant must have demonstrated knowledge of standards of ethical conduct.		
IV-F	The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.		
IV-G	The applicant must have demonstrated knowledge of contemporary professional issues.		
<b>Standard V: Skills Outcomes</b>			
V-A	The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		
V-B	<p>1. Intervention</p> <ul style="list-style-type: none"> <li>• Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.</li> <li>• Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>• Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> <li>• Measure and evaluate clients'/patients' performance and progress.</li> <li>• Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Complete administrative and reporting functions necessary to support intervention.</li> <li>• Identify and refer clients/patients for services as appropriate.</li> </ul> <p>2. Interaction and Personal Qualities</p> <ul style="list-style-type: none"> <li>• Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>• Collaborate with other professionals in case management.</li> <li>• Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li> <li>• Adhere to the ASHA Code of Ethics and behave professionally.</li> </ul>		
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**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program.

**Relationship to Other Courses**

This course is a requirement for the MS-SLP program.

Discipline/College/Department- Specific Information or Standards

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- Lab to learn the skills necessary for research.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements**

Potential texts

Selected readings related to service delivery, evidence-based practice and clinical methods.

**Other Requirements**

- Internet and Blackboard access is required
- There will be some lab assignments that will require some use of available technologies.



### Recommended Texts & Other Readings

- Other readings will be made available in Blackboard for this course.
- Additionally, students will be utilizing on-line tools related to clinical case studies, and will attend on-campus intensive clinical simulation activities.

### Credit Hours and Expectations

This course is a 1-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 3.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in discussion boards, preparing written assignments, completing clinical simulations, and other tasks that must be completed to earn credit in the course.

### Assignments and Grading

Report Writing	20%	Case Studies	30%
Clinical Simulations	40%	Discussion Boards	10%

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

## **Accessing Grades**

All grades will be posted on blackboard. Additionally, students will receive detailed feedback regarding her/his performance during clinical simulations and activities.

## **Course Policies**

### **Penalties for Late Work and Requests for Extensions**

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

### **Missed or Make-up Exam Policy**

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the [University Testing Center](#).

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed

after the 2 missed class. There are a number of different lab and group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### **Academic Integrity**

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

### **Distance-learning course statement:**

Students wishing to request academic accommodations to insure equitable access and participation in this course should contact Binghamton University's Services for Students with Disabilities (SSD) office. Please visit the [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) for contact information, Disability Documentation Guidelines, services, policies and procedures.

## **Campus Help for Students**

### **University Tutoring Services**

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the [my.binghamton.edu](http://my.binghamton.edu) portal. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website:

<http://www.binghamton.edu/tutoring>.

### **ITS Helpdesk/myCourses Support**

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

### **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

### **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

### Topic Outline/Schedule

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor during the semester.

<b>Week</b>	<b>Seminar Topics</b>	<b>Assignments</b>	<b>Assignments</b>
<b>1-2</b>	<b>Writing goals</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 1-2: See guidelines outlined on the rubric</b>
<b>3-4</b>	<b>Behavior analysis</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 3-4: See guidelines outlined on the rubric</b>
<b>5-6</b>	<b>Review of Case Studies</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 5-6: See guidelines outlined on the rubric -Case Study Assignment</b>
<b>6-7</b>	<b>Review of Case Studies</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 4- See guidelines outlined on the rubric -Case Study Assignment</b>
<b>8</b>	<b>Midterm Intensive-On Campus</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 5- See guidelines outlined on the rubric</b>
<b>9-12</b>	<b>Review of Diagnostic Tests</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 6- See guidelines outlined on the rubric</b>
<b>12-15</b>	<b>Case Study Simulations</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 7- See guidelines outlined on the rubric</b>

**Speech-Language Pathology/Binghamton University**  
**SLP 501- Clinical Practicum II**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
 Office: TBD  
 Office hours: TBD  
 Office Telephone: TBD  
 Email: TBD  
 Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

Students will complete supervised therapeutic experiences assisting in community settings and simulated activities. Students should have completed or be currently enrolled in graduate level communication disorders course addressing the specific practicum disorder selected. Additionally, a focus will be given to interprofessional communication and practice (simulation) that includes working with other professionals.

**STUDENT LEARNING OUTCOMES**

Standard	Requirements/Objectives	Learning Activities	Portfolio Evidence (83% or higher required)
Standard IV: Knowledge Outcomes			
IV-B	The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.		
IV-D	The applicant must have demonstrated current knowledge of the principles and methods of		

	prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.		
IV-E	The applicant must have demonstrated knowledge of standards of ethical conduct.		
IV-F	The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.		
IV-G	The applicant must have demonstrated knowledge of contemporary professional issues.		
Standard V: Skills Outcomes			
V-A	The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		
V-B	<p>3.Intervention</p> <ul style="list-style-type: none"> <li>• Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.</li> <li>• Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>• Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> <li>• Measure and evaluate clients'/patients' performance and progress.</li> <li>• Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>• Complete administrative and reporting functions necessary to support intervention.</li> <li>• Identify and refer clients/patients for services as appropriate.</li> </ul> <p>4.Interaction and Personal Qualities</p>		

	<ul style="list-style-type: none"> <li>• Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>• Collaborate with other professionals in case management.</li> <li>• Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li> <li>• Adhere to the ASHA Code of Ethics and behave professionally.</li> </ul>		
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**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program, and successful completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is a requirement for the MS-SLP program.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- Lab to learn the skills necessary for research.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements**

**Potential texts**

Selected readings related to service delivery, evidence-based practice and clinical methods.

**Other Requirements**

- Internet and Blackboard access is required
- There will be some lab assignments that will require some use of available technologies.

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.
- Additionally, students will be utilizing on-line tools related to clinical case studies, and will attend on-campus intensive clinical simulation activities.



### Credit Hours and Expectations

This course is a 1-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 8.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in discussion boards, preparing written assignments, completing clinical simulations, and other tasks that must be completed to earn credit in the course.

### Assignments and Grading

Report Writing	20%	Case Studies	30%
Clinical Experiences and Simulations	40%	Discussion Boards	10%

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

## **Accessing Grades**

All grades will be posted on blackboard. Additionally, students will receive detailed feedback regarding her/his performance during clinical simulations and activities.

## **Course Policies**

### **Penalties for Late Work and Requests for Extensions**

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

### **Missed or Make-up Exam Policy**

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the [University Testing Center](#).

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed

after the 2 missed class. There are a number of different lab and group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

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## Topic Outline/Schedule

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor during the semester.

<b>Week</b>	<b>Seminar Topics</b>	<b>Assignments</b>	<b>Assignments</b>
<b>1</b>	<b>On campus Intensive</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 1: See guidelines outlined on the rubric</b>
<b>3-7</b>	<b>Review of case studies</b>	<b>Complete required lectures and readings. Clinical Practicum Experience</b>	<b>-Discussion Board 3-7: See guidelines outlined on the rubric</b>
<b>8</b>	<b>On Campus Intensive</b>	<b>Complete required lectures and readings.</b>	
<b>9-15</b>	<b>Review of Case Studies</b>	<b>Complete required lectures and readings. Clinical Practicum Experience</b>	<b>-Discussion Board 8-15: See guidelines outlined on the rubric</b>

**Speech-Language Pathology/Binghamton University**  
**SLP 508- Anatomy and Physiology of Speech, Language, and Hearing**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports:

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This graduate course is designed as an introduction to the anatomy and physiology of the speech and hearing mechanisms. The speech systems (respiration, phonation, articulation, and resonance) are discussed in terms of both anatomical landmarks and basic physiology. Anatomy and physiology of mastication and deglutition, as well as hearing, are also introduced. Basic neuroanatomy and neurophysiology are also covered in this course. This course will be taken by graduate students who have not completed the required basic science courses needed to enter a masters' program.

**Course Objectives**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (ASHA STANDARD IV-B).

- a. *Demonstrated through successful completion of discussion assignments, as well as successful completion of exams, and written assignments (83% or higher).*
  1. identify and describe basic anatomical terminology.
  2. identify and describe anatomical and physiological aspects of the respiratory system.
  3. identify and describe anatomical and physiological aspects of the phonatory system.
  4. identify and describe anatomical and physiological aspects of the articulation system.
  5. identify and describe anatomical and physiological aspects of the resonance system.
  6. identify and describe anatomical and physiological aspects of mastication and deglutition.

**Prerequisite(s)**

There are no pre-requisites for this course. The course can be taken in combination with other courses for the Minor in Speech and Hearing Science.

**Relationship to Other Courses**

This course is part of the eight-course sequence for the m.

**Discipline/College/Department- Specific Information or Standards**

This course is required for admission to a graduate program in speech-language pathology. For more information about applying to graduate school, students can contact the instructor or director of the SLP program.

**Format and Procedures**

The course will utilize:

- Lecture and discussion to provide students guidance for learning basic information and concepts related to the course.
- Lab to learn the skills necessary for speech and hearing measurement and analysis.
- Group learning projects to assist students in developing collaboration skills.

**Course Requirements****Required text**

Seikel, J.A., King, D.W., & Drumright, D.G. (2014). *Anatomy and physiology for speech, language, and hearing* (5<sup>th</sup> ed.). Clifton Park, NY: Delmar, Cengage Learning.

**Other Requirements**

- Internet and Blackboard access is required
- There will be some lab assignments that will require some use of available technologies.
- 

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations**

This course is a 4-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 12.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

**Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	15%	Research Paper	15%
Exam 2	15%	Class Participation	10%
Exam 3	15%	Advanced Lab Assignment	15%
Final Exam	15%		

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

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## **Topic Outline/Schedule**

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor during the semester.

Week 1- **Class-** Course Overview and lecture chapter 1; read chapter 1, 2 & 3

**Lab-** Lab overview, discussion of projects; Lab Assignment # 1 done in class, Homework #1

due

Week 2- **Class-** Complete chapter 1 & chapter 2; Begin chapter 3

**Lab-** Lab Assignment in #2 done in class; Homework #2 due

- Week 3- **Class-** Complete chapter 3  
**Lab-** Lab Assignment #3, Homework #3 due
- Week 4- **Class-** Begin chapter 4; Read chapters 4 and 5  
**Lab-** Exam #1 Chapters 1, 2, and 3; Room TBA
- Week 5- **Class-** Finish chapter 4 and begin chapter 5  
**Lab-** Assignment #4 done in class; Homework #4 done
- Week 6- **Class-** Complete chapter 5  
**Lab-** Assignment #5 done in class; Homework #5 done
- Week 7- **Class-** Begin chapter 6, 7, and 8  
**Lab-** Exam #2 Chapters 4 and 5; Room TBA
- Week 8- **Class-** Continue chapter 6, 7 and 8  
**Lab-** Assignment #6 done in class; Homework #6 due
- Week 9- **Class-** Continue chapter 6, 7, and 8  
**Lab-** Assignment #7 done in class; Homework #7 due
- Week 10- **Class-** Complete chapter 6, 7, and 8  
**Lab-** Exam #3 Chapters 6, 7, and 8; Room TBA
- Week 11- **Class-**Begin chapter 11 and 12  
**Lab-** Assignment #8 done in class; Homework #8 due
- Week 12- **Class-** Continue chapter 11 and 12  
**Lab-** No meeting; Veteran's Day
- Week 13- **Class-** Continue chapter 11 and 12  
**Lab-** Assignment #9 done in class; Homework #9 due
- Week 14- **Class-** Finish chapters 11 and 12  
**Lab-** Lab Assignment #10, Homework #10 due
- Week 15- **Class-**Review and Final Exam

**Speech-Language Pathology/Binghamton University**  
**SLP 510- Health Care Delivery**  
**Location TBD**

**Instructor Information**

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Office hours: TBD  
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**Course Information**

**Description**

This is an interprofessional course with students in various health and behavioral health care professions. Foundational knowledge necessary to understand the organization of the health care system and health care delivery in the United States is provided in this course. Representative international health care systems are compared to the United States health care system. Factors important to contemporary speech-language pathology practice are explored including social, legal/regulatory, economic, public health, professional and patient care implications of speech-language pathology practice.

**Prerequisite(s)/Co-requisite(s):**

Admission to the MS-SLP program.

**The information contained in this syllabus is subject to change with prior notification via MyCourses. It is the responsibility of the student to refer to MyCourses for updates.**

**Course Meeting Times and Location:**

Mondays: TBA  
Wednesdays: TBA

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## **Core Competencies for Interprofessional Collaborative Practice:**

This course in part fulfills the following IPEC competencies:

- Interprofessional teamwork and team-based practice
- Values/ethics for interprofessional practice
- Roles and responsibilities for collaborative practice
- Interprofessional communication practices

## **Required Texts and Other Materials:**

Selected articles and other course materials will be posted on Blackboard.



**Course Assessment Methods:**

Assessment		Percentage of Course Grade
Exam #1		15%
Exam #2		30%
Final Exam		25%
Attendance / Participation		5%
Insurance IPE Project	22.5%	25%
peer-evaluation	2.5%	

**Requirements to pass the course:** A course percentage of 66.5% is required to pass this course.

**Description of Assessment Formats:**

**Exams:** Each exam will cover material in the corresponding previous class presentations. The exam format and exam review guidance will be shared prior to each exam.

**IPE Project: Choosing an Insurance Plan**

Each IPE team will be assigned a specific patient insurance case. The group will be responsible for researching an insurance plan that best fits your "patient's case". To ensure your group is making appropriate progress, your group will submit insurance plan options using a template in October. Multiple coverage options must be reviewed for comparison. Using the completed template, instructor feedback, and the tips included in the health insurance assignment, your group will identify and justify an "optimal" health insurance option which best meets the needs of your patient/client. Groups will then meet at times convenient for the team in order to complete a 500-600 word analysis, justifying the plan you chose. The written analysis will be due in November.

**Critically Think** and **Communicate** with members of your group as you would on an interdisciplinary team of health care professionals. Additional suggestions and guidance will be provided on the instructions you will receive for completing the plan choices template and the full written assignment.

**Written Project:**

All group members must CLEARLY participate in the project. Your group will prepare a 500-600 word justification of the health care option you chose based on the patient case. You MUST fully document your REFERENCES in your written analysis. In addition to submitting the written analysis, each team member will also complete a peer-evaluation of all team members' contribution to the group project.

There are many online references, comparison tools and various websites which can be used in your research. Please refer to the suggestions provided in the assignment materials. In some circumstances, you may call an organization or government agency for information but you must always provide full disclosure and indicate that you are a student working on a research project for your class.

**Project Grading:**

The written assignment is graded out of a maximum 100 points. It will be submitted electronically using Turnitin by November deadline. A rubric will be provided to guide the project grading. The peer-evaluation of everyone's participation will be (10%) of the 100 points.

**Course Grading Scale:**

Letter Grade	Numeric Grade	Percentage Grade
A	4.0	92.5 - 100
A-	3.7	89.5 – 92.4
B+	3.3	86.5 – 89.4
B	3.0	82.5 – 86.4
B-	2.7	79.5 – 82.4
C+	2.3	74.5 – 79.4
C	2.0	69.5 – 74.4
C-	1.7	66.5 – 69.4
D	1.0	59.5 – 66.4
F	0.0	< 59.5

**Disclaimer**

This syllabus, course calendar, reading schedule, grading, and assignments in this course are subject to change by the instructor in the event of extenuating circumstances, or by mutual agreement between the instructor and the students. Be sure to refer to the most current version of these important documents.

**Course Itinerary/Schedule**

This course is designed with individualized learning. Some of the required readings will not be covered in class. The instructor will devote class time to active discussion, examples, and group exercises as deemed appropriate. It is the student's responsibility to complete assignments and review online postings for the course as assigned in order to be adequately prepared for the face-to-face class meetings.

**Week 1:** Course Overview / Evolution of Government Involvement in Health Care\_  
Historical Milestones in Health Care

**Week 2:** Paradox of United States Health System & International Health Care\_

**Week 3:** Public Health Model / Public Health Issues / Social Determinants of Health\_  
Review of Basic Economics and Market Structures

**Week 4:** Public Health Model / Public Health Issues / Social Determinants of Health\_  
Review of Basic Economics and Market Structures

**Week 5:** Review of Basic Economics and Market Structures

**Week 6:** Review of Basic Economics and Market Structures  
Health Care Delivery IPE Groups Assigned

**Week 7:** EXAM 1

**Week 8:** Evolution from Fee for Service to Managed Care  
IPE- Insurance Project Overview

**Week 9:** Managed Care Formulary Tiers\_  
Evolution of Medicare, Medicaid and state programs: Part 1

**Week 10:** Evolution of Medicare, Medicaid and state programs: Part 1  
Evolution of Medicare, Medicaid and state programs: Part 2

**Week 11:** EXAM 2  
Health Care Delivery IPE Written Project Reports Due

**Week 12:** Reform of the U.S. Health Care System PPACA/ACOs

**Week 13:** Care Settings I: Hospital, Ambulatory Care  
Care Settings II: Long Term care and Home Care

**Week 14:** Patients' Experience of Healthcare and Disease Management / Health Behavior Models

**Week 15:** Quality of Care / Patient-Centered Medical Home (PCMH)

Final Exam #3

**Speech-Language Pathology/Binghamton University**  
**SLP 514- Introduction to Communication Disorders**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This course is designed to cover the broad topic of communication disorders. The primary focus of the course is to provide students an introduction to communication disorders and the fields of speech-language pathology and audiology. Students will also be challenged to think critically, solve problems, and identify important issues related to communication disorders. Students will be provided a perspective on societal views toward individuals with communication disorders and the personal experiences of living with or having a family member who has a communication disorder.

**Course Objectives**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (ASHA STANDARD IV-B).

1. Students will differentiate between communication differences and disorders
2. Students will identify negative and positive ways literature and media inform, entertain, and educate society regarding communication disorders.
3. Students will differentiate normal and disordered fluency, voice, articulation, phonology, language, hearing, swallowing, communicative/cognitive processes.
5. Students will describe specialized vocabulary and classification systems related to all of the above.
6. Students will identify student and professional organizations, credentialing, and codes of conduct in speech and language pathology.

**Prerequisite(s)**

There are no pre-requisites for this course. The course can be taken in combination with other courses for the Minor in Speech and Hearing Science.

**Relationship to Other Courses**

This course is part of the eight-course sequence for the Minor in Speech and Hearing Science.

**Discipline/College/Department- Specific Information or Standards**

This course is required for admission to a graduate program in speech-language pathology. For more information about applying to graduate school, students can contact the instructor or director of the SLP program.

**Format and Procedures**

The course will utilize:

- Lecture and discussion to provide students guidance for learning basic information and concepts related to the course.
- Group learning projects to assist students in developing collaboration skills.

**Course Requirements****Required text**

- Gillam, R.B., & Marquardt, T.P. (2016). *Communication Sciences & Disorders: From Science to Clinical Practice*. Burlington, MA: Jones & Bartlett

**Other Requirements**

- Internet and Blackboard access

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard (See Folder Name).

**Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 8.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### Assignments and Grading

Students will get credit for attendance and participation in class and activities. Group projects will also be completed in class. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Mid-term Exam	20%	Class Discussion	10%
Final Exam	20%	Research Paper	25%
Reaction Papers to Movies	25%		

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

## **Course Policies**

### **Penalties for Late Work and Requests for Extensions**

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

### **Missed or Make-up Exam Policy**

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the [University Testing Center](#).

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed after the 2 missed class. There are a number of different group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### **Academic Integrity**

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

### **Distance-learning course statement:**

Students wishing to request academic accommodations to ensure equitable access and participation in this course should contact Binghamton University's Services for Students with Disabilities (SSD) office. Please visit the [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) for contact information, Disability Documentation Guidelines, services, policies and procedures.

### **Campus Help for Students**

#### **University Tutoring Services**

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the [my.binghamton.edu](http://my.binghamton.edu) portal. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website: <http://www.binghamton.edu/tutoring>.



### **ITS Helpdesk/myCourses Support**

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

### **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

8. Dean of Students Office: 607-777-2804
9. Decker Student Health Services Center: 607-777-2221
10. University Police: On campus emergency, 911
11. University Counseling Center: 607-777-2772
12. Interpersonal Violence Prevention: 607-777-3062
13. Harpur Advising: 607-777-6305
14. Office of International Student & Scholar Services: 607-777-2510

### **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

### **Topic Outline/Schedule**

The course calendar is provided as a helpful guideline. Changes in topic or reading assignments may occur. Any changes to this calendar will be discussed in class and, when appropriate, may be posted on Blackboard. Please contact the instructor if you have questions or concerns regarding changes.

### **Week 1**

BACKGROUND INFORMATION.

**Discussion Assignment #1**  
**READING- Chapter 1 and 11 in the text**

**Week 2- 8/26-8/30**  
STUTTERING AND FLUENCY DISORDERS.  
**Discussion Assignment #2.**  
**READING- Chapter 2**

**Week 3**  
**IN CLASS MOVIE- The King's Speech- Paper #1 due week 5.**

**Week 4**  
LANGUAGE AND LANGUAGE DISORDERS.  
**Discussion Assignment #3.**  
**READING- Chapter 5.**

**Week 5**  
**IN CLASS MOVIE- Rain Man- Paper #2 due Week 7**

**Week 6**  
**Exam 1**

**Week 7**  
ARTICULATION/PHONOLOGICAL DISORDERS AND CLEFT PALATE  
**Discussion Assignment #4**  
**READING- Chapter 4.**

**Week 8**  
**IN CLASS MOVIE- What's Eating Gilbert Grape- Paper #3 due week 10 class**

**Week 9**  
HEARING AND HEARING DISORDERS.  
**Discussion Assignment #5.**  
**READING- Chapter 6.**

**Week 10**  
**IN CLASS MOVIE- Children of a Lesser God- Paper #4 due week 12**

**Week 11**  
VOICE AND VOICE DISORDERS.

**Discussion Assignment #6.**  
**READING- CHAPTER 3 and 10.**

**Week 12**  
NEUROLOGICAL DISORDERS  
**Complete Discussion Assignment #7**  
**READING- Chapters 7, 8, and 9.**

**Week 13**  
NEUROLOGICAL DISORDERS  
**Complete Discussion Assignment #8**  
**READING- Chapters 7, 8, and 9.**

**Week 14**  
**MOVIE- Regarding Henry- Paper #5 due Finals Week**

**Week 15**  
**Finals Week- Exam 2**

**Speech-Language Pathology/Binghamton University**  
**SLP 515- Normal and Abnormal Speech and Language Development**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

**Course Supports:**

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This graduate course will present basic theories of language acquisition and procedures to describe the developmental sequence of childhood language. Procedures and techniques for analyzing childhood language are introduced and practiced in laboratory experiences. Finally, characteristics of delayed and disordered language will be explored.

**Course Objectives**

The student must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (ASHA STANDARD IV-B).

*Demonstrated through successful completion of discussion assignments, as well as successful completion of exams, and written assignments (83% or higher).*

Upon completion of this course, the student will be able to:

1. Critique current and past theories of language acquisition.
2. Identify significant milestones in normal language acquisition.
3. Describe the most common methods of analyzing childhood language.
4. Demonstrate appropriate language analysis procedures given language samples of children.
5. Write a diagnostic report based on analysis of a language sample.
6. Recognize cultural influences on language development.
7. Explain the differences between language disorders and language differences.

**Prerequisite(s)**

There are no pre-requisites for this course. The course can be taken in combination with other courses for the Minor in Speech and Hearing Science.

**Relationship to Other Courses**

This course is part of the six-course sequence for the Minor in Speech and Hearing Science.

**Discipline/College/Department- Specific Information or Standards**

This course is required for admission to a graduate program in speech-language pathology. For more information about applying to graduate school, students can contact the instructor or the Director of the SLP Program.

**Format and Procedures**

The course will utilize:

- Lecture and discussion to provide students guidance for learning basic information and concepts related to the course.
- Group learning projects to assist students in developing collaboration skills.

**Course Requirements**

Required text

- Pence Turnbull, K.L. & Justice, L.M. (2017). *Language Development from Theory to Practice*. Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-417042-8

**Other Requirements**

- Internet and Blackboard access

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard (See Folder Name).

**Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 8.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

**Assignments and Grading**

Students will get credit for attendance and participation in class and activities. Group projects will also be completed in class. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Mid-term Exam	20%	Class attendance	20%
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Final Exam 20%  
Language Sample  
Analysis 20%

Group Assignments 20%

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above

standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

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### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

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For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### **Academic Integrity**

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### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

Distance-learning course statement:

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### **Campus Help for Students University Tutoring Services**

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the [my.binghamton.edu](http://my.binghamton.edu) portal. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website:

<http://www.binghamton.edu/tutoring>.

[ITS Helpdesk/myCourses Support](#)

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>



## **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

## **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

## **Topic Outline/Schedule**

The course calendar is provided as a helpful guideline. Changes in topic or reading assignments may occur. Any changes to this calendar will be discussed in class and, when appropriate, may be posted on Blackboard. Please contact the instructor if you have questions or concerns regarding changes.

### **Week 1**

Syllabus Overview

Introduction to Language

**Discussion Assignment #1**

**READING- Chapter 1 in the text**

### **Week 2**

Building Blocks of Language (Nouns and Verbs)

**Discussion Assignment #2.**

**READING- Chapter 2**

**Week 3**

Neuroanatomy and Neurophysiology of Language (Modifiers)

**Discussion Assignment #3**

**Reading- Chapter 3**

**Week 4**

Science & Theory of Language Development

**Discussion Assignment #4.**

**READING- Chapter 4.**

**Week 5**

Infant Language Development

**Discussion Assignment #4**

**Reading Chapter 5**

**Week 6**

Toddler Language Development

**Discussion Assignment #5**

**Reading Chapter 6**

**Week 7**

**Exam #1**

**Week 8**

Preschool Language Development

**Discussion Assignment #6**

**Reading chapter 7**

**Week 9**

School Age Language

**Discussion Assignment #7.**

**READING- Chapter 8**

**Week 10**

Assessing Language

**Language Sample Analysis – Due Week 14**

**Week 11**

Language Diversity

**Discussion Assignment #8.**

**READING- CHAPTER 9**

**Week 12**

Language Delay/Disorders

**Complete Discussion Assignment #9**

**READING- Chapters 10**

**Week 13**

Language Delay and Disorders

**Complete Discussion Assignment #10**

**READING- Chapters 10**

**Week 14**

Work Week and Review for the Final

**Week 15**

**Final Exam**

**Speech-Language Pathology/Binghamton University**  
**SLP 518- Clinical Phonetics**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This graduate course will introduce you to the science of speech sounds. You will begin by reviewing the anatomy of the sound system. Then you will study the differences between vowels and consonants in the way they are produced and perceived. You will learn a new system of transcribing sounds called the International Phonetic Alphabet (IPA). This is a universal system that will allow you to code any language. And finally, since this is a course on clinical phonetics you will learn how variations in speech sounds occur and how to transcribe them.

**Course Objectives**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (ASHA STANDARD IV-B).

*Demonstrated through successful completion of discussion assignments, as well as successful completion of exams, and written assignments (83% or higher).*

Upon completion of this course, the student will be able to:

1. Students will be able to identify the anatomical systems utilized in the production of speech.
  - 1.1 Students will explain the neurophysiology, anatomy and physiology of the speech mechanism.
  - 1.2. Students will demonstrate understanding of the phonation of speech including the myoelastic-aerodynamic theory of phonation and Bernoulli's Principle.
  - 1.3. Students will demonstrate understanding of the articulation and acoustics of vowels, consonants and suprasegmental production including the source-filter theory through tests and projects.
2. Students will demonstrate understanding of the phonetics of speech sounds.

- 2.1 Students will demonstrate understanding of the production of vowels.
- 2.2 Students will demonstrate understanding of the production of consonants.
- 2.3 Students will demonstrate understanding of the production and operation of prosody on speech.
3. Students will use the International Phonetic Alphabet (IPA) in both broad and narrow transcriptions.
  - 3.1 Students will recognize and transcribe the English vowels using IPA
  - 3.2 Students will recognize and transcribe the English consonants using IPA
  - 3.3 Students will recognize and transcribe primary and secondary stress in connected speech using IPA.
4. Students will demonstrate understanding of speech sound variations.
  - 4.1 Students will learn why and how variations occur in speech.
  - 4.2 Students will recognize and transcribe speech variations.

### **Prerequisite(s)**

There are no pre-requisites for this course. The course can be taken in combination with other courses for the Minor in Speech and Hearing Science.

### **Relationship to Other Courses**

This course is part of the eight-course sequence for the Minor in Speech and Hearing Science.

### **Discipline/College/Department- Specific Information or Standards**

This course is required for admission to a graduate program in speech-language pathology. For more information about applying to graduate school, students can contact the instructor or the Director of the SLP Program.

### **Format and Procedures**

The course will utilize:

- Lecture and discussion to provide students guidance for learning basic information and concepts related to the course.
- Group learning projects to assist students in developing collaboration skills.

### **Course Requirements**

#### **Required text**

Small, L.H. (2020) Fundamentals Of Phonetics: A Practical Guide For Students (5th Ed.) ISBN-13: 978-013520649

#### **Other Requirements**

- Internet and Blackboard access

#### **Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard (See Folder Name).

### **Credit Hours and Expectations**

This course is a 4-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 12.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Students will get credit for attendance and participation in class and activities. Group projects will also be completed in class. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Mid-term exam 25% of total grade

Final exam 25% of total grade

Dialect presentation 10% of total grade

Graduate Research project 30% of total grade

Lab assignments 10% of total grades

### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%

F	<64%
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### Accessing Grades

All grades will be posted on blackboard.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

#### Missed or Make-up Exam Policy

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the [University Testing Center](#).

#### Absences Due to Religious Holidays

The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

#### Attendance & Participation

Class attendance points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed after the 2 missed class.

There are a number of different group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### **Academic Integrity**

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

Distance-learning course statement:

Students wishing to request academic accommodations to insure equitable access and participation in this course should contact Binghamton University's Services for Students with Disabilities (SSD) office. Please visit the [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) for contact information, Disability Documentation Guidelines, services, policies and procedures.



## **Campus Help for Students**

### **University Tutoring Services**

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the my.binghamton.edu portal. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email uts@binghamton.edu, or visit the website:

<http://www.binghamton.edu/tutoring>.

### **ITS Helpdesk/myCourses Support**

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: helpdesk@binghamton.edu.

<https://www.binghamton.edu/its/>

### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing. Text: 607-205-8173; Call: 607-777-2345;

Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

### **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

### **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

## **Topic Outline/Schedule**

The course calendar is provided as a helpful guideline. Changes in topic or reading assignments may occur. Any changes to this calendar will be discussed in class and, when appropriate, may be posted on Blackboard. Please contact the instructor if you have questions or concerns regarding changes.

### **Week 1**

Overview of the study of phonetics: Phonetic representation of English

#### **Reading- Chapter 1**

On-Line Lab: Introduction

### **Week 2**

Introduction of International Phonetic Alphabet

#### **Reading- Chapter 2**

On-Line Lab: Front Vowels

### **Week 3**

Anatomy & Physiology of Speech Mechanism

#### **Reading- Chapter 3**

On-Line Lab: Central Vowels and PRAAT

### **Week 4 and 5**

Vowel Transcription

#### **Reading- Chapter 4**

On-Line Lab: Back Vowels and Diphthongs

### **Week 6**

**Review and Midterm Exam**

### **Week 7 and 8**

Consonant Transcription

#### **Reading: Chapter 5**

On-Line Lab: Obstruents and Continuants

### **Week 9**

Distinctive Features

On-Line Lab: Vowel Space and Distinctive Features

### **Week 10 and 11**

Connected Speech

#### **Reading: Chapter 6**

**Lab Project**

**Week 12 and 13**

Clinical Phonetics

**Reading: Chapter 7**

On-Line Lab: Stress and Intonation

**Week 14**

Dialect Variation

**Read- Chapter 8**

**Lab Presentation**

On-Line Lab: Phonological Processes

**Week 15**

Review and Final Exam

**Speech-Language Pathology/Binghamton University**  
**SLP 520- Pediatric Language Disorders**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This course provides the conceptual framework for understanding language disorders in the pediatric and preschool population. Special emphasis is placed on application and theory of assessment as well as intervention for children in this age group.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

*Demonstrate knowledge of current models of language development, delay, and disorders in early childhood.*

*Demonstrated through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher). ASHA Standard IV-C.*

*Demonstrate an understanding of appropriate assessment and treatment approaches used for children who have language delays or disorders.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D and V-D.*

*Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successful completion of previous coursework and clinical assignments during the previous semester.

### **Relationship to Other Courses**

This course is one of the courses needed

### **Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

### **Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

### **Course Requirements**

Potential texts

Kamhi, A.G., Masterson, J.J., & Apel, K. (2007). *Clinical decision making in developmental language disorders*, Brookes Publishing Co., Baltimore, MD.

Paul, R., Norbury, C.F., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, Speaking, Reading, Writing, and Communicating*, Fifth Ed., Mosby, St. Louis, MO.

\*Student version of **Systematic Analysis of Language Transcript (SALT) software** – available for \$65.00 - downloadable from [www.saltsoftware.com](http://www.saltsoftware.com) . SALT software will be downloaded to a UTSLHC clinic computer for your use if you do not have resources and/or desire to purchase it for your own clinical use.

Other readings and materials are required and typically will be linked electronically via the course website. You are expected to complete the readings for the assigned lecture *prior* to our class meeting.

### **Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

### **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### Assignments and Grading

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	15%	Simulation Assignments	20%
Exam 2	15%	Discussion Boards	20%
Assessment and Treatment Planning Assignments	30%		

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

## **Course Policies**

### **Penalties for Late Work and Requests for Extensions**

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

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### **Missed or Make-up Exam Policy**

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### **Absences Due to Religious Holidays**

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### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

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### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

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### **ITS Helpdesk/myCourses Support**

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

### **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

### **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

### **Topic Outline/Schedule**

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor.

### **Week 1 and 2**

[Intro to Language Disorders - Syllabus Overview](#)

View Videos of Developmental Milestones Newborn to Age 5: <http://helpmegrowmn.org/HMG/index.htm>

Read and/or skim notes/textbook/etc. from UG Language Development Class

Overview of Assessment and Treatment

**Textbook:** Paul Ch. 2 and 3;

**Article:** ASHA - Spoken Language Disorders - Assessment and Treatment

**Week 3 and 4**

Dx in Prelinguistic Period

IDEA and Communication Matrix

Textbook: CDM Ch. 1 &2; Skim Paul Ch.6

Tx in Prelinguistic Period

Routines-based intervention; Coaching Strategies

Textbook: CDM Ch. 7; Skim Paul Ch. 6

- Simulation 1 and 2

**Week 5**

Dx in Emerging Language

Comprehensive Assessment; CSBS Administration

Textbook: CDM Ch. 2; Skim Paul Ch. 7

Tx in Emerging Language

Textbook: CDM Ch. 8; Skim Paul Ch. 7

- Assessment Assignment 1 Due

**Week 6 and 7**

Autism Spectrum Disorders TX and DX

Autism Navigator Modules

Article: Veness et al., 2014

Increasing social engagement in children with ASD; Enhancing Pretend Play Skills in Preschoolers with ASD

- Simulation 3 and 4

**Week 8**

Routines-Based Interview and IFSPs

Routines-Based Interview; IFSP Process; Goal Writing

McWilliam (Ch. 7)

Exam 1

**Week 9 and 10**

Dx of Developing Language / Language Sample Analysis

Comprehensive Communication Assessment; PLS Administration

**CDM Ch. 3 (up to page 45); Paul Ch. 8**

Cultural and Linguistic Awareness

Grammar; Fundamentals for a Pluralistic Society

Textbook: CDM Ch. 6; Skim Paul Ch. 5; Other: Explore ASHA's Multicultural Resource Page:

<http://www.asha.org/practice/multicultural/> ; Read ASHA document on Cultural Competence

- Simulation 5 and 6

### **Week 11 and 12**

#### Dx of Developing Language: Narratives

Tiers of Vocab; Narrative Assessment Protocol (NAP) Training

Textbook: CDM Ch. 11; Article: Petersen et al

#### Language Sample Analysis

Article: Pavelko & Owens, 2017

- Assessment Assignment 2 Due

### **Week 13**

#### Response to Intervention & IEPs

New York IEP Guidance Document

#### Tx in Developing Language: Vocab, Grammar, & Narratives

**Textbook: CDM Ch. 8 & 9**

Week 14

#### Tx in Developing Language: Vocab, Grammar, & Narratives

Dialogic Reading

#### Dx & Tx for Developing Language: Pragmatics

Textbook: Skim Paul Ch. 9; Other: Ch 5: Individualized Social Skills Instruction

- Simulation 7 and 8

### **Week 15**

#### Dx in Emergent Literacy

Predictors of Early Literacy; **Reading 101**: Print Concepts AND Phonological & Phonemic Awareness;

**Textbook: CDM: Chapter 12**

#### Tx in Emergent Literacy

Tx Activities for Oral and Written Early Literacy Skills

**Other: Gillon (Ch. 12); Lonigan & Cunningham (Ch. 8)**

BB Phonological Awareness Lesson Plan due 11/1

Final Exam- During Finals Week

**Speech-Language Pathology/Binghamton University**  
**SLP 521- Language Disorders in School-Age and Adolescents**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

SLP 521 will provide students the conceptual framework for understanding language disorders in school-age children and adolescents. Special emphasis is placed on application and theory of assessment as well as intervention for children in this age group.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

- 1. Demonstrate a knowledge of current models of counseling intervention for children.
  - a. Demonstrated through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher). ASHA Standard IV-C.*
  - 2. Demonstrate an understanding of appropriate counseling approaches to support parents with children who have language delays or disorders.
    - b. Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D and V-D.*
    - 3. Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.
      - c. Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.****

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

### **Relationship to Other Courses**

This course is one of the courses needed

### **Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

### **Format and Procedures**

The course will utilize:

- On-campus courses and simulation training.
- Synchronous and Asynchronous on-line teaching modalities.
- Group discussions to assist students in developing collaboration skills.

### **Course Requirements**

Potential texts

Kamhi, A.G., Masterson, J.J., & Apel, K. (2007). *Clinical decision making in developmental language disorders*, Brookes Publishing Co., Baltimore, MD.

Paul, R., Norbury, C.F., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, Speaking, Reading, Writing, and Communicating*, Fifth Ed., Mosby, St. Louis, MO.

\*Student version of **Systematic Analysis of Language Transcript (SALT) software** – available for \$65.00 - downloadable from [www.saltsoftware.com](http://www.saltsoftware.com) . SALT software will be downloaded to a UTSLHC clinic computer for your use if you do not have resources and/or desire to purchase it for your own clinical use.

Other readings and materials are required and typically will be linked electronically via the course website. You are expected to complete the readings for the assigned lecture *prior* to our class meeting.

### **Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

### **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### Assignments and Grading

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	15%	Simulation Assignments	20%
Exam 2	15%	Discussion Boards	20%
Assessment and Treatment Planning Assignments	30%		

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

## **Course Policies**

### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

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### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

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Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

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Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

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**Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

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At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

## Topic Outline/Schedule

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor during the semester.

### Week 1 and 2

Intro to Language Disorders in School Age Children and Adolescents

View Videos of Developmental Milestones Newborn to K-12

Read and/or skim notes/textbook/etc. from UG Language Development Class

**Textbook:** Paul Ch. 2 and 3;

**Article:** ASHA - Spoken Language Disorders - Assessment and Treatment

### Week 3 and 4

Overview of Assessment and Treatment

Principle of Assessment and Intervention (Reliability, Validity, Clinician Directed TX)

Textbook: Paul Ch. 2 and 3

- Simulation 1 and 2

### Week 5

Cultural and Linguistic Awareness

Grammar Fundamentals for a Pluralistic Society

Textbook: CDM Ch. 6; Paul Ch. 5

### Week 6 and 7

Autism Spectrum Disorders TX and DX in Schools

Autism Navigator Modules

Article: Veness et al., 2014

Increasing social engagement in children with ASD; Enhancing Pretend Play Skills in Preschoolers with ASD

- Simulation 3 and 4

### Week 8

Routines-Based Interview and IFSPs

Routines-Based Interview; IFSP Process; Goal Writing

McWilliam (Ch. 7)

Exam 1

Week 9 and 10

Dx of Developing Language / Language Sample Analysis with School-Age Children

Comprehensive Communication Assessment; CELF-R Administration

- CDM Ch. 3 (up to page 45); Paul Ch. 8
- Simulation 5 and 6

### **Week 11 and 12**

#### Narrative Assessment

Tiers of Vocab; Narrative Assessment Protocol (NAP) Training

Textbook: CDM Ch. 11; Article: Petersen et al

#### Language Sample Analysis

Article: Pavelko & Owens, 2017

- Assessment Assignment 1 Due

### **Week 13**

#### Response to Intervention & IEPs

New York IEP Guidance Document

#### Tx in Vocab, Grammar, & Narratives

**Textbook:** CDM Ch. 8 & 9

### **Week 14**

Tx in Language: Vocab, Grammar, & Narratives Dialogic Reading

#### Dx & Tx for Pragmatics

Textbook: Skim Paul Ch. 9; Other: Ch 5: Individualized Social Skills Instruction

- Simulation 7 and 8

### **Week 15**

#### Dx in Literacy

Predictors of Early Literacy; **Reading 101:** Print Concepts **Textbook:** CDM: Chapter 12

#### Tx in Literacy

Tx Activities for Oral and Written Early Literacy Skills

- Assessment Assignment 2 Due

Final Exam- During Finals Week

**Speech-Language Pathology/Binghamton University**  
**SLP 522- Audiology and Aural Rehabilitation**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This graduate level course is designed to investigate hearing loss and its prevention, hearing assessment, hearing technologies available to provide auditory access, and an introduction to (re)habilitation for those with hearing impairment.

**Course Objectives**

Upon completion of this course, students will be able to:

1. Demonstrate effective use of the basic concepts and terminology associated with clinical audiology.
2. Compare and contrast the nature and symptoms of commonly occurring auditory disorders.
3. Analyze the basic causes of hearing impairment (congenital, traumatic, drug or disease-related, other).
4. Utilize critical thinking to explain the potential impact and handicapping conditions of various auditory disorders on communication, learning, and other important daily functions.
5. Demonstrate effective skills in performing basic screening procedures.
6. Interpret basic assessment results in clinical audiology (i.e., otoscopy, tympanograms, pure tone hearing evaluation, speech discrimination), and describe referral process.
7. Analyze cultural influences on auditory development, and the differences between auditory disorders and communication differences and their treatment.
8. Describe preventative measures related to hearing impairment and handicapping conditions.
9. Educate and counsel individuals, families, co-workers, educators, and other persons in the community related to hearing impairment and handicapping conditions.
10. Compare and contract basic approaches to treatment of auditory-related disorders.

**Prerequisite(s)**

There are no pre-requisites for this course. The course can be taken in combination with other courses for the Minor in Speech and Hearing Science. Students are advised to meet with the program director regarding the minor and suggested sequences.

**Relationship to Other Courses**

This course is part of the eight-course sequence for the Minor in Speech and Hearing Science.

**Discipline/College/Department- Specific Information or Standards**

This course is required for admission to a graduate program in speech-language pathology. For more information about applying to graduate school, students can contact the instructor or the Director of the SLP Program.

**Format and Procedures**

The course will utilize:

- Lecture and discussion to provide students guidance for learning basic information and concepts related to the course.
- Group learning projects to assist students in developing collaboration skills.

**Course Requirements**

Required text

Welling, D.R., & Ukstins, C.A., (2019). *Fundamentals of Audiology for the Speech-Language Pathologist*, 2<sup>nd</sup> Ed. Burlington, MA: Jones & Bartlett. Printed version: ISBN 9781284105988; e-version ISBN 9781284106336

Other Requirements

- Internet and Blackboard access

Recommended Texts & Other Readings

- Other readings will be made available in Blackboard (See Folder Name).

**Credit Hours and Expectations**

This course is a 4-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 12.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

**Assignments and Grading**

Students will get credit for attendance and participation in class and activities. Group projects will also be completed in class. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Mid-term exam

25% of total grade

Final exam	25% of total grade
Lab assignments	25% of total grade
Clinical assignment	15% of total grade
Class Participation	10% of total grade

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

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1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

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## **Topic Outline/Schedule**

The course calendar is provided as a helpful guideline. Changes in topic or reading assignments may occur. Any changes to this calendar will be discussed in class and, when appropriate, may be posted on Blackboard. Please contact the instructor if you have questions or concerns regarding changes.

### **Week 1**

The Role of the Speech Language Pathologist in Audiology Services

#### **Reading- Chapter 1**

Lab: Introduction to Testing and SLP Scope of Practice

### **Week 2 and 3**

Review of Sound, Hearing and Listening

**Reading- Chapter 2**

Lab: Sound Waves and the Ear

**Week 4 and 5**

Audiometric Equipment

**Reading- Chapter 3**

Lab: Central Vowels and PRAAT

**Week 6 and 7**

Testing procedures

**Reading- Chapters 4-7**

Lab: Hearing Screening and Evaluation Simulation 1

**Week 8**

**Midterm Exam**

**Week 9**

Interpretation of Results

**Reading- Chapter 9**

Lab: Hearing Screening and Evaluation Simulation 2

**Week 10**

Hearing Aids

**Reading- Chapter 10**

Lab: Hearing Screening and Evaluation Simulation 3

**Week 11 and 12**

Hearing Loss and Intervention in Pediatric Populations

**Reading Chapters 12 and 13**

Lab: Hearing Screening and Evaluation Simulation 4

**Week 13 and 14**

Audiology Intervention and Aural Rehabilitation

**Reading Chapters 14-16**

On-Line Lab: Stress and Intonation

**Week 15**

Review and Final Exam

**Speech-Language Pathology/Binghamton University**  
**SLP 530- Counseling in SLP**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

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**Course Information**

**Description**

This course focuses on counseling approaches that are helpful in supporting individuals with communication disorders and their families. The major goals of the course will include providing each student with a background of understanding the psychological and social impact individuals with communication disorders, and developing skills for counseling clients.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. *Demonstrate a knowledge of current models of counseling intervention for children, adolescents, and adults*
  - a. *Evidenced through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher). ASHA Standard IV-C.*
2. *Demonstrate an understanding of appropriate counseling approaches to support people who stutter.*
  - b. *Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D and V-D.*
3. *Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*
  - c. *Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successful completion of previous coursework and clinical assignments during the previous semester.

### **Relationship to Other Courses**

This course is one of the courses needed

### **Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

### **Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

### **Course Requirements**

Potential texts

Bien, T. (2006). *Mindful therapy: A guide for therapists and helping professionals*. Wisdom Publications: Somerville, MA.

Burns, K. (2016). *Focus on solutions: A health professional's guide 2<sup>nd</sup> edition*. Solutions Books: London.

### **Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

### **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	20%	Simulation Assignments	40%
Exam 2	20%	Discussion Boards	20%

## Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

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B	84 - <87%
B-	80 - <84%
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Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

#### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

## **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

## **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

## **Topic Outline/Schedule**

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor during the semester.

### Week 1 through 5

Week 1-2- Introduction to the course

Basic counseling approaches and cognitive-behavioral therapy

Week 3- Simulation Assignment #1, Intro to Mindfulness

Week 4-5 Mindfulness and ACT

Simulation Assignment #2

Exam #1

Week 6-7- Solution-Focused Brief Therapy

Simulation Assignment #3

Week 8- Simulation Assignment #3; Exam #2



**Speech-Language Pathology/Binghamton University**  
**SLP 532- Dysphagia**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This course introduces the student to the nature, evaluation, and management of feeding and swallowing disorders from infancy through adulthood. Specific etiologies, instrumentation utilized in evaluation, and evidence-based treatments will be explored.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. *Demonstrate knowledge of the nature of swallowing disorders, as well as the underlying normal processes of normal production of swallowing in children and adults. ASHA Standard IVB and IVC.  
Demonstrated through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher).  
ASHA Standard IV-C.*
2. *Demonstrate a current knowledge of the principles and methods of prevention, assessment, and intervention for dysphagia, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D.*
3. *Demonstrate knowledge of standards of ethical conduct.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-E.*
4. *Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is one of the courses needed for certification.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements****Potential texts**

Murry, T., Carrau, R.L., & Chan, K. (2018). *Clinical Management of Swallowing Disorders: From Science to Clinical Practice*. San Diego, CA, Plural Publishing, Inc.

**Other Required Resources:**

Modified Barium Study Impairment Profile (MBSImP): registration information in BB-no cost to student  
Aceland Academy Video Atlas of Human Anatomy: Click on Link in BlackBoard

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations.**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	25%	Clinical Assignments	25%
Exam 2	25%	MBIS Assignment	25%

### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### **Accessing Grades**

All grades will be posted on blackboard.

### **Course Policies**

#### **Penalties for Late Work and Requests for Extensions**

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual

attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

### **Missed or Make-up Exam Policy**

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the [University Testing Center](#).

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed after the 2 missed class. There are a number of different lab and group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
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### **Academic Integrity**

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

### **Distance-learning course statement:**

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### Course Schedule

WEEK	TOPIC	ASSIGNMENT
	<b>***PLEASE NOTE: Please refer to Blackboard for weekly topic and details as topics and weeks addressed may be subject to change at the instructor's discretion***</b>	<b>***PLEASE NOTE: Please refer to Blackboard for correct assignment and details as these assignments may be subject to change at the instructor's discretion***</b>

<p>Week #1</p>	<p><b>Tues:</b>          -Ch 1 Introduction to and Epidemiology of Swallowing Disorders          -MBSImP Intro, Components  <b>Thurs:</b>          -Ch 2: Anatomy and Function of the Swallowing Mechanism          MBSImP: Video: Anatomy and Physiology of Swallowing</p>	<p>Read Ch 1 prior to class Tuesday; refer to PowerPoint          Reach Ch 2 Prior to class Thursday; Refer to PowerPoint          Acland’s Anatomy: Oral Cavity and Its Surroundings; Larynx and Its Surroundings; Nerves of the Head and Neck (See Blackboard: this is supplemental to what we learned in class)          Set up Access by 11:59PM Sun Jan 26          MBSImP: Register and Complete all Pre-Requisite Videos in Learning Zone and download “Recommended Downloads” for your reference by 11:59PM Sun Jan 26</p>
<p>Week #2</p>	<p><b>Tues: Continue to review Ch 2 and refer to PowerPoint located in this folder</b>          -MBSImP: Learning Zone Oral Component 1-3   <i>Thurs: Review Ch 2 and refer to PowerPoint located in this folder</i>          -MBSImP: Learning Zone Oral Component 4-6</p>	<p>Complete In Class Assignment(s)          Complete Study Guide Ch 1-2 by 11:59PM Sun Feb 2 (included in this folder).           MBSImP: Complete Learning Zone Oral Component Practice for Oral Components 1-6 by 11:59PM Sun Feb 2</p>
<p>Week #3</p>	<p><b>Tues: Quiz 1: Ch 1-2</b>  <b>Tues: Read Ch 3 prior to class Tuesday; refer to PowerPoint in this folder</b>          -Ch 3: Swallowing Disorders Arising from Neurological Disorders and Other Diseases          -MBSImP: Learning Zone Pharyngeal Component 7-10   <b>Thurs: Read Ch 4 Prior to class Thursday; Refer to PowerPoint in this folder</b>           -Ch 4: Swallowing Disorders Following Surgical Treatments          MBSImP: Learning Zone Pharyngeal Component 11-13</p>	<p>-Read Ch 3 before class Tuesday          -Read Ch 4 before class Thursday          -Complete In Class Assignment          -Complete Quiz 1: Ch 1-2          -MBSImP: Complete Learning Zone Component Practice for Pharyngeal Components 7-13</p>

Week #4	<p><b>Tues:</b> -Ch 5: Clinical Evaluation of Swallowing Disorders -MBSImP: Learning Zone Pharyngeal Component 14-16 <b>Thurs: Quiz 2 Ch 3-4</b> --Ch 5: Clinical Evaluation of Swallowing Disorders Cont. Evaluation of Swallowing Disorders Cont. -MBSImP: Learning Zone Esophageal Component 17</p>	<p>Read Ch 5 prior to coming to class on Tuesday; refer to PowerPoint Additional Assignment to Be Determined</p> <p>MBSImP: Complete Learning Zone Component Practice for Pharyngeal Components 14-16 and Esophageal Component 17 by 11:59PM Sun Feb 16</p>
Week #5	<p><b>Tues:</b> -Ch 6: Instrumental Evaluation of Swallowing Disorders - MBSImP: Begin Training Zone Components <b>Thurs:</b> --Ch 6: Instrumental -MBSImP: Overview of Training Zone Components</p>	<p>Read Ch 6 prior to coming to class on Tuesday; refer to PowerPoint Additional Assignment to Be Determined</p> <p>MBSImP: Complete Training Zone Swallow by Swallow Components 1-4 by 11:59PM Sun Feb</p>
Week #6	<p><b>Tues:</b> -Ch 7: Treatment of Swallowing Disorders -MBSImP: Begin Training Zone Components <b>Thurs: Quiz 3 Ch 5-6</b> --Ch 7: Treatment of Swallowing Disorders Cont. -MBSImP: Overview of Training Zone Components</p>	<p>Prepare Questions for Guest Speaker Read Ch 7 prior to class on Thurs; refer to PowerPoint IDDISI Website: Download Resources MBSImP: Complete Training Zone Swallow by Swallow Components 5-8 by 11:59PM Sun Feb</p>
Week #7 & 8	<p><b>Tues:</b> Ch 8 Nutrition and Diet IDDSI <b>Thurs:</b> No Class Online Midterm Ch 1-8</p>	<p>Complete Mid-term Review Guide Study for Mid-term MBSImP: Complete Training Zone Swallow by Swallow Components 9-12 by 11:59PM Sun Feb</p>
Week #9	<p><b>Tues:</b> Potential Guest Speaker – Bedside, Videos, Therapy Techniques and Vital Stim OR Ch 9: Pediatric Dysphagia: Assessment of Disorders of Swallowing and Feeding <b>Thurs:</b> Ch 9: Pediatric Dysphagia: Assessment of Disorders of Swallowing and Feeding Cont.</p>	<p>Read Ch 9 prior to class on Tues or Thurs Additional Assignment to Be Determined</p> <p>MBSImP: Complete Training Zone Swallow by Swallow Components 13-16 by 11:59PM Sun</p>



Week #10	<p><b>Tues:</b> Ch 10: Treatment of Feeding and Swallowing Disorders in Children</p> <p><b>Thurs:</b> Ch 10: Treatment of Feeding and Swallowing Disorders in Children Cont.</p>	<p>Read Ch 10 prior to class on Tues; refer to PowerPoint Additional Assignment to Be Determined</p> <p>MBSImP: Complete Training Zone Swallow by Swallow Components 17-20 by 11:59PM Sun</p>
Week #11	<p><b>Quiz 4: Ch 9 and Ch 10</b></p> <p><b>Tues:</b> Feeding and Swallowing Best Practices: Evidence Based Practices and ASHA Scope in class project</p> <p><b>Thurs: Guest Speaker</b> Treatment of Feeding and Swallowing Disorders in Children Cont.</p>	<p>Prepare questions for guest speaker prior to class on Thursday Additional Assignment To Be Determined</p> <p>Complete MBSImP Reliability</p>
Week #12	<p><b>Tues:</b> Ch 11: Surgical Treatment and Prosthetic Management of Swallowing Disorders</p> <p><b>Thurs:</b> Ch 11: Surgical Treatment and Prosthetic Management of Swallowing Disorders Cont.</p>	<p>Read Ch 11 prior to class on Tues; refer to PowerPoint Additional Assignment to Be Determined</p> <p>MBSImP: Complete Reliability</p>
Week #13	<p><b>Quiz 4: Evidenced Based/ Best/ Scope of Practice- Asha and Ch 11</b></p> <p><b>Tues:</b> Speaker? Panel? Ch12: Case Studies/Goal Writing</p> <p><b>Thurs:</b> Speaker? Panel? Ch12: Case Studies/Goal Writing Cont.</p>	<p>MBSImP Reliability completed</p>
Week #14	<p><b>Tues:</b> Speaker? Panel? Ch12: Case Studies/Goal Writing Cont.</p> <p><b>Thurs:</b> Speaker? Panel? Ch12: Case Studies/Goal Writing Cont. Catch up/Review</p>	<p>Assignment: TO BE DETERMINED</p>
Week #15	<p>Final Review</p>	<p>Assignment: TO BE DETERMINED</p>
Finals Week	<p>Comprehensive Final Exam: Time and location to be determined</p>	<p>Celebrate 1 year down of Grad School. Good Luck on year 2.</p>

**Speech-Language Pathology/Binghamton University**  
**SLP 535- Voice and Pharyngeal Disorders**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

An advanced course in the evaluation and treatment of voice and resonance disorders. We start with normal voice and resonance, then discuss functional, organic and neurogenic voice disorders. We then move to evaluation of the voice (on campus) and therapy for special populations. Finally, we discuss resonance disorders. Students are assumed to have a basic understanding of the vocal mechanism.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. *The student must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of voice and pharyngeal disorders. ASHA Standard IVB and IVC.*  
*Evidenced through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher).*
2. *Demonstrate a current knowledge of the principles and methods of prevention, assessment, and intervention for children and adults with voice and pharyngeal disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. ASHA Standard IV-D.*  
*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards.*
3. *Demonstrate knowledge of standards of ethical conduct.*  
*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-E.*

4. *Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is one of the courses needed

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements**

Potential texts

Boone, D., McFarlane, S., Von Berg, S., & Zraick, R. (2010). *The voice and voice therapy*. Ninth Edition. Boston: Pearson Education, Inc.

Recommended Texts & Other Readings

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations.**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

**Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	15%	Assessment Assignment	15%
Exam 2	15%	Clinical Assignments	25%
Exam 3	15%	Acoustic and Voice Analysis	15%

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

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If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the University Testing Center.

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with Binghamton's Religious Holidays policy. If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

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In-person course statement:

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## **Dean of Students**

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Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

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### **Course Outline**

Topics for course content and schedule will vary based on the disorder or condition.

Week 1- Introduction to voice disorders

Week 2 and 3- Normal anatomy and physiology of the vocal mechanism; Exam #1

Week 4 and 5- Functional Voice Disorders

Clinical assignment/simulation #1 and #2

Week 6 and 7- Organic Voice Disorders

Clinical assignment/simulation #3 and #4

Week 8 and 9- Neurogenic Voice Disorders

Clinical assignments/simulation #5 and #6

Week 10- Exam #2

Week 11 and 12- Evaluation of Voice  
Acoustic and Voice Analysis Assignment  
Assessment Assignment

Week 13 and 14-

Clinical assignments/simulation #7-10#

Week 15- Exam #3



**Speech-Language Pathology/Binghamton University**  
**SLP 541- Stuttering**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

SLP 541 is a graduate course focusing on the disorder of stuttering. The major goals of the course will include providing each student with a background in the nature, assessment and treatment of stuttering in children, adolescents and adults. Other fluency disorders will be reviewed.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. *Demonstrate an understanding of the nature of stuttering and other fluency disorders.*
  - a. *Demonstrated through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher). ASHA Standard IV-C.*
2. *Demonstrate an understanding of appropriate methods of prevention, assessment and treatment of stuttering and other fluency disorders.*
  - b. *Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D.*
3. *Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*
  - c. *Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successful completion of previous coursework and clinical assignments during the previous semester.

### **Relationship to Other Courses**

This course is one of the courses needed

### **Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

### **Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

### **Course Requirements**

Potential texts

Guitar, B. (2019). Stuttering: An integrated approach to its nature and treatment. Lippincott Williams and Wilkins; Philadelphia, PA.

Recommended Texts & Other Readings

- Other readings will be made available in Blackboard for this course.

### **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	15%	Assessment Assignment	15%
Exam 2	15%	Discussion Boards	15%
Simulation Assignment	25%	Role Playing Assignment	15%

## Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

## Accessing Grades

All grades will be posted on blackboard.

## Course Policies

### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had

they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

### **Missed or Make-up Exam Policy**

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the University Testing Center.

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with Binghamton's Religious Holidays policy. If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed after the 2 missed class. There are a number of different lab and group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

## Academic Integrity

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

## **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

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Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

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- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
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### **Topic Outline/Schedule**

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor during the semester.

#### Week 1-

Standard definitions of stuttering and symptomatology

Demographic Issues

The problem of stuttering-WHO model

Factors that affect stuttering symptoms

***1<sup>st</sup> Stuttering Assignment- Due during week 3***

Discussion Board

#### Week 2 and 3-

Constitutional, Development, Environmental, and Learning factors in stuttering

Theories.

Discussion Boards

Week 4 and 5-

Developmental of Stuttering

Implications for differential diagnosis of children

*Assessment Assignment- Due week 7*

Assessment of Adults and School Age Children

Assessment of Preschool Children

Discussion Boards

Week 6

SIMUCASE ASSIGNMENTS

Week 7

Exam 1

Week 8 and Week 9

Clinic-The basics

Counseling

***2<sup>nd</sup> Stuttering Assignment Due Week 10***

***Training Video Assignment Due Week 14***

Week 10-12

Treating adults, adolescents, and school age children who stutter

Week 13 and 14

Treatment of preschoolers who stutter

Other Fluency Disorders

Week 15

Exam 2

**Speech-Language Pathology/Binghamton University**  
**SLP 550- Articulation and Phonological Disorders**  
**Location TBD**

**Instructor Information**

Instructor: TBD

Office: TBD

Office hours: TBD

Office Telephone: TBD

Email: TBD

Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

Graduate students will be introduced to the nature of speech sound disorders at the articulatory and cognitive or phonological levels. The process of speech sound acquisition, diagnostic techniques, treatment techniques and consideration of special populations where in speech sounds are evident.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

*Demonstrate knowledge of the nature of articulation and phonological disorders, as well as the underlying normal processes of normal production of articulation and phonology. ASHA Standard IVB and IVC.*

*Evidenced through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher). ASHA Standard IV-C.*

*Demonstrate a current knowledge of current knowledge of the principles and methods of prevention, assessment, and intervention for children with articulation and phonological disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D.*

*Demonstrate knowledge of standards of ethical conduct.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-E.*

*Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*



**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is one of the courses needed

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements****Potential texts**

Kock, B. (2019). *Clinical Management of Speech Sound Disorders: A Case Based Approach*. Boston: Jones and Bartlett Learning. ISBN: 978-1-284-03691-6

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations.**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

**Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	20%	Assessment Assignment	20%
Exam 2	20%	Clinical Assignments	20%
Exam 3	20%		

## Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

## Accessing Grades

All grades will be posted on blackboard.

## Course Policies

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### **Absences Due to Religious Holidays**

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Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

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In-person course statement:

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Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

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- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
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### Course Outline

- Week 1- Introduction to course/Review Terminology
- Week 2- Articulatory Phonetics and Speech Sound Form- Clinic Assignment 1
- Week 3- Phonetic transcription and diacritics
- Week 4 and 5- Theory and practical application- Assessment Assignment 2
- Week 6- Exam 1
- Week 7 and 8- Articulation Treatment- Clinic Assignment 3
- Week 9 and 10- Phonological Treatment- Clinic Assignment 4, Exam 2
- Week 11 and 12- Assessment/Evaluation- Assessment Assignment
- Week 13 and 15- Apraxia of Speech and Special Populations
- Finals Week- Exam 3

**Speech-Language Pathology/Binghamton University**  
**SLP 560- Neurogenic Communication Disorders I**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

Advanced course exploring behavioral and physiological methods used to investigate language processing. It will summarize the etiology, nosology, and characteristics of adult neurogenic language disorders. Students will demonstrate knowledge of assessment and treatment of adult neurogenic disorders.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

*Demonstrate knowledge of the nature of cognitive-linguistic disorders, as well as the underlying processes of normal production of cognition and language processes in adults. ASHA Standard IVB and IVC.*

*Demonstrated through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher). ASHA Standard IV-C.*

*Demonstrate a current knowledge of the principles and methods of prevention, assessment, and intervention for adults with cognitive and language disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D.*

*Demonstrate knowledge of standards of ethical conduct.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-E.*

*Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is one of the courses needed for certification.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements**

Recommended Texts & Other Readings

Hallowell, B. (2017). *Aphasia and other acquired neurogenic language disorders: A guide to clinical excellence*. San Diego, CA: Plural Publishing.

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations.**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

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Exam 1	20%	Assessment Assignment	30%
Exam 2	20%	Clinical Assignments	30%

## Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

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### Course Policies

#### Penalties for Late Work and Requests for Extensions

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### **Missed or Make-up Exam Policy**

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### **Absences Due to Religious Holidays**

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### **Course Outline**

- Week 1 through 3- Introduction to Aphasia and Neuroanatomy. Chapter 1-3, 5
- Week 4- Defining Aphasia, Syndromes, and WHO. Chapter 4, 10 & 11
- Week 5- TBI and Dementia. Chapter Chapter 4, 10 & 11
- Week 6- Right Hemisphere Disorders. Chapter 12
- Week 7- Dementias. Chapter 13 and 26.
- Week 8- Exam 1
- Week 9, 10 & 11- Assessment and Treatment of Aphasia. Chapter 17-22; SIMULATION 1-4
- Week 12 & 13-- Assessment and Treatment of Cognitive Disorders. Chapter 17-22; SIMULATION 5-8
- Week 15- Assessment and Treatment of Dementia; Assessment Assignment Due
- Finals Week- Exam 2

**Speech-Language Pathology/Binghamton University**  
**SLP 561- Neurogenic Communication Disorders II**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This course will address the neurological basis of speech and speech disorders. Here you will learn the general speech characteristics that accompany motor speech disorders and learn assessment techniques and differential diagnosis of dysarthria and apraxia of speech. Finally, treatment strategies will be discussed.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. *Demonstrate knowledge of the nature of articulation and phonological disorders, as well as the underlying normal processes of normal production of motor speech disorders in adults. ASHA Standard IVB and IVC.  
Demonstrated through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher).  
ASHA Standard IV-C.*
2. *Demonstrate a current knowledge of current knowledge of the principles and methods of prevention, assessment, and intervention for adults motor speech disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D.*
3. *Demonstrate knowledge of standards of ethical conduct.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-E.*

4. *Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.*

*Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is one of the courses needed for certification.

Discipline/College/Department- Specific Information or Standards

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements**

**Potential texts**

Duffy, J.R. (2005). Motor speech disorders: Substrates, differential diagnosis and management. (3<sup>rd</sup> edition) Elsevier Mosby. ISBN-13:978-0323072007.

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations.**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

**Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	25%	Clinical Assignments	50%
Exam 2	25%		

### Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above

standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

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### **Course Outline**

Week 1 through 2- Neural Anatomy and Physiology of Motor Speech Disorders Chapter 2

Week 3 & 4- Flaccid Dysarthria; Diagnosis and Treatment. Chapter 4

Week 5 & 6- Spastic Dysarthria; Diagnosis and Treatment. 5 and 17

Week 7- Exam 1; Simulation 1-3.

Week 8 & 9- Hyperkinetic Disorders; Diagnosis and Treatment. Chapter 8 & 17

Week 10 & 11- Dementias. Chapter 13 and 26. Simulation 4-5

Week 12 & 13- Ataxic Dysarthria; Assessment and Treatment. Chapter 6 & 17.

Week 14 & 15- Apraxia; Assessment and Treatment. Chapter 11. Simulation 6-8; SIMULATION 1-4

Finals Week- Exam 2

**Speech-Language Pathology/Binghamton University**  
**SLP 565- Exploring Research in SLP**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This course will guide graduate students in an exploration of the methods and process of research in Speech and Language Pathology. In addition, the students will be guided in the process of critically reviewing research pertinent to the field. The course will culminate in the development of an independent research project or paper, that will lead to their project required for graduation.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. The applicant must have demonstrated knowledge of standards of ethical conduct. IV-E  
*Demonstrated through successful completion of exams (83%), discussion board assignments (83% success of higher), completion of research proposal (83%), and EBP assignments (83% or higher). IV-E*
2. The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. IV-F  
*Demonstrated through successful completion of exams (83%), discussion board assignments (83% success of higher), completion of research proposal (83%), and EBP assignments (83% or higher).*
3. The applicant must have demonstrated skills in oral and written or other forms of communication. V-A  
*Demonstrated through successful completion of exams (83%), discussion board assignments (83% success of higher), completion of research proposal (83%), and EBP assignments (83% or higher).*

**Prerequisite(s)**

Graduate students currently work

**Relationship to Other Courses**

This course is part of the MS Program in Speech and Language Pathology.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- Lab to learn the skills necessary for research.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements**

Potential texts

Goldfarb, R. (2021). Consuming and producing research in communication sciences and disorders: Developing power of professor. San Diego, CA: Plural Publishing.

Nelson, L. & Gilbert, J. (2021). Research in communication sciences and disorders: Methods for systematic inquiry. San Diego, CA: Plural Publishing.

Satake, E. (2021). Statistical methods and reasoning for the clinical sciences: Evidence-based practice. San Diego, CA: Plural Publishing.

Dollaghan, C. (2007). The handbook for evidence-based practice in communication disorders. Baltimore, Maryland: Paul H. Brookes Publishing Co.

**Other Requirements**

- Internet and Blackboard access is required
- There will be some lab assignments that will require some use of available technologies.

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

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Exam 1	20%	Research Proposal	30%
Exam 2	20%	Discussion Boards	10%
EBP Assignments	20%		

### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
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### Topic Outline/Schedule

**Note:** This is a tentative outline of course activities and readings that may be modified by the instructor during the semester.

<b>Week</b>	<b>Seminar Topics</b>	<b>Assignments</b>	<b>Assignments</b>
<b>1</b>	<b>Nature of Research in CSD</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 1- See guidelines outlined on the rubric</b>
<b>2</b>	<b>Research and Clinical Relationship, Evidence Based Practice</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 2- See guidelines outlined on the rubric</b>
<b>3</b>	<b>Research Ethics</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 3- See guidelines outlined on the rubric</b>
<b>4</b>	<b>The scientific method</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 4- See guidelines outlined on the rubric</b>
<b>5</b>	<b>Types of Research Design</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 5- See guidelines outlined on the rubric</b>
<b>6</b>	<b>Types of Research Design</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 6- See guidelines outlined on the rubric</b>
<b>7</b>	<b>Basic Statistics</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 7- See guidelines outlined on the rubric</b>
<b>8</b>	<b>Basic Statistics</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 8- See guidelines outlined on the rubric</b>
<b>9</b>	<b>Conducting Clinical Research</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion Board 9- See guidelines outlined on the rubric --Complete Exam 1</b>
<b>9-10/24</b>	<b>-Finding external evidence</b>	<b>Complete required lectures and readings.</b>	<b>-Complete the searching for evidence assignment</b>



<b>10-10/31</b>	<b>-Finding External Evidence -Validity of evidence -Importance of evidence</b>	<b>Complete required lectures and readings.</b>	<b>EXAM 2</b>
<b>11-11/7</b>	<b>-Importance of Evidence</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion board 10- See guidelines outlined on the rubric</b>
<b>12-11/14</b>	<b>-Appraising treatment evidence -Appraising diagnostic evidence</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion board 11- See guidelines outlined on the rubric</b>
<b>13-11/21</b>	<b>-Appraising systematic reviews and meta-analyses -Appraising patient/practice evidence</b>	<b>Complete required lectures and readings.</b>	<b>-Discussion board 12- See guidelines outlined on the rubric -Research Proposal Due</b>
<b>14-11/28</b>	<b>WORK WEEK- THANKSGIVING- NO CLASS</b>		<b>-Research Proposal Due</b>
<b>15-12/5 and 12/12</b>			<b>Final EBP Assignment Due EXAM 2</b>

**Speech-Language Pathology/Binghamton University**  
**SLP 575- Professional Issues**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This course is designed to cover professional issues in speech-language pathology. Broad topics related to laws, licensure, and issues with practice will be explored.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. *Demonstrate knowledge of standards of ethical conduct.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards.  
ASHA Standard IV-E.*
2. *Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards.  
ASHA Standard V-D.*
3. *The applicant must have demonstrated knowledge of contemporary professional issues.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards.  
ASHA Standard IV-G.*
4. *The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards.  
ASHA Standard IV-H.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is one of the courses needed

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements****Potential texts**

Vinson, B. P. (2009). *Workplace skills and professional issues in speech-language pathology*. San Diego: Plural Publishing. ISBN #978-1-59756-203-4

Speech-Language Pathology Study Guide (Test Code: 0330)

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

### **Credit Hours and Expectations.**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	20%	Discussion Questions	20%
Exam 2	20%	Clinical Review	40%

### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

## **Accessing Grades**

All grades will be posted on blackboard.

## **Course Policies**

### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

### **Missed or Make-up Exam Policy**

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the University Testing Center.

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with Binghamton's Religious Holidays policy. If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed after the 2 missed class. There are a number of different lab and group projects throughout the term, and several of

these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### **Academic Integrity**

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

Distance-learning course statement:

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### **Campus Help for Students**

#### **University Tutoring Services**

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the [my.binghamton.edu](http://my.binghamton.edu) portal. Walk-in tutoring is also available for select courses. If

you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website: <http://www.binghamton.edu/tutoring>.

### **ITS Helpdesk/myCourses Support**

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

### **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

### **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

## Course Outline

- Week 1- Things you should know and universal precautions. Chpts. 2 and 3.  
--- Choose an evidence-based therapy program or approach as a focus for your Clinical Review paper.
- Week 2- Case Law- Chapter 4  
Legislation- Chapter 5
- Week 3- Resume Preparation and Interviewing- Chapter 1
- Week 4 - Goal Setting- Chapter 9  
Stress and Burnout- Chapter 17  
Exam 1
- Week 5- Clinical Decision-Making- Chapter 8  
Supervisory Process- Chapter 11
- Week 6- Ethics- Chapter 6
- Week 7- Professional Standards- Chapter 7
- Week 8- Review of State Requirements and ASHA Requirements  
Clinical Review Due; Exam 2



**Speech-Language Pathology/Binghamton University**  
**SLP 580- Seminar in SLP**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

Students will explore a specific area of speech and language pathology. It is expected that the topic of this course will be an expansion of courses already completed in the program or a new topic that allows students to develop an area of specific interest.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

1. *The student must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. ASHA Standard IVB and IVC.  
Demonstrated through successful completion of discussion board assignments, as well as successful completion of exams, written assignments, and discussion boards (83% or higher). ASHA Standard IV-C.*
2. *Demonstrate a current knowledge of current knowledge of the principles and methods of prevention, assessment, and intervention for children with articulation and phonological disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard IV-D.*
3. *Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.  
Evidenced by appropriate performance (83% or higher) on exams, assignments, and discussion boards. ASHA Standard V-D.*

**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program and successfully completion of previous coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is one of the courses needed for graduation.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

**Course Requirements****Potential texts**

To be determined based on the topic offered.

**Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.

**Credit Hours and Expectations.**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

**Assignments and Grading**

Students are required to attend lab and their scheduled day/time each week and will get credit for attendance and participation in activities. Group lab projects will also be completed. Each assignment is graded out of 100 points. These projects, exams, and quizzes will be discussed in further detail during individual lab times.

Exam 1	20%	Assessment Assignment	20%
Exam 2	20%	Clinical Assignments	20%
Exam 3	20%		

## Grading Scheme

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

## Accessing Grades

All grades will be posted on blackboard.

## Course Policies

### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had

they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

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### **Use of Mobile Devices**

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### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

Distance-learning course statement:

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#### **ITS Helpdesk/myCourses Support**

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

#### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

**Dean of Students**

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Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

**University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

**Course Outline**

Topics for course content and schedule will vary based on the disorder or condition.

**Speech-Language Pathology/Binghamton University**  
**SLP 590- Internship I**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
 Office: TBD  
 Office hours: TBD  
 Office Telephone: TBD  
 Email: TBD  
 Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

Provides graduate students with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with communication disabilities are served. This will be the first of four internships required of the student.

**Student Learning Outcomes**

Standard V: Skills Outcomes			
V-A	The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		
V-B	Intervention <ul style="list-style-type: none"> <li>• Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.</li> <li>• Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>• Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Measure and evaluate clients'/patients' performance and progress.</li> <li>• Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>• Complete administrative and reporting functions necessary to support intervention.</li> <li>• Identify and refer clients/patients for services as appropriate.</li> </ul> <p>Interaction and Personal Qualities</p> <ul style="list-style-type: none"> <li>• Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>• Collaborate with other professionals in case management.</li> <li>• Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li> <li>• Adhere to the ASHA Code of Ethics and behave professionally.</li> </ul>		
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**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program, and successful completion of coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is a requirement for the MS-SLP program.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Part-time clinical placements at a community facility.
- Periodic meetings with supervisor and Clinic Director.
- On campus simulation experiences.



## **Course Requirements**

### **Potential texts**

- Selected readings related to service delivery, evidence-based practice and clinical writing.

### **Other Requirements**

- Internet and Blackboard access is required
- There will be some lab assignments that will require some use of available technologies.

### **Recommended Texts & Other Readings**

- Other readings will be made available in Blackboard for this course.
- Additionally, students will be utilizing on-line tools related to clinical case studies, and will attend on-campus intensive clinical simulation activities.

### **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in discussion boards, preparing written assignments, completing clinical simulations, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Clinical evaluations will be completed by the students' supervisor(s).

### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required).

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%

C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard. Additionally, students will receive detailed feedback regarding her/his performance during clinical simulations and activities.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

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#### Missed or Make-up Exam Policy

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the [University Testing Center](#).

#### Absences Due to Religious Holidays

The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed after the 2 missed class. There are a number of different lab and group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

- I ask you to turn off your mobile devices and close your laptops during class.
- I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### **Academic Integrity**

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### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

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Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

#### **University Counseling Center**

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include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

### **Topic Outline/Schedule**

Students will be placed at a community facility and will be meeting regularly with and will hold ZOOM meetings with the Clinic Director. There will be simulation experiences completed during the term.

**Speech-Language Pathology/Binghamton University**  
**SLP 591- Internship II**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
 Office: TBD  
 Office hours: TBD  
 Office Telephone: TBD  
 Email: TBD  
 Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

Description

Provides graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served. This will be the second of four internships required of the student.

**Student Learning Outcomes**

Standard V: Skills Outcomes			
V-A	The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		
V-B	.Intervention Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process. Implement intervention plans (involve clients/patients and relevant others in the intervention process). Select or develop and use appropriate materials and instrumentation for prevention and intervention. Measure and evaluate clients'/patients' performance and progress.		

	<p>Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</p> <p>Complete administrative and reporting functions necessary to support intervention.</p> <p>Identify and refer clients/patients for services as appropriate.</p> <p>Interaction and Personal Qualities</p> <p>Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</p> <p>Collaborate with other professionals in case management.</p> <p>Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</p> <p>Adhere to the ASHA Code of Ethics and behave professionally.</p>		
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**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program, and successful completion of coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is a requirement for the MS-SLP program.

Discipline/College/Department- Specific Information or Standards

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Part-time clinical placements at a community facility.
- Periodic meetings with supervisor and Clinic Director.
- One on campus intensive clinical meeting on campus during the term.

## **Course Requirements**

### **Potential texts**

Selected readings related to service delivery, evidence-based practice and clinical writing.

### **Other Requirements**

Internet and Blackboard access is required

There will be some lab assignments that will require some use of available technologies.

### **Recommended Texts & Other Readings**

Other readings will be made available in Blackboard for this course.

Additionally, students will be utilizing on-line tools related to clinical case studies, and will attend clinical simulation activities.

### **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in discussion boards, preparing written assignments, completing clinical simulations, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Clinical evaluations will be completed by the students' supervisor(s).

### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required).

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%



C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard. Additionally, students will receive detailed feedback regarding her/his performance during clinical simulations and activities.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

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#### Missed or Make-up Exam Policy

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the University Testing Center.

### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with Binghamton's Religious Holidays policy. If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

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### **Use of Mobile Devices**

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### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

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University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

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**Topic Outline/Schedule**

Students will be placed at a community facility and will be meeting regularly with and will hold ZOOM meetings with the Clinic Director. There will one on campus clinical simulation experience.

**Speech-Language Pathology/Binghamton University**  
**SLP 592- Internship III**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
 Office: TBD  
 Office hours: TBD  
 Office Telephone: TBD  
 Email: TBD  
 Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

Provides graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served. This will be the third of four internships required of the student.

**Student Learning Outcomes**

Standard V: Skills Outcomes			
V-A	The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		
V-B	<p>Intervention</p> <ul style="list-style-type: none"> <li>• Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.</li> <li>• Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>• Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Measure and evaluate clients'/patients' performance and progress.</li> <li>• Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>• Complete administrative and reporting functions necessary to support intervention.</li> <li>• Identify and refer clients/patients for services as appropriate.</li> </ul> <p>Interaction and Personal Qualities</p> <ul style="list-style-type: none"> <li>• Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>• Collaborate with other professionals in case management.</li> <li>• Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li> <li>• Adhere to the ASHA Code of Ethics and behave professionally.</li> </ul>		
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**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program, and successful completion of coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is a requirement for the MS-SLP program.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Part-time clinical placements at a community facility.
- Periodic meetings with supervisor and Clinic Director.
- One on campus intensive clinical meeting on campus during the term.

## **Course Requirements**

### Potential texts

Selected readings related to service delivery, evidence-based practice and clinical writing.

## **Other Requirements**

Internet and Blackboard access is required

There will be some lab assignments that will require some use of available technologies.

## **Recommended Texts & Other Readings**

Other readings will be made available in Blackboard for this course.

Additionally, students will be utilizing on-line tools related to clinical case studies, and will attend on-campus intensive clinical simulation activities.

## **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in discussion boards, preparing written assignments, completing clinical simulations, and other tasks that must be completed to earn credit in the course.

## **Assignments and Grading**

Clinical evaluations will be completed by the students' supervisor(s).

## **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required).

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
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include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

**Topic Outline/Schedule**

Students will be placed at a community facility and will be meeting regularly with and will hold ZOOM meetings with the Clinic Director. There will be an on-campus simulation experience completed.

**Speech-Language Pathology/Binghamton University  
SLP 593- Internship IV  
Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports:

**Communication Policy**

The instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served. This will be the fourth of four internships required of the student, and this internship will be full-time.

**Student Learning Outcomes**

Standard V: Skills Outcomes			
V-A	The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.		
V-B	<p>Intervention</p> <ul style="list-style-type: none"> <li>• Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.</li> <li>• Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>• Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Measure and evaluate clients'/patients' performance and progress.</li> <li>• Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>• Complete administrative and reporting functions necessary to support intervention.</li> <li>• Identify and refer clients/patients for services as appropriate.</li> </ul> <p>Interaction and Personal Qualities</p> <ul style="list-style-type: none"> <li>• Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>• Collaborate with other professionals in case management.</li> <li>• Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li> <li>• Adhere to the ASHA Code of Ethics and behave professionally.</li> </ul>		
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**Prerequisite(s)**

Graduate students currently enrolled in the MS-SLP program, and successful completion of coursework and clinical assignments during the previous semester.

**Relationship to Other Courses**

This course is a requirement for the MS-SLP program.

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

**Format and Procedures**

The course will utilize:

- Full-time clinical placements at a community facility.
- Periodic meetings with supervisor and Clinic Director.
- One on campus intensive clinical meeting on campus during the term.

## **Course Requirements**

### **Potential texts**

Selected readings related to service delivery, evidence-based practice and clinical writing.

### **Other Requirements**

Internet and Blackboard access is required

There will be some lab assignments that will require some use of available technologies.

### **Recommended Texts & Other Readings**

Other readings will be made available in Blackboard for this course.

Additionally, students will be utilizing on-line tools related to clinical case studies, and will attend on-campus intensive clinical simulation activities.

### **Credit Hours and Expectations**

This course is a 6-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 18.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in discussion boards, preparing written assignments, completing clinical simulations, and other tasks that must be completed to earn credit in the course.

### **Assignments and Grading**

Clinical evaluations will be completed by the students' supervisor(s).

### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required).

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%
C	74 - <77%

C-	70 - <74%
D	64 - <70%
F	<64%

### **Accessing Grades**

All grades will be posted on blackboard. Additionally, students will receive detailed feedback regarding her/his performance during clinical simulations and activities.

### **Course Policies**

#### **Penalties for Late Work and Requests for Extensions**

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination only with prior instructor approval. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

#### **Missed or Make-up Exam Policy**

If a student knows of an exam that will be missed due to an acceptable conflict, the professor will attempt to schedule a make-up time for the student. If a student misses an exam due to illness or unforeseen reason, the student will need to contact the instructor within 24 hours to schedule a make-up exam. The exam will need to be made within five days of the illness. The instructor will work with the student to make the exam available and proctored, using the University Testing Center.

#### **Absences Due to Religious Holidays**

The instructor will accommodate absences for religious holidays. Ensure you are complying with Binghamton's Religious Holidays policy. If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

### **Attendance & Participation**

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures. It is acknowledged that students will be sick or have reason to miss some classes, but students will not be able to gain credit for attending class and no make-up assignments will be allowed after the 2 missed class. There are a number of different lab and group projects throughout the term, and several of these are completed during class time. Additionally, the course material is quite challenging and it is important that you attend class to maximize your learning.

### **Use of Mobile Devices**

Example wording: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class.

For this reason:

I ask you to turn off your mobile devices during class.

I allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt your classmates. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### **Academic Integrity**

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

### **Distance-learning course statement:**

Students wishing to request academic accommodations to ensure equitable access and participation in this course should contact Binghamton University's Services for Students with Disabilities (SSD) office. Please visit the [SSD](#)



website ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) for contact information, Disability Documentation Guidelines, services, policies and procedures.

### **Campus Help for Students**

#### **University Tutoring Services**

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the [my.binghamton.edu](http://my.binghamton.edu) portal. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website:

<http://www.binghamton.edu/tutoring>.

#### **ITS Helpdesk/myCourses Support**

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).

<https://www.binghamton.edu/its/>

#### **Libraries**

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)

<http://www.binghamton.edu/libraries>

#### **Dean of Students**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

#### **University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center

include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

**Topic Outline/Schedule**

Students will be placed at a community facility and will be meeting regularly with and will hold ZOOM meetings with the Clinic Director. There will be on campus simulated clinical experiences during the term.

**Speech-Language Pathology/Binghamton University**  
**SLP 598- Graduate Independent Study**  
**Location TBD**

**Instructor Information**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Office Telephone: TBD  
Email: TBD  
Course Supports: TBD

**Communication Policy**

The Instructor can be contacted during office hours, by phone during the business day M-F, and/or by email. The instructor will attempt to return emails within a few hours of receipt.

**Course Information**

**Description**

This course will provide graduate students the advanced study of a topic of special interest. It is expected that students will be either masters or doctoral students who are doing advanced training in research and teaching. Thus, it is expected that students will complete a research project as a part of this course. This course can be repeated up to 4 times.

**Course Objectives**

*Upon completion of this course, the student will be able to:*

*Develop a depth of understanding and knowledge base in a specific area of interest.*

*Review and apply the foundations of research to problems and research questions in the area of interest.*

*Complete a research proposal or project in the area of interest.*

**Prerequisite(s)**

Advanced graduate students with an interest in advanced training in a specific area of interest and desire to complete research.

**Relationship to Other Courses**

This course is one of the courses needed

**Discipline/College/Department- Specific Information or Standards**

This course is required for graduation from the MS SLP program, Certificate of Clinical Competence in SLP, and NY State License.

### **Format and Procedures**

The course will utilize:

- Synchronous and Asynchronous on-line teaching modalities.
- On-campus intensive and virtual software for simulation training.
- Group discussions to assist students in developing collaboration skills.

### **Course Requirements**

#### **Recommended Texts & Other Readings**

Readings will be in journals that are important to the specific topic of interest.

#### **Credit Hours and Expectations**

This course is a 3-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.

#### **Assignments and Grading**

Students are required to attend class discussions and complete all assigned readings for the week. The research productivity will be measured by completion of the research proposal or paper.

Completion of readings for the week= 25%

Participation in class discussions= 25%

Research proposal/project= 50%

#### **Grading Scheme**

Define your grading scheme for the course (your department may have a specific grading schema that is required.)

Grade	Percent
A	97 – 100%
A-	90 - <97%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%
C+	77 - <80%

C	74 - <77%
C-	70 - <74%
D	64 - <70%
F	<64%

### Accessing Grades

All grades will be posted on blackboard.

### Course Policies

#### Penalties for Late Work and Requests for Extensions

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in- class/on-line exercises, students will need to do substitution assignments to cover any assignments that are missed. Unusual attendance patterns should be explained to the instructor. **Cell phones ringers/call and audible pagers are not permitted in class.**

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases and may be modified only if prior arrangements have been made with the instructor.

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The instructor will accommodate absences for religious holidays. Ensure you are complying with [Binghamton's Religious Holidays policy](#). If you anticipate being absent because of any religious observance, please notify me in writing at least one week in advance. We will work together to accommodate your needs.

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### **Disability-Related Equal Access Accommodations Statement**

In-person course statement:

Students wishing to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](#)

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Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

**University Counseling Center**

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

**Topic Outline/Schedule**

**Note:** Topic outline/schedule will be established based on the needs of each student in the class.



**Appendix E – Sample Position Descriptions for New Faculty in the  
Division of Speech and Language Pathology**

**Clinical Coordinator for new SLP Program**

The Division of Speech and Language Pathology in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for Clinical Coordinator faculty position in the developing Division of Speech-Language Pathology.

This is a full-time, Open Rank, 12-month position with rank and salary commensurate with credentials and experience. The successful candidate will be a creative and collaborative individual who is responsible for the program's compliance with the clinical and academic standards set forth by American Speech, Language and Hearing Association's (ASHA) Council of Clinical Certification in Audiology and Speech Language Pathology (CFCC). Additionally, the candidate will assist the Program Director in preparing the program for accreditation by the Council of Academic Accreditation (CAA). Additionally, the Clinical Coordinator will serve as the primary instructor in the clinical education seminars, contribute to program development, create and maintain clinical placements for students and participate in innovative interprofessional educational experiences.

Candidates will have the Certificate of Clinical Competence in SLP and licensed or eligible for licensure to practice Speech-Language Pathology in New York. The candidate will possess a Ph.D. or Masters in Speech-Language Pathology or Communicative Sciences and Disorders. The successful candidate must have at least three years of post-licensure clinical certification. Previous experience with the accreditation process particularly as it relates to the clinical education curriculum, university teaching experience, and clinical supervision is preferred.

**Tenure Track and Tenure eligible positions (One Tenure Eligible and 4 Tenure Track) - General position description**

The Division of Speech-Language Pathology in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for full-time tenured/tenure-track faculty at the **Assistant, Associate, or Full Professor rank**. This is a 9-month appointment with opportunity to teach in both the Undergraduate Minor and the planned Master of Science in and the potential for summer teaching. In addition, the qualified faculty member will also have the opportunity for participating in doctoral training. The successful applicant will have a research doctorate (PhD or EdD) in speech language pathology, communication sciences and disorders, or a related field. Job responsibilities include teaching, scholarly activity (e.g., mentoring students, grant writing, manuscript submissions, and conference presentations), and service to the program, college, university, community, and profession. Preference will be given to candidates who show evidence of a successful research agenda or potential to develop such a plan, as well as traditional or online teaching experience in area of expertise. Teaching excellence and current scholarship/research will determine appointment at the Assistant, Associate, or Full Professor level.



# External Instruction Form

**Form 2E**

Version 2014-11-17

*This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.*

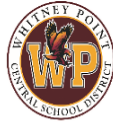
1. Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

Name and Title of Contact Person	Name and Address of Placement Site	# of placements per year
Aaron Kaminsky, Director of Special Services	Whitney Point Central School District P.O. Box 249, Whitney Point, NY 13862	6
Jennifer Gillis, Ph.D., Co-Director	Institute for Child Development, Binghamton University, PO Box 6000, Binghamton, NY 13902-6000	4
Vanessa DuBrava, Director of Special Education	Maine-Endwell Central School District, 712 Farm to Market Road, Endwell, NY 13760- 1199	5
Dr. Jill Bennedum, Executive Director of Human Resources & Student Services	Owego-Apalachin School District 5 Sheldon Guile Blvd., Owego, NY 13827	4

Anna Bruce, Program Coordinator and Vice President	GiGi's Playhouse Southern Tier, 732 Vestal Parkway East, Vestal, NY 13850	10
Marie Meagher, Director of Special Education	BOCES, 435 Glenwood Road, Binghamton, NY 13905-1699	4
Rachel Farrow-Beers, MA CCC-SLP Laura Lee, MA CCC-SLP Alexis Haluska, MA CCC-SLP Speech-Language Pathologist	Sherburne-Earlville District Office 15 School Street Sherburne, NY 13460	6
Rosalie Sullivan, Ed.S. Director of Special Education	Vestal Central School District 201 Main Street Vestal, NY 13850	6
Catherine Haas, MA, CCC-SLP Supervisor, Speech-Language Pathology	United Health Service Binghamton General Hospital 10-42 Mitchel Avenue Binghamton, NY 13903	5
Christopher Leins Director of Special Education	Marathon Central School District 1 Park Street, PO Box 339 Marathon, NY 13803	4
Dawn Sharpe, MS, CCC-SLP Lead Speech-Language Pathologist	Guthrie Health Care System 1 Guthrie Square Sayre Pa, 14880	6

2. For clinical placements for programs leading to [professional licensure in a health profession](#), **append** documentation to demonstrate each site’s commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site.
  
3. In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	Title	Email Address
Rodney Gabel, Ph.D., CCC-SLP	Professor and Founding Program Director, Division of Speech and Language Pathology	rgabel@binghamton.edu



## Whitney Point Central School District

P.O. Box 249, Whitney Point, NY 13862

CSE/CPSE Office: (607) 692-8228 FAX: (607) 692-7223

Aaron Kaminsky – Director of Special Services      Brittany Mau-Lantry – Secretary

---

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

I was enthusiastic to learn more about the proposed Speech Language Pathology Master of Science program at Binghamton University. Our school district is particularly interested in the ideas you shared for training students in the community, through setting up a clinical service model. The communities in Broome and surrounding counties are in great need for the expansion of speech language pathology services. We consider ourselves lucky that you have expressed interest in developing contract services and teletherapy clinics to our area and the surrounding communities. We look forward to continuing the discussions we have had about contracting with the SLP program, and eventually having up to six students intern with our school each year.

Our community has a number of children that are not receiving their required services under IDEA. This is due to the shortage of speech language pathologists in the region and your program will certainly help with this shortage. In our facility, we have been able to have students in the speech language pathology complete supervised internships. We would be excited to work with your students in the future and assist in their education. Recently, Education Law § 4410 expanded schools' responsibility for the evaluation and provision of services for preschool students with disabilities. This has stretched our speech providers to capacity to provide services for our school-aged children.

For years our speech pathologist and speech teachers have craved professional development and collaboration from a speech language pathologist program. As the student population continues to grow more diverse, we need a speech language program regionally to help us prepare to better service our children.

In closing, I am really excited for the establishment of this important program and am interested in how it develops. I also look forward to being able to collaborate in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Aaron Kaminsky".

Aaron Kaminsky  
Director of Special Services

The Vision of the Whitney Point Central School District is to be a community of excellence  
achieved through a commitment to HIGH performance, morale, and involvement

December 8, 2020

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

I was excited to learn more about the proposed SLP master of science program at Binghamton University. I was particularly interested in the ideas you shared for training students in community settings through a clinical service model. The communities in Broome and surrounding counties would benefit from the expansion of SLP services. As such, I appreciated your interest in developing contract services and teletherapy clinics to the surrounding communities.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our facility, we have been able to have SLPs students complete supervised clinical fellowships. We would be excited to work with your students in the future and assist in their education and opportunities for both internships and clinical fellowships. I believe that the Institute for Child Development can support up to 4 interns each year.

In closing, I believe the establishment of the SLP graduate program will be a valuable asset to Binghamton University and I look forward to opportunities to collaborate and work together to better serve the university community and community at large.

Respectfully,

Jennifer Gillis, PhD  
Co-Director, Institute for Child Development  
Professor, Department of Psychology



**MAINE-ENDWELL**  
CENTRAL SCHOOL DISTRICT

Administrative Offices

|  
Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

I was excited to learn more about the proposed SLP master of science program at Binghamton University. I was particularly interested in the ideas you shared for training students in the community, through setting up a clinical service model. The communities in Broome and surrounding counties would benefit from the expansion of SLP services. I appreciated your interest in developing contract services and teletherapy clinics to the surrounding communities.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our facility, we have been able to have SLPs students complete supervised internships. We would be excited to work with your students in the future and assist in their education. I believe that the Maine-Endwell Central School District can support up to 5 students each year

In closing, I am really excited for the establishment of this important program and am interested in how it develops. I also look forward to being able to collaborate in the future.

Sincerely,

*Vanessa DuBrava*

Vanessa DuBrava  
Director of Special Education

Owego Apalachin Central School District  
Dr. Jill M. Bennedum  
Executive Director of Human Resources & Student Services  
5 Sheldon Guile Blvd.  
Owego, NY 13827  
(607) 687-7307 x 7031  
bennedumj@oacsd.org



January 5, 2020

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

I was excited to learn more about the proposed SLP master of science program at Binghamton University. I was particularly interested in the ideas you shared for training students in the community, through setting up a clinical service model. The communities in Tioga and surrounding counties would benefit from the expansion of SLP services. I appreciated your interest in developing contract services and teletherapy clinics to the surrounding communities.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our school district, we have been able to have SLPs students complete supervised internships. As we discussed, I believe our school could support up to two students each semester. Our therapists are excited to work with your students in the future and assist in their education.

In closing, I am really excited for the establishment of this important program and am interested in how it develops. I also look forward to being able to collaborate in the future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jill Bennedum', written in a cursive style.

Dr. Jill Bennedum





Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

GiGi's Playhouse Southern Tier is so excited to learn of the proposed SLP master of science program at Binghamton University. We believe strongly in community partnerships, as we have seen the benefits for both our participants and our community volunteer partners. We have enjoyed hearing about the plans for providing speech support to our families through your proposed clinical service model. The expansion of SLP services in our area, would not only benefit our participants at the Playhouse, who currently range from birth through 52, but will be a great addition for our entire community. We are so thankful for the potential opportunity to develop contract services and teletherapy clinics for our families and community, here in the Southern Tier.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our facility, we have been able to have SLPs students complete supervised internships. As we discussed, I believe GiGi's Playhouse could support up to 4 students each semester, and potentially 10 per year. Our Playhouse volunteers and staff are excited to work with your students in the future and assist in their education.

In closing, I am really excited for the establishment of this important program and am interested in how it develops. I also look forward to being able to collaborate in the future.

Sincerely,  
*Anna Bruce*  
Anna Bruce  
GiGi's Playhouse Southern Tier  
Program Coordinator  
Board Vice President



435 Glenwood Road, Binghamton, NY 13905-1699  
(607) 763-3632 fax (607) 763-3635

January 5, 2021

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

I was excited to learn more about the proposed SLP Master of Science program at Binghamton University. I was particularly interested in the ideas you shared for training students in the community, through setting up a clinical service model. The communities in Broome and surrounding counties would benefit from the expansion of SLP services. I appreciated your interest in developing contract services and teletherapy clinics to the surrounding communities.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our facility, we have been able to have SLPs students complete supervised internships. As we discussed, I believe BOCES could support up to 2 student each semester, and potentially 4 per year. Our staff is excited to work with your students in the future and assist in their education.

In closing, I am really excited for the establishment of this important program and am interested in how it develops. I also look forward to being able to collaborate in the future.

Sincerely,

*Marie Meagher*

Director of Special Education



# Sherburne-Earlville District Office

18 School Street • Sherburne, NY 13460  
607-674-7367

Ginger Rinaldo  
Director of Special Services/CIO

January 5, 2021

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

We are excited to learn more about the proposed SLP master of science program at Binghamton University. We were particularly interested in the ideas you shared for training students in the community, through setting up a clinical service model. Chenango county will benefit from the expansion of SLP services. We appreciate your interest in developing contract services and teletherapy clinics to the surrounding communities.

We support the prospective graduate program, as it would positively impact community within Chenango County. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our facility, we have been able to have SLPs students complete supervised internships. We would be excited to work with your students in the future and assist in their education. Sherburne-Earlville Central School District can support up to two-three students per semester.

In closing, we are looking forward to the establishment of this program. We positively support the prospect working collaboratively in the future.

Kind regards,

Rachel Farrow-Beers, CCC-SLP, S-E CSD  
Laura Lee, CCC-SLP, S-E CSD  
Alexis Haluska, CCC-SLP, S-E CSD



January 15, 2021

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

**Re:** Letter of Support - Clinical Placement Availability at United Health Services Hospitals

Dear Dr. Gabel,

United Health Services Hospitals is committed to supporting the clinical placements of the developing Division of Speech and Language Pathology Program at Binghamton University. United Health Services Hospitals will be able to provide an estimated 4 to 5, part-time clinical placements per year. The locations that will be available to accommodate these placements are as follows:

- UHS Wilson Medical Center -1 per spring and fall semesters
- UHS Binghamton General Hospital -1 per spring and fall semesters, 1 per summer session based on staffing.

We look forward to working with you and your students.

Sincerely,

  
Catherine Haas, M.A., CCC-SLP, SMA, CCC-SCP

Supervisor, UHSH Department of Physical Therapy & Rehabilitation

**Marathon Central School**

Office of Special Education / Christopher Leins, Director of Special Education  
1 East Main Street, Marathon, New York 13803 (607) 849-3167

January 20, 2021

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

I was excited to learn more about the proposed SLP master of science program at Binghamton University. I was particularly interested in the ideas you shared for training students in the community, through setting up a clinical service model. The communities in Broome and surrounding counties would benefit from the expansion of SLP services. I appreciated your interest in developing contract services and teletherapy clinics to the surrounding communities.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our facility, we have been able to have SLPs students complete supervised internships. As we discussed, I believe Marathon School District could support up to 2 student each semester, and potentially 4 per year. Our staff is excited to work with your students in the future and assist in their education.

In closing, I am really excited for the establishment of this important program and am interested in how it develops. I also look forward to being able to collaborate in the future.

Sincerely,



Christopher Leins  
Director of Special Education  
Marathon Central School District  
(607) 849-3169

*"Enabling all students to achieve academic success, become responsible citizens, and realize their full potential."*



Robert Packer Hospital  
Rehabilitation Services  
One Guthrie Square  
Sayre, PA 18840-1698  
Tel 570.887.4801

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

We were excited to learn about the proposed SLP Master of Science program at Binghamton University. I was particularly interested in the ideas you shared for training students in the community through setting up a clinical service model. The communities in our region would benefit from the expansion of SLP services as you described. Your interest in developing contract services and teletherapy clinics to the surrounding communities is progressive and welcomed. I am hopeful that The Guthrie Health Care System will be a willing partner in your endeavors.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help provide an opportunity for organizations such as Guthrie to establish positive relationships with potential clinicians. We routinely welcome graduate externs from programs in both New York and PA and are certainly willing to discuss a collaboration to support your graduate externs as well. As we discussed, I believe Guthrie's SLPs could support up to 2-3 student each semester throughout all the Guthrie locations. Our staff welcomes the opportunity to work with your students.

In closing, we support your direction and development of this important program. I also look forward to being able to collaborate in the future.

Sincerely,

A handwritten signature in black ink that reads "Dawn P. Sharpe SLP".

Dawn Sharpe  
Lead Speech language Pathologist  
Guthrie Health Care System  
1 Guthrie Square  
Sayre Pa, 14880  
(570)887-4618



VESTAL, NEW YORK 13850

February 3, 2021

Dr. Rodney Gabel  
Director, Division of Speech-Language Pathology  
Decker College of Nursing and Health Sciences  
Binghamton University

Re: Letter of Support

Dear Dr. Gabel,

Thank you for meeting with me a couple weeks ago. I was excited to learn more about the proposed SLP master of science program at Binghamton University. I was particularly interested in the ideas you shared for training students in the community, through setting up a clinical service model. The communities in our region would benefit from the expansion of SLP services. I appreciated your interest in developing contract services and teletherapy clinics to the surrounding communities. I believe that the Vestal School District will be a willing partner in your endeavors.

I believe that the graduate program will be a great addition to our community. There is a shortage of SLPs in the region and your program will certainly help with this shortage. In our school district, we have been able to have SLPs students complete supervised internships. As we discussed, I believe Guthrie's SLPs may be able support up to 3 student each semester, and potentially 6 per year. Our staff would be excited to work with your students in the future and assist in their education.

In closing, I am really excited for the establishment of this important program and am interested in how it develops. I also look forward to exploring possibly collaboration opportunities in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Rosalie A. Sullivan".

Rosalie A. Sullivan, Ed.S.  
Director of Special Education

Challenge

Support

Foster

Invest



## External Evaluation Report

**Form 2D**  
Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

**Institution:** Binghamton University

**Evaluator Name (Please print.):** Dr. Anu Subramanian

**Evaluator Title and Institution:** Clinical Associate Professor and Director of Clinical Programs- SLP  
University of Iowa

**Evaluator Signature:** 

**Proposed Program Title:** Speech-Language Pathology

**Degree:** MS

**Date of evaluation:** Tuesday, March 23 – Wednesday, March 24

We had the opportunity to meet and discuss the MS degree in Speech-Language Pathology (SLP) with Tod Gabel, Founding director of the SLP program, members of the Senior Administrative team including Provost Nieman, Associate Dean Mahler, CFO Condi and Associate Dean Ortiz. We also attended meetings with Bear-Lehman, Founding Director for Occupational therapy, Buck, Founding Director for Physical therapy. Additionally, we had meetings with local clinicians and potential fieldwork supervisors, and other collaborators within Binghamton University. The information in this report is from these meetings and the document shared with us related to SUNY's new program proposal.

### I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.



The purpose of the program is well documented in the field and in the document itself. There is a dearth of SLP clinicians available for practice, along with a high need in multiple settings. Given that, this program will provide the state of New York, specifically Broome County and its surrounding areas an opportunity to increase the number of SLP clinicians. The structure and academic rigor including the curriculum, the plan for clinical placements are strong. Conversations with area clinicians, both in the school and hospital were very positive for mutually beneficial collaborative opportunities for student training. The support from within the college for structure, including for research, teaching, inter professional education, and physical plant will help the program flourish. It is evident to this reviewer that the founding director and Dean have spent ample thought and effort in building this program. The proposal submitted is impressive in its depth of detail and the number of people and agencies consulted. Such a strong foundation is bound to result in success.

**2. Comment on the special focus of this program, if any, as it relates to the discipline.**

This program does not have a special focus in the discipline. The program seeks to train generalist SLPs. This is typical of most programs. Any specialization requires additional coursework and clinical opportunities. In starting a program, a generalist SLP program is ideal.

**3. Comment on the plans and expectations for self-assessment and continuous improvement.**

The program seeks accreditation from CAA (Council for Academic Accreditation) through ASHA (American Speech Language and Hearing Association). Maintaining the accreditation requires self assessment and improvement. While there are no plans discussed for these areas in the proposal, it will be required for accreditation.

**4. Discuss the relationship of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.**

The SLP program is being developed as part of an overall healthcare expansion at Binghamton University. The Decker college of nursing is growing into the Decker college of Nursing and Health Sciences. The School of Rehabilitation Sciences consisting of Divisions of Occupational Therapy, Physical Therapy, and SLP is being developed. In addition to these immediate collaborations, our meetings with representatives from the department of Psychology and Institute of childhood development provided fertile ground for other collaboration opportunities. While BU has not reached out to other SUNY campuses for collaboration, it is expected that as more faculty are hired such collaborations with other Universities will grow.

**5. What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?**

As indicated in the program's proposal, the field of SLP has a national shortage of SLP's. Additionally, there are more students interested in graduate programs compared to the number of seats available. A needs assessment conducted by the Founding Director of the SLP program indicated a need for SLPs in the greater Binghamton metropolitan area. Our conversations with local stakeholders indicated their excitement and support for the development of a program at BU to help with afore-mentioned shortage of SLP's in the local area. Hence, this program will most definitely fill the need for both trained SLPs and training programs.

## II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

Currently, the Division of SLP has only one faculty member, the Founding Director, Rodney Gabel. There are plans to hire a clinical coordinator before the Fall of 2021. Based on his CV and discussions with him, Rodney Gabel is a great leader who will ensure success for the program. He has previous experience as a program director, has successfully managed the budget and monetization of a clinic. The plan developed by Dr. Gabel for this program is evidence of his training and experience. Dr. Gabel is professionally recognized as an expert in his specific area of SLP (stuttering). My area of expertise is also stuttering; hence I have heard of Dr. Gabel's name and read his publications. He is an a high quality leader for this division.

7. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them.**

Following conversations on the first day of the review, Dr. Gabel met with Dean Ortiz to discuss student:faculty ratio. In a follow up email, Dr. Gabel indicated that the plan for future hiring had changed. In the proposal discussed on day 2 of the review, the plan is to hire 7 full-time PhD level faculty, the Director of the division and a clinical coordinator). Additional clinical track faculty may be required if more clinical programs are developed at the university clinic. Using some of the clinical collaborations in the area may have to be provided adjunct status as well. In the current proposal, doctoral students will be assigned supervisory responsibilities as well. As the program grows, this may have to be reevaluated to seek out additional supervisory staff.

BU is a Research 1 University, requiring a high level of research output. There is a lot of institutional support for such research. Developing a new program requires a lot more service and teaching from faculty. Hence, ensuring that incoming research faculty have dedicated time for research to ensure their success is essential.

In addition to the MS program in SLP, the Division of SLP will also offer a minor in SLP for undergraduate students to get the requisite courses for a MS in SLP and have a collaborative doctoral program through the College of Community and Public Affairs. With the additional responsibilities of teaching these undergraduate and doctoral level courses, the plan for hiring faculty may need to be adjusted based on research productivity.

In addition to promotion and tenure criteria for tenure-track faculty, policies and procedures should be developed for any promotion/raise/growth opportunities for clinical supervisors. Another consideration is whether these supervisors are considered clinical faculty or will be staff with clear roles outlined. Given that the current plan is to use doctoral students for supervision, this is not essential immediately, but should be considered.

At this time, given the proposal, the plan outlined in a summary email appears appropriate. However, this may change based on research productivity requirements and clinical supervisory needs.

8. Evaluate credentials and involvement of **adjunct faculty and support personnel.**

None at this time. As long term clinical collaborators are identified, there may be need to include some of them as adjunct faculty to ensure a high quality training program for students.

## III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

The high demand for SLP's in the workforce has created a demand for SLP programs. BU's plan to add a minor in SLP for undergraduates will serve your undergraduate students well. This pre-professional track will create more opportunities for the undergraduate students, including graduate school.

In the first draft of the proposal, the expectation was for 60 MA students with start dates staggered between summer and fall, based on the undergraduate path taken. Following the first day of meetings, this was modified to about 40. All the nearby Universities have significantly lower numbers of Master's students. Hence, 60 students

per graduating class for the master's students is not practical. Providing all these students a variety of clinical training opportunities will reduce the quality of the program. A goal of 40 graduate students per class is more achievable and manageable. Plans for student recruitment and enrollment are well thought out. Discussions also indicated that there are many interested and eager students with psychology majors.

**10. What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?**

The information provided in the proposal and discussions indicate that recruitment and admissions criteria are adequate for the expected pool.

**11. Comment on provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?**

The field of SLP is predominantly white. Many efforts at increasing diversity have not moved the needle too far. BU's plan includes plans to recruit students from underrepresented groups. The college reported efforts with HBCU's in order to attract students to BU's program. Additionally, Dean Ortiz discussed the development of a college wide holistic admissions policy to increase the diversity of the college, including minoritized and disadvantaged students.

**12. Assess the system for monitoring students' progress and performance and for advising students regarding academic and career matters.**

The grading systems for each class and clinic will have to be identified. However, the accrediting agency for SLP programs (CAA) and Clinical Certification Committees (CFCC) have specific knowledge and skills that have to be acquired and signed off prior to certification as an SLP. Hence, the program will have to use rubrics to ensure that such progress is monitored throughout the graduate program. Our discussions with the college advisor indicated that the college will be able to support with advising of students.

**13. Discuss prospects for graduates' post-completion success, whether employment, job advancement, future study, or other outcomes related to the program's goals.**

This program will result in graduate students who are ready to be certified and join the work force as SLP's

#### **IV. Resources**

**14. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.**

A video tour of the building indicated an impressive facility and resources for incoming students. The physical facility included library space, meeting areas, computer labs, clinic rooms, simulation labs and opportunities for interprofessional education. In our discussions with collaborators in the community, all were willing to host students and had the space and interest in providing clinical education/training for the students.

**15. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?**

The Provost, CFO and Dean Ortiz indicated their strong support for this Division as part of the University's strategic plan. The budget for start up funds (which was indicated at \$10,000 in one discussion) is too low to attract faculty who are expected to do research commiserate with expectations at an R01 University. Hence, this should be considered based on faculty research needs. Workloads and administrative support seem to be fair from the proposal. Increasing University support to doctoral students may also alleviate some of the load on the faculty members, creating time for grant writing and management.

#### **V. Summary Comments and Additional Observations**

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The strengths of the proposed program are the very strong leaders who are leading this charge. The support from the University as part of their strategic focus bodes well for the success of the program. The proposal developed is thoughtful and indicates depth and vision to ensure the implementation. Community support from practicing clinicians (Gigi's playhouse, school system, hospital) will ensure the high quality of clinical training for the students. The revised plan for students (40 per graduating class) and faculty (7 full time faculty, in addition to the director of the division, clinical coordinator and possible long term clinical contracts) seems acceptable, achievable and will ensure student success for a high quality program.

While these are not weaknesses, areas to discuss in greater detail is the feasibility and need for a clinical doctoral program at this time, policies for promotion and research expectations given the research I status of BU combined with the work in developing a program. Ensuring financial support (start ups, doctoral student funding) for the division will be imperative.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

Choosing the right faculty, providing the appropriate support, and creating the right culture will ensure that the faculty contribute to the field in terms of their research, collaborations, service and teaching.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

Thank you for the opportunity to review this program. I am very supportive of this program.



#### External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:  
**Binghamton University**

\_\_\_\_\_  
(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

\_\_\_\_\_  
**MS Speech-Language Pathology**  
(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):  
Anu Subramanian

Signature:

 \_\_\_\_\_

